SOCIALIZATION FEATURES OF ADOLESCENTS PREDISPOSED TO DEPRESSIVE STATES

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Abstract

The article address on the analysis and study of the relationship between socialization and depression in adolescence. The article presents the theoretical and practical parts of the research work. The first part considers theoretical approaches to the problem of adolescents' socialization. The relationship between the problem of socialization and the depressed mood of adolescents is described.

The practical part of the paper describes an empirical study of the relationship between adolescent depression and socialization. To provide information on these phenomena we had chosen a questionnaire "Depriscope" specially created for depression measurement, the method of Q - sorting according to V. Stephenson, to assess the social situation and the Taylor Anxiety Rating Scale.

In the sample studied there were involved students of the 8th, 9th and 10th grades who participated in the research for several years, that allows to compare the correspondence with the previous results and identify in the development of the level depressive moods.

It shows the understanding of the depression impact on adolescent social relationships, peer behaviour, self-esteem and self-perception. It determines the impact of communication on the negative states development and predicts possible consequences on the adolescent personality.

Keywords: adolescence; depression; socialization; anxiety; crisis; depressed mood; group; behaviour; social ties; communication.

Introduction

Research is devoted to the analysis and study of the relationship between socialization and depression in adolescence. It shows the influence of depressive states on the formation of adolescent social ties, peers behaviour, self-esteem and self-perception. It determines the impact of communication on the of negative states development and predicts possible consequences on the adolescent personality.

Articulation of the problem

Adolescence is one of the most difficult periods in a person's life, because at this moment the strengths of previously formed attitudes are tested, strong friendships are established, and the first real feelings and sympathies are born. At this point, the adolescent makes a very important choice regarding the choice of future profession and education, views, values, his/her worldview, what will be his/her personality in the future.

Everyone knows that this period is called unstable, "flimsy", because physiological changes occur with the emergence of psychological new formation, so any impact, both positive and negative, leaves its mark on the development of individual personality traits. External factors directly affect the creation of the foundation where the adolescent's worldview will develop. Most often, such a driving force is the society in which the child is, and the mood that prevails in this social group. In combination with the individual psychological characteristics of the individual, it is differently reflected on each member of the team.

More often on television in the news there is information about the increase in cases of bullying and suicide attempts among adolescents. Peers inflict on each other not only physical but also moral damage. After such abuse, the child develops negative emotions, which can later turn into a depressed state.

Not only a child who has been abused can suffer from depressive disorder, but also those who have caused it. Experiencing internal problems, each child finds his/her own manifestation, so such an aggressive expression can be a simple sign for help.

An analysis of recent research and publications that address this issue. Peculiarities of adolescence have been studied and described in the works of famous psychologists who have made an invaluable contribution to the development of psychological science (S. Hall, E. Spranger, W. Stern, E. Erickson, J. Piaget, L.S. Vygotsky, L.I. Bozhovych, D.B. Elkonin, D.I. Feldstein) but unfortunately, the problem of negative states

within adolescence is progressing and needs new research. For a long time, the issue of depression and depressiveness has been considered by leading psychologists in adult psychology and psychiatry. Its symptoms and types are described in various reference books, such as the International Classification of Diseases (ICD - 10), textbooks and other additional materials. In work, along with other disorders, it was described by A.V. Snezhnevskyi, P.B. Hannushkin was also interested in the origin and development of this problem, and A. Beck and M. Hamilton developed special diagnostic scales that allow to assess the level of depressive disorders and dynamics of development. Unfortunately, not all descriptions of this disorder and the developed diagnostic techniques can be used for testing in adolescence.

Nowadays progress is that depressiveness and depression have lost the status of purely adult diseases and their manifestations have ceased to be devalued by teachers, parents and psychologists. Adolescents have their own experiences, different from adults, but they are important to them and it is around them that their lives, mental health and future are aggravated.

Adolescence is a critical period of ontogenesis, which coincides with the beginning of the transition from childhood to adolescence; it is associated with significant transformations in the field of consciousness, activity and system of the individual relationships. The stage is characterized by active human growth, the formation of the organism during puberty, which actively affects the adolescent's psychophysical characteristics [8].

Adolescence, according to E. Spranger, is the age of growing into culture. The researcher described three types:

• The first type is characterized by a sharp, turbulent, crisis transition, when adolescence is perceived as the second birth, resulting in a second self.

• The second type of development is easy, slow, gradual development, when a teenager joins adult life without strong changes in his/her personality.

• The third type is a process of development when the adolescent independently, actively and consciously forms and educates him/herself overcoming internal anxiety and crisis by will. This type is characterized for people with a high level of self-control and self-discipline [9].

E. Erickson, considering adolescence the most important and most difficult period of human life, stressed that the psychological stress that accompanies the formation of personality integrity depends not only on physiological maturation, personal biography, but also on the spiritual state of society in which a person exists, from internal contradictions of

social ideology [10].

Quite often the self-esteem for adolescent has contradictions i.e. he/she consciously perceives him/herself as an important person, believes in themselves, in abilities, puts him/herself above others. At the same time, they have doubts that he/she tries to avoid consciousness, but this subconscious insecurity reminds through feelings, depression, bad mood, decreased activity and etc., the causes of which are unclear to the teenager him/herself. The difference between the needs emergence and the life circumstances that hinder their realization also plays a role in the development of the crisis. This transitional critical period ends with the emergence of a special personal neoplasm, which can be defined as "self-determination", characterized by adolescent self-awareness as part of society [2].

Due to the attention of researchers to adolescence, their studies and theories, we have an idea of this period, emotions and experiences that prevail in it. Unfortunately, the information obtained earlier is not enough to fully understand all new formations of this period and their dynamics. Today, the technological changes, fashion trends and suggestions have great impact on the modern inner world of the teenager.

Erickson E. defined the crisis as a special, relatively short period of ontogenesis, characterized by abrupt psychological changes. In contrast to neurotic or traumatic crises, the age crisis refers to the normative processes that are necessary for normal, gradual personal development [9].

Such a period of crisis is necessary for the further functioning of human, it is at this point that our personal growth, comparison of real life and ideals, testing the strength of prevailing ideas, creating new and defining next goals, considering steps to achieve them. The age crisis is not always pronounced and critical, i.e. it will be experienced more gently without causing a person strong emotional fluctuations. But how will personal changes occur under the influence of negative factors, or if the contradictions within a person are too strong and do not allow to pass this condition properly? Adults who, for example, are experiencing a crisis of middle age compare their achievements with those that they would like to achieve someday, comprehend what was once conceived and has been realized today. In the case of a sharp no coincidence between the real and the ideal and the inability to accept yourself and your life, a person may develop depressive state or depression. The adolescence crisis and the middle age crisis, these are two most emotionally involved periods in human life, in these experiences, the individual is determined by their intentions, outlines the next actions and steps according to new beginnings that may be deliberately unnoticed.

The aim of the article is a theoretical substantiation and empirical study on the peculiarities of adolescents' socialization to depression.

Presenting main material

Depression (from the Latin depressio - depression) is an affective state, which is characterized by a negative emotional background, changes in the motivational sphere, cognitive (related to cognition) ideas and general passivity in the behaviour [8]. Subjectively, a person in a state of depression, first of all, experiences heavy, painful emotions and experiences as depression, sadness, despair. Addictions, motives, volitional activity are sharply reduced. Thoughts about one's own responsibility for various unpleasant, difficult circumstances that have arisen in the life of a person or his/her relatives and friends are typical. Feelings of guilt over the past events and feelings of helplessness in the face of life's troubles are combined with thoughts of the absence within any prospects. Self-esteem is sharply reduced. Also, the perception of time changes, which begins to continue for a person for a long time.

Behaviour during this state is characterized by slowness, lack of initiative, fatigue, low productivity. In severe prolonged cases, there is a possibility of suicide attempt [8].

Depressive states in children and adolescents have a complex structure, due to a combination of real depressive symptoms, which are imposed on age, with personal, protective reactions that are formed in response to their own helplessness, inability to effectively learn the school program and adapt to peers. In response, as a protective reaction, "school phobia" often occurs, which can last for a long time, even after the disappearance of severe depressive symptoms [7].

According to E. Brilling, the most common factors in the occurrence and development of depressive disorders in adolescence are:

• increased level of anxiety or the depressive symptoms presence in one of the parents;

• requirements for the child, which contain contradictions between them;

• inflated requirements of parents to the success of the adolescent;

• demands and punishments that oppress the child;

• authoritarian style of education;

• constant quarrels in the family or divorce of the parents;

• neuroses or other mental disorders [3].

An important influence on the development of depressive states is the socialization of the adolescent among peers. Communication with peers occupies a leading place in the life of a teenager, because it is during communication with friends that the teenager learns social relations and develops various ways of interacting with others.

The teenager selects and tries different roles i.e. "good student", "daredevil", "obedient child", "humourist", "life expert", so the behaviour is quite different and full contradictions. At this time, the child observes which of his/her roles is more appropriate for a particular situation, which is more comfortable for his/her own characteristics, views and contributes to the development of their own personality.

Brilling E.E. notes that at this point it is important for a teenager to find a true friend who can be trusted with any secrets, experiences, find support in thoughts and actions. Such personal communication is quite important, considering by the child very seriously, any action that differs from the previously regulated rules of the relationship, or not the perception of another position by the best friend, is considered as a betrayal. The child has the image of an "ideal close friend", in the case of coincidence of this idea with a real individual in external or internal features, the friendship ceases to exist. Since the adolescent is already less emotionally dependent on his/her parents, he/she seeks to create the personal life, where parental influence is limited. In some cases, a friend acts as a psychotherapist, who is consulted for a problem and finding a solution. If the parents forbid this communication, the child will sharply defend his/her right to be friends with this peer. The more parents are persuaded of the wrong choice in best friend, the more resistance they will face.

Adolescents of the same sex, social status and more or less the same abilities are more often friends, there are cases when there is a strong contrast between friends, it is possible to observe, as if such a certain compensation for each other's missing features. Friendship has a selective focus, and teenagers try to protect this relationship as much as possible. They are just beginning to assimilate the peculiarities of human relations, and therefore their judgments are excessively sharp and unshakable [3].

Also, as O.O. Bodalyev mentioned, it is important for adolescents to assert themselves among peers, so one of the leading roles in shaping the personality of the adolescent is played by the reference group. Such a group can be represented by a group of neighbouring children, at the place of residence, and like-minded people from an out-of-school group. The main thing is the presence of common views and values, which are common to all members of the small group, and the personal significance of the team for the teenager. This very group

becomes authoritative for the child, the moods based in this team will not indirectly affect the child, it is the advice of these people he/she will listen to, and it is here to try to self-affirm [1].

Since most of the free time the teenagers are in school, the most important and necessary for them is the perception of their school staff. The desire not just to be called a pupil of "8th A" or "9th B", but to belong to this "small society", to feel his/her support and some protection is necessary for the child. Not always, the role that the teenagers define for themselves coincides with the position taken by the team for them, at this moment there are often several adolescent reactions:

1. Accepting the role put forward by the school social group;
2. Emphasizing and defending his/her position;
3. Searching for a new reference group where this particular social role will be proposed [1].

Thus, it appears that either the child accepts his/her certain role and then follow all the rules established by other members of the team and here is already manifested conformal behaviour. The adolescent may try to defend his/her position, but instead risk the relationship with other students, also, such a defence has a strong psychological pressure, as the child is almost always in a protecting position. Finding a new small group for self-affirmation through such a desirable social role can both improve and worsen a teenager's emotional state.

We agree with the opinion of A.Ye. Lichko that both in the school community and in any other social group, there are rules and responsibilities, there are certain regulations that do not tolerate violators. The failure to comply with the established norms is punishable by boycott or harassment. Not only a certain system of views and values is developed, but also secret signs, slang phrases and other things are added to the language, which can emphasize the participants' belonging to one or another community [4].

Such a strong need for self-affirmation forces the adolescent to focus on the opinion of peers in all their actions. The desire to take a respectable place in the peers' team is the main motive for his/her behaviour and activities, so often for the sake of recognition by the team the child is ready for anything i.e. to deviate from their views and beliefs, to act that are contrary to morals. The need for self-affirmation, D.I. Feldman notes, explains the numerous rules violations and norms of behaviour by the so-called complex adolescents [10].

Loss of authority in the eyes of peers is the greatest tragedy for a teenager. Despair in

a best friend, inability to make new acquaintances or find like-minded people, not accepting the school staff or a strong conflict, can cause strong negative feelings in adolescents, increase anxiety and, as a result, the depression development.

The development of such mood in adolescents leads to psychogenic communication difficulties, which are accompanied by frustration, inadequate self-esteem and disturbances in trust. The child may either not express a desire to communicate, i.e. lose social motivation, or has a desire to communicate, but is afraid. Feelings of fear can be caused by moderate shyness, fear of being misunderstood, or having a failed communication experience in the past.

We conducted a longitudinal study, that was launched in 2017, attended by pupils of the Specialized School № 82 named after T.G. Shevchenko in Kyiv. During the first test, pupils studied in the 8th grade, a year later there was a retesting, when they moved to the 9th grade, and the next was held in the 10th grade.

During the first test, only two methods were used "Depriscope" [7] and the method of determining Taylor's anxiety [5]. The sample consisted of twenty-four (24) 8th grade students. Next year, instead of a method for determining Taylor's anxiety, adolescents were offered another questionnaire "W. Stephenson's Q-Sorting Method" [6], to investigate the relationship between socialization and the development of depression. Together with the method "Modified questionnaire to identify the types of character accents in adolescents" by A.Ye. Lichko in PDQ, they were offered to students in 2019.

In the case of testing the 8th grade pupils in 2017, the interconnection was found between levels of anxiety and the development of depressive states. Of the five students who had a high level of anxiety, three had a tendency to develop depression. When they were re-tested by the Depriscope method next year, the number of students with depressive symptoms increased from three to eight. According to such data, it can be assumed that every third adolescent is at risk of depression. The deterioration of the situation this year may be caused by increased school workload. Since this is the 9th grade, the requirements for them are more serious, both from parents and teachers. Students may be pressured to take exams (State Final Certification) and the transfer to high school.

According to Q-sorting method (V. Stefanson) in 2018, the 9th grade students who had depressive symptoms according to the previous method, had results that indicate group dependence, struggle avoidance, sociability, fear of defending their own opinions, views and boundaries.

In the case of testing the same sample in 2019 by the method of "Depriscope", the number of adolescents with depressed mood was equal to eight, as in the previous study. According to the Taylor scale, certain students had high, rarely average, anxiety rates. Referring the Q-sorting method, almost all students in the10th grade dependence prevails over independence, i.e. they strive to be an integral part of the team, despite even differences in views and values, the desire to obey the leader and get approval from him/her is higher than the desire to occupy management position. Also, all respondents are characterized by "sociability" which is the desire to establish friendly relations, openness to communication and new acquaintances. "Avoidance" of struggle prevails over "acceptance", which indicates a reluctance to defend their position concerning the controversy, acceptance of a neutrality position, a tendency to compromise, even in case of neglect of their own interests, no need to strengthen their position and self-affirmation. As for adolescents with previously diagnosed depressive states, almost all selected subjects show dependence on the team in which they are and the desire to follow the rules and norms established in the social group, contrary to their beliefs.

Summarizing the results obtained by A.Ye. Lichko in PDQ, in the diagnostic examination, we can conditionally conclude that every second person has a tendency to develop depressive states. Indicators obtained in the diagnosis of eight chosen, depressed respondents found their confirmation and relationship in each of the selected questionnaires. In most cases, depressive orientation is caused by the presence of a certain type of accentuation.

Also, there was fulfilled a short test among students of the 10th grade of the Creative International Children's School (hereinafter CICS) in 2019. This school uses an individual approach to each child, so there are a small number of students in the classrooms, education is focused on international standards. Children are involved in various social projects, they are taught to play chess and taught the subject "I am a person".

The aim of our research was to find out how significant the difference is in the occurrence and development of depressive symptoms in schools with completely different approaches to the education and upbringing of children. The study found that the selected statements according to the method of "Depriscope" prevailed more in the direction of personal problems, and were less related to stay in school, while in secondary school it is related to school stay. According to the method of Q-sorting (V. Stefanson) different from the previous sample was that the pupils of CICS "independence" prevailed "dependence", i.e.

despite the interaction in the group, each individual perceives him/herself as a separate person who is able to accept their own decision, has different views and beliefs from others.

Perceptions of a social situation by teenagers of CICS differs a little from their contemporaries from school№ 82. If the latter is dominated by belonging to the team, the desire not to stand out and not to defend their opinion, then in CICS it is on the contrary. Even when experiencing depressed moods, they try not to depend from the mood of the team, to defend their views and take leadership positions, not giving others the right to decide for them.

Conclusions

Thus, analysing the results of a longitudinal study of pupils in school №82 named after Taras Shevchenko, that were conducted over three years, we can make the following statements:

1. Compared to the first test, the level of depression in adolescence, instead of decreasing every year, on the contrary, increases.

2. From the statements selected by the research, it becomes clear that in most cases, students feel tired and tense, are quite critical to themselves, worry about their appearance and feel lonely.

3. High levels of anxiety are observed even in those adolescents who have not stated the development of depressive states.

4. Almost all students of the 10th grade express comfort, do not show leadership qualities, want to be part of the team, follow the established rules. They do not defend their interests, they easily compromise.

5. Diagnosed accentuations of character correspond to the states and experiences established according to the previous methods. That is, the experience of depressed mood about socialization, self-perception or high levels of anxiety in most cases due to the presence of a certain type of character accentuation.

Among the sixteen students who took part in the study this year, eight were diagnosed with depressive disorders, i.e. one in two experiences similar negative emotions.

Ignoring the good social background, individual approach to learning and development of students, the focus on supporting their individuality, the adolescents in this school also tend to experience fatigue, feelings of depression and dissatisfaction with themselves.

As in the case of secondary school students, "creative" school adolescents experience negative emotions on certain issues that concern them, according to the type of accentuation that is inherent in them.

Thus, the problem of socialization plays an important role in the internal negative (depressive) mood of the adolescent, but is not the only and decisive factor. Even in conditions of social wealth, a child may suffer from anxiety and the development of depressive states, which in turn may be due to a certain type of character accentuation.

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