Deformation of the Semantic Sphere of Adolescents Who Have Communicative Disorders

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Abstract: The article analyzes the most important communicative peculiarities that are typical of adolescents. The personal and communicative psychological aspects of disrupted social relations and qualities of a person described by various psychological approaches were revealed. The typological peculiarities of deformation of the development of the semantic sphere of adolescents who have communicative disorders are described.

Key words: Hyper-sociability - Deformations - Semantic sphere - Set of symptoms

INTRODUCTION

An individual when facing rapidly changing conditions of his way of living needs assistance and psychological support. Such support can either be person-oriented or relate to the conditions, which accompany his life activity and, first of all, to the improvement of the community, within which his activity is directly accomplished. The problem of protection of psychological violence and personal safety become especially timely [1].

The problem of person socialization at adolescent age has been quite thoroughly described in age-specific and pedagogical psychology (L.I. Bozhovic, V.V. Davydova, T.V. Dragunova, I.V. Durona, A.N. Markova, D.I. Feldstein and D.B. Alkonin, etc.). Educational activity as well as labor and socially organizational activities are united into the socially important activity, which, according to V.V. Davydov, becomes the most important at the adolescent age. While recognizing the social importance of their own participation in the implementation of these types of activities, adolescents at this stage of development enter new relations between themselves and develop the means and the peculiar features of communicative interaction (L.I. Antsyferova, A.N. Leontyev, M.S. Kagan, G.M. Andreeva, A.I. Aezhanova, A.I. Ilyina, T. Shibutani and V.V. Davydov); life-purpose strategies are formed with them, which will later become the dynamic element of the life-purpose concept of the personality.

At adolescent age, the communicative process as an oriented and not oriented to a goal process of expression of their internal mental content (not only the internally verbal, but also the conceptional, emotional and motivational) obtains new contents, new forms of its implementation and is built based on broad-spectrum versatile activity. The consciousness reaches its qualitatively new level of development; the arrangement of senses, values and relations changes.

In some cases, the vector of development of the semantic sphere of adolescents is corrupted, transformed, develops in a deformed way, which manifests itself in regression and transformation, in the disorder of efficiency of the semantic sphere, absence of generalized sense, disorder of the structure of the semantic sphere, immaturity of the reflexivity and stereotypical nature of transformation of social content into personal meanings (L.I. Antsyferova, A.G. Asmolov, B.S. Bratus, E.B. Vesna, M.G. Ginzburg, V.P. Zinchenko, D.A. Leontyev, V.A. Petrovsky, A.S. Sukhorukov, D.I. Feldstein, M.A. Frizen and M.G. Yaroshevsky) [2].

The communicative need of adolescents as an intension of permanent and broad interaction with the external world and people around closely interacts with the peculiarities of the personal development. Disorders in the communicative sphere inevitably cause personality changes, deform its axiological structure. At that, the relation of conceptual deformations and communicative disorders has versatile nature depending on the specific features of the communicative disorder.
The communicative abilities of an individual can be affected at the operational and technical, motivational and control chain links. With regard to the theory of systems in terms of teaching adolescents with communicative disorders, we must mention the works by U. Bronfenbrenner who showed that human development is a process, at which the growing-up individual obtains broader, differentiated and adequate vision of his environment [3]. This takes place because children with growing interest get involved into an increasing number of actions and contacts, thus changing their social environment. Consequently, it would be wrong to control the behavior of the students; we need to develop their self-control skills.

Another similar concept was presented by Breme who claimed that every human actually had his own study program, his own rules and we would never be able to participate in any group activity, if we had not learned the group rules [4]. Similarly, the students must learn the methods of surviving in a school, whether it is good or bad and the teachers must teach them the social and organizational structure of the educational institution.

M. Reynolds [5] claimed that improvement of education in the circumstances of a common school would result in the decrease of the number of children that were at risk to be moved to special classes and schools. Besides, he assumes that currently in the American society, there is a stable rise of interest to the schools restructuring, which aims to enable them to take in all students.

The purpose of such a school is to give students the opportunity to live a fully-fledged social life, actively participate in the team and local community thus ensuring total interaction and care of each other being the members of the society [6]. The value-related demand obviously proves that all members of a school and the society are interrelated with each other and that students not only interact with each other during the study, but also strengthen each other when they take decisions with respect to processes at a classroom [7].

The pedagogical psychology has studied a large number of various communicative disorders, which are typical of schoolchildren (up to 15% of schoolchildren at secondary schools have various communication problems). The number of schoolchildren with personal features, which affect their communicative success and compatibility, is also quite large: the share of individuals with low self-esteem is 43%; the share of highly authoritarian persons is 36%; aggressive and problem persons-25% each; and hysteroid persons-11%.

The problem of human safety has become very topical nowadays. It becomes dominant during the period of recessionary social changes and destruction of traditional stereotypes-the ideals that unite people [8].

Lately, much attention has been being paid to the problems of disorders of personal and social adaptation of children and adolescents. Adaptation disorders, or de-adaptation, are actually the child's adaptive reaction to microsocial life conditions that are inadequate for his development, personal activeness and personal growth. The types of de-adaptation correspond to the main life activity spheres of a child: the family-related, scholastic and social activities. Within the framework of this research, it is the scholastic de-adaptation that is the important category. School de-adaptation is a sociopsychological and pedagogical phenomenon of success failure of a child in the educational sphere (education, referent school group, communication with teachers, etc.), associated with the irrepressible for a child conflict between the requirements of the educational sphere and his psychological abilities and faculties that correspond to his age-specific sensitive period and the level of his mental development. A child suffering school de-adaptation cannot find his place in the school setting and be accepted as he is. The view of the society on this problem with respect to children who have development disorders will be projected on all children in a certain manner and will affect the concept of humanism in our society.

"Unable to study", "hyper-sociable, disinhibited", "avoidant"-these labels are broadly used in special education. But these are just labels, which are only designations and do not explain anything. These labels are only useful when communicating each other and preparing pedagogical programs, which are to help such children. Nevertheless, the labels have their own deficiencies and many people dispute their usage. This takes place mostly in other countries (the USA, the Netherlands and other countries). Besides, the trend is becoming popular to treat such children as differing from normal children by the quantity and not quality. And the usage of depreciatory labels is obviously not compatible with this tendency.

**Methodology:** The schoolchildren of 7-9 grades at the age between 13 and 15 years took part in the research. The research was carried out in the following stages:

The preliminary stage-the stage of analysis of the main approaches to the problem of semantic deformation in various social contexts, researches of personality
peculiarities in the context of pedagogical psychology; and determination of the problematics and the logics of the empirical part of the research.

The diagnostics stage-arrangement of diagnostics, testing, processing of the obtained results, detection of the sets of symptoms of deformation of the semantic sphere of adolescents who have communicative disorders.

The stage of generalization-development of the Training Contact correctional and developing program for adolescents with communicative disorders based on the set of "parallel services".

At the preliminary stage of the diagnostic research, interpersonal relations was studied using the T. Leary's Test of Interpersonal Relations (which was described in para. 3.1). It was proved that generally the adolescents who had problems in the communicative sphere showed values lower that the statistic average provided in psychological literature.

Body of the Work: As a result of the diagnostics, we distinguished one experimental group (hyper-sociable adolescents), which included 15% of the total number of the tested persons and one control group (adolescents without any communication disorders).

The main methodology for breaking up the tested adolescents into these groups within our research was the V.V. Boiko's diagnostic methodology of revealing the strategy of psychological defense during the communication process.

We revealed that the main psychological defense type of hyper-sociable adolescents at communication is of the mixed type-it engages both aggression and, sometimes, peacefulness.

Aggression is the psychological strategy of defense of the subjective reality of a personality, which is engaged instinctively. The aggression instinct is one of the "big four" instincts that are typical of all animals-hunger, sex, fear and aggression. This explains the inescapable fact that aggression remains one of the ways of emotional reacting. It is enough just to review imaginatively the typical communication situations in order to understand how popular, easily reproducible and common it is in its strict and soft forms. Its powerful energetics protects the Ego of a personality in the street, in a crowd, in public transport, in a queue, at production, at home and at communicating strange and very close people and friends [9].

As the threat to the subjective reality of a hyper-sociable adolescent's personality increases, its aggression increases, too. The personality and the instinct of aggression turn out to be quite compatible and the mindset plays the role of an intermediate chain link that assists in escalation of the aggression.

At the main diagnostic stage, the general picture of interpersonal relations was studied using the T. Leary's Test of Interpersonal Relations (which was described in detail in para. 3.1). It was proved that generally the adolescents who had problems in the communicative sphere showed values lower that the statistic average provided in psychological literature.

Two factors interested us in this methodology: dominance-subordination and friendliness-aggression. To provide the comparative analysis, we listed all data in the table 1.

CONCLUSION

The comparative analysis of the data provided above and the data obtained in the result of the testing allowed to reveal the following peculiarities:

- It is obvious that hyper-sociable adolescents normally show similar values of the studied factors [10];
- For the control group of adolescents, the high values of the dominance and friendliness scales are typical. Therefore, we can summarize that hyper-sociable adolescents almost do not differentiate such opposite values and communication orientation (dominance-6%, subordination-6%).
- The efficiency of empathy decreases if a person tries to avoid personal contacts, finds it inappropriate to show interest to another person and has convinced himself to show neutral attitude to the experiences and problems of people around. On the scale, 33% of hyper-sociable adolescents showed a very low empathy level (which is much larger than the share of

<table>
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<tr>
<th>Factors</th>
<th>Dominance</th>
<th>Subordination</th>
<th>Friendliness</th>
<th>Aggression</th>
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</thead>
<tbody>
<tr>
<td>Hyper-sociable adolescents</td>
<td>6%</td>
<td>6%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Adolescents who do not have any communicative disorders</td>
<td>19%</td>
<td>7%</td>
<td>9%</td>
<td>7%</td>
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the control group-23%). Such mindsets strictly limit the range of emotional sympathy and emotional perception. On the opposite, various channels of empathy act more actively and reliably if there are no obstacles from the person's mindset.

By treating empathy as an important communicative property of a human, which allows to create the openness, trust and cordiality attitudes and identification, which is another essential condition of successful empathy and as an ability to understand the other person based on compassion, putting oneself in the place of the partner, we can conclude that easiness, mobility and flexibility of emotions as well as the ability to emulation at communication are not typical of hyper-sociable adolescents.

- These data evidence the existence of dependence between the level of self-revealization at communication and the ability to draw one's interlocutor out during the communication. Along with similarly high values of the self-revealization at communication, hyper-sociable adolescents also indicate high values of the ability to draw their interlocutors out (average level-27%, high level-5%, low level-5%). Usually, this results in occurrence of the tendency to self-deception by a young person-to fear of the truth, to formation of the forms of psychological defense, which in turn are the source of rigid self-esteem.
- The life-purpose orientations of the majority of adolescents with communicative disorders are severely transformed if compared to the data related to their studying or working age mates (according to D.A. Leontyev, 1999). The majority of responders showed the tendency to live for the day and even live in the past (idealization of recollections is probably the reflection of the values that are shared by their environment). The poorly expressed orientation to the future can evidence the proneness to nostalgia, efforts to find psychological defense in their recollections; the regression and substitution of undesirable recollections are obvious [8].

Summary:

- It was stated that adolescent who had obvious communicative and personality disorders typically had deformations of their axiological sphere, namely:
- According to the obtained data, the following types of social positions were distinguished by the characteristics of awareness of adolescents with communicative disorders: for hyper-sociable adolescents, it was the impulsive position with hyperactivity, absence of the awareness and desire to control their life, being unable to realize, with chaotic control of the life based on impulsive decisions and changes, which were not linked by common logics and life purpose.
- Deformations of the semantic sphere in experimental groups were also revealed by the characteristic "teleology-causality" of the semantic regulation. This characteristic unambiguously confirmed the individual differences in the deformation of the semantic regulation: The teleologic orientation is typical of hyper-sociable adolescents, which is expressed in the independence from the situation of social pressure, expressed orientation to the future, but, at the same time, there are such indicators as weak and uncertain Ego, poor control of needs and emotions, poorly expressed orientation to the future. The latter indicators inadequately correlate with the indicators of social independence of the hyper-sociable adolescents.
- It has been revealed that the main psychological defense of hyper-sociable adolescents is the aggression in its function as the psychological strategy of defense of the subjective reality of personality, acting based on the impulsive and emotional behavioral reaction.
- Communicative disorders act as the factor that influences the balanced and structured state of the semantic sphere. The following standard values are typical of hyper-sociable adolescents on these scales: the values of perception of oneself as a strong personality (and, consequently, the belief in the power of total control and desire to control their life totally), as well as the locus of control scale. Where the autistic adolescents dominate more aggressively at interrelations and interaction with the people around, the hyper-sociable adolescents almost do not differentiate the opposite indicators and do not single out the main orientation at communication (dominance-3.1, subordination-3.4). This is what the indicator of the differentiation disorders and the balanced state of the semantic sphere is.
Any life (including the meaning of life) is generated by certain unity or correlation of the value of mutuality (energetic aspect) and meaningfulness of selectiveness (informational aspect) at the communication process. The dual contradiction (of the selectiveness and the mutuality) makes communication a self-developing process only at proper "proportioning" and adequacy. The hyper-sociable adolescents' life, behavior and human relations indicate that non-selective (blind and indifferent) mutuality (contact) has either little value or severe danger. Permanent meaning-making, meaning-creation as a process of solution of dual contradiction in the life permanently elbows out the communicative process from its previous frame to an often unpredictable search of new frames, new modes of communication with the environment.

REFERENCES