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THE INFLUENCE OF SOCIAL AND EMOTIONAL FACTORS ON THE DEVELOPMENT OF PERSONALITY INDEPENDENCE IN ADOLESCENCE

Анотація. В статті розглядається вплив соціальних і емоційних факторів на розвиток самостійності особистості у юнацькому віці. Особлива увага приділяється аналізу соціального оточення, міжособистісних взаємин, рівня емоційної підтримки та впливу цих чинників на становлення автономності, ініціативності та відповідальності у молоді. Робота спрямована на вивчення ролі емоційної зрілості та соціальної взаємодії у формуванні самостійності, що сприяє адаптації особистості до викликів юнацького періоду. Результати дослідження можуть бути корисними для педагогів, психологів та батьків у підтримці розвитку самостійності у молоді.

В статті розглядається прагнення до самостійності в юнацькому віці, що є феноменом етапу становлення особистості. Аналізується вплив усього оточування, зокрема сім'ї та дорослих, на формування самостійності через підтримку та моделювання поведінки. Висвітлюється значення активної життєвої позиції та морально-ціннісних аспектів у розвитку самостійності, що сприяють формуванню відповідальності та здатності діяти відповідно до власних цінностей. Юнацький вік характеризується високою сприйнятливістю до соціальних впливів та можливістю розвитку позитивних якостей. У цьому періоді активно формуються мотивація, воля, емоції та самосвідомість, що дозволяє юнакам усвідомлювати свої бажання та визначати життєвий шлях. Самостійність протиставляється особистісній безпорадності, яка проявляється через нервову нестабільність, низьку самооцінку та пасивність. Дослідження показують, що самостійні особи мають вищий рівень життєстійкості, що дозволяє їм краще справлятися зі стресовими ситуаціями.

В статті підкреслено, що соціальні та емоційні фактори мають ключову роль у формуванні самостійності в юнацькому віці, коли відбувається активне становлення автономності та ініціативи.

Ключові слова: самостійність, юнацький вік, соціальні фактори, емоційні чинники, автономність, ініціативність, адаптація, емоційна зрілість, соціальна взаємодія, розвиток особистості.

The article examines the influence of social and emotional factors on the development of personal autonomy in adolescence. Particular attention is paid to the analysis of the social environment, interpersonal relationships, the level of emotional support and the impact of these factors on the formation of autonomy, initiative and responsibility in young people. The work is aimed at studying the role of emotional maturity and social interaction in the formation of autonomy, which contributes to the adaptation of the individual to the challenges of adolescence. The results of the study can be useful for teachers, psychologists and parents in supporting the development of independence in young people.

The article examines the desire for independence in adolescence, which is a phenomenon of the stage of personality development. The author analyzes the influence of the entire environment,

including family and adults, on the formation of independence through support and behavioral modeling. The author highlights the importance of an active life position and moral and value aspects in the development of independence, which contribute to the formation of responsibility and the ability to act in accordance with one's own values. Adolescence is characterized by high susceptibility to social influences and the possibility of developing positive qualities. During this period, motivation, will, emotions, and self-awareness are actively formed, allowing young people to realize their desires and determine their life path. Independence is opposed to personal helplessness, which is manifested through nervous instability, low self-esteem and passivity. Studies show that independent individuals have a higher level of resilience, which allows them to cope better with stressful situations.

The article emphasizes that social and emotional factors play a key role in the formation of autonomy in adolescence, when autonomy and initiative are actively developing.

Keywords: independence, adolescence, social factors, emotional factors, autonomy, initiative, adaptation, emotional maturity, social interaction, personality development.

Modern society presents new challenges to young people: rapid changes in the information space, a high level of mobility and globalization, as well as changes in the initial approaches to youth. In this context, autonomy becomes a factor that ensures the ability of adolescents to adapt to new conditions, make a conscious choice, and take responsibility for their lives. Adolescence is a critical stage for the formation of personal characteristics, including independence. Significant changes in cognitive, emotional and social development occur at this age, requiring an understanding of the specifics of these processes to provide adequate support and development for adolescents. Awareness of the mechanisms of self-regulation and independence makes it possible to create effective programs to support and correction of development during this period.

A review of psychological research in the context of the formation of independence really reveals the multidimensionality of this concept and its importance for the development of personality in adolescence. Such scientists as L. Dolynska, O. Penkova, T. Gurleyeva focus on the internal formation of the personality, its formation through self-regulation and awareness. O. Zavhorodnia, O. Konopko, and H. Kostiuk emphasize the importance of revealing subjectivity in the ability to act independently in different situations, forming confidence and purposefulness. Self-regulation of the individual (O. Emishchyants, V. Zarytska, V. Kotyrlo) focuses on the ability to control one's own emotions, actions and decisions, creating harmony between the inner world and external conditions. The formation of the desire for independence in children of different ages (P. Bauer, A. Lukowski, T. Pathman, L. Spivak) reveals the stages of independence development from early childhood to adolescence, taking into account age peculiarities and motivation [1-4].

Since independence can be manifested differently depending on gender, studying this aspect allows us to better understand how gender stereotypes, social expectations, and other factors affect the formation of independence in adolescence. This is important for psychocorrection in providing opportunities for the development of personal autonomy regardless of gender. Studying the factors of independence development is a place for teachers, psychologists, and parents. Knowledge about how to support and stimulate autonomy in adolescents can help promote their healthy development, prepare them for adulthood, and ensure successful socialization in the future, which is important for minimizing the risks associated with dependence, low self-esteem, or inability to make independent decisions.

Studying the psychological factors of adolescent autonomy is effective for understanding the processes that help adolescents effectively adapt to the changing world, as well as for developing individual strategies to support their psychological health and social success.

The purpose of the article is to identify and substantiate the influence of social and emotional factors on the formation and development of personal autonomy in adolescence, taking into account the peculiarities of this stage of development and the social context.

Studies of the ontogenetic development of personality have shown that children are highly sensitive to social contacts and able to adapt to environmental changes. Already in the first year of life, the process of separation is activated, which stimulates autonomous activity. The development of speech contributes to the child's awareness of himself or herself and the environment, and the "recovery" phase (M. Mahler et al.) marks the beginning of independent cognitive activity. Independence is formed through voluntary movements, object actions and interaction with others. Mastering walking and object activities provides independence, which is revealed through the attitude of adults. As S. Doskach and G. Lublinska emphasize, important age crises (for example, the crisis of three years) become key to the development of independence, in particular the emergence of the "I am" formation. Cognitive autonomy (K. Karasyova, S. Ladyvir, T. Pirozhenko) draws attention to the individual's ability to acquire knowledge, think critically, and expand their worldview independently [2, 3].

The influence of the immediate environment (G. Bevz, M. Kanibolotska, O. Kononko, P. Blos) is due to the role of family and adults in the early formation of independence, especially in matters of support and behavior modeling. An active life position and moral and value aspects (V. Kuzmenko, I. Kuchynska) highlight the importance of independence for the formation of moral qualities, responsibility and the ability to act in accordance with one's own values [1, 3].

Adolescence is a sensitive period for personality formation, characterized by high susceptibility to social influences and the ability to develop positive qualities. At this time, motivation, will, emotions, and self-awareness are actively formed, allowing young people to realize their desires, determine their life path, and develop a harmonious personality. This age stage is characterized by professional orientation, development of meaningful life orientations, and integration of social and gender roles that are important for entering adulthood. At the same time, self-concept, moral principles, identity, and gender culture are formed as the basis for interpersonal interaction in society. Thanks to mentoring and support, young men overcome the challenges of youth, reveal their potential and assert their independence [2, 4].

Independence in adolescence is opposed to personal helplessness, which was studied by M. Pavliuk, S. Maier, and M. Seligman. Helplessness is defined as a stable characteristic that is formed under the influence of interaction with the environment and manifests itself through emotional instability, low self-esteem, pessimism, neuroticism, and passivity. It is important to note that this is not a sentence - it can be overcome with the help of psychotherapy and self-work. The opposite formation is independence, which is characterized by volitional activity, optimism, emotional stability, motivation, and creativity, combining volitional, motivational, cognitive, and emotional components [1, 2].

Studies have shown that "independent" individuals have a higher level of resilience, which allows them to better cope with stressful situations and perceive them as less significant. The resilience associated with independence can be developed through self-development and psychotherapy. Independent people demonstrate energy, leadership skills, constructive thinking, and confidently overcome difficulties, while those prone to helplessness are more likely to show pessimism, low initiative, and vulnerability to challenges [2, 3].

Social and emotional factors play a key role in the formation and development of personal autonomy in adolescence, when autonomy and initiative are actively developing (Table 1).

Table 1

Social and emotional influence of the formation of prerequisites in the formation of personality

Factors	Characteristics
1	2
Social factors	
The role of the family	A young person develops their independence through interaction with their parents and other family members. A supportive atmosphere, trust, and encouragement of independent action on the part of the family create the conditions for the development of responsibility and independence.
Peers	Peer groups influence the formation of personal traits, including independence, through the exchange of experience, mutual support or competition.
Social expectations	Social norms and ideals related to self-realization motivate young men to be independent, make their own decisions and take responsibility for them.
Educational environment	A school or higher education institution creates conditions for developing independence through learning tasks, project activities, and the growing demand for independent learning and decision-making.
Emotional factors	
Emotional support	Trust, attention, and emotional support from significant adults help young men overcome self-doubt and develop initiative.
Emotional maturity	Understanding and managing one's emotions are important aspects of independence. Young men who can overcome fears, disappointments and other emotional difficulties become more confident in their actions.
Motivation	Emotional involvement and intrinsic motivation, such as interest in a particular activity or a desire to achieve goals, contribute to the development of independence.
Interaction of social and emotional factors	
Initiative and responsibility	The interplay of social expectations and emotional support creates a harmonious environment in which young men can take initiative and take responsibility.
Personality development	At this age, social and emotional influences form the prerequisites for the formation of a personality that is able to make informed decisions, achieve goals and take responsibility for their own choices.

Positive evaluation of a young person's actions plays a key role in developing his self-confidence and desire for independence. When a young person's family or teacher recognizes his successes, it helps to build positive self-esteem. Awareness of his achievements motivates him to take initiative, make decisions and take responsibility for his actions, which are the main components of

independence. Praise or approval from significant others increases the desire to repeat positive experiences. A young person feels supported, which motivates to act independently without waiting for external help. Positive evaluation helps to reduce the fear of failure and promotes self-confidence, which provides the emotional stability necessary to overcome difficulties on the path to autonomy [3, 4].

Approval from a teacher or others gives a young person a sense of social significance. Understanding that his independent actions are recognized and valued stimulates him to further development. Thus, positive evaluation creates a favorable environment for personal development, which stimulates the desire for independence, the formation of initiative and the ability to make responsible decisions.

The development of independence as a basic quality of personality was studied by V. Kotyrlo, focusing on the ability to self-regulation, which is formed through the child's interaction with the social environment from birth. The independent behavior of young children is manifested through activity, mobilization of their own resources to solve problems, confidence and independence. The formation of independence is largely determined by social influences in the process of education, upbringing and communication. In adolescence, independence is expressed through motivation, perseverance, initiative, determination, self-control, and interest in the moral aspects of life. Young men demonstrate the ability to take risks, dedication, grow emotionally, and form moral components of self-regulation, although they may also experience self-doubt or misunderstanding from others [1, 3].

The study conducted by T. Titarenko and M. Yatsiuk is based on the division of the sample of respondents into three groups: “independent”, “adaptive” and those with a symptom complex of helplessness. “Independent” students are characterized by realistic self-esteem, optimism, and low anxiety, while helplessness is manifested through low self-esteem, depression, and high anxiety. Self-reliance is seen as an integral formation with motivational and volitional, cognitive, and emotional and volitional components that form an active life position, confidence, and responsibility [1, 4].

M. Maler was the first to propose the use of the psychodynamic theory of separation-individuation to understand the development of independence in adolescence. During this period, there is a search for identity, transformation of the “I”, the formation of independence and psychological autonomy. The process of separation includes cognitive independence (own value system), emotional independence (reduced need for close ties with parents), and behavioral independence (planning and implementation of actions without parental intervention). Researchers identify the following aspects of autonomy: independent decision-making, self-control, self-esteem regulation, independence in behavior, and responsibility for actions. Also important are closeness, care, empathy, and communication. Adolescence is characterized by life self-determination (the ability to be independent) and emotional intimacy (healthy boundaries and intimacy in relationships).

Autonomous regulation is an individual's ability to self-evaluate and self-regulate, which resists the influence and control of the immediate environment. According to the theory of systems development by B. Weinhold and J. Weinhold, all socio-psychological systems go through the stages of codependence, counterdependence, independence, and interdependence. The development of independence includes the awareness of one's values, goals and abilities, as well as relationships with close people [2, 3].

Research in Ukraine confirms the formation of a differentiated self-concept and autonomous responsibility through the transition from externally determined activity to independent activity. Autonomy is defined as the ability of an individual to take responsibility for their own actions, relying on their own resources, regardless of external influence. Thus, in adolescence, an important feature is the ability to self-organize and make life choices, which is formed under the influence of objective,

intrapersonal, interpersonal and material factors, allowing the individual to analyze alternatives, set priorities and create new strategies for activity.

Personal choice depends on the dialogic type of personality (open, creative, trusting), self-efficacy, internal coherence, socio-cultural context, emotional and value background, interpretive complex, content, and harmony. Free choice is related to attitudes and values, value self-regulation, self-worth, axiological potential, and self-image. Individual characteristics (activity, autonomy, self-sufficiency, optimism, determination, internalization) influence the realization of the choice that reflects psychological maturity.

Conclusion. Independence in adolescence is a complex quality that manifests itself in activity, free choice, behavioral control and actions related to personal values. Personality development at this age depends on internal (values, beliefs, self-esteem, self-regulation, independence) and external factors that affect the value-semantic, cognitive, reflective, and regulatory spheres. The research is based on gender, activity, and value-personality approaches that interpret independence as gendered social behavior in the context of active human interaction with the environment, including self-regulation and choice, and the possibility of self-realization and building harmonious relationships. Such approaches help to understand the desire of young men for independence, the factors of its formation and the influence of gender on this process.

Further prospects for the research are conditioned by the study of the impact of modern socio-cultural changes on gender roles and their reflection in the development of personal autonomy. The study of the specifics of the manifestation of independence in representatives of different gender identities will contribute to the development and testing of methods for diagnosing the level of development of gender independence, etc.

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