

FEATURES OF SELF-CONTROL IN ADOLESCENCE

Стаття присвячена дослідженню проблеми становлення самоконтролю в поведінковій діяльності дітей підліткового віку. Визначаються основні методи, за допомогою яких здійснювалось вивчення рівнів самоконтролю; ступеня усвідомлення підлітками власних поведінкових реакцій в різних ситуаціях, власних можливостей та критеріїв оцінки інших людей; цілеспрямованості та потреби у самовихованні як вищої форми самоконтролю.

На основі здійсненого теоретичного аналізу літературних джерел та проведеного експериментального дослідження робляться висновки про те, що становлення самоконтролю в поведінковій діяльності підлітків відбувається під впливом таких важливих чинників, як: особливості «Я-концепції» особистості, зокрема рівень сформованості ідеального образу «Я»; результати учбової діяльності (простежено взаємозв'язок між неуспішністю в навчальній діяльності та низьким рівнем самоконтролю в поведінковій діяльності), зокрема рівень розвитку самоконтролю в даному виді діяльності; рівень засвоєння індивідом моральних норм; рівень розвитку рефлексії (низький рівень розвитку рефлексії зумовлює відсутність потреби у самовихованні).

Ключові слова: самоконтроль, підліток, самовиховання, саморегуляція, самоспостереження, самопізнання, самоствавлення, «Я-образ», самооцінка, «Я-концепція».

Статья посвящена исследованию проблемы становления самоконтроля в поведенческой деятельности детей подросткового возраста. Определяются основные методы, с помощью которых осуществлялось изучение уровней самоконтроля степени осознания подростками собственных поведенческих реакций в различных ситуациях, собственных возможностей и критериев оценки других людей; целеустремленности и потребности в самовоспитании как высшей формы самоконтроля. На основе проведенного теоретического анализа литературных источников и проведенного экспериментального исследования делаются выводы о том, что становление самоконтроля в поведенческой деятельности подростков происходит под влиянием таких важных факторов, как: особенности «Я-концепции» личности, в частности уровень сформированности идеального образа «Я»; результаты учебной деятельности (прослежена взаимосвязь между неуспеваемостью в учебной деятельности и низким уровнем самоконтроля в поведенческой деятельности), в частности уровень развития самоконтроля в данном виде деятельности; уровень усвоения индивидом моральных норм, уровень развития рефлексии (низкий уровень развития рефлексии предопределяет отсутствие потребности в самовоспитании).

Ключевые слова: самоконтроль, подросток, самовоспитание, саморегуляция, самонаблюдение, самопознание, самоотношение, «Я-образ», самооценка, «Я-концепция».

The democratization of society, ways of updating in terms of independence of the Ukrainian state significantly intensify the search for new approaches to training and education on the principles of humanism and freedom. In modern conditions appropriate to talk about the transition to student-value model of education where by a child – the purpose and value of learning and education, the center around which revolve all their assets.

Investigation of the potential of the child enables to develop new, more effective methods of training, education, tools pedagogical influence on the process of purposeful identity formation.

Along with the study of patterns and conditions for successful knowledge acquisition kid, full development of his thinking and abilities, the importance is the study of the formation of personality, will, character and self-control in the behavioral activity of the individual.

Crucial in the formation of the child's personality also play nurturing, whose main purpose is the provision of successful assimilation of individual rules and demands of society and the gradual transformation of the internal controls of behavior. Education achieves its goal when the child formed the ability to manage their own activity. This ability significantly depends on the level of formation of self-control in the individual.

Of particular relevance in connection with the above, is the problem of forming self-regulation and, in particular, self-control in adolescence. Their contribution to the study of the problems of self-made: P.C. Anohin, M.Y. Boryshevsky, Ye.H. Haziye, L.V. Dolynska, H.V. Yeyher, I.O. Zymnyaya, O.M. Leontyev, A.S. Lynda, K.P. Maltseva, I.M. Marholin, V.O. Molyako, H.S. Nykyforov, S.Yu. Nikolayeva, D.O. Ohanesyan, V.I. Selivanov, B.M. Shevchenko, P.M. Yakobson.

Well, in general, what is the self-control? Self-control – a conscious, purposeful ability of the individual to introspection, to control their own actions, to realize their own behavior, actions and their results by means of comparison with a given program and the intended purpose. Implementation is the process of self-control is only possible when operating its information and structural components, when is the result of the presence – that is controlled and standard – something with which is self-control.

Patterns of self-control and self-regulation in the behavioral activity of secondary school students and features of the formation of identity in adolescence are the proof that in the target age stage for the first time become topical personal needs such as: introspection, self-learning, self-education, self-treatment, and self-control in the behavioral activity.

Self-knowledge is a major factor in shaping the cognitive component of «self-concept» personality, which is closely related to behavioral. In this regard I.Yu. Kulahina notes that perceptions about their own «Self» in adolescence, usually corresponds to a certain style of behavior. For example, a teenage girl who feels attractive, behaves differently, unlike her same age that fancies himself ugly, but smart. Meanwhile, the «self-image» of a child is a very dynamic and changing, especially at the beginning and end of adolescence as a result of instability, mobility of their mental life. Therefore, one can often observe inconsistency between «self-image» and the actual behavior of adolescents.

Among the factors in the formation of self-control in the behavioral activity of adolescents V.S. Muhina describes the characteristics of their self-appreciate, particularly focusing on the negative impact of inadequate self-appreciate.

A teenager with low self-appreciate underestimate their own abilities, trying to perform a simple task that hinders its full development. Conversely, due to inflated self-esteem child overestimate their own abilities, trying to perform tasks which it can not handle, which also adversely affects her personal development [10].

Formation of self-regulation and self-education as her top form in adolescence promotes and formed a perfect image of «Self». High level of harassment and lack of awareness of their own capabilities leads to differences between «I am perfect» and «I am real» in the «self-image» teenager painfully experienced that it showed up in such negative personality characteristics, as uncertainty in their own strength, stubbornness, aggressiveness and so on. In contrast, an adequate level of aspiration and adequate «self-image» fill «I am perfect» child content that is accessible for her and at the same time encourages the child to self-education. Teenagers do not just dream of what they can become in the near future, but also try to develop a desirable quality. For example, if a teenager wants to be strong, it is written to the sports section. Some teens make the programs for self-improvement. Self in adolescence becomes possible due to the development of self-regulation. I.Yu. Kulahina notes that not

all teenagers are characterized by prevailing sufficient willpower, perseverance and patience required for the formation of self-confidence and skills with «I am perfect». Many of them still remain in a fantasy world, just imagining a perfect [8].

Complementing described above, it should be noted that R.S. Nемов consider this perspective also gender aspect of self-education. As the girls and boys in adolescence tendency to self-education positive personality traits, but taking into account social gender roles, women or men, respectively. The girls selfperfect in these women's activities like housecleaning, women's sports, the art, and in the process of learning.

Unlike girls, guys mainly engaged in physical culture and sports. These activities contribute to the formation, especially dynamic physical properties (strength, endurance, speed of reaction), later – development of skills related to the ability to withstand heavy and prolonged exercise (endurance, patience, perseverance), and after a longer time – appearance such complex volitional personality traits like focus, concentration, performance. So, in the process of self-education of boys older adolescents seen this dynamic: volitional developing the ability to govern themselves, concentrate, heavy loads to the ability to manage their own activities, to achieve good results in it [11].

Thus, analysis of the psychological literature indicates a lack of self-development problems in the behavioral development of adolescents, whereas this age period is of great importance for the psychological development of the whole person and the formation of «self-concept» in the high school age in particular.

To identify the psychological characteristics of self-control in adolescents we used the following methodological tools and techniques of research.

Thus, the study of self-control behavior in adolescents was conducted according to the methodology developed and tested by M.Y. Boryshevskyy [5; 6] and L.V. Dolynska [7]. For students were assessed during lessons, which starred direct control teacher (so-called «lessons without comment» (M.Y. Boryshevskyy). Levels of self-control (high, medium and low) were determined by the number of violations by students to certain rules of conduct, namely, «Do not talk,» «Appeal the permission», «Watch the posture». The authors stated methods, based on levels of self-determination is the number of violations of the rules of conduct of students, say that all teens and much of the 3-4 grade students of elementary school can control their behavior. In the absence of external control, as indicated

L.V. Dolynska, students use self-control behavior, preferably in the presence of a strong enough motive of self-control (the desire to avoid punishment, the desire to get good grades, interest in teaching material, etc.). But the absence of such conditions, self-motivation leads to switching of educational activity to another, to change behaviors, to violations of these rules of conduct indicating level of self-control [7]. It should be noted that the method of direct observation of behavior in natural conditions, most commonly used by researchers [2].

In order to determine the degree of awareness of teenagers own behavioral responses in different situations, their own capabilities and benchmarks others used «projective» techniques «Complete sentences», which is widely used in psychodiagnostic purposes for studying identity [2; 9]. To this end, students must complete 10 sentences were formulated so as to provoke subjects to answer, we compared the results with results of other methods.

Also, to clarify the behavioral features of adolescent students used the test «Does not exist an animal.» Methodological approaches and interpretation of the results of the «projective» test, which we followed are identical and widely described in psychodiagnostic literature [14; 16; 17]. Note that during the analysis were taken into account as separate parts, and their relation, proportion, placement pattern on the leaves, quality of lines and so on.

In addition, researchers point to the existence of a single methodological aspect, which must be followed in dealing with figures – namely, after analyzing images switch to the synthesis of the material collected (Dzh. Buk [1]) for their holistic understanding (T.S. Yatsenko [19]). However, Dzh. Buk emphasizes that «interpretation must be made with great care and given much information about the study and its environment (both in the past and in the present)» [1, p.8].

With psychodrawings received valuable material that helped identify psychological characteristics behavior adolescents.

Features self as the highest form of self-control, commitment, and in particular the need for self-education, found out by analyzing reflexive works are reflections teenagers on the theme: «What I am now ... What I want to be ... «,» My plans for 2013 «, etc. [12].

The main criteria for the existing demand for self-education were the following: 1) the desire for self-knowledge, self-awareness of his own «Self», which was manifested in self-critical remarks, 2) interest in general issues of self, development tools will form positive character traits, whose presence was confirmed aspirations to read

the relevant books, listen to lectures, talks on such subjects, etc.; 3) the existence of sufficiently clear and defined program of self means indication, timing, etc. The above criteria will provide the following levels of self: 1) teen systematically working together in accordance with the program of self-education. This work contributes to a high level of self-control; 2) if teenager has sufficient self-defined program that includes specific goals, deadlines and more. However, work towards self-conducted systematically, resulting in a slight positive change; 3) despite the interest in self-knowledge (for example, a teenager keeps a diary), the issues and problems of self-improvement, a program that has no self. Sometimes the teen is trying to improve themselves; 4) as a teenager there is a positive attitude to the problems of self-education, self-improvement, which remains in the internal plan of action. There is no interest in self-knowledge. The source of ideas about his own «Self» appear significant others, resulting in only recorded very noticeable flaws (for example, laziness); 5) there is no interest in self-knowledge and self-education. As an exception – the presence of negative attitudes towards learning.

Noteworthy, filling the need for self-education depends on the age of the studied adolescents, because the older boy, the higher, according to researchers, it is the level of consciousness [12].

Following a systematic approach and ensure objective research means of different methods in varying conditions [17] in order to study the characteristics of self-control contributed, in our opinion, the determination of self-control in the behavioral activity of adolescents. Consideration of the factors that led to low self-control in the behavioral activity can develop ways and means of forming a high level of self-control in the behavioral activity.

The investigation was conducted on the basis of several secondary schools in Kamyanyets-Podilskiy among pupils of 8-th forms, which also was attended by 90 pupils, 4 teachers and 30 parents.

Let us consider the behavioral aspects of self-control in activities adolescents, including children especially awareness of the results of their own behavioral performance and availability needs of purposeful self-education.

Thus, levels of self-control behavior in adolescents could be detected by this method of research as observation. As a result of observations of the pupils in the classroom «without comment» is turned out that in contrast excellencers and badsuccessers, most underachieving students adolescence (60%) characteristic of

low self-control in the behavioral activity. Pupils with learning difficulties had been most affected by the rules of conduct, we have identified earlier, namely, «Do not Talk,» «Turn the permission», «Watch the posture.» For example, during the course of discussion of solving math exercises Olga M. drew something on paper, do not taking part in the work of the classroom, Olexiy K. played pen and even heard numbers exercises versed. It should also be noted that after addressing teacher to the whole class with the «Sit straight» unsucceeding, Olga M., K. Olexiy does not have responded to this remark, while other pupils immediately leveled.

These data suggest that there is no strong reasons of self-control in a large number of pupils with learning difficulties, acting factor reduction in behavioral self-control of these students. It should be noted in this case that low self-control in training activities were observed in 66,7% of underachieving pupils, which is the main factor in learning non-successful in 43,3% of investigated this category. These results give reason to conclude that the effect of self-control, including the low level of development in the educational activity as a factor in failure, extends to behavioral activity as a component of «Self-concept».

This conclusion about the low level of self-control in the behavioral activity underachieving adolescents confirmed by other methods, including methods «Completing sentences». Most excellencers «Self-image» corresponds to their actual behavior. Describing himself as «good» and «polite» (in interviews), in the test «Completing sentences» they note, «If I have something fails, I'll ask help elders (parents, teachers, etc.)», «If I'm somebody hurt, I do not pay attention to him».

These results suggest the adequacy of the «self-image» most excellent. Some inconsistencies representations of themselves own behavior suggests that «the image Self» they formed not only by assigning ratings significant others, but also on the basis of the analysis, comparison and generalization of their own actions.

In most underachieving and parts slabovstyhayuchyh observed a significant discrepancy representations of themselves own behavior. Remembering in conversations about the only positive qualities in your own «I» in test «Completing sentences» they write: «If I hurt someone, I offend him too» (often mentioned «nabet»). It should be noted that in the above method «Completing sentences» such students, however, mentioned condemned as negative: «I do not like people who are fighting. I like people who are kind, polite and courteous.

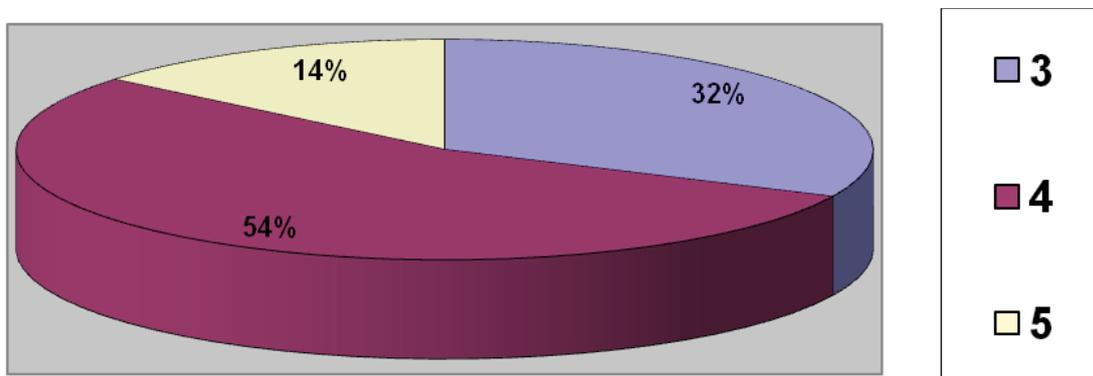
«Also very interesting are the data on the behavioral component features «self-concept» in underachieving pupils adolescence obtained by psychodrawings «Animal does not exist. «Emphasized on foot image of the animal as the main part of the figure. Excel-lencers and a significant number badsuccessers tried to keep the proportions in the images of animals, namely: the legs actually «served» support for all shapes, just connecting legs to the body.

In contrast, the pictures most underachieving (86,7%) and in part badsuccessers (30%) were observed following features: complete or partial absence of feet, indicating that impulsive decisions on unfounded judgments and conclusions frivolity, weakness or negligence connecting the legs to the body, suggesting that the low level of control over their thoughts, conclusions and decisions.

Next, consider the features of self-education as the highest form of self-determination and in particular the need for self-education, through analysis of reflexive works-thinking teenagers on the theme: «What I am now ...», «What I want to be ...», «My plans for 2013»etc.

The investigate level of need for self-education among pupils of 8-th forms of school revealed that none of the teenagers is not the highest, levels 1 and 2 of the need for self-education. Most patients (54%) were on 4 levels of need for self-education. The smallest number of teens (14%) has the lowest level of need for self-education. The remaining patients (32%) have a need for self-education level 3.

For the purpose of clarity present experimental data in a diagram (Picture 1).



Pict 1. Levels of self-education needs of adolescents in eighth

We perform a qualitative analysis of the results. Only a third of eighth graders surveyed expressed an interest in self-knowledge, but the level of need for self-education (third level) they have pretty low. Specifically, the program is missing from the self-education, rarely appear natural desires for self-improvement. The remaining patients (two-thirds) exhibit an indirect interest in the self, or not at all interested in issues related to self-education.

Researchers explain the lack of active interest in the self – education that with age, the need for self-education narrowed, but are considerably deeper.

Quite interesting is the substance of the purposes of self-education in boys and girls. Adolescent boys tend to become stronger, more willpower, bolder, more assertive. The girls dominated by a desire to be sociable, kinder, slimmer, more beautiful. However, there are also common, more specific goals of self, namely, to be smarter, to know their own capabilities, etc.

Thus, the results showed that the majority of surveyed adolescents are not formed in the behavioral self-control activities, which led to the need for program optimization self-controlling activity behavior.

In order to study the system of work aimed at the development of behavioral self-controlling adolescents, pay attention to the findings and confirmed by us in advance, that the main determinant of behavioral activity are formed «self-concept», which should be positive in content.

In this regard, the American psychologist T. Shybutani [18] believes that the concept of «self-image» and «Self-concept» is closely associated with the behavior, including «Self-concept» personality aims to ensure consistency of behavior. In other words, a person in every situation generates appropriate «Self-image» and responds to it in accordance with the requirements of the situation. «Self-concept» provides certainty thesame line of conduct.

Similar opinion and Ukrainian psychologist I.D. Beh [4]. The main regulator of behavior he calls «self-concept» individual. However, one factor in the formation of «self-concept» person acting mechanism of reflection.

Thus, we conclude that the basis of psycho-pedagogical conditions optimization of behavioral self-control in adolescents is provision for determining the role of «self-concept» in self-controlling personality of the individual. Thus, the generated positive «self-concept» adolescent personality facilitate the formation of self-control and create their own program of self-education.

The system of exercises and techniques working with personal development aimed at increasing self-knowledge, develop positive self relate.

The primary task at this stage of the work was to intensify the process of self-discovery in underachieving pupils, which in turn helped to shape adequate «self-image» of these children. Since the process of self-knowledge in schoolboys compounded by low intellectual development and under-development of basic cognitive functions (memory, attention and self-control), the courses aimed at increasing self-knowledge to pupils, preceded individually differentiated instruction with children.

Thus, the results of the relationship between aver in training activities and low level of self-control as in training and in the behavioral activity allowed us to develop the following recommendations for teachers.

Formation of self-control in training activities conducted with pupils in solving learning tasks in the classroom with the following general principles: 1) need to remember that you need to do; 2) comply with the rules in order to correctly perform the task.

However, while the system was organized following practical steps: repeat the task by the students that it is well to remember; repeat the task for those students that have formulated it correctly; to assess the correctness of repeat tasks to other student; assess whether the task is performed correctly analyzed the beginning of its execution; repeat aloud task and verify compliance with the rules of its implementation [13].

In the sequence of pupils taught objectively evaluate the result. For this purpose, previously used this specific system action. For example, describe how self-forming elements was conducted on mathematics lessons. After the exercises to consolidate the material studied, the following instruction was given lessons to pupils solve similar problems independently, while one of the pupils also worked independently on the implementation of a similar problem on the board, and pupils needed to verify these results with the results on the board, if necessary point out the errors and fix them.

Also in the classroom (at check homework) to form self-learners asked to test and evaluate homework exercises friend on the desk.

However, it was considered that the main content of the self-learning in adolescence is awareness of the physical characteristics of his own «Self»; so greatly enhance the process of self-help learning the individual characteristics of other people and compar-

ing yourself with them; as one of the main tasks of the process of self-knowledge is the knowledge of their own internal world. At the same time drawing attention to the fact that most underachieving students adolescence not yet formed the main aspects and modalities «Self-image».

Therefore, our work began on the optimization process of becoming physical aspects of the image of «Self». To this end, the teacher in class and after school with pupils singled out and justified criteria analysis appearance literary characters, famous actors, singers, students of specific grade. Also, students actively participated in the game «Mirror», under which they had to learn their classmates for verbal description of their appearance, which initially did a teacher, and later the participants play. To enhance the formation of the physical aspects of the ideal image «Self» classes held at which described the changes that occur in the appearance of others; among these changes are allocated such that like and do not like; determined similarities and differences in appearance surveyed pupils and others.

In order to form the emotional aspects of the image of the «Self», who were present in only 10% of self-descriptions by underachievers' in out school time used every sensible situation, which analyzed the emotional state of the child. Also, studies were conducted in which the criteria of making analysis and evaluation of emotional states of others. Pupils are taught to identify the feelings of others in appropriate situations, ascertain their causes. The emergence of the ability to understand other people's emotions and their causes, in turn, contributed to the process of learning their own emotional states, and hence the formation of emotional characteristics of «Self-image» underachieving adolescents. Number of pupils with learning difficulties, which formed the emotional aspects of the «self-image» has increased to 40%.

However, our work is continually directed and enrich vocabulary teenagers various concepts that imply personal qualities. Process of awareness of such notions preceded clarify their content, especially the examples of specific situations.

To enhance the process of self-discovery exercises used, for which it was necessary to reproduce the various traits in imaginary situations: talk about the happiest and the worst day in the life; tell me, what good and what bad happened in the life lately.

Also with teenagers conducted studies that contributed to their idealized image of «Self». Pupils are asked to recall and name a specific person (man, literary character), what they like and the things

which they would like to emulate. Initially considered the specific actions of this man were called his personal qualities, then children with us were allocated as ideal models, we got them value. Formed and understood as the perfect image of «Self» with the assistance of the teacher becomes the criteria for assessing the behavioral activity of the pupil.

We also worked hard to make pupils learned to identify differences between the perceptions of themselves and their own behavior; to amend the existing «Self-image» to set their own personal qualities. In the process of stimulated and supported us even the slightest desire to change those qualities in your own «Self» that contradicted the corresponding qualities in the content «I am perfect».

During the work, especially while attending the recent studies, most underachieving pupils showed pleasure of communicating with us and teachers, which is a manifestation of the emergence of interest in his own inner world. In turn, the need for self-knowledge intensive contributed to the development of ideas about his own «Self».

Past studies have contributed to the formation of adolescents' «Self-image», namely: there were some qualitative changes in the content of representations of themselves – formed the physical and emotional aspects of the «Self-image» and the ideal image of «Self»; held awareness not only positive but also negative qualities in his own «Self»; enriched by new concepts that imply personal qualities, active vocabulary of pupils; increased number of adequate ideas of «Self-image»; decreased number of differences between student perceptions of themselves and their behavior; formed a new idea in an ideal form of «Self».

Thus, a work contributed to the establishment of adequate «Self-image» in adolescents.

A necessary condition for the formation of a positive self relate, according R. Berns [3], is to create a favorable psychological climate in the school that allows pupils to feel safe. Conducting studies in the form of training in compliance with all its principles leads are known not only for personal growth but also enhances the positive relationships within the group, skills acquisition openness, acceptance of self and others. For this purpose successfully used special exercises aimed at developing positive thinking, the ability to form proud of their success, enjoy success mates. We conducted interviews, in which students tried to tell about their actions, shared their views on whether a person can always flawlessly execute any

case, also emphasized on the positive qualities and flaws classmates and, above all, excellencers.

Interviewed favored the development of adequate treatment of their own shortcomings and positive qualities; ideas that each person has flaws.

To increase self-appreciate, we used approaches developed and tested while working with underachieving pupils, described in the book «Psychological problems of underachievement pupils» [15]. Primarily in educational activity, considerable attention was paid to the monotonous activities (cheating, various calculations, etc.), which contributed to the active participation of underachieving during training, and allowed to enjoy the success of educational objectives. Gradually complicate teachers learning objectives, teaching with pupils possess rational methods of work. However, the teacher frowned every child succeed.

In future work teachers widely used differentiated approach to teaching, which included and some help from the teacher. The use of differentiated tasks promoted the establishment of positive thinking in underachieving pupils, increase their self-esteem and allow something to raise the status of pupils in the classroom.

Thus, we proposed a system of psycho-pedagogical conditions optimization of behavioral self-control in adolescents carried out either by the formation of self-control in educational activities and techniques of direct impact on the «Self-concept» child. Last anticipated increase the self-activity teenager, as seen from the above methods and directions of all components of its «Self-concept»: 1) cognitive (cognitive complexity and differentiation of «Self-image»); 2) emotionally evaluation (self-appreciate, self-relation); 3) behavioral (peculiarities of self-control behavior and training activities).

Summarizing the results obtained in this study allow to draw conclusions about psychological characteristics of adolescent self-manifestation in behavioral activity.

Thus, self-control is a conscious, purposeful ability of the individual to introspection, to control their own actions, to realize their own behavior, actions and their results by comparing with the given program and the intended purpose. Self-control – is one of the products of self-consciousness, which is considered as part of the behavioral component of «Self-concept» personality. The main determinants of the behavioral component of «Self-concept» act formed positive «self-image» and emotional-evaluative component of «self-concept» personality. However, the implementation process

of self-control is possible for the functioning of its information and structural components, there must be the result of activity and pattern.

With sound methodological approach to identify characteristics of self-control in the behavioral activity of adolescents we found especially teenagers awareness of the results of their own behavior, identified the main factors in the formation of self-monitoring behavioral activity performed quantitative analysis of the level of self-control and the presence of purposeful self-education needs at this age stage of development of the individual.

Based on the theoretical analysis of the literature and conducted pilot study could conclude that the formation of self-control in the behavioral activity of adolescents is influenced by such important factors as: 1) features «self-concept» personality, including level of formation of ideal image «Self»; 2) the results of academic activity (traced the relationship between average in training activities and low self-control in the behavioral activity), including the level of self-control in this type of activity; 3) the level of assimilation of individual moral standards; 4) the level of reflection (low level of reflection stipulate no need for self-education).

Developed and tested system of psycho-pedagogical conditions optimization of behavioral self-control in adolescents allowed to conclude that the determining role of «Self-concept» in self-controlling personality of the individual. The system of exercises and techniques working with personal development aimed at increasing self-knowledge, develop positive self relate, the formation of positive «Self-concept» teenagers. However, it was organized individually differentiated instruction, aimed advocated raising self-control of pupils in learning activities.

Thus, the generated positive «self-concept» adolescent personality contributed to the formation of self-control in the behavioral activity and create their own program of self-education.

However, the data do not exhaust all aspects of the problem, the importance and relevance of which needs further study. A more thorough study and require such determinant of self-control in the behavioral activity of adolescents, especially as relationships with significant others, the status of a team of peers, especially the family education and others, which also act in the future one of the topics of our research.

Literature

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The article deals with the investigation of the problem of teenagers' self-control at the behavior activities. There were determined the basic methods, used to investigate the process of: self-control levels; level of teenagers' realization their behavior reactions in differing situations; teenagers' possibilities and criterions of other people assessing; goal-direction and needs of self-upbringing as higher self-control form.

Based on the theoretical analysis of the literature and conducted experimental research it was concluded that the formation of self-control in the behavioral activity of adolescents is influenced by such important factors as: features of «Self-concept» personality, including level of formation of ideal image «Self»; the results of academic activity (traced the relationship between aver in training activities and low self-control in the behavioral activity), including the level of self-control in this type of activity; the level of learning individual moral standards; the level of reflection (low level of reflection leads to lack of demand for self-education).

Keywords: self-control, teenager, self-upbringing, self-regulation, self-studing, self-treating, «Self-image», self-assessing, «Self-conception».

Отримано: 12.10.2012 р.