

# **The formation of the competence of self-regulation among deviant adolescents in extracurricular activities**

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## **The relevance of the study**

According to many scientists personal characteristics and the specifics of deviant behavior of teenagers, associated with the development of a distorted system of self-regulation (D. A. Leontiev, Y. A. Vasilieva and others). A number of studies have shown that the success of the various activities is ensured by the formation of an integral system of self-regulation, and the lack of implementation of any functional component – significantly restrict the effectiveness of implementation activities (L. G. Wild, V. I. Morosanova, V. V. Semikin, G. S. Gabdreeva, etc).

Conscious self-regulation may be seen as a process of development of voluntary activity and its management, and the system of conscious self-regulation is a means of implementing this process and the organization of mental resources to achieve the required goals.

The competence of self-regulation is defined by scientists as a person's ability to conscious management of the activity in practice in a changing environment that provides a positive result, the success and confidence in interaction with others and the environment (John. Equal, I. A. Zimnyaya). It is operationally-effective basis of practical experience and is determined by personal characteristics.

Therefore, the development of competence of self-regulation, affecting not only the results of operations and behavior of deviant adolescents, but also the processes of their socialization and personality development in general, is one of the topical problems of practical psychology, and unfortunately, does not receive sufficient attention in the contemporary psychological literature.

The aim of our study is to develop an experimental program for building the competence of self-regulation among deviant adolescents in extracurricular activities and the evaluation of its effectiveness.

## **The experimental group and research methods**

The study was conducted on the basis of Municipal State Institution "City center "Teenager". The meeting was attended by 140 adolescents under foster care supervision. We used the following diagnostic methods:

- to identify the level of functional competence component of self-regulation: questionnaire "Style of self-regulation of behavior" (SSPM) by V. I. Morosanova;
- to identify the personality and activity components of competence of self-regulation: a test of life-meaningful orientations by D. A. Leontiev, the test of humorous phrases by A. G. Shmelev, V. S. Boldyreva and questionnaire for the study of personality values by S. Schwartz.

Statistical data was processed by U-test, Wilcoxon-Mann-Whitney, and Pearson's  $\chi^2$  criterion.

Based on the analysis of scientific-methodical literature (Kondratenko V. T., Lishin O. V. Lishin, A. K., Feldshtein D. I., etc.), we have designed a model of organization of the development of competence of self-regulation in adolescents with deviant behavior, developed an experimental program and evaluated its efficiency. Building on work of I. A. Zimnyaya and the data of own research (S. A. Gaponova, I. N. Devetyarova), we have identified structural components of self-regulation of competence .

## Results and discussion

We received the results of the ascertaining stage of primary diagnosis, confirmed the relevance of the purpose of our work – building the competence of self-regulation among deviant adolescents.

After working with deviant adolescents in the experimental program (formative experiment) the follow-up diagnostics of the studied indicators of the competence of self-regulation was carried, it has demonstrated positive dynamics (see table №1,3).

Table 1

**The levels of development of process indicators of self-regulation in ascertaining and forming experiments (in %)**

Regulatory scale	Ascertaining the stage			The forming step			Probabilistic error (p)
	EG (n = 140 respondents)			EG (n = 140 respondents)			
	high	medium	low	high	medium	low	
Planning	11,4	45,7	42,9	20,7	50,7	28,6	$p \leq 0,05$
Modeling	2,1	42,9	55	11,4	55,8	32,8	$p \leq 0,01$
Programming	2,9	45,7	51,4	10,7	58,6	30,7	$p \leq 0,01$
Estimation of the results	5,7	54,3	40	7,8	57,2	35	$p \geq 0,05$
Flexibility	8,6	42,9	48,6	20,7	61,4	17,9	$p \leq 0,01$
Independence	37,1	45,7	17,1	45	35	20	$p \geq 0,05$
The overall level of self-regulation	9,3	20	70,7	13,6	41,4	45	$p \leq 0,01$

### Indicators test DLC in ascertaining and forming experiments

Indicators (subscale)	The average value		The level of significance
	to	after	
1.Goals	21,74	29,57	$p \leq 0,01$
2.The process	23,89	32,97	$p \leq 0,01$
3.The result	20,40	26,69	$p \leq 0,01$
4.Locus of control I	15,34	21,57	$p \leq 0,01$
5.Locus of control Life	23,03	31,60	$p \leq 0,01$
6.The overall result	79,0	104,09	$p \leq 0,01$

On the basis of obtained results it can be concluded that the priorities in the choice of values among deviant adolescents in ascertaining and forming experiments have certain characteristics. If at the level of normative ideals in both experimental groups the most important were the values of "security", "independence", "kindness", at the level of individual priorities in ascertaining experiment, the most important values were marked with "hedonism", "independence", "stimulation", and after the formative experiment the significant values turned to be "stimulation", "kindness", "independence". Significant changes after the work on the pilot programme were identified at the level of normative ideals in terms of "conformance", "kindness", "universalism", "achievement", at the level of individual priorities "kindness" and "stimulation" ( $p \leq 0.05$ ).

According to the test "humorous phrases" in ascertaining experiment significant needs in adolescents with deviant behavior were found in "gender relations" "money" and "addiction", and after the formative experiment the most significant criteria were demonstrated in "a need of the person" - "human stupidity", which reflects the need for knowledge, the pursuit of truth as self-values, self-affirmation in the possession of true knowledge, the barrier of ignorance, the limitations of others. After the formative experiment the priority was given to a "social need of the individual" - "career" and "family troubles". The most significant need has remained: "the needs of the organism" - "the addiction", but there has been a positive downward trend in the number of elections this need in adolescents.

## **Conclusions**

1. Analyzing the results of the experimental work on the basis of comparison data obtained from the results of ascertaining and forming experiments, we can evaluate the effectiveness of the implementation model and pilot program development of competence of self-regulation in adolescents with deviant behavior in extracurricular activities.

2. Comparison of the results obtained in ascertaining and forming experiments, allows to assert that, creating a productive environment around a troubled teen, expanding his interests, communication, activities and relying on his best qualities, can contribute to the formation of the necessary level of formation of his or her competence of self-regulation.

3. These study results allow to recommend our program of forming the competence of self-regulation among deviant adolescents in extracurricular activities for use within educational institutions, institutions of social services for children and their families in difficult life situation or a socially dangerous situation, as well as institutions accountable to the authorities for youth affairs.