

PSYCHOLOGICAL PECULIARITIES OF THE PERSONALITY ASSERTIVENESS DEVELOPMENT

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Abstract: The relevance of learning and development of assertiveness in individuals of all ages today is determined by the peculiarities of challenges posed to professionals of the vast majority of both technical and humanitarian professions in the labor market. Given the growing role of effective marketing in professional activities and the requirements for the active work of specialists developing assertiveness is crucial. Therefore, the professionalism of a specialist today is determined not only by the possession of professional knowledge, skills, and abilities but also by the ability to present oneself as a person: to successfully use one's psychological qualities, culture, and values. This concept implies reasonable, confident, constructive behavior on the part of professionals concerning achieving their professional goals and the ability to assert their position with tact and courtesy. All this requires professionals to have the skills to respond appropriately to life events and interact constructively with others. In other words, it means being self-confident and skillfully taking advantage of the opportunities available. In addition, it should be noted that the ability to assert oneself largely depends on the effectiveness of professional activity and the psychological climate in the team. The article aims to establish the peculiarities of the formation of personality assertiveness, which are reflected in the scientific literature. Moreover, the intention is to establish certain psychological aspects of the assertiveness of individuals through a questionnaire survey on the topic of the study and the analysis of its results. Methodology. The research applied the analytical-bibliographical method to study the scientific literature on the development of personality assertiveness. A questionnaire survey has also been conducted to explore the structure, features, and most effective forms and means of developing assertiveness as a component of emotional intelligence. Results. Following the results of the study, the theoretical framework, the major aspects of scientific findings, and the views of experts in the field of psychology on the psychological features of assertiveness development in persons of all ages have been studied.

Keywords: assertiveness, social preparedness, assertive behavior, socialization mechanisms, assertiveness development factors.

1 Introduction

The relevance of the development of the assertive personality of individuals in modern conditions is determined by social phenomena in our society and the requirements imposed on professionals from the moment they start working. From this time, their general idea of themselves, their place in the world, life goals, and values are formed. In addition, there are numerous deviations in the behavior of individuals, given the activity of their socialization process (Ali et al., 2019), (Chu et al., 2022).

The development of safe behaviors in individuals from the age of 20 onwards becomes a very topical issue. Among them, the most important are its psychological components: psychological self-preservation, self-esteem, self-confidence, responsibility, assertiveness, and others (Gil-Llario et al., 2022), (Gnams, Scharl & Schroeders, 2018).

The theoretical part of this study substantiates the concepts, components, roles, and viewpoints of scholars on the formation of personality assertiveness (Harris & Orth, 2020).

The practical part of the study includes an assessment of the key components of assertiveness in persons of all ages, qualitative indicators of personal assertiveness development, and components of parenting and personal development. According to experts, clients pay insufficient attention to them, given the need to develop assertiveness further, the signs of insufficient assertiveness development, and the most important areas of psychological work to increase the level of assertiveness of persons of all ages. (Hou, Jiang & Wang, 2019).

Based on the results of the study, conclusions are drawn on the questions raised. In particular, it was determined that openness, directness, striving for social contact, and impartiality are the key determinants of assertiveness, among those under 20 years of age. For older individuals, freedom in manifestation and behavior, responsibility, striving for social contacts, orientation on one's own opinion, and self-confidence are most important. According to the participants of the survey, the most important qualitative indicators of personal assertiveness, considering the dynamics of personal and professional development of young people under 20 years old, are moral convictions and the ability to resist pressure, their position, and responsibility. For those aged 20 and over, the indicators of personal assertive attitude development include independence, confidence in one's opinion, and personal position (Kan et al., 2022), (Sanchez Bravo & WattyMartinez, 2017).

Psychologists point out that for more effective development of assertiveness, it is important to pay attention to the early formation of emotional-value education, a behavioral component, in the upbringing of children and young people. Signs of assertiveness are mostly weakness of one's self, a constant state of tension, mistrust, fear, and excessive submissiveness. Those in their 20s are characterized by shyness and naivety, while those over 30 are characterized by dependence on the group, fear, and a tendency to feel guilty (Zapata-Calvente et al., 2019).

During the survey, respondents identified the following most important areas of psychological work to increase their level of assertiveness. These include stimulating emotional stability, independence, self-confidence, and serenity. It is noted that up to the age of 20 the development of a sense of courage, insight, independence, and autonomy is crucial (Kapica-Topczewska et al., 2018), (Turban et al., 2021).

2 Literature review

The idea of assertiveness implies that an individual develops a certain behavior through which he or she can control spontaneous reactions, to show a reasonable display of emotion. The individual can speak directly about his desires and demands, express his point of view, is not afraid to bring up arguments for denial, and insists on his point of view in situations where all arguments are superfluous. In addition, the individual demonstrates possession of the tactics of satisfying just demands and refusing in response to unacceptable aspirations in order not to violate the rights of others (Postolati, 2017).

The notion of assertiveness goes back to the well-developed phenomenon of trust in global psychology. It implies a subjective attitude towards oneself, social readiness, and the ability to realize one's aspirations adequately. Assertive behavior does not mean suppression of aggressive feelings, but rather a reduction in aggression and the disappearance of reasons for aggression. During adolescence, teenagers address several specific tasks related to their development.

It becomes relevant for individuals to accept their appearance and the possibilities of their bodies (through sport, recreation, self-regulation, work, and art). Furthermore, they want to master the characteristics of their behavior and the manner of performing their male or female roles. They must build new,

more mature relationships with peers of both sexes. Moreover, in adolescence, they need to form emotional independence from parents and other adults and to prepare for professional life.

Assertiveness is an English term that comes from the verb assert - to insist on oneself, to assert one's rights. Assertiveness is the ability to express oneself fully and freely in contact with another person or persons. Assertive behavior means expressing one's feelings, position, thoughts, or desires to another person in a direct, firm, and yet polite manner that respects the feelings, position, thoughts, rights, and desires of the other individual (Maroufizadeha et al., 2018), (Szcześniak et al., 2022).

According to researcher M. Manoilova's classification, assertiveness refers to the interpersonal aspect of the structure of emotional intelligence. According to her experimental data, assertiveness is one of the defining characteristics of a low conflict level. A person with the ability to assertive behavior shows respect and tolerance for the position of others, thereby preventing the development of problematic situations. Among the three main components of emotional intelligence (empathy, communicative tolerance, assertiveness), which contribute to the optimization of communication, scientists in the first place allocate assertiveness (Lankveld et al., 2022).

Some psychologists consider assertiveness in terms of individual rights. The subject knows his or her rights, uses them, and knows how to assert them. It is worth noting that the individual respects

the rights of others and builds relationships without violating others' boundaries. The authors of this position introduce the concept of "principles of assertiveness". It refers to the rules of behavior in society and building relationships with other people, rejection of manipulation, cruelty, and aggression towards other people (Parmaksiz, 2019).

3 Aims

The study aims to determine the attitudes of practicing psychologists regarding the development of assertiveness as a personality trait in individuals of different ages.

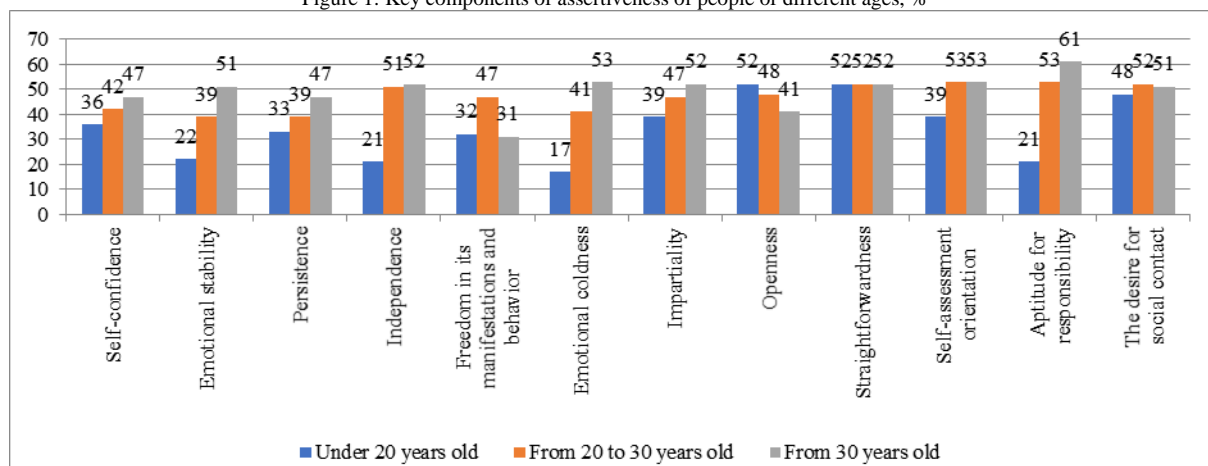
4 Materials and methods

A practical study of peculiarities of assertiveness formation and development as an important trait of personality socialization has been conducted by a survey of 217 practicing psychologists. They carry out psychological practice as practicing psychologists in the Zhytomyr and Kyiv regions of Ukraine. The study has been performed using the Survey Planet service.

5 Results and Discussion

At the beginning of the survey, the respondents' views on the key or defining components of assertiveness have been clarified. These include those most important for individuals of all ages, namely in terms of their success in professional life and society.

Figure 1: Key components of assertiveness of people of different ages, %

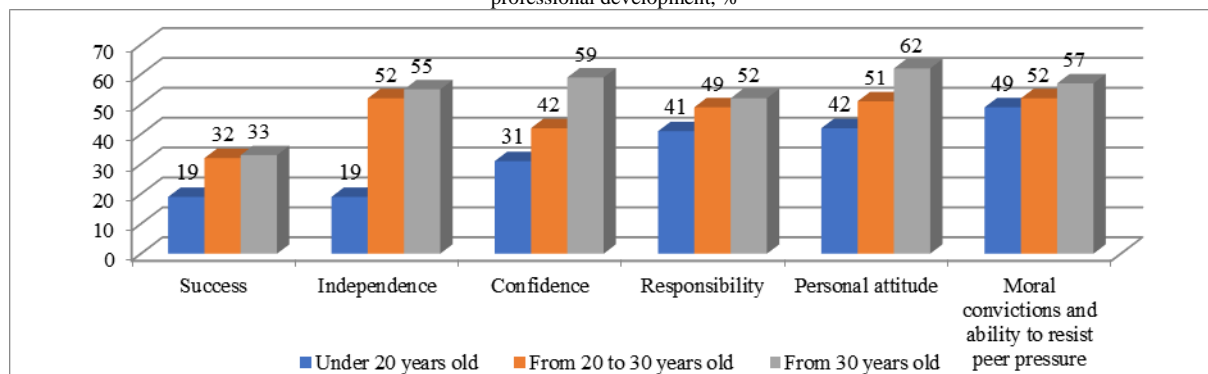


Source: constructed by the authors.

As can be seen from Figure 1, openness, directness, striving for social contacts and impartiality are most important among clients under the age of 20. For older people, freedom of expression and behavior, responsibility, striving for social contacts, orientation towards one's own opinion and self-confidence is most important.

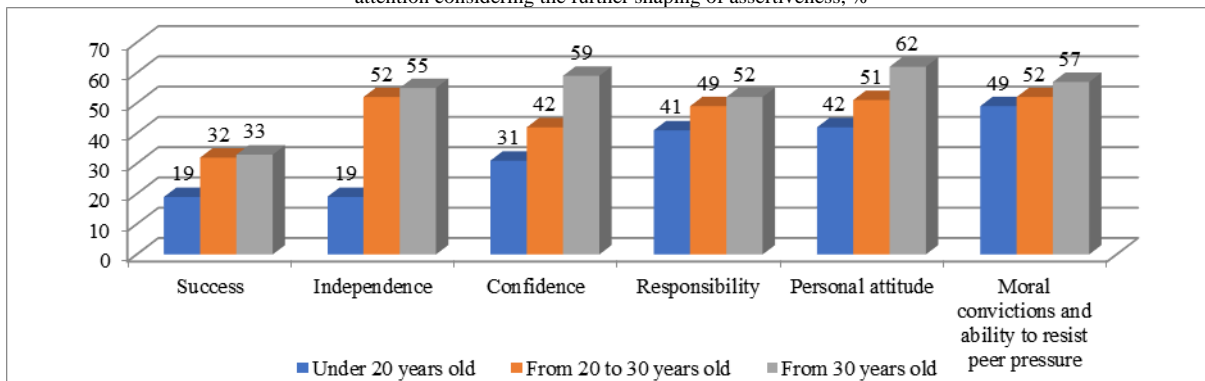
According to the survey participants, the most essential qualitative indicators of personal assertiveness development, taking into account the dynamics of personal and professional development, are (Figure 2):

Figure 2: The most significant qualitative indicators of personal assertiveness development, taking into account the dynamics of personal and professional development, %



Source: constructed by the authors

Figure 3: The main components of nurturing and personal development, to which, according to professionals, clients pay insufficient attention considering the further shaping of assertiveness, %

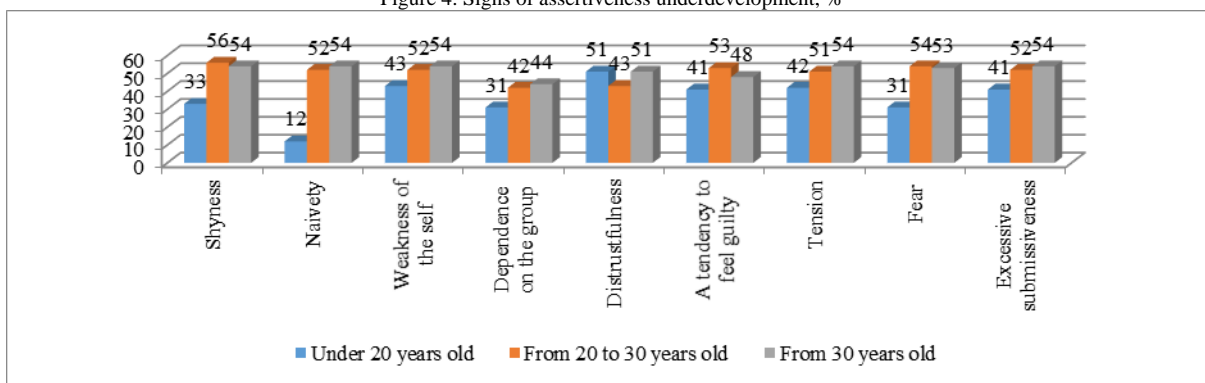


Source: constructed by the authors.

As can be seen from Figure 3, the optimal level of nurturing of the personality component is most crucial for high assertiveness between the ages of 20 and 30. Emotional-value education is important for those under 20 as well as those over 30. The

behavioral component is essential for those in their 20s and 30s. Signs of insufficient development of assertiveness, which are indicative of the need for attention to be paid to this issue, are (Figure 4):

Figure 4: Signs of assertiveness underdevelopment, %



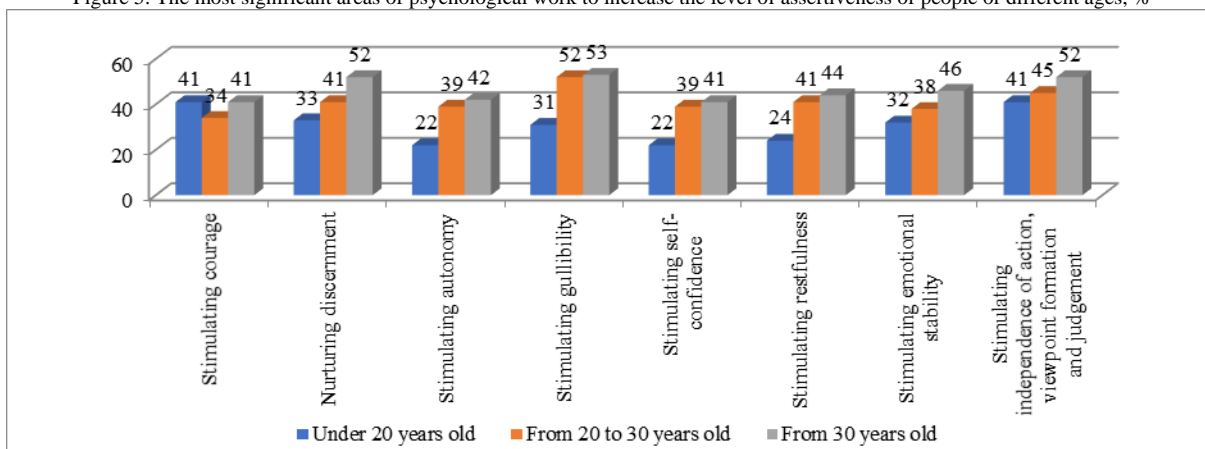
Source: constructed by the authors.

As can be seen from Figure 4, by the age of 20, the features of assertiveness are mostly weakness of the self-image, a constant state of tension, mistrustfulness, fear, and excessive submissiveness. In addition to the aforementioned traits, shyness and naivety are characteristic of those in their 20s, and group

dependence, fear, and a tendency towards guilt are characteristic of those over 30 years of age.

In the survey, respondents have identified the following critical areas of psychological work to increase the level of assertiveness of people of different ages (Figure 5):

Figure 5: The most significant areas of psychological work to increase the level of assertiveness of people of different ages, %



Source: constructed by the authors.

According to professional psychologists, after the age of 30 and older people need above all directions to develop assertiveness, such as stimulating emotional stability, independence, self-confidence, and restfulness. Before the age of 20, the

development of a sense of courage, discernment, independence, and autonomy is essential.

Therefore, an assertive individual is confident in her/himself, in her/his strengths, and her/his goal. Her sense of inner freedom

enables her to adequately assess events around her, plan actions, express feelings, work with partners with respect, and communicate her position to them. Assertiveness is defined as a person's ability to constructively defend her rights, and demonstrate positivity and respect for others while accepting responsibility for her behavior. Assertive behavior is behavior in which the individual actively and consistently represents their interests and openly states their goals and intentions while respecting the interests of others (Meissner et al., 2019).

The concept of assertiveness is closely related to the concept of self-confidence, identified by most psychologists. Primarily, it is believed that assertiveness reflects outward manifestations of behavior. As for self-esteem, it is shaped by the internal experience of comparing self-esteem with the possibilities of the real world. If self-esteem is higher than real possibilities, such a person will be confident, if self-esteem is lower than real possibilities - insecure (Luciano & Orth, 2017).

Assertiveness rejects any form of manipulation; it involves calm, non-aggressive resistance to manipulators. Depending on the level of assertiveness, according to some contemporary psychologists, people's behavior can be divided into three categories:

1. Humble behavior, where a person allows others to meet their needs and protect their rights at the expense of their rights and needs. Those who behave passively do not know how to articulate their wants and needs. At the same time, such people are not trustworthy in their actions, suffering from the fact that they do not know how to use their skills properly. A passive person cannot stand up to manipulators. Failure weakens their poor self-confidence. Sometimes they try to deal with the situation through manipulation, but such actions are defined as covert aggression.
2. Aggressive behavior is meeting one's needs and securing one's rights while the needs and rights of others are ignored. Aggression is not just physical harm or abrupt and loud statements. Aggression is also achieved through sarcasm, irony, and silent discreet things that do not directly affect the individual, while also degrading the individual they affect. The more subtle the aggression, the less aggressive the carrier sees in his or her actions. A skilled aggressor, however, makes an unpleasant impression on those around him, who tend to avoid any contact with him.
3. Assertive behavior is the behavior of a confident person who respects the needs and rights of others when their rights are duly respected. Assertive behavior is characterized by clarity, directness, and genuine sincerity. Everyone who behaves assertively can articulate clearly what he or she is talking about, how they see a certain situation, what they think and feel, and how they experience it. An individual who behaves assertively has a positive attitude toward other people, knows how to listen to them, can find a compromise, and can change his/her point of view under the influence of arguments. Considering other people to be decent, an individual is not shy about asking for favors and is willing to show kindness on his/her part as well (Luciano & Orth, 2017).

An assertive person achieves their goals without violating the rights of others. This behavior is oriented towards long-term cooperation, teamwork, and business relationships. In modern psychology, assertive behavior is considered to be the most constructive way of interpersonal interaction, based on the principles of humanism while rejecting manipulation, cruelty, and aggression toward others (Mrvoljak-Theodoropoulou, 2020).

A truly assertive personality is believed to possess four characteristics:

- first, a person is free to express his or her thoughts and feelings;

- secondly, they can communicate with people on all levels (strangers, friends, family). This communication is always open, honest, direct, and appropriate;
- third, people have an active life orientation. They get what they want. Unlike a passive person who waits and sees what happens next, a persistent person tries to influence events;
- fourth, their actions are characterized by self-respect. Such a person understands that the situation is not always win-win and accepts limitations. Despite this, they try to do something to take their chances (Moss et al., 2022), (Postolati, 2017).

6 Conclusions

As the analysis of the scientific literature on the topic of the study and the results of the questionnaire show, assertiveness is an important skill that can be acquired. An assertive person has a definite purpose for action and can control their emotions without being manipulated or emotionally pressured by others. Being assertive does not mean ignoring the emotions and aspirations of others. It is the ability to achieve one's goals despite negative environmental pressures and to protect one's interests rationally, while at the same time considering the interests of others. The idea of assertiveness implies the development of a certain quality of behavior in a person. Owing to it, a person can have spontaneous reactions, a reasonable display of emotions, the ability to speak directly about her/his desires and demands and to express her/his point of view. Such a person is not afraid of arguments for denial, insists on her/his point of view in situations where all arguments are superfluous and masters the tactics of satisfying just demands, and refuses in response to unacceptable aspirations in order not to violate the rights of others.

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