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Черкашин А.И.

Методологические подходы к формированию личности сотрудников органов внутренних дел в высших учебных заведениях МВД Украины

В статье представлены и охарактеризованы основные методологические подходы к формированию личности сотрудников органов внутренних дел в высших учебных заведениях МВД Украины. Отмечено, что учет личностного, деятельностного, системного, синергетического, компетентностного, культурологического и аксиологического подходов в учебно-воспитательном процессе в высших учебных заведениях МВД Украины будет способствовать формированию высокопрофессиональной личности сотрудников органов внутренних дел. Источников – 16.

Ключевые слова: методологические подходы, личность, работники органов внутренних дел, высшие учебные заведения, Министерство внутренних дел.

Cherkashyn A.

Methodological approaches to the personality of law enforcement officers in the higher educational establishments of MIA of Ukraine

The paper set out and described the basic methodological approaches to the personality of law enforcement officers in the higher educational establishments of MIA of Ukraine. It is noted that taking into account personal, active, systematic, synergistic, competence, cultural and axiological approaches in the educational process in higher educational establishments of MIA of Ukraine will promote a highly the person of law enforcement officers. Sources – 16.

Key words: methodological approaches, person, law enforcement officers, higher educational establishments, Ministry of the interior affairs.

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SOCIAL AND PSYCHOLOGICAL FACTORS INCREASING EGOCENTRISM IN ADOLESCENCE

The article deals with social and psychological factors increasing egocentrism in adolescence. Identify the causes of individual differences in egocentrism in boys and installation features of their social situation of development. There was an analysis of the impact on young of families, the nature of communication and relationships with peers and teachers. Therefore, the direction of this paper is to clarify the features of position and status of factors that can serve the cause of increased egocentrism in adolescence. Sources - 7.

Keywords: egocentric personality, adolescence, self-centered, «emotional jam " egocentric speech, setting, reflection.

Statement of the problem. Phenomenology egocentrism takes place at the level of perception, thinking, speech and emotional processes. As the property of the individual and as a mechanism for self-absorption the egocentrism is determined by the needs of the ego-stabilization system and its regulatory intrapersonal interactions. Therefore, self-centeredness appears along with the formation of personality.

Egocentrism - is a system property of the personality, in which there are several levels at which self-absorption appears as a property of cognitive processes, as a condition of semantic sphere of consciousness as a personality and as a focus of psychological quality.

Egocentrism reflects this interaction between man and the environment, as well as its relation to the world in general, is characterized by its focus on the human form of "I" in this world. The world of self-centered person is considered only in the context of their own convenience and exceptional value. Since there is nothing in man is not and does not develop by itself, but only in relationship styles and methods of child-rearing as a base, which is formed and youthful self-centeredness.

In adolescence egocentrism reaches its highest level of quality and manifestations. Focusing on yourself, no differences between social reality and perceptions of her belief in the uniqueness of its existence, conflict perception of own image "I" is the basic forms that are peculiar to adolescence. Before the adolescence egocentrism is the one of the key determinants of personal development that affects the young person. How stable trait egocentric becomes the basis of egocentric orientation of the individual.

Analysis of recent research and publications. The concept of egocentrism Piaget introduced as a characteristic of children's thinking at the stage of intuitive intelligence. Egocentric position is characterized by the fact that the child preschooler in the analysis of reality considering the situation from his point of view, she does not realize how his own, and advocating for it as absolute [5, p. 54].

The most important of J. Piaget's discoveries was a manifestation of egocentrism in children's language, which is a consequence of perceiving the world. Piaget believed children's self-centeredness essential quality of children's perception of the world, which characterizes the "real" world picture subjective, perceived child "I" inseparable from the natural environment of growth and development of children [3].

Piaget argued that self-centeredness is not reduced by increase knowledge or allowance information, and by correlating the child its original terms of other possible which is possible only at a certain stage of intellectual development. Mechanism matching points of view, which he called "decentration", occurs when specific operations are converted into formal and is becoming representative of intelligence. A representative intelligence manifested in the "group" of objects and actions that allow you to build a structure, put the qualities of objectivity and logic [5, p. 58].

In keeping with the psychoanalytic tradition as a source of youthful appearance and form self-centeredness that manifests itself in personal and affective sphere, discusses the processes of self (D. Lapsley, T. Ryley) and processes of identity formation (E. Erikson, Marcia J.) [4].

Several researches of egocentrism concept used to describe the orientation of the individual. It is a system of relations in which a person believes the main value themselves and others taking as long as they do not contradict its views and interests (I.D. Yehorycheva) [5].

A similar attitude can be traced to social and psychological research. Egocentric orientation of the individual characterizes centration on the "I" itself as the consideration of special value. Accounting for other positions reduced. Communication partner loses his personality, than he attributed to a narrow variety of skills. If these expectations are not confirmed, the measures taken against another (the belief entreaties, demands) or contact is interrupted (B.S. Bratus, M. S. Mohammed - Eminova) [2].

T.I. Pashukova examined egocentric orientation of the individual through fixation of behavioral and linguistic responses - "units of egocentrism." They include the neglect of another opinion, the desire to speak himself, and not to engage in dialogue, lack of attention to the content of speech and other interpretations of its meaning in accordance with their expectations, their projection to other states, output conclusions based on their limited experience does not allow the thought of being other points of view [7].

L.S. Vygotsky's researches, as it was shown by T.I. Pashukova, opened a whole new approach to the study of language and thought egocentrism that embodies a new paradigm of social and subjective, cultural-historical psychological outlook. Vygotsky understood as forming mental development of higher mental functions in the process of internalization, in the transformation of social and communicative (interpsychical) functions in individual and subjective (intrapsychical). Egocentric speech - is an intermediate, transitional form of foreign language, language for others to internal speech, language itself. Unlike Piaget, Vygotsky considers that determines the properties of self-centered thinking language, but rather the structure and function of language cause the development of thinking and egocentric speech does not fade with age (such as Piaget thought), and becomes to the internal plan [3, p. 67].

T.I. Pashukova draws attention to the fact that experimental studies of Vygotsky clearly revealed the dependence of the self-centeredness of language on the social situation of its subject-communicative content. It gives her a reason to promote the implicit hypothesis that the primary function of egocentrism in language is a function of socio-psychological self-identity that is formed [1].

The purpose of the article - theoretically investigate the social and psychological factors of increasing egocentrism in adolescence.

The main material and research results. In social-psychological terms egocentrism characterized as a mechanism of cognitive personality that is the inability to see and understand the other person's cognitive stance, inability to look at anything from her point of view.

Since the concept of "self-centeredness" is used to describe not only properties, but individual states, we can distinguish egocentric phenomena that are associated with specific emotional processes. One of the characteristics of egocentric perception is narrowing the field of individual and fixing it on an object needs. It is possible to lock the experiences of the subject, which can be characterized as "emotional jam." Egocentric condition affects the individual characteristics of communication and relationships with other people, on the one hand, and can determinuvatysya these relationships on the other.

This allows you to put the problem of balance of socio-psychological and emotional and personal reasons egocentrism and relevant aspects of their study. Analysis of egocentrism with these problems requires recourse to concepts such as the concept of "plant", "reflection", "semantic field of consciousness" and so on.

Egocentrism individual is both a cause and consequence of cognitive or communicative egocentrism. Their relationship requires careful analysis. Cognitive egocentrism should explore in the context of studying the problem of interpersonal understanding, communicating and interacting with one another and find out how it affects their relationship.

To clarify the causes of individual differences in egocentrism in the young is important to establish the characteristics of their social situation of development. The first thing to learn how they affect family patterns of communication and relationships with peers and teachers.

The main feature of adolescence - faces significant change and restructuring relationships with adults, growing demand for release from custody and control, adults in general, as well as from their established rules and regulations. At the same time, the scope of relations with adults is quite contradictory. Although the structure of personality is the result of a long process of socialization in adolescence may be significant changes. Therefore tactic of family education can significantly affect the nature of personality and its condition of egocentrism or decentration.

To a similar thought came E.G. Eydemiller and W. Yustitskis. They found unconscious installation grandparents and parents towards their children. Because of these plants in the past laid personality traits such as egocentric orientation of the personality, cognitive and emotional immaturity of the field, violation of sex role identity type's accentuations that occur most frequently. The authors believe this is the result of dysfunctional relationships in the original family with children (parents). In particular, they point out that under the influence of dysfunctional relationships in 64 % of children are forming infantilisms, 64% - egocentric orientation of the individual. In 78 % of cases found violations of sex-role identity. Also, some unconscious issues that are met in the future are eliminated by educating their children. [6]

Tactic family education has a definite correlation of positions occupied by the family parents and children. This ratio can be balanced or unbalanced, but often one party dominates.

Favorable conditions for the formation of a harmonious and socially adapted to a variety of relationships with individual people are rare. But nowadays there are quite a number of reasons that lead young men to experience stress states and life crises. Therefore require special efforts to create conditions favorable harmonious development and the simultaneous development of psycho-social competence in boys and their readiness for independent living in the community. The leading role in this process belongs to the family, teacher training, wisdom and psychological savvy parents.

The difficulty in social integration of children appears as a result of connivance style of parenting and the desire to please the children too much compassion that makes tactical guidance. Excessively patronizing actions and deeds of parents shaping their circulation, reduced requirements for child delayed the formation of personal maturity, develop it not only self-centeredness, but selfishness. The cause of egocentrism in this case is unnecessary to consider the opinions, attitudes and states of others, and lack of skills of decentration. When dictate how the tactics of family education, there is excess demand, excessive control statements and behavior of the child. A number of parents who followed the dictates tactics use physical punishment, using the weakness and helplessness of a son or daughter. Strong criticism until the shouting and insults and lack of initiative praise reduce child is afraid to do something wrong, create social and psychological situation dangerous for the stable state of their personality structure.

Interdependence egocentrism boys and the nature of their relationships with peers is a factor in interpersonal relationships, which affect the value of egocentrism in young men. Adverse relationships with peers provoke increased egocentrism in young men.

Given the importance of formation in adolescence personality structures and the formation of self-concept can be considered as a sharp increase in boys egocentrism in any adverse impact on their social and psychological conditions of a phenomenon no less important for the formation of self-concept

than social and psychological adaptation. Stability of self-concept as individual structures are not accidentally supported by a mental mechanisms, including ego-centration mechanism that allows it to be stored as ego-system.

Because the most important indirect link between society and the individual is the situation, it is important to trace how repetitive situations provoke increased egocentrism.

Increased egocentrism can be caused in adolescence unfavorable attitudes towards their teachers. To clarify the factors of influence on teaching self-centeredness teachers and boys were taken studies T.I. Pashukova and E.V. Heiko. Classroom management style may change during the transition of pupils from primary to secondary classes. Therefore, the study traced the role of changes in leadership style class egocentric boys. [1]

Classroom management styles in the study were divided according to the predominance of the categories set forth by the classification of verbal and nonverbal reactions, behaviors and actions of teachers. They are, in fact, express or egocentric orientation sociocentric teacher. Its direction can be mainly focus on yourself, the implementation of its goals or direction detsetruvatysya-oriented motives and of young men to dialogue with them. In young subjects were set as follows styles.

The first option - a hereditary class style guide. Continuity was the fact that primary school teacher employed democratic style of leadership, middle school teacher of another style was also democratic.

The second option was a study of the continuity of authoritarian styles. In junior high teacher used an authoritarian style and style remains the same in junior high when changing teacher.

Finally, the third option was explored in no continuity of styles. In junior high teacher used an authoritarian style, and middle school teacher used the democratic style.

Based on the data, we can conclude that changing styles of classroom management style authoritarian continuity leading to greater numbers of students with high self-centeredness. If you change the style of classroom management from an authoritarian to a democratic percentage of students with high self-centeredness increases.

Perhaps teachers who use certain leadership styles are geared to specific values. According to a L.I. Ryumshina study, it was found that teachers, depending on their values and orientation, can be divided into two groups. The first group includes those who leave the settings manipulation or influence over others. The second group is classified teachers who refer to themselves and to the students with respect, are their opinions are dialogical orientation, decentration its content.

An important factor that contributes to the self-centeredness is not only status, but his change in personality structure relationships with other people. Under the assumptions that are consistent with the theory of Piaget, egocentrism in fewer students than high school students. Changing the status of the student to student status leads to increased self-centeredness as adaptation to the new requirements of the staff and faculty associated with increased tension in the ego-system. Comparison of self-centeredness in students a faculty and teachers working in the same specialty, is important in so far as. According to the concept of activity-mediated, specific training and content of subjects taught may affect the state of the individual and its qualities. Change of status can lead to increased self-centeredness as the novelty of the situation, including the structure of the new relationship causes tension in the structure of personality, to which she responds egocentric stabilization.

Learning problems egocentrism requires elucidation of its role in the emergence of personality structure features: self-esteem, level of aspiration, ambition and related forces of social and biological needs, motives and inclinations of man. It is a self-centeredness, where the main regulator of social behavior and life of the individual as a whole person acts. Personality is a crucial factor in interpersonal relations and personal factor is leading in all kinds of relationships with one another. In this regard, G.M. Andreeva, showing the location and nature of interpersonal relations, argues that these relationships are social and psychological "fabric" of society.

Conclusions. Egocentrism of personality as a psychological phenomenon formed by the process of socialization, development of skills decentration when cognitive egocentrism of positions in the transforming personal property that is manifested as a determinant of mental activity, characterized by a focus on our own "I" fixation on the chosen technology solutions reproductive mental attitude.

An important factor that contributes to the self-centeredness is not only status, but his change in personality structure relationships with other people, parenting style, the impact of teachers on boys. Egocentrism personality driven tsestratsyey for the group is shown in mezhrupovom perception, communication, relationships and interactions, he covers a number of levels, depending on who is a partner

for the subject of centration: another group or another person as a representative of another group. Apparently, in which case we should expect a number of features egocentrism that correspond to levels of social perception.

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Чернікова А. О.

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ЧИННИКИ ПОСИЛЕННЯ ЕГОЦЕНТРИЗМУ В ЮНАЦЬКОМУ ВІЦІ

У статті розглянуто соціально-психологічні чинники посилення егоцентризму в юнацькому віці. Виявлені причини індивідуальних відмінностей у егоцентризмі у юнаків та встановлені особливості їх соціальної ситуації розвитку. Було проаналізовано, як впливають на юнаків сім'я, характер спілкування і взаємовідносин з однолітками та викладачами. Тому напрямок даної статті складається в з'ясуванні особливості позиції і факторів статусу, які можуть служити причиною посилення егоцентризму в юнацькому віці. Джерел -7.

Ключові слова: егоцентризм особистості, юнацький вік, егоцентричність, «емоційне застрявання», егоцентрична мова, установка, рефлексія.

Черникова А. А.

Социально-психологические факторы усиления эгоцентризма в юношеском возрасте

В статье рассмотрены социально-психологические факторы усиления эгоцентризма в юношеском возрасте. Выявленные причины индивидуальных различий в эгоцентризме у юношей и установлении особенности их социальной ситуации развития. Было проанализировано, как влияют на юношей семья, характер общения и взаимоотношений со сверстниками и преподавателями. Поэтому направление данной статьи состоит в выяснении особенности позиции и факторов статуса, которые могут служить причиной усиления эгоцентризма в юношеском возрасте. Источников -7.

Ключевые слова: эгоцентризм личности, юношеский возраст, эгоцентричность, «эмоциональное застревание», эгоцентрическая речь, установка, рефлексия.

ХАРАКТЕРИСТИКА ПРОФЕСІЙНОЇ СПРЯМОВАНОСТІ СТАРШОКЛАСНИКІВ

Розглянуто професійну спрямованість і професійне самовизначення підлітків, визначено види її особливості взаємодії психолога і підлітка, суб'єктні механізми психічної активності підлітка, завдання та перспективи професійного самовизначення; проведено констатувальний експеримент з виявлення рівня професійного самовизначення випускників школи, а також тренінг з обговоренням результатів дослідження. Джерел – 7.

Ключові слова: професійна спрямованість, професійне самовизначення, профорієнтація, профконсультація, формування суб'єкта професійного самовизначення, суб'єкт психічної активності.

Постановка проблеми. Професійне самовизначення – один з головних етапів у житті людини, який характеризується ваганнями, пошуком себе і свого місця у суспільстві. Цей етап починається у підлітковому віці, а закінчується зі вступом до вищого навчального закладу і подальшою роботою з обраною спеціальності. У деяких людей цей період може продовжуватися більшу частину життя. При цьому людина начебто обирає свій професійний шлях, вчиться, розчарується в професії та перекаваліфікується на іншу. Потім - знову розчарування, і все починається знову. Щоб такого процесу не відбувалося, людина обирала професію свідомо і назавжди, існують численні профконсультаційні пункти, центри зайнятості, психологи у школі. Оскільки професійне самовизначення відбувається насамперед у шкільному віці, велика відповідальність за нього покладається на вчителів та шкільного психолога, які не завжди мають час на таке заняття, тому що немає спеціально відведених профконсультаційних годин, і доводиться відводити час для профорієнтації за рахунок шкільних предметів. Тому до профорієнтації та профконсультації все частіше залучають практичних психологів вишів, які мають навички профорієнтаційної роботи зі школярами.

Аналіз останніх досліджень і публікацій. Головний зміст профорієнтаційної допомоги зводиться до формування суб'єкта професійного самовизначення.

Якщо звернутися до рівнів вирішення профорієнтаційних завдань, то перший, найбільш простий і примітивний рівень припускає взаємини психолога й клієнта (підлітка) за схемою «суб'єкт-об'єктних» стосунків. У цьому випадку ні про активність, ні про активізацію говорити не доводиться: клієнт виступає в ролі «об'єкта». Тут скоріше можна говорити, за визначенням Є.А.Клімова, про традиційну профорієнтацію, коли клієнта просто «орієнтують». А от професійне «самовизначення» припускає перехід до наступних рівнів рішення профконсультаційних завдань [2].

Другий рівень припускає організацію реального діалогу, взаємодії психолога із клієнтом (підлітком) що рішення профорієнтаційних проблем. У цьому випадку реалізується схема «суб'єкт-суб'єктних» відносин і можна вже говорити про «активізацію» підлітка через спеціально організовану взаємодію й співробітництво.

Нарешті, на третьому рівні профконсультант поступово формує в клієнта готовність самостійно вирішувати свої різноманітні профорієнтаційні проблеми. Тут уже можна стверджувати про формування у підлітка «внутрішньої активності», коли він фактично навчається вирішувати свої проблеми без допомоги психолога. При цьому схему взаємин між психологом і підлітком можна позначити як «об'єкт-суб'єктну», коли профконсультант поступово уступає клієнтові свою ініціативу, тобто поступово перетворюється з «суб'єкта» у більше пасивного спостерігача й радника (майже в «об'єкт»). А сам клієнт із «об'єкта» психолого-педагогічної допомоги усе більше перетворюється не просто в «суб'єкта», якого активізують (як це було на другому рівні), а в «суб'єкта» зі сформованою внутрішньою активністю, що може обійтися й без допомоги психолога. Звичайно, все це співвідноситься з майже ідеальною ситуацією, але маючи перед собою ідеал, профконсультант хоча б знає, до чого треба прагнути у своїй роботі [2].

Оскільки головна (ідеальна) мета профорієнтаційної допомоги - формування суб'єкта професійного самовизначення, варто розібратися, що можна було б розуміти під «суб'єктом». Для розгляду цього питання важливо виділити дві характеристики суб'єктності. По-перше, це готовність