ABSTRACTS

Zoriana Borysenko,
Lyubov Gavryshchak

THE ESSENCE AND MECHANISMS OF A PERSON'S INTERNET-SOCIALIZATION

The article is devoted to the question of the essence, factors and mechanisms of a person's socialization in virtual space. Therefore, three ways of investigation are analyzed.

Cyber socialization is analyzed as a process of changes in the structure of person's self-consciousness, which is occurred under the influence and in the result of using the modern IP technologies in person's activity.

Virtual socialization is described as a process of integration in social cultural environment with the help of technology communication, social navigation and so on.

Media socialization is understanding as a person's multiplication of social experience on the ground of unnatural media representations in conditions of less participation.

Subjective and objective factors of socialization; social and individual psychological, macro-, mezo-, micro- factors of socialization are defined. Moreover, the mechanisms of a person's internet-socialization, such as unconscious, conscious and a separate group are overlooked. Also a person's life regulation according to the internet space (internet activity) are described.

Key words: socialization, internet-socialization, cyber socialization, media socialization, virtual socialization, internet activity, ways of internet-socialization.

Vira Dub

THE HARDINESS AS A FACTOR FOR SELF-REALIZATION OF STUDENTS MIGRANTS

The problem of the hardiness of the individual has been analyzed in the article. The research of this concept has grounded on the students who

began personal and professional self-realization in difficult living conditions. We mean migrant students who were forced to leave their schools due to war events in the East of Ukraine and the annexation of the Crimea. Resettlement students are a special age and social category of the population, which is characterized by a wide range of specific problems, overcoming which will provide such a feature as hardiness.

Hardiness is understood as a personal construct that allows to mobilize our own resources to overcome stressful situations and to develop in time a resistance-response to a threatening situation, to withstand life's problems and difficulties, and to ensure successful self-realization.

The article states that a high level of hardiness will enable students to direct their activities to «choice of the future», will contribute to the maximum disclosure and continuous development of their personal potential. The structure of individual viability involves engagement, control of the situation and readiness for risk. In order to maintain a high level of hardiness, the individual is conferred with cognitive, emotional and personal resources that allow him optimisticly evaluate difficult living conditions. Hardiness is closely linked to the spirituality and value orientations of the individual. Supporting the opinion of scientists that the student's hardiness can be developed, the article analyzes the directions of the HardiTraining program for students on the example of the University of California. This program is aimed at the development of productivity, leadership and health. These three qualities are the main factors that enhance the students' hardiness, in stressful and difficult life situations. The development of vital stability protects the person from disintegration and personality disorders, creates the basis of inner harmony, full mental health, high working capacity.

Key words: students migrants, hardiness, personal and professional self-realization.

Andriy Grynechko

FEATURES OF DISPLAY OF ANXIETY ARE AS A RESULT OF INFLUENCE OF PSYCHOTRAUMATIC EVENTS ON DEVELOPMENT OF PERSONALITY

In the article the detailed analysis of problem of typology variety is given to the phenomenon of anxiety as investigation of influence of

psychotraumatic events on development of personality. It is analysed diversity approaches, including the pedagogical and social theories of origin of anxiety.

The events of the last years lead to the necessity of the detailed analysis of influence of psychotraumatic events, such as migratory processes are forced, stress disorders related to them on an origin and manifestation of such psychological phenomenon as an anxiety. There is a whole pleiad of psychological, pedagogical and social theories of anxiety.

Quite a bit researchers specify on the delimitation concept of «alarm» and «anxiety» which results in appearance of the various going near the selection of criteria the division of these phenomena on kinds, forms and others like that. One of reasons which this division is on the basis of are changes in intensity and features of forming of these phenomenon. The normalized and pathological forms of anxiety come forward the first consequences of foregoing changes.

On the basis of analysis and synthesis of labours of researchers on this issue the certain amount of kinds, types and displays of the probed property of personality was selected. Criteria are selected for classification and specific, typological and comparative division of anxiety.

Beginning from psychological postulates about existence of neurotic, objective, situation and personality anxiety we gradually went near modern looks about existence of new subforms of anxiety, phenomenon of anxious row. Labours of representatives of the modern Ukrainian psychological idea and analysis of existential alarm and its forms appeared interesting. The finishing stage of our research was become by the selection of criteria for classification of displays of anxiety.

Such comprehensive analysis of anxiety allowed to assert about considerable typological variability it to the phenomenon. The conducted research exposes prospects subsequent empiric analysis the phenomenon of anxiety in intercommunication with personality descriptions of individuality of teenagers.

Key words: alarm, anxiety, fear, anxious row, anxious states, types of anxiety, existential anxiety.

Taras Havrylyshyn

STUDYING THE PROBLEM OF ANXIETY OF HIGH SCHOOL STUDENTS IN THE EDUCATIONAL PROCESS

In our study, we are interested in the expression of anxiety as a reaction to the outside world, that is, the emergence of anxiety with social conditions of life. Lyceum students, yesterday's schoolchildren are included in new social relationships by changing the educational institution, teachers, and the classroom, and therefore the emergence and adaptation to the new conditions of the educational process often contributes to the emergence of anxiety for some students. The study of this problem is the task of our investigation.

The forming experiment, the task of which was the compilation of a correction-development program aimed at reducing anxiety of senior children, was conducted in two stages: work with the pedagogical team and group correction-development work with lyceum students, which was conducted in the conditions of specially modeled collective lessons, which also was the task of this stage of experimental work.

The control experiment allowed to follow the dynamics of anxiety reduction in senior pupils of the experimental group. At this stage, the effectiveness of the proposed composite correction and development program, that is, correction and development work, aimed at developing communicative skills, as well as constructive methods of interaction, contributed to reducing anxiety in lyceum students. Since the more the student has ways to overcome difficulties, the easier it is to find a way out of a conflict situation and achieve positive results, the less disturbing is behavior.

Establishment of certain causes of increased anxiety in high school students contributes to a purposeful correction and development program, which leads to a decrease in anxiety in their behavior, has been confirmed.

Secondly, the attempt to create a corrective-developmental program aimed at developing communicative skills, as well as constructive ways of interaction and reducing their anxiety, proved to be true.

Thirdly, on this basis, it can be assumed that the study of experimental development of some aspects of large and complex work was

received, which provided specially created correction and development classes, included in the system of general education lessons, real psychological assistance to lyceum students.

Fourthly, the performed experimental study has a clear general practical (applied) orientation. The principles of development of communicative skills, constructive ways of interaction, as well as the ability to implement successfully in behavioral interaction, can be used in the mass practice of working with senior pupils.

This program is not the only complete option; it can be expanded, but it is important to maintain the order in which the exercises aimed at acquaintance and self-disclosure of the participants were concentrated in the first lessons, and exercises focused on a positive change in the methods of interaction are closer to the end of the cycle.

Thus, the obtained data are the basis for further research of this problem, in particular, they convince that the establishment of certain causes of increased anxiety, as well as the use of targeted correction and developmental exercises really affect the reduction of anxiety in the behavior of the objects. Work on psychoprophylaxis and overcoming anxiety of students should not be narrowly functional, but a general, person-oriented character, focused on those factors of the environment and characteristics of development, which at any age can cause anxiety. Work should be done at the level of all structural components of anxiety, with an orientation on the age and sexual «peaks» and individual «vulnerability zones» for each child. In preventing and overcoming anxiety of senior pupils, a significant role is provided with the necessary set of means and methods of action in important situations, the development of an individual effective model of behavior.

Iryna Hrynyk

SOCIO-PSYCHOLOGICAL TRAINING AS A MEANS OF STUDENTS' ETHNIC TOLERANCE FORMATION

The article substantiates the expediency of introducing a socio-psychological training in the educational process of a pedagogical university. The ways of the training program of an ethnically tolerant person implementation have been declared. The program of moulding influences contains a socio-psychological training, aimed at forming

the cognitive, affective and connotative components of the individual and lasts for 7 – 8 lessons.

The results of the of training implementation and the comparison of indicators of ethnic tolerance before and after the implementation in both the experimental and control groups indicate the effectiveness of the training and the possibility of its use in higher education institutions.

The cognitive component is represented by the knowledge and ideas about mental structure of an ethnic group, national character, and ethnic stereotypes in the world. The affective component is represented by practical, communicative, glorious and altruistic emotions. The connotative component covers the interethnic interests of the individual and its inter-ethnic orientation.

As a result of the research positive dynamics of ethnic tolerance, which testifies to the effectiveness of the training implementation in the preventive-educational work with the students in a higher educational institution has been determined.

Key words: tolerance, ethnic tolerance, ethnically tolerant personality, socio-psychological training, cognitive, affective, connotative components.

Natalia Kaut

HYPERACTIVE CHILD

Modern educational trends in Ukraine are aimed at development of an inclusive approach in the education of all children. Help with a child education with normal intelligence and behavioral disorders is the first step towards an inclusive society.

Children with hyperactivity disorder with attention deficit is one of the most widespread categories of children with special educational needs.

Hyperkinetic disorders are one of the most common behavioral disorders among children. Their prevalence according to various studies ranges from 1.5 to 5 % in school-age children.

The presence of a hyperkinesis disorder in a child greatly increases the risk the emergence of secondary problems, leads to serious psycho-social consequences and psychiatric illnesses.

Biological factors that influence the manifestations of hyperkinetic disorders, the child's psychological development, the probability of secondary complications, and the child's outlook are psychosocial ones – and can play a protective, resource role, and, unfortunately, psychotraumatic role too.

Behavioral problems of the hyperactive child are manifested from the first years of life. A neuropsychological examination is a necessary element of the diagnostic process for all children with hyperkinetic disorders that have a problem with school progress. The aim is to establish the level of intellectual development of the child, as well as to identify comorbidly specific school-based disabilities.

Thus, the article substantiates the relevance of the problem of study hyperactive disorder with a lack of attention. This is a neuropsychiatric disorder, the cause of which is the peculiarities of the structure and functioning of the brain or the organic lesion of the central nervous system.

A polymorphic disorder with various manifestations, such as, attention deficit, impulsivity, excessive motor activity, mobility was disclosed. The difficulties, caused by inattention at reading, writing, and account, were analyzed. The methods and strategies aimed at improving behavior, attentiveness, and success were described.

Key words: hyperactive disorder, attention deficit disorder, impulsivity, motor activity, mobility.

Roman Khavula

THEORETICAL APPROACHES TO THE PROBLEM OF PERSONAL AMBIVALENCE IN ADOLESCENCE

The article presents a retrospective analysis and generalization of various scientific approaches, theories and concepts of foreign and domestic psychologists to determine the essence, age and role features of ambivalence, its structure, varieties and types of detection.

It is established that in the psychoanalytic theories of development the manifestations of ambivalence are associated with the stages of development of the libido, with the processes of splitting and integration of objects, with the inconsistency of needs and quasi-needs, as well as with the genesis of primary communication and the dynamics of

autonomy of the child from the mother. On the basis of the analysis it is noteworthy that personality ambivalence develops naturally in all normal children, and in the future such a personal formation does not disappear, but remains stable (or vice versa) and affects the further human life.

It is substantiated that neofreudists developed the methodological foundations of psychoanalysis about ambivalence as the initial unconscious quality of the individual, but expanded its content to the ability to harmonize. It was established that in modern Western psychology in the academic direction the cognitive approach to the study of ambivalence is dominating, and a humanistic approach is dominating in psychotherapy and psychological counseling that allows to determine the causes of personality ambivalence (incongruity, self-manipulation, lack of meaning of life and self-actualization), as well as to identify the interrelation of family relationships and their influence on decision making.

The scientific work of T.M. Zelinska, who substantiated the person-integrative approach to studying the process of development of personal ambivalence, developed and investigated psychological mechanisms, basic principles and structural-dynamic model of the genesis of personality ambivalence in adolescence and revealed its components was analysed. It is revealed that personality ambivalence develops during human life, but the polarity increases in the youth age when the position of adult life is clarified, especially in the transition to early adulthood.

Key words: ambivalence, personality ambivalence, youth age, self-affirmation.

Vitaliy Lunov,
Olesya Rygel,
Oleksandr Posatskyi

THE ADVANCE SUSTAINABILITY FORMATION IN THE CONTEXT OF PERSONALITY LIFE PROSPECTS

The article contains theoretical and empirical research of advance sustainability in the context of personality life prospects. Personality advance sustainability is viewed as functional-energy organ – perso-

nality creation, presented by specific functionality of psychological boundaries of personality, anticipatory-predictive ability, structure of intrapersonality conflicts, type of orientation on action/alienation state, adaptive abilities and orientation on time context of life activity. The approaches to the analysis of «time prospects», «personal time» constructs, which is closely related to the concepts of life way and life prospects of personality, have been determined. It was established that the phenomenon of «life prospects» of personality is considered as socially adaptive mechanism, based on interiorization of existing values, meanings, in the context of occupational or personality self-determination, life creation, formation. Systemicity of personality's idea about future, including cognitive-analytic, value-emotional and regulatory-action components has been emphasized in numerous studies. The concept of time and life prospects has been specified. Ideas about context of life prospects (vitality, involvement, control, risk acceptance) and life-time orientation (negative/positive past, fatalistic/hedonistic present, perception of the future) have been supplemented with contents of individual psychological characteristics, deeply-psychological determinants and abilities. The ideal model has been developed and current state of advance sustainability formation of cadets-future servicemen at the educational-academic stage of professional study (2 year of study) and at the educational-professional stage (4 year of study) has been determined. It has been proved that life prospects turn out to be leading component in the personality advance sustainability formation in dimensions of personality psychological time.

Key words: advance sustainability, professional and personality formation, life and ime prospects, modelling, cadets.

Svitlana Mashchak

THE PARENTS AUTHORITY AS A CONDITION OF HARMONIOUS DEVELOPMENT FOR TEENAGER PERSON

Parents also can be reputable people to their children. It is important that parents are perceived by children as authority figures because they are the first who make an example of children' understanding about family, relationships, etc.

Socio-psychological factors of authority are: the ability to command respect towards others, to do psychological impact, to be meaningful, to have achievements and merits, the ability to be a role model, to cause a positive attitude, to be a reference entity. The subject of study are authority of parents to teenagers.

The study found that teenagers show a greater desire to imitate their moms and consider their opinion more important than the opinion of their fathers. The parents who do not conflict regarding their parenting are recognized as authoritative ones. Teenagers feel the respect, trust, interest, admiration and pride to authoritative mother and respect, pride, admiration and trust to authoritative father. This study reveals the actual conscious perceptions and expectations about the role of parents in the life of people, the image of the real and ideal parents, their relationship. The study analyzes the attitudes of teenagers to their parents, evaluating them as authoritative for themselves. Moreover it contributes the specific instructions and guidelines for parents how to create and preserve their credibility in the eyes of children.

Larysa Myhalchyshyn

THE FORMATION OF PERSONAL IDENTITY
IN THE ADOLESCENCE

The study of identity, associated with the need for self-identity is an actual problem of domestic and foreign psychology. Analysis and generalization of approaches and concepts to the study of the problem of identity of a person showed that identity is a phenomenon of self-consciousness associated with a number of categories: mental health, spirituality, competence, lifestyle, self-actualization, individuality, self-presentation. Identity is an integral experience, which ensures the development of social (social identity) and individual (personal identity) space of life. In the modern transformative stage of Ukraine's development, the actuality of the study of personal identity, that is, the dynamic experience of the internal integrity and continuity of the individual is growing.

The early youth age is sensitive to the formation of personal identity, which is characterized by dynamic changes in self-awareness. The formation of personal identity at the early age is in the process of

overcoming the age crisis associated with changing of the social situation of development – a conscious transition from the position of the child to the position of an adult. This process can have both productive and unproductive character, defining the psychological peculiarities of the formation of structural components of personal identity.

On the basis of a generalized analysis of a number of theoretical and empirical studies, we determined that the structure of personal identity includes the following components: cognitive, emotional, and time-based. The heterochrony of the process of forming a personality identity in the early youth has revealed three levels of personal identity – low, medium, high – based on the following criteria and indicators: identification with own «Me» (differentiation, mediation, dynamism); emotional and value self-introduction (modality, openness); temporal prospectus (continuity, acceptance of different aspects of the «Me»).

Dominating of indicators of the average level of formation of personal identity, which represent the urgency of overcoming the age crisis, the absence of significant positive dynamics in this process confirmed the need for psychological support of senior pupils to ensure the optimal formation of personal identity.

On the basis of the analysis of psychological literature, the generalization of the results of the statement of the experiment, a psycho-correction model for the formation of personal identity was developed and tested, aimed at the productive overcoming the age crisis by the students. An effective way of optimizing of this process was activisation by means of psycho-correction of the following mechanisms for the formation of personal identity: identification-separation, self-expression, internal dialogue, personal experience, existential choice, autobiographical memory.

The combination of different forms of work (group psychocorrectional classes, lessons of English language and literature, individual consultations) ensured compliance with the principles of systemicity, activity, complexity, differentiation of psycho-correctional work on the basis of the integration of psychological and artistic means, which intensified the mechanisms of formation of the personal identity of lyceum students.

The given data confirmed the effectiveness of approbation of the psycho-correction model of the formation of personal identity as a way of personal growth of pupils at the early age. On the basis of the

generalization of the experience of the psychocorrection work, the analysis of quantitative and qualitative results of its implementation, recommendations for the work of teachers and school psychologists with pupils of early adolescence were formulated.

Iryna Oryshchak

THE PROBLEM OF BECOMING A LIFE-LONG PERSPECTIVE FOR SENIOR PUPILS

Various motives related to the person's life perspectives may be the factors in the formation of the self-determination of senior pupils, in addition to individual psychological characteristics: these are the motives for achievement, cognitive, educational, social and motives related to the choice of profession (vocational motives). High school students have a priority of personally meaningful values over social ones.

Due to the empirical research of the very stimulating sphere during the youth, namely the motives of the educational activity, we were able to determine what motives serve the desire to learn. Lyceum-students, who have had a positive motivation and an attitude to the future profession as a whole, have preserved the learning and the process of learning before and after. This can be explained by the fact that their expectations were confirmed, they were able to realize themselves, the conditions of study satisfy their inquiries where they mentally work and obtain all their abilities to approve themselves fully.

Thus, it can be said that the lyceum teachers in their activity perform such important tasks as helping the student to organize and regulate their motivational sphere of educational activity. Based on the results of two stages of our study and comparative analysis which showed us the change of the motives of the educational activity in the process of the educational activity itself, it follows that the explanation of external motivation in choosing a profession at the beginning of the educational process was the exclusive material stimulation and partly the fear of conviction of others, the desire to assert itself as an equal member the environment in which they live. But under the influence of the educational process, a positively directed environment that prevails in an educational institution, the students undergo a process of revising their values and motives. Qualitative changes in the motivation of

learning are revealed in the fact that there is interaction and mutual influence of social and cognitive motives, reduction or absence of conflict between them, the process of integration of the entire system of needs. Motives of self-education are merged with the motives of self-education of the individual. It should be noted that they are especially strengthened when some lyceum students constantly show others the opportunity to use the learning outcomes in future professional activities, communication, and self-consciousness.

Studying the purposeful development of motivation of the youth in the educational process in the context of shaping their life prospects gave us the opportunity to find out that the desire to achieve something in acquiring a certain educational level of knowledge, linking them with life perspectives, lyceum students are trained to develop optimal targeting tactics and tasks in specific types of realization of life perspectives.

Mariia Popil

PSYCHOLOGICAL ANALYSIS OF OFFICIAL-MILITARY ACTIVITY OF MILITARY SERVICEMENTS

The article is devoted to the psychological features of the process of soldiers' sojourn in the zone of untyterorist operation, common features of their fighting activity are found out, which has extreme character; also personal resorses of soldiers' stress steadiness are defined. Specific are conducting of war actions in complicated weather and mode conditions, significant psychoemotional loading and high probability of real threat's appearans for life and health of soldiers in the situation of high intensivity of war actions, which immediately influence the quality of carrying out the military tasks, solders' psychological state, psychological preparation to such activity.

It is considered, that influence's significance of different military stressfactors on the psyhics of military servicemen depends both on their intensity and importance for certain war actions' participant and on his individual-psychological peculiarities and personal features, level of psychological and professional preparation to fulfill tasks, fighting motivation, character and peculiarities of soldier's perception of place and role war actions in the history and perspective his system of life-activity.

In its turn, the effect of military serviceman's behavior depends on level of his activity, which is directed on the counteraction of the negative influence of military situation's stressfactors; peculiarities of functioning the mechanism of psychological defence, strategies and ways of overcoming destabilizing influence of military psychological factors, behavior and lifeactivity as a whole; existence of military experience behavior in military situation and its content. Such factors should be taken into consideration in the process of projecting of psychological attendance with the aim of forming psychological preparation to carry out military tasks and preventing development of posttravmatic disorders.

Key words: serviceman, antiterrorist operation, military-combat activity, post-traumatic stress disorder, adaptation disorders, distress, combatants, fighting.

Valentyna Stets,
Kateryna Babyak

**CORRECTION-DEVELOPMENT WORKING
WITH SPECIAL NEEDS CHILDREN
BY «THE DEVELOPMENT PROGRAM OF PERSONS
WITH INTELLECTUAL INSUFFICIENCY»**

The article emphasizes that the increase in the number of people with intellectual disabilities in recent years makes it necessary to revise the system of correction-development working with them. This led to development of special program that was called «The development program of persons with intellectual insufficiency». The purpose of the research was to analyze peculiarities of correction-development working with special needs children, which was realize through the realization of «The development program of persons with intellectual insufficiency».

During research, for diagnostics of intellect development level before and after the realization of «The development program of persons with intellectual insufficiency» were use such methodologies: «Simple analogies», «Isolation of essential features» and «Raven's progressive matrices». In the article we pay attention to offered methodologies that were adapted to work with special needs persons.

The results demonstrate efficiency of the program. Each of 48 tasks had dual purpose: child actual development and work for future. Result's analysis of control research grounds on state increase indicators of intelligence formation level. The number of correct answers varies from 0.5 to 5 units. It all give opportunity to make the conclusion that offered «The development program of persons with intellectual insufficiency» is effective and recommend for implementation.

Key words: intellect, intellectual sphere, thinking, special needs.

Eugenia Sukhramenda

ACTIVE-DIALOGIC READING AT THE LESSONS OF A FOREIGN LANGUAGE AS A FACTOR IN THE DEVELOPMENT OF PERSONAL REFLEXION OF THE LYCEUM STUDENTS

The article describes the material of studying the personal contribution of the lyceum students to reflecting, which varies depending on the features of the artistic texts. Perception of artistic images stimulates a reflexive analysis of personal problems, reflecting a complex picture of the world of the image of «I». Literature activates the need for self-improvement, in self-evaluation and understanding of one's inner world.

Active-dialogical nature is inherent not only in understanding of the direct communication process between two or more people, but the understanding of any text. Creative comprehension is not always the answer to the questions that arises when reading of this and certain response to information (agreement, disagreement, doubt, surprise, etc.). Dialogue with the text also provides for the prognostication of its content and personal reader included in the text, that is comparison with their own knowledge, attitudes and values. So, personal inclusion of the reader into the text is a necessary for creative understanding. It does not always lead to modifying of author's meaning. The reader as an active individual builds «counter» text that is based on semantic basis of the original message, but can be added and rebuilt with their own understanding of the problems. The degree of the addition, bringing their meaning into the text depends on the knowledge, attitudes of the reader, reading goals and motives of the activity in which it is included. In

other words, active interaction of the reader with the text is provided with a broad and active context of understanding process. We realized the changing structure of school pupils personal reflection through active social and psychological training. Teaching methods are humanistically oriented, based on methods that give lyceists an opportunity to realize their own characteristics, form youth techniques and methods of self-reflection, study reflexive actions, specifically reproduce the image and understand the structure of personality.

Key words: reflexion, self-organization, self-development, reflexive activity, reflexive analysis, actively-dialogical character of the reading process, cognitive, regulative, reflective information plan.