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PSYCHOLOGICAL DIAGNOSTICS OF SEXUAL BEHAVIOR IN SENIOR SCHOOL AGE

Annotation. *The article explores methods of psychological diagnostics of sexual behavior in high school students, focusing on cognitive, emotional, and behavioral components of sexual self-awareness. It analyzes the diagnostic tools and educational strategies needed to assess and develop sexual competence during adolescence, emphasizing the importance of a balanced psychosexual identity for personal development.*

Keywords: *sexual behavior of the individual, psychodiagnostics, senior school age.*

Formulation of the problem. World trends regarding the development of democracy, market relations and moral principles are reflected in Ukrainian society. Attributes of sexual attractiveness have long been used in the media to increase the rating success of participants in the show, the image of the host or the TV program in general [3].

T. Fechner considered sexuality similar to the terms «pleasure» and «dissatisfaction». In his article: «Einige Ideen zur Schop-fimgs und Entwicklungsgeschichte der Organismen» (1873, Abschn. 9. Zusatz, S.94), Fechner emphasizes this principle. Of course, many scientists (A. Freud, Brier, etc.) have dealt with this problem, and it is not

entirely important to consider the activities of each. But there is one thing that unites all the psychologists who deal with this problem [2].

Today's teenagers and young people, who are the most active consumers of the TV industry's products, actively discuss sexuality standards with their peers and follow the presented examples, practically without subjecting the analysis of the expediency of such actions. In the case of negative experiences during intimate interactions, frustrated young people have difficulty building their own system of sexual preferences due to the fact that at this age they do not have enough of their own experience of pair interaction [8].

Sexual self-awareness under the influence of such traumatic events can be deformed or acquire diffuse forms, which provokes the development of sexual complexes. The problem of the psychologist who works with this category of clients is the lack of proven psychodiagnostic tools that could identify the level of development of sexual consciousness and its structural components [6].

Today, there are certain stereotypes about sexuality that still have a long history, although they have lost their relevance, which are manifested in adolescence. Society attributes sexuality to beauty, and conversely, unaware of the essence of this concept, there is no clear limit to sexuality, and in general whether it is today

The purpose of diagnosing high school students' sexuality is to present a set of psychodiagnostic techniques.

Analysis of recent studies and publications. Theoretical analysis of research by L. Gridkovets, O., A. Kinsey, I. Kona, G. Kelly, U. Masters, O. Secheiko and others. on the problem of sexual self-consciousness of the individual testified that this phenomenon is poorly understood by both foreign and domestic science, and therefore psychological and pedagogical practice does not have sufficient experimental

and diagnostic material. Identifying the components and criteria of sexuality is an integral part of collecting the latter. To this end, it was concluded that the most optimal development of the system of sexual perceptions of the individual can be diagnosed by three components - cognitive, emotional and behavioral [5].

Research methods. Case studies, interviews and observations, experimental methods. The conversation with the moment of training was also used. When selecting a set of methods for objective and comprehensive study of the peculiarities of the development of sexual self-consciousness of adolescents and young people, it is necessary that together they be aimed at identifying the adequacy of sexual perceptions of self, role-identity and establishing the degree of one's own activity in sexual perceptions.

The advantage of the case study method is the flexibility in the use of different methods of data collection (observation, questionnaires, in-depth interviews, testing, experiment, etc.). Its open nature allows you to get personal, subjective information about what individuals think, feel about their own actions and behavior. Due to this, the researcher penetrates deeply into the specific forms of behavior, thoughts and feelings of the subjects [3].

The cognitive component characterizes a person's sexual competence, ie the formation of a theoretical system of knowledge about the phenomenon of sexuality and the idea of oneself as an erotically attractive person (sexual identity). In the context of the emotional component, sexual emotional and evaluative experiences are defined as self-esteem, acceptance of the degree of adequacy of one's own sexuality and the individual's ability to appreciate their preferences. The behavioral component reveals a person's willingness to perform certain actions in relevant sexually oriented life situations [4].

Research results. Sexuality seems to high school students a

pleasant and exciting and at the same time secretive, unworthy component of the self, which creates a lack of balance of their own behavior, non-acceptance of themselves as sexual beings. Thus, early adolescence is crucial in the psychosexual and gender development of the individual, in the formation of the personality of the future family

Using a survey in the 11th grade (20 people) allowed us to assess the development of sexual perceptions of adolescents and young people on the basis of the test «Scale of assessment of their own sexuality», we obtained the following results. 50% of students thought that they were sexual, and accordingly the perception of sexuality in them was adequate (ie, not distorted). 28% of students refrained from concrete answers, not wanting to answer truthfully; 22% of students did not consider themselves sexual. According to the survey, only 50% of students had healthy sexual ideas about themselves and others, although this is only the first stage, this problem remains unsolved.

Without awareness of one's sexuality, without gradual gender identification, the individual does not become a person. It is from the attitude to one's own sex that the real development of self-consciousness in childhood begins. Psychological gender becomes the first brick in the construction of one's own life world.

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