

**PERSONALITY AUTONOMY AS THE MAIN PSYCHOLOGICAL
AND PEDAGOGICAL DETERMINANT
IN THE MODERN EDUCATIONAL SPACE**

Victor Smirnov

Omsk State University name after F.M. Dostoevsky, Omsk, Russia

Keywords: educational process, psychological and pedagogical determinants, personality autonomy, adolescent psychology, personality determinants.

Personal autonomy is currently one of the most important problems of psychological and pedagogical sciences, which is dictated, firstly, by the socio-psychological position of minors in the social structure of society, and, secondly, by the acute need of modern society for individuals who can bear personalized responsibility for their actions.

The purpose of this article is to determine the main psychological and pedagogical determinant of working with individuals whose trajectory of psychosocial development is different from the autonomous one.

Material and method. When writing this article, we used the method of theoretical analysis of the scientific research of D.A. Leontiev and O.V. Sulimina, which allowed us to decompose the theory of personal autonomy into separate elements. Further analysis of these elements allowed us to draw a conclusion about the actual correlation of personal autonomy as a category of the main psychological and pedagogical determinant in the modern educational space.

Findings and their discussion. Appealing to the need to identify the prevailing psychological and pedagogical determinant when working with minors, it should be noted that the current framework of the educational space causes a tendency to expand the level of adolescent aggression, which often manifests itself in extremely deviant forms, which may be evidenced by the fact of the growing crime rate among Russian minors over the past 10 years [1]. Aggression, being a variation of social behavior, is certainly regulated by a variety of social norms, among which we can consider both legal sanctions, among which it is customary to distinguish formally defined rules and laws, and moral categories, the primary foundation of which is the idea of good and evil. A sense of personal responsibility for one's activities and a developed ability to self-regulate social behavior through moral categories is an integral feature of an autonomous personality [2], the determinants of which were discussed below.

The interdisciplinary nature of the problem of personal autonomy is a rational justification for the fact that many domestic and foreign scientists show their scientific interest in the above-mentioned problems, among which D.A. Leontiev, E.N. Solovova, O.V. Sulimina, R. Wright, D. Shapiro and many others can be distinguished in a special way. In our opinion, the problem of personal autonomy is extremely relevant today, since the latter, acting as a criterion of psychological health and stability of an individual, firstly, can be a utilitarian tool for operationalizing the level of information and psychological security of a person and, secondly, is a promising tool for developing psychological and pedagogical determinants in the educational process that meet the following criteria: for a steady increase in the level of this autonomy.

Theoretical analysis of the study by D.A. Leontiev and O.V. Sulimina allowed us to identify the following trajectories of psychosocial development of a minor personality [3]: autonomous; impulsive; maladaptive; conformal.

According to the authors of the study, the autonomous trajectory of personal development is the only way that an individual will be able to have psychological stability and stability. In our opinion, the authors single out the autonomous type of social psychosocial development as the only correct one, since its foundation is integrated feelings of personal responsibility and unlimited freedom, which forces the individual to independently determine the area of acceptable behavior in society, which, of course, is a direct consequence of having the skill to bear personalized responsibility, which, in itself, is not a It is already one of the determinants, because a person who has a sense of autonomy is less susceptible to the destructive influences of the social and cultural environment than an individual who adheres to a different trajectory of psychosocial development.

An important factor of psychological and pedagogical work is that timely detection of aberration in the developmental trajectory of a teenager allows it to be corrected by means of psychotherapeutic techniques, which contributes both to the development of self-determination mechanisms and to the disclosure of internal potential in underage children [4].

The written above allows us to conclude that the modern educational environment requires a qualitative modernization of the content of psychological and pedagogical work through the course of developing determinants of the development of adolescent autonomy. The determination of the individual psychosocial trajectory of a minor's personality should undoubtedly be accompanied by interpersonal and competent interaction of subjects of the educational process, among which the teacher, the parent and the teenager himself can be distinguished. The role of the teacher, as a determinant of the development of personal autonomy of a minor, is to provide the necessary psychological and pedagogical support in the educational process, which is manifested in the formation of self-confidence in the student and their abilities, which further helps him to make a choice and adequately evaluate it, set long-term goals in the short term and achieve them [5].

Conclusion. In our opinion, the indicated directions in psychological and pedagogical work with subjects of the educational process are of paramount importance in the process of developing the autonomy of the minor's personality. The key determinant of the educational space in modern society should be the competent work of the teacher, as the central subject of the educational process, built in conditions of continuous interpersonal and productive communication of its peripheral elements.

1. Prosecutor General's Office of the Russian Federation: official website [Electronic Resource]. – Moscow. – Access mode: http://crimestat.ru/offenses_map. – Date of access: 09.09.2021);

2. Vygotsky, L.S. Collected works: in 6 vols. Vol. 4. Child psychology / L.S. Vygotsky // The age problem / Edited by D. B. Elkonin. – Moscow: Pedagogy Publ., 1984. – P. 243–268.

3. Leontiev, D.A. Trajectories of personal development in the transition from childhood to adulthood and their dynamics in the historical and cultural dimension. Collection of scientific articles / Ed. by L.F. Obukhov, I.V. Shapovalenko, M.A. Odintsovo. Moscow: GBOU VPO MGPPU, 2015. – P. 246.

4. Personal resources for overcoming difficult development conditions / L.A. Alexandrova [et al.]; Edited by D.A. Leontiev. – Moscow: Smysl, 2015. – P. 579-610.

5. Strakhov, I.V. Psychology of pedagogical tact. Saratov / I.V. Strakhov. – Publishing House of the Saratov University, 1966. – P. 280.