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Problem of formation in adolescents readiness to select living strategies in additional education institutions

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Annotation

The article investigates and analyzes the main features of adolescents' readiness to choose life strategies in institutions of additional education. The study represents the implementation of the author's program "Life Planning", which consists of several stages: equipping adolescents with knowledge of the essence of life strategies; providing adolescents with the opportunity to master the skills to implement life strategies; the formation of the motivation for choosing life strategies and skills of goal-setting and reflexive activity; determining the balance of personal qualities on the basis of self-analysis and self-esteem. As criteria, the author highlights: awareness of the nature of life strategies and their importance for the modern man; availability of ideas about how to implement life strategies and self-determination of life strategies; the ability to be guided when choosing life strategies motives of civil and personal orientation; possession of goal setting skills as a basis for understanding the prospects for the correct choice of life strategies; skills of reflective activity. The article describes and presents the results of studying the readiness of adolescents to choose life strategies in institutions of additional education. The proposed activity on the formation of adolescents' readiness to choose life strategies in practice allowed to obtain a positive result.

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Keywords

The willingness of adolescents to the choice of life strategies, the formation of readiness to the acquisition of life policies, life strategy, institutions of additional education; adolescents.

Introduction

Modern society is more insistently demanding from the education system high-quality training of the younger generation to be ready to solve complex political, economic and social problems. As noted in the message of the President of the Russian Federation V.V. Putin's Federal Assembly of the Russian Federation (March 1, 2018) "From birth, children need to inculcate readiness for changes, for creative search, and to teach teamwork. It is necessary to strengthen the holistic system of support and development of the creative abilities and talents of the younger generation".

A certain responsibility in the upbringing of a creative person lies with the institutions of additional education. They should contribute to "self-improvement and self-development of the individual, the formation of motivation for knowledge, creativity, work, sports, familiarization with universal human values". With all the diversity of the content of various forms of work in institutions of additional education, the general and most important for them should be the activity on the formation of adolescents a clear idea and ability to choose life strategies. Formation of this quality will be the basis for determining the line of conduct, the correct moral choice of a teenager both in the present and in the future.

This article presents the problem of formation in adolescents of readiness for the choice of life strategies in the conditions of institutions of additional education. The study is the implementation of the author's program "Life Planning". In the study of the designated problem, we proceeded from the well-known statements on the essence of the concepts "life strategies", "the choice of life strategies" presented in the works of K.A. Abulkhanova-Slavskaya [Abulkhanova-Slavskaya, 2001], A.A. Beletskaya [Beletskaya, 2012], O.S. Vasilyeva [Vasilyeva, 2002], A.A. Volokitina [Volokitina, 2011], E.I. Golovakha [Golovakha, 1989], G.A. Elnikova [Elnikova, 2008], M.B. Marinov [Marinov, 2008], N.F. Naumova [Naumova, 1982], Y.M. Reznik [Reznik, 1995] and others. The researchers' data unites the understanding of this phenomenon as a person having prospects for their own development.

Main part

Adolescents' readiness to choose life strategies is considered by us as a level of personality development, characterized by the formation of such qualities as: awareness of life strategies in a range of ways, knowledge of ways to implement life strategies, motives for choosing life strategies, goal-setting skills and reflexive activities.

The author's program involved the organization of work on the formation of adolescents' readiness to choose life strategies in several stages. On the first, the present level of readiness of adolescents to choose life strategies was determined. As criteria were highlighted: awareness of the nature of life strategies and their importance for the modern person (information obtained from television programs, from teachers, school and fiction); availability of ideas about how to implement life strategies and self-determination of life strategies; the ability to be guided when choosing life strategies by the motives of civil (a person implementing life strategies is more useful to society) and personal orientation (the formation of life strategies contributes to the correct definition of professional, communicative, family plans, etc.); possession of goal setting skills as a basis for understanding the prospects for the correct choice of life strategies; skills of reflexive activity (self-analysis, self-assessment of existing qualities contributes to the formation of the ability to determine the balance of these qualities and the vision of not sufficiently formed qualities).

The characterized groups of adolescents in their attitude to the choice of life strategies were identified by the methods of conversation, observation, rating, ranking and assigned to the previously selected levels.

In quantitative terms, the groups are represented as follows: with the level “above average” - 30% of adolescents, with “average” - 45% of children, with the level “below average” - 25% of adolescents.

The next step in the implementation of the author's program was a formative experiment, as a result of which it was intended to increase the level of adolescents' awareness of life strategies, as well as their ability to implement them.

The formative experiment included several stages: 1) enrichment of adolescents with knowledge of the essence of life strategies and their implementation; 2) formation of the motivation for choosing life strategies; 3) formation of goal setting skills; 4) the formation of skills reflexive activity; 5) determining the balance of personal qualities on the basis of self-analysis and self-esteem.

In this article we will reveal the process of formation in adolescents of readiness to choose life strategies through their participation in circles and sections.

1. Enriching teenagers with knowledge about the essence of life strategies and the formation of their ways of implementing them. Purpose: to form a meaningful understanding of the essence of life strategies and ways of their implementation. Each form of participation of a teenager was carried out according to a pre-developed scheme.

Participation in circles. Work in circles was made up of several stages. At the first stage, the teachers held lectures on the content of the group's activities, the significance of the knowledge gained in the group for planning future life perspectives and plans. Classes were held by the method of conversation and mini discussions with teenagers.

At the second stage, adolescents were directly involved in the practical activities of the group. In the process of participation of adolescents in the circle, skills of goal-setting, motives for the implementation of life strategies, skills of reflexive activity (self-analysis, self-assessment) were formed.

Periodically, once every 3 months, monitoring was conducted among adolescents to identify their theoretical knowledge, practical skills in the chosen type of activity of a certain circle and interests to participate in this circle.

At the third stage, a final lesson was held, which made it possible to obtain information about the knowledge and skills acquired by adolescents. The teacher determined the presence of balance, goal setting, motives for the implementation of life strategies, skills of reflective activity in adolescents as indicators of readiness for the choice of life strategies.

To sum up, the technology of formation of readiness among adolescents to choose life strategies included: lectures, conversations and debates organized by a teacher to convince adolescents of the importance and significance of participating in a circle for building future life plans; the practical work of adolescents in mastering the content of the activity of a certain circle; self-analysis and self-assessment of knowledge and skills obtained by adolescents and identifying their balance of skills in goal-setting, reflexive activity and the presence of motives for their use in future life prospects.

For example, we will reveal the activities of the local history group in shaping teenagers' readiness for choosing life strategies. At the first stage, the teacher explains the role and importance of the skills of organizing local history activities in determining future life prospects. At the second stage, adolescents acquire knowledge about the essence of local history and the ability to organize local history activities. Moreover, the emphasis is on adolescents' awareness of the importance of the knowledge and skills gained in determining their future course of life, the ability to formulate the goal

of the upcoming activity, and the ability of reflexive activity. At the third stage, the study of self-analysis and self-assessment of adolescents of the level of knowledge and skills of local history activities and their awareness of the need for this knowledge and skills in the construction of further life path is carried out.

Similarly, a scheme was developed for the participation of adolescents in the work of the section, which involved the acquisition of knowledge and skills in the profile of the selected section and at the same time the formation of adolescents understanding of the importance of participation in the section to build a future life path. For example, we present the work of the sports section. At the first stage, the teacher explains the role and importance of sports organization skills in determining future life prospects. At the second stage, teenagers master the skills to perform and organize sports activities. The main emphasis is on the awareness of adolescents of the importance of the skills in determining their future life path, the ability to formulate the purpose of the upcoming activities, and the ability to reflexive activities. The third step refers to the study of introspection and self-evaluation of adolescents of the proficiency skills of athletic activities and their awareness of the necessity of these skills in building his future life.

2. The activity of teachers in shaping the readiness of adolescents to choose life goal setting, reflexive activity and the motivation for choosing life strategies. The effectiveness of the carried out formative experiment was clearly confirmed by the control experiment. The content of the control experiment was similarly ascertaining, and the quantitative indicators were significantly superior to the latter: the level "above average" was found in 45% of adolescents, "average" in 40% of children, and the level "below average" in 15% of adolescents.

Conclusion

These materials indicate that as a result of the experimental work carried out, the number of adolescents with the "below average" level decreased, the number of children with the "above average" level of readiness for choosing life strategies increased. The positive dynamics in adolescents' readiness to choose life strategies, which was found during the control phase, is justified by the implementation of a set of pedagogical conditions during the experimental work:

- the content of the educational process of institutions of additional education was focused on the harmonization of the components of the phenomenon of "life strategies";

- teachers have the knowledge and skills to organize the process of formation of adolescents' readiness for choosing life strategies, their awareness of the importance for adolescents of being ready for choosing life strategies;

- approval of the psychological compatibility of teachers and adolescents on the basis of taking into account the individual characteristics of the students;

- maintaining faith in success: encouraging confidence in success, expressing approval of the teacher, expressing each other appreciation and approval for support.

To sum up, the study showed that the implementation of the author's program "Life planning" allowed to achieve significant results in the formation of adolescents' readiness to choose life strategies, which was achieved by the skillful meaningful guidance of the teacher.

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К проблеме формирования у подростков готовности к выбору жизненных стратегий в учреждениях дополнительного образования

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Аннотация

В статье исследованы и проанализированы основные особенности готовности подростков к выбору жизненных стратегий в учреждениях дополнительного образования. Исследование представляет собой реализацию авторской программы «Планирование жизненного пути», состоящую из нескольких этапов: вооружение подростков знаниями о сущности жизненных стратегий; предоставление подросткам возможности овладеть умениями реализовывать жизненные стратегии; формирование мотивации выбора жизненных стратегий и умений целеполагания и рефлексивной деятельности; определение баланса имеющихся качеств личности на основе самоанализа и самооценки. В качестве критериев автор выделяет: осведомленность о характере жизненных стратегиях и значимости их для современного человека; наличие представлений о способах реализации жизненных стратегий и самостоятельном определении жизненных стратегий; умение руководствоваться при выборе жизненных стратегий мотивами гражданской и личностной направленности; владение умениями целеполагания как основы осознания перспективности правильного выбора жизненных стратегий; умениями рефлексивной деятельности. Описаны и

представлены результаты изучения готовности подростков к выбору жизненных стратегий в учреждениях дополнительного образования. Предложенная деятельность по формированию у подростков готовности к выбору жизненных стратегий на практике позволила получить положительный результат.

Для цитирования в научных исследованиях

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Ключевые слова

Готовность подростков к выбору жизненных стратегий, формирование готовности к овладению жизненными стратегиями, жизненная стратегия; учреждения дополнительного образования, подростки.

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