

DEVELOPMENT OF ADOLESCENTS' EMOTIONAL COMPETENCE

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The article is devoted to the analysis of the development of the emotional sphere of children in a boarding school. The influence of socio-psychological conditions of upbringing is studied and a training program for the development of emotional competence of adolescents is tested. The results confirmed the effectiveness of the training in the formation of self-regulation and emotion management skills, which contributed to the development of emotional competence of adolescents.

Keywords: *adolescents; training; emotional sphere; orphans; children deprived of parental care; emotional competence; emotional intelligence; psychological support.*

Introduction. The problem of the peculiarities of the development of children's emotional sphere is relevant both in theoretical and purely applied aspects. In boarding schools, insufficient attention is paid to the development of children's emotional and volitional sphere. This is confirmed by the experimental research of I. Zalysina, which is of interest in the context of our study. The scientist conducted a comparative analysis of the manifestation of expressiveness and empathy in older preschool children who were brought up in families and institutional settings and found that both boarding school and orphanage children do not show interest in emotional experiences. They lack both reactive empathy, which appears in response to the feelings of other people, and proactive empathy, which is the child's desire to share his or her experience with other people, to involve them in empathy for themselves and others.

Insufficient determination of the influence of various socio-psychological factors of children's upbringing on the development of their emotional sphere significantly complicates the process of finding means of preventing and correcting undesirable manifestations in it. This is what led to the choice of the research topic.

The purpose of the study: to theoretically substantiate and empirically investigate the development of children's emotional sphere depending on the socio-psychological conditions of upbringing, to develop and test a training program for the development of adolescents' emotional competence.

In accordance with this goal, the main objectives of the study were identified:

1. To identify the level of emotional development of children of early and adolescent age.

2. To develop and test a training program for the development of adolescents' emotional competence.

Theoretical background. Modern psychological and pedagogical research presents a comprehensive panorama that reveals the peculiarities of the mental development of children raised outside the family, i.e. in institutional care. These studies include emotional state, thinking processes, language and speech, communication and behavioral features, and relationships with peers and adults.

A comparative analysis of various studies (I.G. Golovska, I.S. Kon, T.M. Chebykina and others) allows us to state undesirable trends observed in the development of modern children. This is a gradual increase in the number of children who show increased frustration, emotional stress, depression, and disorders in the adequacy of emotional regulation. Given these circumstances, the development of children's emotional competence depending on the socio-psychological conditions of upbringing requires further study.

Research methods. The following research methods were used to achieve the goal and implement the tasks: theoretical (analysis, synthesis, comparison, generalization,

systematization of scientific literature on the specifics of the development of the emotional sphere of children depending on the socio-psychological conditions of upbringing); empirical (testing using the following methods: the method of "Color Sociometry", the method of "Steamer" by S. Valiev, the FPI Multifactor Personality Inventory, the methodology for assessing the level of situational and personal anxiety (C.D. Spielberg, Y.L. Khanin), "Self-assessment of mental states" (Eysenck); methods of mathematical and statistical data processing.

Results and discussion. Since the purpose of the study is to diagnose the development of the emotional sphere of children depending on the socio-psychological conditions of upbringing, the sample of our study consisted of two groups, namely 34 children aged two to three years, including 18 girls, 16 boys, and 62 adolescents aged 14 to 16 years (Chynadiyev boarding school of the Transcarpathian Regional Council).

To achieve this goal, it was necessary to study the following: mental states and some personal qualities of a young child depending on the conditions of social upbringing; mental states and peculiarities of emotional self-regulation of adolescents.

Since the age category differs significantly, the psychodiagnostic tools were selected in accordance with age-specific characteristics. To accomplish the tasks, we used the methods of observing children during routine moments and in play; conversations with caregivers; individual interviews with caregivers to identify the peculiarities of the child's mental and physical development. Methods were used to diagnose the mental states of young children, their emotional well-being in situations of pedagogical activity and in the children's group: "Train", "Color Sociometry", aimed at establishing the level of emotional development and the child's relationships with others, as well as psychodiagnostic tools for adolescents: the FPI personality multifactorial questionnaire, the Spielberger-Khanin test and the method of self-assessment of mental states" (G. Eisenk).

The general features of the child's emotional sphere can be defined as the dependence of his or her emotional state on the environment, type, content, and emotional coloring of activities. There is a certain dependence of the child's general condition and

behavior on the type of communication. On those days when the child received communication with an adult of the desired form, he or she was in an emotionally uplifted joyful state, which contributed to his or her overall development. If the communication was inadequate for the child, the situation was reversed.

Having analyzed the results of the first stage of the study, we can generalize that the presence of emotional discomfort causes certain types of children's behavior: children are unbalanced, excitable, impulsive. Children who are prone to solitude, constrained. Children who have various fears. These mental disorders can be caused by both objective factors - the conditions in which the child lives and is brought up - and subjective factors - the child's mental, personal, somatic and physiological development. It has been established that if a child is in an unfavorable emotional state, this significantly affects almost all his or her functions. The child is reluctant to engage in joint activities, and sometimes refuses to do so at all, the child's speech activity decreases, the child's appetite and sleep are disturbed, the child chooses a passive role during classes, and the child often shows negativity and aggression in his or her behavior with loved ones. We also conducted diagnostics among adolescents to identify undesirable deviations in personality traits and states that are of primary importance for the process of social adaptation and behavior regulation through the development of emotional competence.

Thus, during the second stage of the study, namely, on the basis of correlation analysis, we determined that it is the emotional sphere of adolescents, which is the basis of socialization, that needs to be regulated, so to speak, to gain experience of emotional competence.

Particular attention should be paid to the fact that emotional regulation disorders have been identified as the most persistent and most likely to cause a negative prognosis for the child's future life and its quality in the future. This is what prompted us to conduct correctional work with the appropriate age group.

It is established that self-regulation is also characterized as ensuring the personal activity of an individual, which involves the manifestation of perseverance, purposefulness, initiative in actions and deeds; self-regulation is

a process aimed at correcting or changing actions in accordance with the tasks of the subject and the conditions in which he acts; regulation means the creation of special psychological modes of activity depending on the strategy and tactics of its implementation by the subject. The principle of self-regulation is based on the idea of centralized regulation of the psyche by the subject. Self-regulation of behavior in adolescence is an integrative structure that includes intellectual, cognitive, volitional, emotional, moral, and motivational spheres.

The main problem is the insufficient level of self-regulation of adolescents' behavior due to the crisis of adolescence, and negative changes in self-awareness are clearly manifested in the manner of behavior. Accordingly, mastering self-regulation of adolescent behavior enables adolescents to make decisions independently, establish socially significant values, choose ways of self-affirmation, set goals and means of achieving them.

Thus, self-regulation in adolescence is an integrative structure that includes intellectual, cognitive, volitional, emotional, moral, and motivational properties. The main problem is the insufficient level of emotional self-regulation associated with the crisis of adolescence, which causes external negative behavioral manifestations and internal personal experiences. Mastery of emotional self-regulation by adolescents makes it possible to manage the manifestation of their own emotions, behave adequately in the social environment, successfully communicate and interact with other people.

The results of our study have shown that adolescents experience difficulties related to emotional competence, which in turn depends on a number of personal and situational factors, including emotional regulation.

The founder of the concept of conscious self-regulation of human activity, O. Konopkin, defines self-regulation as a system-organized process of internal mental activity of a person to initiate, build, maintain and manage various types and forms of arbitrary activity that directly implements the achievement of goals and objectives adopted by a person.

Emotional competence is the ability to realize one's emotions and the emotions of another person, the ability to manage one's

emotions and the emotions of other people and, on this basis, to build interaction with others. Emotional intelligence is a very important integral characteristic of a personality, which is realized in his or her ability to understand emotions, generalize their content, distinguish emotional connotations in interpersonal relationships, regulate emotions in such a way as to promote successful cognitive activity with the help of positive emotions and overcome negative emotions that interfere with communication or threaten individual success.

The first publications on the issue of emotional competence were made by a representative of the mixed model of emotional intelligence, D. Goleman. According to him, emotional competence includes two components: personal competence, which includes self-understanding, self-regulation and motivation, and social competence, which includes empathy and social skills.

Thus, self-regulation in adolescence is an integrative structure that includes intellectual, cognitive, volitional, emotional, moral, and motivational properties. The main problem is the insufficient level of emotional self-regulation associated with the crisis of adolescence, which causes external negative behavioral manifestations and internal personal experiences. Accordingly, mastery of emotional self-regulation by an adolescent makes it possible to control the manifestation of their own emotions, behave adequately in the social environment, successfully communicate and interact with other people.

We should briefly characterize the blocks presented:

1. Self-understanding - knowledge of one's own states, preferences, resources and intuition: emotional understanding of oneself (understanding one's own emotions and their consequences); adequate self-esteem (knowledge of one's own strengths and limits); self-confidence (correct assessment of one's own merits and abilities).

2. Self-regulation - management of one's own internal states, impulses, resources: self-control (control over destructive emotions and impulses); reliability (commitment to the norms of honor and honesty); conscientiousness (responsibility for one's actions); adaptability (flexibility when changes are needed); openness to new things (readiness to work with new information and new approaches).

3. Motivation - emotional tendencies that drive or facilitate the achievement of goals: achievement motive (desire to improve or to be better); commitment (dedication to the goals of the group or organization); initiative (willingness to use all opportunities); optimism (persistence in achieving a goal despite obstacles and setbacks).

4. Empathy - sensitivity to the feelings, needs and concerns of others: understanding others (being receptive to the feelings and views of others, taking an active interest in their concerns); promoting the development of others (being receptive to the developmental needs of others and supporting their abilities); service orientation (understanding and meeting the needs of others); using diversity (providing favorable opportunities for different people); political sensitivity (understanding power relations and emotional preferences in a group).

5. Social skills - the ability to elicit desired reactions from others: persuasion (mastery of effective persuasive tactics); communication (open listening and persuasive feedback); conflict resolution (discussing and resolving disagreements); leadership (inspiring and managing individuals and groups); catalyzing change (initiating or managing change); networking (building business relationships); cooperation and collaboration (working together for a common goal); teamwork (ensuring group interaction in achieving a common goal).

Emotional competence is developed through education, training, and experience (S. Stein). According to scientific research, human development is 50% determined by genetics and upbringing, 10% by external circumstances, and 40% by the person himself or herself, who can influence his or her own state. Awareness of the impact of the emotional sphere on life, and of emotional experiences as values, encourages the development of emotional competence. A person has all the necessary resources to develop emotional competence at any given time. However, certain ways are needed to awaken them. It is necessary to teach a person to consciously use them.

Emotional competence is significantly influenced by one's life position: a person's perception of themselves, the way they see the world and their place in it. Changing one's life position can contribute to constructive personal

changes: maintaining balance, building inner freedom, self-respect, confidence, etc.

Emotions are reflected in bodily reactions, bodily patterns (breathing, movements, gestures, facial expressions, voice intonation, speech speed, etc.) The formation of emotional competence involves working with the bodily-motor sphere of the personality.

The channels of emotional expression are as follows: inferences-cognitions, images, bodily sensations, verbal and non-verbal expression, and behavior. The development of emotional competence involves working with all channels of emotion.

The emotional response to events in the world around us depends on mental development. The higher this level is, the easier it is for a person to understand the reason for the discrepancy between what they want and what they expect, and thus manage emotional reactions. Activation of the right hemisphere, which is responsible for emotions, promotes emotional development.

We have developed and tested a set of training sessions aimed at developing the emotional competence of adolescents. Each session has a clear structure that includes the following components:

Motivational and organizational - students' reflection on the previous lesson, analysis of homework, updating knowledge and experience on the topic of the lesson and developing interest in it. The introductory part of each lesson offers short thematic stories-parables; exercises to relieve emotional, physical and behavioral stiffness.

Development of the sensory and personal sphere. The main part of the training is aimed at self-knowledge of opportunities and limitations, emotional introspection; exercises to deepen emotional self-awareness, develop emotion management skills, time competence, positive thinking, social sensitivity, tolerance of others, assertiveness of behavior, readiness for cooperation and co-creation; development of personal authenticity, expressiveness and emotional expressiveness, increase of emotional freedom of participants, etc.

Reflective. The final stage involves summarizing the results, discussing the results of students' work, difficulties during the lesson, and opportunities to apply the experience in life. Analysis of exercises and reflection cover cognitive, emotional, and behavioral

components. The methodology for conducting emotional competence training is based on the principle of gradual group development and continuity in self-knowledge and self-improvement. Each subsequent lesson is a logical continuation of the previous one, and in terms of content, it is the basis for the next.

During the training, it is important to create an emotionally comfortable, psychologically safe space so that participants can feel the impact of positive emotions and the desire to maintain and cultivate them. One of the positive ways to influence the emotional state of the training participants is to use exercises - “icebreakers” to relieve tension and energize the group.

Before and after the training, it is recommended to conduct a self-diagnosis of emotional competence. At the end of the training, a questionnaire is conducted - a written survey of participants. This is done to identify personal changes in participants (knowledge, attitudes, beliefs, qualities, behavior) and the effectiveness of the training program.

The results of the training program on emotional regulation conducted with adolescents gave grounds to believe that there

were certain changes in the emotional sphere of those who took part in this program.

To study changes in the emotional sphere of adolescents, a set of methods was used, as well as at the stage of the confirmatory experiment, in particular: the FPI personality multifactorial questionnaire, the Spielberger-Khanin test and the method of self-assessment of mental states’ (G. Eysenck).

The study involved 15 adolescents in the experimental group and 15 adolescents in the control group. After processing the forms with raw results, we created tables of primary data and calculated the average values for both groups.

To study changes in adolescents' personality traits, we used the FPI multifactorial personality inventory. It is designed to diagnose the following personality traits: neuroticism; spontaneous aggression; depression; irritability; sociability; balance; reactive aggression; shyness; openness; extraversion - introversion; emotional lability; masculinity - feminism.

The results of the study of changes that occurred after the training programme are presented in Table 1.

Table 1

Indicators of changes in adolescents' personal characteristics

scales	Subjects			
	Experimental group		Control group	
	before	after	before	after
neuroticism	5,70	4,35	5,69	5,70
spontaneous aggressiveness	4,21	3,18	4,20	4,25
depression	5,76	4,22	5,74	5,75
irritability	5,63	4,23	5,61	5,65
sociability	4,50	5,52	4,52	4,45
poise	5,59	6,25	5,60	5,65
reactive aggressiveness	5,41	3,15	5,40	5,85
shyness	6,68	4,12	6,68	6,70
openness	5,80	6,15	5,85	5,86
extroversion - introversion	5,10	5,00	5,08	5,15
emotional lability	5,55	5,48	5,55	5,60
masculinism - feminism	3,32	3,30	3,35	3,35

Analysing the results, we observe that the indicators of the group with whom we conducted the training improved. In particular, the scores on the following scales increased after the experimental influence: balance (X sig. = 6.25), sociability (X sig. = 5.52), openness (X sig. = 6.15). These scales indicate the most favourable characteristics of adolescents, which are indispensable in the process of interpersonal relationships and socialisation of adolescents.

The obtained results of the experimental influence also indicate a positive trend towards a decrease in the following personal properties, which at the stage of the formative experiment were characterised by negatively increased results, in particular: neuroticism (X sg. =4.35), spontaneous aggressiveness (X ser. =3.18), depression (X ser. =4.22), irritability (X ser. =4.23), reactive aggressiveness (X ser. =3.15), shyness (X ser. =4.12). A decrease in the scores on these scales is a favourable factor for the

regulation of the emotional sphere of adolescents. In particular, individuals with low scores on the shyness factor are brave, decisive, risk-taking, and do not get lost when faced with unfamiliar things and circumstances. They make decisions quickly and immediately start implementing them. Low scores on the Depression Scale reflect their natural cheerfulness, energy, and perseverance. People from this group are distinguished by their richness, flexibility, and versatility of the psyche, ease in interpersonal relationships, self-confidence, and success in performing various activities that require activity, enthusiasm, and determination. Individuals with low scores on the neuroticism factor are characterised by calmness, ease, emotional maturity, objectivity in assessing themselves and other people, and consistency in plans and preferences. They are active, efficient, proactive, ambitious. They are distinguished by seriousness and realism, a good understanding of reality, and high demands on themselves. They do not hide their shortcomings and failures from themselves, do not get upset over trifles, feel well adjusted, and willingly obey group norms. The overall picture

of behaviour is characterised by a sense of strength and vigour. Health, freedom from anxiety, neurotic stiffness, overestimation of oneself and one's personal problems, and excessive anxiety about possible rejection by other people. Individuals with low values of the irritability factor are characterised by such traits as a sense of responsibility, conscientiousness, and stability of moral principles. They are guided by a sense of duty in their behaviour and always strive to fulfil social requirements. They respect moral norms, are precise and accurate in their work, like order in everything, and respect the law. High conscientiousness is usually combined with high control and a desire to promote universal values. This factor positively correlates with academic performance and the level of achievement in the social sphere, which is relevant for this age group.

The next methodology we used to determine changes in the emotional sphere of adolescents in the experimental and control groups is the methodology for assessing the level of situational and personal anxiety (C.D. Spielberg, Y.L. Khanin). The results of the study are presented in Table 2-3.

Table 2

Indicators of changes in adolescents' situational anxiety

Levels of SA severity	Subjects			
	Experimental group		Control group	
	before	after	before	after
high	42%	38%	43%	44%
average	48%	48%	46%	46%
low	10%	14%	11%	10%

Analysing the results of changes in adolescents' situational anxiety, we observe that the indicators of the experimental group after the training are characterised by a tendency to increase the indicators of low situational anxiety, in particular, after the training this

indicator increased by 4%, and the indicators of high level decreased by 4%, which is a favourable phenomenon that indicates the process of normalisation of the emotional sphere of the studied adolescents.

Table 3

Indicators of changes in adolescents' personal anxiety

Levels of SA severity	Subjects			
	Experimental group		Control group	
	before	after	before	after
high	75%	68%	74%	75%
average	25%	27%	26%	25%
low	0%	5%	0%	0%

Analysing the indicators of personal anxiety, we observe the same results as at the stage of the formative experiment. However, the indicators of the subjects of the experimental group after the training influence are characterised by a positive downward trend, in particular, the indicators of the high level

decreased by 7%, the average level increased by 2% and the low level indicators increased by 5%. The results are gratifying, as the process of normalising adolescents' personal anxiety is extremely important in regulating their emotional sphere.

The next methodology we used to determine changes in the emotional sphere of adolescents in the experimental and control groups is the Self-Assessment of Mental States

(Eysenck). We determined the severity of anxiety, frustration, aggression, and rigidity of adolescents. The results of the study are presented in Table 4.

Table 4

Indicators of changes in mental states

Levels	Experimental group								Control group							
	up to (in %)				over (in %)				up to (in %)				over (in %)			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
High	12	8	25	6	8	6	15	6	11	8	23	5	12	8	24	6
Average	78	76	67	86	77	74	73	88	79	75	70	86	78	77	70	82
Low	10	16	8	8	15	20	12	6	10	17	7	9	10	15	6	12

Notes: I - anxiety, II - frustration, III - aggression, IV - rigidity.

Analysing the results, we observe a positive trend in the change in the indicators of the experimental group after the training programme. In particular, we can observe significant changes in anxiety indicators. Namely, the high level indicators decreased by 4%, and the low level indicators increased by 5%. From adolescence onwards, anxiety is increasingly mediated by self-esteem, becoming a personality trait. Anxious children are convinced that in order not to be afraid of anything, they need to make people afraid of them. That is why anxiety is one of the main sources of adolescent aggression. The change in aggression scores in the experimental group is as follows: high level scores decreased by 10%, medium level scores increased by 6%, and low level scores increased by 4%, respectively. Everyone needs aggression within the normal range, because a high level of aggression can have a negative impact not only on the adolescent's environment, but also on the adolescent himself.

Regarding the indicators of rigidity, which at the stage of the formative experiment were characterised by increased results, after the experimental impact we observe a slight positive trend, in particular, the low level indicators decreased by 2%, and the medium level indicators increased by 2%, respectively. Moderately pronounced personality rigidity expresses the immutability of interests and attitudes aimed at defending one's opinion, at an active position that only intensifies under the influence of external forces. It is practicality, accuracy, and loyalty to one's principles. Such people are resistant to stress because they are less susceptible to environmental changes.

As for the indicators of frustration, the results indicate an increase in the low level - by 4%. The high level indicators decreased by 2%. This is a positive trend. Frustration behaviour manifests itself when a person's goal remains unsatisfied. This feeling ceases to be stable and crosses a certain 'threshold of tolerance'. Other negative feelings take over a person's mind and disorganise it. Along with disappointment, frustration is an indication of an unfulfilled act that should have been realised. Severe frustration contributes to the disruption of human activity, and its effectiveness disappears. The factors of this condition also lead to aggression as a consequence of emotional exhaustion.

Conclusions. Thus, the results obtained indicate positive changes in the emotional sphere of adolescents, which indicates the effectiveness of the training programme. Analysing the results, we observe a positive trend in the change in the indicators of the experimental group after the training programme. In particular, we observe marked changes in anxiety indicators. From adolescence onwards, anxiety is increasingly mediated by self-esteem, becoming a personality trait. Anxious children are convinced that in order not to be afraid of anything, they need to make others afraid of them. That is why anxiety is one of the main sources of adolescent aggression.

The results of the training programme on the regulation of the emotional sphere, which was conducted with adolescents, gave grounds to believe that there were certain changes in the emotional sphere of those who took part in this programme.

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Анотація

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РОЗВИТОК ЕМОЦІЙНОЇ КОМПЕТЕНТНОСТІ ПІДЛІТКІВ

Вступ. Проблема особливостей розвитку емоційної сфери дітей є актуальною як у теоретичному, так і в суто прикладному аспектах. В умовах інтернатного закладу недостатньо уваги приділяється розвитку емоційно-вольової сфери дітей. Підтвердження цьому слугують експериментальні розвідки І. Залисіної, які представляють інтерес у розрізі нашого дослідження. Вчена здійснила порівняльний аналіз прояву експресивності та співпереживання у дітей старшого дошкільного віку, які виховувалися в сім'ї та інституційних закладах і виявила, що як вихованці інтернатного закладу, так і дитячого будинку не проявляють інтерес до емоційних переживань. Їм відсутнє як реактивне співпереживання, що з'являється у відповідь на почуття інших людей, так й ініціативне - прагнення дитини розділити своє переживання з іншими людьми, залучити їх до співпереживання відносно себе та інших.

Недостатнє визначення впливу різних соціально-психологічних факторів виховання дітей на розвиток їхньої емоційної сфери суттєво ускладнює процес пошуку засобів профілактики і корекції небажаних проявів у ній. Саме це зумовило вибір теми дослідження.

Теоретичне підґрунтя. У сучасних психолого-педагогічних дослідженнях представлена достатньо цілісна панорама, що розкриває особливості психічного розвитку дітей, які виховуються поза сім'єю, тобто в інституційних закладах опіки. До таких досліджень ми відносимо емоційний стан, процеси мислення, мови й мовлення, особливості спілкування та поведінки, взаємовідносини з однолітками й дорослими.

Порівняльний аналіз різних досліджень (І.Г. Головська, І.С.Кон, Т.М. Чебикіна та інші) дозволяє констатувати небажані тенденції, що спостерігаються в розвитку сучасних дітей. Це поступове збільшення кількості дітей, в яких виявляється підвищення фрустрації, емоційної напруги, депресивності, розладу в адекватності емоційного регулювання. Враховуючи ці обставини, розвиток емоційної компетентності дітей залежно від соціально-психологічних умов виховання потребує додаткового вивчення.

Методи дослідження. Для досягнення мети та реалізації поставлених завдань було використано такі методи дослідження: теоретичні (аналіз, синтез, порівняння, узагальнення, систематизація наукової літератури з питань специфіки розвитку емоційної сфери дітей залежно від соціально-психологічних умов виховання); емпіричні (тестування із використанням методик: методика «Колірна соціометрія», методика «Паровозик» С. Валієв, особистісний багатофакторний опитувальник FPI, методика оцінки рівня ситуативної та особистісної тривожності (Ч.Д. Спілберга, Ю.Л. Ханіна), «Самооцінка психічних станів» (Айзенк); методи математико-статистичної обробки даних.

Результати дослідження. Аналізуючи отримані результати, спостерігаємо позитивну тенденцію у зміні показників експериментальної групи після проведеної тренінгової програми. Зокрема, виражені зміни спостерігаємо щодо показників тривожності. А саме: показники високого рівня знизилися на 4%, а низького рівня – підвищилися на 5%. З підліткового віку тривожність все більше опосередковується самооцінкою, набуваючи риси особистісного утворення. Тривожні діти переконані: щоб нічого не боятися, потрібно зробити так, щоб боялися їх. Саме тому тривожність є одним із основних джерел підліткової агресивності. Зміна показників агресивності у досліджуваних експериментальної групи наступна: показники високого рівня знизилися на 10%, показники середнього рівня підвищилися на 6%, показники низького рівня підвищилися відповідно на 4%. Агресивність в межах норми необхідна кожному, адже високий рівень агресивності може негативно впливати не лише на оточення підлітка, але і на самого підлітка.

Питання психології

Щодо показників ригідності, які на етапі констатувального експерименту характеризувалися підвищеними результатами, то після експериментального впливу спостерігаємо незначну позитивну тенденцію, зокрема, показники низького рівня знизилися на 2%, а показники середнього рівня підвищилися відповідно на 2%. Помірно виражена ригідність особистості висловлює незмінність інтересів і установок, які спрямовані на відстоювання своєї думки, на активність позиції, яка під впливом зовнішніх сил тільки посилюється. Це практичність, акуратність, вірність своїм принципам. Такі люди стійкі до стресів, оскільки вони меншою мірою підвладні змінам середовища.

Щодо показників фрустрації, то отримані результати вказують на підвищення низького рівня – на 4%. Зниження показників високого рівня на 2%. Це є позитивна тенденція. Фрустраційна поведінка знаходить свій вияв тоді, коли поставлена людиною мета залишається незадоволеною. Це почуття перестає бути стабільним і переходить певний «пориг терпимості». Інші негативні почуття захоплюють свідомість людини і дезорганізують її. Разом з розчаруванням фрустрація є свідченням нездійсненого вчинку, який мав втілитися у реальність. Сильна за своїм ступенем фрустрація сприяє порушенню діяльності людини, зникає її результативність. Чинники цього стану призводять і до виникнення агресії, як наслідку емоційного виснаження.

Висновки. Отже, отримані результати свідчать про позитивні зміни у емоційній сфері підлітків, що вказує на ефективність тренінгової програми. Аналізуючи отримані результати, спостерігаємо позитивну тенденцію у зміні показників експериментальної групи після проведеної тренінгової програми. Зокрема, виражені зміни спостерігаємо щодо показників тривожності. З підліткового віку тривожність все більше опосередковується самооцінкою, набуваючи риси особистісного утворення. Тривожні діти переконані: щоб нічого не боятися, потрібно зробити так, щоб боялися їх. Саме тому тривожність є одним із основних джерел підліткової агресивності.

Результати проведеної тренінгової програми з регуляції емоційної сфери, яка була проведена з підлітками, дали підстави вважати, що відбулися певні зміни у емоційній сфері тих, хто прийняв участь у даній програмі.

Ключові слова: підлітки; тренінг; емоційна сфера; діти-сироти; діти, позбавлені батьківського піклування; емоційна компетентність; емоційний інтелект; психологічна підтримка.

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