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The Essence of Adolescence and its Designing in Educational Environment

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In the given paper the author considers the specifics of adolescence and the methods of its nature and content. A particular focus is possible designing and cultural design of this period in human life. The social situation of development is a unit of content and design, which allows us to represent analytically the dynamics of the age and design of educational environment. A special tool, which influences the design of the educational environment as a development environment, is the assessment and measurement of educational outcomes.

Keywords: social situation of development, adolescence and early adulthood, institutional transitions.

Statement of a question

The perspective on institutional transitions is set by the context that can be sociological, economic, psychological, educational, etc. For example, S.A. Smirnov, discussing institutional transitions, examines them in the context of management development and considers them as "... a different state, more attractive, competitive, corresponding to the challenges of the new century ..." [11].

Institutional transition, which provides development and maturation of a person, is much more uncertain. Undoubtedly, we find a discussion of this problem, but there are few studies on this subject in a number of papers devoted to developmental education (D.B. Elkonin, B.B. Davydov, and others) and in the reports and transcripts of discussions.

The transition problem in the ontogenesis has its history and specifics (G. Piaget, L. Kohlberg, J. Boom, E. Erickson, D. Levinson, G. Craig, L.S. Vygotsky, P.P. Blonsky, D. Levinson, P. Heymans, B.D. Elkonin, K.N. Polivanova, etc.).

We are just interested in the subject of transitions, especially in the context of design and designing education with psychological content. What happens in the transition? What is its specificity? What do we want to happen there? – These and other questions are fundamental to our work.

Modern developmental psychology (B.D. Elkonin, K.N. Polivanova, etc.) allows us to assume that the transition can be regarded as a special case of the interaction between form and content. A prerequisite for "the one who moves

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to the next stage” is “OTHER”, who provides the transition.

In the given work the basic concepts for us are the concepts of the social situation of development and adolescence (as a transition in which the time of puberty, social and cultural maturity and the end of organic development and growth do not coincide), as well as evaluation and measurement of educational outcomes in the context of creating an educational environment as a development environment.

Methodology and methods of research

The concept of the social situation of development was introduced by L.S. Vygotsky and is defined as the ratio between the child and his surrounding reality, especially social reality.

L.S. Vygotsky singles out the most important point in determining the dynamics of age: understanding the relationship between the personality of a child and his environment on every age level.

At the same time L.S. Vygotsky pointed directly at the wrong solution of the environment problem and its role in the dynamics of age, when “environment is considered to have no reference to child and without present conditions that influence a child by the fact their existence” (Bolotov, 2008). The social situation of development represents a starting point for all the dynamic changes that occur in development during this period. It entirely determines the forms and the way in which a child acquires new features of personality, drawing them from the social reality as the main source of development, the way in which social becomes individual. Thus, the first question in the study of the dynamics of any age is to explain social situation of development, which according to L.S. Vygotsky and A.N. Leontiev, then manifests itself through “the experience of the child ..., we cannot say if it is the influences of

environment on a child or a feature of the child”, “and mental patterns of personality development become apparent in the moments of stress the social situation”.

It should be noted that despite the “direct reality” of experiences, they are by no means a simple subject of study.

The complexity of studying social situation of development is the difficulty of detection and the elusiveness of experience or the moment of tension of the social situation and a lack of proper research techniques. One of the tasks of the research was conducting a pilot study, which subject is the experience or the moment of tension of students from secondary and high school and is the centre of our attention.

The development of research model takes into account the fact that designing educational environment as a development environment gets difficult, first of all, by differentiating a leading activity in adolescence and youth. The second reason is that teachers have their own ideas about students, their needs and interests, their ideas about science, the foundations to be taught and memories of their own schooling. And a third difficulty is a lack of attention to the importance of the completion of puberty to adolescence, as well as the fact that developed school environment does not include physiological changes and characteristics of puberty and post-pubertal period.

The main constitutive moment of the social situation of development in adolescence is that young man is on the verge of entry into adult life. The transition from adolescence to youth is associated with an abrupt change of the internal position when facing the future becomes the main focus of the individual. And the problems of choice of profession, further course of life, self-determination and finding their identity (E. Erikson) turn into “affective center” (L.I. Bozovich) of the situations, which makes

the entire activity and all of the interests of the adolescent spin around it.

L.S. Vygotsky identified the detouring or, in other words, the discrepancy between three points of maturation in the description of the adolescent age. The greatest peculiarity is that social and cultural maturity and the end of organic development and growth do not coincide in the time of puberty. This discrepancy is the basis of the criticism of the awkward age. Moreover, the occurrence of such discrepancy is historic.

Sexual and organic development of animals coincides. Perhaps people used to have time when puberty put an end to the process of development and growth.

P.P. Blonsky's concept (that youth achievement is an extension of the period of development, drawing the line between childhood and puberty and the peak of cultural development) is the starting point for discussion of the childhood and adulthood boundaries. Here it is essential to understand what keeps these borders.

In this sense, one of the key substantive phases of tension is the conflict between sexual maturity and cultural norms, aimed at the prohibition and restriction of sexual behavior, i.e. norms that show social immaturity (I. Kon.). It is clear that the effectiveness of restrictive standards of sexual behavior in adolescence depends on many factors that determine the identity of a particular culture (national, religious, economic, socially stratified).

Describing the specifics of adolescence, K. Levin wrote that the space of free movement of adolescents has significantly increased, covering many areas that previously were not available to the child, such as the right to smoke, come back home too late, drive a car, etc. The boundaries of these newly acquired parts of free movement of space are defined only vaguely, and as a rule, are less differentiated than for the adult. In such cases, living space of the teenager, according to

K. Levin, is full of opportunities and uncertainty at the same time.

The overall situation of adolescent development includes the expansion of living space (geographically, socially and in time perspective) and cognitive unstructured nature of the new situation. Adolescence is characterized by a new experience of his own body, which can be represented as a change of the central region of steady living space (K. Levin).

In other words, the principle of the suggested approach is that it's necessary to consider the process of growing up in terms of puberty and the relationship to sexual relations and experience of one's own body to understand the content of education which is appropriate to youth.

B.I. Hassan, G.M. Breslav showed that "in contemporary school, on the one hand, we have a very complex and largely unproductive (or rather destructive) conflict of intertwining age characteristics that are implicitly taken into account by both adult and children, and on the other hand, clearly unified approach in terms of teaching strategies at the same time". "Not noticing (referring to psycho-pedagogical) the diachrony of puberty, or rather, a clear asymmetry in this issue (and the selection, emphasis on the difference in social class) creates a new situation in the secondary school, which further leads to the formation of strong distortions in the development of intellectual and social potential generation entering the period of active self-determination". (Polivanov, 2000).

However, the experience shows that teachers continue to determine the activity of the leading educational activity in their work not taking into account the critical period in the development of the human body which is also the period of puberty. Sexual development has an impact on the formation of the individual in this period, although not a primary one. Like the other changes linked with an increase in mental and physical

strength of the child, puberty exerts its influence indirectly through the child's relationship with the world, through a comparison with adults and other teens, i.e. only within the whole range of these changes.

In the construction of educational environment as a space of development (school of maturation) (B.D. Elkonin, I.D. Frumin, 2000) the moment, in which the objectivity of education and training of young people faces with a set of activities in adolescence and youth and effectiveness of training, remains unresolved and tense. Or "... the search for an ideal model of the school as a "place" (or a set of places), which provides the age dynamics and achievement of key competencies, is faced with a contradiction that is the ratio of the traditional subject and the age of the borders of development ..." (B. Hassan, 2000).

In other words, finishing school is associated not only with the development of specific knowledge and skills provided by the school syllabus, but also with the achievement of a certain level of social and sexual development.

This aspect of the maturation of adolescents does not affect the assessment of educational outcomes. Thus, the problem of assessing and measuring the results of education is one of the key due to the fact that the evaluation and measurement have a direct impact on participants' expectations of education and its contents.

The education system has several stages. At the same time participants' expectations of the educational process from the educational stages have their own specific focus: the subsequent stage forms the requirements for the results of the previous stage in the views of participants of education (Blonsky, 1974).

One of the contradictions of the education system lies in the fact that, on the one hand, each stage has its own educational content (Blonsky, 1974), and on the other hand, there is often a

change of focus from their own content to this procedure produced estimates and measurements in the transitions between the stages (Blonsky, 1974). Distorted attitudes of the participants of education are observed towards the results of current educational stages, which consist in the following: they are not given their own unique value, and they act only as a preparation for the subsequent stages, and are not valuable and important to solve the problems adequate to a child's age (Hassan, 2008). This issue is discussed in developmental psychology (L.S. Vygotsky, D.B. Elkonin, B.I. Hasan, etc.). Development pedagogy has the projects aimed at solving this problem. For example: Tubelskogo school, gymnasium "Universe", "Tsaritsino" center and a number of educational projects.

Expanding the research, we are faced with difficulties related to the research methods that are appropriate with the issues raised and the logic of study. Conceptually, the study is based within the cultural-historical school.

We were interested in the following: whether we can discuss and describe the institutional transition and in which characteristics and how and by what means we can study the social situation of development.

In pursuing this aim, we surveyed 16 experts and specialists in the field of education: managers, professionals working in developmental education, and professionals working in other learning approaches. In other words, we used the Delphi method of expert judgment, which allows us to display an overall assessment, based not on mathematics and statistics but at a reasonable point of view of the experts themselves.

The study concluded that the discussion of subjects of the "transition" for most of the experts was a surprise and caused a number of difficulties associated primarily with the novelty of the issue. An expert survey also helped to identify the specifics of difference and relations of age and

institutional transitions, which is caused by the practice and area of the expert:

- Specialists, who work on the technology of developing training or who are quite familiar with it, distinguish, discuss and correlate age and institutional transitions.
- Experts, specialists with a long record of service in management, refer to but do not distinguish and correlate the age and institutional transitions.
- Experts, professionals who work in other approaches, do not distinguish and do not pay any attention to the difference and correlation of the transitions.
- Expert assessments showed that the “transitions” can be described and discussed from the point of view of the necessity of “Other” for the “transit” competencies in terms of functions, specific positions of the “Other”, but also in terms of specific place, its features and marks.

The study of the social situation of development was based on a study of the attitudes of adolescent and his close environment (parents, teachers, peers) to various aspects of life.

The choice in favor of the questionnaire is primarily due to the fact that the use of external monitoring is already difficult because it is hard to “catch” the moment of emotions, stress, and, moreover, a distorted interpretation of the researcher is likely to take place. In addition to the technical aspect, let’s pay attention to an ethical one: every person has a right to privacy of inner life (I.A. Meshcheryakov, F.V. Bassin).

Mass survey allows us to use a representative sample and examine it with a questionnaire (V.S. Sobkin, B.G. Mescheryakov). It is important that the survey method allows us to withdraw an ethical problem of studying the experiences of

others, as a person has a choice to participate in the survey or not.

It is known that the experiences of adolescents are well reflected in the personal diaries, and this source of information is used by many researchers (S. Bühler, M.M. Rubinstein). However, the diary method is limited (P.P. Blonsky, J.S. Cohn, M.M. Rubinstein, and I.A. Meshcheryakova). In addition, the diaries are “difficult of access” for the researcher.

The method of retrospection is also limited. M.M. Rubinstein, P.P. Blonsky noted that retrospective creates a distorted picture, as “childhood memories that adults have are prone to have various errors”. This fact was also confirmed by the psychoanalysts. Consequently, a retrospective method of studying the problem in the area of high school students cannot fully satisfy us but can be used as an auxiliary.

The study was conducted on the basis of 8-11 grades of Gymnasium № 1 “Univers” in Krasnoyarsk. 102 people took part in the questioning. The conducted survey has a number of tables, which allows maintaining the socio-demographic characteristics of all students in grades 8 – 11 of the gymnasium.

In developing the tools we have assumed that the process of sexual identity is completed with the end of puberty, and thus draw our notions of “the world of experience of a high school student” associated with the completion of puberty.

Discussion of the Results

Empirical data (shown in % in Tables 1, 2), which were obtained in the course of our study, can display a profound interest of high school students to the relationship between men and women, and this data is interesting in many respects. Firstly, we note that all the students of 8 – 11 grades held the relations between the sexes in the field of their attention. Secondly, there is a shift of values among 11 grade

Table 1. What age does an individual truly start thinking about the relationship between a man and a woman?

	8 grade	9 grade	10 grade	11 grade
Up to 10 years old		12	12,5	8
Up to 12 years old	72	24	8,3	8
12–14 years old	28	48	45,8	40
14 –16 years old		12	20,8	36
Over 16 years old		4	12,5	8

Table 2. What age did you start thinking about it?

	8 grade	9 grade	10 grade	11 grade
Up to 10 years old		12	12,5	12
Up to 12 years old	60	32	33,3	8
12-14 years old	40	40	37,5	44
14 –16 years old		8	16,6	36
Over 16 years old		8		

students due to their age. If 60 % of eighth-graders claim that they would think about the relationship between man and woman up to the age of 12 (i.e. up to grade 8), 40 % of eighth-graders clearly indicate their age, and 36 % of the students in grade 11 notify the age from 14 to 16 years, answering the same question, which corresponds to their “school” age. In our view, this indicates that up to 11 grade students do not settle the question of relations between the sexes, they devote much attention to it what allows us to make a conclusion about keen interest of high school students to the issue of sexual development and to clock the time of psychic tension, in other words, the *experience* of high school student.

In this regard, it is important to pay attention to those sources of information for students that are essential in shaping ideas about the relationship between men and women.

In Table 3, the data is given to draw conclusions about the main sources of information.

It is obvious that the main sources of information are the peers and the media, but at the same time, no references to the school or teacher are given.

43.3 % of adolescents surveyed out of 1187 in Krasnoyarsk, gave an answer to the question “how do you feel about sexual relationships at your age” as “acceptable, but I do not engage in sexual activity”. 29.9 % of adolescents consider them unacceptable and are not sexually active, 13.7 corresponds as “sex is natural and are sexually active” 4.3 % of students understand that it’s too early to have sexual relations, but, nevertheless, are sexually active.

Specific gender relationship to sexual contact has been revealed. A characteristic feature is the “tension” between the recognition of the naturalness of sexual contacts and understanding that it is early to engage in sexual relations. 22.8 % of the boys responded indicated that they are sexually active, as for the girls they outnumber 6.9 %, $p = 0.0000$. The inadmissibility of sexual

Table 3. From what sources do you get information about the relationship between the sexes?

	Total %	8 grade	9 grade	10 grade	11 grade
From literature	30,1	26	28,6	37,5	28
From father	3,8		2,9	8,3	4
From mother	35,4	8	17,1	37,5	16
From other grown-ups (strangers)	5,1	12		4,1	4
From peers	41,1	48	2,9	41,6	72
From older friends	22,6	32	5,7	20,8	32
From mass media	40,9	44	42	45,8	32
Other	7,2			16,6	12

Table 4. Are you sexually active?

	boys	girls	P=
1. I lead a regular sexual life and I have a regular sexual partner	8,5	4,2	0,0019
2. I lead a regular sexual life but I don't have a regular sexual partner	5,6	0,3	0,0000
3. I occasionally lead a sexual life and I have a regular sexual partner	3,2	2	
4. I occasionally lead a sexual life and I have different sexual partners	8,9	1,7	0,0000
5. I do not lead a regular sexual life but I have had a sexual experience	9,9	4,6	0,0006
6. I have never been sexually active	64	87,3	0,0000

relationships showed the following number of respondents: 72.3 % of girls and boys 27.7 %, $p = 0.0000$.

The data show that 77.3 % of those who answered the question “Are you're sexually active?” said no. In this case 6.9 % of teens say that “they do not lead a sexual life but they have had sex experience”. 6 % lead a regular sexual life with a regular sexual partner. 4.7 % of students occasionally lead a sexual life with different partners. The answers “I lead a regular sexual life but I don't have a regular sexual partner” and “I occasionally lead a sexual life with different sexual partners” had 2.5 % of the responses.

From the data in the Table 1 it's clear that most young men have sex with different partners. Thus, of those who answered the question, “I lead a regular sexual life but with different sexual

partners” are 5.6 % of boys and 0.3 % of girls. As for those who “occasionally lead a sexual life with different sexual partner”, the table shows 8.9 % of boys and 1.7 % girls. Significant differences were found among boys and girls run “lead a regular sexual life with a regular sexual partner” and their experience in sexuality. Among respondents to the question of 8.5 % of boys and 4.2 % of girls are regularly sexually active and have a regular partner, 9.9 % of boys and 4.6 % of girls “do not lead a regular sexual life but have had a sexual experience”. We should take into account that the occasional relationships with a regular sexual partner do not have gender specificity: 3.2 % of boys and 2 % of women responded affirmatively to this question.

The data, presented below in Fig. 1, show that the question “Are you sexually active?” revealed

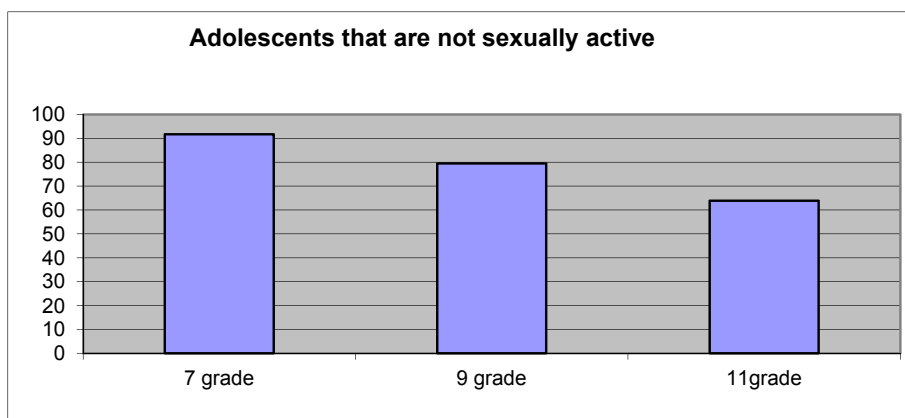


Fig. 1

some significant differences in the transition from grade 7 (91.7 %) to grade 9 (79.5 %), and from 9th to 11th grade (63.9%) the proportion of adolescents who do not have sex experience ($p = 0.0000$ for both transitions) reduces significantly.

From 7th to 9th grade and 9th to 11th grade the proportion of young people who have occasional sexual relations with different partners significantly increases. Thus, in the 7th grade only 0.3 % of adolescents claim to have “occasional sexual relations with different partners” in 9th grade the number rises to 5.1 %, $p = 0.0001$, for the 11th grade of the number increases to 10, 0 % ($p = 0.04$). In addition, the transition from grade 7 (1.2 %) to grade 9 (8 %) significantly increased the percentage of adolescents who “do not lead a regular sexual life but have had a sexual experience” ($p = 0.0000$). Occasional and regular sexual relationship with a regular partner, as well as leading regular sexual life with different partners increased sharply in the transition from 9th to 11th grade. “I lead a regular sexual life and I have a regular sexual partner” indicated 3.9 % of respondents in the 9th grade and 9.3 % in the 11th grade ($p = 0.0018$), “I am sexually active but I don’t have a regular sexual partner” said 2, 2 % of ninth-graders and 4.1 % of 11th-graders ($p = 0.045$). The differences of age

dynamics occur in the analysis of gender-specific adolescent sexuality.

We asked the question “Do you use contraception?” to those who are sexually active and “What is the most important reason for you to use contraception?”

60.5 % of teens who answered the question said they always use contraception. At the same time 26.2 % occasionally use it and 13.3 %, in fact, “never uses contraception”, that is one eighth of sexually active teenagers.

Gender differences are revealed only in the answers “I do not use contraception”. Those who answered the question “Do you use contraception?” were 9.8 % of boys and 20.7 % of girls who answered “I never use it at all” ($p = 0.0086$). Thus, it can be concluded that boys are more aware and much more likely use contraception. The analysis of age dynamics showed that the transition from grade 7 to grade 9 significantly increased the percentage of adolescents using contraception “from time to time” 14.8 % and 32 % %, respectively ($p = 0.0235$) and the number of those who “never use” contraception decreases to 29.6 % and 10.8 % ($p = 0.01$).

The research on the relationship between the life value as “health” and the use of contraceptives among teenagers showed that among adolescents,

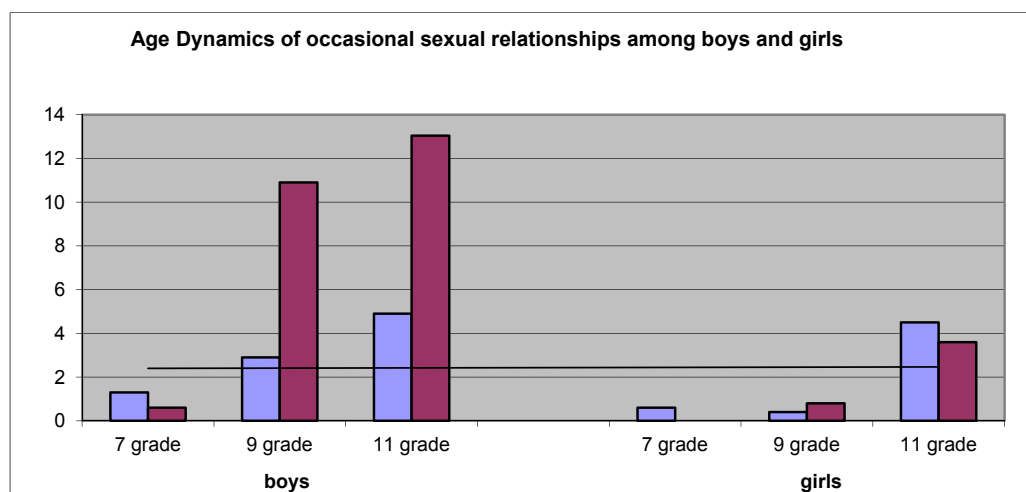


Fig. 2

who are sexually active and treat “health” as the value of life, 60.6 % constantly use contraception, 28.6 % of respondents reported using contraception from time to time and almost one in ten (10.9 %) does not use any contraceptives. Thus, almost every third teenager leading sex life, on the one hand, declares the importance of health as an important value in life and, on the other hand, uses contraceptives from time to time or does not use them.

Those who use contraception, single out the following factors of their use: unwanted pregnancy – 35.9 % boys and 73.6 % girls ($p = 0.0000$), catching sexually transmitted diseases – 62.8 % boys and 26.4 % girls ($p = 0.0000$).

V.V. Zenkovsky (1923) saw the risk of heavy periods of experiences of adolescents and linked it with the lack of foresight of adults, which is manifested primarily in the priorities of school. “A wild stream of new experiences destroys the foundations of mental equilibrium, shakes its foundations... and leads to very dangerous game with adventurous people, bring it closer to the brink of crime ... all the power of educational influence should be focused on the regulation of complex

movements in the emotional sphere. (...) we do not want to think about the deep and terrible inner life, which is undergoing a teenager alone, when he is powerless facing incomprehensible forces that are playing with him, or we just throw up our hands in distressed weakness. Whereas school has a powerful means of regulating the internal motions in the soul of a teenager ...” Discussing the content of school education in the context of psychology and development pedagogy, we can have a chance to convert a source of natural and dangerous forces into a powerful resource for the development of personality.

These studies found the attitude of adolescents to a healthy lifestyle. A joint research project of the Institute of Psychology and Pedagogy, Krasnoyarsk, and Institute of Sociology of Education, and RAO, Moscow, was carried out among students in 7, 9 and 11 schools in the city of Krasnoyarsk. It showed that about one in five teenager smoke (20.7 %), 22.4 % drink vodka, brandy and other spirits, 44.3 % drink wine, and finally 68.3 % drink beer, while 3.3 % of respondents indicated that they use drugs. The relationship of learning motivation and deviant behavior is fundamental for us. In this regard, the

study of the influence of schools on the motivation of learning and deviant behavior of adolescents has become the task of the research.

The study of value orientations of young people, the emotional evaluation of their life prospects, as well as of the formation of life plans are the following emphasis of the research program. In this case it is important for us that the value orientations, emotional value and the formation of life plans are not closed systems that are determined by socio-demographic factors. We believe that the relationships between individuals can occur randomly in the process of sharing information and under the influence of educational system (school).

The aim of the study was to identify those determinants that cause the system to maintain a stable position.

We believed that if the school (educational system) in its activities is based on this idea, we will find a certain degree of order and the influence of this idea on orientation, assessment and the formation of life plans at the level of distributions of responses of the subjects. Moreover, the statistical distribution will be more closely grouped with the average value due to centering of the ideas introduced by the appearance of links while sharing information.

In developing the questionnaire, we took the fact into account that the dominant socialization model in the social sciences emphasizes the role of external factors that give children the access to the world of adults (family, school, macro social structures), whereas in fact the children are almost not taken into account as independent and self-sufficient "part of the existence". As a result, childhood is invariably regarded as a negative phenomenon as a lack of competence, immaturity and lack of skills needed in the adult world. We tried to overcome the prevailing stereotype of childhood interpretation as a stage of "becoming an adult" regardless of the social

significance of the specificity and quality of social life (Sobkin, 1990). Following M.M. Bakhtin ideas, we consider the opinion of a teenager as an authoritative statement about reality, and understand the importance of a particular cultural view and status of adolescence, irreplaceability of this position in general cultural process.

We surveyed 1437 students in grades 7, 9 and 11 in schools in Krasnoyarsk. We asked them questions about the significance of certain values in life.

The data presented in Fig. 3 characterize the choices of life values by students of various schools in the city of Krasnoyarsk. It is important to pay attention to the fact that the statistical distribution of the average values are grouped by centering the ideas introduced only in the school № 106 (Gymnasium № 1 "Univers").

In the context of "maturation" of adolescence only school № 106 (Gymnasium № 1 "Univers") works with adolescence among the schools represented in the Fig. 4. In addition to the proof of our hypothesis, the results are interesting by the fact that the generated values of respect for others and good relationships with parents and a happy family life are less important for students in school № 106 (Gymnasium № 1 "Univers"), rather than for their peers from other schools. While the most preferred are the spiritual and physical bond, raising the cultural level and the possibility of creative activity.

A question of how contemporary school leavers evaluate their future success has a particular interest. We emphasize that in this case we are interested in the emotional evaluation of their future, "the confidence and optimism", "doubt", "fear and pessimism" of the future.

The data presented in Fig. 4 show a tendency steady to influence of the idea of environmental development. Moreover, as a result of the study it is found that the assessment of personal perspectives of the students in schools is more

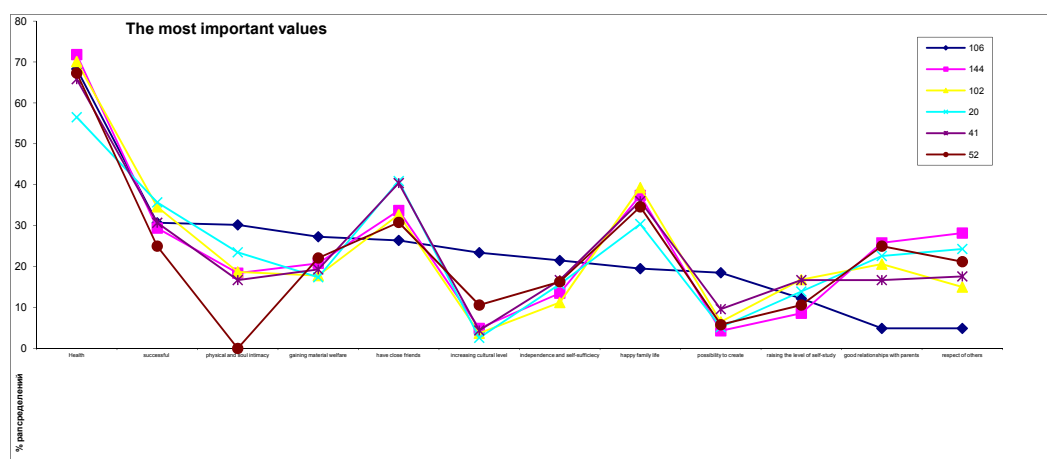


Fig. 3

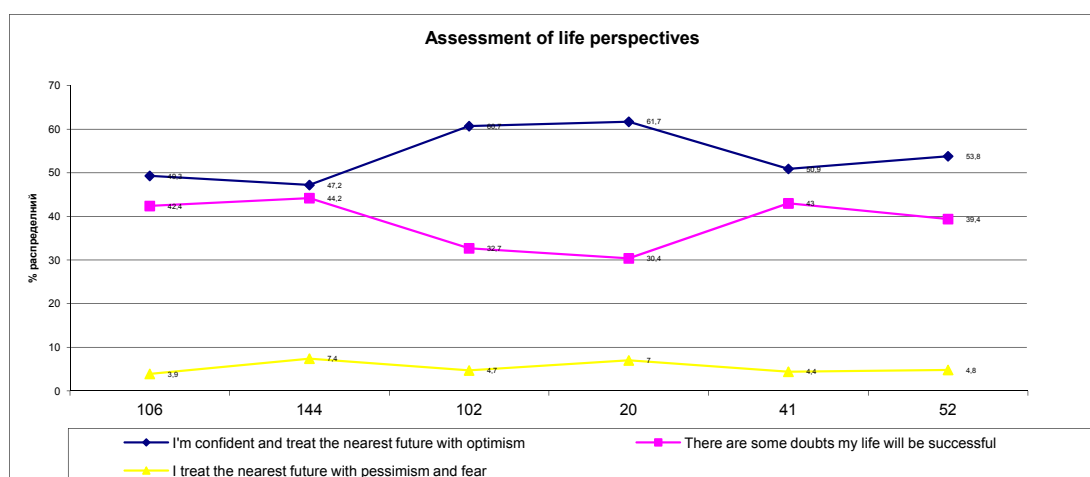


Fig. 4

related to social stratification and demographic factors and should be considered in the overall socio-cultural context. So the factor of completeness / incompleteness of the family plays a significant role in assessing the graduates their personal perspectives, and the girls have more susceptible influence. Representations of the students about their future success also depend on the educational status of their parents. There is an evident tendency: the higher the parents' education, the higher the proportion of students confident in their future and the lower the share

of the irresolute. For example, the percentage of confidence in the future among school leavers whose parents have secondary education is 45.1 %, and among their peers from families where both parents have higher education the number is much higher – about 59 %. The level of education of parents significantly differentiates those who doubt that “they will succeed in life”: families with lower educational status (both parents with secondary education) have much lower the percentage of those who “doubt” that is 51.9 %, and in families with higher educational

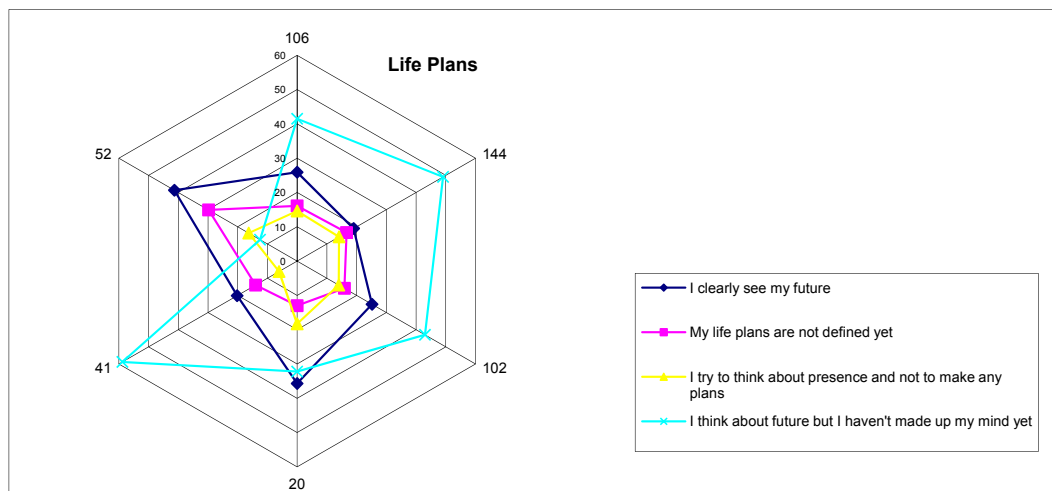


Fig. 5

status (both parents with higher education) it is only 37.4 %.

Let's have a look at the structure of formation of life plans of students along with the assessment of their personal perspectives. In contrast to the previous question, which concerns the emotional evaluation of life prospects, in this case we put the emphasis on the formation and clarity of plans.

Below, Fig. 5 presents data describing the students' determination with respect to positions in adult life.

The presented results are interesting, first of all, because they characterize the steady influence of type of school on self-determination of students. Thus, in schools №41 (60 %), №144 (49.5 %), №102 (44 %) and №106 (43 %) students think about the future more but still cannot decide, while in school №52 (41.5 %) and №20 (37.9 %) school leavers clearly represents their future. In this case schools №52 and №20 have more rigid system of pedagogical influence.

However, the experience of socializing in rapidly changing circumstances makes it impossible to form a habit of creating long-term strategic programs concerning their future. And here, in our opinion, one of the key problems

of modern schooling takes place. Its essence of which is the ability to form a strategic planning of their life prospects in a rapidly changing socio-economic conditions.

Then we used the results of the survey conducted among students in schools in Krasnoyarsk. We surveyed 1187 teenagers who study in the 7th, 9th and 11th grades in 10 schools in Krasnoyarsk. The following set of criteria was used in choosing them: the criterion of regional jurisdiction of the school. This means that all seven regions are administrative districts represented by the school. A criterion for quota compliance with sex and age structure of each school. A criterion of diversity of schools. At this stage we also took into account the typology of the formal schools (gymnasiums, lyceums, secondary schools).

The analysis of social stratification structure of schools has shown that these structures are essentially similar and have no statistically significant differences. These data for further analysis allow us to choose a number of schools on a random basis.

The data presented in Table 7 shows that the number of young smokers is significantly higher

Table 5. Smoking, drinking alcohol and taking drugs in the school environment

Answers	school A	school B	school C	p= , p=
I smoke	28,6	20,1	12,0	0,01,
I use drugs	5,2	4,0	2,4	
I never drink alcohol	65,5	76,2	87,7	0,01 ; 0,001
I drink alcohol once a week or more often	9,7	7,4	2,5	0,007; 0,009
I never drink beer	20,8	28,5	42,7	0,004; 0,02
I drink beer once a week	35,1	24,0	15,9	0,0006;

in school A (28.6 %) compared with school B (20.1 %) ($p = 0.01$) and school C.

Despite the big number of adolescents who use drugs at school A, however, no significant differences were found.

There is a similar situation to drinking in different schools. Thus, adolescents in a school A “never drink alcohol” 65.5 %, in school B this number increases to 76.2 % ($p = 0.01$), and in school C – 87.7 % ($p = 0.001$). Adolescents who never consume beer are 20.8 % in school A, 28.5 % ($p = 0.004$) in school B and 42.7 % in school C ($p = 0.02$).

The high rate of alcohol use has also significant differences in the various schools. If we observe a weekly consumption of alcohol among 2.5 % of adolescents in the school C, boys and girls in school B have a rate 7.4 % of ($p = 0.009$), and similar rate of use is typical for a 9.7 % of adolescents in school A ($p = 0.007$). 15.9 % of adolescents in school C use the school drink beer every week, about every third teenager from school B uses in the beer with the same frequency, and 35.1 % of adolescents from a school A (as compared with school C with $p = 0.0006$).

Thus, we observe a different situation with smoking and alcohol consumption in schools with equivalent social stratification conditions. Consequently, there are special factors or conditions of schools that have a significant

impact on the spread among adolescents and addiction to smoking and drinking.

We believe that these factors are shaped learning motivation of adolescents and an attitude of teachers and classmates to smoking and alcohol consumption.

Motivation theory and deviation

The analysis of learning motivation among adolescent smokers and nonsmokers showed that the reason for attending school, “My parents made me attend school” ($p = 0.0000$), and “I go to school just to get a school leaving certificate” (0.0000) is significantly more likely to indicate smoking teenagers compared those who do not smoke. When asked about the reasons that motivate learning, “the desire to get the approval of others” ($p = 0.03$) and the “the desire to gain the respect of peers, to take up a certain position” ($p = 0.038$) are more important reasons for such teenagers in comparison with non-smokers.

For non-smoking adolescents it is more important to visit schools and they are interested in teaching ($p = 0.003$) and they have a desire to gain knowledge that will be useful in the future ($p = 0.0000$).

The desire to acquire new knowledge ($p = 0.0000$) and the desire to get an interesting, prestigious and well-paid job ($p = 0.01$) in the

future are mostly typical for non- smoking adolescents.

Thus, non-smoking adolescents have much higher motivation to study. Smoking adolescents are characterized with a low study motivation and a focus on immediate environment and their peers that may indicate a dependent behavior.

Those teens who use drugs more frequently noted the reason for attending school as “socializing with friends” ($p = 0.02$) and “I go to school just to get a school leaving certificate” ($p = 0.0000$). Also a more important reason is “nothing in particular encourages me to study” ($p = 0.02$) among drug-using adolescents who answered the question about the reasons that motivate learning.

Interest in teaching ($p = 0.007$), a desire to gain knowledge that will be useful in the future ($p = 0.0002$), “good teachers” ($p = 0.0003$) and “I like the organization of leisure time” ($p = 0.001$) are typical for adolescents do not use drugs. Also more important is the “duty and responsibility, I believe that everyone should study” (0.047).

Thus, a low level of learning motivation is typical for drug-using adolescents. Let’s pay attention that that communication and entertainment among adolescents are important as a deterrent of drug use.

The analysis of the reasons that motivate teenagers who take drugs and alcohol to study and attend school showed similar dependence to smoking and using drugs. For example, the response rate of adolescent who have never drunk beer is significantly higher in such answers as “I’m interested in studying” ($p = 0.001$), “I want to gain knowledge that will be useful in the future” ($p = 0.0000$) and the “desire to obtain knowledge” (0.0000). For adolescents, who consume beer every week in comparison to those who have never drunk beer, is much more important to “socialize with friends” ($p = 0.04$), “parents’ influence” ($p = 0.000$), “getting a school

leaving certificate” ($p = 0.0001$) and “nothing in particular encourages me to study” ($p = 0.003$).

The desire to gain knowledge that will be useful in the future ($p = 0.0000$), the desire to decide what knowledge will come in handy in the future ($p = 0.03$) and the desire to get an interesting prestigious and well-paid job in the future ($p = 0, 0005$) is much more common in the responses of teenagers who have never consumed any spirits.

For teens that use spirits every week the most important motivations to study and go to school are: “I go to school just to get a school leaving certificate” ($p = 0.0005$), “My parents made me attend school” ($p = 0.0000$) and “nothing in particular encourages me to study” ($p = 0.0000$).

Thus, we can make a conclusion that the absence of temporal perspective, manifested in a very low, almost missing level of learning motivation is typical for smoking, drinking and using drugs teenagers.

The attitude of young people concerning the reasons of attending school

The analysis of statistically significant differences showed the opinion of boys who study in schools B and C as following: “I want to gain knowledge that will be useful in the future” which is much more common in the responses ($p = 0.01$) compared with the views of boys from school A.

Girls have another opinion. For girls from a school A the reason “I go to school just to get a school leaving certificate” is the most significant ($p = 0.005$) in comparison with the views of girls from schools B and C.

The peculiarity of school attendance of girls from school B has become a “good leisure organization” ($p = 0.002$). Statistics of significant differences revealed that parents make girls from school C to attend school much less frequently than in the other two schools ($p = 0.04$).

The analysis of statistics of significant differences in boys' learning motivation revealed only one peculiarity. Thus, the proportion of young men who answered the question "describe the main causes which makes you to study" is a much lower in school B (2.2 %, $p = 0,04$) than in the other two schools that say "nothing in particular encourages me to study".

Girls from school C, unlike their peers of the other two schools were significantly more likely to indicate a desire to learn to acquire knowledge independently ($p = 0.0000$) and the desire to decide what knowledge will be useful in the future ($p = 0.02$).

Duty, responsibility ($p = 0.003$) and "nothing in particular encourages me to study" ($p = 0.01$) were the feature of the learning motivation of girls from the second school. In addition, such reason to study as "joint activity and communication in the learning process" is less significant for the girls from the second school ($p = 0.008$).

Thus, we can conclude that a characteristic feature of adolescents from school A is a low learning motivation.

Adolescents from schools B and C are characterized by an interest in learning and a desire to gain new knowledge. In addition, their own desire to acquire knowledge by learning motivation is a peculiarity for students in school B.

In general, in schools there are special conditions for supporting or not supporting the motivation to study among adolescents.

The analysis of the goals of education for adolescents from different schools revealed that such goal as "a necessary training to enter the University" for boys from school B is a less important than that for boys of school A and C ($p = 0.02$).

On the contrary, the girls from school B, in comparison with their peers from school A and C, to a greater extent believe that the goal

of education is "a necessary training to enter the University" is ($p = 0.01$). Also the experience of social communication and interaction are more significant for girls from the third school ($p = 0.02$).

The peculiarity of views of the girls from the second school concerning the objectives of education are significant differences in preferences "grounded knowledge" in comparison with girls from the third and the first schools ($p = 0.01$). "The opportunity to develop their own abilities" is supposed to be of a much greater extent for the girls from the third and the first schools than for the girls from the second school ($p = 0.037$).

Girls from the first schools are more focused on the experience of participation in public life and activity ($p = 0.02$) than for a good pre-professional training ($p = 0.03$) more than the girls from the second and the first schools.

Thus, the school environment is a factor that contributes to the goal-setting in adolescents with respect to education, which is the vector of development of the personality of an adolescent.

The attitude of teachers and classmates to smoking and using drugs and alcohol in different schools

The peculiarity of the relationship of school teachers from school C to drinking alcohol and smoking among teenagers was the fact that 66.6 % of respondents to the question of smoking and using alcohol teenagers said that "teachers are aware of my behavior, and that leads to conflicts" ($p = 0.004$). At the same time, the girls from school C use the tactic of concealing of their drinking alcohol and smoking. 75.0 % of girls of this school, who smoke and drink alcohol, said they "hide in any possible way" such behavior. According to 52.6 % of boys from school B and 34.6 % of boys from school A, their teachers know that they smoke and drink alcohol, but "are

tolerant of this". In this case, we note that there is not such a reaction from teachers at school C.

As for drug use, almost all students from three schools answered the question as "in every possible way they hide the use of drugs from teachers". And only 14.2 % of adolescent, who use drugs in school A, reported that "teachers are tolerant of this".

Otherwise, the attitude to smoking, alcohol and drugs is shown among classmates.

Thus, unlike their peers from schools A and B, every fourth classmate from school C "condemns" the behavior of boys who drink. There are other relationships regarding girls. A peculiarity of school A is indifferent attitude of classmates to girls consuming alcohol. 46.2 % of girls from school B who consume alcohol showed the same attitude to their classmates, while in the school And only 16.1 % and 14.2 % in the seven school have such attitude ($p = 0.005$).

Smoking of boys at school A meets indifference from their classmates. "They do not care" said 64.0 % of smoking boys in relation to their classmates ($p = 0.02$). Classmates of the smoking girl from school B "consider this behavior quite normal". Such attitude indicated 52.8 % of girls who answered this question. At the same time the different structures of relations were revealed: in school A 45 % of girls indicate that their classmates "do not care" whether they smoke or not, 30 % "consider quite normal" such behavior, and 5 % of girls who smoke hides this fact from their classmates. In school B 52.8 % of smoking girls reported that their classmates think it is quite normal, 33.3 % "they do not care" and 4.8 % of girls who answered the question indicated that their classmates "approve" or "condemn" this behavior in girls. In school C 50.0 % of girls who smoke said their classmates "do not care", and 12.5 % of girls got typical responses to the question such as "they envy me" and "I hide from my classmates that I smoke".

No differences were found to the use of drug that their classmates take.

Thus, a social situation of teenagers from different schools varied considerably. And a high deviant behavior among schoolchildren second school can be explained by prevailing attitude of teachers and classmates.

It is important to consider one more thing: what is the structure and level of learning motivation among adolescents from different schools.

Boys from school A indicate a lack of learning motivation ($p = 0.04$) to a greater extent than their peers from other schools. In other respects motivational structures have the same profile and importance. A different pattern is observed in girls. For example, girls from school A more often their peers from school B and C indicate the reason motivating them to learn as the "duty and responsibility" ($p = 0.003$), and "nothing in particular encourages me to learn" ($p = 0.01$). Peculiarity of the learning motivation of girls from the third school is the "desire to get knowledge independently" ($p = 0.0000$) and "the desire to decide what knowledge will be useful to me in the future" ($p = 0.02$). And finally, the peculiarity of motivation to study of girls from school C with is "the desire to acquire new knowledge" ($p = 0.04$) and "mutual activity and communication in the learning process" ($p = 0.008$).

Thus, the motivation to study of adolescents from different schools has different profiles, which in turn influence on the structure of personality and deviant / normative behavior of the adolescent.

The context of the social situation of development allows us to discuss the structure and nature of the transition, which helps the child to develop and get mature. Here we conducted a survey among experts, whose results are presented below.

The necessity for a transit “Other” is called in question only by one third of experts; the majority (69 %) believed the presence of the “Other” is a prerequisite for institutional transition as a condition of development. A number of experts pointed out that “Other” is not necessarily a specific person, but, for example, can be a group, rituals, lifestyle images of the future, computer, etc.

Thus, characteristic, functions and actions of the “Other” have a different interpretation for the interviewees. In the sense that it may stand as an action for the first expert, a function for another one, and characteristics for the third one.

Almost all experts believe that the “other” does not guarantee a transition. There is always a situation of uncertainty and risk for a transit one, especially during the transition from school to university.

According to the opinion of two experts it is not necessary to discuss the security of the transition, as it is not appropriate and similar to overprotection.

It can be concluded that the presentation of the results of the current stage are made on the basis of the requirements of the next stage, and is fixed on the transitions (‘entrance’ and ‘exit’) between the learning stages.

We were interested what the participants of education understand by the results of education and where (at what time and place) they located the subject associated with the results? That is, whether localization occurs at the ‘entrance’ to the stage, at the ‘exit’ from the stage, or it is distributed on the results of steps?

The study was conducted in 2007-2008 in Krasnoyarsk. There were eight focus groups, which participants became parents, students and preschool, primary, secondary and university teachers. 53 people took part in the study at this stage.

The data received during the focus groups were analyzed by the following criteria: the relations of the current stage, the choice next educational stage, attention span, the conception of the transition.

The results of the study, integrated according to the following criteria are presented in this paper. We will discuss the transition from pre-school to primary level, from secondary to high school / vocational education, from high school to university.

Parents and primary school teachers were participants of the given study in the *transition kindergarten – school*.

Parents believe that a kindergarten should teach basic literacy, numeracy, writing, and ‘train’ to classes in the given stage.

A large group of parents believe that the key factor in the intellectual preparation to school is the family and that it lays the foundation of learning, interest and willingness to study. Parents would like the kindergarten to have such a function, but consider it is hardly worth to rely on it.

The choice of the next step has been made. All parents know the school, class, and a future teacher. Most of them know the title of the educational program. The majority of parents know the teacher and rely on her, and not on the program. Their attention is held on the next stage, on what will happen to the child there. Expectations for the next stage are due to interest of the child, teacher’s attention, and additional classes in extra time and health.

The idea of the transition is that parents choose special courses to prepare children for school. The fears of parents may cause: their own possible inability to help their child to cope with the program, the possibility of a bad relationship of the child in the class, the error values and attitudes of family and school, school maladjustment.

Educators believe that the goal of preschool childhood is to create independence, the ability to be ready to interact with people and the desire to learn something new.

In formulating the expectations of the next stage, teachers talk about the continuity of the efforts of such institutions as kindergarten and school, not to lose the human qualities which have been laid in preschool and to develop them further.

The transition from adolescent stage to secondary school is different because students have no comprehension of this transition as a one of high quality.

In this case the parents, while making the choice of the next stage (school or college), put on emphasis on the possibilities and interests of the child. However, the views of parents regarding the need for high school vary greatly and depend on the type of occupation.

So parents, who work in small business, wait for the end of the school year and are not satisfied with the educational outcomes of children. They believed that teachers pick on their children instead of motivating and teaching them. They are not satisfied with the attitude given: "Why is she (the teacher) constantly discussing me in the classroom in front of all? Why does she (the teacher) share her attitude to my child out loud about?" Parents, who work in the government-financed organizations, are keeping forward to the exams. They try to make a decision and negotiate with the administration on the future profile of teaching children and very loyal to the results of education on the stage.

Parents who work in small business do not expect much from the next stage. As a rule, they know teachers and school capacity. The main task is to prevent teachers from humiliating their children in school. They get ready to break the resistance of the teachers in 'accepting' their children.

Parents, who work in the government-financed organizations, want their children to prepare for the Unified State Exam and to get a good school leaving certificate. They try to find new relations and channels that will help their children enter the university.

Parents, who are wage workers, are at a loss. They do not know how to behave themselves and how to help their children.

Discussing the transition, parents of small businesses believe that if a child has no interest in learning, he does not have to go to high school. This is a waste of time. The choice of high school can only be associated with the fact that there are no good colleges to hold the interest of the child. Senior stage/ special education is not required as well, as their child is not yet 18, and to start work one still needs some document.

Parents, who work in the government-financed organizations, consider school leaving certificate and Unified State Exam compulsory; otherwise the child will not enter the university. High education is essential; otherwise one cannot make a career, take up the position and place in society. "What does it mean the child does not want to? I'll make him, explain, prove it, who will ask for his opinion.....?" say the parents.

For parents, who are wage workers, University is associated with the assessment, you need to enter and study there, otherwise you'll be no one, and therefore children must study in grade 10.

At the *transition from school to college*, almost all students made their choice. For many of them it's a multiple choice: either here or there. And it is based on the prestige of the university, a set of disciplines on the chosen specialty that their future job will have, the image of their future job, "connections" in higher education, the demand for their future profession in the labor market and the recommendations of parents or teachers.

The perceptions of the transition are mainly focused on the evaluation of a child's readiness to it, that is, to examinations and admission procedures.

The attention of high school students in the perception of the next stage is distributed as follows: the procedure of 'entry' or entering university has the dominant value. The second place takes a generalized representation of the results of received education – the desire to get high-quality fundamental education, to work in an attractive and interesting sphere of work. And the last place that influence the choice of a student, takes the process of learning in higher education.

Parents of high school students working in small businesses, it is believed that the man in my life to take place, and for this university is not a prerequisite. Consistency, in their view, generally has little to do with teaching.

Parents, who work in the government-financed organizations, believe it is necessary to enter a prestigious university to get a prestigious job afterwards.

There is some difference in the views of parents of high school students about the next stage; some believe that the entry and what their children will study there are not particularly important. They will still need to be taught in special courses of foreign languages, to engage in network marketing, art, etc. Other parents believe that it is important to get an education that allows their children have a future profession.

Parents from small businesses do not expect anything different on the current stage in comparison with what used to be on the previous stage. As a rule, they know teachers and school capacity already. The main task is not let their children being to children humiliated in school. They get ready to overcome the resistance from the teachers to 'accept' their child. We should note that they distinguish between the results of

the teacher and child outcomes. Parents from the government-financed organizations are looking forwards to the results of USE. In discussions they protect teachers from the first group of parents. They rely on the loyalty of teachers. They show no criticism or comments towards the stage. They have high expectations; they want their children to prepare for the exams, and to have a good school leaving certificate. They try to find new relations and channels to get admission to the university. They are concerned how to solve the question of USE (some of them pay a teacher, some pay to a tutor from the university the child enters, some pay to a tutor distinguished in the subject, some try to find other opportunities.)

The results of the focus groups revealed several interesting tendencies. For example, college students, in contrast to university students, are happy with their choices; they made decision on their professional future and have a clear understanding of the results of their education which is directly related to the requirements of their future profession.

College students are satisfied with the certainty of high school prospects, attitude of teachers, and a low uncertainty in the educational process.

University students are not confident enough they have made a clear choice in choosing a place to study. A lot of them point to unconcerned teachers and that their high school requirements do not match the desires. The idea of the current stage is focused on the inner conditions of getting higher education and the ability to communicate.

Conclusion

As a result of the research, we can draw the following conclusion:

1. School environment is a factor that contributes to goal-setting concerning adolescent education.

2. Motivation of teaching adolescents from different schools has different profiles, which in its turn affects the personality structure and deviant / normative adolescent behavior.

3. Education and cognitive motivations and constraints of deviation adolescent behavioral strategies of teachers and classmates, which are built and maintained in a school environment, are conditions of teenager development and a healthy lifestyle.

4. The overall situation of development in adolescence includes an increase in the space of free movement and has cognitively unstructured nature of the new situation, including with respect to the "health".

5. A new attitude towards one's own body is a hallmark of adolescence.

6. The attention of the educational process focuses on the procedures of the transition, and the complexity of the transition is often a marker of the quality of education in the next stage. In this case, the procedure of transition begins to

perform a dominant role in the distribution of effort in transition through the educational stage.

7. Existing procedures for transition between stages divide the attention of the educational process so that the evaluation of the current stage is based on the quality of the procedures go to the next level.

8. The most constructive transitions are nursery-school and school-college. At the same time the attention of participants in education field is increasingly focused on the content of the education of the next stage. Perhaps the lack of a complex transition procedure allows us to pay attention to the content of the forthcoming stage.

9. Due to the greater complexity of the transition procedure, the attention of the educational process focuses on the compliance with procedures and not on the content of the stage in transitions "secondary school – high school and the school-university"

10. The transition may not only be discussed, but also be designed as an age transition.

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Сущность подросткового возраста и его проектирование в образовательном пространстве

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В данной статье автором рассматривается специфика подросткового возраста и методы исследования его сущности и содержания. Особым фокусом являются возможные условия проектирования и культурного оформления этого периода в жизни человека. Социальная ситуация развития и выступает такой содержательной и конструкторской единицей, которая позволяет аналитически представлять динамику возраста и конструировать образовательное пространство развития. Особым инструментальным средством, влияющим на проектирование образовательной среды как среды развития, является оценка и измерение образовательных результатов.

Ключевые слова: социальная ситуация развития, подростковый и юношеский возраст, институциональные переходы.
