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### **Psychological and pedagogical support development of personal competence seniors**

The article highlights the conceptual foundations of psycho-pedagogical support aimed at the development of personal competence and high school justifies its effectiveness by analyzing the results of formative research phase.

Keywords: competence, competence, personal competence, psychological and pedagogical support.

**Formulation of the problem.** Growth urgency of the problem of competence of the individual in modern society makes an objective need for the development of personal competence seniors who are on the verge of professional and personal self-determination. Personality competence is an important to achieve a new quality of educational outcomes requires investigation and its content, structure, criteria, levels of development and the study of psychological features of formation.

**Analysis of research and publications.** In modern education great attention is paid to qualified approach as international organizations (International Commission of the Council of Europe, European Union experts, UNESCO) and scientists (V.I.Baydenko, N.M.Bibik, V.A.Bolotova, IA .Zimnyaya, O.I.Lokshyna, A.K.Markova, L.M.Mitina, O.V.Ovcharuk, L.I.Paraschenko, O.I.Pometun, O.Ya.Savchenko, A.V.Hutorskyy , Yu.H.Tatur, S.Ye.Shyshov).

Problems affecting personal competence in his writings V.I.Baydenko, N.I.Bihun, O.I.Hulay, O.A.Karabanova, A.K.Markova, N.N.Morozova, OE Permyakov, IM Fadeev, and others.

The researchers mainly examine this competence as a form of professional competence, or as one of its components (V.V.Abashyna, N.L.Babenko, O.I.Hulay, I.H.Drovnikova, N.V.Kuzmina, G J. .P.Lanets. Raven). OE Permyakov also describes personal competence According OE Permyakova personal and professional competence looks like a sphere, the core of which is the personal competence and outer shell - professional [3, p. 277]. NA Loushkina isolates autopsychologichnu competence and argues the need to study and development since adolescence [2, p. 290].

We understand the personal competence as an integrated feature, the ability of the individual to identify, interpret, exercise, assess, develop, arbitrarily regulate their own abilities, resources, talent and social position, to design, develop and implement in reality their life plans, based on knowledge of social needs and personal values.

To take account of the dynamics of the process of forming the study was singled out four competency levels of personal competence, each of which is characterized by qualitative originality, continuity, integrity, initial, average, sufficient creative.

Purpose of the article - to consider the conceptual framework and methodological features of psychological and pedagogical support aimed at the development of personal competence seniors.

### **Presenting main material.**

Psycho-pedagogical support is not a simple combination of various methods of diagnostic and developing work with children, and serves as a comprehensive technology special culture student support and assistance in solving the problems of personal development, socialization. Content psychological and pedagogical support we associate with the creation of favorable conditions, secure environment

needed for development and self youths of disclosure-fulfillment, the formation of the ability to act independently and free choice.

The basis of the organization of psycho-pedagogical support of personal competence we chose acmeological autopsychologichnoyi competence development model proposed A.O.Derkachem [1, p.112], which involves the following stages: problem-oriental analysis; design reference state; Planning changes; implementation of changes. The introduction of this model involves the following: identify the strengths and weaknesses of the individual - typological characteristics, potential and resources of self (in our study, carried out at the stage of initial diagnosis); search and the capability of self-development (actualization of the desire for self-development); designing trajectories of individual self-development, creating innovative internal and external environments; strategic planning, self-development; operational planning self-development; building the organizational structure of self-realization (reinforced by the development of training programs, taking into account available individually - typological characteristics, potential, overall level of personal competence of the senior group); self-realization; control and self-correction process (carried out at the stage of the training).

At the design stage structure and content of the program of psychological and pedagogical development of personal competence seniors we turned to the experience of NA Loushkinoyi that aprobuvala model of competence autopsychologichnoyi adolescents [2, s.291] based on the ideas of humanistic psychology, considering self-realization (self-actualization) as a gradual, sequential, cyclic process. Step awareness of themselves was called axiological (includes awareness of human values, uniqueness of self and others, unity with the fullness of the world), stage awareness experience - instrumental and technological (includes ownership of human reflection as a means of self-knowledge, the ability to concentrate on himself, his inner world and in its role in collaboration with others), and the growth stage of awareness - potrebnisno-motivational component

of success (characterized by the presence of a person in need of self-development, self-transformation and personal growth).

The theoretical model of personal competence, in our opinion, has the following components: motivational-value component (provides for understanding the need and importance of personality-oriented activities student and personal qualities that allow it to carry out, the adoption of personal self as the meaning and purpose of life, the stability of interest incentives for the development of new knowledge, personal development); cognitive component (including a set of knowledge, the possession of which required student-seniors for personal development, methods of setting, planning and problem solving personal development and evaluation solutions, the ability of the individual to understand and navigate the surrounding reality, identify, interpret and assess their place and role in team, family, state); emotional and volitional component (provides subjective, internally coordinated, responsible and effective student activities with a view to personal improvement, senior high school student satisfaction with the process and the quality of education, personal self-determination).

Based on these models, the structure of the training program involves the development of personal competence components the following order: 1) cognitive, 2) emotional and volitional 3) of motivational-value.

Based on the theoretical analysis of the problem studied set of particular importance competencies "self-acceptance, satisfaction with the environment, peace, education," "personal system of values," "self-awareness and self-esteem" for the development of personal competence seniors.

Also, in the planning and development of forming experiment we took into account the fact that early adolescence is a period of active development of identity as a dynamic system of ideas of man about himself, becoming stable self-image, an integrated self-concept, the formation of personal identity and sense of self-identity, unity, during the growth of social activity, autonomy and independence from adults, issues of personal self-organization, self-regulation and self-conscious

elements forming the desired behavior, arbitrary motivation, the period when the young man himself decides and responsible for it.

In experimental studies 306 students attended the ninth, tenth and eleventh grades of secondary schools №№ 9, 11, 19, 20 of Ternopil, Strusiv boarding school and Ukrainian Humanities Lyceum of Kyiv National Taras Shevchenko University. In forming experiment was attended by 38 students (18 - experimental group and 20 - control).

In order to create an effective program on the objectives of personal competence, regression analysis was carried out, which allowed it to identify those variables that have the greatest effect on the load-components of personal competence. Results of the analysis show that the level of personal competence greatest impact have the following options (at  $r = 0,792$ ): adaptation (0.150), morality (0,137), intelligence (.149), emotional stability - instability (0.180), low - high normative behavior (0.180) practicality - daydreaming (0.105), low - high self-control (0.177), extraversion - introversion (0.199), whole LSS (0.165), the result LSS (-0, 161), OJ (0.186), complexity (0.282) stimulation (level of belief) (-0.124), achievement (level of belief) (0.196) isolation - sociability (-0.101).

As defined the following priority areas of the program:

- Axiological, aims at deepening perceptions of their own senior high school student I; awareness of their own values and the values of life, attitudes, opinions of other people, the uniqueness of ourselves and others;

- Motivation, aims to actualize the need for continuous expansion space of his life in the pursuit of personal development, personal self-acceptance as a value and as a goal; to succeed as a personality; promote sustainable motivation for new knowledge;

- Instrumental: aims at mastering the techniques and methods of self-knowledge, self-control, self-organization, self-regulation, self-expression; skills to social activity; development of the ability to set a goal, make decisions and take responsibility for their performance; mastering the methods of organization of leisure time;

- Training: Practice provides high school students the ability to develop a program of self-improvement; gain experience of self-control, self-improvement, self-regulation; maintaining and achieving self-development goals.

For the purpose of the training was training the following tasks: 1. To develop a conscious, emotionally positive attitude to personal competence. 2. To develop skills of self-knowledge, introspection, reflection and a sense of self-worth. 3. promote moral and spiritual values and the ability to goal-setting. 4. To promote the learning of techniques and methods of self-control, self-organization, self-expression.

The main methods of training were: interactive: Announcement, role play, simulated scenarios, brainstorming, guided discussion, work in pairs, small groups, activation exercises, reflective comments; Art therapy: individual, group painting, work with fairy tales, metaphorical and symbolic material improvizuvannya, psychohimnastychni exercises visualization.

Graphically, we design programs reflecting the concept of psychopedagogical support of personal competence in high school in Fig. 1.

Fig. 1. Concept psychological and pedagogical support of personal competence in high school.

The training program "Development of personal competence seniors" included 20 sessions of 1.5 hours each. Classes are held during one semester once a week.

Some structural units of the training "Development of personal competence" - modules developed for specific topics, which have their own objectives and contain excellent material from previous modules. The program included the logic of presentation at several levels: only course of each thematic unit and each individual lesson. The structure of the course identified the following thematic modules: 1. My inner world. Self-awareness and self-esteem; 2. I - master of his life; 3. My life goals and programs.

To identify and assess the effectiveness of the training we conducted repeated measurements of components of personal competence (see. Fig. 2).

Fig. 2. Indicators of the level of personal competence before and after training.

According to the survey, we can say that participation in the program developed by us contributed to positive change in most indicators of competence development study competence.

The reliability of positive changes that have occurred in the development of personal competence senior experimental group, confirmed by processing the data obtained by the methods of mathematical statistics, namely the criterion of Pearson. In particular, the statistical differences (when  $r \leq 0,05-0,001$ ), increased level of competency "self-awareness and self-esteem" (2 to 2.8) and "independence and self-sufficiency" (2.3 to 2.90) level of cognitive component (from 1.9 to 2.4), the level of emotional and volitional component (from 2.18 to 2.46) and overall personal competence (from 6.41 to 7.19).

If we consider the individual characteristics and personality traits seniors, thanks to the training participants significantly increased rates by a factor "dominance-subordination" (6.30 - 7.80), indicating that the increase in their autonomy, independence, persistence, and, Consequently, autonomy. Also marked increase in self-esteem on the scales "mind, ability", "character", "authority of peers", therefore, students actualized and analyzed their knowledge and understanding and above assess their intellectual abilities, skills, characteristics and traits, the idea of social status among their peers.

After training all indicators on Leont'ev LSS methodology increased, indicating that the awareness of the participants of their life goals, intentions, perception of their lives as more interesting, emotionally intense and more out of their own self-realization. Statistically significant ( $p = 0.026$  in) are in growth rates for the participants of the training factor "Locus of control I" (from 21.4 to 24.3), which defines the idea of myself as a strong person endowed with sufficient

freedom of choice to build a life in according to their goals and ideas about its content.

If we compare the structure of values (method "Valuable questionnaire" S. Schwartz modification Karandasheva VM) students at normative ideals to training and after training can be noted that the value types of "independence" and "stimulation" occupied a higher rank, and "Safety" and "Conformity" lower. If we compare the structure of values of senior pupils at the level of individual priorities before and after the training, you will notice that the value types of "independence", "Compassion", "Universalism", "Security" occupied a higher rank, and "stimulation" and "Hedonism" lower. Thus, value type of "independence" both at the normative ideals, and at the level of individual behavior after training occupies the highest rank that reflects the growing need for high school students in self-control, and self-governance, autonomy and independence through independence in thought and choice of action.

The value of "Security" (security for people and for ourselves, harmony, stability and society relationship) after training at the normative ideals moved from first to fifth grade, but at the level of individual priorities - from sixth to third, ie at the level of belief senior significance of this value is reduced, giving values of open behavior (autonomy, stimulation, achievement), but on the individual behavior of its significance goes from medium to high, ahead of the same values of open behavior that can be explained by the growth of personal and social responsibility.

### **The findings of the study and further research.**

1. The basis of personal competence acmeological selected model, in which laid productive stage of its development, problem-oriyentuvalnyy analysis; design reference state; Planning changes; implementation of changes. Model of the training program includes axiological, instrumental and potrebnisno-motivational components. In order to create a productive personal competence development program was conducted regression analysis which allowed to define variables that have the greatest effect on the load-components of personal competence.



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