

*S. Dmytrieva, PhD in Psych., As. Prof.*  
*N. Plakhotniuk, PhD in Ped., As. Prof.*  
*M. Chubenko, Master Student*  
*Zhytomyr Polytechnic State University*

## **AGE PECULIARITIES OF CHARACTER FORMATION AT SENIOR SCHOOL AGE**

Personality development in high school age is the gradual acquisition of experience in social behavior, the growth of consciousness, beliefs, and the formation of creative thinking. Today's schoolchildren want to be recognized for their individuality, originality, their right to take their place in society, to stand out from the crowd. High school students evaluate the educational process in terms of what it provides for their future. It is at this age that schoolchildren want to understand what this or that phenomenon is, to formulate their relationship to phenomena, to make something new and original. Among moral problems the first place take questions of good and evil, decency and correct decision-making.

The author N. Rohal states that teachers are more prone to adaptive and compromising types of behavior, while high school students are more prone to conflict ones, which is due to the age characteristics of the group. The development of interpersonal relations is largely determined by the characteristics of the interlocutors, which include gender, age, temperament peculiarities, and some personal traits [1, p.62].

Examinees with a compromising style of behavior consider themselves capable of controlling their informal relationships with other people and attracting attention and sympathy. Examinees with conflicting styles of behavior tend to control everything that happens around them, but there is a tendency to attribute responsibility for their failures to other people or consider them the result of bad luck [2, p.181].

Empirical research of this topic was conducted in Radomyshl Lyceum No. 1 named after T. G. Shevchenko of Zhytomyr region with 11th grade students. Students of this class were offered 5 methods.

The first method determines the character features of an individual. When conducting this methodology, we found out that: 20% of the subjects have a sanguine type, 15% have an apathetic type, 30% amorphous type, 10% neuro-realistic type, 5% paramorphous, and 5% are passionate and emotional, 15% generous-choleric type.

Therefore, the character can be stable or unstable, emotional, excitable, active. You just need to pay more attention and take educational or targeted measures.

The second method was "Determining the type of character according to K. Jung." With its help, we investigated the character type of an individual. The results of the study are as follows: 20% of children are extroverts; 10% have an introvert type; 70% are ambiverts.

Thus, after learning about the child's character type, you can determine what the positive and negative sides of each type are and this will give you the opportunity to direct a child to achieve his/her goals.

The third method was the assessment of the development of willpower. Analysis of students' answers showed that: 10% have a high level, 50% average level, 40% low level. Only one student showed a high level of willpower. Others showed a medium and low

level. Therefore, it is necessary to master a strong-willed way of life so that there is an interest in self-education of strong-willed qualities.

The next conducted method is "Research of volitional self-regulation". In general, 50% of students received a high level of self-regulation, 10% received an average level, and 40% received a low level. High and low levels of volitional self-regulation prevail in the studied group. For a low level, the social environment influences a person, which does not provide opportunities for the individual to develop volitional self-regulation skills.

The analysis of the results of the empirical research allows us to conclude that the entire research group has an average level of impulsivity. In high school students, impulsivity can be caused by overwork or some nervous diseases. It is necessary to develop the skills of self-control, calculating the possible consequences of one's own actions, taking into account the interests of other people.

Conclusions. In the early youth, society or community plays a significant role, it contributes to the formation of views and beliefs of high school students. Therefore, character is not inherited, it is formed and developed under the influence of the external environment, its upbringing. This influence is socio-historical and individual. The high school period is important and responsible, because it determines the future life of a person.

## REFERENCES

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