САМОРЕАЛИЗАЦИЯ ЛИЧНОСТИ В ЭПОХУ ЦИФРОВИЗАЦИИ:

ГЛОБАЛЬНЫЕ ВЫЗОВЫ И ВОЗМОЖНОСТИ

**Материалы
Международной научно-практической конференции**

Москва, РУДН, 29–30 марта 2022 г.

УДК 159.923:316.422.44(063)
ББК 88.53+16.2
С17

Редакционная коллегия:

Научный редактор –
доктор психологических наук, профессор *С.И. Кудинов*

Ответственный редактор –
кандидат психологических наук, доцент *С.С. Кудинов*

С17   **Самореализация личности в эпоху цифровизации: глобальные вызовы и возможности** : материалы Международной научно-практической конференции. Москва, РУДН, 29–30 марта 2022 г. / под ред. С. И. Кудинова, С. С. Кудинова. – Москва : РУДН, 2022. – 461 с. : ил.

В сборнике представлены материалы Международной научно-практической конференции «Самореализация личности в эпоху цифровизации: глобальные вызовы и возможности». Исследования посвящены современным проблемам самореализации личности в цифровом пространстве. Рассматриваются вопросы самореализации в системе образования и иных видах профессиональной деятельности. Затронуты отдельные вопросы самореализации в трудных жизненных ситуациях, экстремальных видах спорта, в силовых структурах и др. Опубликованы работы авторов из разных регионов ближнего и дальнего зарубежья (Беларусь, Болгария, Босния и Герцеговина, Сербия, Германия, Казахстан, Таджикистан, Приднестровье и т.д.), а также многочисленных регионов России (Благовещенск, Кубань, Новосибирск, Кемерово, Томск, Санкт-Петербург, Тольятти, Татарстан и т.д.).

Издание предназначено для исследователей психологов и специалистов практиков, а также молодых ученых, студентов и широко круга читателей.

5. Vigotski, L. Mišljenje i govor, Beograd: Nolit, 1983.

6. Rezultati ankete: šta 15.000 prosvetnih radnika misli o ostvarivanju obrazovno vaspitnog procesa putem učenja na daljinu, Beograd: Zavod za unapređivanje obrazovanja i vaspitanja, 2020.

7.Yang, S.C. & Liu, S.F. Case study of online workshop for the professional development of teachers // Computers in Human Behavior, Vol. 20, No. 6, 733-761, 2004.

СВЯЗЬ МЕЖДУ СПОСОБНОСТЯМИ К РАЗВИТИЮ И АКАДЕМИЧЕСКОЙ НЕУСПЕВЕМОСЬЮ УЧЕНИКОВ НАЧАЛЬНОЙ ШКОЛЫ

Л. Буквич-Бранкович, Б. Попович-Читич
Университет в Белграде (Белград, Сербия)
М. Стоянович, М. Ковачевич-Лепоевич
Институт педагогических исследований Республики Сербия
(Белград, Сербия)

Аннотация. В статье представлены результаты исследования, проведенного в семи начальных школах Белграда, посвященного связям между активами развития (модель активов развития (DA)) и академической неуспеваемостью учащихся начальной школы. Результаты исследования свидетельствуют о важности поддержки внутренних активов учащихся для предотвращения академической неуспеваемости.

Ключевые слова: активы развития, академическая неуспеваемость, учащиеся, начальная школа.

CONNECTIONS BETWEEN DEVELOPMENTAL ASSETS AND ACADEMIC FAILURE OF ELEMENTARY SCHOOL STUDENTS IN BELGRADE

L. Bukvić Branković, B. Popović-Ćitić
University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade, Serbia
M. Stojanović, M. Kovacević-Lepojević
Institute for Educational Research, Belgrade, Serbia

Abstract. The paper presents the findings of a research study designed around the connections between developmental assets from the Developmental assets (DA) model and academic failure of elementary school students, conducted in seven Belgrade elementary schools. The research findings indicate the importance of supporting internal assets of students for prevention of academic failure.
Keywords: developmental assets, academic failure, students, elementary schools

The Development assets (DA) model is one of the leading approaches developed within the perspective of Positive Youth Development. The model lies on the assumption that all children and youth need quality "building blocks" in order to not only avoid different risks in their development and later in adulthood, but also to reach positive development target goals or outcomes [1, 6]. These building blocks or developmental assets, as identified in this model, are defined as significant relationships, skills, opportunities and values that help young people avoid risky behaviors, strengthen resilience and improve their personal prosperity, and basically reflect the fundamental developmental processes of connectivity, competence, support and efficiency [2]. There are two hypothesises that the model relies on. The first one – accumulation hypothesis implies that the assets are additive and that more assets leads to more positive outcomes. On the other

hand, assets, as protective factors, mitigate the risk and serve as protection for individuals, leading to less exposure to risk factors or better adaptation in risk situations. Second is the differentiation hypothesis, postulating that not all assets are relevant for all developmental outcomes, thus that for a specific outcome some assets will be of greater importance than others [3]. Having in mind the scientific findings on the protective effects of developmental assets, a research was conducted in October 2019 with the aim of exploring the accumulation and differentiation hypothesis of the DA model on students' academic failure – a strong risk factor for children in elementary schools.

The research was conducted on a sample of 785 older students from seven primary schools from the territory of the city of Belgrade. The average age of the participants was 13.4 years (SD = 1.01), and the age range from 12 to 15 years. The sample consisted of 51.3% boys (N = 403). The Profiles of Student Life: Attitudes and Behaviors (A&B) questionnaire was used to assess developmental assets [4], version for youth from 12 to 18. The 40 developmental assets are assessed through 92 items distributed in eight scales. Four scales measure external assets: Support (17 items), Empowerment (11 items), Boundaries and expectations (16 items) and Constructive use of free time (6 items), and four are designed to measure internal development assets: Commitment to learning (10 items), Positive values (13 items), Social competence (11 items) and Positive identity (8 items). The answers to the items are given on a five-point Likert-type scale. Achieved score of 4 and more indicates that the development asset is present to a sufficient extent to achieve positive development outcomes. The instrument as a whole has a high internal consistency of items (α = .93). This also stands for the scale of external assets (α = .87) and internal assets (α = .91). Academic achievement was measured through self-assessment on the most common grades that students receive in school. For the purposes of assessing the accumulation hypothesis, the students were devided into two categories. Those who receive mostly grades 4 and 5 were categorized in the high

achievement group, and those who receive mostly grades 2 and 1 were categorized in the low achievement group. The collection of data was realized in the period of regular classes during the first week of October 2019. All students in one class were examined at the same time, and it took an average of up to 30 minutes to complete the questionnaire. Data were processed by the methods of descriptive statistics, as well as through Pirson correlation and linear regression.

Resuts on the accumulation hypothesis shows that the number of developmental assets is connected with academic achievement (r = -.16, p = .000). Students with low academic achievement do have less developmental assets than those who are high-achievers. They have an average of 15 developmental assets, in comparement with 21 in the high-achievement group. When it comes to the differentiation hypothesis, the task was to examine which of the developmental assets is connected to academic failure. When 8 categories of assets are observed (4 external and 4 internal), only internal assets show significant statistical correlation to academic achievement. The strongest one is in Positive identity (r = .32, p = .000), following with Social competence (r = .22, p = .000), Commitmment to Learning (r = .18, p = .000) and Positive values (r = .11, p = .000). When the analysis is done with all 40 assets, some of the external assets „step out" as significant, even if their group in whole is not. The results of the correlation analysis with all 40 assets shows that 18 of them have negative correlations with academic failure, with correlations ranging from r = -.09 to r = -.37. These are: Family support, Positive family communication, Carring school climate (from Support), Community values youth (from Empowerment), Adult role models (from Boundaries and Expectations), Achievement motivation, School engagement, Homework (from Commitment to learning), Caring, Integrity, Restraint (from Positive values), Planning and decision-making, Interpersonal competence, Cultural competence (from Social competences), Personal power, Sence of purpose, Positive view of personal future, Self-esteem (from

Positive identity). When put in the linear regression model, these assets explain 24% of the variance of the academic achievement variable. The strongest predictors are Achievement motivation, Self-esteem, Positive view on personal future and School engagement.

Research results indicate that both the accumulation and differentiation hypothises are relevant for the connection of developmental assets and academic failure in elementary school students. Lower number of asstets is connected to lower grades. Students with low grades have in average 6 less developmental assets than their high-achievement peers. This leaves them in much lower than average score for the overall school population both in domestic and foreign research [6, 7]. When it comes to the differentiation of assets connected to academic failure, finding that internal assets show significant connections and the external ones don't, can be of important guideline to the school, family and community in planning their support interventions. It shows that when working on preventing academic failure, supporting the development of internal assets is of great importance. But since the development of internal assets relies on the importance of the interaction between the individual with all its characteristics and the surrounding domains that affect the individual, the effects from family, school, peer and community domain are recognized and the model is focused primarly on the socialization process and the interaction of individual and these ecological factors [3]. Besides the assets that fall under the category of Commitment to learning and are therefore theoretically expected to have a predictive effect on academic achievement and prevention of academic failure, Self-esteem and Positive view on personal future are two assets that are presented as important predictors. Thus, fostering these elements of the positive identity of children in elementary school can lead to a drop in academic failure.

Literature

[1] Benson, P. L. The troubled journey: A portrait of 6th–12th grade youth. Minneapolis. MN: Search Institute Press, 1990.

[2] Benson, P. L., Scales, P. C., & Mannes, M. (2003). Developmental strengths and their sources: Implications for the study and practice of community-building. In R. M. Lerner, F. Jacobs & D. Wertlieb (Eds.), Handbook of applied developmental science, Vol. 1. Applying developmental science for youth and families: Historical and theoretical foundations, 2003. S. 369-406.

[3] Benson, P. L., Scales, P. C., & Syvertsen, A. The contribution of the developmental assets framework to positive youth development theory and practice // Advances in Child Development and Behavior, Vol. 41, 2011. S. 197-230.

[4] Leffert, N., Benson, P. L., Scales, P. C., Sharma, A. R., Drake, D. R., & Blyth, D. A. Developmental assets: Measurement and prediction of risk behaviors among adolescents // Applied Developmental Science, Vol. 2, No. 4. 1998. S. 209-230.

[5] Mannes, M. Research on and evidence for the developmental assets model. In Fisher, D., Imm, P., Chinman, M. & A. Wanderman. (Eds.), Getting to outcomes with developmental assets: Ten steps to measuring success in youth programs and communities. 2006. S. 273–297.

[6] Popović-Ćitić, B., Bukvić Branković, L., & Kovačević-Lepojević, M. Developmental assets model: Implications for educational practice. In N. Gutvajn, J. Stanišić, V. Radović (Eds.), Problems and Perspectives of Contemporary Education, 2021. S. 396-415.

[7] Roehlkepartain, E. C. & Blyth, D. A. Developmental assets. In S. Hupp and J. D. Jewell (Eds.), The encyclopedia of child and adolescent development, volume 7: History, theory, & culture in adolescence. 2020.