

## Artículo de investigación

## The impact of the educator's emotional orientation and personal qualities on the process of gaining authority among socially maladjusted adolescents

Влияние эмоциональной направленности и личностных качеств педагога на процесс формирования авторитета у социально неадаптированных подростков

El impacto de la orientación emocional y las calidades personales del educador en el proceso de ganar autoridad entre adolescentes socialmente inapdatos

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### Abstract

The relevance of the problem explored in the article is conditioned by the role the educator plays in the upbringing and education of the younger generation. The educator impacts on children and adolescents shaping their personality. Pedagogical activity is based not only on various professional competencies realized by the educator, but also on the personality orientation and a set of personal qualities that enable him or her to organize the educational process effectively and, if necessary, to provide psychological and pedagogical assistance for socially maladjusted children and adolescents. One of the major conditions for

### Аннотация

Актуальность исследуемой в статье проблемы обусловлена значимостью роли педагога в воспитании и обучении подрастающего поколения. Педагог посредством своей деятельности, своих личностных качеств воздействует на детей и подростков, формирует их как личность. Педагогическая деятельность основана не только на реализации педагогом различных профессиональных компетенций, но на направленности личности и наличии комплекса личностных качеств, позволяющих эффективно организовать учебно-воспитательный процесс и, при необходимости, проводить психолого-педагогическую коррекцию детей и подростков с нарушениями

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psychological correction is the type of the educator's emotional orientation and his or her personal qualities that may significantly affect a child's behavior and development on the whole. The study aims to empirically investigate how the type of the educator's emotional orientation and personal qualities influence the process of gaining authority among socially maladjusted adolescents. The following methods and techniques were used in the course of research: literature analysis, the empirical methods of observation, experimenting, questionnaire, B.I. Dodonov's questionnaire for determining emotional orientation; D. Feldes' modified scale of "sympathetic distance"; a referential scale. The methods of qualitative and quantitative analysis were applied to process the obtained data. The research data were obtained by means of testing and polling 28 comprehensive school teachers and educators of Lipetsk Medical-Psychological Center (Russia) and local secondary schools as well as 62 at-risk teenagers in 2018–2019. The study resulted in determining the dominant types of emotional orientation intrinsic to "effective" educators who are successful in working with socially maladjusted adolescents. It was discovered that adolescents tend to intuitively choose educators with the altruistic and communicative types of the general emotional orientation as a reference person (a significant person). In assessing the educators' personal qualities, adolescents also give preference to features that are part of the "inventory" of the altruistic and communicative types of emotional orientation. The practical relevance of the research is stipulated by the fact that its general theoretical approaches and practical results can be used by school teachers and educators employed in rehabilitation centers dealing with socially maladjusted adolescents.

**Keywords:** Teacher's authority, socially maladjusted adolescents, general emotional orientation type, educator's personal qualities.

социальной адаптации. Одним из ведущих условий психологической коррекции выступают тип эмоциональной направленности педагога и его личностные качества, которые способны существенно влиять на поведение ребенка и его развитие в целом. Цель представленного в статье исследования, заключается в эмпирическом изучении влияния типа эмоциональной направленности и личностных качеств педагога на процесс формирования авторитета у социально неадаптированных подростков. Для решения поставленных в исследовании задач и проверки гипотезы применялся ряд методов и методик: теоретический анализ научной литературы по проблеме исследования, эмпирические методы: наблюдение, эксперимент, анкетирование, опросник эмоциональной направленности личности Б.И. Додонова; модифицированная шкала «симпатической дистанции» Д. Фелдса; шкала референтности. Для обработки полученного материала применялись методы качественного и количественного анализа. Результаты исследования. Данные, полученные в исследовании, сформированы путем тестирования и анкетирования 28 педагогов общеобразовательных школ и Медико-психологического центра г. Липецка и 62 подростка, состоящих на учете в инспекции по делам несовершеннолетних в 2018-2019 гг. В ходе исследования определены доминирующие типы эмоциональной направленности «эффективных» педагогов, успешно осуществляющих воспитательную деятельность в отношении социально неадаптированных подростков. Выявлено, что подростки интуитивно выбирают в качестве референтного (значимого) лица педагогов с альтруистическим и коммуникативным типами общей эмоциональной направленности. В ходе оценки личностных качеств педагогов подростки также отдают предпочтения тем свойствам, которые входят в «инвентарий» альтруистического и коммуникативного типов эмоциональной направленности. Практическая значимость работы заключается в том, что общие теоретические подходы и полученные практические результаты исследования могут быть использованы в работе учителей школ, реабилитационных центров по взаимодействию с социально неадаптированными подростками.

**Ключевые слова:** авторитет учителя, социально неадаптированные подростки, тип общей эмоциональной направленности личности педагога, личностные качества педагога, референтность.

## Resumen

La relevancia del problema explorado en el artículo está condicionada por el papel que juega el educador en la educación y educación de la generación más joven. El educador impacta en los niños y adolescentes que dan forma a su personalidad. La actividad pedagógica se basa no solo en diversas competencias profesionales realizadas por el educador, sino también en la orientación de la personalidad y un conjunto de cualidades personales que le permiten organizar el proceso educativo de manera efectiva y, si es necesario, proporcionar asistencia psicológica y pedagógica para niños y adolescentes socialmente inadaptados. Una de las principales condiciones para la corrección psicológica es el tipo de orientación emocional del educador y sus cualidades personales que pueden afectar significativamente el comportamiento y el desarrollo del niño en general. El estudio tiene como objetivo investigar empíricamente cómo el tipo de orientación emocional y las cualidades personales del educador influyen en el proceso de ganar autoridad entre los adolescentes socialmente inadaptados. Los siguientes métodos y técnicas se utilizaron en el curso de la investigación: análisis de literatura, métodos empíricos de observación, experimentación, cuestionario, B.I. Cuestionario de Dodonov para determinar la orientación emocional; D. Escala modificada de Feldes de "distancia simpática"; Una escala referencial. Se aplicaron los métodos de análisis cualitativo y cuantitativo para procesar los datos obtenidos. Los datos de la investigación se obtuvieron mediante pruebas y encuestas a 28 maestros y educadores escolares integrales del Centro Médico-Psicológico de Lipetsk (Rusia) y escuelas secundarias locales, así como a 62 adolescentes en riesgo en 2018-2019. El estudio resultó en la determinación de los tipos dominantes de orientación emocional intrínseca a los educadores "efectivos" que tienen éxito en el trabajo con adolescentes socialmente inadaptados. Se descubrió que los adolescentes tienden a elegir intuitivamente educadores con los tipos altruistas y comunicativos de la orientación emocional general como persona de referencia (una persona significativa). Al evaluar las cualidades personales de los educadores, los adolescentes también dan preferencia a las características que son parte del "inventario" de los tipos altruistas y comunicativos de orientación emocional. La relevancia práctica de la investigación está estipulada por el hecho de que sus enfoques teóricos generales y resultados prácticos pueden ser utilizados por maestros y educadores escolares empleados en centros de rehabilitación que se ocupan de adolescentes socialmente inadaptados.

**Palabras clave:** Autoridad del maestro, adolescentes socialmente inadaptados, tipo general de orientación emocional, cualidades personales del educador.

## Introduction

Teaching is a complex and multi-faceted job which sets high requirements for the teacher's personality: a certain (pedagogical) orientation including needs, interests, ide-als, and aspirations, etc., as well as a number of such personal qualities as humanity, a rational love for children, sociability, benevolence, empathy, helpfulness etc. Not only does a teacher impart knowledge to children, but he or she also influences them through his/her conduct, lifestyle, and personality.

In the traditional ('everyday') sense, the notion of 'orientation' is associated with an individual's striving for certain goals and the driving force behind this striving. Scientifically speaking, it is a complex personality construct constituting the personality structure. Most Russian psychologists (S.L. Rubinstein, A.V. Petrovsky, A.N. Leontiev, K.K. Platonov, etc.) refer orientation to the personality structure, which

includes needs, interests, ideals, ambitions and so on. From the point of view of the systemic approach, orientation belongs to the so-called goal-setting system, whose functioning is determined by goals. According to A.N. Leontiev, a goal is understood as the planned out-come achieved through the system (Leontiev, 2004). Another interpretation of orientation advocated by L.I. Bozhovich (Bozhovich, 1978) is linked to the persistence of certain motives and their dominance over other motives, with motives being components of orientation E.M. Nikireev's ideas regarding the structure of the personality orientation are also noteworthy (Nikireev, 2004). The scholar considers the notion of orientation via a correlation of groups of motives (collectivist, personal, and personal-prestigious). All these motives are positive: collectivist motives reflect socially significant goals; personal motives are associated with an individual's desire to learn something new, to

improve oneself, and to be socially accepted; personal-prestigious motives reflect social recognition and finding one's niche in society. Of special interest in this sense are B.I. Dodonov's views on the notion of personality orientation, which make up the theoretical basis of the study presented in the article. The author defines orientation as a set of specific needs which are interesting not in terms of form, but in terms of content. Depending on the content of the program, needs may be physiological and psychological. The former tend to grow psychological in the course of an individual's life. Psychological needs in this case act as needs reflecting a certain life attitude (a need for love and respect, aesthetic pleasure etc.). Since love, aesthetic pleasure etc. are emotions, it is a kind of attitude to the surrounding world (Dodonov, 1978).

Raising a younger generation is a burning problem in modern-day Russia. The task of overcoming adolescent deviations and optimizing youth corrections acquires special importance in the face of social instability and a growing number of maladjusted teenagers. A review of literature on educators' gaining authority among such teenagers allowed formulating the general scientific research problem whose major contradiction consists in the educator's firmness and even occasional severity in dealing with socially maladjusted adolescents on the one hand and the necessity to gain their trust and authority by bridging the communication gap and getting psychologically closer on the other. The stated problem stipulates the major objectives of the presented study: to determine the type of the general emotional orientation of educators who are most successful in working with socially maladjusted adolescents; to find out adolescents' preferences in their choice of an educator of a certain emotional orientation; to measure adolescents' assessment of the personal traits of educators referring to the major types of emotional orientation which condition his or her authority among socially maladjusted adolescents.

### Literature review

The study of educators' personal traits and authority enabling them to carry out educational process more effectively has received much attention in contemporary psychological and pedagogical literature (I.P. Andriadi, M.Y. Kondratyev, D. Thi Oahn et al.) According to the outstanding deviantologist M.Y. Kondratyev, an authority figure is someone who is deferred to, who acts as a role model, and who is entrusted

with solving certain problems (Kondratyev, 1998). The researcher emphasizes that an educator considered authoritative by his/her students exerts a great educational influence on them. His/her authority is constituted by the authority of his/her professionalism, age, professional status as well as moral authority as an individual and personality. The scholar points out that the educator perceived by his/her students as an authority figure has a strong educational impact on them. This authority is comprised of several components: the educator's authority as a professional; the authority of the educator's age; the authority of the educator's status (power); his/her ethical authority as a person – the lack of this component may reduce the previous three to nil (Kondratyev, 1998). M.Y. Kondratyev argues that at a certain stage of gaining authority, students display emotionally charged preferences. Interestingly, this process is marked by an increase in the students' personal selectivity: some educators are considered as having authority whereas others not (Kondratyev, 1998). The idea that an educator's authority depends on a whole set of his/her personal traits is shared by I.P. Andriadi (1997) and D. Thi Oahn (1989). I.P. Andriadi claims that an educator's authority is formed through the synthesis of personal traits: if an educator's qualities correspond to the requirements of his/her professional activity, he/she is considered an authority figure by the student body, and vice versa (Andriadi, 2016).

Western European and American scholars are investigating the following aspects of teacher-student relationships influencing the process of gaining authority among adolescents based on mutual perception and personal qualities: studying the mechanisms of shaping an educator's authority (Baumrind, 1971; Smetana and Bitz, 1996; Buri, 1991; Walker, 2009; Wentzel, Baker, and Russell, 2012), peculiarities of communication styles in the teacher-student discourse (Kaspar and Stelz, 2013, Bennett, 1976; Conti, 2004; Fisher and Fisher, 1979; Flanders, 1970; Grasha, 1996; Heimlich and Norland, 2002; Roorda, Koomen, Spilt, and Oort, 2011; Vogt, 2006), deviation risks and teacher-student relationships during the period of adolescent identification (Binder 1988; Livesley and Bromley 1973; Schultz 1982), patterns of developing teenage deviations (Bonny, Britto, Klostermann, Hornung and Slap, 2000; Murray and Malmgren, 2005; Waters and Cross, 2010).

## Hypothesis

There are grounds to believe that all or many spiritual needs explicitly or implicitly contain some pre-programmed attitude to reality. Depending on the basic program “code”, these needs manifest themselves in certain beliefs, ideals, and interests and so on. On the level of beliefs, the program of an individual’s attitude to reality is encoded as an emotionally colored thought. It is highly probable that these programs of attitude to reality fixed in the individual’s mind are most active in personality manifestations. The system of such programs or needs makes up a complex construct called personality orientation. An individual’s orientation towards certain values may emerge only as a result of their prior recognition and positive evaluation, either emotional or rational, with personality orientation has two aspects – one being connected with morals and worldview, while the other – with emotions. The former was explored in collectivistically and individualistically-oriented research papers (L.I. Bozhovich, T.E. Konnikova, A.V. Petrovsky, E.M. Nikereev, Y.L. Kolominsky). The latter is linked to an individual’s orientation towards a certain quality of relations (emotional experiences), and represents emotional orientation. This aspect was largely explored by B.I. Dodonov (1978).

Defining the notion of personality orientation, B.I. Dodonov (Dodonov, 1978) projects it onto the individual’s emotional sphere. As the emotional system provides a rapid response to any changes of the external environment that are important in terms of individual needs, the individual can interact with the surrounding world and realize his or her needs on different levels of commitment and degree of the emotional contact with the environment as well as determine the efficacy of this interaction. Thus, emotional orientation is an integral and the most characteristic part of an individual’s propensities. Similar to an individual’s attitudes that become generalized and form fundamental traits of character, his or her personal mindset and goal orientation as well as emotional experience caused by the latter emerge within the individual’s propensities and eventually become part of a certain type and structure of his or her emotional orientation. Emotional orientation is broadly determined by an individual’s perception of reality, his/her assimilation of external stimuli, acquisition of new dispositions, and search for his/her niche in life. Therefore “emotional personality orientation” is an individual’s orientation towards a certain quality of

relationships and experiences connected with them. The typology of emotional orientation is based on the following theses which the presented study relies upon: “There is a special motivational factor of behavior and activity – emotional orientation made up of a system of coordinated and subordinated personal expectations of certain experiences. Singling out this factor is stipulated by disclosing the dialectical dualism of emotions which act both as evaluations and values” (Dodonov, 1978). In accordance with these theses, B.I. Dodonov singles out the following types of emotional orientation (Dodonov, 1978): altruistic – an eagerness to interact with people when the very contact with those whom he/she ‘serves’ is prioritized (sympathy and compassion experienced through this contact are also important and valuable); communicative eagerness to communicate with others based not on ‘serving’ them but on building and maintaining a positive emotional attitude and contact; praxic – a desire to use one’s creative potential and ideas in practical work, where both the result and the process of achieving it matter; gnostic eagerness to cognize the world, readiness for mental operations and acts, for solving difficult cognitive problems; romantic – the pursuit of the mysterious and the unfamiliar, a love of travel, excursions, communication etc.; pugnic – an eagerness to fight in various life situations; gloric – seeking fame and admiration from others, a desire to be in the social limelight; esthetic – a readiness for esthetic enjoyment through music, painting, art, and literature; acquisitive – a proclivity for hoarding and philistinism; hedonistic – a pursuit of pleasure, fun, enjoyment, and idling.

B.I. Dodonov puts forward the following criteria: the existence of certain manifestations of the invariant in emotional situations generating emotions of this or that category and presented in the form of the so-called “inventory” of the given emotions as well as their frequent combination and correlation. The inventory of emotions is represented by desires, aspirations, attitudes, and needs. For example, the inventory of altruistic emotions manifests itself in the desire to bring joy and happiness to others, “worrying about someone, taking care of them”, “sharing someone else’s success and joy”, “a feeling of anxiety, affection and adoration”, loyalty. The inventory of communicative emotions is made up of “the desire to communicate, share ideas and experiences, to find a response”, “respect for someone”, “a feeling of appreciation and gratitude”, “a yearning for the approval from

someone an individual respects or is close to” (Dodonov, 1978).

We suggest that a certain set of personal traits along with a type of emotional orientation possessed by an educator may impact on the effectiveness of communication with students. In particular, especially important for education is the altruistic-communicative orientation, which is part of the pedagogical orientation defined as the individual’s emotional-axiological attitude to and sustained interest in the teaching profession, his or her aptitude and desire to practice various kinds of educational work. The pedagogical orientation manifests itself in the ability to relate to the child’s world, to establish contact on the emotional level, to influence children’s morals, emotional and intellectual spheres actively and flexibly, a friendly attitude to children, a desire to work with them, respect for a student’s personality, faith in the students’ potential, a desire to help them.

Thus, in our investigation of the impact of an educator’s personal traits and emotional orientation on the process of gaining authority among socially maladjusted adolescents we proceed from the assumption that if an educator’s predominant emotional interest is that in educational activity, it is highly probable that his or her altruistic-communicative personality orientation may make communication with socially maladjusted adolescents and the process of gaining positive authority among them more effective.

### Materials and methods

In investigating the personality peculiarities and orientation of teachers who successfully educate socially maladjusted adolescents, the following methods and techniques were used:

B.I. Dodonov’s questionnaire for determining an individual’s emotional orientation. It was used to establish the types of general emotional orientation of educators who are successful in working with socially maladjusted adolescents. The questionnaire allows for discovering an individual’s major inclinations for activities, communication, subjects etc. and therefore singling out the prevalent emotions caused by these objects (Dodonov, 1978).

D. Feldes’ modified scale of «sympathetic distance», which enables researchers to describe an individual’s interpersonal relationships. The degree of distance varies with different people from an individual’s social circle. The scale contains 11 degrees of intimacy in decreasing order (Protasenko, 2015).

A referential scale measuring the circle of significant (referential) others, whose opinions are decisive for an individual and with whom the respondent either interacts directly or measures his/her actions and judgments against them. For that purpose the respondents are offered 10 situational questions (1-A) and a list of people surrounding them (1-B) (Protasenko, 2015).

The survey was conducted in Lipetsk secondary schools and the local Medical- psychological center in 2018-2019. It involved 28 educators working with socially maladjusted teenagers and 62 at-risk adolescents. The criteria for selecting adolescents were the cases of their being summoned to the police station, administrative offenses, running away from home, vagrancy and the like.

### Results

Let us consider the results of our survey. With the help of the methods of observation and interview, we discovered educators who are quite successful in working with socially maladjusted teenagers. These teachers are distinguished by empathy, friendliness, an eagerness to communicate and interact with children, a desire to understand and help them, an ability to listen, tactfulness, optimism, having faith in themselves and their students, a positive self-perception as a personality. An experimental group consisting of 28 such educators was formed. At the first stage they were tested using B.I. Dodonov’s questionnaire to determine an individual’s emotional orientation. The results are shown in Fig.1. According to the results, the predominant types of emotional orientation in the group are altruistic (15%) and communicative (18%). Interestingly, in most cases the altruistic type of emotional orientation includes the communicative one and merges with it. That is why further on we will consider the altruistic-communicative type of emotional orientation as an integral type.

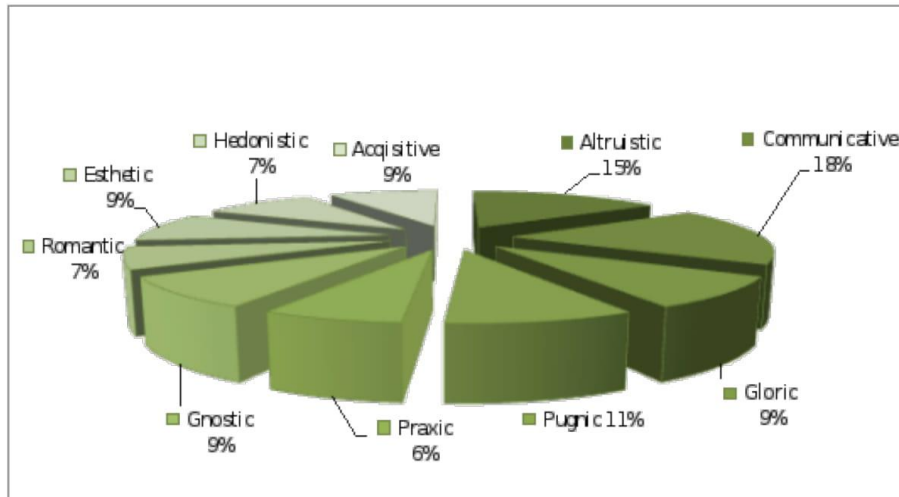


Fig. 1. Types of the general emotional orientation displayed by the educators from the study group (in %, n=18)

Each type of emotional orientation is determined by the existence of a special “emotional inventory”, with emotional experiences and desires dominating in the process of communication and practical work. The inventory of altruistic emotions is the following (“A” standing for “altruistic”): “a desire to bring joy and happiness to others” (A-1), “a feeling of worrying about someone” (A-2), “sharing someone else’s success and joy” (A-3), «a feeling of affection and adoration” (A-4), “a feeling of loyalty” (A-5), “a feeling of sympathy and pity” (A-6). The inventory of communicative

emotions is (“CM” standing for “communicative”): “a desire to communicate with others” (CM-1), “a feeling of liking and favor” (CM-2), «a feeling of respect for others” (CM-3), “a feeling of appreciation and gratitude” (CM-4), “a feeling of adoring someone” (CM-5), “a desire to get approval from others” (CM-6). The suggested inventory of predominant emotional experiences in educators confirms the data obtained with the help of B.I. Dodonov’s questionnaire for determining an individual’s emotional orientation.

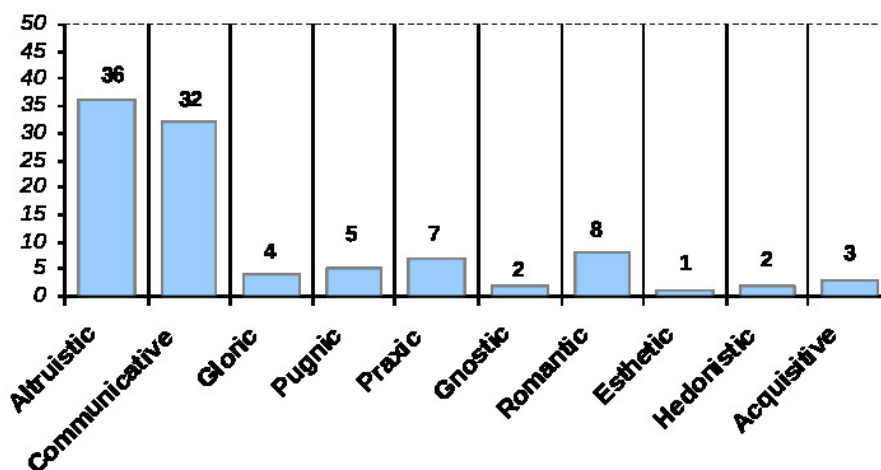


Fig. 2. Types of the educators’ general emotional orientation as preferred by the adolescents (in %, n=34)

The next stage of the research consisted in exploring personal traits of educators with altruistic-communicative type of emotional orientation. The socially maladjusted adolescents from the study group were offered a list of 40 personal traits from which they were to pick out 20 traits possessed by the educator with whom they communicate regularly. Many of the traits on the list make up the 'emotional inventory' of both the altruistic and communicative types of emotional orientation: shyness, honesty, orderliness, efficiency, vigor, patience, self-control, irascibility, determination, courage, persistence, conscientiousness, vanity, selfishness, industriousness, emotionality, self-confidence, rudeness, callousness, trustworthiness, ability to relate to others, keeping one's word, organizational skills, exactingness, a sincere love for children, creativity in work, responsiveness, optimism, kindness, soulfulness, erudition, sociability, a readiness to help, a sense of humor, pride. The results of this stage of research are shown in Figure 2. They testify to the fact that out of the

"inventory" of the educators' personal traits, 68% of the teenagers intuitively selected traits making up the general emotional orientation, i.e. personal traits implying readiness for interaction, when the immediate contact with those they serve as well as sympathy and compassion accompanying it are of paramount importance; they also selected traits connected with an eagerness to communicate with other people as part of establishing and maintaining a positive emotional relationship and contact but not as part of 'serving' those others.

The adolescents from the study group were to select and rate on a scale from 1 to 5 educators' personal traits which manifest themselves most often in the course of communication. The results shown in Figure 3 testify to the fact that adolescents also prefer personal traits making up the altruistic-communicative type of the general emotional orientation and rate them high. The arithmetic average of the 20 traits listed in the questionnaire equaled 70 points.

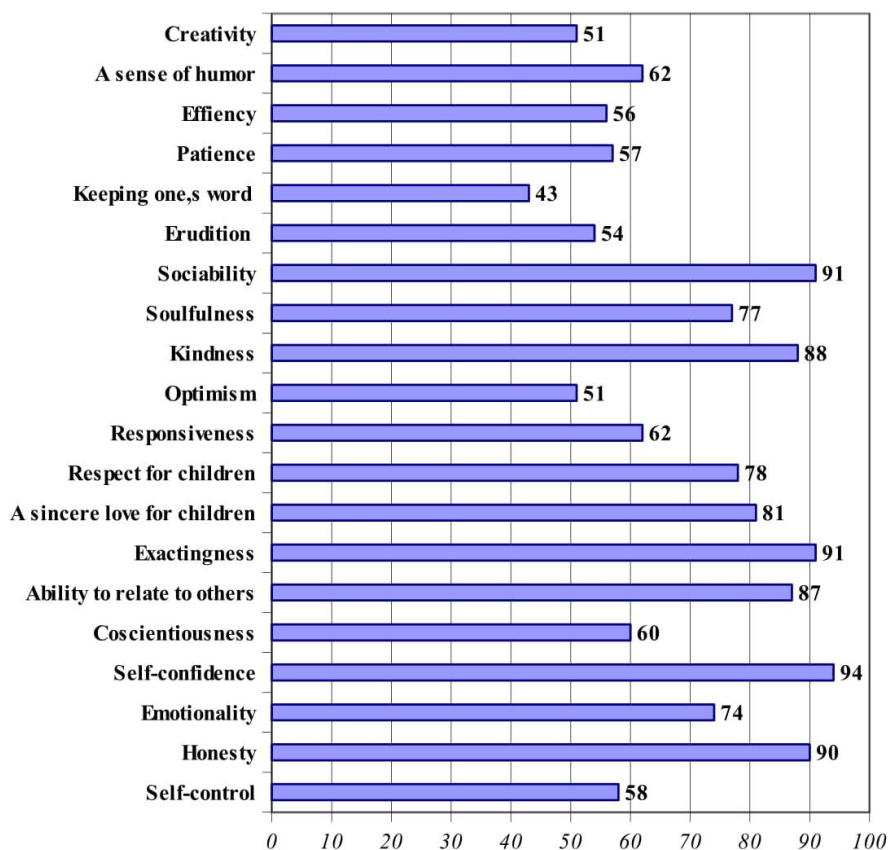


Fig. 3. Adolescents' assessment of the personal traits of educators with the altruistic-communicative type of the general emotional orientation (average value, n=34)



## Discussion

The results of the survey show that the predominant kinds of emotional orientation in the educators from the study group are altruistic (15%) and communicative (18%). Therefore the general emotional orientation is an educator's orientation towards a certain quality of relationships and experiences relating to them. This kind of orientation determines the educator's needs and personal traits through the predominant emotional experiences. At the same time, the altruistic and communicative types of educators' general emotional orientation imply a readiness to interact with adolescents and awareness of the usefulness of their work, when the immediate contact with those they serve and a desire to live for the sake of others bringing them joy, helping and supporting them becomes very important. According to the obtained data, a certain set of personal traits possessed by an educator contributes to shaping the students' attitude to him or her and helps the educator to gain authority among socially maladjusted adolescents. Such an educator enjoys authority and acts as a role model for adolescents. Teenagers defer to his or her opinion, comply with his or her requirements, and try to win his/her trust and respect. This conclusion is confirmed by the stages of the research at which adolescents intuitively select educators with the altruistic (36%) and communicative (32%) types of the general emotional orientation as their reference (significant) person. It is also confirmed by the results of the research indicating that out of educators' personal traits manifesting themselves in the process of communication, adolescents tend to select and rate high (70 points on average) personal traits making up the altruistic-communicative type of the general emotional orientation. Based on the results of the research, one can come to the conclusion that educators possessing personality traits that make up the altruistic and communicative types of the general emotional orientation (honesty, self-confidence, sociability, ability to relate to be accepting of others, exactingness, respect for children and so on.) are able to exert a positive influence on the behavior and activity of socially maladjusted adolescents.

## Conclusion

The experimental study of the correlation between personal traits of an educator possessing the altruistic-communicative type of emotional orientation and the process of gaining authority among socially maladjusted adolescents resulted in the following conclusions:

- The predominant types of emotional orientation of "effective" educators who are successful in working with socially maladjusted adolescents are altruistic (15% of the educators in the study group) and communicative (18%). Since these types are functionally similar and complementary, it is possible to combine them into one type of emotional orientation – altruistic-communicative. The stated orientation types fully correspond to their profession.
- Adolescents intuitively choose educators with the altruistic (36%) and emotional (34%) types of the general emotional orientation as a reference (significant) person.
- While assessing educators' personality traits, adolescents prioritize traits which make up the 'inventory' of altruistic and communicative types of emotional orientation: honesty, self-confidence, sociability, ability to relate to and be accepted by others, exactingness, kindness, soulfulness, a sincere love for children etc.
- The integrity of an educator's authority as perceived by adolescents is determined both by the general type of emotional orientation and a whole complex of personality traits making up his or her authority.

Shaping a personality is a complex process of forging character, developing interests, building relationships with others, forming attitudes to moral norms, the surrounding world, and oneself. An adolescent's adjustment in the modern world of social relations is primarily determined by his or her having a set of certain traits, features, peculiarities, either contributing to its success or hampering it. A major prerequisite for adolescents' positive social adjustment is the educator's personality.

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