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Self-regulation of learning activity of adolescents in the transitional age of development

The purpose of this study is to examine how the process and the result of self-evaluation of objectively-psychological symptoms of adolescents' attitude to educational activity is reflected in the mind of the student as a phenomenon of self-regulation, and on this basis of it to outline the prospect of personal development of students in adolescence.

As a method of investigating the level of objectively-psychological indicators of self-regulation of adolescents' attitude to educational activity the method of self-evaluation (on a 10-point scale) was used. Later, the results of self-evaluation of the personality traits were subjected to mathematical and statistical processing, that included correlation and factor analysis (method of L.K. Vöhandu, 1964).

The study involved pupils of 7 grades of the secondary school № 29 in Vladimir (n = 50 pers.).

In the approach to the problem of self-regulation of learning activity by adolescents, we proceeded from the understanding of personality as a product of self-actualization and socialization. The function of self-realization and self-regulation is directed into the personality, but socialization expresses the needs of society and is largely dependent on the specific conditions of the collective, directly in which a student is learning.

Self-regulation presupposes conscious change of ways, techniques, and methods of learning activity in order to achieve the best results at the optimum investment of mental and physical strength. As the basis for this appears the ability of students to adequately evaluate the terms and conditions of the activity, volume of their knowledge and skills, their emotional state and, basing on these estimates of performance, to identify ways and means of self-development, realizing the scheduled during their life.

Do adolescent students always adequately assess personality traits, environmental conditions of activities, etc.? As just in this age internal personal plan of regulation of actions and activities, to which the self-esteem refers, is actively forming. It can be argued that in most cases, adolescents see themselves and their capabilities inadequately.

The study of the phenomenon of self-regulation was carried out with the position of self-observation of the objectively-psychological manifestations of

adolescents' attitude to educational activity. To these manifestations that characterize intellectual and volitional personality, were attributed cognitive activity, initiative, self-dependence; emotional and volitional confidence, perseverance; to emotional and communicative – empathy, sociability, communication interoperability as the ability to work together effectively in a group; to moral and ethical – responsibility, organization, discipline, diligence, progress in studies.

The awareness of the level of development of their own personality traits and the possibilities of its change, awareness of the mental state at the moment, its causes and possibilities of change for the better would be to act as a result of subject's own regulatory activity, which will ensure the creation of the internal conditions for the formation of adequate self-esteem, optimization of self-self-regulation of learning activity, life activity in general.

The first phase of the study (first cut, the first six months of studying in the seventh grade) of the structural organization of the objectively-psychological manifestations of adolescent attitudes to the educational process and participating in its self-regulation revealed that all the objectively-psychological indicators that are involved in the experiment are closely correlated with each other ($p < 0,05$), thereby forming a coherent, structurally organized self-regulation mechanism. The relationship of indicators that were involved in the study indicates that content-quantitative changes in one link (element) of this structural organization will lead to content-quantitative changes in other elements of the structure and the entire structural organization as a whole.

In addition, the structural organization of the mechanism of adolescents' self-regulation of learning activity allows identifying dominant and subordinate components and indicators of the structure. The role of elements and components of self-regulation of adolescents' attitude to learning activity, in our opinion, is not the same. Those elements and components that are at the top of the structural organization of self-regulation mechanism will have a dominant, more powerful regulatory influence on the content of pupils' attitude to learning activity, and rates that are at the bottom of the structure – less pronounced regulating effect.

Analysis of the structural organization of elements and components of the mechanism of self-regulation of learning activity of subjects in the first phase of studying in the seventh grade (first half) showed that the dominant role in adolescents' self-regulation of learning process is played by indicators (manifestations) of emotional and volitional component and, in particular, by adolescents' confidence in their abilities. Apparently, manifestations of adolescents' initiative in planning and executive phases of learning activity, as well as discipline and empathy, would considerably depend on the level of development of this indicator (confidence).

Based on these data we can say that adolescents' that study in the seventh grade (first half) confidence in themselves, is the internal control of behavior and activity, which is able to organize, direct and regulate the activity by the

intellectual and volitional, moral and ethical and emotional and communicative channels.

Exactly student's confidence in his abilities, correlated with indicators of intellectual and volitional components of self-regulation – initiative and self-dependence in planning and executive phases of the action and activity, allow him to organize a sequence of actions in accordance with the purpose, to correlate it with the actual conditions under which it will be achieved, and highlight the conditions, that are most significant in terms of the goal. We can suppose that by the manifestations of confidence in the student's academic and extracurricular situations, content side and the level of self-esteem will develop and manifest. Therefore, at this stage of mental and personal development we should be very respectful to students' personality, not reducing, of course, the exactingness to errands, tasks, given them.

In analyzing the results of the study it draws attention that the fact that the rate of moral and ethical component (self-discipline, organization, responsibility, diligence), take an extreme and the lowest position in the structural organization of self-regulation of teenagers, and it should be assumed, that it plays small role in self-regulation of educational activity. Probably some disturbances in emotional sphere of adolescents lead to the formation of an inadequate self-esteem, violation of self-regulation that results in a disorganization of behavior and activity, misconduct, reduction of organization, diligence and responsibility. This, in turn, leads to disturbances in communication, to a decrease of communicative interaction in situations of joint activities. In all probability this fact explains the instability in the behavior of adolescents, indicating an age of crisis stage of development, primarily in the crisis in the emotional sphere.

The fact that the total number of significant correlations ($n = 50$ people, with $r = 0,05 < 0,277$, $r = 0,01 < 0,364$) between the studied parameters is significantly decreased (33,1%) compared with the second phase of learning (second half) in the seventh grade (82,4%) also points, in our opinion, at the crisis of the age of the period of adolescent development in the first phase of studying in the seventh grade.

The data presented above, in our opinion, should be considered in practical educational activities with this contingent of young people.

It was obtained a little bit changed structure of organization of the objective manifestations of the mechanism of subjects' self-regulation of learning activity during the second half of learning in the seventh grade.

The fact that, as it's shown by results of our study, adolescents, studying in seventh grade, go through a crisis of the age, which is due to the active formation of self-esteem as an important internal control of behavior and activity, led us to the repeated cross-section data of self-regulation of students-seventh graders. We were due to to determine whether there were any substantial changes from the first half of the school year to its end. We hypothesized that in the structural organization of the objectively-psychological indicators of adoles-

cents' self-regulation of learning activity will be changes affecting mainly the emotional and volitional, and intellectual and volitional components of self-regulation of activity that are likely to be playing the smaller role in self-regulation and hold the lower position in the structure.

Analysis of the results of studies that was hold by the method of maximum correlation showed that all objectively-psychological indicators, involved in the experimental part, are interrelated and form as well as in the first phase of the study a single self-regulation holistic formation. However, we note that the structural organization of the indicators of self-regulation of educational activity of adolescents in the second half of studying in the seventh grade was significantly different from the structural organization of indicators of self-regulation obtained in the first six months of training.

The study found that rates of emotional and volitional, and intellectual and volitional components of self-regulation of learning activity occupied a lower structural position and appeared to have little impact on adolescents' self-regulation of learning activity.

The location at the bottom of the block diagram of the mechanism of self-regulation of intellectual-volitional and emotional-volitional activity indicates, in our opinion, the fact that in learning, along with the characteristics of the crisis in the mental development of adolescents, elements of subject-object rather than subject-subjective teaching dominate from the teacher's side. This, in our opinion, adversely affect the formation of self-esteem, reduces the activity of an adolescent in the manifestation of self-dependence and initiative.

To the fact of the subject-object teaching also indicates a strong correlation between academic performance and organizational-activity (moral and ethical) indicators-organization, discipline, responsibility. Personality of adolescents becomes more integrally formed, emotionally intense, as indicated by an overall increase of correlation parameters involved in the study during the second half of the year (82,4%).

It can be assumed that the subject-object teaching at this stage of mental development of adolescents is justified. Adolescent is forced to submit to the demands of adults, and thus to some extent accustoms to regulate his emotional state. But at the same time the child form a protest, aggressive behavior in relation to the requirements of adults. In such cases, he experiences intrapersonal and interpersonal conflicts that lead to destructive behaviors.

Basing on intercorrelated analysis, we can also suggest that intellectual and volitional and communicative activity of the students of seventh grade is greatly reduced by the end of the year, that, as is also can be suggested, is the result of the subject-object teaching. We note that at this stage of studying, students begin to consider to academic subjects selectively. The priority academic subjects for them are natural sciences ones. Overall student performance, apparently, is less

reflected in their minds, although it should be noted, due, probably, to the subject-object teaching that the cognitive activity of students is at a relatively high level.

Literature

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Abstract

This article shows that as the internal dominant factor of self-regulation of behavior and activity of adolescents in transitional period of age development appears the confidence of a learner, on the level of development of which depends the ability of adolescents to organize, guide and regulate the learning activity by the intellectual and volitional, moral and ethical and emotional and communicative channels.

Key words: self-regulation, adolescent, learning activity, confidence, components of self-regulation.

Саморегуляция подростками учебной деятельности в переходный период возрастного развития

Резюме

В статье показано, что внутренним доминирующим фактором саморегуляции поведения и деятельности подростков в переходный период возрастного развития, выступает уверенность учащегося, от уровня развития которой зависит способность подростка организовывать, направлять и регулировать учебную деятельность по интеллектуально-волевому, морально-нравственному и эмоционально-коммуникативному каналам.

Ключевые слова: саморегуляция, подросток, учебная деятельность, уверенность, компоненты саморегуляции.

Samoregulacja uczenie się nastolatków w wieku dorastania

Streszczenie

W artykule pokazano, iż dominującym czynnikiem w wewnętrznej samoregulacji zachowań i aktywności młodzieży w okresie dorastania jest osiągnięcie

poziomu rozwoju samodzielności uczenia się, która zależy od zdolności nastolatka do organizowania, kierowania i regulowania kształcenia intelektualnych, wolicjonalnych, moralnych oraz emocjonalnych kanałów komunikacyjnych.

Słowa kluczowe: samoregulacja, nastolatek, działania edukacyjne, samoocena, komponenty samoregulacji.