

задействованы такие действия, как анализ, синтез, умозаключение.

3. Новые знания подкрепляются упражнениями, самостоятельной работой и дополнительными комментариями учителя.

4. Полученные знания применяются на практике в зависимости от возможностей студента.

Эти этапы целесообразно использовать для создания учебных материалов по учебным предметам и применять их в индивидуальном и дифференцированном подходе к студентам.

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PERSONAL AGENCY OF MODERN ADOLESCENTS: RESEARCH RESULTS

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ABSTRACT

The article presents the results of a study carried out by a team of specialists for two years. It is devoted to the study of the role of the socially enriched environment of additional education in the development of personal agency of generation Z adolescents. Various theoretical approaches to understanding the phenomenon of are analyzed, and the author's view of its structure is presented. Personal agency is considered as an integrated personality characteristic, which manifests itself in the personality's ability to self-organization and self-realization, to build a system of effective social interactions and moral and value relationships with people around and aimed at realizing the activity-related need for self-development and world-creation. It singles out such components as social-individual, social-communicative, social-interactive, social-moral. To diagnose the level of development of these components of personal agency, a complex of psychodiagnostics techniques is proposed. In the course of the experiments, it was shown that, in comparison with adolescents who are not included in the activities of the additional education system, adolescents participating in it demonstrate a greater focus on socially oriented activities, they have a better idea of their future profession, the ability to take responsibility for their actions. They work more effectively with information obtained from Internet resources, demonstrate a higher level of self-government in communication, and are more active in interacting with others. Altruistic attitudes are more common among them; in the hierarchy of life values, independence is given a high value.

Key words: teenager, personal agency, generation Z, components of personal agency, socially enriched environment of additional education

1. Introduction

In Russian psychology and pedagogy, personal agency is traditionally viewed as a system of subjective qualities not only of an individual, but also of a small group, which manifests itself both at the intrapersonal level and in communication and interaction with others. This is such an activity of a person in which his personal, unique position in life is most clearly manifested [8].

We understand personal agency as an integrated characteristic of a person, which manifests itself in her abilities for self-realization and self-organization, as well as for the formation of a system of effective social and moral-value interactions with others, aimed at

realizing a person's need for self-development and creation of the world. The process of development of personal agency is realized through communication and joint activities with real, as well as virtual subjects, which ensures the formation of the subjective qualities of the personality [2].

The process of forming a person's personal agency has its own age characteristics: it is in adolescence that the desire to increase one's status is clearly manifested, to achieve an attitude towards oneself as to an adult, to express oneself in the system of social relationships, self-awareness and volitional qualities of a person develop.

In the twenty-first century, the socialization of adolescents (they are referred to as generation Z) has been enriched by a new factor, namely, digital technologies that are more and more deeply penetrating into everyday life. The possibility of practically unlimited communication in a virtual environment, wide access to a variety of information not related to direct communication with others, reduces the value of the experience of representatives of the older generation, whose youth was deprived of the influence of digital technologies [3].

It is in the process of communicating with peers and adults that a teenager socializes, engaging in various forms of educational activity and begins to gain subjective experience, evaluate various life situations from his own subject position, which in general gives him the opportunity not only to rely on the ready-made patterns of behavior in society that are offered to him, but also creatively rethink them [6].

It is believed that the key feature of Generation Z is their use of various network resources and technological devices in various fields of activity. This leads to the fact that, in contrast to older ages, they experience a much greater influence of the virtual environment of communication. It is shown that they really have a desire to receive the necessary information outside the school system using Internet technologies. Consequently, the formation of the qualities of personal agency in these adolescents occurs not only in the environment of real communication with others, but also in the information space of the digital environment [7].

Analyzing the specifics of Generation Z adolescents, the authors point to excessively overestimated estimates of their ability to master digital technologies and multitask. Accordingly, attributing to all of them a lack of critical thinking and an orientation only towards obtaining pleasure is also an exaggeration. Nevertheless, many researchers agree with the increased importance for these adolescents of virtual communication, and, in particular, communication using social networks, which can lead to such negative consequences as the difficulty of recognizing the emotions of the interlocutor in direct

communication, a decrease in the level of empathy [4, 5].

We believe that a socially enriched environment (a kind of “social oasis”) created in institutions of additional education for children (centers of creativity, houses of pioneers), saturated with interaction with both real and virtual subjects, is an effective factor in the development of personal agency in Generation Z adolescents. This allows adolescents who participate in both individual and group learning to quickly gain new social experiences. Compared to school education, the freedom of choice in both forms of activity and its content is much higher. This allows not only to fulfill all socially significant tasks of teaching, development and upbringing of a child, but also to take into account his individuality, developing, rather than suppressing it. The creative nature of joint activities implemented in the system of additional education allows adolescents not only to perceive new knowledge, skills and abilities, but also to actively use their own views and experience, forming their unique perception of the world [1, 2]

2. Materials and Methods

The development of the personal agency of adolescents involved in the activities of the additional education system is modeled by us as a set of four components. So, a person's ability for self-knowledge, self-determination, self-organization characterizes the social-individual component of personal agency. The ability to navigate the activities of others, to effectively solve emerging communication problems, to give accurate assessments of both one's own state and actions, and those of communication partners, belongs to the social and communicative component. The skills of analyzing social interaction both in real groups and in network communities, the ability to organize subject-subject interactions are indicators of the socially interactive component of personal agency. Developed social responsibility, reliance on moral principles, socially significant values in communication and interaction with others, speak of the development of a social and moral component.

To diagnose each of the designated components of the development of personal agency, we used the following set of techniques, presented in Table 1.2.

Table 1.

A set of methods for analyzing the development of personal agency of Generation Z adolescents in a socially enriched environment of additional education

Components of personal agency			
social-individual	social-communicative	social-interactive	social-moral
Diagnostics of personal creativity (E.E. Tunik)	Diagnostics of social empathy (N.P. Fetiskin and others)	Determination of the social creativity of the individual (Batarshv A.V.)	Diagnostics of the personal attitude "altruism-egoism" (N.P. Fetiskin and others)
Diagnostics of the realization of self-development needs (NP Fetiskin et al.)	Diagnostics of "emotional intelligence" (J. Hall)	Determination of the level of leadership potential (NP Fetiskin et al.)	Diagnostics of strategies for achieving goals (N.P. Fetiskin, etc.)
SAN questionnaire (health, activity, mood) (V.A. Doskin et al.)	The study of the ability to self-government in communication (N.P. Fetiskin and others)	Methodology "Self-assessment of the qualities of personal agency of adolescents, manifested in interaction with	"Questionnaire of life orientations" for the diagnosis of indicators and types of subject-

		the social environment" (N. M. Saraeva. Modification by T. A. Antopolskaya)	object orientations (E. Yu. Korzhova)
Integral self-assessment of personality "Who I am in this world" (EE Tunik)	Diagnostics of achievement motivation (A. Mehrabian)	Diagnostics of communicative and organizational tendencies (KOS-2) (N.P. Fetiskin and others)	Value questionnaire (Sh. Schwartz)
	Questionnaire "Internet communication" (OL Balashov, AS Silakov)		"Motivational and value inclusion of a teenager in the social environment (SG Elizarov)
The general level of development of personal agency of a teenager			
"Questionnaire for diagnosing the structure of personal agency " (adapted version of the questionnaire by E.N. Volkova, I.A. Seregina)			
Questionnaire "Assessment of the stages of formation of personal agency " (V.I. Panov et al., Modified by T.A. Antopolskaya)			

The degree of development of the adolescent's personal agency was assessed depending on the individual's ability to independently plan their own activity in the activity, setting its goals and objectives, assessing their consistency and effectiveness. Five stages of adolescent personal agency development were identified - "Observer", "Apprentice", "Apprentice", "Master", "Creator" [6].

The "observer" acts as a spectator watching the actions of an adult, but he himself does not realize this activity. His personal agency manifests itself as emotional reactions to someone else's activity and the emergence of a cognitive focus on one or another activity.

The "student" not only knows about the ways of interacting with social objects, but shows his own activity, but only due to external stimulation. Emotionally positive about social objects. It is realized in organized interaction with other adolescents under the guidance of a teacher. The personal agency of the adolescent expands through the use of the acquired skills and abilities in joint activities.

The "apprentice" is ready to make his own decisions to achieve the set goals, actively interacts with peers, can not only work under someone else's guidance, but is also capable of both independent activity and teamwork.

The "master" independently chooses the direction of activity, plans his actions, controls the process of implementation, implementation and implementation of the plan. He himself acts as a model for his peers and is ready to lead them.

"Creator" is the most difficult stage of development of personal agency to achieve. It is associated with a high level of independence, stability of interests in professional and personal spheres, high development of abilities in any activity. He is ready to be a mentor for other adolescents, focused on the implementation of socially positive transformations.

The teacher provides the conditions for adolescents to go through these stages of personal agency. In accordance with them, the role of the teacher in interactions with adolescents evolves from the role

of a mentor and initiator of events important for the adolescent to an accomplice of equal interaction.

Over the past two years, we have carried out a number of experiments devoted to the study of the problem of the development of personal agency of Generation Z adolescents in a socially enriched environment of additional education (the base of the study was the Kursk Center for Creative Development "Dialogue").

More than 200 adolescents, both mastering programs of additional education (for example, a special program "Social training ground" was implemented to train social and communication skills [3]), and who did not have such experience, became their participants. The first were included in the experimental, the second - in the control groups. In accordance with the components of the development of personal agency identified above, the following results were obtained.

3. Results

Studying the socio-individual component of personal agency, it was possible to establish the features of the manifestation of the orientation of adolescents to various types of socially oriented activities, depending on their involvement or non-involvement in the system of additional education. The adolescents of the experimental group more clearly demonstrate the ability to plan their future professional activities, have a great desire for new knowledge and skills, a willingness to take responsibility for their own actions and their consequences, better understand the need for introspection of the "I" image, believe in themselves.

In the socio-communicative component of personal agency, noticeable differences were also found between adolescents in the experimental and control groups. After a year of studying in additional education programs, adolescents begin to work more effectively with information obtained from Internet sources, the level of activity of its processing is almost twice as high as in the control group. The degree of significance of the goals of using network resources also changes. In the control group, they are considered,

first of all, as an opportunity for entertainment and leisure, then as an opportunity to find the necessary information, and less often as a direction for self-realization. In the experimental group, all three of these directions are approximately equivalent, which indicates a more harmonious manifestation of activity in the online space. Self-control in the process of communication is better expressed in the experimental group, this is especially noticeable in the frequency of occurrence of a high level of its development.

Studying the socially interactive component, we found that the manifestation of personal agency in communication is more vividly manifested in the members of the experimental group. They have higher indicators of self-control, activity, responsibility, creativity, self-organization and interest. It was also possible to show that when using in the conditions of an institution of additional education, special programs aimed at increasing the level of activity of adolescents in team activities, it is possible to achieve an increase in their leadership qualities. So, if at the ascertaining stage, the manifestations of the leadership potential of adolescents did not have significant differences in the control and experimental groups, then at the control stage they were already at the 5% confidence level ($p < 0.05$), which was due to the noticeable positive dynamics of this indicator among members experimental group. It was found that with an increase in the stage of personal agency of a teenager, the likelihood of manifestation of his leadership qualities also increases.

The socio-moral component of the development of personal agency in adolescents in the experimental group, in comparison with the control group, showed a greater severity of altruistic behavior than egoistic one. This was especially clearly manifested in the frequency of occurrence of altruistic attitudes of a high level of development: in the control group, they were noted in 22% of adolescents, in the experimental group, in 43%.

Also, among adolescents included in the system of additional education, the motivational and value foundations of joint activities are more pronounced. There are also differences in the hierarchy of their values. In the control group, hedonism stands at its top, in the experimental group, independence. There are significant differences in values such as conformity and power, both of which are more significant for adolescents in the control group.

Conclusion

1. Features of the development of the personal agency of Generation Z adolescents are mediated by an ever higher level of influence on this process of virtual communication with subjects of the digital environment due to a decrease in the volume of interaction with real subjects. The analysis of the specifics of this process is complicated by a high variety of theoretical approaches to understanding the phenomenon of personal agency, as well as by the lack of research into the influence of the digital environment on the formation of the personality traits of adolescents.

2. The process of formation of personal agency in adolescents can be effectively implemented in a socially enriched environment ("social oasis") of additional education. In addition to using the possibilities of Internet technologies, it is also focused on creating such conditions of socialization that provide communicative interactions of adolescents with real subjects, taking into account four components: socially individual, socially communicative, socially interactive and socially moral.

3. The formation of personal agency is facilitated by a teacher who provides conditions for adolescents to pass through the following stages: "Observer", "Apprentice", "Apprentice", "Master", "Creator".

4. The adolescents of the experimental groups, who mastered the programs of additional education, showed a higher level of ability to plan their future professional activities, readiness to take responsibility for their own actions and their consequences, actualized leadership qualities and altruistic attitudes, and strove for self-control and independence.

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