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PERSONAL FEATURES AND SELF-ASSESSMENT OF STUTTERING ADOLESCENTS AS A FACTOR OF THE SUCCESS OF THEIR PSYCHOLOGICAL-PEDAGOGICAL SUPPORT

The article presents the results of a study on individual psychological traits of the personality of stuttering adolescents in problematic speech situations, the participants' characteristics are given, and self-assessment of stutterers is considered as a factor contributing to the improvement of correctional and pedagogical interventions and successful social adaptation of adolescents.

Keywords: stuttering, features of self-assessment, communicative behavior, problem situations, social adaptation

Introduction

Speech is the basis for the formation of the person's social relations with the outside world, a necessary condition for the formation and functioning of the individual and his or her communication capabilities. Personality development implies interaction with the environment and active establishment of social connections. Essentially, socialization is a communicative process.

According to many authors, the success of socialization is largely determined by the level of personality development and the quality of human communication in society (Asmolov, 1989). Researchers indicate that when speech function is impaired, communication problems arise and deviations in communicative behavior are observed (Beliakova, 1978; Povarova, 2004; Rau, 1994).

Researchers suggest that finding the causes of difficulties in social communication in people who stutter will allow effective stuttering treatment. In particular, they point to the "speech therapist's office effect", i.e. communication skills trained by the speech therapist and the client are not used in other communication situations (Abeleva, 1976, 1983; Lubenskaya, 1974; Karpova, 1997).

In connection with the occurrence of seizures in the speech apparatus of a stuttering adolescent, specific personality traits are formed, contributing to disorders in their communicative behavior (Rau, 1994, p. 47).

Disorders in communicative behavior lead to social maladjustment of the individual (Asmolov, 1989, p. 105).

Nowadays, the concept of the communicative nature of stuttering has become established. Stuttering often leads to serious disorders in the communication process in a number of aspects: emotional – manifestation of logophobia, cognitive – in distorting the understanding and assessment of the communicative situation and self-image as a subject of communication, and behavioral – narrowing the range of contacts (Boldyreva, 1986, p. 67; Kalyagin, 2005, p. 53; Povarova, 2004, p. 29).

Many authors specify that communicative behavior depends largely on the individual's social representations, his or her motivation related to learning various forms and means of communication (verbal and nonverbal), the object/subject of communication, and communicative competence (Drozdov, 1966; Glozman, 2002; Yelenskiy, 2005; Maksimova, 1983). They distinguish the following factors characterizing communicative competence: the ability to ask questions and formulate answers in a clear way; communicative control, i.e., the ability to listen attentively and discuss actively, to control speech and behavior in difficult communicative situations, to adapt communication to the perceptive abilities of other participants of communication; communicative traits, i.e., interpersonal skills, the ability to justify one's opinion within a team, to refer to the interlocutor's communication, including critical appreciation of his or her communication, the ability to show empathy with the interlocutor (Ananyev, 2002; Kovalev, 1986; Lisina, Galiguzova, 2003; Mikhaylova, 1988). The analysis of research on the issue of stammering among adolescents and adults shows that stammering is one of the most difficult and persistent speech disorders that is characterized not only by impaired rate, rhythm, and smoothness of expressive speech, changes in the emotional-volitional sphere but primary – impaired communication (Asatiani, 1974; Karpova, 1997; Levina, 1963; Netkachev, 1913; Seliverstov, 1994; Stanishevskaya, 1984). Authors point out it is necessary to reject the negative «dynamic stereotypes» that arise in response to frustrating, emotionally difficult communication situations. It is particularly important here to develop resistance and change behavior from passive-defensive to active behavior aimed at solving difficulties in verbal expression (Nekrasova, 1975; Povarova, 2004; Rau, 1994). The theoretical analysis of the special literature showed that communicative behavior impaired due to stammering was examined in different aspects: personality and somatic reactions (Povarova, 2004), individual styles of communication (Kalyagin, 2005), and excessive emotional tension in problem speech situations (Rau, 1994). In the context of our research, communicative behavior is examined as a whole of external manifestations of speech related to the transmission or reception of information in various situations of social interaction.

Under the communicative behavior of stutterers, we consider the totality of external manifestations of human speech reactions associated with the transmission or reception of information in various situations of social interaction (Sys, 2010). In our practice, the following are the leading factors of communicative behavior: formal aspects of communicative behavior, communicative control (the ability to evaluate another communication participant and control one's own emotional state); communicative traits (interpersonal skills, the ability to expand the sphere of communication, to participate in public events related to the use of speech); personality traits that affect communicative behavior: self-confidence,

emotional stability, relaxation, courage, prudence, conscientiousness, diplomacy, tendency to fear, lack of discipline, rigidity, radicalism, gullibility, responsiveness, and dominance.

The features of the communicative behavior of stuttering adolescents are manifested in a lower level of formation of the formal aspects of communicative behavior, communicative control, and communicative traits, low motivation, personality disorders as compared to non-stuttering speakers (Sys, 2010, p. 14).

Theoretical basis, aims, and methods of research

The research was based on a number of theories, including: a philosophical concept where the human is considered as a biosocial being (Kovalyev, 1986) an axiological approach that treats the human as a value as such that directs and motivates human life and activities (Asmolov, 1989); the concept of speech as an activity (Leontiev, 1997; Luria, 1970; Vygotsky, 2002); regularities in shaping and developing functional systems, including speech (Luria, 1970); and the theory regarding the leading role of action in human development (Leontiev, 1997). Moreover, the research was based on the assumption that a stutterer's stuttering and personality traits affect his or her communicative behavior (Arutyunyan, Zhdanova, 1990; Beliakova, 1978).

The aim of our research was to scientifically justify, develop, and approve the methodology of psychological-pedagogical work on developing communicative behavior in stammering adolescents. Research tasks included: 1. to specify the concept of communicative behavior and define its determinants; 2. to reveal personality traits of stuttering adolescents influencing the levels of communicative behavior; 3. to theoretically justify and develop a treatment model to develop communicative behavior and experimentally test its effectiveness. The research object is the process of forming communicative behavior in stammering adolescents. The study of personality traits that affect communicative behavior was carried out using the adapted questionnaire by R.B. Cattell (Cattell, Warburton, 1967).

The study of self-esteem of stuttering adolescents, the features of their self-assessment of their interpersonal relationships and communicative behavior was carried out using the questionnaire "A study of stuttering adolescents' self-assessment of their attitudes to their speech disorder and speaking difficulties," proposed by the authors of this article.

The study covered 30 people with a stutter aged 14–18.

The results

The research was conducted in the special education laboratory of the National Institute of Education at the Department of Education of the Republic of Belarus within the framework of grants number 20062797 (2006–2010) and number 20063262 (2006–2008). ГКПНИ "Economy and society", entitled "Developing social-philosophical and psychological-pedagogical bases of social adaptation and integration into society for persons with the features of psychological and physical development in the system of continuous special education" (2006–2010,

№ ГР 20062797), ОНТИ “Education and health”, entitled “Developing the scientific-methodical providing of formation of persons with features psychological – of physical development in the context of forming of base norm culture in the conditions of correction-educational establishment and family.”

The questionnaire by N.A. Vlasova and K.P. Bekker (1978) has seven groups of questions:

- information about people who stutter,
- relationships with parents,
- self-assessment of their relationships and behavior in society,
- attitude to speech impairment,
- relations in society, information about logophobia,
- features of being in society.

The data were analyzed by a speech therapist, and an individual psychological-pedagogical map (description) of speech difficulties in communicative behavior was made with a focus on the person’s attitude to verbal difficulties. Next, a statistical result was presented, which was reflected in the description of the survey scores. The technique revealed the peculiarities in stuttering adolescents’ self-assessment of their own interpersonal relations, behavior in society, and attitudes toward speech impairment, which made it possible to characterize the state of their communicative behavior in various situations of social intercourse, including frustrating situations.

When evaluating their own attitude to their speech disorder, 73% of stuttering adolescents gave a positive answer and 20% of adolescents answered negatively the question: “Do you focus your attention on stuttering and are you upset about it?” At the same time, 93% of adolescents gave a positive answer to the question whether they themselves discovered the “fear of speech.”

In their self-assessment of interpersonal relationships, 80% of adolescents noted that their attitude to peers was benevolent, only 7% of adolescents stuttered to say that they dealt with their peers rudely and unfriendly.

In assessing the characteristics of their own communicative behavior, 60% of adolescents noted that in various communicative situations, they were not sociable but closed, timid, vulnerable and indecisive, often silent.

87% of adolescent respondents gave a negative answer to the question “Do you feel embarrassed while among peers?” which in turn indicates a high degree of sociability in behavior. However, 13% of adolescents admitted that they felt embarrassed among peers.

40% of adolescents gave negative answers to the question “Do you quickly forget offenses?”

Negative impact on confidence in social interactions was not observed. The study showed that 80% of adolescents noted that “they easily related to their peers, did not experience serious difficulties in making new acquaintances, and did not avoid interactions.”

As far as subordination in interpersonal relationships is concerned, 40% of stuttering adolescents said they preferred to “submit to others” and 60% of adolescents preferred to “rule independently.” This shows the desire not to obey is more common, which is probably associated with puberty.

To answer the question about how exactly logophobia interfered with various types of communicative and social activities, 67% of adolescents who stutter answered that they were reluctant to engage in school celebrations.

The presence of logophobic traits in the behavior of stuttering adolescents was noted when speaking at parties, conferences, and disputes in 60% of adolescents. They indicated that they avoided or limited participation in this kind of communicative activities. In addition, 60% of stuttering adolescents sought to avoid certain types of verbal communication.

46% of adolescents noted that they were tired of verbal communication and they felt "tired and tense while speaking," which indicates exhaustion during communication.

93% of stuttering adolescents felt strong anxiety when speaking in public.

When self-assessing their interpersonal relationships in society, most stutterers indicated that they had good relationships and their speech impediment did not interfere with relationships with fellow students and teachers (93% of stuttering teenagers).

The study revealed that 53% of adolescents believed that impaired speech made it difficult to earn a good position in society, education, and a dream job.

Almost all of the stuttering adolescents (97%) indicated that they did not experience difficulties in communication with the opposite sex, had a positive attitude to the opposite sex, "did not pay attention" to their own speech disorder during communication, and were eager to engage in communication with people of the opposite sex. So, 60% of stuttering adolescents and 66% of adolescents with stuttering said that they did not have a feeling of inferiority or shyness when dealing with the opposite sex.

Thus, the results of the experimental study show a rather high self-assessment of their interpersonal relations in society as expressed by the stuttering adolescents and at the same time, they show a certain degree of social shyness. Adolescents who stutter have difficulties with self-determining their place in the system of communication; very frequently, they experience feelings of inferiority and shyness in various situations of communication, which results in disturbed communicative behavior in interpersonal relations; often, they have no desire to work toward their set life goals. Hence the conclusion about the need to work with stuttering adolescents to normalize their interpersonal communicative interactions and the formation of adequate communicative behavior in various complex communication situations, including frustrating ones.

The study of personality traits that affect communicative behavior using the adapted questionnaire by Cattell (Cattell, Warburton, 1967) allowed us to identify specific features in stuttering adolescents in comparison with typical speakers.

The results of the study allowed us to establish that the greatest differences between the stuttering teenagers and typical speakers manifested in self-confidence. A low level of self-confidence among stutterers (40%) as compared to typical speakers (16%) characterizes their communicative behavior as dependent on the opinions of others (conformal), focused on social approval. There is also a lack of desire for independent decisions and actions, and independence in views.

In terms of the frequency of manifestations of a high level of self-confidence in communicative behavior, typical speakers (34%) outnumber stutterers. Only 13% of

stutterers with a high level of self-confidence prefer to express their own opinions, regardless of the views of others, their communicative behavior in different situations of communication is based on the desire for independent decisions and actions.

Differences between typical speakers and those who stutter in the manifestation of emotional stability affecting communicative behavior in various situations of communication, including frustrating ones, were found. Thus, 21% of stuttering adolescents and 4% of typical speakers showed a low level of emotional stability. They showed bitterness, concern, irritability, and avoided difficult communicative situations.

The study showed that 50% of non-stuttering adolescents with a high level of emotional stability showed calm, stable behaviors. In the stuttering group, this behavior was observed in 13% of the subjects. The irritability and lack of confidence in the communicative behavior of stutterers determined by the presence of the speech disorder lower their life orientation (coherence) and provoke neurotic features in their behavior.

The lack of courage, features of timidity and shyness was revealed in 44% of stuttering adolescents and in 23% of typical speakers, which was manifested in their lack of confidence in communication.

The high incidence of a tendency to fear was found in 45% of stuttering adolescents and in 20% of people without speech disorders: They were constantly worried, fearful, and unsure. Their mood and communicative activity were reduced due to the fact that in their life, as they believed, there were too many difficulties and troubles. They were characterized by depressive behavior, penchant for guilt, and multiple phobias. Their communicative behavior often depended on their mood and they were not eager to engage in communication due to their misgivings about it.

Only 13% of non-stuttering speakers and as many stuttering adolescents showed a low level of propensity to fear. Their communicative behavior was characterized by confidence, calmness, some stubbornness, expediency, and fearlessness; also, they were not concerned about other people's opinion about them in difficult communicative or conflictual situations. The differences in the manifestation of the medium and high levels of this aspect between the groups of stuttering and non-stuttering adolescents were significant.

There were no differences between stuttering and non-stuttering adolescents in the manifestation of high and medium levels of radicalism. A low level of manifestation of this quality in 17% of those who stutter and in 11% of typical speakers characterizes their communicative behavior as conservative, with a desire to support the concepts, norms, principles, and traditions established in society. They often doubted new ideas, they were alien to the tendency to experiment and innovations.

The difference in the frequency of manifestations of a high level of conscientiousness among non-stuttering speakers (23%) compared with stutterers (13%) was revealed. The stutterers were distinguished for their self-control, decisive behavior in various situations, they were ready for action and persistent in achieving the goal.

In 26% of stuttering adolescents and in 7% of typical speakers, a low level of conscientiousness was observed. They showed such qualities as carelessness, frivolous behavior, and unprincipledness.

It should be noted that 37% of stutterers and approximately the same number of non-stuttering adolescents (47%) showed a low level of responsiveness, their communicative behavior bore the features of isolation, skepticism, inflexibility in relations with people, firmness, and was uncompromising.

The task of searching for methods of remedial work is becoming urgent, not only in order to correct the technique of speech of the stutterers, but also to increase their ability to communicate and interact with people. We are talking about rehabilitation which results in the correction of both individual psychological personality traits and stereotypes about the communicative behavior of adolescents with stuttering (Beliakova, 1978; Boldyreva, 1986; Rau, 1994). Methods of correctional and pedagogical work on the formation of communicative behavior in stuttering adolescents included: a target component – the goal and objectives of the work on the formation of communicative behavior in stutterers; a content component – the content of pedagogical activity (diagnostic work, remedial classes, work with the family); a control and evaluation component – evaluation of the results of correctional and pedagogical work, the dynamics of the formation of the communicative behavior of the stutterers on the basis of their diary entries and the analysis of these entries by a speech therapist; and an organizational component – the conditions for the organization and implementation of correctional and educational work on the formation of communicative behavior among stuttering teenagers and adults.

Applying the methods of correctional and pedagogical work on the formation of communicative behavior in stuttering adolescents, we adhered to the principle of gradually increasing the emotional significance of the situation of verbal communication or “approaching the object of fear stepwise,” according to N.M. Asatiani (1978).

The diagnostic work was aimed at studying the factors affecting the communicative behavior of stutterers.

Correctional classes were conducted in three stages (preparatory, main, and final). In the process of psychological and pedagogical work in the group of stuttering adolescents, we modeled problematic dialogues, discussions with elements of dispute and conflict in order to consolidate communicative behavior and free speech in situations of frustration. The preparatory stage of the work includes classes that are devoted to the formation of skills of constructive interaction with the interlocutor in non-randomizing situations of communication. The purpose of this stage is to fix speech, free from stuttering, in situations of verbal communication that cause a slight emotional tension.

The main stage consists of classes aimed at improving psychological, emotional, behavioral, and ethical skills in situations of complicated interpersonal communication. The formation of communicative behavior was carried out by training the skill of consistent, coherent, and purposeful presentation of one’s thoughts to another person through an adequate choice of behavior, appropriate lexical, grammatical, and syntactic structures and the correct construction of statements in the form of common statements. Conflict situations that require expression of one’s own judgments, different from the opinion of the interlocutor, were modeled. For this purpose, such tasks as “Let me say”, “Inconvenient situation”, “Initiative” and “Talking with a stranger” were used.

Monitoring and evaluation work was carried out throughout all the stages of work in order to assess the dynamics of the formation of the communicative behavior of stutterers. Stuttering adolescents recorded the results of their work in speech diaries, the analysis of which was important for determining further directions of correction. When performing tasks outside the group (in the family, in the educational environment, on the street, in a store, museum, library, etc.), the stutterers recorded manifestations of the aspects of communicative behavior, made notes about the fulfillment of tasks, and noted difficulties.

In the process of implementing psychological and pedagogical support for adolescents with a stutter, work was carried out with the family and close environment. The interaction with the family was aimed at clarifying the difficulties of communication for those who stutter at home and suggested assistance in solving the identified problems.

The content of the family counseling program was compiled in accordance with the three stages of correctional and pedagogical work. The following forms of organization of work with the family were used: conversations, consultations, disputes, the presence of relatives in speech therapy sessions. Family counseling was aimed at overcoming the identified conflicts in the family.

During the first stage of correctional and pedagogical work, the objectives of which were to teach stuttering adolescents the skill of constructive interaction with the interlocutor in communicative situations causing mild emotional stress, the following topics were discussed during conversations and consultations for the family and relatives of stuttering adolescents: "The features of communicative behavior in stuttering" (describing the characteristics of the communicative behavior of stuttering adolescents), "Secrets of communication" (how to transfer information in speech activity, verbal and non-verbal communication), etc.

At the second stage of correctional and pedagogical work, which was aimed at improving the communicative-behavioral skills of stuttering adolescents in the context of modeling conflict situations in a complex, meaningful situation for them, when communicating with familiar and unfamiliar interlocutors, the following topics were offered for family counseling and conversations: "The problem of communicative contact among stuttering adolescents" (about the need to create a favorable atmosphere for a conversation, how to attract the attention of the interlocutor and support interest in the conversation), "How to perfect the individual style of communicative behavior" (about the methods and techniques of forming an individual style of behavior in stuttering teenagers), etc.

At the third stage of psychological and pedagogical work, the tasks included training in the ability to hold a certain position in the discussion and choose an adequate style of behavior with the interlocutor in difficult situations of verbal communication with elements of a dispute or conflict. In the process of family counseling, the results of the work carried out with stuttering adolescents on the formation of their communication in society and the success in mastering self-regulation of behavior were analyzed and their emotional-volitional state was assessed. During conversations with relatives, it was discussed how comfortable a stuttering teenager feels during communication in various situations of verbal communication in the family. For example, the following topics of consultations and conversations

were suggested: "When fear has big eyes" (the influence of logophobia on the communicative behavior of stutterers; the benefits of exercise for relieving emotional stress when correcting the features of communicative behavior of stuttering adolescents with relatives, roleplaying family games on how to perform tasks together), "Training in the skills of constructive interaction with stuttering adolescents" (recommended "Development of communicative abilities and behavioral skills, the benefits of joint exercises, roleplaying family games that contribute to the formation of communicative behavior of stuttering adolescents), "How to improve the communicative behavior of stutterers in difficult situations of communication" (the methods and techniques of improving speech and communicative skills in stuttering adolescents in various communicative situations in the family).

During the final round table with parents of teenagers, the topic "How to avoid disturbances in the communicative behavior of stuttering teenagers" was discussed: There was a conversation about the basic rules of communication in situations of emotional tension, supporting activities, the need to continue independent work of stuttering teenagers to consolidate the achieved results and improve communicative-behavioral skills in situations of complicated interpersonal communication, the need for the use of communicative skills acquired in the classroom by stuttering adolescents outside the classroom, and the role of the family in securing success.

Findings

Thus, the personal qualities that negatively affect the communicative behavior of stuttering adolescents are: condescension, jealousy, isolation, tension and reactivity, a tendency to fear and lack of social courage, conformism with dependence on other people's opinions and focus on social approval, a tendency to get offended and bitter, lack of courage, low level of self-confidence. Correctional and pedagogical work in stuttering is a long and laborious process that requires the cooperation of a speech therapist, a doctor, the person who stutters and his or her immediate environment, and the restoration of speech must take place professionally, at a serious professional level. It is necessary to take into account the importance of individual factors affecting the effectiveness of recovery: the age of the adolescent, his or her personality, motivation, and disposition for the success of work on oneself. At the same time, in modern technologies, the most complete social adaptation of adolescents with stuttering is relevant, the formation of such communication skills, in which a person could not only fully communicate with corrected speech but also would not experience psychological discomfort due to the new speaking habits.

A specialist in speech therapy for stuttering adolescents should, first of all, own and use special methods of work and corrective techniques; secondly, know the psychological characteristics of adolescents with such speech disorders as stuttering, and be able to take them into account in the process of speech correction. With timely speech therapy and well-chosen as needed medical treatment in our practice, there are cases of positive speech dynamics and complete social adaptation of adolescents with stuttering.

Taking into account the individual psychological characteristics of the personality of stuttering adolescents in the process of correction and speech therapy work contri-

butes to the development of social courage, eliminating the difficulty of self-determination in the system of communication in society, overcoming feelings of inferiority and shyness in various difficult communication situations; it normalizes behavior in the system of interpersonal relations and optimizes the implementation of set life goals.

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CECHY OSOBOWE I SAMOOCENY MŁODZIEŻY JĄKAJĄCEJ SIĘ JAKO CZYNNIKI SKUTECZNOŚCI PSYCHOLOGICZNO- -PEDAGOGICZNEGO WSPARCIA

Abstrakt

W artykule przedstawiono rezultaty badań dotyczących indywidualnych cech osobowości młodzieży jąkającej się, będącej w trudnych sytuacjach komunikacji językowej. Opisano charakterystyczne cechy badanych. Samoocena osób jąkających się jest rozpatrywana jako czynnik sprzyjający ich psychoterapii oraz interwencji pedagogicznej, a także efektywnej adaptacji społecznej.

Słowa kluczowe: jąkanie, cechy samooceny, zachowania komunikacyjne, sytuacje problemowe, adaptacja społeczna