

The Development of Assertiveness of the Individual as a Subject of Communication

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Abstract: The problem of socialization of the younger generation in general and the development of assertiveness of the individual as a subject of communication, in particular, becomes especially relevant against the background of radical changes in social, political and economic life. The immaturity of the individual's ability to set and implement their own goals and aspirations leads to dissatisfaction with life, the emergence of social fear. Considering the development of assertiveness in neuropsychology, the emphasis is on working with the behavioral and motivational-value range of the individual, which indicates the difficulty of differentiating manifestations of self-confidence and aggressiveness. For the development of confident personality behavior, numerous psychological programs of active social psychological training offer trainings. The purpose is to theoretically identify and empirically investigate the neuropsychological features of the development of assertiveness of adolescents in a children's health institution and secondary school, diagnose neuropsychological factors and present the most pronounced individual psychological qualities of adolescents, which should be identified as psychological reasons that determine the development of assertiveness in adolescence. At different stages of the empirical study, a number of psychodiagnostic techniques were used: the questionnaire "Diagnosis of the assertiveness level"; methods of diagnostics of basic values; SOINT questionnaire; associative experiment with the following procedure of subjective scaling; colour test of relations, test-questionnaire "Emotional orientation"; level of subjective control; personal questionnaire of R. Kettell.

Keywords: *subject of communication, own goals, neuroscience, social fear, children's health institution, secondary school.*

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Introduction

The formation of a growing personality as a subject of socialization becomes the basic line of the educational process in the system of modern national education, which is embodied in the real behavior of students, their preparation for conscious, responsible choice of their position in the communicative space, the formation of psychological properties they fully enter the social sphere of society.

From a neuropsychological point of view, adolescence itself is sensitive to the triggering of psychological mechanisms of self-determination, self-development, and the acquisition of self-sufficiency. The basis for the determination of personal empathic assertion is the actualization of the specific interaction of equivalent psychological mechanisms of consonant forms of empathy and the corresponding components of assertiveness, namely: emotionality, identification, personal and moral reflection, decentralization, anticipation, systemic control (Bandura, 1986).

The problem of socialization of the younger generation in general and the development of assertiveness of the individual as a subject of communication, in particular, becomes especially relevant against the background of radical changes in the social, political and economic life of our country. The immaturity of the individual's ability to set and implement their own goals and aspirations leads to dissatisfaction with life, the emergence of social fear.

Various aspects of the problem of personality assertiveness are reflected in the works of domestic researchers and scientists. V. Moiseenko (2017) focuses on the ability of young people to overcome difficulties, be confident in themselves, adequately assess themselves and other participants in interpersonal relationships in the context of subjectivity of life activities. The study of N. Podolyak (2014) considers the impact of socialization process on the assertiveness of personality. Under assertiveness the scientist sees an integrative ability of a personality to be independent, self-confident, motivated by success and achievements. Taking into account scientific works of I. Popov (2010) adolescence is a sensitive period of development of assertiveness when a personality in the process of socialization and on the basis of the established self-esteem learns to manage spontaneous reactions, to assert own point of view, to deny argumentatively, has a sufficient range of manifestation. In today's psychology, the main emphasis in considering the problem of development of assertiveness is placed on working with the behavioral and motivational-value sphere of the individual, while pointing out the complexity

of differentiating manifestations of assertiveness and aggressive behavior (Bekh, 1998; Goldshtein, 2003). Numerous psychological programs on active socio-psychological training offer trainings aimed at the development of assertive behavior of the individual. According to N. Svertilova (2016), the concept of "assertiveness" assumes the presence of personal and social readiness for own life creation, ability to actualize and adequately realize own aspirations; it is a complex formation characterized by a peculiarity of structure, content characteristics, and assertive behavior promotes the reduction of aggression, is realized through certain social situations.

In works of foreign psychologists, assertiveness is basically connected with such social psychological categories as success, independence, self-sufficiency, confidence. Neuropsychological aspects of development of assertiveness of teenagers have been studied by foreign scientists and researchers: A. Bandura (1986) explained self-efficacy as a neuropsychological phenomenon enabling the development of assertiveness; Berkowitz, L. (1977), who emphasized in his work the role of neuropsychological symbol as a stimulus for aggressive reactions; Rosenbaum and Berger (1975) emphasized the role of group psychotherapy and group function; also R. Vagos, A. Pereira (2010) presented a neuropsychological cognitive perspective on understanding and teaching assertiveness.

Behaviorism consists in explaining the nature of assertiveness. From a neuropsychological point of view, assertive behavior is a way of self-realization of the individual, as opposed to manipulation. The term "assertiveness" is new to our science and encompasses a number of characteristics: being assertive, making a statement, claiming and being an assertive person - confident, persistent. Assertiveness is the quality that allows a person to openly and freely express his or her desires and demands and to get them met. It is the ability to respond optimally to comments, fair criticism, and to say emphatically "no" to oneself and others when circumstances demand it (Krohnea, 2002).

Most psychologists and educators believe it is necessary to consider the basic principles of mental development in conjunction with the general patterns of adolescence, but many normative acts, according to authoritative authors, consider it necessary to test these principles in new socio-psychological and economic conditions. The manifestation of assertiveness is very diverse. This is especially true of today's adolescents, whose credibility is conveyed by such determinants as self-affirmation motives, value orientations of the reference group, typical ideals and interests of the group or subculture. The abrupt socio-economic transformations in the country could not affect the collective psychology of various age groups and has especially affected the most sensitive

to introjection typical forms of social behavior. In neuropsychology, assertive behavior is understood as open, direct behavior that does not seek to harm others. There are specific developments in social psychological training programs that aim to strengthen and develop assertiveness. Some programs are behavioral, others focus on humanistic psychology, but they focus on the principle of developing a person's ability to be firm, kind, and honest (Vagos & Pereira, 2010). Assertiveness in neuropsychology describes a personality trait characterized by autonomy and independence from evaluations, external influences and the ability to regulate one's own behavior (Postolati, 2017). One can adopt the concept of self-sufficiency to understand assertiveness; it is a constructive, optimal way of interpersonal interaction, in contrast to destructive ways - aggression and manipulation. Traditional mechanisms of socialization unwittingly create human vulnerability and are subject to various manipulations by others. The person is influenced by external influences, and others often abuse them and manipulate their goals. When a person feels unacceptable demands, he cannot contradict them and submits in spite of his views and desires (Berkowitz, 1993).

The aim is to theoretically investigate and empirically prove neuropsychological peculiarities of adolescents' assertiveness development in different conditions of socialization, diagnose neuropsychological factors and present the most expressed individual psychological qualities of adolescents to be identified as psychological factors determining the development of assertiveness in adolescence.

Research of neuropsychological features of development of assertiveness of adolescents in different conditions of socialization

Based on the above, an analysis of psychological components was performed and a structural model of adolescent assertiveness was presented graphically (Fig. 1).

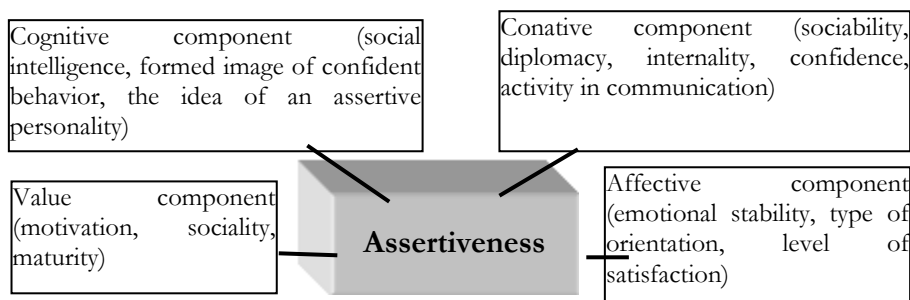


Fig. 1. *Structural model of adolescent assertiveness*

Source: Author's own conception

The structural characteristics of adolescent assertiveness include: ideas about assertive behavior, independence of judgments (cognitive component), self-satisfaction, communicative orientation (affective component), maturity, social adaptability (value component), confident behavior, additive independence (conative component). Based on the structural-functional approach, adolescent assertiveness is presented as a systemic polydeterministic personal quality that has an affective-cognitive nature, communicative orientation and is characterized by such socio-psychological properties as self-confidence, communicative orientation, independence and social adaptability.

At different stages of empirical researches a number of psychodiagnostic techniques were used: the questionnaire "Diagnosis of the level of assertiveness"; the technique of diagnosis of basic values; SOINT questionnaire; associative experiment with the subsequent procedure of subjective scaling; color test of relations, test questionnaire "Emotional orientation"; level of subjective control; R. Kettell personal questionnaire.

In the process of compiling the psychological characteristics of adolescents with different levels of assertiveness, structural and functional features found their empirical expression, which were determined by the previously established and described indicators (Fig. 1). To identify significant indicators of the value component of adolescents' assertiveness, we used a technique that allowed us to identify the content specificity of the variables, as well as the Mann-Whitney U-test, aimed at identifying the reliability of differences in the studied attribute.

Following domestic psychologists V. Moiseenko (2018), we believe that the development of adolescent assertiveness is primarily determined by its subjectivity, the nature of inclusion in communication and the peculiarity of interaction with the reference social group within which the process of socialization. Based on this, a psychological model of the development of adolescent assertiveness in different conditions of socialization was developed (Fig. 2).

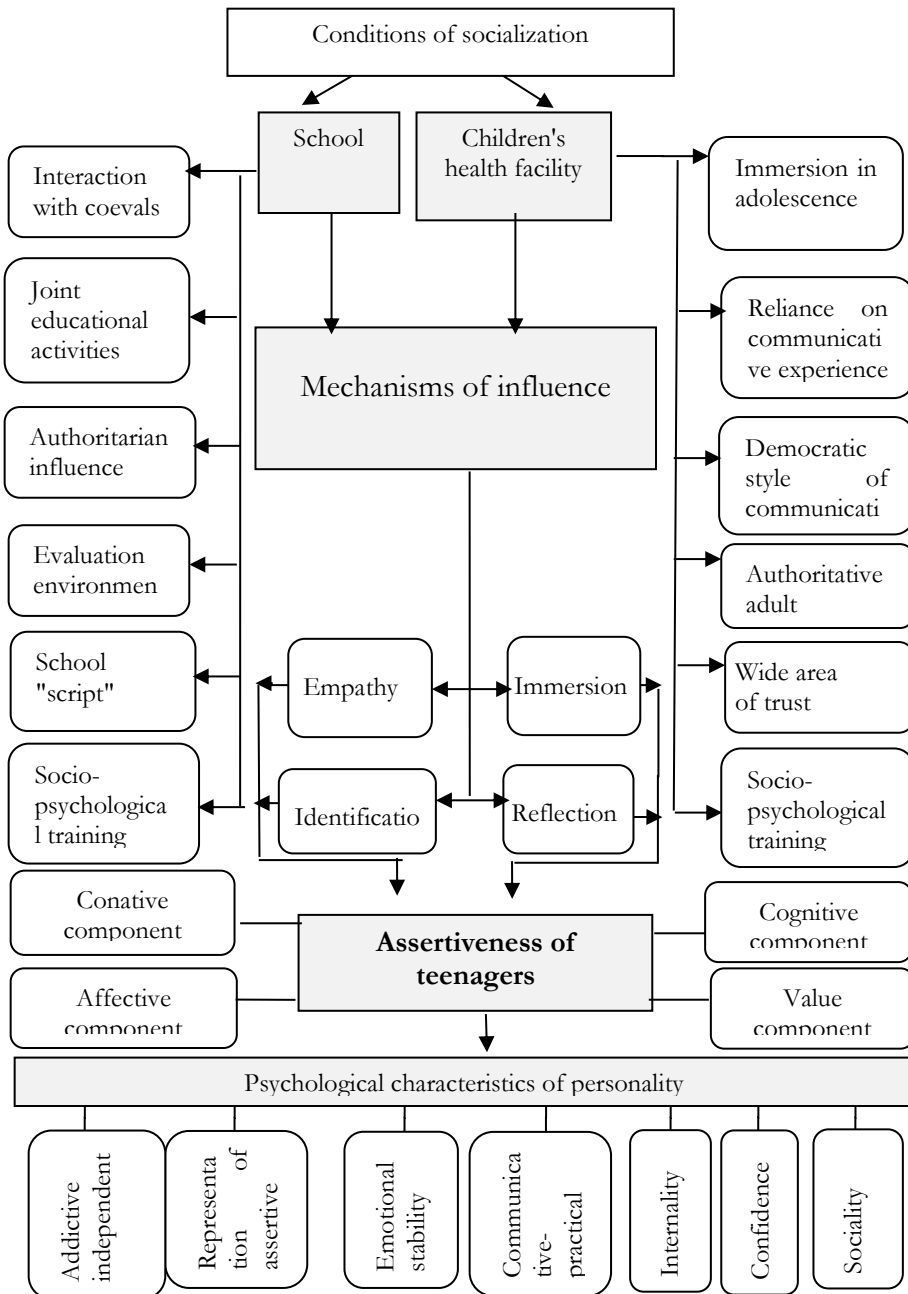


Fig. 2. Model of development of assertiveness of the teenager
Source: Author's own conception

The proposed structural and functional model presents assertiveness as an integrative psychological phenomenon with an internally coordinated structure and content components (conative, affective, cognitive, value), whose development is carried out under the influence of specific conditions of socialization and mediated by the action of psychological mechanisms - empathy, immersion, identification, and reflection.

Among dominating psychological factors of formation of teenage assertiveness independence (autonomy in the attitude, actions), clear ideas about assertive behavior, communicative-practical orientation, internality (reliance on own forces), sociality (adaptability), and also social-psychological in itself, firmness, directness, aspiration to freedom, etc. are allocated (Nerubasska & Maksymchuk, 2020).

Specific features of conditions of socialization of the personality of teenagers in a general school and a children's recreational facility have been allocated. The general school includes the constructs determining the development of levels of assertiveness of the teenager: interaction with peers, joint educational activity, authoritarian influence of the adult, the estimated environment, the school "scenario". The conditions of children's health care institution provide: a wide zone of trust, immersion in the adolescent environment, resistance to communicative experience, interaction with an authoritative adult, a democratic style of communication, use of active teaching methods (in this study - social and psychological training), having different influence by specific conditions of institutions.

The duration of the formative experiment was conditioned by the duration of the camp shift (41 days). At this stage, 72 children from the children's recreational institution and secondary school took part in the experimental study (36 teenagers divided into groups according to levels of assertiveness manifestation). Before the experiment and after its completion, diagnostics of the representation of the previously highlighted indicators of assertiveness in the subjects was carried out.

Training of assertiveness was built on humanistic principles of education, the systematic analysis of the socio-psychological determinants of personal development of teenagers. The program of the developed training is constituted by three modules. The first module (reflective) is focused on teenagers' awareness of the content of their attitudes toward assertiveness; the second module (cognitive) is aimed at familiarization with patterns of building interpersonal relationships, at forming a positive image of the world; the third module (developing) is focused on developing positive

thinking, mastering techniques for overcoming psychological barriers in achieving goals and skills for assertive behavior in situations of uncertainty of choice and decision-making (Reardon, 1977).

It was found that adolescents with low and high levels of assertiveness (according to the method of Schwartz (1992), there are significant differences on the following scales: "sociality" ($U = 124, p \leq 0.03$), "maturity" = 104, $p \leq 0,009$) - more pronounced in adolescents with a high level of assertiveness; "pleasure" ($U = 108, p \leq 0.02$) "addictive independence" ($U = 65, p \leq 0.0003$) is more pronounced in adolescents with low levels of assertiveness. Sociality, as the dominant indicator of the value component, shows that the assertive personality is able to quickly adapt to the sociocultural reality with which it interacts; maturity is expressed in self-respect, inner harmony, understanding of one's inner nature, awareness of life goals and reference points. At the same time, against the background of the development of indicators of "pleasure" and "addictive independence" in adolescents with a low level of assertiveness may develop role conflict, which, according to some social psychologists is the basis for the formation of addictive dependence.

When diagnosing the emotional block of personality in the majority of respondents using the GEO method (general emotional orientation), regardless of the level of development of assertiveness, the communicative type prevails, confirming one of the leading characteristics of adolescent assertiveness (Ptashnyk-Seredyuk, 2014). For subjects with a high level of assertiveness is characterized by a combination of communicative (28%) type with practical (22%), and for adolescents with a medium level of assertiveness – with people seeking fame (18%). Adolescents with a low level of assertiveness are characterized by the dominance of the people seeking fame type of emotional orientation of the individual (29%), as well as people seeking danger (16%) and altruistic (14%). The combination of these types of emotional orientation of the individual in the surveyed contingent of adolescents allows us to conclude that there are pronounced internal contradictions between the desire to sincerely help another person and the need for recognition, praise and attention. Analysis of the results of the color test of attitudes (CTA) of Etkind allowed to identify and describe the specifics of the emotional attitude of adolescents to the categories: "success", "independence", "independence", "purposefulness", "self-esteem", "honesty", "trust", "responsibility", "spontaneity", which define the thesaurus of the category of assertiveness. In adolescents, assertiveness is associated mainly with the concepts of independence, independence, trust (Craig, 2000).

The conative component of assertiveness was represented by internality in the field of achievement, the only indicator that shows the significance of differences in adolescents with high (6.5), medium (4.3) and low (3.5) levels of assertiveness. The results were obtained during a one-way analysis of variance. Diagnosis of the cognitive block of adolescent assertiveness, which was carried out using an associative experiment, showed that adolescents with a high level of assertiveness have a clearer and more structured idea of confidence, in contrast to adolescents with a low level of assertiveness. According to the results of diagnosis of social intelligence of personality in boys and girls with a high level of assertiveness of personality, the most significant constructs were found: for boys - "endurance in communication", "ability to adequately evaluate other people", "high level of social learning", "nonconformism"; for girls - "flexibility in communication", "tolerance", "ability to feel a communication partner".

Diagnosis of psychological factors presented the most pronounced individual psychological qualities of adolescents with different levels of assertiveness, which were identified as psychological factors that determine the development of assertiveness in adolescence (Krohnea, 2020).

Procedures of correlation and factor analysis made it possible to distinguish in the structure of assertiveness of adolescents a system of intellectual, emotional, communicative properties that act as indicators of the level of development of the studied phenomenon. In the group of adolescents with a high level of development of assertiveness (in a children's health institution and secondary school), similar results were obtained on the factors "L +" - "Protection", "N-" - "Straightforwardness", "Q1" - "Radicalism", "C + "-" I am Power", "I -" - "Harryia", the combination of which indicates the severity of such individual characteristics as independence of character, propensity for dominance and leadership, realism and self-confidence, low sensitivity, and a sense of responsibility, activity in social spheres, flexibility and diplomacy in interpersonal communication, ability to find solutions in difficult situations.

In the sample, which represents a group of adolescents with a low level of assertiveness, the following factors were statistically identified: "L-" - "Alaxia", "N +" - "Diplomacy", "Q1" - "Conservatism", "C" - "I am Power", "I +" - "Premium", the correlations between which indicate sensitivity, propensity to doubt, inner tension, self-search, focus on their inner world, low pragmatism in behavior.

The ranking of the scales for the two samples according to Friedman's criterion indicates that the differences between high and low levels of assertiveness are not accidental, present the reliability of the studied

differences ($r = 0.8$, at $p \leq 0.05$). As a result of statistical processing and qualitative interpretation of the data, the assumption was confirmed that the system of the above-mentioned personality traits mediates the influences of socio-psychological conditions of socialization of adolescents and determines the development of assertiveness of adolescents. Thus, there is an assumption that the purposeful formation of the above personal qualities will promote the development of assertiveness in adolescence. This scientific hypothesis was tested during a formative socio-psychological experiment (Synorub, 2012).

The results of the analysis obtained during the experimental psychological study of assertiveness of adolescents, allowed to state: assertiveness of adolescents, arising in the context of joint activities and relationships in the group as an undifferentiated awareness of self-confidence, then grows into a relatively stable quality, which gradually becomes a fundamental characteristic.

It is empirically confirmed that the effectiveness of the development of assertiveness of adolescents (according to the general indicator of assertiveness) increases more intensively in a children's health institution (in particular, the average level increased by 11.1% in the camp and only 2.7% in school). Positive shifts are especially noticeable in the indicators of "independence-autonomy", the development of which is mediated by age specificity (in particular, the number of adolescents with a low level of assertiveness has decreased (from 27.8 to 11.1%) (table 1).

Statistical analysis of the obtained data was performed using the non-parametric Wilcoxon T-test, which allows to assess not only the changes but also their severity. There were statistically significant changes both in the sample of subjects from the International Children's Center ($T = 98$) and in the sample of adolescents from secondary school ($T = 201$). However, changes in the first sample are noticeable, as evidenced by the value of the T-test (98 versus 201) and the level of significance ($p \leq 0.01$ versus $p \leq 0.05$). Such results prove that the training program is effective, since, in general, it was possible to increase the level of manifestation of assertiveness in adolescents of both groups, to optimize the development of the main "assertive" qualities: self-confidence, independence, social adaptability, decisiveness in achieving success, which generally contributes to the process of socialization of adolescents.

Table 1. Dynamics of indicators and levels of assertiveness of adolescents in terms of ICC (international children's center) and secondary school (in%)

		Conditions of socialization	Sections	Levels		
				Low	Medium	High
Indicators of assertiveness	Independence-autonomy	ICC (N=36)	Before SPT (Socio-psychological training)	27,8	36,1	36,1
			After SPT	11,1	47,2	41,7
		school (N=36)	Before SPT	36,1	38,9	25,0
			After SPT	30,6	44,4	25,0
	Confidence-determination	ICC (N=36)	Before SPT	36,1	36,1	27,8
			After SPT	22,2	47,2	30,6
		school (N=36)	Before SPT	27,8	44,4	27,8
			After SPT	22,2	50,0	27,8
General indicator of assertiveness	ICC (N=36)	Before SPT	30,6	36,1	33,3	
		After SPT	16,7	47,2	36,1	
	school (N=36)	Before SPT	30,6	41,7	27,7	
		After SPT	27,8	44,4	27,8	

Source: Author's own conception

Statistical analysis of the obtained data was performed using the non-parametric Wilcoxon T-test, which allows to assess not only the changes but also their severity. There were statistically significant changes both in the sample of subjects from the International Children's Center (T = 98) and in the sample of adolescents from secondary school (T = 201). However, changes in the first sample are noticeable, as evidenced by the value of the T-test (98 versus 201) and the level of significance ($p \leq 0.01$ versus $p \leq 0.05$). Such results prove that the training program is effective, since, in general, it was possible to increase the level of manifestation of assertiveness in adolescents of both groups, to optimize the development of the main "assertive" qualities: self-confidence, independence, social adaptability, decisiveness in achieving success, which generally contributes to the process of socialization of adolescents.

At the stage of the control section, the dynamics of cognitive perceptions of adolescents about assertiveness, their sensitivity to specially organized influences was noted. For this purpose, the content analysis of the

works of adolescents on the topic of "Confident Man" was used, as well as the characteristics of experts: teachers, psychologists, teachers-organizers, who worked with them for three weeks. The following concepts were used as units of analysis: trust, responsibility, openness, freedom, independence, love, success, development, kindness, sensitivity, attentiveness (positive sign); selfishness, secrecy, unnaturalness, callousness, ambition, arrogance (negative sign).

During the content analysis procedure, the ratio of the frequency of words and phrases used was used. Among the most pronounced positive indicators of assertiveness, which were used in the projective method of "Works" (by the Janis coefficient): "openness" ($C = 8.22$), "responsibility" (5.59) and "independence" (5.59). According to experts, the factors that determine the process of development of assertiveness in adolescents are: changes in the usual situation; actualization of the need for affiliation; the personality of the teacher-organizer, the intensity of activity, a clear agenda, democratic style, rapid change of various events; the opportunity to express yourself in a different way in the role-playing game.

The obtained results can be explained by the complexity of the studied phenomenon and the specificity of the influence of socialization conditions on the personality of a teenager. In the conditions of active adolescent interaction and reflection in the process of purposeful socio-psychological impact, the Ego-concept is strengthened, an "experience of trust" is formed, adaptation to new life situations is activated, and the differentiation of emotional response deepens.

The psychological and pedagogical recommendations emphasized the role of the adult, which is the ability to create a favorable atmosphere and conditions for the adolescent to realize their needs for self-knowledge. Teachers and psychologists are only obliged to correct and act as facilitators in situations when adolescents cannot find an adequate form of response to problems related to immature assertiveness and insecure behavior.

It is important to actualize the interest of adolescents in their system of values and personal meanings, to form the skills of tolerance and independence in the decision-making process; to carry out adequate psychological support in conflict situations, to develop internality and initiative; to promote awareness of one's own mistakes; support the desire to develop their own style of assertive behavior and create the image of a confident future young man.

Discussion

The scientific novelty and theoretical significance of the obtained results is that: for the first time assertiveness of adolescents is presented as a personal

integrative education, polydeterministic quality, which is determined by a system of individual psychological characteristics and mediated by the conditions of socialization; found that in adolescence assertiveness develops in the direction of awareness of goals, openness of experience, the desire for freedom (general age trend), the development of responsibility, independence, which individually determine the trends of further assertion of personality in adolescent communication environment according to the level of its assertiveness; psychological factors that determine the development of assertive qualities in adolescence (motivation of self-affirmation, dominant value orientations, personality traits, socialization conditions) and ensure the effective formation of assertiveness of adolescents by age and gender; it is established that communicative orientation and internality are universal characteristics of assertive adolescents of different sexes, and reflectivity, altruism and tolerance are differentiated in the behavioral manifestations of girls and boys; it is empirically confirmed that the effectiveness of adolescent assertiveness, in particular, such indicators as independence, responsibility, confidence, focus on success - increases significantly in a children's health institution, when in the process of purposeful socio-psychological influence is special work to strengthen Ego-concept, adaptation to new life situations, differentiation of emotional response; from the point of view of neuropsychology, the role of the behavioral and motivational-value range of the personality has been determined, which indicates the complexity of differentiating manifestations of self-confidence and aggressiveness. To overcome assertiveness, it is proposed in educational institutions to use psychological programs of active social psychological trainings for the development of confident personality behavior.

The content of the concepts "adolescent assertiveness", "socialization conditions", "adolescent sociality", "deprivation of parental influence", "confidence", "uncertainty", neuropsychological concepts of assertiveness and their manifestations; the idea of the mechanisms and neuropsychological patterns of development of assertiveness of the personality in the period of adolescence *is expanded*.

The practical significance of the results of the study is to optimize the development of adolescent assertiveness based on the experience of effective communication in a specially organized adolescent interaction, neuropsychological explanations. The diagnostic operation tested in the research create methodical bases of monitoring of neuropsychological factors of development of teenage assertiveness. The functional model of adolescent assertiveness as a tool for studying complex socialization

processes is substantiated, on the basis of which a psychological program for optimizing the development of assertive qualities (confidence, communicative orientation, openness) has been developed and implemented. The recommendations contained in this program will be useful to educators and psychologists of different types of educational institutions. The provisions highlighted in the article can be used to deepen the content of curricula in the disciplines of "Age and Educational Psychology", "Group Psychocorrection", "Social Psychology", "Fundamentals of Training", etc.

Conclusions

Based on the theoretical analysis of the achievements of scientific schools of humanistic, behavioral and socio-cognitive orientation, the idea of the concepts of assertiveness and confidence was systematized. It has been proved that in neuropsychology the main emphasis in considering the problems of assertiveness is paid to the development of work with the behavioral and motivational spheres of the personality, pointing out the complexity of differentiating manifestations of confidence and aggressiveness, diagnostics of neuropsychological factors of psychological qualities of adolescents with different levels of development of assertiveness, which should be distinguished as psychological factors that develop assertiveness in adolescence (according to the results of the R. Cattell test) (Pereira, 2010; Vagos, 2010).

Assertiveness is presented as an integrated psychological phenomenon with an internally consistent structure and filled with semantic constructs. Assertive behavior is formed under the influence of specific conditions of socialization, mediated by personal readiness for life, contributes to the reduction of aggression. Based on the structural-functional approach, adolescent assertiveness is presented as a systemic polydeterministic personal quality that has an affective-cognitive nature, communicative orientation and is characterized by such psychological properties as confidence, sociality, independence, internality.

An assertive adolescent is distinguished by sociality (ability to adapt to the socio-cultural environment), emotional maturity, which is expressed in self-regulation, self-acceptance; communicative orientation, the desire for personal autonomy, confident behavior. The structural characteristics of adolescent assertiveness include: the notion of assertive behavior, independence of judgments (cognitive component), satisfaction, communicative orientation (affective component), maturity, social adaptability

(value component), confident behavior, addictive independence (conative component).

Adolescent assertiveness is mediated by the action of psychological mechanisms (imitation, reflection and introjection), motivation of self-affirmation, dominant value orientations, socialization conditions that determine the meaningful context of the structural and functional model of adolescent assertiveness. The process of socialization of the adolescent is defined as the gradual expansion of the individual's sphere of communication and activity, through the acquisition of social experience of self-regulation and the formation of an active life position.

On the basis of the structural analysis features of display of assertiveness of teenagers are empirically allocated that allowed to allocate typological psychological characteristics of teenagers with high, average and low level of development of assertiveness:

- in adolescents with a high level of assertiveness, ideas about assertive behavior are clear and structured; they are characterized by confident behavior, propensity for leadership, authoritarianism; autonomy, internality in the pursuit of success, a combination of communicative type of emotional orientation with practical, straightforwardness, radicalism, practicality, determination, emotional maturity, which contributes to the effective solution of difficult life situations;

- for adolescents with a medium level of assertiveness, the most pronounced is the communicative orientation in combination with desire for recognition, as well as independence in judgments, developed sense of responsibility and duty, high adaptability, independence in decision making, activity, flexibility in communication. promotes interpersonal interaction among peers;

- adolescents with a low level of assertiveness are characterized by dominance in the system of life values of pleasure constructs and the desire for addictive independence, vague ideas about confident behavior, internality in health, the dominance of emotional orientation in combination with altruistic type of orientation, indicating the presence of bright pronounced internal contradictions between the desire for sincere help to another person and the need for recognition; are characterized by high sensitivity or even vulnerability, impoverished range of emotional reactions, developed imagination, tendency to doubt, focus on their inner world, low pragmatism in behavior. Internality in the field of achievements is an integrative content indicator, according to which there is a statistically significant difference in adolescents with different levels of assertiveness.

Psychological factors that determine the development of

assertiveness of adolescents in different conditions of socialization are substantiated: these are clear ideas about assertive qualities, confident behavior; emotional and communicative orientation as dominant in the hierarchy of attitudes to various spheres of life; internality, which presents the orientation of adolescents to their own achievements and experiences; sociality and maturity as motivational determinants, confidence and independence as behavioral; dynamic system of individual psychological qualities (intellectual, emotional, communicative) as a personal determinant of adolescent assertiveness.

The sexual specificity of adolescent assertiveness is reflected, first of all, in cognitive and communicative spheres: in the structure of social intelligence of adolescents with a high level of assertiveness the most significant constructs were found: for boys - "endurance in communication", "ability to evaluate other people", "high level of ability to social learning", "nonconformism", for girls - "flexibility in communication", "tolerance towards other people", "ability to feel a communication partner".

During the formative experiment, a structural-functional model was built, which presents an algorithm for the formation of adolescent assertiveness. The development of assertive qualities is carried out under the influence of specific conditions of socialization and is mediated by the action of psychological mechanisms - imitation, immersion, introjection and reflection. Specific conditions of socialization of teenagers are singled out: joint educational activity, authoritarian influence of an adult, assessment environment, school "scenario" (secondary school); a wide zone of trust, immersion in the adolescent environment, reliance on the communicative experience, the authority of a significant adult, a democratic style of communication.

From the point of view of neuropsychology, it is important not only to master assertive behavior, but also to develop assertiveness as a quality of a person capable of expressing his own interests and goals and achieving them without humiliating others. Consideration of assertiveness as a subjective personality trait in combination with consonant empathy as an integrative personality trait offers the best option for the development and manifestation of the phenomenon in the form of empathic subjectivity. Assertiveness is an integrative property of a person to show empathic subjectivity in shaping his own life in the "person - person" system. Empathic subjectivity is a systemic interaction of consonant (one modality) empathic experiences and subjective personality traits. Assertiveness manifests itself at the affective, cognitive, conative, subjective and ideological levels. The affective, cognitive and conative components

represent its procedure as psychological phenomenon. Their systematic interaction with developed integral empathy in combination with subjective characteristics is a subjective component, and the presence of an active life position with an empathic orientation is a worldview. Depending on the stages of development of assertiveness as empathic subjectivity, their types are distinguished: sympathetic (affective), passive-empathic, constructive, personal-semantic, empathic. At the center of the functioning of any type of phenomenon are the corresponding mechanisms: - emotionality, identification, personal reflection (merciful assertiveness); reflection, prediction (passive-empathic); decentralization (constructive); moral reflection, decentration (personal meaning); domination of the activation search system (empathic). The main functions of assertiveness are adaptive, communicative, regulating, purposeful, strengthening (Bandura, 1982).

Promising areas for further study of the problem of assertiveness are the amplification of factors that determine the level of development of assertiveness at different stages of socialization, identifying the specifics of the influence of the reference group on the development of the above phenomenon, etc.

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The Author 1 performed a critical review of existing publications on the research problem, explained the neuropsychological features of adolescents' assertiveness development in different socialization settings.

The Author 2 presented a diagnosis of neuropsychological factors and presented the most pronounced individual-psychological qualities of adolescents.

The Author 3 analyzed what psychological causes should be identified that determine the development of assertiveness in adolescence.

The Author 4 worked on the linguistic design of the article material.

Authors 5,6 formed and organized the list of references.

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