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Развитие конструктивного опыта самосознания студентов в процессе психодрамы

Происходящие социокультурные деформации большей частью негативно отражаются на молодом поколении, формируя искаженные формы идентичности и самосознания. Исходная гипотеза исследования заключалась в том, что развитию полноценного самосознания студентов может способствовать процесс их разностороннего самораскрытия и самовыражения в референтной среде группы и этот процесс может быть успешно смоделирован посредством метода психодрамы. Цель работы состояла в определении логики и приемов построения психодраматического процесса, направленного на развитие самосознания студентов.

Исследование основано на ролевой методологии самосознания и методе психодрамы как практике воспроизведения личностно значимых ситуаций в групповом взаимодействии. В исследовании приняли участие 131 студент первого курса Белгородского национального исследовательского университета. В качестве диагностического инструментария использовались опросники на выявление самоотношения и различных аспектов Я-концепции. Обработка результатов проводилась с использованием парного t-критерия Стьюдента и коэффициента ранговой корреляции Спирмена.

В результате исследования раскрываются содержание психодраматического процесса, технология его построения и формы. Суть данной работы – создание благоприятных условий для самореализации студентов в референтной социальной среде. Показано положительное влияние метода психодрамы на сферу самосознания студентов. В частности, развиваются конструктивные образы в их Я-концепции, укрепляется самоуважение за счет роста показателей отраженного самоотношения (t=9.11, p ≤ 0.01) и самоуверенности (t=8.56, p ≤ 0.01), повышается аутосимпатия посредством роста самоценности (t=9.29, p ≤ 0.01) и самопринятия (t=8.41, p ≤ 0.01), а также преодолеваются негативные чувства по отношению к себе за счет уменьшения внутренней конфликтности (t= −8.56, p ≤ 0.01) и самообвинения (t = −8.04, p ≤ 0.01). На основе корреляционного анализа выявлена связь между ростом показателей самопознания и самоотношения у студентов в процессе психодрамы. Была обнаружена положительная связь роста когнитивной сложности Я-концепции с ростом самопринятия (r=0.53, p ≤0.01) и отраженного самоотношения (r=0.51, p ≤ 0.01). Усиление констрастности самопредставлений положительно связывается с ростом отраженного самоотношения (r=0.58, p ≤ 0.01) и самопринятия (r=0.55, p ≤ 0.01), а также со снижением внутренней конфликтности (r= −0,45, p ≤ 0.01). Рост целостности Я-концепции положительно коррелирует с ростом самопринятия (r=0.57, p ≤ 0.01), отраженного самоотношения (r=0.54, p ≤ 0.01) и закрытости (r=0.53, p ≤ 0.01), а также с уменьшением выраженности внутренней конфликтности (r= −0,51, p ≤ 0.01) и самообвинения (r= −0,48, p ≤ 0.01). Был предложен ряд модификаций психодрамы: долгосрочное разностороннее построение безопасного и доверительного пространства отношений; преобладание невербальных способов взаимодействия; насыщение расслабляющими и образными техниками; интроспективная форма психодраматического действия с элементами социодрамы; включение личностно-центрированных тем в содержание занятий; целевое обучение идентификационной обратной связи и др.

В исследовании констатируется перспективность использования психодрамы, которая создает уникальный механизм для развития самосознания. Речь идет о механизме символически-метафорического воспроизведения личностно значимой ситуации при активном участии референтной группы, а также о создании разносторонней положительной обратной связи о продуктивных способах самовыражения.

Ключевые слова: студенты, самосознание, психодрама, самореализация, самоотношение, Я-концепция, фазы и техники психодрамы

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Development of students' constructive self-consciousness experience in psychodrama process

The ongoing socio-cultural deformations mostly negatively affect the young generation, forming distorted forms of identity and self-consciousness. The initial hypothesis of the study was that the development of students' full-fledged self-consciousness can be facilitated by the process of their versatile self-disclosure and self-expression in the reference environment of the group, and this process can be successfully modeled using the psychodrama method. The purpose of the study was to determine the logic and techniques of building a psychodramatic process focused on improving self-awareness of students.

The study was based on the role methodology of self-consciousness and the psychodrama method as a practice of replaying personally significant situations in group interaction. The study involved 131 first-year students of Belgorod National Research University. The questionnaires to identify self-attitudes and various aspects of the Self-concept served as diagnostic tools. The results were processed using the paired Student's t-test and Spearman's coefficient of rank correlation.

As a result, the study revealed the content of psychodramatic process, the technology of its building and its forms. The essence of this work is to create favorable conditions for students' self-realization in the reference social environment. The positive influence of psychodrama on the sphere of students' self-consciousness was shown. In particular, the constructive images in their Self-concept were developing; their self-respect was strengthening due to the growth of reflected self-attitude ($t=9.11$, $p \leq 0.01$) and self-confidence ($t=8.56$, $p \leq 0.01$), autosympathy was increasing through the growth of self-value ($t=9.29$, $p \leq 0.01$) and self-acceptance ($t=8.41$, $p \leq 0.01$), as well as their negative feelings towards themselves were overcoming by reducing inner conflict ($t= -8.56$, $p \leq 0.01$) and self-blame ($t= -8.04$, $p \leq 0.01$). The performed correlation analysis revealed the connection between the growth of indicators of self-knowledge and self-attitude among students in psychodrama process. Namely, a positive relationship was found between an increase in the cognitive complexity of the self-concept and an increase in self-acceptance ($r=0.53$, $p \leq 0.01$) and reflected self-attitude ($r=0.51$, $p \leq 0.01$). The contrast of self-representations growth is positively connected with an increase of reflected self-attitude ($r=0.58$, $p \leq 0.01$) and self-acceptance ($r=0.55$, $p \leq 0.01$), as well as with a decrease of inner conflict ($r = -0.45$, $p \leq 0.01$). The growth of self-concept integrity positively correlates with an increase of self-acceptance ($r=0.57$, $p \leq 0.01$), reflected self-attitude ($r =0.54$, $p \leq 0.01$) and closeness ($r=0.53$, $p \leq 0.01$), as well as with a reduce of inner conflict ($r= -0.51$, $p \leq 0.01$) and self-blame ($r= -0.48$, $p \leq 0.01$). A number of psychodrama modifications were proposed: long-term versatile building of a safe and confiding relationship space; predominance of non-verbal ways of interaction; saturation with relaxing and imaginative techniques; introspective form of psychodramatic action with elements of sociodrama; inclusion of "Self-centered" topics in the content of classes; targeted training of identification feedback etc.

The results revealed a unique mechanism of psychodrama for developing the students' self-consciousness. This is the mechanism of symbolic-metaphorical replaying of a personally significant situation with the active participation of the reference group in creating a versatile positive feedback about the productive ways of the individual's self-manifestation. The proposed modifications and techniques of psychodrama can be applied in practical work on the psychological support of students.

Keywords: students, self-consciousness, psychodrama, self-realization, self-attitude, Self-concept, phases and techniques of psychodrama

Introduction

The peculiarity of the current situation of students' development is characterized by the value-sense blurring of the socio-cultural space. Crisis phenomena in society caused the growth of crisis processes in the youth community, as well as the manifestation of destructive forms of personal development and youth's distorted value attitude to themselves and the world around them [1]. In these circumstances there is an urgent need for psychological support and assistance to students that is aimed at developing their adequate and full-fledged self-consciousness [2].

It is known that the sphere of self-consciousness acts as the leading internal instance of personal structures formation at a young age [3]. It is in this sphere the basic elements of young man world picture and his identity are generated [4], as well as life-sense formations are developed that determine the individual's behavior and affect his life path and psychological status [5]. Integrity and development of self-consciousness ensure the integrity and stability of young man, his psychological well-being and health, despite the pressure of crisis and adverse factors [6].

According to the fundamental scientific-psychological tradition, the sphere of self-consciousness includes the unity of the processes of self-knowledge and self-attitude, as well as turns up to be an internal value-sense aspect of activity towards self that is mediated by the socio-cultural situation of development (L.S. Vygotsky, S.L. Rubinstein, I.S. Kon) [7].

The recognized psychological approaches and practices of working with young people show that therapeutic impact on the sphere of self-consciousness is mediated. This penetration should be carried out through an address to value orientations, to motives and needs, to emotional and sense formations, as well as to cognitive constructs and so on [8]. At the same time, the main task is to form the internal activity of self-knowledge and self-experience of an individual in socio-cultural conditions [5].

Psychological practice of helping young people in their self-awareness shows that for this age the most appropriate models of group psychotherapy are based on action. This is not by accident. Young person's behavior is active and largely determined by his contact group. The most significant other person is a peer or rather a group of peers who make up the reference environment. The process of self-consciousness development unfolds in such a group and depends on the experience gained as a result of this interaction [9].

In this regard, an adequate psychotherapeutic approach for students should have the ability to activate the processes of their self-experience and self-knowledge within the situation of self-realization in the reference environment of the peers. Such opportunities are fully available within the well-known method of psychodrama, which is a group method in form and acts as a situational-playing practice in essence (i.e., it has a metaphorically mediated orientation), it is based on the role concept of personality by J.L. Moreno [10]. The idea of psychodrama is that the individual's "I" is defined by a set of roles. The more diverse and richer palette of roles a human plays, the more healthy and fruitful his personality becomes [11]. These features of psychodrama allow activating significant internal resources and psychological mechanisms of spontaneity, creativity and self-recognition within the therapeutic process [12; 13; 14].

Recent studies have shown the feasibility of using psychodrama to improve different aspects of self-consciousness. According to the analysis by H. Orkibi and R. Feniger-Schaal

"… overall, psychodrama can contribute to clients' self-worth and promote self-awareness, self-expression, and better perceived coping with difficulties" [15]. D. Kipper and T. Ritchie [16] in their meta-analytic study of psychodrama methods (reflected in articles from 1965 to 1999) noted similar improvements, as well as the techniques of doubling and role reversal as the most versatile [16]. The latter technique has been marked as the best method for developing creativity and empathy [17]. M. Wieser, in his extensive review, described 52 studies (conducted from 1948 to 2006) and summarized the treatment effects of psychodrama therapy [18].

In the university setting, as a rule, educational psychodrama is used, through which the students can learn by exploring, mastering and constructing academic knowledge in the experience of group interaction [19; 20]. Some studies described the use of classical psychodrama in student groups, and have noted its positive impact on self-awareness and subjective well-being of students [21; 22]. A number of works note the relevance of psychodrama for solving such problems for students as: interpersonal difficulties [23], anger management problems [24], mental health problems [25; 26]. In general, the studies performed emphasize the prospects of including psychodrama in the educational process and ensuring the psychological well-being of students.

Materials and methods

1. Basic method

In our work with students the method of psychodrama was used. This method was developed by J.L. Moreno as a form of group psychotherapy [27], which is a psycho- and sociotherapeutic actional method that is as close as possible to reality and based on sociometry as the doctrine of interpersonal relations [28; 29]. Psychodrama is an action method in which an individual is encouraged to act out his inner relationships and significant situations with the help of other group members [30].

The conceptual basis of the psychodrama method is the *role theory* by J. Moreno [10; 12]. He interprets the concept of "role" as a form of functioning that an individual takes at a certain moment reacting to a developing situation, in which other persons or objects are involved [31]. According to J. Moreno, the ontogenetic development of a person goes through his existence in a certain sequence of roles: somatic, psychic, social and transcendental [32]. In accordance with this alternation, the phases and stages of psychodrama are arranged: warming up, action, integration [12; 30].

In our practical work with students we also used the *method of intrapsychic psychodrama*, which is presented as a sociometry of action that examines the individual as a group [33]. The technology of practical work with students was determined by the role b*asis of building a therapeutic process with the use of certain* psychodramatic techniques: role-playing, role reversal, doubling, mirror, empathy, identification, imitation, psychodramatic images, soliloquy etc. [31; 34; 35].

2. Hypothesis and participants of psychodramatic sessions

During the practical work with students we worked out **the hypothesis**, which was based on the assumption that the development of students' self-consciousness in psychodrama is achieved if:

- firstly, the content of group work recreates the plan of value-relations to different aspects of "I";

- secondly, the technology of psychodrama is aimed at finding positive ways of resolving important "Self-situations" and their reinforcement through a diverse range of feedback;
- thirdly, the form of group work is developed mainly in metaphorically mediated scenes of psychodramatic action.

The study involved junior students of Belgorod National Research University at the age of 17-18 who study at the Faculty of Psychology. The array of participants in the experimental group consisted of 131 students included in the experimental and control groups. The experimental group consisted of 64 participants: 28 boys and 36 girls. In the experimental group a cycle of psychodramatic sessions was conducted as a part of practical classes in psychology. Duration of one session: 1 hour 30 min., meetings were held once a week. The control group consisted of 67 students and was equivalent to the experimental group in terms of composition, specialization, gender, age and personal characteristics (29 boys and 38 girls). The period between the first test in both groups and the final test at the end of the psychodramatic course of classes in the experimental group was 3 months.

3. Indicators and diagnostic methods

In order to assess the effectiveness of psychodramatic work with students we formulated measurable criteria for self-consciousness development. In the field of self-relation the following factors were studied: *self-respect*, *autosympathy* and *self-abasement*, in the field of self-knowledge indicators of *cognitive complexity of Self-concept, contrast of Self-representations, integrity of Self-concept*.

Diagnostics of these indicators was carried out using the following methods: 1) test-questionnaire of self-attitude of S.R. Pantileev [36], 2) projective method of incomplete sentences "ten definitions of self" (modification of M. Kuhn & T. McPartland method) [37], 3) semantic analysis of audio recordings of psychodramatic sessions, 4) content-analysis of participants' self-reports. Statistical analysis of the results was performed using paired Student's t-test and Spearman's coefficient of rank correlation.

Results

1. The logic and content of the psychodrama course

The specificity and art of psychodrama implementation lies in creating a trusting psychological atmosphere and a certain mood in interpersonal relationships. J.L. Moreno identifies the following types of relationships that trigger the "socio-emotional" forces of *attraction* and *repulsion*:

- feeling (empathy) as an insight into the personal emotional world of an individual,
- "ability-to-give-up-yourself",
- accepting a role in the imagination, an imaginary exchange of roles on an emotional level;
- transference (as a negative aspect of interpersonal relations based on the unreal);
- 'tele relationships' as two-way perception correlated with reality and the resulting relationship of two (or more) people [31; 34].

The latter type of relationships is very important for self-consciousness, because its distinctive feature is a realistic assessment and attitude without false expectations and unfounded fears [38]. The mode of 'tele relationships' serves as a model and is the basis of psychodramatic role-reversal technique [35].

Relying on the method of psychodrama in working with students, we tried to release their individual spontaneity in the group [32]. This refers to a reasonable, constructive spontaneity that represents an adequate response to new conditions or a new reaction to old conditions. Constructive spontaneity is based on the manifestation of value connections with reality. The development of such spontaneity serves as a prerequisite for reasonable integration into the integral structure of life, creative attitude to reality. It eliminates the rigidity of social and role behavior and actualizes intrapersonal resources for self-development and self-knowledge [39].

Through the method of intrapsychic psychodrama, we sought to direct the process of group work to streamline the "role chaos", "diffuse identity", as well as at revealing all the students' subpersonalities with their development trends, beginning with superficial self-expression, penetrating through all the layers of the role repertoire to internally significant processes. Intrapsychic psychodrama creates safe and favorable conditions for self-disclosure and allows gaining an awareness of the uniqueness, depth and diversity of "I".

The psychodramatic course consisted of three parts.

The first part was devoted to the introduction of students into the psychodrama process and consisted in building trust in the method, establishing psychological contact and motivating interpersonal interaction as well as the acceptance of ethical norms of relationships in a group, the principles of confidentiality, voluntariness and privacy.

In the second part, the main program of the course was carried out, its content was represented by a sequence of six steps. At each step, through psychodrama, we tried to actualize students' value orientations in relation to one of the aspects of their personality as facets self-consciousness (according to the model of V.S. Mukhina) [40].

Step 1 – attitude to one's name;

Step 2 – attitude to one's body;

Step 3 – attitude to one's gender and age;

Step 4 – attitude to one's social recognition and inner psychic essence;

Step 5 – attitude to one's past, present and future;

Step 6 – attitude to one's rights and responsibilities in society.

The main point of the work was to reproduce a situation, which was significant for students, with the use of psychodramatic means. That was the situation, in which their value attitude to a certain part of their "I" was manifested for the subsequent playing out of this attitude within a group of participants.

The third (final) part of the psychodramatic course consisted in profound work with emotional relationships in the group to establish a dynamic sociometric balance, as well as in formation of a holistic feedback about the cycle of psychodramatic classes.

Overall logic, program, content of psychodramatic work and diagnostic support are shown schematically in Table 1.

To create a safe atmosphere in the process of psychodrama with students, it is important to observe ethical norms and principles of group psychotherapy. In psychodrama, the client exposes his inner world and possible inner conflicts. And in this regard, the group of participants must be ethically disposed towards respect for the protagonist. We have built interaction in a group of students in accordance with the professional code of psychodramatist (FEPTO), as well as the code of the APA (American Psychological Association).

2. Description of the main psychodrama phases

As a result of work we developed some modifications and new forms of organizing the psychodramatic process in connection with the tasks of developing students' self-consciousness.

These modifications relate to the construction of the main phases of psychodrama: the warming up phase, action phase and the integration phase of the process [41].

Table 1

Psychodramatic and diagnostic work program

Technology of developing students' self-consciousness in psychodrama		Diagnostic support	
Content of psychodramatic sessions	Development techniques	Spheres and indicators of diagnostics	Diagnostic methods
1. Introduction to the method, conditions, rules, norms, structure of classes and basic techniques.	Spontaneous game on the theme of a fairy tale story	Sphere of self-attitude: 1. self-respect; 2. autosympathy; 3. self-abasement. Sphere of self-knowledge: 1. cognitive complexity of Self-concept; 2. contrast of Self-concept; 3. integrity of Self-concept	• questionnaire of self-attitude; • participant observation; • content analysis of audio recordings of sessions; • projective test "ten I"; • registration of reflective inferences during the sessions; • identification analysis of revealed inferences.
2. Defining value orientations related to one's name, working with negative feelings about one's name	Dramatic symbolization of the emotional attitude to the name		
3. Expanding the opinions of physical appearance	Imagination of the body image, formation of new experiences of the body scheme		
4. Identification of attitudes to one's gender and peculiarities of gender role identity	Sociodramatic reproduction of gender role relationships		
5. Working with value orientations on social recognition	Game metaphorization of social ambitions		
6. Defining significant values for oneself in the past, present, and future	Sociodramatic time travel, projection of the future		
7. Updating ideas about one's rights and obligations, forming an attitude towards them	Paradoxical modeling of the "land of desires"		
8. Working with emotional relationships in a group	Establishing a dynamic sociometric balance		
9. Consolidation of psychodramatic ways of dealing with personally significant situations	Intrapsychic dramatization of the of self-addresses experience		

At the initial ***stage of warming up*** the content of psychodramatic work with students should be centered on their current emotional state that is internally marked with a word within the process of non-verbal interaction. Special attention should be paid to minimizing the effect of social desirability and internal censorship by increasing the significance of spontaneous "Self-conditions", asserting the value of "here-and-now" experiences in a group work situation. This helps to remove the contradictory "autonomy-intimacy" dichotomy that is typical for young people in a group work situation.

In terms of time the warming up phase should be assigned a longer period than in a normal session, and the construction technology should include mainly relaxation exercises, differentiation of sensory experience, with the dominance of motor exercises. As our work has shown, this helps to relieve students' muscle clamps, their psychological defense, as well as prepares them better for deep self-penetration, since it expands the possibility of

feeling the other one at the level of motor reactions, i.e. it contributes to the formation of important experience "We".

According to the logic of realization, the warming up phase is a gradual transition from individual warm-up to interaction in dyads with further formation of microgroups based on the similarity of emotional states. In this logic the effect of tele relationships is enhanced, identification processes are better updated, which stimulates the students' motivation to self-knowledge and positive self-relation.

It is advisable to saturate the construction of the main **phase of psychodramatic action** (enactment) in the content aspect with classes that are centered on work with value orientations related to "I" and take into account the age-specific features of students' self-consciousness. According to the procedure, these classes should be conducted in the form of short, logically completed scenes with the obligatory inclusion of symbolic and metaphorical elements (literary, fantastic, fairy-tale, historical and other plots). As our classes showed, this contributed to students' spontaneous self-revelation and expanded the repertoire of social roles [41].

In the main phase the logic of replaying a significant "Self-situation" should develop from the protagonist to the sequential reproduction of it by other members of the group. In terms of technology it is better to build the enactment phase using psychodramas centered on the theme. In addition, to determine the relevant range of topics for the current work it is desirable to use an improvisational game with elements of sociodrama that includes a number of techniques for shifting the focus of attention from the procedural one "What and how did I do?" to the analytical one "Why? – what for?". This helps to neutralize demonstrativeness and provides more involvement in the dramatic action.

In terms of content it is more appropriate to devote the final **phase of the integration** (sharing) of the psychodramatic process to teaching students how to identify and speak about their emotions and feelings. To do this we used a technique with a role feedback situation. This technique develops the experience of emotional perception of oneself in a new role and expands the boundaries of "Self-representation".

From a technological and procedural point of view, it is more appropriate to carry out the process analysis phase on the basis of non-verbal forms of demonstrating one's understanding of the protagonist's feelings, as well as expressing empathy and support through a concise movement. As our practice has shown, this construction of group analysis neutralizes the value judgments of group members and strengthens their positive attitude to the acquired experience of self-referral at the end of psychodramatic session [41].

3. Monitoring changes in students' self-consciousness

In order to assess the effect of the psychodramatic course on the sphere of students' self-consciousness we took a number of diagnostic procedures in experimental and control groups before and after experimental work.

In terms of the criterion measurement, the diagnostic work covered two groups of data – indicators of students' self-attitude and indicators of students' self-knowledge (see Table 1.).

The development of self-attitude sphere was determined by the method of comparative analysis of students' testing data obtained with the use of *the questionnaire* by S.R. Pantileev [36]. The following components of self-attitude were analyzed: self-respect (closedness, self-confidence, self-management, reflected self-attitude), autosympathy (self-value, self-acceptance, self-attachment), self-abasement (inner conflict, self-blame); they were obtained before and after psychodrama.

The dynamics of changes in the students' sphere of self-knowledge was revealed by comparing the indicators of cognitive complexity of Self-concept, contrast of self-representations and integrity of Self-concept, which were identified before and after the psychodramatic course.

The final measurement procedure was a correlation rank analysis of the data obtained (by r-Spearman's coefficient), which was aimed at identifying the relationships between changes in self-attitude factors (by 9 parameters) and changes in self-knowledge indicators (by 3 parameters) in the process of psychodrama. This is the way the dynamic component of the interconnections between the spheres of self-attitude and self-knowledge was revealed. It indicated the holistic nature of the influence of psychodramatic work on the development of students' self-consciousness.

In general, the data obtained in the course of diagnostic and statistical work allowed us to identify the following peculiarities of the dynamics of the students' self-consciousness development in the experimental group.

Regarding the sphere of self-attitude, the results of comparative monitoring of self-attitude indicators are reflected in Figure 1. The figure shows the measurement data in the control and experimental groups of students before and after the psychodramatic course.
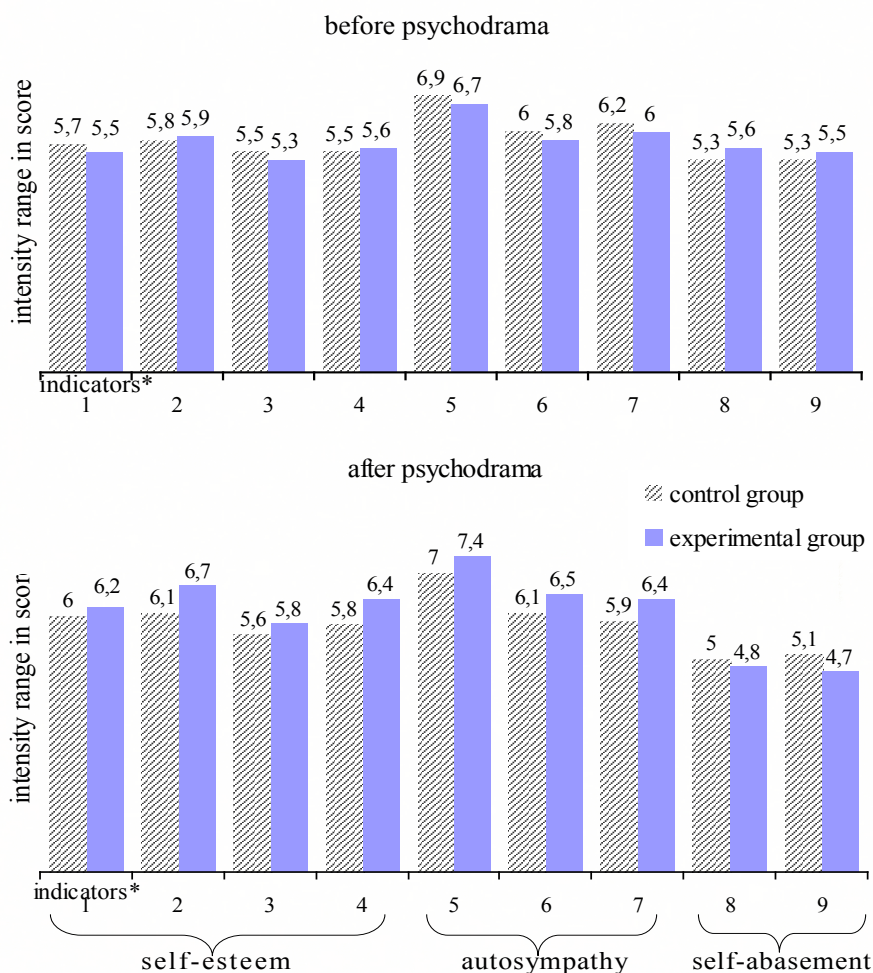
Note. Measurement scales: 1 – closedness; 2 – self-confidence; 3 – self-management; 4 – reflected self-attitude; 5 – self-value; 6 – self-acceptance; 7 – self-attachment; 8 – inner conflict; 9 – self-blame.

Figure 1 Results of monitoring students' self-attitude

According to the data received by the self-attitude questionnaire [64], there is an increase in general background of *self-respect* with a steady growth of indicators of "reflected self-attitude" (t = 9.11, p ≤ 0.01) and "self-confidence" (t = 8.56, p ≤ 0.01) (scales 4, 2 in Figure 1). Among young men there is an increase in self-confidence components, self-management and positive social expectations addressed to "I", while the role of social norms in self-appraisal increases. As for girls, there is an increase in self-confidence indicators; the closedness of self-referral grows due to gaining greater personal protection against social impact and reducing naivety and infantilism.

There is an increase in *autosympathy* factor mainly due to the growth of "self-value" (t = 9.29, p ≤ 0.01) and "self-acceptance" (t = 8.41, p ≤ 0.01) (scales 5, 6 in Figure 1). Among young men there is a distinct increase in all components (self-value, self-acceptance, self-attachment). As for girls, inflated (idealistic) assessments of self-value and self-attachment are replaced by more adequate and realistic representations.

There is a noticeable decrease in *self-abasement* due to a drop in the severity of indicators on the scales of "inner conflict" (t = − 8.56, p ≤ 0.01) and "self-blame" (t = − 8.04, p ≤ 0.01) (scales 8, 9 in Figure 1). The decrease in indicators of inner conflict is particularly evident in the group of boys.

In the sphere of self-knowledge the indicators of cognitive complexity of Self-concept increase due to a more differentiated self-perception and the formation of new significant "Self-representations" (according to the results of "ten definitions of self" method) [37]. There is an increase in the contrast of self-representations, which is expressed in the growth of the number of personalized, unique "Self-images" in the structure of participants' Self-concept in the experimental group. The indicators of Self-concept integrity increase among the participants of the experimental group, while in the structures of their self-representation the number of conflicting "Self-images" decreases and the number of interrelated complementary "Self-images" increases.

The final correlation analysis showed that there is a connection between the increase in positive indicators of self-attitude and the growth of self-knowledge indicators among the students of the experimental group. The results of calculations represented in the correlation matrices in Table 2.

Table 2

Results of correlation measurements of changes in students' self-attitude and self-knowledge indicators (r_s – Spearman's coefficient, p ≤ 0.01)

Indicators of self-attitude	Indicators of self-knowledge		
	cognitive complexity of Self-concept	contrast of self-representations	integrity of Self-concept
control group			
scales of self-respect			
closedness	0,23	0,15	0,21
self-confidence	0,17	0,19	0,11
self-management	0,12	0,21	0,16
reflected self-attitude	0,15	0,18	0,13
scales of autosympathy			
self-value	0,10	0,15	0,14
self-acceptance	0,21	0,19	0,12

self-attachment	0,12	0,11	0,14
scales of self-abasement			
inner conflict	-0,16	-0,11	-0,15
self-blame	-0,14	0,12	-0,18
experimental group			
scales of self-respect			
closedness	0,37	0,42	0,53
self-confidence	0,22	0,38	0,33
self-management	0,16	0,24	0,28
reflected self-attitude	0,51	0,58	0,54
scales of autosympathy			
self-value	0,23	0,31	0,21
self-acceptance	0,53	0,55	0,57
self-attachment	0,11	0,16	0,21
scales of self-abasement			
inner conflict	-0,18	-0,45	-0,51
self-blame	-0,15	-0,21	-0,48

According to the given data, in the experimental group there is a stable relationship between the growth of all three parameters of self-knowledge with the increase in the values of self-attitude indicators, mainly along the line of *self-acceptance* (r=0.53; r=0.55; r=0.57) and *reflected self-attitude* (r=0.51, r=0.58, r=0.54) (see Table 2). There is a specially defined connection between the growth of the parameter of students' *Self-concept integrity* and lower values of *self-abasement* scales (r=-0,51; r=-0,48), as well as higher values in scale of "*closedness*" in the form of increased motivation of social approval (r=0.53). The obtained results give grounds to state the presence of a positive dynamic relationship between the spheres of self-attitude and self-knowledge in the experimental group (see Table 2.).

In the control group of students, no significant dependencies were found between the changes in indicators of self-attitude and self-knowledge over the same period of time (see Table 2).

Discussion

The research made it possible to make sure that the development of students' self-consciousness, as a complex and versatile process, is an internal dramatic work on the formation of a personal understanding of themselves and the world around them, which is based on the value-sense aspect of activity towards to "I". This process is formed in the unity of self-experience and self-recognition in the situation of self-fulfillment in the reference social environment. The possibility of psychological modeling of this situation is created while using the method of psychodrama.

This method has a unique mechanism for developing the individual's self-consciousness. What is meant here is the possibility of complex replaying of a personally significant situation with the active participation of the reference group, as well as building a versatile positive feedback about the productive ways of the individual's self-expression. In the course of psychodramatic work, the internal processes of self-recognition are safely actualized, on the basis of which a positive value aspect of students' attitudes to themselves is built.

The specificity of the psychodramatic process is its directly stimulating influence on the emotional aspect of self-consciousness, through which the processes of self-knowledge are actualized. At the same time, this growth of self-knowledge (owing to the increase in range, breadth, personification and depth of self-perception, complication and stabilization of the system of self-representations) is bound to affect the emotional sphere of self-consciousness causing a range of new "experiences of "I". Generated new emotions are reflected and lived through by students on the basis of the mastered psychodramatic experience of a positive-value attitude to themselves and to the world around them.

Psychodrama is presented as a multifunctional method that possesses its own diagnostic power, as well as correctional-therapeutic, rehabilitation and didactic capabilities. The game basis of psychodrama, the predominant orientation to action and the significant role of physical movements reduce the influence of stereotypical verbally fixed defensive and evaluative reactions. Establishing a confiding and accepting psychodramatic atmosphere, as well as intensive use of the language of non-verbal communication, open the possibility of spontaneous self-manifestation and self-expression of the individual in the group.

Possessing obvious advantages, psychodrama also has a number of its limitations. These limitations were associated with the personality characteristics and states of the students, as well as with the selection of psychodramatic techniques. Firstly, not all students can play the role of a protagonist, but only some from the group who are most warmed up and ready to self-disclose. For the majority of students, the process of self-awareness was actualized mainly through identification with the protagonist. Secondly, not all psychodramatic techniques can be applied equally well. So, we did not use the "doubling" technique if the protagonist copes with the role on his own and does not experience difficulties in the process of independent decision-making. We did not use the "role reversal" technique if the protagonist's panic moods, fears and phobias, psychotrauma, and also in case of his physical and psychological fatigue intensified. The "mirror" technique was excluded when the protagonist was highly sensitive, low in self-esteem, and inclined to depression.

Conclusion

The research results obtained indicate a positive dynamics of changes in the development of students' self-consciousness in the process of psychodramatic work. Especially significant changes take place in the sphere of students' self-attitude. In this sphere, students experienced an increase in positive emotional activity towards "I" along the line: reflected self-attitude → self-acceptance → overcoming negative feelings towards "I".

The work has shown that the development of self-consciousness within the psychodramatic process is complex and ambiguous. Along with the evidence of direct and immediate influence on the structural components of self-consciousness, psychodrama has great opportunities for diversified mediated influence. What is meant here is the possibility of stimulating various mechanisms of self-awareness in a metaphorical-playful form (reflection, introspection, decentration, feedback, etc.). At the same time, the results of the psychodramatic sessions show that this influence is of a holistic nature, affecting all important components of self-consciousness of an individual who is able to acquire subjectively significant experience of self-determination in the course of psychodramatic practice.

For successful psychodramatic practice aimed at developing students' self-consciousness, it is important to consider and comply with a number of conditions while building therapeutic work:

- long-term versatile building of a safe and confiding interaction space;
- predominance of non-verbal ways of interaction;
- saturation with relaxing and imaginative techniques;
- introspective form of psychodramatic action with elements of sociodrama;
- inclusion of "Self-centered" topics in the content of classes;
- reproductive enactment of a significant "Self-situation" by the group members;
- dominance of symbolic and metaphorical constructions of action building;
- targeted training of identification feedback.

In general, the research allows us to state that psychodrama forms constructive experience of students' self-consciousness due to the possibility of versatile self-fulfillment in the reference social environment. This experience is formed within a complex process, in which the "I" of the forming personality obtains the opportunity of its social embodiment and, acquiring individual value-sense content, brings to life the internal activity of self-recognition and self-determine in socio-cultural conditions.

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