

UDC 159.923.2

DOI: <https://doi.org/10.17721/2616-7786.2024/10-1/11>

Tetyana SVATENKOVA, PhD (Psychol.)

ORCID ID: 0000-0002-4921-9033

e-mail: tatianasvatenkova@gmail.com,

Psychologist in the recreation program "Children's Camp Zefir", Ukraine

THE ADOLESCENTS' PSYCHOLOGICAL POTENTIAL ACTUALIZATION IN THE TEMPORARY CHILDREN'S ENVIRONMENT CONDITIONS

Background. *The using features' opportunities in a temporary children's collective within the children's health and recreation camp recreational and developmental environment for the adolescents' psychological potential actualization are revealed. The author's program concept for the psychological potential's activation, development and actualization is substantiated. Combining the recreational and developmental period of the teenagers' stay in the camp with training classes, accordingly coordinated in purpose's terms, tasks and functions, a person-oriented competence approach to working with children and the transformational interaction concept, already at the first stage certain changes in behavior became noticeable.*

Methods. *The teenager's psychological potential comprehensive model's actualization and development was developed during 2017–2020 in the recreational and developmental environment in the recreation program "Children's Camp Zephyr". The diagnostic toolkit consists of the following methods: hermeneutic narrative analysis' method; questionnaire with elements of conversation. The model's development was preceded by a study with the participation of teachers and parents. The following methods were used: the learning and motivational activity effectiveness assessment expert's method (teachers of the subjects) and a mixed-type questionnaire to determine motivation, emotional state, physical state, behavioral manifestations and values (participants' parents). During the program's implementation and correction, participants' groups test checks were constantly carried out using the methods of determining emotional intelligence (N. Hall) and sociometric status.*

Results. *68 adolescents participated in the study. Specific conditions for the teenager's psychological potential actualization were identified and a component readiness model was created based on the survey's results and the camp's work analysis. The above-described features formed the basis of the adolescence's psychological potential actualization model.*

Conclusions. *Based on the results of the work and research, we can conclude that the temporary children's environment use for the psychological potential actualization is obvious when applying a comprehensive psychological potential actualization model in the recreational and developmental environment in a children's camp.*

Keywords: *psychological potential, recreational and developmental environment, actualization, emotions, motivation, values, behaviour.*

Background

Problem Statement. Adolescence is a critical developmental period marked by reflection and planning for the future (Nurmi, 1991). Theory and research suggest that positive expectations about the future can promote optimal development and successful transition to adulthood (McDade, Chyu, & Duncan et al., 2011; Arnett, 2000; Aronowitz, 2005; Schmid, & Lopez, 2011). On the other hand, adolescents who have negative expectations about their own future are more likely to exhibit problem behaviors (Dubow et al., 2001; Sipsma et al., 2012; Stoddard, Zimmerman, & Bauermeister, 2011). Given the important correlates and consequences of future expectations among youth, it is important to understand what contributes to the positive future expectations' emergence, because the individual's psychological potential development context in adolescence affects not only the current adolescent's development, but also future behavioral strategies.

Understanding the adolescent's psychological potential is at the active development stage, analysis and systematization of practical developments' achievements. All this necessitates the search for new concepts, models, and programs for the adolescent's psychological potential development, which proves the relevance and timeliness of our research's topic.

The psychological potential actualization includes a number of important aspects that in the future affect not only the individual's potential as a whole, but also the life position, the life perspectives' formation and life construction's practices (Tytarenko, 2012). It is in the adolescent's personality development period that the self-positioning and self-motivation constructs are actualized and developed, which in later life develop into the personal dialogicity position (Mykhalchuk, 2018), the need for self-improvement (Kovrigina, & Orlova, 2020), the desire for self-realization (Milchevska, 2013). Aspects of the personal dialogicity

position – subjectivity and intersubjectivity – relate to the adolescent's personality position in relation to himself and the world around him. This is an important construct of the individual's internal position in relation to personal awareness and perception and subjective dialogicity in the interpersonal interaction process. The need for self-improvement includes social interaction and self-awareness aspects. This is a kind of activity construct that is formed in interaction – with oneself and the world – and through it, but against the life perception semantic component's background. The desire for self-realization in adolescence is not yet fully realized and formed, but the self-realization processes through the activity forms' variability and self-actualization through the relevant desired goals' achievement that carry universal human values take place as psychological potential actualization's aspects.

The main sources and publications analysis. The self-actualization concept is closely related to the individual's psychological potential actualization notion, in particular of the adolescent, due to its connection with well-being; those who are considered self-actualized are also usually in a good psychological state. The famous humanistic psychologist's work, A. Ellis, according to M. Bernard et al. (2011), showed that "self-actualization, like the psychological potential realization, includes the perfection and satisfaction pursuit; everything that people want to desire and express, which begins in childhood but is finally formed in adolescence".

Several studies have shown how leisure enjoyment is related to other individual's life dimensions, highlighting the importance of these associations in adolescent development. According to Kim S. et al. (Kim et al., 2015), leisure activities' enjoyment and positive attitudes toward leisure activities were associated with increased self-esteem. Other studies have found a leisure enjoyment direct effect on self-esteem in undergraduate students and older

© Svatenkova Tetyana, 2024

adults (Tsai, Liu, & Wu, 2012; Kim et al., 2015). In addition, recent studies focusing on the leisure attitudes' benefits and leisure activities' enjoyment have shown positive results in increasing well-being and overall life satisfaction in adolescents (Freire, & Teixeira, 2018; Hartmann, 2002). Leisure enjoyment has a long-term impact on adolescents' psychological well-being and life satisfaction, according to K. Shin and S. You (2013). Leisure enjoyment is also related to life satisfaction, after S. Choi and Y. Yoo (2017). S. Trainor, P. Delfabbro, S. Anderson and A. Winefield (2010) investigated the relationship between adolescents' leisure participation and psychological well-being, which they interpreted as increased self-esteem and life satisfaction, positive mood, and the depression, anxiety, and stress significant levels' absence.

These results suggest, as do other studies, that well-being in adolescence has its own idiosyncrasies (Casas, 2010), which should be studied from the approaches focused standpoint on its evolution and specific characteristics. The fact of the undeniable connection between the psychological well-being's feeling and the adolescent's psychological potential actualization is relevant. In particular, with regard to well-being, it is also considered necessary to change the attitude towards adolescence. It is extremely important that the adolescents' potential capabilities, their positive qualities, their ability to successfully adapt and experience a high level of well-being are taken into account in the different areas that can contribute to positive development during these years: family, school, community, clinical practice and scientific research. Only with such a positive vision of adolescence will it be possible to plan and develop research and intervention programs that encourage the adults' knowledge and participation in adolescent life and the adolescent's psychological potential actualization, promote well-being, and teach how to successfully manage their relationships.

Research's prerequisites. The high school teachers' anonymous voluntary survey conducted in 10 schools in different regions of Ukraine (Prykarpattia, Central and Northern), revealed a decrease in student activity (360 people aged 14–17) by 40 % (attendance, desire to learn and participate in educational activities), significantly decreased academic performance (by 35 %) during the distance learning period.

The parents' survey results indicate that in the adolescents' emotional sphere, feelings of fear (89 % of respondents), anxiety (84 %), aggression (58 %), depression (52 %).

The study of the adolescents' psychological potential specific manifestations structural characteristics was conducted in 2017–2020. More than 1,500 adolescents participated in the experiment on a voluntary basis and anonymously. Based on the recreation program "Children's Camp Zephyr" and the adolescent psychological center "Alternative", a model for updating the adolescents' psychological potential has been developed. The model consists of 4 stages: diagnostic, psychocorrective, formative, recreational and assertive.

The article's purpose. To prove the effectiveness of using the temporary children's environment opportunities (using the children's health and recreation camp example) to actualize the adolescents' psychological potential.

Methods

The teenager's psychological potential actualization and development comprehensive model was developed during 2017–2020 in the recreation program "Children's Camp Zephyr" recreational and developmental environment. This program goal was as follows: to develop a set of work's

methods and forms that would help effectively increase the teenager's personality psychological potential components' development level, namely, would contribute to the personality's psychological potential actualization, self-determination, self-actualization and development activation in adolescence.

The study purpose: the teenager's psychological potential actualization model's implementation through the transformational interaction's cycle based on a competency approach and technology for the teenager's potential actualization in temporary groups.

Basic principles:

- individual-psychological approach to the child in combination with socio-group values;
- the child's interaction, an adult and a temporary mixed-age group.

The primary diagnostic toolkit consists of the following methods:

- 1) Sociometric survey (J. Moreno);
- 2) Diagnostics of "emotional intelligence" (N. Hall);

These methods make it possible to assess the child's psychological potential level development in terms of such key competencies as cooperation, communication, intercultural intelligence, leadership in service and socio-emotional intelligence. At the moment, these are basic competencies that allow for effective development of a person in a group, while preserving their individuality and authenticity.

The following methods were used to verify the adolescents' psychological potential actualization model's effectiveness at the implementation's final stage in the temporary children's environment conditions:

- 1) narrative analysis' hermeneutic method;
- 2) questionnaire with elements of conversation.

Results

The special approach to organizing recreational and developmental work with children is being implemented within the recreation program "Children's Camp Zephyr" framework during 2017–2020. This program was based on psychological and pedagogical methods' harmonious combination, influencing the child's personality development, which takes into account the psychosocial, cultural-intellectual and neurophysiological aspects in the recreational and leisure process (Svatenkova, 2018). Analyzing the recreational and leisure process' aspects components, we implement them as follows:

- Psychological: aimed at psychological tension and stress' reducing symptoms, improving resilience skills, developing communicative and leadership qualities, the ability to behave in conflict situations, etc. It is implemented through the training exercises' use in the work's program with children, direct trainings according to age, evening "candles" – emotional state and impressions' discussions, psychological quests, a psychological club for teenagers and film therapy.

- Social: aimed at increasing social intelligence, developing independence, adaptability, assertiveness, mentoring and support skills. It is implemented through alternating different types of activities, being in mixed age groups, mentoring and leadership in competitive activities, and support from senior mentors and counselors.

- Educational: obtaining new, relevant knowledge on various topics. This is done through intellectual games, quests, quizzes, competitions, and meaningful, targeted communication with mentors and peers.

- Aesthetic: aimed at developing aesthetic feelings, cultural assimilation through the native people traditions' experience, cultivating communication and taste's culture. It

is implemented through thematic events "Ukrainian traditions", "Fashion is my profession", Handmade studios, creating costumes, decorations, video and photo quests, competitions and thematic hairstyles, face art.

- Relaxation: aimed at switching to other activities, different from everyday duties, restoring children's internal resources. It is implemented through adherence to a clear daily routine, alternating different activities, walks in the fresh air, watching cartoons, dancing, sports, animation, book and game clubs.

- Physiological: physical skills in various areas' development, increasing physiological resistance to various types of loads, adherence to a healthy diet. We use various types of physical activity (dancing, sports, swimming, tourism), hold sports competitions (tennis, chess, checkers, football, volleyball, etc.), offer studios' wide selection (stretching, dancing, gym, outdoor games, swimming pool, chess, checkers, etc.).

At the final work stage material was collected in the stories-narratives' form on the topic "My Potential" to obtain a more complete picture of the teenager's psychological potential actualization. 68 teenage mentors who had undergone (or were undergoing) the individual's psychological potential actualization's full cycle within the children's recreation program "Children's Camp "Zephyr" developmental environment's framework took part in the survey., The directed questions' plan was used to obtain the necessary information. The answers to it the teenager had to give in the writing the story process, these answers revealed the qualitative psychological background of teenager's psychological potential each component: motivational, value, behavioral, emotional. The participants were given the task: to describe a story from their life that was memorable.

The hermeneutic analysis results:

- 68 adolescent mentors participated, 67 of them described an interaction with a significant person or reference group situation, 1 – a threat to their own health situation.

Motivational component:

- Group affiliation motives predominate (support for a group, friends, team; being in a desired community – camp, theater section) – 68 choices;

- Self-actualization motives (own development, leadership, best sides realization, one's own value confirmation) – 65 choices;

- Hedonic motives (to relax, have fun, get pleasure, eat deliciously) – 61 choices;

- Motives related to a significant person (to be liked, to get approval, to understand another, to be useful to another, to help, feelings of guilt) – 60 choices;

- Motives for achieving a goal (winning in competitions, contests, overcoming fear, changing the environment, being alone) – 33 choices;

- Fear for one's own health – 1 choice.

Behavioral component:

- Interaction (participation in joint activities with peers – games, singing, listening to music, walks, dancing, photo shoot; group interaction with certain rules – games in the camp, waiting for a friend) – 58 choices;

- Personality development (imitation, learning, choosing a behavior strategy, analyzing relationships and behavior, observation and introspection) – 50 choices;

- Individual reaction to the situation (conflict's avoidance, unexpected behavior, sleep, lying, somatic reactions) – 35 choices;

- Communication (communication, hugs) – 30 choices;

- Affectivity, emotionality (crying, laughing, screaming, avoiding contact, politeness, restraint) – 25 choices.

Value component:

- Terminal: happiness, health, friendship, safety, time, parents, kindness, gender identity, peace, comfort, memory – 57 choices;

- Instrumental: politeness, humor, justice, ambition, experience, keeping one's word, honesty, patience, humanity, understanding, emotionality, caring for others, adaptability, helping, reputation, creativity, education, sharp mind – 35 choices;

- Interactions with others: relationships with a significant person, communication with a reference group, support, caring for others, the others' opinion, acceptance – 68 choices;

- Individual: personal development, intimacy, closeness, being needed, achievements and victories, positive emotions – 56 choices.

Emotional component:

- Sthenic: fear, anger, determination, fright, elation, confidence, anxiety, inspiration, joy, guilt, relief, enthusiasm, panic, euphoria, curiosity, pride, fun, happiness, irritation, embarrassment, impression, delight, disappointment, immersion in activity, tension, intrigue – 68 choices;

- Asthenic: uncertainty, boredom, regret, pleasure, hesitation, security, awkwardness, anxiety, calm, beautiful, sadness, pleasant, sorrow, ambivalence, exhaustion, excitement, hesitation, fatigue, closeness, good, oppression, ignoring, balance, emptiness – 63 choices.

- We draw conclusions having analyzed the respondents' answers: the following are psychological potential's manifestation characteristic features of an endogenous, exogenous and intrapersonal nature or certain conditions for its manifestation:

External psychosocial necessity: group affiliation motives (the group, friends, team support); hedonistic motives; achieving the goal motives (winning in competitions, contests, changing the environment); interaction behavior (participation in joint activities with peers, group interaction with certain rules), interpersonal communication; instrumental values; spontaneous emotional reactions to external stimuli.

Internal potential readiness: group affiliation motives (being in the desired community); self-realization motives; personality development (behavioral component); terminal values formation's level and emotional intelligence's level (as readiness to show emotions according to the situation).

The subjective dialogicity need: motives associated with a significant person; individual reaction to the situation (conflict avoidance, unexpected behavior) and conscious affective reaction; interaction with others values and individual values.

Specific conditions for the teenager's psychological potential actualization were identified (Fig. 1).

Internal potential readiness implies the individual's psychological potential presence at the formation's competent level in accordance with age, socio-cultural and situational requirements. External psychosocial necessity, in turn, is in a certain way provoking circumstances that actualize the need for the individual's psychological potential manifestation.

An adolescent should form an internal personal request for the own psychological resources' use in a psychosocial interaction's situation, that is, a desire to grow up and a responsibility's sense for their own actions and deeds in this situation, the need for subjective dialogicity. This is a choosing behavior conscious position in accordance with

the situation, aimed at finding a constructive solution using an internal psychological resource. Some questions, depending on the answer, could be attributed to other blocks. This was taken into account when conducting the hermeneutic analysis procedure and clarified in conversations with children about their stories. That is, in

addition to the participants' own stories, which they personally wrote, a conversation was conducted with each of them, which clarified the psychological context of the motives, values, emotions, and behavioral manifestations described by the respondent in the story-narrative.

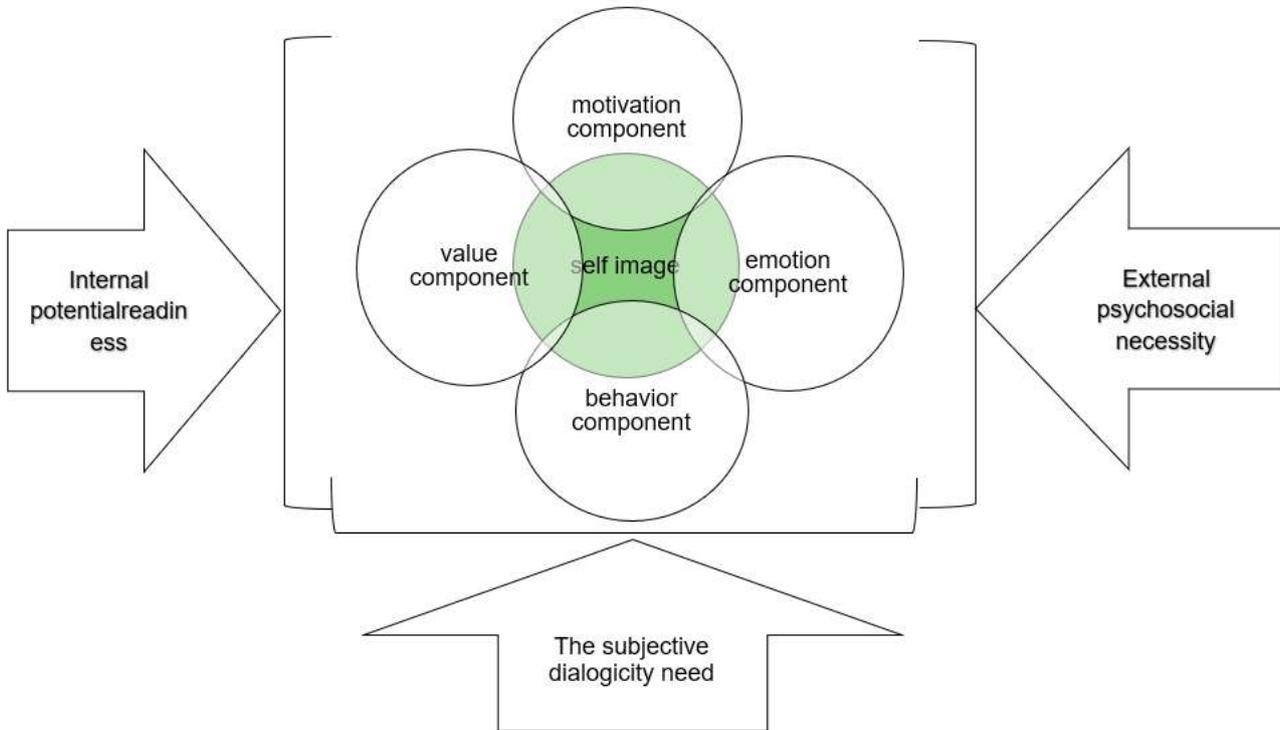


Fig. 1. The teenager's psychological potential actualizing conditions

The clarifying conversations with teenagers results' analysis:
What prompted you to act? What knowledge helped you?

- Situation and circumstances: friends, team, the situation demanded it – 43 choices; a close person, friend, senior mentor – 25 choices.
- Knowledge and competencies: "Alternative" trainings, read in a book, at school they analyzed a similar situation – 49 choices; discussed with friends, have experience – 19 choices.

What guided you when making a decision?

- Value-situational coordination: I know that in such a situation it is important; I acted in accordance with my principles; there is no other way here – 38 choices.
- Value-orientation position: this is how it is accepted in my family, I believe so, it was my choice, I value determination, it is important for me to resolve the situation – 30 choices.

What helped to navigate the situation?

- Orientation to the environment: I have to help others, help out friends, they count on me – 42 choices.
- Subjective position: I can decide this, who else but me, I rely on myself, I can do it – 26 choices.

Was it an emotionally charged situation? Whose emotions prevailed?

- External emotional background: I was cheered for, supported, inspired – 32 choices.
- Developed emotional intelligence: I was outraged (depressed) by the situation, wanted to please loved ones/friends, I am happy to achieve the desired – 36 choices.

Have you encountered similar situations? What helped in this one?

- Successful scenario: film, book, discussion, ones' loved experience \friends – 30 choices.
- Plan: learned to plan and anticipate such things at trainings, worked out a plan of action with a friend/teacher/psychologist, discussed possible options with parents – 38 choices.

It is possible to build the component situational readiness model, reflecting the processes that occur in the teenager's inner personal space, the external manifestation's features at the psychological potential components' level according to the conversation with the respondents' results. To characterize the psychosocial formations that form the external psychosocial necessity, internal potential readiness and the need for subjective dialogicity at the motivational, value, emotional, behavioral components' level and self-image (Fig. 2).

More specifically, these psychosocial formations' dynamics can be described as follows:

Motivational component:

- characterizes his own psychological potential's manifestation the individual regarding the direction and nature internals' conscious position (I am aware of my strengths and wish to demonstrate them);
- has an external acute need to act in these circumstances to achieve a goal supported by a reference group or person.

Value component:

- the situation is determined by values relevant to the individual;

- the final result has a value-oriented justification (or terminal value).
- Emotional component:
- emotional intelligence must be at or above the age level required by the situation;
 - the emotional background of the situation must encourage action and support the individual.
- Behavioral component:
- the individual must develop his own internal plan of action in this situation;

- in the individual's experience (his own or borrowed) there must be a scenario of successful behavior in similar situations.
- The self-image should be characterized by a dialogical position in a given situation: on the one hand, the individual has a formed subjective position in relation to himself in the surrounding world, on the other hand, he is in the process of acquiring and forming the external intersubjective interaction's experience.

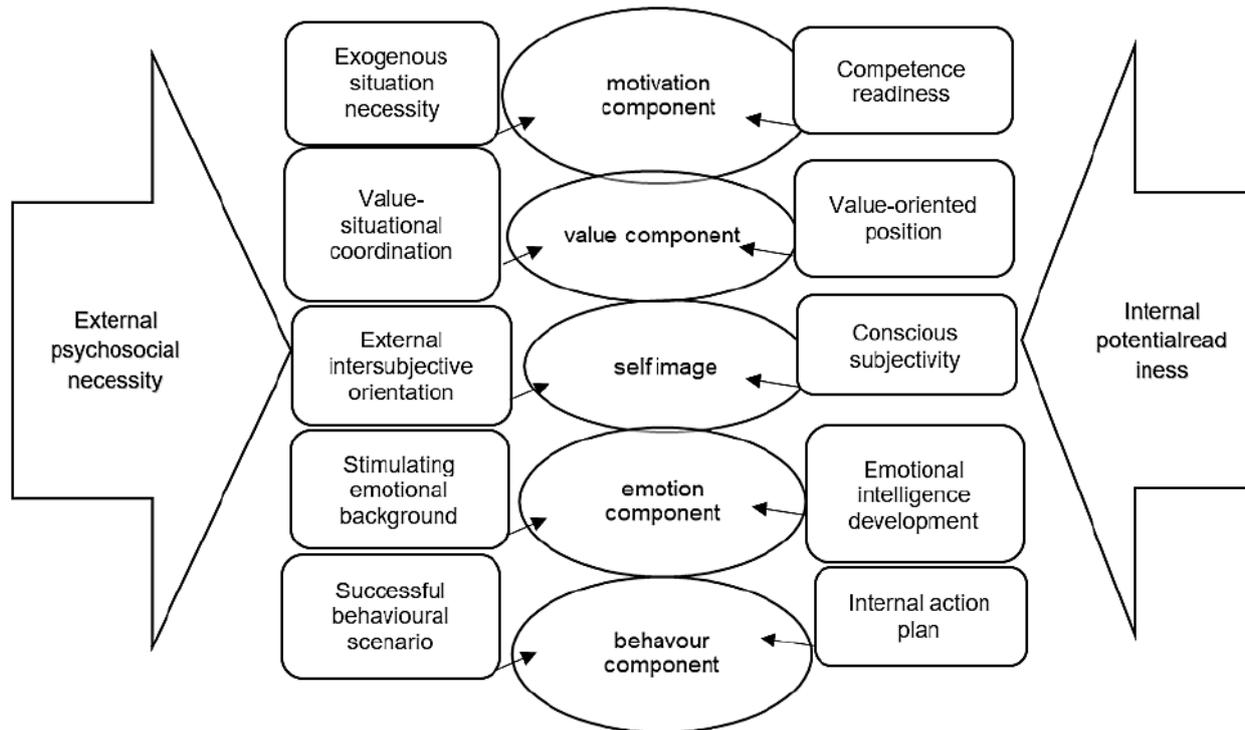


Fig. 2. Component Situational Readiness Model

Internal potential readiness assumes the individual's psychological potential presence at the formation's competent level in accordance with age, socio-cultural and situational requirements. External psychosocial necessity, in turn, is in a certain way provoking circumstances that actualize the need for the individual's psychological potential manifestation.

The teenager's psychological potential realization requires purposeful, organized actions on the part of an adult and the teenager's internal needs. Based on the work results and adolescents' regarding the stories-narratives potential research and test results, the teenager's psychological potential actualization's comprehensive model has been created (Fig. 3).

This model takes into account all previous approaches and modern challenges regarding the teenager's personality development. We try to purposefully shape a teenager's potential readiness for self-expression and their own potential use in our program.

Discussion and conclusions

Psychological potential not only develops and is formed together with the personality, it must "ripen" for a certain act of "testing" it in the appropriate situation. In addition, the teenager must form an internal personal request for the use of his own psychological resources in a psychosocial interaction's situation, that is, the desire to grow up and a

sense of responsibility for his own actions and deeds in this situation, the need for subjective dialogicity. This is a conscious position of choosing behavior in accordance with the situation, relevant, balanced, reasoned and responsible, aimed at finding a constructive solution using internal psychological resources.

It is important to "accompany" the teenager throughout the child's stay, organizing the developmental environment accordingly:

- select an approach to the child based on the diagnosis' results;
- form a work program in accordance with needs and capabilities;
- create a situation for the potential's successful manifestation in the appropriate direction (sports, creativity, intelligence, cybersports, interpersonal communication, teamwork, leadership, etc.);
- trained mentors should become authoritative reference adults for program participants, support and encourage children;
- create temporary reference groups in accordance with the participants' age and preferences at the beginning of the program;
- ensure choice's variability and attending master classes' freedom, which provide an opportunity to test their

potential in different directions and choose the one that best suits the personality;

- individual and group work forms should be related to the participants' needs (which are previously clarified in the diagnosis);
- the "peer-to-peer" approach's use allows you to feel significant and competent, to become a mentor and assistant in working with smaller program participants (which ensures the need for the subjective dialogicity's implementation);

- to combine competitive and cooperative approaches in various work forms, which creates a certain psychological pressure and the excitement situation, which encourages you to try yourself in different roles, without feeling judgment and pressure;

- to determine the group and interpersonal interaction rules, which serve as guidelines in determining the style of behavior and achieving the desired results.

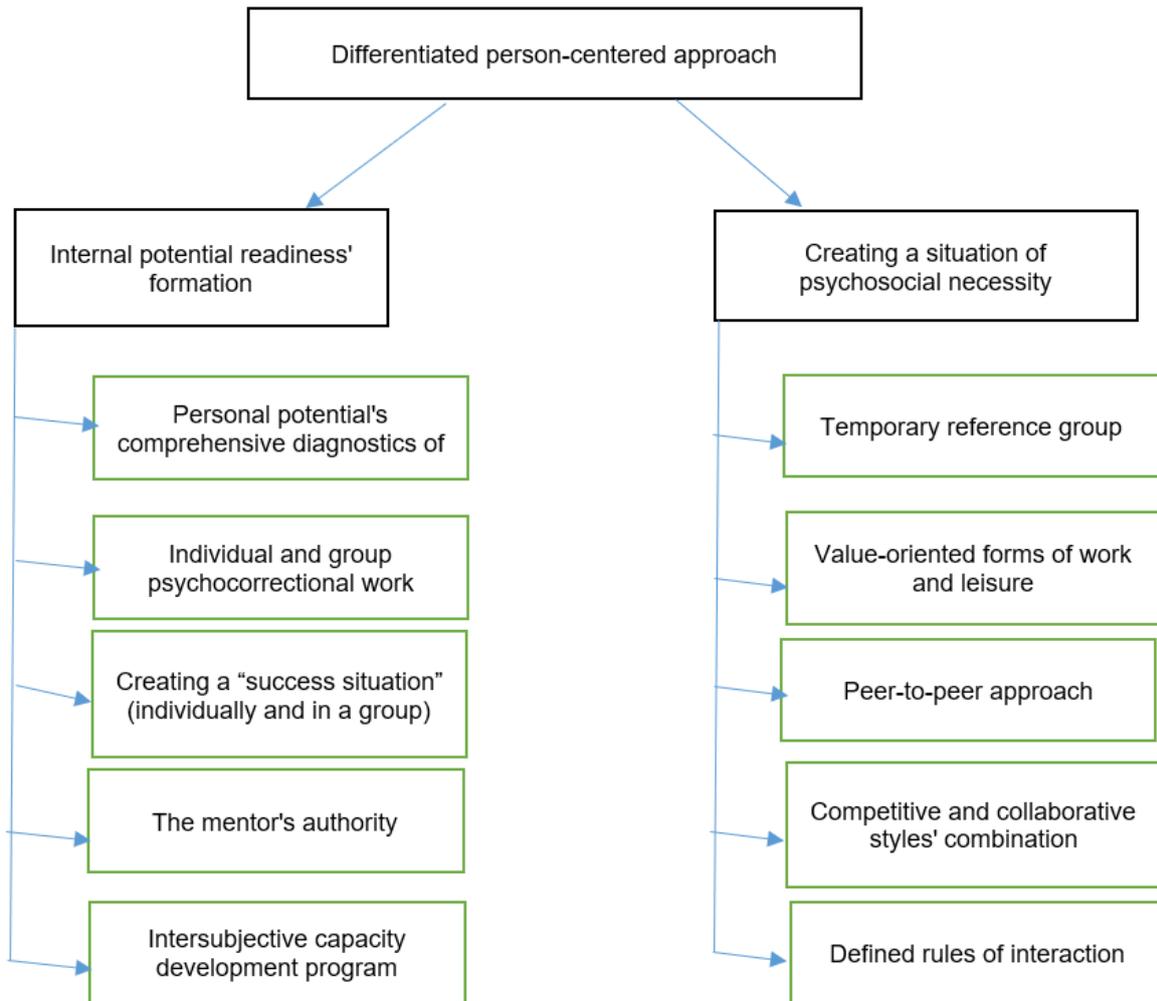


Fig. 3. The teenager's psychological potential actualization model

Therefore, the teenager's psychological potential actualizing role is to create an intersubjective interaction's relevantly effective socio-psychological situation in the adolescent environment, organized in accordance with age needs and aimed at developing the adolescent's psychological potential components in such a way that the adolescent's psychological potential revealing and actualizing process provides multifunctional opportunities for the individual's self-realization directions and methods in accordance with universal human values, challenges and in a safe manner.

Research prospects. We see the prospects for future research in the program's development for adolescents with propaedeutic content for developing safe behavior skills and increasing resilience, which we consider relevant in today's realities.

References

Arnett, J. J. (2000). High hopes in a grim world: Emerging adults' view of their futures and "Generation X". *Youth & Society*, 31(3), 267–286. <https://doi.org/10.1177/0044118X00031003001>

Aronowitz, T. (2005). The role of "envisioning the future" in the development of resilience among at-risk youth. *Public health nursing*, 22(3), 200-8. <https://doi.org/10.1111/J.0737-1209.2005.220303.X>

Bernard, M. et al. (2011). *Rationality and the pursuit of happiness. The legacy of Albert Ellis*. Wiley-Blackwell.

Casas, F. (2010). El bienestar personal: Su investigación en la infancia y la adolescencia. *Encuentros en psicología social*, 5, 85–101. https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.observaderechos.cl/wp-content/uploads/2022/07/4.Indicadores_Bienestar_Inf_FC_unicef-FERRAN-CASAS.pdf

Choi, S., & Yoo, Y. (2017). Leisure attitude and satisfaction with leisure and life: proposing leisure prioritization and justification. *World Leisure Journal*. 59(2), 140–155. <https://doi.org/10.1080/16078055.2016.1216886>

Dubow, E. F., Arnett, M., Smith, K., & Ippolito, M. F. (2001). Predictors of future expectations of inner-city children: A 9-month prospective study. *The Journal of Early Adolescence*, 21(1), 5–28. <https://doi.org/10.1177/0272431601021001001>

Freire, T., & Teixeira, A. (2018). The influence of leisure attitudes and leisure satisfaction on adolescents' positive functioning: The role of emotion regulation. *Frontiers in Psychology*, 9, 1349. <https://doi.org/10.3389/fpsyg.2018.01349>

Hartmann, H. (2002). Ego-psychology and the problem of adaptation. International Universities Press. <https://archive.org/details/egopsychologypr/00hart/page/n5/mode/2up>

Kim, S., Sung, J., Park, J., & Dittmore, S. W. (2015). The relationship among leisure attitude, satisfaction, and psychological wellbeing for college students. *Journal of Physical Education and Sport*, 15(1), 70–76. <https://doi.org/10.7752/jpes.2015.01012>

Kovrigina, L., & Orlova, O. (2020). Peculiarities of self-improvement as a category of student personality development. *New pedagogical thought*, 104(4) [in Ukrainian]. [Коврігіна, Л., & Орлова, О. (2020). Особливості самодосконалення як категорії розвитку особистості учня. *Нова педагогічна думка*, 104(4)]. <https://doi.org/10.37026/2520-6427-2020-104-4-114-117>

McDade, T. W., Chyu, L., Duncan, G. J., Hoyt, L. T., Doane, L. D., & Adam, E. K. (2011). Adolescents' expectations for the future predict health behaviors in early adulthood. *Social science & medicine*, 73(3), 391–398. <https://doi.org/10.1016/j.socscimed.2011.06.005>

Milchevska, G. S. (2013). Reflection as an important condition for personal self-realization of an older teenager in a children's health and recreation institution. *Bulletin of the Taras Shevchenko Lviv National University. Pedagogical Sciences Series*, 10(IV), 180–185 [in Ukrainian]. [Мільчєвська, Г. С. (2013). Рефлексія як важлива умова особистісної самореалізації старшого підлітка в дитячому закладі оздоровлення та відпочинку. *Вісник Луцького національного університету імені Тараса Шевченка. Серія: Педагогічні науки*, 10(IV), 180–185].

Mukhalchuk, Yu. O. (2018). Dialogicity of personality consciousness and dialogical interaction: psychological aspect of study. *Scientific Bulletin of KhSU. Psychological Sciences Series*, 2(3), 74–79 [in Ukrainian]. [Михальчук, Ю. О. (2018). Діалогічність свідомості особистості та діалогічна взаємодія: психологічний аспект вивчення. *Науковий вісник Херсонського державного університету. Серія: Психологічні науки*, 2(3), 74–79].

Nurmi, J.-E. (1991). How do adolescents see their future? A review of the development of future orientation and planning. *Developmental Review*, 11(1), 1–59. [https://doi.org/10.1016/0273-2297\(91\)90002-6](https://doi.org/10.1016/0273-2297(91)90002-6)

Schmid, K. L., & Lopez, S. J. (2011). Positive pathways to adulthood: The role of hope in adolescents' constructions of their futures. In R. M. Lerner, J. V. Lerner, & J. B. Benson (Eds.), *Advances in child development and behavior*, 41. *Positive youth development* (pp. 69–88). Elsevier Academic Press. https://www.researchgate.net/publication/233972518_Positive_pathwaysto_adulthood_The_role_of_hope_in_adolescents_constructions_of_their_futures

Shin, K., & You, S. (2013). Leisure type, leisure satisfaction and adolescents' psychological wellbeing. *Journal of Pacific Rim Psychology*, 7(2), 53–62. <https://doi.org/10.1017/prp.2013.6>

Sipsma, H. L., Ickovics, J. R., Lin, H., & Kershaw, T. S. (2012). Future expectations among adolescents: A latent class analysis. *American Journal of Community Psychology*, 50(1–2), 169–181. <https://doi.org/10.1007/s10464-011-9487-1>

Stoddard, S. A., Zimmerman, M. A., & Bauermeister, J. A. (2011). Thinking about the future as a way to succeed in the present: a longitudinal study of future orientation and violent behaviors among African American youth. *American journal of community psychology*, 48(3–4), 238–246. <https://doi.org/10.1007/s10464-010-9383-0>

Svatenkova, T. I. (2018) *Development of emotional intelligence of a child. The experience of practical psychologist*. SIA OmniScriptum Publishing.

Trainor, S., Delfabbro, P., Anderson, S., & Winefield, A. (2010). Leisure activities and adolescent psychological well-being. *Journal of adolescence*, 33(1), 173–186. <https://doi.org/10.1016/j.adolescence.2009.03.013>

Tsai, C.-Y., Liu, L.-W., & Wu, M.-T. (2012). Relationship among leisure satisfaction, spiritual wellness, and self-esteem of older adults. *Engineering and Technology International Journal of Psychological and Behavioral Sciences*, 6(12), 3659–3662. <https://web.archive.org/web/20200206154059/https://zenodo.org/record/1327702/files/104.pdf>

Tytarenko, T. M. (2012). Personal self-construction: pulsations of chaos and order. *Scientific studies on social and political psychology*, 31, 3–11 [in Ukrainian]. [Титаренко, Т. М. (2012). Особистісне самоконструювання: пульсації хаосу і порядку. *Наукові студії із соціальної та політичної психології*, 31, 3–11]. http://nbuv.gov.ua/UJRN/Nsspp_2012_31_3

Отримано редакцією журналу / Received: 02.01.25

Прорецензовано / Revised: 10.01.25

Схвалено до друку / Accepted: 21.01.25

Тетяна СВАТЕНКОВА, канд. психол. наук

ORCID ID: 0000-0002-4921-9033

e-mail: tatianasvatenkova@gmail.com

Психолог у програмі відпочинку "Дитячий табір Зефір", Україна

АКТУАЛІЗАЦІЯ ПСИХОЛОГІЧНОГО ПОТЕНЦІАЛУ ПІДЛІТКІВ В УМОВАХ ТИМЧАСОВОГО ДИТЯЧОГО СЕРЕДОВИЩА

Вступ. Розкрито особливості використання можливостей тимчасового дитячого колективу в межах рекреаційно-розвивального середовища дитячого табору оздоровлення та відпочинку для актуалізації психологічного потенціалу підлітків. Обґрунтовано концепт авторської програми активізації, розвитку та актуалізації психологічного потенціалу.

Методи. Комплексну модель актуалізації та розвитку психологічного потенціалу підлітка розробляли протягом 2017–2020 рр. у рекреаційно-розвивальному середовищі програми відпочинку "Дитячий табір Зефір". Діагностичний інструментарій сформовано із таких методик, як: герменевтичний метод аналізу наративів, анкетування з елементами бесіди.

Результати. У дослідженні взяли участь 68 підлітків. За результатами опитування й аналізу роботи табору виокремлено специфічні умови актуалізації психологічного потенціалу підлітка та створено модель компонентної готовності. Зазначені особливості лягли в основу моделі актуалізації психологічного потенціалу особистості в підлітковому віці.

Висновки. За підсумками роботи та дослідження можна зробити висновок про очевидну ефективність використання тимчасового дитячого середовища для актуалізації психологічного потенціалу у разі застосування комплексної моделі актуалізації психологічного потенціалу в рекреаційно-розвивальному середовищі дитячого табору.

Ключові слова: психологічний потенціал, рекреаційно-розвивальне середовище, актуалізація, емоції, мотивація, цінності, поведінка.

Автор заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в розробленні дослідження; у зборі, аналізі чи інтерпретації даних; у написанні рукопису; в рішенні про публікацію результатів.

The author declare no conflicts of interest. The funders had no role in the design of the study; in the collection, analyses or interpretation of data; in the writing of the manuscript; in the decision to publish the results.