PSYCHOLOGICAL PECULIARITIES OF THE DEVELOPMENT OF SENIOR PUPILS' PERSONALITY COMPETENCE

<https://doi.org/10.37096/SHDISJ-19-1.1-0008>

Shevchenko Olga,

<https://orcid.org/0000-0003-1873-9949>

Vlasova Olena

<https://orcid.org/0000-0002-9894-0038>

Abstract

In the article, the concept of "personal competence" is defined as an integral personality characteristic of a person based on her awareness, her own resources, personal values and social needs. Structurally, it contains three main components: 1) motivational-value; 2) cognitive; 3) emotional-volitional, which include a number of competencies, features and conditions of development in senior pupils, have been researched by the authors. The research program provided for the use of a comparative-cutting strategy, the development of an operational model (criteria, indicators and relevant research methods), the conduct of a molding experiment. The total number of participants (students 9 - 11 classes) - 306, the molding stage - 38. Most senior students have a mediocre level of personal competence development (2-nd out of 4). Low emotional stability and creative activity, lack of knowledge and skills of personal self-improvement of students need focused work on the development of personal competence in high school students in the educational process. Proven author's program of psychological and pedagogical support contributes to the development of personal competence of such leading formations of cognitive and emotional-volitional spheres of senior pupils as self-awareness, self-esteem, perseverance, autonomy and autonomy. Theoretically (comparative analysis), experimentally and statistically substantiated the idea that the formation of personal competence is a prerequisite that contributes to the formation of the personal maturity of senior pupils.

Keywords: personality competence, personality maturity, personality development of senior pupils, psychological and pedagogical support

Introduction

Currently in terms of our social and economic reality changing rapidly where a highly skilled and mobile specialist becomes a basic resource, the new system of education, competence approach conception oriented, is being established in Ukraine as well as in many countries of the world. The ability and readiness of young people who complete studies to operate effectively in a certain vital situation and to bear personal responsibility for one's own prosperity and for prosperity of the whole society, are examined as the main result of modern education.

The successful entry of the Ukrainian youth in public life, which imposes requirements to have individual characteristics such as mobility, adaptability, ability to learn throughout life, tolerance and critical thinking, involves the use of student-focused educational model based on competence-oriented content of schooling.

Study on competence noticeably intensified lately, namely such issues: professional (V.O. Adolf, Y.V. Vardanyan, A.K. Markova, N.A. Pobirchenko), pedagogical (N.V. Kuzmina, L.M.

Mitina), psychological (V.G. Zazykin, O.V. Polunina), general cultural (S.A. Melnyk), life (I.G. Jermakov, M.D. Stepanenko, L.V. Sokhan), civil (O.I. Pometun), communicational (L.A. Petrovska), acmeological (O.J. Hrechanyk), reflectional (O.A. Polishcuk), ethical (L.L. Khoruzha). Special attention to competence approach in modern education is paid by the scientists (N.M. Bibik, O.V. Ovcharuk, L.I. Parashchenko, O.I. Pometun, O.J. Savchenko, S.J. Shyshov etc.) and by international organizations (International Commission of European Council, experts from the European Union, the International Department of Standards, OECD and UNESCO).

Personality competence is an important psychological mechanism to achieve a new quality of educational outcomes and it requires to study in detailed its structure and to develop the criteria and indicators of its formation. So, the task to create a model of personality competence is important and timely to understand its content and features of development.

Currently, the problem of personality competence in line with the professional

development was studied by V.V. Abashyna, N.L. Babenko, O.I. Gulaj, I.H. Drovnikova, I.A. Zimnyaya, N.V. Kuzmina, G.P. Lanets, A.K. Markova, N.M. Morozova, T.V. Nekrasova, A.E. Permyakov, I.M. Fadejeva. In addition to these, auto-psychological competence (A.A. Bodalev, A.O. Derkach, G.E. Egorova, N.A. Loushkina, L.A. Stepnova) and intra-personal competence (L.O. Pluzhnikova) were also studied.

In modern researches personality competence is regarded not only as a part of professional activity, being a collection of professionally important personal qualities, characteristics or factors, but as the universal integral human characteristic.

Active development of personality competence coincides with an important period of personal and professional self-determination, self-realization and individual development, of the increase of I-strength, the establishment of qualitatively new identity or I-concept, the achievement of the level of post-moral consciousness, that occur in adolescence. Thus, the problem of senior pupils' personality competence is relevant to modern society and to psychological and educational science.

We set for ourselves the goal to study the meaning of personality competence, to determine the competencies or skills, which taken together would reflect holistically its qualitative characteristics, to investigate the structure, the formation of criteria and the indicators of its formation stage, the factors and the conditions of the development of this competence in senior pupils.

In our research, we studied competence as a *complex integrated personality characteristic, which refers to a set of knowledge, skills and attitudes, enabling to act effectively or to perform certain functions, providing problem solving and getting certain standards in a profession or in a field of activity* (Pometun O.I.) (Pometun, 2005: 18).

Current scientific literature does not define clearly the coherent vision of what «personality competence» constitutes and, accordingly, its relationship with other scientific terms. Mostly in the context of professional growth and the development of professional competence, the researchers study the following concepts as one of its components or as a type, namely: personal competence (O.I. Gulaj, A.K. Markova, T.V.

Nekrasova); personal-individual (N.M. Bolyubash, I.G. Drovnikova, John. Raven), individual-personal (G.P. Lanets); intra-personal (L.O. Pluzhnikova); self-perfection (A.V. Hutorskoy); social-personal (N.L. Babenko); motivational-personal (V.V. Abashina); auto-psychological (A.A. Derkach, N.V. Kuzmina, N.A. Loushkina, L.A. Stepnova); self (V.G. Maralov). Some scientists consider personality competence as an equivalent to the professional, social and other types of competencies (V.I. Baydenko, N.I. Bigun, S.V. Hrenaderova, N.D. Darovskaya, O.O. Karabanova, D.O. Leontiev, S.V. Molchanov, N.M. Morozova, O.G. Noskova, O.E. Permyakov, I.M. Fadejeva). The model of personal- professional competence of a specialist, according to O.E. Permyakov, looks like a sphere, the core of which is personality competence, and the outer shell – professional competence. The inner part (personality competence) is determined by the attitude of the personality to him\herself, and is based on a system of personality's notions about him\herself in the society and in the environment (natural and human) (Permyakov, 2007: 276).

Based on interpretation of the meaning and on the content of personality competence that exists in modern psychological science, we offer the following understanding of this construct: *personality competence – is an integral personality characteristic, the ability to identify, to interpret, to exercise, to assess, to develop and to regulate arbitrarily one's own resources, skills, talents and social positions, to develop, to improve and to implement into reality one's own life plans, based on one's awareness of social needs and personality values.*

The problem of the selection of the key (basic, universal) competencies is a central one to update the content of education. Among the key competencies of modern pupils, identified by such Ukrainian scientists as N.M. Bibik, O.V. Ovcharuk, O.V. Rudenko and O.J. Savchenko (Ovcharuk, 2004: 85-89), the particular interest for us bears the health-keeping competence, which includes such life skills that promote spiritual and mental health of the personality and surroundings. The skills and competencies that it covers largely take into account the competencies characterizing personality competence, namely: 1) self-awareness and self-esteem; 2) problem analysis and decision making; 3) ability to set life goals and

programs; 4) self-control skills; 5) motivation to success.

Taking into consideration the theoretical views of scientists on the content and the components of personality competence we have developed a conceptual model of senior pupils' personality competence (table 1). *Motivation-value component* provides for understanding the need and the importance of personality-oriented activity of a pupil and of his\her personal qualities, that allow to carry out this activity; acceptance of one's own personality perfection as the meaning and the purpose of life; stability of interests, incentives for getting new knowledge and personal development. *Cognitive component* includes a set of knowledge, the possession of which is necessary for a senior pupil to develop his\her personality; methods of setting, planning and fulfilling the tasks of personal growth and evaluating the decision results; the ability of an individual to understand and to navigate the surrounding reality, to identify, to interpret and to assess one's place and role in a team, in one's family and in the country. *Emotional-volitional component* provides the subjective, internally-coordinated, responsible and effective senior pupil's activity with the aim of personal improvement and also his\her satisfaction with the very process of education and its quality as well as with his\her self-identification.

Taking into consideration the thesis about «personal maturity» as the general criterion of competence (Derkach, 2003: 106) we make the theoretical assumption that there is an interconnection between competencies of personality competence and traits of psychological maturity by G. Olport, and also the characteristics of traits – indicators of personality maturity of a human developed by O.S. Shtepa (Shtepa, 2006).

By realizing and underlining the difference of the definitions we examined, we assume that personality competence formation is one of the preconditions that contribute into formation of personality maturity. To investigate the theoretical ground of such assumption we compare competencies of personality competence and traits of psychological maturity, defined by G. Olport, and characteristics of traits – indicators of personality maturity, developed by modern Ukrainian scientist O.S. Shtepa (see *Fig. 1*) (see next page below).

The development of personality competence of senior pupils is closely associated with central tumors of early adolescence – life, personal and professional self-determination (D.B. Elkonin), acquisition of Ego-identity (E. Erikson), life plan development (I.S. Kon), searching for the life sense (V. Frankl, K. Obukhovskiy), self-fulfillment and individual development (A. Maslow), intellectual maturation (J. Piaget, G.S. Kostyuk), desire for success in activity (A.V. Mudryk), increasing of the strength of «I» and the ability to express one's individuality in terms of group activities and intimacy, friendship (H.S. Abramova), nascence of a qualitatively new identity or «I-concept» (R. Berns, M.J. Boryshevskiy, P.R. Chamata, I.I. Chesnokova), the formation of moral self-consciousness (L. Kolberg), completion of the formation of arbitrary motivation (B.S. Volkov), growth of importance of self-development motive (I.V. Dubrovina), growth of self-esteem and of social activity.

So early adolescence is sensitive for the development of personality competence as an integrated personal characteristic that justifies the need to study psychological characteristics of its development.

Table 1

Conceptual model of personality competence

Competencies	Indexes of competence formation level
Motivation-value component	
1. Personal system of values	<ul style="list-style-type: none"> - commitment to public and ethics values, morality, spirituality; - motivation for personal development, acceptance of personality self-perfection as an aim and value.
2. Setting of life goals and programs	<ul style="list-style-type: none"> - ability to set life goals, considering the necessities, inclinations, capabilities; - ability to plan the activity, noting the analysis of possibilities and circumstances; - ability to determine priorities and to use time rationally; - positive experience of the set goal achievement.
3. Motivation to success	<ul style="list-style-type: none"> - firmness of interest for the activity subject; - striving for success as a personal quality, high aspirations; - belief that you are the owner of your life (subjectivity).
Cognitive component	
1. Self-esteem and self-appraisal	<ul style="list-style-type: none"> - level of formation of I-conception, aggregate knowledge and an idea of a person about him\herself in the environment; - ability to self-analysis and to the analysis of the results of personal activity; - ability to adequate and grounded self-appraisal: ability to estimate realistically one's own capabilities and opportunities; realization of one's own «strong» and «weak» points; ability to perceive adequately other people's appraisal; - awareness of the main ways and methods of self-esteem and ability to apply them.
2. Personality problems analysis and making decisions	<ul style="list-style-type: none"> - ability to define the essence of personality problem and the reason of its origin; - ability to formulate several ways to solve a personal problem, ability to estimate the reality of each way, taking into account personal potential and life reality, to foresee the consequences of each variant of solving the problem for oneself and the others; - ability to make decisions and to choose the best decisions.
3. Creative activity potential	<ul style="list-style-type: none"> - readiness for changes, stable interest and motivation to learn something new; - creativity, initiative, open-mindedness to the innovations; - necessity to extend constantly life activity space; - necessity to develop constantly creativity; - ability to use theoretical and practical knowledge in some non-standard situation; - attempts to risk with no threat to one's life and health.
Emotional-volitional component	
1. Self-acceptance, satisfaction with surroundings and world	<ul style="list-style-type: none"> - positive attitude toward oneself, other people, life perspective; - self-regard, self-respect; - satisfaction with a process and quality of studies, with results of own activity, with personality and professional self-determination.

The rest of table 1

Competencies	Indexes of competence formation level
Emotional-volitional component	
2. Skills of self-esteem, self-control, self-regulation, self-development, self-expression, will-training	<ul style="list-style-type: none"> - having devices, methods of self-organization, self-control, self-regulation, self-expression and the experience of using them; - ability to concentrate on reaching a goal; - ability to express correctly ones feelings, ability to control expression of anger, to overcome anxiety, to cope with failures; - ability to control consciously the results of one's activity; - stable results of activity; - ability to organize one's free time in different ways; - development of persistency and ability to work hard; - ability to create the program of self-improvement.
3. Independence, self-sufficiency	<ul style="list-style-type: none"> - ability to work independently, singly; - independence, self-confidence.
4. Personal and social responsibility	<ul style="list-style-type: none"> - ability to take responsibility for one's activity, achievements and failures.
5. Emotional stability	<ul style="list-style-type: none"> - absence or low level of anxiety; - resistance to stresses

Traits – indicators of personality maturity (O.S. Shtepa)	Personality competence model	Traits of psychological maturity (G. Olport)
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Fig. 1. Interrelation between the components of personality competence, the traits of psychological maturity by G. Olport and the traits-indicators of personal maturity by O.S. Shtepa.

Methodology

As the main organizational methods of our investigation the comparative-section strategy and the forming experiment were selected. We investigated the features of the development of motivational-value component of personality competence by means of the following methods: «Study of the student personality socializing» by M.I. Rozhkova, «Test for sense-of-life orientations» by D.O. Leontiev, method of study of self appreciating of personality traits by T.Dembo – S.Rubinstein in the modification of A.M. Prikhozhan, «Values questionnaire» by S.Schwartz in the modification of V.M.

Karandasheva, «Self-estimation of personality creative characteristics» by E.E. Tunick, method of multifactor study of personality by R. Cettel (№ 105).

To study the level of the cognitive component development, in addition to the above mentioned, the integrated self-identity test by M. Kun «Who am I», in the modification of T.N. Rumyantseva is used.

To analyze the peculiarities of the development of emotional-volitional component, the method of diagnostics of socio-psychological adaptation (after K. Rogers and R. Diamond) was additionally applied.

The participants of the experimental investigation are the following: 306 pupils of ninth, tenth and eleventh forms of general schools № 9, 11, 19 and 20 of Ternopil, Strusiv general sanatorium boarding-school, Ukrainian Humanitarian Lyceum of KNU after T. Shevchenko. In a forming experiment 38 students took part (18 of them refer to the experimental group and 20 – to the control group).

As the theoretical and methodological basis of forming experiment, we took the idea of understanding the personality development of a human as his\her self-development as an active and creative process, carried out by a pupil in collaboration with an adult through the studying of reflective and responsible behavior, conscious design and process of building of pupil's social activity, creation of him\herself. The main methods of our training work were interactive and art-therapeutic methods.

As mathematical-statistic methods we used the coefficient of linear correlation by K. Pearson,

criterion of authenticity of differences by Student, factor analysis and regression analysis, t-criterion by Student. For the detailed analysis of the results we offered 4-level model of estimation of personality competence development, which includes low (initial), mediocre (level of possibilities), sufficient (higher middle) and creative (high) levels.

Results

As a result of empiric research (see Table 2.), a middle index of level of personality competence development of the senior pupils being investigated is 2,16 points (at a maximally possible index – 3,00), level of separate components development: motivational-value – 2,198; cognitive – 2,17; emotional-volitional – 2,116. However, it should be noted that in percent correlation (see Table 2) 51% of senior pupils have initial (1,8%) and mediocre (49,3%) level of personality competence development.

Table 2.

Comparative table of percent correlation of middle indexes of the level of the development of personality competence and its components in senior pupils being investigated

Level of development	Motivational-value component, %	Cognitive component, %	Emotional-volitional component, %	Personality competence, %
creative	2,2	5,4	4,6	2,9
sufficient	46,6	43,5	44,4	46,0
mediocre	48,7	48,2	46,7	49,3
initial	2,5	2,9	4,3	1,8

Similar correlation is observed while comparing the levels of each of the components' development of the competence being investigated, that allows making a conclusion about expedience and necessity of creation of some special psychological-pedagogical terms which would be instrumental in actualization and development of this competence for senior pupils.

The analysis of the separate competences proved (see Fig.2) that the pupils being investigated have the highest indexes in the following competencies: «self-realization and self-appraisal» (2,38), «motivation to success» (2,3),

«independence and self-sufficiency» (2,26) and «personal system of values» (2,25). The lowest are in such competencies as «emotional stability» (1,97) and «potential of the creative activity» (1,99). The resulting relatively high rates of development of motivational-value and cognitive components are provided by the common set of knowledge, ideas of senior pupils about their place in the society, the capacity for introspection, analysis of the results of their own activities, the ability to adequate and grounded self-esteem, high aspirations and striving for success as a personality quality.

Fig.2. The average indexes of the level of formation of personality competence competencies of senior pupils being investigated

The emotional stability of such pupils, their resistance to stress, ability to apply the theoretical and practical knowledge in a precarious situation, the need to expand their life space and the manifestation of creativity require further development.

With the coefficient of linear correlation by K. Pearson in our work the following significant positive interdependences (r – value of the coefficient of K. Pearson, statistical significance $p \leq 0,01$) are determined: personality competence level is the most closely interrelated with the level of emotional stability ($r=0,50$), ability to analyze personality problems and to make decisions ($r=0,45$), accepting of oneself, satisfaction with surroundings ($r=0,45$), level of creative activity ($r=0,44$). The level of motivation and value constituents of personality competence of these pupils is associated with: emotional-volitional component ($r=0,30$), emotional stability ($r=0,27$), level of formation of skills of self-development and self-regulation ($r=0,24$), satisfaction with oneself, with world, studying and activity ($r=0,23$); level of cognitive component is connected to competencies: self-acceptance, satisfaction with surroundings, world, studying ($r=0,20$), motivation for success ($r=0,18$); level of

the development of emotional-volitional component is connected with cognitive component ($r = 0,24$), motivation for success ($r = 0,25$), personality system of goals ($r = 0,24$). Increase in creative activity of the pupils is connected to the increase of their ability to analyze personal problems and to make decisions ($r = 0,324$). Level of the development of personal system of values of a senior pupil is connected to his\her ability to self-development and self-regulation ($r=0,237$), self-awareness and self-esteem ($r=0,20$). Self-reliance is connected to success motivation ($r=0,22$). The least developed competency «emotional stability» has its direct correlation with self-acceptance, self-satisfaction ($r=0,33$), degree of personal and social responsibility of pupils ($r=0,20$) and the level of formation of a self-development skill ($r=0,18$).

In the study we also statistically proved that a set of social impacts in cities with different levels of urbanization, gender characteristics and high school age are the factors that determine the development of personality competence at this stage of ontogenesis.

Analysis of the results concerning the impact of the city, where a senior pupil lives, urbanization level, on the development of personality

competence leads to a conclusion that with the increase of urbanization, pupils show the desire for domination much more; the ideas about their social roles, their own identities and perspectives are deeper, but the responsibility and respect for cultural and religious customs and ideas are less developed; the actions and motivations that may harm others and may not meet social expectations are restrained less, and the rejection of others, social adaptability, level of aspiration and desire for personal success are less as well.

The results of studies on gender-sensitive peculiarities of senior pupils in the development of personality competence indicate that girls are committed to social and ethical values much more than boys; girls show morality and manners more eagerly, they are more motivated for personal development; girls exhibit anxiety, concern, sensitivity, emotionalism more often; they have better-developed capacity for reflection, empathy, compassion and acceptance of other people such as they are; girls are more adapted, show sociability, openness and willingness to cooperate.

Under the program, our study covered pupils aged 14-17 years. It showed that with the transition to high school, senior pupils show much more: respect and responsibility for cultural and religious customs and ideas; understanding and desire to protect the welfare of all people and nature; tolerance, restraint behavior and actions that can harm others or do not meet social expectations. By growing up, senior pupils become more responsible, stable, balanced, showing a sense of duty, less likely to escape from problems, but show lower level of self-esteem, including the assessment of their own abilities, less satisfied with their lives, so tend to get more enjoyment.

Considering these interdependencies and factors, affecting the development of personality competence in early adolescence, will positively affect its development in pupils in the appointed stage of ontogenesis.

The research on personality competence at the stage of certifying experiment also allowed finding out the relationship between the level of competence development, its competencies and personality characteristics of the pupils.

The indexes of the competencies of *motivational-value component* are the highest: 1) the competency «personality system of values» is one of the most developed in senior pupils, proving the high level of morality, adherence to

social and ethical values in the pupils being investigated; but in educational activities with them it is important to pay attention to realization of values and to increase of the importance of such values as understanding, toleration and protection of welfare of all the people and the very nature; 2) the indexes of the competency «clearness of life goals and programs» are characterized by the middle level of their development; it appears that the increase of the level of pupils' life meaningfulness, filling it with self-confidence, emotional stability, self-cognition and self-acceptance will promote the development of this competency; 3) the competency «motivation to success» are characterized by high indexes of such value as «achievements» and the level of pupils' ambitions; but it is necessary to pay attention to some discrepancy between the level of the senior pupils' belief concerning the value «achievements» at the stages of regulatory purposes and individual actions; the increase of motivation to success, as the pupils' personality quality, will boost the autonomy, independence, courage, self-confidence, self-acceptance, desire to leadership, increase of social activity.

Cognitive component of personality competence of senior pupils is on the middle level of its development: 1) the competency «self-awareness and self-esteem» is characterized by the high indexes, proving the senior pupils' ability to make adequate and grounded assessment of oneself; to further development of this competency it is necessary to pay attention to the problem of deepening the realization of such components of pupils' identity as «long range I», «reflexive I», knowledge of pupils' own abilities and possibilities, the development of the ability to positive perception of themselves and their capabilities; 2) the improvement of mental abilities, creativity, understanding of their lives and reduce of the anxiety level of senior pupils will promote the formation of competency «the analysis of personality problems and making decisions»; special attention should be paid to the development of imagination and readiness of senior pupils to meet the challenges of increased complexity; 3) the competency «potential of creative activity» is appeared to be one of the less formed ones of senior pupils; for its development it is necessary to activate creative abilities, curiosity, imagination, courage, the ability to use the acquired theoretical and practical knowledge in

some non-standard situation, to encourage pupils to learn and to improve their abilities, to promote the development of autonomy and internality.

The level of formation of *emotional-volitional component* of the personality competence of senior pupils is the lowest. To improve all its competencies, it is recommended to develop the senior pupils' internality, their self-assurance, emotional balance, awareness of their own skills, the ability to show, to use and to develop them; to form the abilities of self-control, leadership skills, desire for autonomy; to promote the growth of social activity, purposefulness, adaptability, life comprehension and realization of personal senses and the lowering of pupils' anxiety level. The competency «emotional stability» is the less developed if to compare it with other competencies of personality competence of the pupils being investigated.

By means of factor analysis it is also established that the development of personal competence in early adolescence is being influenced by: internality, ability to set goals for the future, to control consciously the events of one's own life, the belief in oneself as the owner of his own life, self-awareness, meaningfulness and quality of life in general, the level of the acceptance of others and self-acceptance, positive attitude to oneself, adequate self-esteem, the level of social activity, adaptivity, morality, creativity, the emotional comfort level, the ability to self-control. Consequently, the results of certifying experiment showed the tight relationship between the psychological characteristics and the level of personality competence development and thus the necessity of promoting the development of competencies of the given competence of senior pupils is proved.

At the stage of the design of the training program structure and content, aiming to develop personality competence of senior pupils, we chose the acmeological model of the development of auto psychological competency, proposed by A.O. Derkach (Derkach, 2003: 112) and the experiment of N.O. L'oushkina (Leushkina, 2011: 289–293) and O.V. Khuhlayeva (Khukhlaeva, 2003).

In order to create an effective (concerning the set goals) program of personality competence development, the regression analysis was held. It allowed to identify and to count the variables that have the greatest pressure-impact on the components of personal competence. They

appeared to be ($r = 0,792$): readiness to solve complex problems (0,282), social activity (0,199), promoting the growth of personal success value (0,196), general life comprehension (0,186), normative behavior (0,180), emotional stability (0,180), high level of self-control (0,177), deeper understanding of goals for the future (0,165), adaptation (0,150), improvement of intellectual skills (0,149), morality (0,137), senior pupils' treatment of the past (-0,161) and of the present (-0,101) and the value «stimulation» (-0,124).

We developed the program of psychological and pedagogical support of the development of personality competence of senior pupils, which includes 24 sessions of 2 hours each. Classes were held once a week during one semester.

To achieve the purpose of the training – raising of the level of personality competence and actualization of potential of all the competencies, which fill the competence – the following training objectives were defined: 1. To develop some conscious, emotional and positive attitude to personality competence. 2. To develop skills of self-cognition, introspection, reflection and the sense of self-worth. 3. To promote formation of moral and spiritual values and the ability to goal-setting. 4. To promote formation of methods and techniques of self-control, self-organization, self-regulation, self-development and self-expression.

We used the following main methods of training: *interactive*: information message, role play, simulated scenarios, brainstorming, discussion, guided discussion, work with a text, work in pairs and in small groups, activation exercises, reflexive comments; *art-therapeutic*: individual and group painting, working with fairy-tales and with some metaphorical and symbolic material, jam, psycho-gymnastic exercises, visualization.

The modules, composed according to certain topics having their special task and containing the material, differing from the previous modules, are the individual structural units of the psychological training «Personality competence development». The program provides several levels of the material presentation logic: full course, each thematic cluster and each separate session. There are the following thematic modules, singled out in the course structure:

- I. My inner world. Self-awareness and self-esteem.
- II. I am the owner of my life.

III. My life goals and programs.

The experiment aimed to define the possibilities of the development of senior pupils' personality competence in specially arranged conditions of the educational process. Verification of the program effectiveness was provided by the developmental formation of experimental (n=36) and control (n=30) groups. The experimental group contained those senior pupils, whose diagnostic indexes during the certifying stage of the research proved, in the majority, mediocre and

sufficient levels of the development of personality competence.

For the detection and evaluation of developmental impact, we carried out the repeated measuring of the development level of the personality competence components. By its results we can state that the participation in our program contributed to positive changes in most indicators of the development of competencies of the competence being studied (see Fig. 3.)

Fig. 3. Indicators of personality competence development before and after the training

The accuracy of positive changes in the development of personality competence of senior pupils in the experimental group is confirmed by the processing of the obtained results by methods of mathematical statistics, and by mean of Pearson's criterion precisely. In particular, with the significance of statistical differences (at $p \leq 0,05-0,001$), increased the levels of the development of the following competencies: «self-awareness and self-esteem» (from 2 to 2,8 points) and «independence and self-sufficiency» (from 2,3 to 2,90 marks). The level of the development of cognitive component also increased (from 1,9 to

2,4 marks) as well as the level of the development of emotional-volitional component (from 2,18 to 2,46 marks) and the general level of personality competence (from 6,41 to 7,19 marks).

Due to senior pupils' participation in our program (if to examine the pupils' separate characteristics and personal traits) there is the statistically proved increase of the indexes after a factor «subordination-dominance» (6,30 st. - 7,80 st.) which testifies the growth of their independence and persistence and, as a result, of their autonomy.

The increase of indexes of the level of self-appraisal is also defined after the scales «intellect, skills», «character», «credibility with peers». Consequently, the pupils, being investigated, actualized and analyzed their knowledge and ideas, so now they estimate their intellectual possibilities, capabilities, features and traits of characters, as well as the ideas about their social

status in the environment of yearlings, at some higher level.

It is also important to underline that after the forming stage all the indexes according to the method Sense of Life Orientation by Leont'ev grew in the participants of the experimental group (see Table 3), testifying their deeper awareness of vital aims, intentions, perception of their own life as more interesting and emotionally saturated one.

Table 3

The evolution of the overall meaningfulness of life in senior pupils of the experimental group before and after the training

1. The indicators of the level 2. of the overall 3. meaningfulness of life	4. The resulting scores for indexes	
	5. Before the training	6. After the training
7. Goals	8. 33,8	9. 35
10. Process	11. 31,3	12. 33,6
13. Result	14. 26,2	15. 28,1
16. Location of I-control	17. 21,4	18. 24,4
19. Location of life control	20. 31,6	21. 33,6
22. Meaningfulness of life	23. 144,3	24. 154,8

Statistically significant at $p = 0,026$ is the growth of the training participants' indexes by the factor «Location of I-control» (from 21.4 to 24.3), which defines the idea of themselves as strong personalities with sufficient freedom of choice to build their lives according to their goals and to the ideas about life content.

Discussion

If to compare the value structures of the pupils at the level of normative ideals before and after the training, it is possible to mark, that such value types as «Independence» and «Stimulation» occupied the higher grade, while «Safety» and «Conformance» – the lower one.

If to compare the structures of values of senior pupils at the level of individual priorities before and after the training, it is possible to mark, that such value types as «Independence», «Kindness», «Universalism» and «Safety» occupied the higher grade, while «Stimulation» and «Hedonism» – the lower one. Consequently, value type «Independence» both at the level of normative ideals and at the level of individual behavior after the training occupies the highest grade. It shows

the growth of senior pupils' need for self-control and self-government, autonomy and independence because of their independence in way of thinking and in choice of methods of actions.

Such value type as «Safety» (safety for people and for oneself, harmony and stability of society and mutual relations) after the training moved from the first to the fifth grade at the level of normative ideals, and from the sixth to the third – at the level of individual priorities. So, at the level of convictions the meaningfulness of the value «Safety» diminishes for senior pupils, giving way to the values of opened conduct (independence, stimulation, achievements), and at the level of individual behavior its meaningfulness passes from a middle to a high grade, going ahead the mentioned values of the opened behavior. It can be explained by growth of pupils' personal and social responsibility.

The summarized results of the comparison of levels of the development of the components of senior pupils' personality competence before and after the training are presented in Table 4.

Table 4

Dynamics of the development of the components of personality competence of experimental and control groups of senior pupils (%) before and after the forming experiment

Personality competence components	Motivational-value component				Cognitive component				Emotional-volitional component			
	EG (n=36)		CG(n=30)		EG (n=36)		CG (n=30)		EG (n=36)		CG (n=30)	
	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment	Before the experiment	After the experiment
creative	5,6	16,7	0	0	0	0	0	0	11,1	27,8	5	5
sufficient	59,9	66,7	50	60	44,4	77,8	15	40	61,1	66,7	40	40
mediocre	33,5	16,7	50	40	50	22,2	80	55	27,8	5,6	50	55
elementary	0	0	0	0	5,6	0	5	5	0	0	5	0

The reliability of positive changes in the development of personality competence of senior pupils of the experimental group is confirmed with working of the obtained data by the self-reactance method of information comparison: the general level of the development of personal competence ($t=7,19^*$), the level of the development of its cognitive ($t=2,4^{**}$) and emotional-volitional ($t=2,46^*$) components, such competencies as «self-awareness, self-esteem» ($t=2,8^*$) and «independence, self-sufficiency» ($t=2,90^{**}$) increased (t – meaning of the Student criterion, statistical meaningfulness: « ** » – $p \leq 0,01$; « * » – $p \leq 0,05$).

The experiment results revealed some positive qualitative changes that have manifested themselves in the ability of pupils to perceive themselves, others and their own life prospects in a positive light, to show self-confidence, confidence in their own possibilities and in the ability to analyze comprehensively any personal problem, to make their own decisions; in pupils' initiative and creativity, in their mastering the methods of self-organization, self-control and self-regulation. Pupils acquired skills to articulate their near and far objectives, to create a detailed plan for getting the goal, to reveal high motivation for further personal development.

Experimental evidence of the effectiveness of developed measures and a statistically significant increase of the level of the development of personal competence of senior pupils of the experimental group indicates the possibility and the necessity of implementation of psycho-pedagogical support of the development of

personal competence in the work of school psychologists and teachers. The purposeful and systematic pursuit of such a strategy work in a secondary school can be viewed as a precondition for the effective development of personal competence in early adolescence.

Conclusion

On the basis of theoretical analysis, the concept «Personality competence» is determined by the authors as an integral personal characteristic of a person, his or her ability to identify, to comprehend, to demonstrate, to estimate, to develop, to regulate freely their own personal resources, abilities, talents and social positions, to develop, to improve and to translate into reality their life plans based on an awareness of social needs and personal values. Consonance of the abilities, which are the parts of the competencies of the personality competence, and the traits of a psychologically mature human (after G. Olport) and of the traits – indicators of personal maturity in the dispositional model of personal maturity (after O.S. Shtepa) gives us the possibility to suggest that the development of personal competence will contribute to the formation of personality maturity of senior pupils.

Conceptually personality competence contains three basic structural components, which include the list of competencies, namely: 1) motivational-value; 2) cognitive; 3) emotional-volitional.

Evaluation criteria of the development of personality competence are the competencies that it is filled with: the system of values, life goals settings and programs determining, motivation to

success (motivational-value component); self-awareness and self-evaluation, problem analysis and decision making, the potential of creative activity (cognitive component); self-satisfaction, satisfaction with the surrounding and with the whole world, with the process and the quality of training, skills of self-cognition, self-control, self-regulation, self-development, self-expression and will-training, independence, self-sufficiency, personal and social responsibility, emotional stability (emotional-volitional component).

Personality competence can be characterized by different levels of the development (initial, mediocre, sufficient and creative). According to the results of our empirical research, most senior pupils are characterized in early adolescence by a mediocre level of the development of personal competence, a significant percentage of students have a sufficient level of this competence development. Low emotional stability and creative activity, insufficient level of knowledge and of problem-solving skills of personal growth and periodicity in manifestations of responsible and effective activities with the goal of personal improvement are those arguments which indicate the necessity of purposeful work on the development of personal competence of senior pupils in the conditions of the educational process.

The empirical study found that the totality of social influences, different in cities with various levels of urbanization, gender peculiarities and age are the determining factors influencing the development of personal competence in the adolescence.

The following features of the development of personal competence are revealed: the level of the development of personal competence of the senior pupils being investigated is most closely correlated with the indicators of their personal system of values, satisfaction with themselves and with the world, their own study and work, motivation for success, level of formation of skills of self-development, self-regulation and will-training, level of emotional stability, self-reliance, creativity and the ability to analyze personal problems and to make decisions, which enables to speak about mutual determination of personal competence and development of personal maturity of senior pupils. Factor analysis of the research results proved that the factors influencing the development of personal competence in early youth, are the following: internality, ability to set

goals for the future, consciously control the events of one's life; self-belief in being the master of one's life, mindfulness, meaningfulness, and overall quality of life; self-acceptance, positive self-treatment, adequate self-esteem; the level of social activity and adaptability, morality, the level of acceptance of others, creativity, level of emotional comfort, the ability to self-control.

It is established that psychological and educational support promotes the development of personal competence of senior pupils, namely, the leading formations of cognitive and emotional-volitional sphere of personality, such as self-awareness, self-esteem, persistence, independence and autonomy. The effectiveness of the developed and proven program is confirmed by qualitative and quantitative changes of personality formation and behavioral manifestations of the subjects of the experimental group. Purposeful implementation of the program in some educational institution should be considered as an important psychological and pedagogical condition of the effective development of personal competence of senior pupils.

The study does not cover all the aspects of identified problems, in particular subsequent scientific and psychological studies are required by the specific features of development of personal competence at other stages of ontogenesis, gender mainstreaming in the development of the test of competence and the like.

Conflict of interest. We state that there is no conflict of scientific interests.

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