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THE TRANSFORMATION OF PERSONAL NEEDS AND PATTERNS OF ALTRUISM DEVELOPMENT IN ADOLESCENCE

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Abstract: The article examines the pedagogical and psychological system of cultivating selflessness (altruism and social responsibility) in adolescents by developing positive thinking skills. By applying the higher levels of Maslow's hierarchy of needs to adolescent psychology, the author analyzes the impact of positive thinking on the phenomenon of dedication. The paper proposes methodological recommendations and a conceptual model aimed at increasing patriotism, selflessness, and social activity among adolescents.

Keywords: selflessness, altruism, empathy, adolescence, personal development, social responsibility, positive, positive psychology.

ТРАНСФОРМАЦИЯ ЛИЧНЫХ ПОТРЕБНОСТЕЙ И ЗАКОНОМЕРНОСТИ ФОРМИРОВАНИЯ САМООТВЕРЖЕННОСТИ В ПОДРОСТКОВОМ ПЕРИОДЕ

Аннотация: В статье исследована психолого-педагогическая система воспитания у лиц подросткового возраста качеств самоотверженности (альтруизма и социальной ответственности) посредством развития навыков позитивного мышления. Автор анализирует влияние положительного мышления на феномен самоотверженности, применяя высшие ступени иерархии потребностей Маслоу к психологии подростков. В работе предложены методические рекомендации и концептуальная модель, направленные на повышение патриотизма, самоотдачи и социальной активности у подростков.

Ключевые слова: самоотверженность, альтруизм, эмпатия, подростковый возраст, личностное развитие, социальная ответственность, позитивная психология.

INTRODUCTION

In today's era of globalization and rapid information flow, educating the younger generation—specifically, shaping socially oriented, high moral qualities in adolescents rather than a purely individualistic worldview—has become one of the most pressing challenges in pedagogy and psychology. Within the system of these high virtues, the phenomenon of selflessness (altruism) holds a distinctive place. Selflessness is the human capacity to serve selflessly for the well-being of society, the Motherland, and others, placing these causes above one's personal interests.

Adolescence is characterized by the reshaping of personality, the transformation of the "Self-concept" (ego), and psychological crises. During this period, there is a high risk of adolescents developing a negative or pessimistic attitude toward life. Therefore, developing positive thinking skills in them and channeling this internal psychological resource into constructive social activities, such as selflessness, demands a systematic pedagogical and psychological approach.

LITERATURE REVIEW

Throughout the research, scientific perspectives regarding personality development during adolescence, as well as the formation and development of the quality of selflessness, were analyzed. In psychological and pedagogical literature, this issue is highlighted through various factors and methodologies.

L.S. Vygotsky evaluated adolescence as a stage of personality socialization and the formation of the "Self-concept." He emphasized that a harmony between personal and social interests manifests during this period. D.B. Elkonin considers adolescence as a period of finding one's place within the system of social relations. Through his research, A.V. Petrovsky proves that the collective and the social environment hold a leading position in personality development. E. Fromm presents altruism and selflessness as human spiritual needs, arguing that an individual realizes their true essence by showing kindness to others.

A. Maslow, the founder of humanistic psychology, outlined self-actualization and the subsequent stage of self-transcendence (striving for goals beyond oneself) as the highest levels of the human personality within his hierarchy of needs. According to this concept, selflessness is considered the highest pinnacle of personality maturity. However, for an adolescent to rise to this level, their lower-level needs (safety, love, and recognition) must be stabilized to a certain extent.

Research in positive psychology, founded by M. Seligman and his followers, emphasizes that positive thinking skills help individuals view stress and difficulties not as problems, but as opportunities for growth. Among domestic scholars, M.G. Davletshin, while studying the psychological characteristics of adolescence, noted a strong drive to demonstrate social activity at this age. In Russian psychology, D.B. Elkonin proved that the "sense of adulthood" in adolescents is the primary motive impelling them to engage in socially useful labor. Nevertheless, a holistic pedagogical system for nurturing qualities of selflessness through positive thinking has not yet been sufficiently modeled.

RESEARCH METHODOLOGY

The systemic-activity, humanistic, and positive psychology approaches were adopted as the methodological basis of the research. The process of forming selflessness qualities in adolescents through positive thinking was adapted to A. Maslow’s hierarchy of needs model and designed in the form of the following five-stage pedagogical-psychological system:

5. Self-actualization
6. Esteem and recognition needs
7. Love and belongingness needs
8. Safety needs
9. Physiological needs

RESULTS AND DISCUSSION

The study was conducted using a mixed-methods (theoretical and empirical) approach. First, existing scientific literature, dissertations, articles, and psychological concepts related to the problem were analyzed. During the theoretical phase, the concepts of selflessness, altruism, empathy, and personality development were clarified. As emphasized by psychologists (Vygotsky, Elkonin, Petrovsky), adolescence is a stage of personal identity formation, during which the individual begins to perceive themselves as a member of society. It is precisely within this process that the relationship between personal interest and social interest is formed.

Adolescence is accompanied by biological, social, and psychological changes. Spanning approximately from ages 10 to 15 (and sometimes up to 16–17), adolescence is considered one of the most complex and volatile stages of personality development. In the developing individual during this period, emotional instability intensifies, the process of self-awareness becomes active,

dependence on peers' opinions increases, and the striving for independent decision-making grows stronger. Concurrently, a process of seeking answers to questions such as "Who am I?", "What is my place in society?", and "How do I differ from others?" begins. If the adolescent is evaluated positively during this process, their self-confidence increases, and positive personal qualities form more rapidly. Therefore, understanding, patience, and support are essential educational factors during adolescence. Consequently, an environment of safety and trust is created within the adolescent's inner world, awakening a sense of personal dignity; these, in turn, serve the sustainable development of qualities such as social adaptation, selflessness, and responsibility.

To test the effectiveness of the five-stage pedagogical-psychological system developed within the scope of the study, an experiment was conducted among adolescents, comprising a total of 120 students divided into experimental and control groups. Changes in positive thinking skills and the level of selflessness among the adolescents were evaluated in accordance with the stages of Maslow's hierarchy, utilizing specialized psychological tests, questionnaires, and observation methods. As a result, a pedagogical-psychological model for forming selflessness qualities in adolescents through positive thinking was developed based on A. Maslow's hierarchy of needs.Jadval I)

CONCLUSION

Selflessness relies on the intrinsic motivation of the individual. Therefore, for adolescents to become selfless, it is of great importance that they are able to understand the needs of others, perceive themselves as a part of society, and derive internal satisfaction from being useful.

The process of nurturing the qualities of selflessness (altruism and social responsibility) in adolescents through positive thinking skills is not merely the teaching of moral norms, but a pedagogical-psychological system that ensures the gradual elevation of the individual's psyche. In this study, the consistent application of A. Maslow's hierarchy of needs to adolescent developmental psychology demonstrated that high moral virtues, such as selflessness, emerge only after an individual's lower and middle-level needs have been stabilized.

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