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PRINCIPLES OF PROGRAM CONSTRUCTING FOR PERSONAL POTENTIAL OF ADOLESCENTS IN SCOUT PUBLIC ASSOCIATIONS

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Principles of Program Constructing for Personal Potential of Adolescents in Scout Public Associations

In the article author emphasizes the importance of developing the personal potential of adolescents in Scout public associations. He substantiates the importance of applying an integrated approach to this type of activity with adolescents, emphasizing that adolescence is an important phase in the overall process of becoming a person as an individual. Considering the development of the personal potential of adolescents as spontaneous and / or planned influences of external and internal factors on the physical, intellectual, emotional, social, spiritual and volitional opportunities of adolescents, the author emphasizes the role of public scout associations in the organization of this process. Author emphasizes the need of preparing such program that will equally develop all aspects of the individual young person. Therefore, such a program should contain a set of consistent organizational forms and methods of social and pedagogical activity that are intended to reveal and develop the personal potential of adolescents in the spiritual, social, emotional, intellectual, physical, volitional spheres. The article highlights the factors for development of personal potential, grouping the most features: internal psychological factors, motivational factors, purposeful development at influences. On this basis, the key principles for developing a comprehensive program for the development of personal potential in Scout public associations and the key content characteristics of each of the analyzed in detail.

Key words: development of personal potential, scout, teenager, program of personal potential development, Scout public association.

Particular attention should be pay to the development of personal potential of teenagers. Adolescence is an important phase in the overall process of becoming a person as a person, when in the process of building a new character, structure and composition of the child laid the foundations of conscious behavior, the general orientation in the formation of moral concepts and social attitudes appears.

Under the development of the personal potential of adolescents, we understand – spontaneous and/or planned influences of external and internal factors on the physical, intellectual, emotional, social, spiritual and volitional opportunities of adolescents.

In this regard, public scout associations offer a wide range of relevant suggestions for adolescents, and can be considered as one of the basic integrative foundations in the process of self-identification of the individual, which enables them to timely diagnose, detect and pedagogically advisable to influence the development of the personal potential of adolescents.

Moreover, Scout community associations give teens a proposal to develop even all aspects of their personality in the same way, namely: to explore the richness of their capabilities and potentials and become full-fledged individuals.

Currently, the national scout movement in Ukraine is acutely the question of the need to develop an integrated approach to the development of personal potential of adolescents.

In social pedagogy, the role of children's and youth organizations in social education of the individual is disclosed in the writings of national scholars T. Alekseyenko, O. Bezpalko, T. Veretenko, N. Saveriko, I. Zvereva, A. Kapska, O. Karaman, O. Kuzmenko, G. Laktionova, L. Myshchik, T. Okushko, Zh. Petrochko, L. Seredyuk, S. Tolstoukhova, I. Trubavina, Yu. Polischuk, S. Kharchenko and others.

The problem of the person's personal potential as a possibility of self-realization, self-actualization and self-development was realized in the works of Russian (B. Ananiev, O. Bodalev, N. Kuzmina, D. Leontiev, B. Lomov, V. Myasishchev, N. Kuzmin) and Ukrainian (G. Ball, A. Derkach, G. Kostyuk, S. Maksimenko, L. Marianenko, V. Molyako, T. Titarenko, K. Platonov, V. Tatenko) of scientists.

However, the issue of the development of obesity potential of adolescents in Scout NGOs has not been sufficiently investigated in Ukraine.

The purpose of the article is to determine the principles of constructing a program for the development of the personal potential of adolescents in Scout public associations.

The concept of "potential" is inextricably linked with the category of "development", which determines its latent dynamic nature (G. All, L. Vygotsky, D. Elkonin, G. Kostyuk, D. Leontiev, O. Leontiev, S. Maksimenko, K. Petrov, S. Rubinstein and others). Potential exists precisely as an opportunity that has a hidden character until its manifestation, when the potential "is called" to the surface of being by force of circumstances [2].

The development of personal potential considered as the personal growth of the subject, which is the result of the actions with three groups of factors. These include internal psychological factors associated with the individual psychological characteristics of the subject's personality; motivational factors and conditions that determine the various possibilities of the subject; external environmental factors (socially controlled, spontaneous socialization); purposeful developmental effects (social upbringing) [1].

In our opinion, a comprehensive program for the development of the personal potential of adolescents in Scout public associations is a collection of consistent organizational forms and methods of social and pedagogical activities aimed at promoting the disclosure and development of the personal potential of adolescents in the spiritual, social, emotional, intellectual, physical spheres.

We believe that the principles of building a comprehensive program for the development of the personal potential of adolescents in Scout public associations are:

1) definition and development of educational proposals of the Scout Association for adolescents, taking into account the purpose, principles, methods of Scout movement, needs and aspirations of youth;

2) taking into account the principle of harmonious development of the physical, intellectual, emotional, social and spiritual component of the personality potential development;

3) the establishment of ultimate educational goals for adolescents in each of the spheres of personal development;

4) establishing age groups of participants of the program taking into account the peculiarities of personality development at each stage of their development;

5) the establishment of group educational goals for each component of personality development for each age group; definition and description of all types of activities to be carried out within the framework of the program implementation;

6) application of the scout method, according to the characteristics and needs of each age group;

7) development of a progressive plan for the development of the personal potential of adolescents, in order to motivate and celebrate the progress of each young person in the direction of achieving educational goals.

Let's examine in detail the key content characteristics of each of them.

1. Educational proposal – this is what can offer, and not to impose, Scout public association of young personality. The proposal includes the following elements: a well-defined essence; orientation; sense. It creates the purpose, goals and methods of the Scout public association.

2. Components of the development of the potential of the individual - the potential of young people, which consists of the following components: physical, intellectual, social, emotional, spiritual, volitional. These six components defined as: physical (responsible for the development and normal state of the body); intellectual (develops the ability to think, use information, be able to embody new ones); emotional (gives an awareness of their feelings and teaches them to express themselves in such a way as to achieve and maintain the state of internal freedom, equilibrium and maturity); social (develops a sense of interdependence, the ability to cooperate and be able to bear responsibility, take leadership); spiritual (the formation of spiritual values, the search for myself and my self in the world, gives better knowledge and understanding of the spiritual heritage of his society, while respecting the spiritual choice of others); volitional component (the desire and ability of a person to act in the direction of consciously set goals, overcoming internal and external

obstacles). All of them are interconnected; complement each other, forming one whole.

3. Final educational goals. Adolescents entering Scout community associations given the opportunity, under the leadership of adult leaders, to set educational goals for the development of their personality potential and to define their own line of behavior in the value orientation system. It is from this "dialogue" between the proposals of personal development in the Scout association and the choice of each individual is a unique educational process. In other words, the ultimate educational goals are the final achievements that one can expect from a young person in intellectual, physical, emotional, spiritual, volitional and social development.

4. Age groups are the grouping of young members of the Scout Association in the age-old boundaries, where the psychophysiological processes of the development of children and young people have common features. In this context, during the development and implementation of the program, the necessary condition is to determine the characteristics of adolescents from the so-called. physical, intellectual, emotional, spiritual and social development. Determining the stages of personality development and considering how they fit appropriate age groups will help to establish group educational goals of the program and will ensure the adaptability of the program to the general characteristics of each age group. Age groups divided into age sections.

5. Intermediate educational goals – a description of achievements in the development of personality, which can be expected from the individual after the end of the corresponding age group. They are an intermediate step towards achieving the ultimate goal. It based on the group educational goals offered to adolescents; each young member of the movement must establish his own educational goals.

6. Scouting activity is a combination of educational activities and activities carried out within or outside the Scout Association and gives teens the opportunity to acquire knowledge, skills and social settings. The activity should have the following characteristics: to be a challenge (to be achievable, but to cause some complexity, to stimulate creativity and resourcefulness, to inspire participants to self-improvement,

and the complexity of this should be at the level of opportunities available to participants in accordance with their age development); to be attractive (activity should be interesting, original, to stimulate interest and desire to participate in the activities of adolescents). The interests of adolescents varies greatly depending on age, as well as on the socio-cultural environment in which they are or are located. Therefore, it is necessary to offer a wide range of possible activities depending on different situations); be useful (activities should provide positive experiences that give teens the opportunity to discover and learn new ones).

Teens are learning through the experience they acquire during their activities. Experience is a peculiar educational element, since it reflects a teenager's personal attitude to reality. This is what helps every teen to watch and analyze their behavior, and also to learn and apply a style of behavior in accordance with the educational goal set. Therefore, it is necessary to organize such activities in Scout associations so that they can help to develop the experience of adolescents.

7. Plan of progressive development – a clear presentation of the overall trajectory of self-education process participants Scout Association, in which each teenager can choose their own path of progressive development in achieving their own educational goals. The model of progressive development of the person consists of two interrelated and complementary elements: stages (stages, degrees) of progressive development, corresponding to the age of the participants of the program and a system of stimulating and encouraging signs, symbolizing the progress of the participant on their own path in the program.

A progressive plan for the development of the individual must meet the following criteria: to be simple and to have a clear connection with the intermediate achievements (milestones), which mark the progress of the individual; to be attractive to youth; motivate teens to make progress in their personal development; be easy to understand and easy to use with the help of an adult manager; to form a single entity with a symbolic basis and build on the desire of adolescents to identify themselves with it; match the age of the members of this age group.

Consequently, when developing a comprehensive program for the development of the personal potential of adolescents in Scout public associations, it is necessary to adhere to the above principles, emphasizing the following: definition and development of the final and intermediate educational goals of the program for the development of the personal potential of adolescents; establishing age groups of its participants. Definition of all types of activities that will be carried out within the framework of the program implementation; application of the scout method in accordance with the characteristics and needs of each age group; development of a progressive plan for the development of the personal potential of adolescents in order to motivate and celebrate the progress of each young person in the direction of achieving educational goals.

Further development requires the technology of diagnosis and development of the personal potential of adolescents in Scout NGOs.

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Сапіга С. В.

Принципи побудови програми особистісного потенціалу підлітків у скаутських громадських об'єднаннях

У статті автор наголошує на важливості розвитку особистісного потенціалу підлітків у скаутських громадських об'єднаннях, підкреслюючи, що підлітковий вік є важливою фазою в загальному процесі становлення людини як особистості. Розглядаючи розвиток особистісного потенціалу підлітків, автор наголошує на ролі громадських скаутських об'єднань в організації цього процесу. Він акцентує увагу на необхідності побудови програми, яка буде рівномірно розвивати всі сторони особистості підлітка. Тому, така програма

має містити сукупність послідовних організаційних форм та методів соціально-педагогічної діяльності, що покликані розкривати та розвивати особистісний потенціал підлітків у духовній, соціальній, емоційній, інтелектуальній, фізичній, вольовій сферах. Автор виділяє чинники розвитку особистісного потенціалу. На цій основі пропонуються ключові принципи побудови комплексної програми розвитку особистісного потенціалу в скаутських громадських об'єднаннях.

Ключові слова: розвиток особистісного потенціалу, скаут, підліток, програма розвитку особистісного потенціалу, скаутське громадське об'єднання.

Сапіга С. В.

Принципы построения программы личностного потенциала подростков в скаутских общественных объединениях

В статье автор подчеркивает важность развития личностного потенциала подростков в скаутских общественных объединениях, поскольку подростковый возраст является важной фазой в общем процессе становления человека как личности. Рассматривая развитие личностного потенциала подростков, автор описывает роль общественных скаутских объединений в организации этого процесса. Он акцентирует внимание на необходимости построения программы, которая будет равномерно развивать все стороны личности подростка. Программа должна содержать совокупность последовательных организационных форм и методов социально-педагогической деятельности, призванных раскрывать и развивать личностный потенциал подростков в духовной, социальной, эмоциональной, интеллектуальной, физической, волевой сферах. Автор выделяет факторы развития личностного потенциала. Предлагаются принципы построения комплексной программы развития личностного потенциала в скаутских общественных объединениях.

Ключевые слова: развитие личностного потенциала, скаут, подросток, программа развития личностного потенциала, скаутское общественное объединение.

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