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The Formation of Self-social Subsphere in Adolescence by Means of Gestalt Therapy

Abstract: Article deals with the problem of the determinants of self-social formation in adolescence. It is concluded that the formation of self-social system is complex process that is characterized with the interaction processes of personal growth, professionalization, socialization, interpersonal communication and professional interaction.

Keywords: self-social subsphere, adolescence, identification, motive, self-image.

Problem statement. Formation of Ukrainian statehood and building of civil society opened opportunities for the development of higher education, focused on the personality, the nation, the priorities of spiritual culture, which define the main directions of the educational process at the present stage. The core of modern educational process is the formation of active life position, formation as a citizen of the state and as a person with a positive "self-concept". Thus timeliness of the research is finding and building of systems with specially organized conditions which contribute to the development of "self-social" subsphere: the sensitivity to cultural values and social processes; affirmations to independent solution of socially problematic situations; the sense of identity; the formation of citizenship, the electoral activity, based on the constitutional rights of the child and adult; self-determination of boys in different realities. These conditions can act as social and psychological marks. Scientific research on the formation of "self-social" in adolescence does not lose its relevance at present due to the dramatic changes having occurred in our country in recent years. There are new social and psychological marks in human activities, determined by social relations. It provided more opportunity and freedoms for making important life decisions, including problems of education and greater usage of mechanisms which regulate the behavior.

The formation of self-identity in adolescence has its coronation in recognizing by young men their place in life, in work, in society, the definition of life's journey, in recognizing themselves as active members of future social development.

The problem of "self-social" subsphere shaping in the psychological and pedagogical science is the important issue. This is due to the fact that in any society the crucial role is played by man as the embodiment of thought, intelligence, social values that has active civil position and ability to realize own potential for the development of society. Surely, such person should have a clear image of his "social-I", which has the developed self-consciousness, strict knowledge of itself, the understanding of his existence and his purpose in life.

Currently, the system of education of young people is aimed at building selfidentity as necessary quality that contributes to success in life. The timeliness of the formation of social progress in adolescence is determined by the social order of motivated personalities. The society is aimed at competent and independent, progressive-minded, ready to cooperate adolescents.

The analysis of the literature worked on. Basic research of "self-social" are reflected in the works of G.S. Abramova, G. Burns, I.D. Beh, A.A. Bodalev, E.I. Golovakha, I.V. Dubrovina, I.S. Kohn, G. Craig, A.V. Petrovsky, F. Rice, H. Remshmidt and others; to some extent they have also been studied the impact of the social situation on the formation of "self-social" of adolescent. "Self-social" sphere as a dynamic system of individual ideas about himself that has conscious and unconscious forms, combined with their emotive and behavioral response, was the object of study of local researchers too. Thus, the psychological meaning of "Self-social" is found out in the works of M.I. Boryshevsky, I.S. Kon, V.V. Stolin, P.R. Chamata, I.I. Chesnokov and others. The structure of individual "self-concept" and psychological characteristics of its main components are covered in the works of O.H. Asmolova, C.A. Abulkhanova-Slavskay, I.D. Beh, M.I. Boryshevsky, L.V. Borozdina, L.V. Dolynskay, R.M. Granovsky, E.E. Gumenyuk, A.V. Zakharova, G.I. Lipkina, S.D. Maksimenko, A.V. Petrovsky, L.S. Rubinstein, O.T. Sokolova, V.V. Stolin, I.I. Chesnokova, I.P. Andreychuk and others. The researches of I.S. Kon, S.B. Kuzykova, I.A. Slobodyanyuk, L.M. Spivak and others are dedicated to the age dynamics of social self-formation. The studying of scientific literature on the problem of "self-social" subsphere formation has shown the absence of exploring of the formation of "self-social" in adolescence by means of Gestalt therapy in the conditions of today's educational paradigm.

The aim is to study the features of formation of self-social in adolescence.

The main material. The social environment is all that surrounds human in his sociallife, the concrete expression, originality of public relations at a certain stage of their development. Social environment depends on the type of social economic systems, of class and nationality, internal class differences of some layers of society, household and professional differences [4].

Taking part in labor and various forms of social activity, people develop the specific human abilities which have emerged in humanity. Necessary conditions of child's mastering of socio-historical experience are: 1) the child's communication with adults, which helps child to learn adequate activities and perceive human culture; 2) carrying out activities which reflect socially developed ways of man and mankind for mastering those things that are the product of historical development [7]. Psychology considers that person is not only the object of public relations, not only feels social impact but bends, turns it because identity gradually begins to act as a set of internal conditions which refract external influences of society. Thus, personality is not only the object and product of public relations, but also an active subject of activity, communication, consciousness and self-consciousness [7]. Socialization is a process of personality formation in certain social conditions, the process of assimilation of social experience by human in which a person turns the social experience to his own values and orientations, selectively enters into his system of behavior those norms and patterns of behavior that are accepted in society or group. Standards of behavior, morality, beliefs, rights are defined by the norms that are accepted in the society. Turning to the question of the mechanisms of "self-social" sphere formation, researchers point out that not only human activities are essential for the accumulation of psychological me, but first of all joint activities and communication with other people. [10] Interest is paid to the two-level theory of consciousness of I.I. Chesnokova [11], according to which at the first level a person gets his knowledge by comparing himself with others through such methods as self-perception and self-introspection, and at the second level - by comparing himself with himself in different situations and in different periods of his life with the help of autocommunication.

In national psychological paradigm socialization is traditionally considered to be mostly interiorization of social experience and social culture in general, resulting in a formation of personality disposition: orientation, social attitudes, values and others. In

this tradition global issues are considered, but it's not considered that the impact of society always takes place through microsociety and through small groups.

The mechanism of such influence is convenient to consider using the concept of social role, borrowed in intercommunicative paradigm. Social role is a rather broad concept that combines great range of manifestations of human behavior from situational roles that are only scheme forms of communication to the vital roles that are resistant forms of social behavior and activity and actually act as a manifestation of the personality, that is "self-social" of the personality. The social role has its psychological structure, which consists of three substructures: a) role expectations, that is role model and claims asked to a group or society; b) role behavior (interactions) that is a system of real actions in the process of individual communications and activities; c) role human experience, that is inner vision of oneself in a particular role, a kind of role-playing "self-concept" [7].

Deep role structure is inherent not only to vital roles that became human traits, but to all cases of deep method acting. The result of the highest development and self-development according to B.G. Anan'ev is individuality that cannot be exhausted only by role-playing, and therefore goes towards autonomy of social roles [5].

Thus, human development and self-development can be seen as a dialectical combination of two opposite processes: a) the formation process of social roles (socialization), where the evolution from individual to personality is happened; b) the process of estrangement of social roles (personalization), where the transition from personality to individual is occurred. In our understanding the individualization is the synonym of self-actualization. These processes are closely intertwined and not always consistent, but the last can be regarded as the highest form and at the same time as dialectical negation of the first [7].

In the developed three-level theory of consciousness by V.V. Stolin [7] especially important role is given to joint activities at the stage of social "self-image" formation when in search of his ethnic, civic, social role and other identities an individual begins to develop these or other social roles and refers himself to certain social groups. Any knowledge itself is inevitably accompanied by the experience of this knowledge, that is, except the cognitive component in the structure of consciousness, there is an emotional component. The emotional component of consciousness, called affective or value-willed, is a valuable attitude to various aspects of his "I", the different images of

"I" and is manifested in the experience of its success or failure in the acceptance or denial, in a sense of self-confidence or in lack of self-confidence [2].

"I" of the personality as an object contains four aspects: the spiritual "I", corporal "I", social "I" and embodied "I". These aspects form for each person an unique image, or set of ideas about himself as a personality - "self-concept" [8].

Further development of the theory of "self-concept" has gone conceptually towards unification of conceptual and terminological apparatus for describing "self-concept" and reliable search empirical referents for changes, which resulted in its presentation as a set or the structure of individual affirmations on himself [2]. Human forms lifelong affirmations that are grouped into three categories: the real "I" (which itself represents the individual at the moment), the social "I" (as, in the opinion of the individual, he is represented to other people), perfect "I" (what kind of person the individual would like to be) [7].

Materials of experimental research. The study was conducted on the basis of social and humanitarian faculty of Melitopol State Pedagogical University named after Bohdan Hmelnytsky during 2012-2014. Totally, the studying involved 40 students of the 5th course.

The studying examines each of the components of "self-social" in adolescence professional socialization, which is the dominant component of the social "I" of adolescent. We used such psychotechniques as "Learning of motivation of university studies" and "Motives of profession choice".

In order to identify the dominant motives of students' choosing the profession of psychologist, which leads to attitude of future professionals to this profession, we used the method of "motives of profession choice". The results are shown in Table 1.

Table 1. The determining the motives of profession choice (before correctional work) N= 40

Motives	Quantity of students	
	Absolute quantity	Percentage
Internal individually important	8	19
Internal socially important	7	18
External positive	11	27,5
External negative	14	35,5

The analysis of Table 1 shows that there is the tendency of domination of external negative motive (35.5%) among students (ie uncertainty, lack of internal individually important career choices sense). For 27.5% of the subjects external positive motive is the main, that is focus on growing social significance, and with it the attractiveness, of the profession of psychologist. Only 19.0% of students highlighted the orientation on self-realization of internal potential, on getting pleasure from the process of professional activity; and in 18.0% there is the desire to grow professionally, to benefit people with the aim of gaining social importance.

After the implementation of the training program based on Gestalt therapy the dominant motive of profession choice revealed the desire to grow professionally, to benefit people with the aim of gaining social significance (37.5%), i.e. significant internal social motive. The results can be seen in Table 2.

Table 2.The determining the motives of profession choice (after correctional work) N= 40

Motives	**Quantity of students**	
	Absolute quantity	Percentage
Internal individually important	14	34,5
Internal socially important	15	37,5
External positive	8	19
External negative	3	9

As a result of the processing the technique "Studying of learning motivation in college" three scales were revealed as dominant motivational components, Table 3.

Table 3. The determining the motivation of study in higher education institution (before correctional work) N= 40

Motives of study in higher education institution	**Quantity of students**	
	Absolute quantity	Absolute quantity
Acquiring of knowledge	8	20,4
Learning of trade	12	29,8
Getting diploma	20	49,8

The analysis Table 3 shows that the dominant motive is 'getting diploma' (49.8%), i.e. the desire to gain a diploma at a formal learning, which is directly related to the socio-economic position of modern Ukrainian society and the exigencies of employment by profession. Only a small number of respondents has the desire to acquire knowledge (20.4%) and develop professionally important qualities (29.8%), due to the desire for professional self-realization and self-actualization of future professionals in the field of applied psychology.

After correctional work a tendency to changing the dominant motive of studying in higher education institution can be seen. Results are in Table 4.

Table 4. The determining the motivation of study in higher education institution (after correctional work) N= 40

Motives of study in higher education institution	**Quantity of students**	
	Absolute quantity	Absolute quantity
Acquiring of knowledge	13	32,4
Learning of trade	17	41,6
Getting diploma	10	26

The table shows that the dominant motive of learning in higher education institution for the majority of respondents (41.6%) after remedial work is learning of trade and formation of professionally important qualities, due to the desire for professional self-realization and self-actualization.

Conclusions. As a result of the theoretical analysis of the problem in modern psychological and pedagogical literature the aspects of achievement of self-social personhood of adolescent were found. Students live for the moment, in accordance with problem of self-realization, employment for the modern student is not currently vital issue; most students do not have the skills for self-development and self-actualization and has low self-esteem that causes uncertainty, lack of meaningful personal inner sense of occupational choice. The majority of them have the dominant system of requirements in terms of plans and progress made in individual activities, in other words, the person focuses on concrete results of his activities, which, in turn, determine the personal value and significance. The adolescents are more focused on gaining diploma at a formal learning, which certainly connected with socio-economic status of

modern Ukrainian society and the bottlenecks of employment by occupation. All this complicates the process of professionalization and formation of "self-social" subsphere of personality, which reduces the possibility of effective professional self-realization and self-actualization in the future. Further, the obtained data give us the opportunity in the development of guidelines concerning the organization of the process of self-social development in adolescence and researches of other components of the social "I" in adolescence.

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