

Psychological Literacy as a Psychological and Pedagogical Condition of Socialization of Secondary School Pupils

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Abstract:

The article reveals the relevance of the problem of formation of psychological literacy of high school students. Based on his practical experience of teaching "Psychology" at school, the author believes that psychological literacy is a condition for the socialization of high school students. An analysis of the characteristics of the socialization process at senior school age is presented, the main principles of teaching the "Psychology" course in high school are formulated, and the results of an empirical study of the influence of psychological literacy on the socialization process are presented. The psychodiagnostic indicators of socialized personality characteristics of high school students are determined, the selection of psychodiagnostic tools for measuring these indicators is based, the dynamics of the development of socialized personality indicators. A high school student is described among the research participants. It has been proven that psychological literacy is one of the conditions of socialization of high school students.

Keywords: psychological literacy, senior school age, psychology of teaching, characteristics of a socialized person, psychological-pedagogical conditions of socialization.

The problem of psychological literacy occupies an important place in the researches of modern local psychologists (E.A. Klimov, I.V. Dubrovina, S.L. Kolmogorova, etc.). Psychological literacy means understanding the facts and laws that describe the subjective world of a person [3]. Psychological literacy is psychological knowledge and tools that allow a person to consciously, rationally relate to himself and others, to know, understand and take into account his individual capabilities and characteristics [1; 6].

Psychological literacy develops naturally during ontogenetic development during childhood due to socialization and culture [9]. Psychological literacy is considered by scientists as a set of elementary psychological knowledge and skills. It represents the foundations of psychological culture, from which the development of the next begins, taking into account age, individual and other characteristics. Psychological literacy means mastering psychological knowledge (facts, ideas, concepts, laws, etc.), skills, symbols, traditions, communication, behavior, rules and norms in the field of mental activity.

Psychological literacy can be manifested in worldview, knowledge, awareness of various mental phenomena both from the point of view of scientific knowledge and from the point of view of daily experience, traditions, customs, and direct communication of the person. With other people, taken from the media, etc.

Psychological literacy includes mastering the system of signs and their meanings, methods of activity, in particular, methods of psychological knowledge. In addition, we are talking about not only knowledge, but also their application, role behavior, social functions and the implementation of norms and rules at the level of traditions. General psychological literacy is a stage of mastering culture that is open to everyone who is developing normally.

The educational institution is one of the most important agents of socialization in the formation of psychological literacy of secondary school students. One of the methods of formation is the psychological literacy of students - teaching the educational course "Psychology". The inclusion of psychology as an academic subject in a modern general education school is an important direction for improving the entire education system and is one of the psychological and pedagogical conditions for the implementation of the basic general education program in accordance with the Federal State Education Standard. Contributes to the effective socialization of schoolchildren. The problem of teaching psychology in schools is not new. Over the past century and a half, it has been the focus of attention of scientists (P.P.Blonsky, A.P.Nechaev, K.N.Kornilov, G.I.Chelpanov, G.A.Fortunatov, B.M.Teplov, etc.) considered as a complaint.

Scientists have emphasized that psychology is necessary as a general education subject that forms a child's holistic worldview, teaches him to relate not only to the surrounding reality, people around him, but also to himself [2; 7].

Today, the question of how to evaluate the results of mastering the basic educational program, including how to evaluate the level of development of personal results, is increasingly being raised in psychological-pedagogical practice. Despite the relevance of the problem of forming psychological literacy of the population and the availability of many psychology courses for educational institutions, the effectiveness of these approaches has not been studied in all cases. The fact that improving the psychological literacy of high school students in educational institutions that implement the main educational program of secondary (full) general education is a psychological and pedagogical condition that helps the process of socialization of modern high school students unproven.

From September 2007 to May 2011, we conducted an empirical study of the impact of school psychological education on the process of socialization of high school students.

Organization and research methods.

The purpose of the study was to study the impact of psychological literacy on the socialization process of high school students.

The research set the following tasks:

1. formation of control and experimental groups for the determining experiment;
2. to determine the psychodiagnostic indicators of the characteristics of the socialized personality of a high school student, to select psychodiagnostic tools for measuring these indicators;
3. conducting a statement experiment in control and experimental groups to determine the level of development of socialized personality indicators of high school students;
4. creating conditions for conducting a formative experiment;
5. conducting a formative experiment aimed at developing the psychological literacy of X-XI graders in the experimental group;
6. conducting a statement experiment in control and experimental groups to determine the dynamics of the development of indicators of the socialized personality of a high school student;
7. Conducting a narrative experiment in control and experimental groups in order to determine the level of psychological literacy of high school students. Experimental and control groups were formed to conduct an empirical study: classes in which "Psychology" was taught and classes in

which "Psychology" was not taught. Empirical research was conducted for four years on the basis of educational center No. 1927 and general education school No. 2031. 246 people - X-XI graders participated in the research. The experimental group included 117 people (high school students who studied psychology), and the control group included 129 people (high school students who did not study psychology).

Evaluation of the effectiveness of the work on the development of the level of socialization of the personality of high school students, as well as evaluation of the effectiveness of the work on the development of the personal characteristics of the X-XI students participating in the experiment; standardized diagnostic methods were used (Table 1).

Table 1. Diagnostic tools

Psychodiagnostic indicators of socialized personality traits of high school students	Diagnostic methods
Sociometric status	The method of sociometric measurements (sociometry)
The tolerant and intolerant attitude of the person	Questionnaire "Diagnostics of tolerant and tolerant attitude of a person manifested in the process of communication" (V.V. Boyko).
Compatibility	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz)
Adequacy of self-assessment	Test "Self-esteem scale" (Ch.D. Spiberg, Yu.L. Khanin) Test "Personal anxiety scale for students aged 10-16", form "B" (A.M. Prikhojan) Author survey "Representation of subjects. "Educational process about the phenomenon of socialization"
Reflectiveness, criticality	Methodology of studying self-attitude (S.R. Pantelev)
Attitude towards oneself	Methodology of studying self-attitude (S.R. Pantelev)
Self awareness	Self-representation test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz) Methodology of studying attitude towards oneself (S.R. Pantelev)
Develop target value relationships	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz) "Value direction" methodology (M. Rokeach) Questionnaire of terminal values (I.G. Senin) Value Inquiry (S. Schwartz)
Time perspective	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz)
Internal control center	"Methodology for diagnosing the level of subjective control" (J. Rotter, T.L. Kryukova, E.V. Kuftyak) Test of meaningful directions of life (D. Krumbo, L. Maholik, D.A. Leontiev)
Interpersonal sensitivity	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz)
Emotional and volitional self-control	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz)
The pursuit of self-actualization	Self-expression test (Yu.E. Aleshina, L.Ya. Gozman, M.V. Zagika, M.V. Kroz)
Personal adaptive potential	Multilevel Personal Questionnaire "Adaptability"

(A.G. Maklakov and S.V. Chernyanin)

To assess the level of psychological literacy of high school students, diagnostic tools were used to study the level of psychological literacy of high school students, which consisted of two parts:

Part 1 - questionnaire "Psychological literacy" (variation of the test "Psychological literacy" L.S. Kolmogorova [4]);

Part 2 - psychological essay (modification of the final test in psychology developed by the team of authors led by I.V. Dubrovina) (see Appendix). Conducting a formative experiment in the educational center

In 1927, psychology classes were organized: in the 10th grade, the course "Psychology of self-determination" - 36 hours, in the 11th grade, the course "Psychology: science, culture, life" - 33 hours.

In class X, the main topic of psychology classes is the psychology of self-determination - personal, professional, life.

In the lessons, students are encouraged to constantly acquire new professional knowledge through self-education as the basis of professional self-management, emotions and emotional experiences, which are an important part of personal self-determination. They analyze in detail important personal characteristics such as readiness, persistence. In the 10th grade, psychology classes pay great attention to the formation of social self-determination, readiness to create one's own family, and issues of interpersonal relations. Psychology course for Class X with a section that studies the psychological causes of self-determination disorders, including the causes and mechanisms of various addictions - drug addiction, gambling, Internet addiction, etc. will be completed. The main goal of this section is to teach high school students to recognize such addictions, show possible ways to resist them, and prevent them.

The material of the psychology course for class XI is aimed at expanding the socio-psychological competence of young people. Students get acquainted with the main areas of application of psychological knowledge; gain an understanding of various aspects of psychological culture as a part of general culture and its role in the daily life of a person:

- knowledge about the person himself, his psychological characteristics;
- the ability to respect the personality of another person, to understand and appreciate the psychological qualities of other people;
- the ability to communicate with other people, to establish constructive relations with them;
- The ability to positively solve problems and difficulties that arise in life. Special attention is paid to the study of psychological mechanisms of human behavior management in various fields of political, informational, economic, household, etc., which cover all people, regardless of their social status, status and professional occupations [2; 7].

The peculiarity of teaching psychology as a subject of the school curriculum is being studied by the laboratory of scientific foundations of applied psychology of children.

According to the principle of personal understanding, students' adequate realistic self-evaluation, positive self-relation and self-perception, personal adaptive potential of students are developed. In the process of forming ideas about the process of self-determination, high school students' ability to understand themselves and others, manage themselves and take responsibility for their actions, interact with others the ability to relate and resist manipulation develops. helps to develop the characteristics of a socialized person and socialization of a person.

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