

Kamianets-Podilskyi National Ivan Ohienko University
G.S. Kostyuk Institute of Psychology of the National Academy
of Educational Sciences of Ukraine

Problems of modern psychology

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of the National Academy of
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імені Івана Огієнка
Інститут психології імені Г.С. Костюка НАПН України

Проблеми сучасної психології

**Збірник наукових праць
Кам'янець-Подільського
національного університету
імені Івана Огієнка,
Інституту психології
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У збірнику наукових праць висвітлено найбільш актуальні проблеми сучасної психології, представлено широкий спектр наукових розробок вітчизняних і закордонних дослідників. Здійснено аналіз проблем, умов і труднощів психічного розвитку, вікових та індивідуальних особливостей становлення особистості й психології навчання.

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Alexithymia as a Factor of Somatization of Psychological Problems

Алекситимія як чинник соматизації психологічних проблем

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ABSTRACT

The paper notes the urgency of the problem of deeper understanding and re-search of the relationship between alexithymia and somatic diseases, that may be important for more effective diagnosis, prevention and prediction of profes-sional care for people with psychosomatic diseases. Analysis of the characteris-tics of people with alexithymia and manifestations of psychosomatic diseases will help to form common criteria that are important to consider at the first visit to a doctor or psychologist.

The purpose of the article is to identify the relationship between alexithy-mia and personality traits in individuals with a tendency to somatization of psy-chological problems.

The following methods were used to achieve **the tasks**: theoretical analysis of the scientific literature, psychodiagnostic and statistical methods correspon-ding to the research tasks.

The study involved 61 people, 34 women and 27 men among them, volun-tarily and anonymously participated in the study.

As a **result of the study**, the concept of alexithymia and the coverage of this phenomenon in the modern scientific literature are analyzed. The processing of the literature accumulated on this topic made it possible to draw conclusions about the history of the study of alexithymia, its characteristics and manifesta-tions, connections, this phenomenon has with other psychological constructs, as well as to make assumptions about the future direction of this phenomenon.

In the course of empirical research, it was established that there are various connections, in particular the psychological characteristics of persons prone to psychosomatic manifestations. The connection between alexithymia and de-pression, general distress as a reaction to life's difficulties, as well as irritability and insufficiently formed regulation of the emotional sphere was revealed.

Conclusion. The analysis made it possible to draw conclusions about the characteristics inherent in individuals prone to psychosomatic disorders. Con-tinuing to develop and explore solutions to understanding emotions and emo-tional self-expression would be interesting from a gender perspective. Further study of alexithymia and somatization and their gender and gender characteris-tics, in our opinion, should be associated with the completion of a relatively new phenomenon of normative male alexithymia.

Key words: alexithymia, somatic disorders, psychological features, emotio-nal sphere, stress, adaptation, social behavior.

Introduction

The development of civilization, changes in lifestyles, the general development of mankind – all and much more facts complicate the process of human adaptation. The number and quality of human characteristics which it must possess in order to find its place and take a safe position in the modern world is growing. In the last decades, as a result of scientific and technological progress, changes have accelerated and society has become increasingly aggressive towards humans. There is a well-established term in sociology to explain this phenomenon – VUCA, which describes the characteristics of the modern world, which is largely unfriendly to humans, abbreviated: Volatility, Uncertainty, Complexity and Ambiguity.

Adaptation is determined by multiple genetic, morphological, physiological and behavioral factors and allows the body to adapt to numerous and varied influences. At the same time, social factors have significant, if not decisive, importance for its successful adaptation. Social behavior increases the chances of an individual to survive and is one of the forms of human adaptation, and emotions are the most important means of self-regulation and social interaction.

A large number of researchers studied issues related to emotional disorders and related somatic disorders, among Ukrainian scientists are V. Nikolaieva (1987), B. Luban-Plotsa (2015), B. Karvasarskyi (2004), O. Chaban (2004), O. Khaustova (2019), I. Malkina-Pykh (2014) and others. Among foreign scientists they are P. Sifneos (1973), G. Taylor (1997), H. Krystal (1988), R. Levant (2009) and others.

The presence of alexithymia, characterized by inadequate processing of emotions, worsens the situation of adaptation and is one of the most important factors in the occurrence of psychosomatic diseases.

A better understanding of the association of alexithymia with somatic illness may be important for more effective diag-

nosis, prevention, and prediction of professional care for people with psychosomatic illness. Analysis of the characteristics of people with alexithymia and manifestations of psychosomatic diseases will help to form general criteria that are important for the first visit a doctor or psychologist.

The purpose of the article is to increase the number of alexithymia and special features in particular problems before somatization of psychological problems.

The tasks of the article

1. To study the theoretical and methodological basis of the concept of alexithymia as a phenomenon of clinical psychology.

2. To highlight the psychological characteristics of persons with somatization of psychological problems.

3. To study empirically the tendency of people to somatize psychological problems and the relationship of this mechanism with the manifestations of alexithymia.

Research methods and techniques

The research used the theoretical analysis of the scientific literature of Ukrainian and foreign authors; Freiburg Multifactorial Personality Questionnaire (Form B, Adaptation and Modification, 1989 by A. A. Krylov and T. I. Ronginsky), Toronto Alexithymia Scale (TAS-20 R, Adaptation of the Research Institute of Psychiatry), Four-Dimensional Symptom Questionnaire – 4DSQ (Terluin, 1994), anxiety self-assessment scale (Chaban & Haustova, 2004) and depression self-assessment scale (Chaban & Haustova, 2004).

Results and discussions

One of the first who paid attention to the connection between the emotional experiences of a person and his physical bodily complaints within psychosomatics was P. MacLean. He noted that a significant proportion of the psychosomatic patients with whom he worked reported limited ability to use

verbal or symbolic signals to discuss and identify their emotions (MacLean, 1949).

The term «alexithymia» (from the Greek A – absence; lexis – word; thymos – emotion) was introduced by the psychotherapist P. Sifneos as a result of summarizing observations of patients in a psychosomatic clinic, and literally means «without words for feelings» (that is lack of words to describe feelings). Common features inherent in such patients were difficulties in identifying their own feelings, finding the right words to describe them, as well as difficulties in distinguishing between feelings and bodily sensations.

According to his description, people suffering from alexithymia are characterized by such features, the ability to perceive their own feelings and emotions, their adequate verbalization and expressive transmission to others is supposed to be combined. They constantly describe physical sensations, often are not associated with any disease, and usually designate their internal sensations as irritability, boredom, emptiness, fatigue, agitation, tension, etc. It is difficult for them to verbalize their own feelings. People with alexithymia are characterized by undeveloped imagination, a tendency to impulsivity, poverty of interpersonal relationships, a sense of boredom and senselessness of contact.

There are several groups of traits characteristic of people with alexithymia:

- disorders of affective and cognitive functions;
- violation of self-awareness;
- especially the manifestation of the world.

Deficiency of cognitive processing of emotion is the basis of the construct of alexithymia. The research suggests that people with high levels of alexithymia perceive words associated with the disease as more emotional than words expressing negative emotions. This tendency to pay attention to words related to the disease is consistent with the idea that the emotions of people with severe alexithymia are insufficiently rep-

resented mentally. This in turn leads to their tendency to focus on the somatic sensations that accompany emotional arousal and to misinterpret them as signs of illness. This mechanism underlies the relationship between alexithymia and psychosomatic illness.

According to various sources, there are up to 64% people with alexithymia among psychosomatic patients. Scientists agree that alexithymia is one of the risk factors for psychosomatic disorders. Modern clinical experience and empirical studies confirm the relationship between alexithymia and psychosomatic diseases, but alexithymia is also characteristic of neurotic disorders, as well as in healthy people.

In general, researchers agree with the division of alexithymia into primary (alexithymia as a trait) and secondary (alexithymia as a condition) for the causes of this disorder, as H. Freyberger was the first to indicate (Freyberger, 1977).

The reasons for the appearance of alexithymic features also remain unclear: they are caused by congenital factors (for example, biochemical deficiency) or due to intravital developmental delays due to family, social and cultural influences (Goerlich, 2018).

It is believed that many factors play a role in the etiology of alexithymia. But alexithymia is considered primary the formation which is associated with deficits in the early development of the child, as indicated by psychoanalytic theorists. Based on this, primary alexithymia is described as an intravital dispositional factor that can lead to the development of psychosomatic illness.

Somatic symptoms have various psychological and social functions, and they are also closely related to the belief system of an individual. Internal conflicts, neurotic types of reactions or psycho-reactive connections determine the picture of organic suffering, its duration, course and even resistance to therapy. It is believed that an erroneous perception of the environment as an aggressor and an overreaction to it can be a

key factor in changing the way it is lifted, which leads to poor health and causes illness.

Somatization is a manifestation of a mental disorder in the form of physical (somatic) symptoms. The disorders in which somatization is possible are varied: from those in which the symptoms are formed unconsciously and involuntarily, to those when the symptoms develop quite consciously. This continuum includes somatic symptoms and related disorders, far-fetched diseases, and simulation. The unifying characteristic of all these disorders is that patients are primarily concerned about somatic symptoms. In this regard, somatization usually causes patients to seek medical examination and treatment, rather than psychologically or psychiatrically.

Psychosomatic and related disorders are characterized by persistent somatic symptoms occurring against the background of disproportionately intense or maladaptive thoughts, feelings and reactions in response to these symptoms and related health problems. These disorders cause discomfort and often negatively affect the patient's social, professional, educational and other activities. This group of disorders includes conversion disorder, hypochondriacal disorder, psychological factors that affect medical conditions, psychosomatic disorders.

Somatization is considered as a modification of cognitive processes with an emphasis on enhanced perception of bodily sensations and an increased degree of complexity when reporting negative experiences (which in turn requires great cognitive efforts etc.). Somatosensory enhancement and alexithymia are the key elements of the somatization process.

Recurrent somatic complaints usually begin before the age of 30. Most patients have numerous somatic symptoms, but some have only one serious symptom, usually pain. The severity of the symptoms can vary, but they persist for some time, and remission is quite rare. Symptoms or, less commonly, excessive anxiety about them cause serious discomfort to patients and can disrupt daily life, they are a distress for pa-

tients themselves and for their families and doctors. In some cases, other disorders may develop on the background of somatic disorders – somatic disorders are distinguished from anxiety and depression.

When a psychosomatic disorder accompanies a somatic illness, patients are overly worried about the consequences of the illness. For example, patients who fully physically recovered from an uncomplicated myocardial infarction may continue to behave as sick or constantly fear the possibility of a new heart attack. Regardless of whether the symptoms are associated with physical illness, patients are overly worried about these symptoms and their possible catastrophic consequences, and it can be very difficult to calm them down. It often happens that attempts to calm them down are perceived by them as a doctor's frivolous attitude to symptoms, which, in turn, causes even greater concern about their own state of health.

Fears for one's health often occupy a central place in the patient's life, and sometimes they begin to play an all-consuming role. Patients are very worried about their health and are often very sensitive to the side effects of exhilaration. Patients with psychosomatic symptoms can become addicted to others, requiring help, emotional support and demonstrate irascibility when their needs are not met by others. They may also threaten suicide or attempt suicide. Such patients are often dissatisfied with the quality of medical care, they usually go from one doctor to another or go to several doctors at once.

In our opinion, it is important to consider the four-dimensional model of psychological symptoms, connect and explain such manifestations of the experience of psychological problems as general distress, depression, anxiety, and somatization. Distinguishing of these phenomena is quite complex. Based on the four-dimensional model of psychological symptoms, distress is considered as the fourth dimension of psychopathology, in the group with depression, anxiety and somatization.

Distress is the most basic, general, most «normal» expression of the experience of psychological problems. In general, distress is independent of depression, anxiety, and somatization. However, these measurements are correlated, probably because stress leads to distress and can also cause disorders that underlie depression, anxiety, or somatization in vulnerable people.

There are two models (Malkina-Pykh, 2014) that explain the syndrome of alexithymia and its role in the formation of psychosomatic disorders. The model of «negation» is based on the idea of global inhibition of affects. According to this model, we can assume the reversibility of alexithymia syndrome. However, in many individuals alexithymic manifestations are irreversible even with long-term and intensive psychotherapy. Such people remain incapable of awareness of emotions and fantasizing. More appropriate thing in such a situation is the «deficit model», according to which there is not inhibition, but the lack of certain mental functions leads to an irreversible decrease in the ability to symbolize instinctive needs and fantasize.

The prevalence of alexithymia in the general population is about 10%, while among the patients with psychosomatic disorders reported a significantly higher rate of alexithymia (approximately 40–60%) (Taylor, 1997). Alexithymia is considered a key factor associated with the development of the psychosomatic process, and is also one of the neurological causes of physical illness (Taylor, 1991). The phenomenon of alexithymia is associated with increased mortality, primarily among men (Kauhanen, 1996).

The mechanism underlying alexithymia and its relationship to somatic diseases remains unclear. Today several possible explanations have been proposed, including the following: alexithymia leads to organic disease through physiological or behavioral mechanisms; alexithymia leads to painful behavior

(such as the presence of physical symptoms, loss of ability to work, excessive treatment) through cognitive or social mechanisms; somatic disease leads to the development of alexithymia; alexithymia as well as somatic diseases are the consequence of sociocultural or biological factors (Lumley, 1996).

The relations between alexithymia, psychosomatic illnesses, and the defense mechanisms used by a person in stressful situations are also important. Instead of using neurotic remedies, people with alexithymia are more likely to use primitive defense mechanisms, such as cleavage, projective identification, and, in fact, somatization (Parker, 1998).

The research involved 61 people, 34 women and 27 men among them, voluntarily and anonymously participated in the study, conducted in the form of online testing.

Analysis of statistical data showed significant direct proportions of alexithymia with such characteristics as depression ($r = 0.29$; $p = 0.02$), irritability ($r = 0.43$; $p = 0.00$), distress ($r = 0.25$; $p = 0.04$) and self-assessment of depression ($r = 0.32$; $p = 0.01$).

Analyzing the obtained data, it can be noted that alexithymia is associated with depressed mood and self-esteem of the same study of their own state as depressed. These results are consistent with the available information on the direct link between depression and alexithymia, that is individuals for whom the identification and expression of emotions is quite a difficult task, more often show symptoms of depressive disorders – depressed mood, pessimistic assessment of themselves and others and the like. Also, people with high levels of alexithymia have unexplained physical experiences with somatic diseases.

The direct relationship between the total alexithymia score and the distress index indicates that those subjects who have higher alexithymia scores, that is they have difficulty processing, identifying, understanding emotions, show more pronounced distress, they are characterized by maladaptive expe-

rience of psychological difficulties and general reaction the distress associated with them. At the same time, those of the subjects who had low rates of alexithymia were prone to less distress. Taking into account the data of correlation, we can assume that the presence of distress in life of certain individuals can lead to secondary alexithymia – a violation of the assessment of their own emotional sphere, may be due in part to the work of protective mechanisms that block the expression of emotions.

The strongest relationship of the total score on the scale «Alexithymia» was obtained with the indicator «Irritability». High scores on this scale indicate the instability of the emotional state with a tendency to react affectively. Accordingly, analyzing this relationship, we can say that the emotional self-regulation of subjects with high rates of alexithymia is unstable, unsatisfactory and limited, and has the form of irritability, aggression. Individuals who have difficulty identifying their feelings have general emotional instability and decreased self-control, and conversely, the better the subjects are oriented in their emotional sphere, the more productive and easier for them the emotional self-regulation is, they are not characterized by emotional outbursts and tension.

An inversely proportional relationship was found between alexithymia and sociability ($r = -0.26$, $p = 0.03$). Accordingly, those of the subjects with pronounced alexithymia, firstly, have fewer social connections in general, and secondly – express less need and willingness to communicate with others, they show a tendency to avoid contact.

Decreased communication needs and abilities associated with the presence of alexithymic manifestations may be due to the fact that in violation of the processing of emotions, communication with other people may not be pleasant as such, due to which such persons do not show social activity. Emotional self-regulation and understanding of the interlocutor's emotions, necessary for adequate communication, are disturbed in

alexithymia, so the inversely proportional relationship we received is logically understandable.

The identified relationship also confirms our suggestions about the great difficulties that arise with people with alexithymia when it is necessary to maintain friendly relations with other people. This connection also indicates that people with low rates of alexithymia, that is, those who are well versed in their emotions and can identify, name them, have better relationships with others and generally more willing to socialize.

For better understanding of the issue, in addition to the analysis of the relations with the total alexithymia score, correlations were also calculated for individual scales of the TAS-20 method. When analyzing the cognitive components of the alexithymia construct, such as «complexity of describing feelings» and «external thinking», the following results were obtained: for the indicator «Complexity of describing feelings» the correlations generally coincided with the relationships found for the overall alexithymia index. That is, individuals who had difficulty describing their feelings were prone to unstable emotional self-regulation and incontinence, and generally described their condition as depressive. The feedback obtained with the indicator of sociability confirms the fact that insufficiently developed skills of identification and verbalization of feelings negatively affect the quality of communication and social activity of the individual as a whole. We suggest that the connections obtained with self-assessment of depression and communicativeness can be analyzed together. Thus, probably, the lack of adequate and close communication, through alexithymia, can, among other things, lead to depressive tendencies, further isolation and deterioration of the condition of such persons.

To clarify the links between the somatization of psychological problems and the personal characteristics of the subjects, a correlation analysis was performed. For the indicator «Somatization», which describes the severity of psychosomatic

manifestations, we obtained the following results: the directly proportional connection between the indicator of somatization and the indicator of neuroticism indicated a characteristic of people with psychosomatic disorders, neuroticism and asthenia, lack of motivation and energy. Such individuals are susceptible to random mood swings and sensitive to criticism and comments. For the indicator of somatization, there was also a direct link with depression. That is, people prone to the manifestations of somatophore disorders were characterized by the presence of depressive symptoms in the emotional state, behavior, attitude to themselves and others.

Analyzing the direct relationship between somatization and «irritability», we can say that along with alexithymia, the group of traits inherent in people with psychosomatic disorders also includes emotional explosiveness, tension and reduced ability to self-control. At the same time, the inverse relationship between somatization and the indicator of «balance» provides an opportunity to characterize individuals with existing psychosomatic disorders as limitedly able to cope with stressful situations, self-control and self-regulation. That is, we can say that the tendency to somatize psychological problems is associated with weak psychological protection from stressors, passivity and pessimism. In the cases where self-control and self-regulation are weak, somatization reaction to stressful situations is more likely.

In order to analyze the relationships between personality traits and manifestations of alexithymia and the tendency to somatization of psychological problems, we conducted a factor analysis, which identified two independent factors.

The first «Emotional factor» included the following characteristics: emotional lability ($r = 0.85$); distress ($r = 0.83$); depression ($r = 0.80$); neuroticism ($r = 0.78$); self-assessment of anxiety ($r = 0.77$); self-assessment of depression ($r = 0.77$); somatization ($r = 0.64$); anxiety ($r = 0.64$); shyness ($r = 0.60$);

balance ($r = -0.60$); depression ($r = 0.58$); difficulty identifying feelings ($r = 0.51$).

The second factor «Personal characteristics» comprised the following characteristics: extraversion-introversion ($r = 0.67$); external thinking ($r = 0.64$); masculinity-femininity ($r = 0.60$); alexithymia ($r = 0.59$); irritability ($r = 0.53$).

Thus, the first factor included characteristics associated with emotional instability, self-doubt, distress. The second factor included characteristics in terms of a pronounced cognitive focus on the external world, and, accordingly, a certain inattention to one's inner state and the world of inner experiences.

Conclusions

During the research, the concept of alexithymia and coverage of this phenomenon in the scientific literature of both Ukrainian and foreign scientists were analyzed. The processing of the literature on this topic allows to draw conclusions about the history of alexithymia, its characteristics and manifestations, connections, this phenomenon has with other psychological constructs, as well as to make assumptions about the future direction in the study of this phenomenon.

An empirical study was conducted, the results of which established the presence of various relationships, in particular the psychological characteristics of people prone to psychosomatic manifestations. Thus, according to the results of our study, the connection between alexithymia and depression, general distress as a reaction to life difficulties, as well as irritability and insufficiently formed regulation of the emotional sphere was found.

The alexithymia was found to have an inverse relationship with sociability. People with severe emotional difficulties are less likely to communicate with others, do not know how to do it, or get much less pleasure from it than people who do not have alexithymia.

The analysis made it possible to draw conclusions about the characteristics inherent in individuals prone to psychosomatic disorders.

Continuing to develop and explore solutions to understanding emotions and emotional self-expression would be interesting from a gender perspective. Further study of alexithymia and somatization and their gender and gender characteristics, in our opinion, should be associated with the researching of a relatively new phenomenon of normative male alexithymia.

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Завязкіна Наталія, Ведмеденко Анна. Алекситимія як чинник соматизації психологічних проблем

АНОТАЦІЯ

У роботі наголошено на актуальності проблеми глибокого розуміння та дослідження зв'язку алекситимії з соматичними захворюваннями, що

може бути важливим для ефективнішої діагностики, профілактики і прогнозування надання професійної допомоги особам, які мають психосоматичні захворювання. Аналіз характеристик, притаманних особам з алекситимією та проявами психосоматичних захворювань, допоможе сформуванню загальні критерії, які важливо враховувати при першому зверненні до лікаря або психолога.

Мета статті полягає у виявленні зв'язку між алекситимією й особистісними особливостями в осіб зі схильністю до соматизації психологічних проблем.

Для досягнення завдань використано такі **методи**: теоретичний аналіз наукової літератури, відповідні задачам дослідження психодіагностичні та статистичні методи.

У дослідженні добровільно й анонімно взяла участь 61 особа (34 жінки та 27 чоловіків).

У **результаті дослідження** проаналізовано поняття алекситимії та висвітлення цього феномену в сучасній науковій літературі. Опрацювання накопиченої з порушеної теми літератури надало змогу зробити висновки щодо історії дослідження алекситимії, її характерних рис і проявів, зв'язків, які окреслений феномен має з іншими психологічними конструктами, а також висловити припущення стосовно майбутнього напрямку в дослідженні цього феномену.

У ході проведеного емпіричного дослідження було встановлено наявність різноманітних зв'язків, зокрема психологічних особливостей осіб, схильних до психосоматичних проявів. Виявлено зв'язок алекситимії з депресивністю, загальним дистресом як реакцією на життєві складнощі, а також дратівливістю та недостатньо сформованою регуляцією емоційної сфери.

Проведений аналіз надав змогу зробити **висновки** щодо характеристик, притаманних особам, схильним до психосоматичних порушень. Продовження розробки й вивчення можливостей вирішення питань розуміння емоцій та емоційного самовираження було б цікавим із позицій вивчення гендерних особливостей. Подальше дослідження алекситимії й соматизації та їх гендерних і статевих особливостей, на наш погляд, має бути пов'язано з дослідженням порівняно нового феномену – нормативної чоловічої алекситимії.

Ключові слова: алекситимія, соматичні розлади, психологічні особливості, емоційна сфера, стрес, адаптація, соціальна поведінка.

Завязкина Наталия, Ведмеденко Анна. Алекситимия как фактор соматизации психологических проблем

АННОТАЦИЯ

В работе подчеркнута актуальность проблемы более глубокого понимания и исследования связи алекситимии с соматическими заболеваниями, что может иметь большое значение для более эффективной диагностики, профилактики и прогнозирования оказания профессиональной помощи лицам, которые имеют психосоматические заболевания. Анализ характеристик, присущих лицам с алекситимией и проявлениями психосоматических заболеваний, поможет выделить и сформировать общие критерии, которые важно учитывать при первом обращении к врачу или психологу.

Цель статьи заключается в выявлении связи между алекситимией и личностными особенностями у лиц со склонностью к соматизации психологических проблем.

Для достижения задач были использованы следующие **методы**: теоретический анализ научной литературы, соответствующие задачам исследования психодиагностические и статистические методы.

В исследовании добровольно и анонимно принял участие 61 человек (34 женщины и 27 мужчин).

В результате исследования проанализированы понятие алекситимии и освещение данного феномена в современной научной литературе. Обработка накопленной по поднятой теме литературы дала возможность сделать выводы, касающиеся истории исследования алекситимии, ее характерных черт, проявлений и связей. Все вышеуказанное, а также проведенное эмпирическое исследование, выявило тесную связь изучаемого феномена с другими психологическими конструктами, а также позволило сделать предположения относительно будущего направления в его изучении.

В ходе проведенного эмпирического исследования было установлено наличие значимых корреляционных связей, в частности, связь алекситимии и психологических особенностей лиц, склонных к психосоматическим проявлениям. Была выявлена значимая связь алекситимии с депрессивностью, общим уровнем дистресса как реакцией на жизненные сложности, а также раздражительностью и недостаточно сформированной регуляцией эмоциональной сферы.

*Проведенный анализ предоставил возможность сделать **выводы** в отношении психологических характеристик, присущих лицам, склонным к психосоматическим нарушениям. Продолжение этих разработок и изучения возможностей решения вопросов понимания эмоций и эмоционального самовыражения было бы интересным с точки зрения изучения гендерных особенностей. Дальнейшее исследование алекситимии и соматических нарушений, их связи с гендерными особенностями может быть связано с исследованием относительно нового феномена – нормативной мужской алекситимии.*

Ключевые слова: алекситимия, расстройство, психологические особенности, эмоциональная сфера, стресс, адаптация, социальное поведение.

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Psychological Principles of Organization of the Deductive Process at the English Lessons at Secondary Schools

Психологічні принципи організації дедуктивного процесу на уроках англійської мови в закладах середньої освіти

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ABSTRACT

The aim of our article is: to characterize a phase character of the educational activity at secondary schools, to describe a cognitive sphere of the person, which has a fundamental load in terms of constructing a model of the world, modeling the stages of logical memorization, to distinguish some routes of cognitive process according to psychological principles of providing deductive techniques, to propose psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

The results of the research. Educational activity has a phase character. The first phase is characterized by awareness of the situation, the general consciousness increases to perform a long period of mental activity. In the measures of the second phase there is a process of unstable adaptation – the system of motives, needs and interests in close interaction with volitional activity having been created the preconditions for further adaptation to the whole process of educational activity. The third phase is a period of stable adaptation, when the goal is fully realized and conditions for its realization appear, the entire system of levels of the activity comes in line with the main goal of learning.

It was shown that emphatic types of memory are motion, emotional, verbal-logical, sensory (visual, auditory, olfactory), figurative, mechanical, logical, long-term, short-term, involuntary, non-voluntary, etc. All of them, one this way or another one, are involved into the process of perception and processing the information. Sometimes the classification is used by different types of the analyzers: visual, auditory, motion, mixed, etc. It should be fixed in mind that the efficiency of logical memory is twenty times higher, better than mechanical one. In the article it was proposed the authors' own vision of the stages of logical memorization.

Conclusions. Cognitive motivation is recommended by us to be formed on the basis of the following psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools: with the

help of specially organized didactic actions; by creation of problem situations; by introduction of special forms and methods of active learning, in which the principle of problem education is realized; by development of cognitive motivation in communication between a teacher and pupils, as well as schoolchildren with each other; by revitalization of teacher's pedagogical skills, his / her ability to organize correctly the activities of pupils.

Key words: *deductive process, didactic actions, a cognitive sphere of the person, cognitive motivation, a communication, creation of problem situations, forms and methods of active learning.*

Introduction

Educational activity has two subsystems. The first subsystem is understood as the act of cognition and it is realized by pupils through the assimilation of existing personal experience. The second subsystem is activity training, which has the aim of ensuring the conditions for successful cognition of any educational material pupils have studied.

Thus, learning is a system of organizing ways of transferring to a person's knowledge, skills and abilities, types and modes of his / her activity. Usually training takes place in the form of cooperation, joint activities of pupils and teachers (Гончарук & Онуфрієва, 2018). Learning as the type of the activity takes place where human actions are guided by the conscious aim of learning knowledge, gaining skills and abilities. Training places certain demands on cognitive processes: memory, flexibility of mind, intelligence, attention, etc.

In the process of cognitive activity, the pupil acquires the knowledge which is necessary for solving problems. Knowledge is a set of concepts which are organized into the whole, harmonic system. Knowledge is easy to use if it is stored in the person's memory as a system. In pedagogical practice, knowledge is used in three most important meanings: the results of the assimilation of content, as the content of learning and as a science. Each of these values corresponds to specific forms of the person's cognition. Thus, the content of learning is the result of

scientific analysis by scientists and educators in order to reflect the branch of their science in each discipline (Hadley, 1993).

Skills are actions that are formed by repetition and characterized by a high degree of assimilation and the lack of conscious regulation and control. The general law of skill development consists in the fact that when we faced with a new problem or a task, a person initially attempts to use those techniques of the activity which have already been possessed (Dubin & Olshtain, 1991). The ability is a human assimilated way of performing the action, provided with a combination of knowledge and skills having been acquired. Skills are formed through exercises, which help to distinguish elemental skills and abilities that carry one or another degree of some skill (Honcharuk & Onufrieva, 2018).

So, **the aim** of our article is: to characterize a phase character of the educational activity at secondary schools, to describe a cognitive sphere of the person, which has a fundamental load in terms of constructing a model of the world, modeling the stages of logical memorization, to distinguish some routes of cognitive process according to psychological principles of providing deductive techniques, to propose psychological principles, which are the basis of providing deductive models at the English lessons at secondary schools.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

Educational activity has a phase character. The first phase is characterized by awareness of the situation, the general consciousness increases to perform a long period of mental activity. In the measures of the second phase there is a process of

unstable adaptation – the system of motives, needs and interests in close interaction with volitional activity having been created the preconditions for further adaptation to the whole process of educational activity. The third phase is a period of stable adaptation, when the goal is fully realized and conditions for its realization appear, the entire system of levels of the activity comes in line with the main goal of learning.

One of the fundamentals of personality psychogenesis is the knowledge and transformation of the person to the world which is around him / her. Own experience, success and mistakes, joys and grief, by which a person forms a model of the world are the central part of his / her mental life. This model is usually described in the form of the interaction of such large blocks as mental functions, the structure of values, censorship and the system of psychological protection or barriers (Mykhalchuk & Koval, 2019). Cognition is the process of reflection and reproduction of reality in the process of thinking, the interaction of the subject and the object, as a result of which there is absolute new knowledge about the world. One of the main elements of sensual-acoustic activity is living contemplation, which is carried out in such forms as feeling, perception, imagination, the concept.

In such a way cognitive sphere of the person has a fundamental load in terms of constructing a model of the world. Among the cognitive processes we'll distinguish the sensation and perception, memory, thinking and imagination, also attention. The scientific and psychological approaches require the analytical review of the processes of cognition, but in real mental life all these processes are merged, united and depend on the structure and the content of the person, his / her motives, the global goal and so on.

A person provides a cognitive activity, because he / she actively sets goals, tries to achieve them. Cognition is not a passive process, it is always combined with the transformations of studied material. In the paradigm of knowledge we distinguish

two degrees so-called sensory reflection and abstract theoretical ones. To the first degree the feelings belong which are directly related to the influence of objects or the senses. Physiologically, this knowledge is provided by the activity of the first signaling system.

Feelings, perceptions and representations exist both in men's and animals' consciousness. However, these forms of sensory reflection are not identical. The activity and speech have shaped specifically human sensations and perceptions that are different in their meaning, by basic physiological mechanisms, and are placed in the process of cognition. As for animals, this is usually the highest form of orientation, and for humans it is the initial form of knowledge (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020).

The second level of knowledge is logical one – it is peculiar for a man. It includes thinking and imagination. Thinking is based on sensory knowledge and is preceded in the form of both images and concepts, highlighting the essential links between objects and phenomena. The imagination helps to create images of objects and processes that people do not perceive, which may not exist in the surrounding environment (Celce-Murcia &

Hilles, 1988). Thinking and imagination are the basis of specifically human knowledge, the transformative function of human intelligence, the means of productivity and creative activity of the person. Memory provides the integrity and the development of the person, takes a central position in the system of his / her cognitive activity. This is evident from Fig. 1.

Consequently, the intellectually creative, cognitive sphere of the person provides the process of dynamic reflection of our reality and its transformations, the formation of the experience, the construction of a model of the world, the regulation of the subject's activity. In this paradigm, there are specifically interacting mental processes, providing a single flow of a coherent consciousness reflective and transformative productive activity.

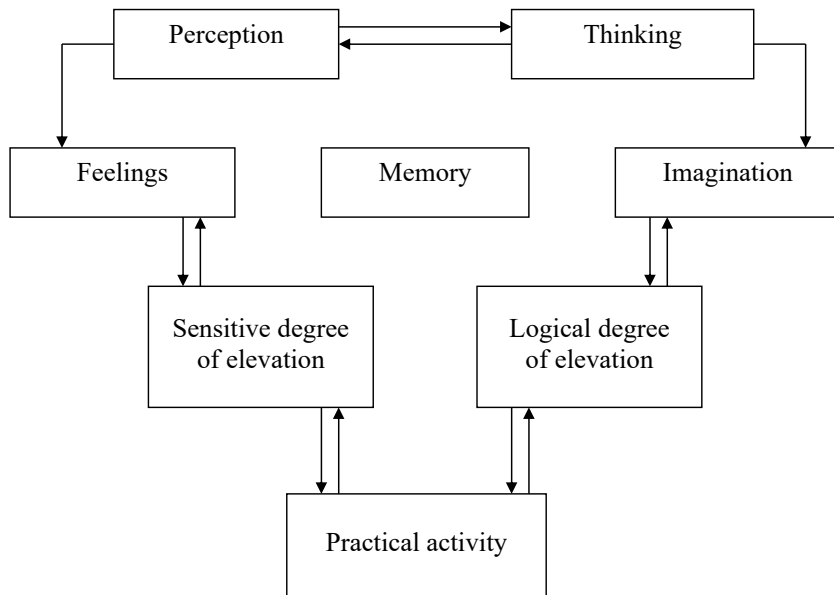


Fig. 1. The structure of the cognitive sphere of the person

Under the senses we understand the reflection in the cerebral cortex of certain properties of objects and phenomena of the surrounding world with their direct effect on the sensory organs. We believe that the sensation is a «primary mental cognitive process» (Mykhalchuk & Kryshevych, 2019). By feelings, the person opens up colors and sounds, incenses and tastes, weight, kindness or coldness of things which surround us. In addition, feelings give different information about changes in our own body: a person feels a disorder in the functioning of the internal organs, the positions and movements of his / her body and its individual parts. In accordance with this the main organs of the sensation are: visual, auditory, olfactory, taste, tactile, motor, organic, vibration, sense of equilibrium, etc. The learning process should be structured in such a way that the pupils' activities have to include auditory,

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motor, visual, touch and other senses. This improves a great success in learning new material or information.

More complex and advanced than it is sensation, but a closely related form of sensory knowledge of the world is perception, in contrast to our senses. Perception is a coherent reflection in the cerebral cortex of objects and phenomena with their direct influence on the sensory organs. This reflection is accompanied and mediated by the conceptual apparatus, that it is denoted by the word, the name of which the person perceives. When a person is surrounded by ordinary things, it forms holistic images of surrounding us objects. We mean when we see things, hear their sounds, touch them. Perception depends on the emotional state of a man, his / her purposefulness, vulnerability, imagination. In the process of learning perception goes into comprehension, understanding, allocation of essential and important elements, causal relationships and interactions. The motivational orientation of mental activity involves active understanding as the important prerequisite for the deep learning of knowledge. The language expression of understanding means a final act of the person's mental activity.

At the centre of the classification of different types of perception, as well as sensations, there are the differences in the analyzers (sensory organs) that take part in the process of perception. In accordance with what analyzer plays the main role in the perception, we distinguish auditory, visual, motor, olfactory, taste types of perception. Usually, the process of perception is carried out by a number of interacting analyzers. In contrast to the sensations in which certain characteristics of the stimulus are expressed, perception reflects the subject as a whole, in aggregate of all its qualities. In this case perception is not limited to the sum of certain individual sensations, but represents a qualitatively new degree of sensory knowledge with its peculiarities. In the process of perception the organization and consolidation of individual feelings into the whole images of things and events take the main place.

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Perception of a man is closely connected with thinking, with understanding of the content of the subject. To understand and consciously to perceive the object means to call it mentally, that is to refer perceived subject to a certain group, a class of objects, to generalize it by one word. Even with the appearance of an unfamiliar subject we try to find in it the similarity with the objects which are familiar to us, to attribute it to a certain category. Thinking is one of the leading cognitive processes, it is considered to be the highest degree of cognition. Reflection at the stage of thinking differs from the perception that thinking reflects the reality indirectly, with the help of a system of means, such as thought operations, speech and human knowledge, etc.

Perception depends not only on the irritation, but also on the subject having been perceived. To perceive the same insulting eye, not an ear itself, but a particular person means to percept everything by one way or another with the purpose to identify the features of the person's perceiving, his / her relationships to what he / she perceives, needs, in what the subject is interested in, his / her aspirations, feelings.

The next important cognitive psychic process is attention. The most important feature of the course of cognitive processes is their selective, clearly directed character. From a large number of influences of the surrounding world a person always perceives something that imagines what he thinks, argues. This feature of consciousness is associated with its characteristic, as attention, which is a form of organization of mental activity of a man and consists of the orientation and concentration of consciousness on objects that provide their expressive reflection. Attention is always closely related to human activity, it provides a conscious character, as well as it is stimulated and regulated. The tension of the activity is always associated with an appropriate tension of attention. The attention serves the internal conditions of the person's mental activity, due to the sensory reflection of objects of the outer world, which is ex-

ploded in the mind of the subject, and each act of purposeful activity reaches consciousness. It is from the focus of attention that determines the completeness, clarity of our perception, presentation and solution of everyday problems.

Among high cognitive processes, in which the specifically manifested human nature of the activity belongs to the person's imagination any active process involves imagination. It creates images of the result of our activity, and also provides the development of different strategies of the activity, in particular they are mental, in situations which are uncertain and probable. Therefore, creative imagination is the psychological basis of many types of creative activity, which is also characterized by the novelty of both the process and the resulting product.

One of the forms of reflection of the world on the level of the person's cognition is the higher level of communication – the understanding associated with the use of the language. Understanding means to have some information about a correct concept, to reproduce mentally this or that fragment of the reality with its actual internal connections. Everything that a person directly reflects through the processes of sensation and perception, is fixed, arranged, stored in his / her brain, forming the individual experience, and, if it is necessary, is used in subsequent activities. The experience is a rational element of the cognition that provides a harmonious perception of objects of the reality and gives the process of displaying dynamic characteristics. Without preserving the traces of previous impressions every feeling and perception would have been experienced as having been originated for the first time.

Memory is the most important mental process that has a direct bearing on learning activities in general and the effectiveness of learning exclusively. Memory is a form of mental reflection of our reality, associated with the memorization, storage and reproduction of the person of his / her experience.

In accordance with the purpose of the activity we distinguish two types of processes of remembering: spontaneous and arbitrary ones. With involuntary memorization, the selection of facts is carried out without much volitional effort. Random memorization, on the contrary, requires volitional effort to memorize the educational material. In addition, the goal must be set: what needs to be memorized and to what extent. To achieve this goal different techniques and methods of productive memorization are used.

Emphatic types of memory are motion, emotional, verbal-logical, sensory (visual, auditory, olfactory), figurative, mechanical, logical, long-term, short-term, involuntary, non-voluntary, etc. All of them, one this way or another one, are involved into the process of perception and processing the information. Sometimes the classification is used by different types of the analyzers: visual, auditory, motion, mixed, etc. It should be fixed in mind that the efficiency of logical memory is twenty times higher, better than mechanical one. We'll propose our own vision of the stages of logical memorization (Fig. 2).

The opposite for memorizing is the process of forgetting. Deductions will take a place after a certain time in the absence of repetition (repayment), under the influence of new information (interference) and in a number of other cases. The main and widely used method to achieve memorization is the repetition.

The effectiveness of pedagogical activity is largely determined by the function performed by the pupil in the process of acquiring knowledge: passive or active perception and the assimilation of information. The task of a teacher is to maximize the revitalization of cognitive activity of schoolchildren, to develop active, independent creative thinking, to instruct the necessary techniques and methods.

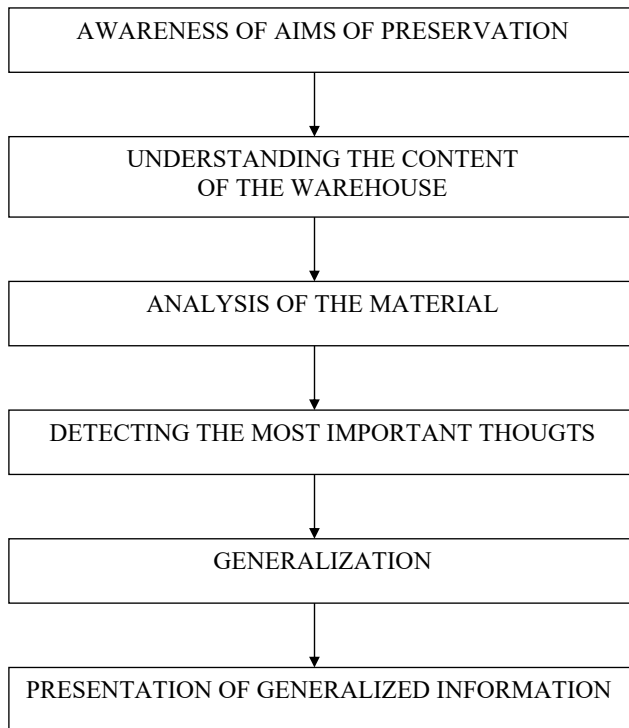


Fig. 2. Stages of logical memorization

The need for creative activity, according to psychologists, has a biological character and is incorporated in general. But, like every other quality, it varies considerably under the influence of social norms and specific conditions. Therefore, the realization of a need for seeking knowledge depends not only on the appropriate conditions and education, but also on the level of teacher training, the creation of teaching and psychological conditions for the formation of pupils' motivation.

A real determinant of the motive is the need. The set of needs and motives which motivate a person to provide professional activity, we call motivation. Every purposeful activity

should be motivated. Only under such conditions it is the activity of studying. Motivation process of learning includes three groups of motives: external ones (promotion-punishment), competitive motives (success in comparison with someone or with oneself), internal ones (as a field of productive activity of the individual). Internal motives provide the most sustainable interest in learning. As the most effective means of activating the cognitive activity of pupils, one should emphasize the novelty of teaching methods, involving schoolchildren into their experimental forms.

The word «*deductive*» comes from the English variant – the one that points to something what we mean. The deductive component is related how the information is perceived by a person and how he / she understands this information. After all, according to psychologists, a person is not a machine that blindly reacts to internal factors or events in the outside world (Mykhalchuk & Kryshevych, 2019; Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020). On the contrary, the mind of a man has much more characteristics: to analyze information about surrounding us reality, to make comparisons, to make decisions, to solve the problems which face us every minute. With the help of a deductive component, one can see and investigate mistakes that are arisen in the process of learning activities, as well as to find that allow us to influence effectively a cognitive sphere of the person, trying to make the training material well received and memorized. All these cause pupils' readiness for doing actions.

According to theoretical material and psychological principles of providing deductive techniques into the process of studying English at secondary schools, we'll propose different possible paths of learning. The essence of each of the routes is to pass the input information through each component of the model, while fulfilling the original functions. We distinguish some routes of cognitive process according to psychological principles of providing deductive model or techniques (Fig. 3).

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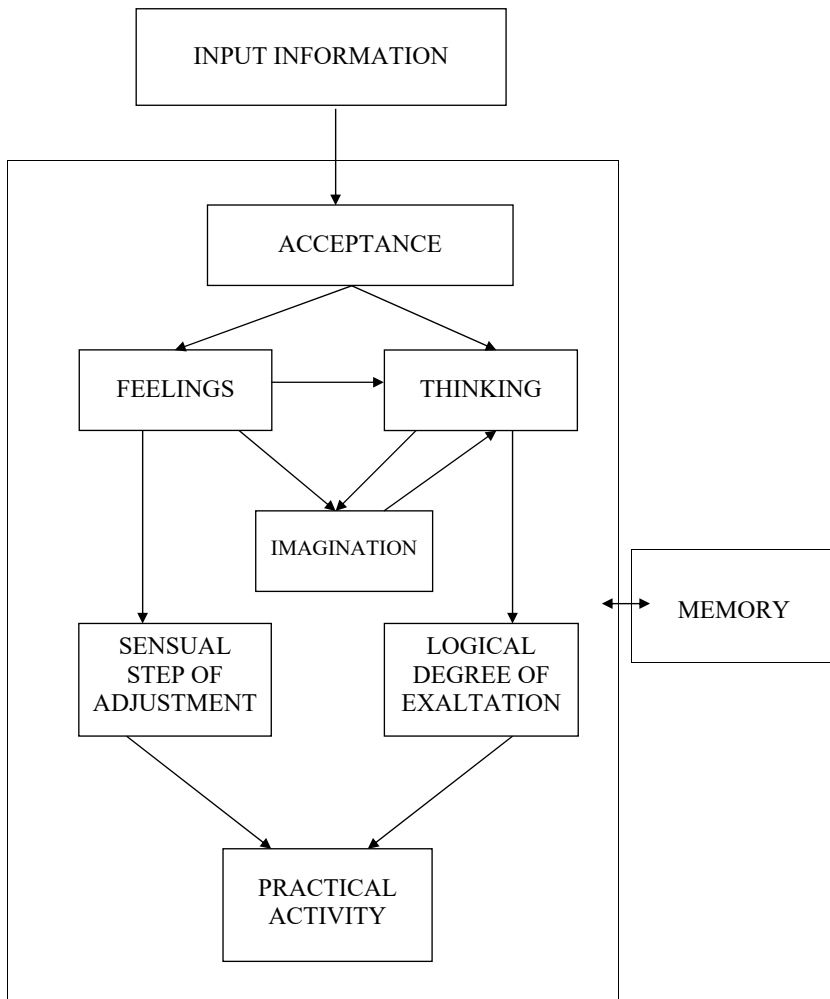


Fig. 3. Deductive model of education

For example, look at the first route:

Input information – perception – sensation – sensory degree of elevation – practical activity

The principle of the route will be the following. In the case of input information let's take a story about France, a romantic country, where people are lovers of its cultural and architectural monuments, for example, the Eiffel Tower.

After perceiving information of this type involuntarily there is a feeling: «I want to fall in love and visit the Eiffel Tower with my beloved person, to feel all the romance of Paris». According to our model, on a sensual level of elevation we feel that French have been culturally rich, learned a lot about their country. Since the information is interesting and useful, it is crocheted in our memory, it will definitely be useful in any practical type of the activity.

Look at, for example, how a cognitive process proceeds according to our model and above the route at the English language lessons at school. At secondary school pupils learn a lot about some country. The teacher has to build an introductory lesson about England in such a way that each pupil will find something interesting and useful, such as his travelling around England. Teacher should pick up colorful, vivid facts about this country. Perceiving the story, each pupil will have his / her own feelings: he / she wants to go to London, the capital of England, to see the Queen, the famous Big Ben, to visit the Westminster Abbey, where prominent scholars, poets, writers of the country are buried.

In the process of entering the input information about the country, you should use vivid illustrations of some particular place. Interesting, fascinating teacher's story will not leave indifferent the most subtle movements of children's sensations. After the lesson each pupil will feel how useful the lesson is, will appreciate the traditions and mentality of the people, will feel how strengthened consciousness has been under the influence of the heard information. The most of pupils in order to bring their desires and feelings to surrounding reality (to learn more about England to visit it in the future) will be more in-

sistent when doing practical types of the activity (in our case, studying English).

Look at the second route:

Input information – perception – feeling – imagination – thinking – logical degree of elevation – practical activity

In order to trace the course of the cognitive process according to this route, we will accept information about a country like Egypt, for example. Today there are plenty of television programs that provide detailed information about any country in the world with all its charms and beauty. So, hearing and receiving information of this type, we begin to think over what we hear. Egypt is perceived by many people as a country of sun with loose sand and pyramids. We have already experienced the bright rays of the sun that gently nourish our fragile skin. We can not imagine ourselves as tourists who thoroughly study all the delights of the country they are offering.

From imagination there is a transition to thinking; we plan what and how we will do when we arrive to Egypt; we try to simulate somehow our behavior, the algorithm of our stay in this country and so on.

Being on the next component of the route of our model, on a logical level of elevation, we'll summarize the information we have heard, feel some satisfaction, to emphasize the level of cultural enrichment, feel that our consciousness has substantially strengthened. Colorful and interesting information will necessarily be useful for any further practical activity or when planning a rest.

At the English lessons at secondary school the information about cities having been studied can be presented in such a way that it is perceived by pupils in such a way as we perceive the information about Egypt as we'd like to see the transfer to this country. So, let's consider how the cognitive process on this route takes a place under the influence of information, for example, about Kyiv – the capital of Ukraine, at the English lessons.

Pupils perceived information after the teacher's story about the glorious city of Kyiv. The story could not but affect the sensual sphere of schoolchildren: they are proud of their country, of the capital – the city of Kyiv, which looks like a real European city today. Every pupil imagines how he / she is walking along the renewed Khreshchatyk, the central street of the city, enjoying the beauty and majesty of the capital. Having received the information, schoolchildren think that you can see everything they hear with their own eyes, make sure about the veracity of said by yourself, that there is an idea to visit Kyiv and to learn even more new, unknown, and the new information told by the teacher will be useful and has its practical application.

Conclusions

Cognitive motivation is recommended by us to be formed on the basis of the following *psychological principles*, which are the basis of providing deductive models at the English lessons at secondary schools:

- with the help of specially organized didactic actions;
- by creation problem situations;
- by introduction of special forms and methods of active learning, in which the principle of problem education is realized;
- by development of cognitive motivation in communication between a teacher and pupils, as well as schoolchildren with each other;
- by revitalization of teacher's pedagogical skills, his / her ability to organize correctly the activities of pupils.

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Івашкевич Едуард, Коваль Ірина. Психологічні принципи організації дедуктивного процесу на уроках англійської мови в закладах середньої освіти

АНОТАЦІЯ

Мета статті – охарактеризувати фазовий характер навчальної діяльності в закладах середньої освіти, описати пізнавальну сферу особис-

тості, яка має фундаментальне навантаження з точки зору побудови моделі світу, окреслити етапи логічного запам'ятовування, виокремити деякі маршрути пізнавального процесу за психологічними принципами організації дедуктивної моделі навчання, запропонувати психологічні принципи, що є основою впровадження дедуктивних моделей на уроках англійської мови в закладах середньої освіти.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Зазначено, що навчальна діяльність має фазовий характер. Перша фаза характеризується усвідомленням ситуації, і таке усвідомлення зростає з огляду на тривале виконання мисленнєвої діяльності. На етапі актуалізації другої фази відбувається процес нестабільної адаптації – есплікується стійка система мотивів, потреб та інтересів у їх тісній взаємодії з вольовою діяльністю особистості, що створює неабиякі передумови для подальшої адаптації учня до всього процесу навчальної діяльності. Третя фаза – це період стійкої адаптації, коли мета повністю реалізується і з'являються позитивні умови для її реалізації, а вся система рівнів пізнавальної діяльності чітко узгоджується з основною метою навчання.

Показано, що емпатичні види пам'яті – рухова, емоційна, словесно-логічна, чуттєва (зорова, слухова, нюхова), образна, механічна, логічна, довгострокова, короткочасна, мимовільна тощо – так чи інакше беруть участь у процесі сприйняття й обробки інформації. Наголошено, що для класифікації видів пам'яті нерідко використовуються різні типи аналізаторів: зоровий, слуховий, руховий, змішаний тощо. Зазначено, що ефективність логічної пам'яті в двадцять разів більша, ніж механічної. У статті запропоновано власне бачення авторами етапів логічного запам'ятовування.

Висновки. Зазначено, що когнітивну мотивацію до навчання слід формувати на основі таких психологічних принципів, які є основою впровадження дедуктивних моделей на уроках англійської мови в закладах середньої освіти: за допомогою спеціально організованих дидактичних дій; шляхом створення проблемних ситуацій; шляхом запровадження спеціальних форм і методів активного навчання, в змісті яких реалізується принцип проблемного навчання; з огляду на розвиток пізнавальної мотивації у спілкуванні вчителя й учнів, а також школярів між собою; через

активізацію педагогічної майстерності вчителя, його вміння правильно організувати діяльність учнів.

Ключові слова: дедуктивний процес, дидактичні дії, пізнавальна сфера особистості, когнітивна мотивація, спілкування, створення проблемних ситуацій, форми і методи активного навчання.

Ивашкевич Эдуард, Коваль Ирина. Психологические принципы организации дедуктивного процесса на уроках английского языка в заведениях среднего образования

АННОТАЦИЯ

Цель статьи – охарактеризовать фазовый характер учебной деятельности в заведениях среднего образования, описать познавательную сферу личности, которая имеет фундаментальные нагрузки с точки зрения построения модели мира, определить этапы логического запоминания, выделить некоторые маршруты познавательного процесса с учетом психологических принципов организации дедуктивной модели обучения, предложить содержание психологических принципов, которые являются основой для внедрения дедуктивных моделей на уроках английского языка в заведениях среднего образования.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Указано, что учебная деятельность имеет фазовый характер. Первая фаза характеризуется осознанием ситуации, и такое осознание повышается с учетом довольно длительного выполнения учениками мыслительной деятельности. На этапе актуализации второй фазы происходит процесс нестабильной адаптации – эксплицируется достаточно устойчивая система мотивов, потребностей и интересов в их тесном взаимодействии с волевой деятельностью личности, что создает серьезные предпосылки для дальнейшей адаптации ученика ко всему процессу обучения. Третья фаза – это период устойчивой адаптации, когда цель полностью реализуется и появляются положительные условия для ее реализации, а вся система уровней познавательной деятельности четко согласуется с основной целью обучения.

Показано, что эмфатические виды памяти – двигательная, эмоциональная, словесно-логическая, чувственная (зрительная, слуховая, обоня-

тельная), образная, механическая, логическая, долгосрочная, кратковременная, произвольная и т. д. – так или иначе участвуют в процессе восприятия и обработки информации. Отмечено, что для классификации видов памяти нередко используются различные типы анализаторов: зрительный, слуховой, двигательный, смешанный. Подчеркнуто, что эффективность логической памяти в двадцать раз больше, чем механической. В статье предложено собственное видение авторами этапов логического запоминания.

Выводы. Отмечено, что когнитивную мотивацию к обучению следует формировать на основе таких психологических принципов, которые являются основой для внедрения дедуктивных моделей на уроках английского языка в заведениях среднего образования: с помощью специально организованных дидактических действий; путем создания проблемных ситуаций; путем введения специальных форм и методов активного обучения, в содержании которых реализуется принцип проблемного обучения; учитывая развитие познавательной мотивации в общении учителя и учащихся, а также школьников между собой; через активизацию педагогического мастерства учителя, его умение правильно организовать деятельность учащихся.

Ключевые слова: дедуктивный процесс, дидактические действия, познавательная сфера личности, когнитивная мотивация, общение, создание проблемных ситуаций, формы и методы активного обучения.

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Psychological Mechanism of Sinibularity of Assessing Learner's Listening Skills at Secondary Schools

Психологічний механізм синібурності в оцінюванні навичок аудіювання учнів у закладах середньої освіти

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ABSTRACT

The aim of this research is to define different kinds of means for testing of the understanding of a listened audio-text, such as non-verbal means, verbal ones and reproductive means.

Methods of the research. There were used the following general scientific methods: the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones.

The results of the research. There were proposed the tasks for pupils at the lessons of a foreign language, updated the psychological mechanism of the cumulative feature of recognition, which allowed us quickly, almost simultaneously formulate for each person a new task and to do its co-image and recognize it in a view of that new design. It was shown that recognition itself did not become a problem for the pupil, because that problem would be determined the significance of the task itself. However, such a possibility itself in terms of tremendous perception of some task is quite questionable, but, at the same time, the pupil performs this task. This psychological mechanism is the mechanism of sinibularity.

It was shown that sinibularity was a mechanism that actualized the similarity, compatibility of objects according to their individual components, details, features. It is the basis for the formation of associative chains and it is one of the factors that forms the concept. The sinibular associative chain is a mono-modal mental construction that will be created due to the identical features of different concepts of each object. The fixation of sinibular relations is based on the possibility of recognizing the object not only taking into account the pattern, but also understanding its individual details; irradiation of the significance of the object on its basic features and the peculiarities of their restructuring affects is based on some features, and the presence of form-semantic connections facilitate the connection of external features of the object with its internal qualities, properties and characteristics.

Conclusions. The psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the lessons of a foreign language by updating basic four components of the philological consciousness of the person: the identification of features (or characteristics) of a certain lexical

or grammatical structure; the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept); the level of acceptability of this variation; the differentiation of this concept, etc.

Key words: *psychological mechanism of sinibularity, the cumulative feature of recognition, co-image, testing, associative chains, the concept, form-semantic connections, external features, internal qualities.*

Introduction

First of all we have to underline that according to the requirements of the program at the end of the 2nd form pupils have already distinguished between commonly used words, demonstrate their mutual understanding of the key words in the statement, understand and respond to questions that require «yes / no» or other simple answers, understand simple instructions, commands, perceive the main events of simple stories that the teacher tells with the help of visibility and other means. Also pupils can understand simple statements or the basic idea of authentic audio / video recording. Usually audio texts contain up to 4 sentences. For the next year pupils should understand the teacher's speech: short (up to 6 sentences) texts (announcements, dialogues, poems, songs) built on the learned material and sounded at normal pace. Pupils of the 4th form already have to demonstrate the understanding of short texts, the volume of which is not more than 8 sentences, which may contain a small number of unknown words about the meaning of which they can guess.

The program of the 5th form provides the formation of the pupils' ability to understand the information, both during direct communication with the speaker and indirectly (recording by the cassettes of a native speaker), presented at a normal rate of sound recording. Audio-texts can contain up to 1% of unknown words and individual grammatical phenomena understood from the context. The duration of the sound is up to 1 minute. At the end of the 6th form texts proposed for listening may contain 2% of unknown words and individual grammati-

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cal phenomena understood from the context. The duration of the sound is up to 2 minutes.

There are no significant differences between the program requirements for listening for the 6th and the 7th forms. At the end of the seventh year of studying at schools pupils learning English at secondary schools should take the main points for texts' discussion, for example, they'd like to know what happens in this or that situation, provided that the speaker tells in some a way a clear normative language, which is typical for everyday conversations. Also the pupils have the opportunity to ask, to repeat some words or expressions; to understand the main content of texts, radio announcements, interviews about the events of the day or the topics of personal or professional interests envisaged by the program, to be able to select the necessary information from the heard material. The program also provides the best opportunities for the formation of the ability to use a linguistic and contextual guess based on a storyline or visibility. Audio texts can contain up to 2% of unknown words and individual grammatical phenomena understood from the context, and up to 1% of unknown words that do not interfere with the text's understanding in the whole. The duration of the sounded speech is up to 3 minutes.

By the end of the 9th form pupils should understand the basic content of not very complex authentic texts of cognitive and ethnographic nature, highlight the main ideas, facts and arguments, differentiate between basic facts and secondary information in terms of its probability and persuasiveness, as well as to understand the content of not very complex authentic texts such as cognitive radio and television broadcasts, television and video films. Pupils should summarize the information they listened to, make on this basis their own conclusions, evaluate the information received in terms of its truthfulness. Pupils should also demonstrate the understanding of the most relevant information from authentic texts such as announcements, advertisements, reporting, they could evaluate selected

facts about their usefulness, application of some possibilities and opportunities; the program provides the formation of the ability of schoolchildren to understand partners in communicative process (including the understanding of unfamiliar linguistic means), and, if it is necessary, using recipe and requesting, repeating or explaining. In such a way audio-texts will contain up to 3% of unknown words about the meanings you can guess from the context, and 1% of unfamiliar words that do not interfere with the comprehension of the text as a whole. The duration of the sound is up to 4 minutes.

By the end of the 10th form the texts proposed by the teacher for listening would contain up to 3% of unknown words about the meaning of which pupils can guess from the context, and 2% of words that do not interfere with the comprehension of the text as a whole. The duration of sounds is up to 5 minutes. In the 11th form, the program provides up to 4% of unknown words in audio-texts. The meaning of such words can be guessed from the context. Audio-texts can contain 2% of unknown words that do not interfere with the comprehension of the text as a whole. Text sound time is up to 6 minutes. In the last year of training pupils must understand audio that contains up to 5% of unknown words about the meaning of which can be guessed from the context, and 2% of unknown words that do not interfere with the comprehension of the text, which lasts for 6 minutes. When the teacher composes tasks for listening to, pupils should focus on software requirements. Audit comprehension testing can be done in verbal or non-verbal ways. The pupils' actions after listening to the message have to be related to the nature of the task that was put before their cognitive activity, which can provide different forms of transmission of comprehension of audio texts. These texts can be proposed for pupils in such forms: language (non-verbal actions of pupils) lifting hands, signal cards, drawings, doing the actions, production of schemes, selection of pictures accor-

ding to the content, transferring, arrangement of plan items or blocks of text according to the logic of the context, making definitions of the main idea, completion of the statements, correction of incorrect statements, testing by the choice of the answer (alternative, one-element and multiple choice, cross-chain tests, classification tests, tests for the restoration of released sentence elements (cluster-tests) (Batel, 2020; de Bot, 1992; Mykhalchuk & Ivashkevych, 2019). That's why the problem of psychological mechanism of assessing learner's listening skills at secondary schools is very actual nowadays.

According to these, **the aim** of this research is to define different kinds of means for testing of the understanding of listened audio-text, such as non-verbal means, verbal ones and reproductive means.

In order to achieve the aim stated in our research, we have to complete a set of the following **objectives**: to demonstrate the main ways of organizing training exercises for listening; to define the main conditions of authentic use of a foreign language in different educational situations; to propose techniques for forming audiences of adolescents; to determine the mechanism of sinibularity.

Methods of the research

Taking into account the impotence of the conventional methods of scientific research while dealing with the object of our article, the most substantial part of the methodological base for this research has been developed by us. The following general scientific methods were also used quite successfully: the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones.

Results and their discussion

There are such kinds of *means for testing of the understanding of listened audio-text*. So, *non-verbal means* are: 1) doing the actions; 2) numeral testing; 3) testing with the

help of signal and accounted cards; 4) manufacturing of circuits, drawings; 5) selection of drawings (Хупавцева, 2020).

Verbal means are: receptive means: 1) confirmation or refutation of the teacher's statements; 2) choice of points of the text's plan; 3) tests with some choice of the answer. *Reproductive means are:* 1) answers to questions; 2) translation of the content into a foreign or a native language; 3) translation of words, phrases, sentences; 4) making a plan; 5) the formulation of questions to the text; 6) conversation based on the content of the text (Mykhalchuk & Koval, 2019). Let's demonstrate the main ways of organizing *training exercises for listening* by the way of some examples.

Example 1. Listen to some words and determine whether they are the same or not. Place the «+» sign if they are the same, the «-» sign if they are different.

A phonogram:

- 1) house – mouse;
- 2) flat – flag;
- 3) room – broom;
- 4) bath – path;
- 5) wood – wool.

Pupil's card: 1; 2; 3; 4; 5.

Means for testing are: pupils fill in the card.

Example 2. Listen to the statement and determine which picture belongs to another one by the best way. In the form of providing response under the approval number pupils have to write the letter indicating the corresponding figure.

Example 3. The teacher shows two drawings of objects (A and B) and names one of them. The pupils have to determine which of them is the statement. Along with the task number the pupil has to put the letter A or B.

Example 4. Look at the picture and listen to four phrases. Write the letter under which the phrase is corresponding to the image of the picture sounded.

A phonogram:

- A. There's a statue of a lion.
- B. The line is very straight.
- C. The vine is near the window.
- D. There's a lane near the building.

Means of testing: each pupil writes the corresponding letter.

Example 5. Listen to the phrase. Determine which of the sentences on your card corresponds to the content of this phrase. Place a sign next to this sentence «V».

A phonogram:

- A. Bill has one brother and one sister, and so does Jane.
- B. Bill has one brother and one sister named Jane.
- C. Bill and Jane are brother and sister.
- D. Bill's brother and sister like to be with Jane.

Means of testing: designation of the corresponding sentence (for example: V (A)).

Example 6. You are in one of the UK airports and you are waiting for the airplane to Ottawa. Listen to the announcement and write down the gallery number where it starts your plane to land on.

A phonogram: Passengers to Ottawa on Flight BD 335 – this flight is now boarding at gate number 5. BD 335 to Ottawa boarding now at gate number 5.

Means of testing: record a pupil in a gallery number of a notebook.

Example 7. You will hear a short conversation. You will hear the conversation twice. There is one question for each conversation. Put a tick under a right answer.

On tape: Peter: Hurry up! We'll be late.

Ann: What time does the train go?

Peter: At six fifteen. We must leave in ten minutes.

Ann: I'm nearly ready.

Pupil's card: What time does the train go?

1. (Below are images of clocks which show different time).

2. Means of testing: designation of corresponding drawing (for example: C).

3. Exercises for testing listened material may have the following character: to listen and to repeat the word, the phrase or several phrases, to combine phrases, to determine the difference between two phrases, to fill in the gaps in the graphic of the auditioned form, to select from the listed words those ones belonging to a certain topic.

Such exercises can be used during testing the listeners in forms 5–6 in order to interest children, promote the development of their imagination. The teacher should propose the following tasks: to listen to the beginning of the story and to come up with it, or to look at the picture, to listen to its description and to suggest its development.

To monitor the listener the teacher should submit the following tasks:

1) listen to the text, briefly convey its contents (4–5 sentences);

2) listen to the story and place the pictures that you have on the desk, according to the events in the story;

3) listen to two stories and tell how different they are;

4) listen to the story and say if there was such a sentence in it;

5) look at the picture and listen to the story. Tell us what differences you noticed;

6) listen to the teacher's story, then read the text that is close to you and emphasize the sentences that were not in the teacher's story;

7) listen to the text and select from several drawings one that corresponds to the content of the text;

8) determine which of two stories you listened to correspond to the contents of the picture;

9) listen to the story and select (think out) a headline for it. Explain why exactly you named the story in such a way.

The most important role is played by the instruction that contains a specific task for orienting pupils to purposeful and conscious understanding of information. Such a task organizes

the pupil's thinking process, his / her attention and stimulates memorization in the process of listening.

Psychologists say that correct and accurate instruction can increase the perceived efficiency for 25%. After listening to the pupils' audio text, the teacher has to check his / her understanding, which is a decisive step in the process of listening.

The main purpose of any educational system is the development of the pupil's person. Education is the basis and the mean of mental and in general – personal development of a man. However, learning has to be understood in relation to the subject «A foreign language», that is a process of communicatively oriented education, the concept of which is developed by foreign and Ukrainian methods of teaching.

Analyzing the features of communicative studying a foreign language, we understand the process of learning English as the method of organizing pupil-centered approach, which predetermines the development of a pupil as a person. The main methods of teaching are: the individualization of education, personal content of educational communication, providing moral-emotional and intellectual development of a pupil, personal autonomy of each schoolchild, the development of interpersonal relationships, the formation of the image of «himself / herself» as a carrier of a national culture (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020). This means that the basis of communicatively oriented learning is the humanistic approach, which creates conditions for the active and free development of the pupil in the process of learning a foreign language.

The development of the individual should be understood not only as the extension of the horizons (the educational aspect), but also the development of intelligence (memory, thinking, attention, imagination) and intellectual operations (analysis, synthesis, classification, abstraction, concretization, choice, combination, decision-making). It is the development of value orientations, self-awareness, self-assessment of the interaction

of the person within the social environment, that predominates the «socialization of the individual», which in general takes place in the context of the future of pupils' life.

In the educational process this aspect of personal development is emphasized by creating authentic conditions for foreign language communication, which involves not only the use of original educational materials but also their actual use. We think that it is absolutely necessary to use informative educational material, which contains knowledge about our reality and reflects the attitude towards them. Such material has to help the teacher to broaden the general outlook of the pupil, to obtain certain background knowledge for understanding the specific situations, to express his / her own thoughts according to a foreign language, to familiarize students with possible ways of speech behavior.

The authenticity of the use of foreign language teaching material can be achieved through its implementation in conditions that simulate situations of natural communication, for example, in situations close to our life, such as «a role play». Researchers of communicative-oriented learning also define such conditions of authentic use of a foreign language in different educational situations:

1. *Use of interactive activities.* Tasks are proposed for pairs of pupils or small groups, gradually realizing a task in the whole class. Three types of pupils' interaction are widely known: cooperation of participants in the development of a single idea; combining information known for various participants; transferring information from one pupil to another one.

2. *Use of tasks with «information gap».* Particularly valuable for personal development is the task of the «opinion gap» type, when pupils have different perspectives, points of view, and one needs to reach a common idea and a «reasoning gift» when different proofs need to be compared.

3. *Use of problematic speech-minded tasks.* Such tasks are based on the assumption, guessing, classification, finding simi-

larities / differences, ranking, opening, interpreting, reasoning, judging, eliminating unnecessary information, sequencing of actions, causal reasoning, critical thinking.

4. *Use of situations of spontaneous communication* when the educational situation becomes a natural one.

These conditions are necessary for the development of the pupil's personality, they have to be ensured in the process of teaching and controlling such type of speech activity, as listening. Speech competence of upper-class pupils in listening includes the ability to understand the basic content of listened texts of different kinds, which contain a small number of unfamiliar words, on topics which are necessary in the educational program. Understanding the main content of the message is based on the ability of pupils to select the necessary information, to summarize and to compare it with their own experience, to highlight the main idea of the text, to evaluate its usefulness and probability, to predict the development of the plot, etc. The formation of these skills requires the combination of the activity of perception and comprehension of audio texts with the production of speech in oral or written form, which is natural for a two-way process of speech communication, the mechanisms of which are the reception and delivery of information.

Developing a technique for forming audiences of adolescents based on the text is necessary to adhere to three-phase activity with the audio text at the lesson. This activity includes three stages: a preparatory stage, the executive one and a final stage. It is worth noting that a final (post-text) phase includes a speech practice based on the content of the text and the production of statements which go beyond the content of the text (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

The language practice actualizes the task of identifying, comprehending and reorganizing the content of the text. In such a way pupils' production is associated with the creation of their own statements to make semantic decisions which have

to be spontaneous. Both textual and pre-text activity should provide the authentic use of text information in educational settings, preferably with the use of interactive modes. Therefore, from the standpoint of communicative learning audio text should stimulate the speech-thinking activity of senior pupils: its content should reveal certain aspects and provide the necessary information each person needs it to solve the problem. Post-text tasks should determine the research activities of pupils in which their readiness for speech-thinking activity is formed.

Such theoretical positions are implemented in the content of methodological tasks, which are given below. Pupils have to listen to the text «Recycling»; after that they are given the task to note which of the above statements correspond to the content of the text.

1. Americans do not usually wrap their purchases.
2. Packaging is always necessary and useful.
3. The average American discards 1,200 pounds of packaging each year.
4. «Composites» are packages containing several layers of materials and recyclable.
5. Packaging is always interesting.
6. Recycling uses the same materials again and again.
7. Much drinks come in aluminum cans.
8. Aluminum cannot be recycled.
9. The glass cannot be melted to make new bottles.

By completing this task, the pupils go to the next task (answer the questions).

1. When did recycling begin?
2. What does recycling mean?
3. What materials are easy to recycle?
4. Why are there different «composites» of this problem?
5. How long have cars been recycled?
6. How are metals, glass and paper recycled?

Then the teacher sets the task for pupils:

Can you prove that recycling is a part of conservation? Do it.

Do the research. Visit a local supermarket and write the following:

1. Three products packaged in a cardboard: foil; glass; plastic; polyethylene.
2. Three products that are not packaged. They are...
3. Three fruit or vegetables that come fresh can not be frozen. They are...
4. Products that come in aerosol cans are:...
5. Bags that the supermarket uses (paper / plastic).

Compare your answers with the responds of other colleague in small groups. Report your conclusions to the whole class.

Consequently, the tests for checking the development of listening skills make it possible not only to obtain the necessary information but also to promote the development of intellectual, creative and communicative skills.

In such a way listening is understood as a process of listening and understanding of verbal statements. The perception and understanding of speech directly depend on a number of factors that characterize the educational material and the mode of listening. According to all gradually complicated conditions of listening, being the main content of a special program. It is, for example:

- 1) the duration of the sound of the proposed texts;
- 2) the presence in the text of new strange words or some grammatical constructions;
- 3) the method of presentation of the text;
- 4) presence (or absence) of visual supports;
- 5) one-time or multiple presentation.

Testing of listened information should take at least some period of time and include into the process of cognitive activity as many students as it is possible. And so it is rather expedient to do in a writing form (Верещачина, 2000).

The most appropriate form of testing is providing tests for the whole form. For example, after listening to the text pupils can offer test tasks which the teacher needs:

1) to arrange (re-group) the statement in the correct order (pupils correspond the content with the information from the text they have read to the correct order);

2) to choose the correct answer to the questions from several proposed variants;

3) to determine the conformity of the statements of the content with the text having been listened, using the conditional designations «+» and «-», etc.;

4) to fill in the gaps in the text, in which the content of the story having been listened is presented in a concise form;

5) to continue the initiated sentences independently or to choose the correct variant from several proposed ones.

Samples of such tasks of texts have already been proposed by the each separate sample when it comes for checking reading skills of pupils. Also schoolchildren will offer tasks of the following type: to listen to the text and to fill in the letter for the answers to write the letters marked with the given pictures, in the sequence of sentences which correspond to the events having been described in the text. After listening to the text while performing the test task pupils are also invited to formulate the main idea of the text in 2-3 short sentences and to write them in the form of answers according to the task number. Sometimes, if it is possible, after listening to the text pupils can color the picture according to the content of listened information.

These tasks, proposed by us for pupils at the lessons of a foreign language, update the psychological mechanism of the cumulative feature of recognition, which allows us quickly, almost simultaneously formulate for each person a new task and to do its co-image and recognize it in a view of this new design (Mykhalchuk & Bihunova, 2019). Therefore, recognition itself does not become a problem for the pupil, because this problem

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will be determined the significance of the task itself. However, such a possibility itself in terms of tremendous perception of some task is quite questionable, but, at the same time, the pupil performs this task. This psychological mechanism is *the mechanism of sinibularity*.

Sinibularity (from the Latin «sinibulis» – «similar») is a mechanism that actualizes the similarity, compatibility of objects according to their individual components, details, features. It is the basis for the formation of associative chains and it is one of the factors that forms the concept. The sinibular associative chain is a mono-modal mental construction that will be created due to the identical features of different concepts of each object. The fixation of sinibular relations is based on the possibility of recognizing the object not only taking into account the pattern, but also understanding its individual details; irradiation of the significance of the object on its basic features and the peculiarities of their restructuring affects is based on some features, and the presence of form-semantic connections facilitate the connection of external features of the object with its internal qualities, properties and characteristics.

Objects which belong to different groups of concepts might have not only differentiate features that allow their distribution, but also similar characteristics that provide some analogies. As a result, there may be more than one such symptom. Therefore, based on already known knowledge, well-known objects, etc., as well as using the psychological mechanism of the sinibular analogy, the subject can obtain a sufficiently large amount of information. The evaluative meaning of sinibularity is that if a completely new object cannot be evaluated as a whole, it can be characterized by individual details, the summarization of which creates a rough idea of the significance of the educational task as a whole.

Conclusions

Thus, sinibular qualities are based primarily on the fact that similar features of lexical and grammatical structures that the teacher offers to pupils should have similar characteristics, according to their conceptual affiliation. At the same time, the pupil creates certain sinibular concepts, that is a kind of mental constructions which are arisen as a result of establishing the associative connections between identical features of object's concepts of different levels. This level actualizes another one, no less important feature of lexical and grammatical units, which specify these features. Thus, according to the object, the pupil distinguishes in its structure certain details and features, which, however, have quite different specifics. Specifics of each concept will be those, which, as a result of close coordination of features, allow to assign this object to join to a certain conceptual group. The specificity of this or that feature determines the degree of generalization (or a level) of the concept. Therefore, there is a simultaneous actualization of individual-specific features, which, on the one hand, will characterize only this object and will allow its identification, and, on the other hand – to provide completely non-specific features that are inherent in almost any object, such as they do not play any role in solving this problem. Thus, the specificity of these features determines the level (a volume) of the sinibular concept that it forms.

Thus, the psychological mechanism of sinibularity provides pupils with the solution of linguistic problems and tasks at the lessons of a foreign language by updating basic four components of *the philological consciousness of the person*:

- the identification of features (or characteristics) of a certain lexical or grammatical structure;
- the range of variations of their significance in the paradigm of this group of linguistic units (so-called objective concept);

- the level of acceptability of this variation;
- the differentiation of this concept, etc.

The components of the philological consciousness of the person identified by us will be analyzed and detailed in our next publications.

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Івашкевич Ернест, Комарницька Людмила. Психологічний механізм синібулярності в оцінюванні навичок аудіювання учнів у закладах середньої освіти

АНОТАЦІЯ

Метою статті є визначення психологічних механізмів її окреслення за собою для перевірки розуміння прослуханого аудіотексту, таких як невербальні, словесні та репродуктивні засоби.

Методи дослідження. Використано такі загальнонаукові методи, як індукція, дедукція, аналіз і синтез, методи порівняння її опису, метод обґрунтування тощо.

Результати дослідження. Учням закладів середньої освіти було запропоновано завдання для їх виконання на уроках іноземної мови, які актуалізують психологічний механізм кумулятивної ознаки впізнання, що дає змогу достатньо швидко, практично одночасно формулювати для кожного нового завдання свій ко-образ і здійснювати його впізнання вже з огляду на цю нову конструкцію. Тому саме по собі впізнання для учня не стає проблемою, адже проблемою буде визначення значущості самого завдання. Сама по собі така можливість за умов дискантного сприймання задачі є досить сумнівною, однак школяр виконує цю задачу. Психологічним механізмом при цьому є синібулярність.

Показано, що синібулярність (від лат. *sinibulis* – «подібний») – це механізм, який актуалізує подібність, сумісність об'єктів з огляду на їх окремі компоненти, деталі, ознаки. Вона є основою для утворення асоціативних ланцюжків і одним із чинників, що утворюють поняття. Синібулярний асоціативний ланцюжок являє собою мономодальну психічну конструкцію, що створюватиметься завдяки ідентичним ознакам різ-

них об'єктних понять. Фіксація синібулярних відношень засновується на можливості впізнання об'єкта не тільки з урахуванням патерну, але і з огляду на окремі деталі; іррадізація значущості об'єкта на його базові ознаки та значущість їх реструктуризації впливають на значущість ранжування ознак, а наявність формо-змістових зв'язків фасилітує зв'язок зовнішніх ознак об'єкта з його внутрішніми якостями, властивостями та характеристиками.

Висновки. Визначено, що психологічний механізм синібулярності забезпечує розв'язання учнями лінгвістичних задач і завдань на уроках іноземної мови за допомогою актуалізації чотирьох компонентів філологічної свідомості особистості, до яких належать: ідентифікація ознак (чи характеристик) певної лексичної або граматичної структури; діапазон варіації їх значущості в парадигмі певної групи лінгвістичних одиниць (так званого об'єктного поняття); рівень прийнятності даної варіації; диференціація поняття.

Ключові слова: психологічний механізм синібулярності, особливість розпізнавання, ко-імідж, тестування, асоціативні ланцюги, концепт, формосемантичні зв'язки, екстернальні характеристики, інтернальні якості.

Ивашкевич Эрнест, Комарницкая Людмила. Психологический механизм синибулярности в оценке навыков аудирования учащихся в заведениях среднего образования

АННОТАЦИЯ

Целью статьи является определение психологических механизмов и средств для проверки понимания прослушанного аудиотекста, таких как невербальные, словесные и репродуктивные средства.

Методы исследования. Используются такие основные научные методы, как индукция, дедукция, анализ и синтез, методы сравнения и описания, метод обоснования.

Результаты исследования. Учащимся заведений среднего образования были предложены задания, которые они должны были выполнить на уроках иностранного языка. Данные задания в большой степени актуализируют психологический механизм синибулярности, который, в свою очередь, позволяет достаточно быстро, практически одновременно формулировать для каждого нового задания свой ко-образ и осуществ-

влять его опознание уже с учетом этой новой конструкции. Поэтому само по себе опознание для ученика не становится проблемой, ведь проблемой будет определение значимости самой задачи. Сама по себе такая возможность в условиях дискантного восприятия задачи является весьма сомнительной, но, вместе с тем, школьник выполняет эту задачу. Психологическим механизмом при этом является синибулярность.

Показано, что синибулярность – это механизм, который актуализирует сходство, совместимость объектов с учетом их отдельных компонентов, деталей, признаков. Данный механизм является основой для образования ассоциативных цепочек и есть одним из факторов, образующих определенные понятия. Синибулярная ассоциативная цепочка представляет собой мономодальную психическую конструкцию, которая создается благодаря идентичным признакам различных объектных понятий. Фиксация синибулярных отношений основывается на возможности узнавания объекта не только с учетом паттерна, но и отдельных деталей; иррадикация значимости объекта с учетом его базовых признаков и значимость их реструктуризации влияют на процедуру ранжирования признаков, а наличие формо-содержательных связей фасилитирует способность личности к созданию связей внешних признаков объекта с его внутренними качествами, свойствами и характеристиками.

Выводы. Определено, что психологический механизм синибулярности обеспечивает решение учениками лингвистических задач и заданий на уроках иностранного языка с помощью актуализации четырех компонентов филологического сознания личности, таких как: идентификация признаков (или характеристик) определенной лексической или грамматической структуры; диапазон вариации их значимости в парадигме данной группы лингвистических единиц (так называемого объектного понятия); уровень приемлемости данной вариации; дифференциация понятия.

Ключевые слова: психологический механизм синибулярности, особенность распознавания, ко-имидж, тестирование, ассоциативные цепи, концепт, формосемантические связи, экстернальные характеристики, интернальные качества.

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The Procedural Logic of the Existential and Systemic Reorganization of the Personality's «Picture of the World»

Процесуальна логіка екзистенціально-системної реорганізації «картини світу» особистості

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ABSTRACT

Purpose. *The article highlights the functional aspect of the existential and systemic reorganizational action, with the definition of microgenetic (formation) and psychological and genetic (development) dynamics of the semantic architectonics of the personality's consciousness.*

Methods. *Genetic and modeling, systemic, structural and integrative and subject and activity methodological approaches are involved in the study.*

The results of the research. *The internal procedural plan of the existential and systemic concept is revealed and the mechanism of dynamics of the personality's «worldview» is substantiated. The formal and logical scheme of reorga-*

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nizational action as a system of constructs of its semantic description and corresponding actions is given. The internal logic of reorganization of the personality's «worldview» is determined. A procedural model of the reorganizational action of the existential and systemic concept is constructed. This model reflects the analysis of the genetic relations of the constructs of the research on the semantic architectonics of the personality's consciousness. It is determined that the focus and, at the same time, the main mechanism of the reorganization process is the structure and quality (consistency-inconsistency; anachronism-novelty; uniformity-variability; standard nature-originality) of connections between the found meanings of the previously formed semantic field and its mnemonic contexts. The operational model of practical action of a counseling psychologist is described. This model reproduces the process of reorganization on the multi-vector plane of the trans-theoretical existential and systemic concept, containing stages, levels, processes of transformation, aim, units of analysis, contact elements, operational techniques, basic skills and factors of influence.

Conclusion. *Explaining the principles of the functional perspective of the existential and systemic model is a consistent step in the methodological conceptualization of the trans-theoretical approach, the capabilities of which allow to cover all cognitive patterns of meaning formation, namely: sensory and perceptual (symptoms, sensations), imaginations (images of self, world, situation), thinking (typical cognitive schemes of interpretation of reality and its representation), affective (usual emotional patterns and states), reflexive (I am, this is me, this is my World). The analysis of genetic relations of constructs of dynamics research on semantic architectonics of the personality's consciousness («worldview», «semantic field», «reorganizational action», «function of experience», «paradoxical connection») provides the development of procedural laws of reorganizational action of the concept. The combination of genetic and modeling and structural and integrative approaches allows us to trace the movement of the personality's «worldview» reorganization, based on functional psychological analysis and to find answers to questions about the probability of set transformations and the limits of functional capabilities of the concept.*

Key words: *reorganization, semantic field, mnemonic contexts, «worldview», procedural logic.*

Introduction

The consistent movement of modern psychological science consists in the transition from explanatory to functional, one

that understands the paradigm and aims to capture real life experiences, to study and explain their dynamics, to construct the ontological field of human life and determine the means of its existence (Leontiev, 2018). A comprehensive methodology for analyzing the patterns, mechanisms and multivariation of the dynamics processes of a complex system, which we know as a person, highlights the need for integrated (Kovalev, 2001; Tsapkin, 2004), multi-theoretical and eclectic and integrative (Zeig & Munion, 2000) or trans-theoretical (Prochaska & Norcross, 2007) convergence of existing psychological systems.

The existential and systemic concept is a trans-theoretical psychological system for ensuring the process of semantic dynamics of personality's consciousness through accepting and living the challenges of life in order to achieve authentic attitudes, freedom and responsibility for one's own existence and peace (Kalishchuk, 2020a). The existential and systemic model is the result of the application of a «polyphonic» approach to the reorganization of the subjective «worldview» of the personality in the conditions of «polyphony» of psychological systems of assistance to clients in psychological practice. The foundation for the complex methodology of the existential and systemic concept envisages the solution of a triune problem:

1) the construction of a trans-theoretical plane with definition of integrative bases for the united model, interrelation and synergetic coherence of primary paradigmatic bases, with outlining of a methodological field of reproduction of semantic elements, rules of their interaction, degree of participation and demand at the processing of levels, stages and procedural action of reorganization of semantic architectonics of personality's consciousness (Kalishchuk, 2020a);

2) conceptualization of ontological dominants of trans-theoretical existential and systemic model as theoretically organized and practically directed approach, with designing of ontological background of semantic model of personality world, definition of key concepts, composition of model of interre-

lation of client representations and classification of diagnostic and correction methods;

3) substantiation of the functional aspect of existential and systemic reorganizational action, with determination of microgenetic (formation) and psychological and genetic (development) dynamics of semantic architectonics of personality consciousness and with forecasting of tendencies of given changes.

The first two steps unfolded the space of the existential and systemic concept, where (Kalishchuk, 2020a):

– a multifaceted plane was outlined on the basis of integrative unity, synergetic and dynamic approaches. It combined ontological, systemic, genetic, contextual and functional aspects of reorganization of semantic architectonics of personality consciousness;

– a heuristic model of trans-theoretical approach was built. It consisted of existential analysis, theory of dynamic systems, individual and transpersonal psychology, psychodrama, modeling system and some practical branches – decoding experience (re-imprinting), neurological levels, holotropic breathing;

– the general characteristics of the concept were defined, namely: multifacetedness, convergence, unification of particles, creation of a new union, focus on meaning formation;

– key concepts of theoretical layout of the concept were formulated: «world», «consciousness», «worldview», «meaning», «system», «semantic architectonics of consciousness», «imagination-experience-thoughts», «reorganization», «self-relation»;

– the conceptual scheme of interrelations and interaction of ontological representations of eight perspectives of «relation with the world» as an action of finding a meaning was offered;

– a model of the theoretical construct of the existential and systemic approach was created. This model reflected the client's representations;

– key projections of the research of human existential reality were revealed, namely: ways of realizing one's own existence in the world; driving forces of personal transformations; ontological dominants and their relationships; diagnostic approaches.

The purpose of the article is to highlight the functional perspective of the trans-theoretical existential and systemic concept.

The tasks of the article

1) To reveal the internal procedural plan of the existential and systemic concept and to present an argument for the mechanism of dynamics of the «worldview» of the personality.

2) To build a procedural model of reorganization of the existential and systemic concept.

3) To determine the factors of probability of tendencies of the set changes and to outline the limits of functional possibilities of the concept.

4) To describe the operational model of the practical action of a consulting psychologist. This model should reproduce the process of reorganization of the trans-theoretical existential and systemic concept on the multi-vector plane.

Research methods and techniques

The procedure of theoretical and methodological research ensures the achievement of semantic analysis of the functional plan of the existential and systemic model and consists of the following methodological approaches:

– genetic and modeling – the unity of «self-projection» of the personality and the system of conditions for its functioning and development (Maksymenko, 2006);

– systemic – «autopoiesis» process of continuous subjective creation of the world – the spiral nature of multiplicity of interactions with the environment through their repetition,

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each of which triggers structural changes in the system (Varela, 1995);

– structural and integrative – analysis of integrative processes of evolutionary movement of personality (Kholodnaia, 2002);

– subject and activity in the form of existential and systemic analysis of the reorganization of the «worldview» of the client with panic disorder.

Methodical support of reorganizational action of existential and systemic analysis is represented by diagnostic and corrective approaches: projective (Adler, 1932); psychosemantic (Serkin, 2008); existential (Lengle, 2005); system modeling and psychodrama (Kalishchuk, 2018); bodydynamic (Kalishchuk, 2020c); transpersonal (Grof, 2008).

Results and their discussion

The trans-theoretical nature of the existential and systemic concept is considered by us in the aspect of convergence of multidirectional paradigmatic approaches in order to create an effective construct of reorganization of the semantic architectonics of the personality consciousness. Semantic architectonics is a multicomponent construction of the psychic, which is determined by the development of its own values as a «text» by inducing a variable interpretation of previously found meanings. The definition of «semantic architectonics of consciousness» gives rise to a consistent list of functional issues, in particular, about:

– the emergence of connections between the meanings that organize the semiotics and semantics of the «text» and form a «worldview» – a systemic personal model of subjective images of the real world and semantic connections between them;

– the action of cognitive patterns as forms of meaning formation and partial types of understanding;

– interaction or change of mnemonic contexts as actualization of the zones of meanings of the unconscious, which form the semantic outline of «recurrence»;

– reorganization of the semantic field as the genesis of personality self-organization, which provides the action of «coping» and reformatting of connections and relations between the elements of the system through the expansion of living space.

By considering the «reorganization» of the semantic field as a reflection of the functional aspect of the existential and systemic concept, we define it as a natural process of human interaction with the environment through repetitive patterns of «relation with the world» and self-relation, each of which triggers structural changes in the involved system (Varela, 1995). It is known that «reorganization» is stipulated by the generative property of man as a complex system in regards to self-movement and self-transformation, which is characterized by the quality of self-relation (Kalishchuk, 2020b; Leontiev, 2018). E. Moren points out that a complex system is «not just an organization of efficiency and automatic accuracy of functioning. It is the creation of a retroactive integrity, which is endowed with its own organizational properties» (Moren, 2013: 238). Therefore, the organization (reorganization) acts as a vector of the dynamics of «the quality of existence, which continuously produces itself and which destroys itself as soon as there is an unexpected failure in the production of oneself or regeneration» (Moren, 2013: 260).

The classic and most general explanation of the reorganizational action is offered by «the theories of developmental education of D.B. Elkonin, V. V. Davydov, S. D. Maksymenko, H. S. Kostiuk, L. S. Vyhotskyi,... when studying the formation of man, we deal with the phenomenon of projecting – self-projecting of higher mental functions in the unique space of the social situation of development. The genesis that follows its own laws, the peculiar activity of the personality and the sys-

tem of social and pedagogical conditions of its functioning and development are connected into a single whole» (Maksymenko, 2006: 23). A separate discovery, which brings us closer to understanding the internal procedural plan of reorganization of the personality «worldview», is «an important scientific fact that the means can include life experience, language expression, co-divided activities, innovative technologies, educational experimentation, etc.» (Maksymenko, 2006: 23). It should be emphasized that these means of personality dynamics process have a common basis. The form of representation of these means is a «text», as a structured semantic content, which has certain duration, is based on the relevant states and differs by a stable dynamic nature and potential for transformation. A. Yu. Agafonov states that «the preservation of the existence of the text of consciousness is possible only in the process of its transformation» (Agafonov, 2003: 114). That is, the content of consciousness as a plural text and each individual act of understanding are supplemented or changed. «The area of meaning is an open plurality, because the dynamics of transformation occurring in the mental sphere is nothing more than a restructuring of semantic space, which requires the formation of new areas of meaning, and hence changes in the former areas» (Agafonov, 2000: 81).

Meaning is a continuum of states and it creates a semantic field that is organized by the connections of the corresponding context. In addition, the construction of the meanings of a particular event is carried out through the attitude toward it, so the meaning is a reflection of life relationships, and experiences (emotions and states) are its dynamic components (Bassin, 1973). Meanings organize the semiotics and semantics of the «text» and form a «worldview» – a multi-layered construction of subjective images of the real world and semantic connections between them. The «worldview» as a subjectively organized integrity is determined by the stable and dynamic characteristics of the paraphernal generalized pole of expe-

riences, which creates a semantic model of oneself and the world.

The focus and, at the same time, the main mechanism of the reorganization process is the structure and quality (consistency-inconsistency; anachronism-novelty; uniformity-variability; standard nature-originality) of connections between the found meanings of the previously formed semantic field and its mnemonic contexts. These connections have an emotional expression, and constitute a system of «imagination (mnemonic context) → experiences (emotions, states) → thoughts». The semiotics (the one that means and the one that is defined) of this system determines the conventional correlates of meaning formation due to the fact that «we become the stories we tell» (Kibed & Sparrer, 2014: 12). Contradictory (inconsistent, new, variable, original) connections between meanings cause the experience of paradox and paradoxical confrontation with oneself, with one's own identity and the world that man has created for himself or herself. The experience of paradox, therefore, serves as a mechanism for expanding the context, finding of a bifurcation crossroads, which necessarily include a path to increasing the level of organizational order of man.

Formal and logical scheme of reorganization as a system of constructs of its description and corresponding actions is presented in fig. 1.

The internal logic of the personality's «worldview» reorganization is given by two postulates of the theory of semantic projection of reality of A. Yu. Agafonov. The first one is the following: «the psyche has a semantic structure»; the second one is that the «consciousness is organized as a multiple text consisting of cognitive patterns» (Agafonov, 2003: 110). The term «text» means a meaning or set of meanings that reflects the content of consciousness at the actual time. Change of the text involves change of the nature of the connection between the original semantic groups, as well as change of the mnemonic contexts that define the semantic aspect of inter-

pretations of events (for example: the meaning of parental attitudes: «Parents found no time for me, treated me without understanding my needs» → change of mnemonic context: «My parents worked a lot of time and that's how they showed their love and care for me»).

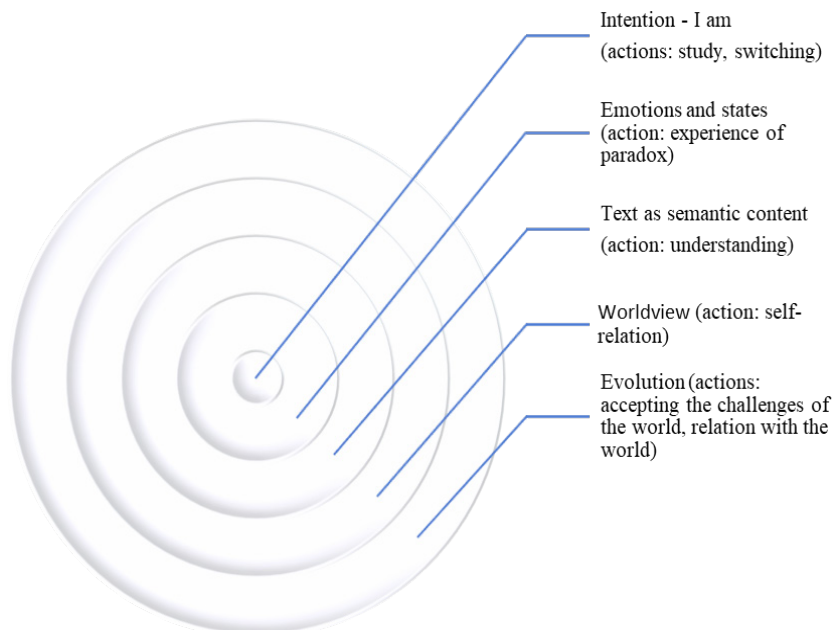


Fig. 1. Formal and logical scheme of the reorganization process

Different levels of cognitive patterns of consciousness (sensory and perceptual, imagination, thinking, affective and reflexive) are forms of meaning formation, have a corresponding semantic meaning and, at the same time, act as a realization means of understanding of own texts by consciousness (for example: meanings in the context of panic attack: sensory and perceptive level – «the body lives its own life – I feel tremors, muscle twitching, tics, difficulty breathing, chest pain,

blood rush or chills, dizziness, etc. again»; imagination level – «I'm dying»; level of thinking – «no one will help me because doctors do not know how to help»; affective – «anxiety, fear, horror»; reflexive – «I am worried about my condition, I can't get rid of it, when and where it will happen again»). The reorganization of the meanings of a particular event is carried out through the relationship «Me and the event», namely: through finding of the principles and mnemonic contexts of formation (microgenesis) of the existing cognitive pattern and its understanding and identification of means of development (genetic and modeling aspect) of a new cognitive pattern through opening of paradox of your own subjective world content.

The mechanism of existential and systemic reorganization dynamics of semantic formations is argued by important bases: the general theory of systems (O'Connor & McDermott, 2006) and the theory of general and psychological transformation of activities and needs (Bratus & Lyshyn, 1982).

From the point of view of general systems theory, the potential principles for creation of free connections in the system are laid in human existence. These connections are actualized by methods of existential and systemic concept (projective, psychosemantic, existential analysis, system modeling, psychodrama, bodydynamic and transpersonal). Diagnostic programs show, at the same time, both a resource for change and an environment for the implementation of this resource. The existential and systemic approach makes it possible to measure the dynamic state of the system, to identify important elements of the system, modality and strength of connections between objects, to find the meaning that the system carried something in itself as an old and false attractor. In addition, it makes it possible to bring the system to the point of bifurcation and launch a new order of organization of the system by interrupting the constantly reproducing connections, attitudes («balancing connection»), their understanding and perception for the client. Completion and change of connections («strengthening con-

nection») reduces the possibility of returning to the original, habitual form of system stability and that ensures the transition to a new level of functioning of the personality, with a new attractor (paradoxical meaning), which will provide a more promising inclination to stabilization. Therefore, existential and systemic analysis opens up opportunities to transform states, to reveal not only the nature of relationships between objects that make up a complex system, but also, at the same time, to prove and understand the role and importance of multiple combinations of interacting factors, namely: elements of system, preferred states and connections. In addition, it gives a way to determine the cause-and-effect relationships between objects from the standpoint of time and to move from the fixation of phenomena that occur to understanding the structural relationships, which give rise to certain sequences (patterns) of phenomena in the macrogenetic aspect.

General psychological transformation of activities and needs shows the mechanism of creation (finding) of meanings, which is carried out according to the scheme of sequential action of meaning formation, namely: indefinite, objectless state of needs (unconscious conflict between rejected, displaced personal meaning and state of need) → choice of specific motive – needs of object (state of needs is not realized, there is a objectless anxiety) → transformation of needs and activities (objectless anxiety is objectified by paraphernal ability to represent internal conflict, a «symptom-sign-text» is created) → involvement of techniques of semantic analysis of meaning violations (the opening of paradoxical meanings by action of reorganization).

The abovementioned principles determine the content of the procedural principles of reorganization of the «worldview» of the personality, which is based on the analysis of genetic relationships of the research constructs of semantic architecture of personality consciousness (fig. 2).

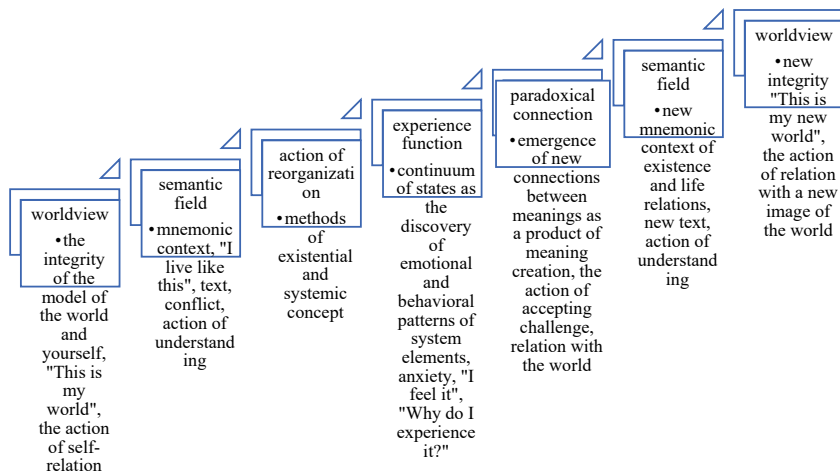


Fig. 2. Procedural logic of reorganization of the «worldview» of the personality

Prediction of the changes set by diagnostic and correctional methods of existential and systemic concept is objectified and verified by the system of intrapsychic factors, namely:

- coordinated action of complementarity of all cognitive patterns as partial types of understanding the perspectives of «relation with the world»: «I am», «This is me», «These are My experiences», «These are My thoughts», «This is what I do», «This is My life now», «This is My past», «These are My ideas about the future»;

- development of the mnemonic context, which steadily retains its new qualitative and increased volume in the future (perception of what is known as new thing from another angle);

- change of the connections of the system with the creation of a new attractor by the found meaning, due to the fact that the connections between the same elements can be established differently, the nature of their establishment is influenced by the previous mnemonic context (microgenetic aspect);

– change of mnemonic contexts, which form the semantic outline of «recurrence» – the development of one's own meanings as a text (creative art of wonder);

– a new integrative structure of the semantic field and «worldview», which corresponds to the new qualitative composition of the «relation with the world» (actions of study and switching);

– «spiral» patterns of client behavior («balancing connection» in the system), which indicate that the important triggers of the initial stabilization of the system and absence of inclusion of «strengthening connection» in the system (usually the absence or rigidity of the client's role repertoire).

The limits of the functional capabilities of the concept are outlined by the potential of the methods of the existential and systemic model and the means of combining them in each separate case. The limitation of the concept concerns the ability of its diagnostic and corrective resource, namely: the ability to expand the representations of the client's reality; to adjust to his or her individual mental «worldview», to the peculiarities of the allocation of attention, to the peculiarities of internal time characteristics (acceleration or inhibition), to determine the subjective perception of the situation (verbal, visual, bodily, emotional) and, most importantly, to take into account contextual limitations of the client in regards to his or her own «crystallized» patterns of emotional and behavioral response (for example, regret, sadness, fixation on doubts, obstacles of personal mental experience of representations, instability in regards to inconsistency, etc.). It should be emphasized that the trans-theoretic nature of the existential and systemic concept allows to choose the following diagnostic and corrective approaches and methods that have the most effective action in each case at different stages of the reorganization process: existential analysis to gain experience of meeting oneself, the world and other people; psychosemantic one is for the analysis of disorder of one's own meaning; projective one is for defini-

tion of lifestyle and principles of one's own existence; holotropic breathwork is processing of bodily tension; re-imprinting of experience means leveling of erroneous microgenetic bases of personality functioning; system modeling is rapid diagnostics and response to situations that have significant emotional stress and require recognition of the found imbalances, etc.).

Visual reflection of the practical action of the consulting psychologist is reproduced on the coordinate plane (fig. 3), which integrates levels, processes and stages of transformation with aim, analysis units, contact elements, operational techniques, basic skills and factors of influence (Prochaska & Norcross, 2007; Zeig & Union, 2000).

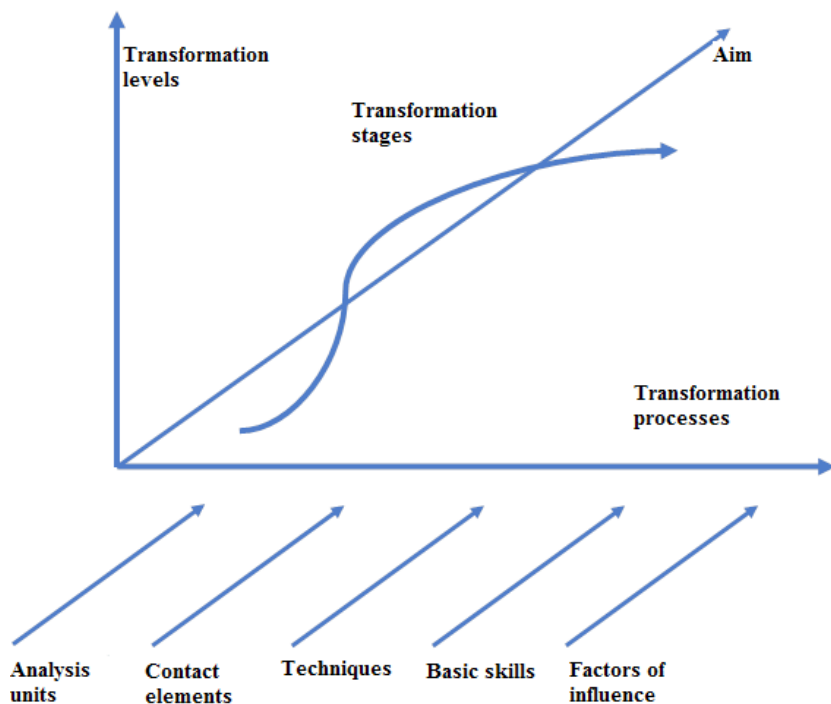


Fig. 3. Operational model of reorganizational action of the concept

A description of psychological assistance to clients with panic attacks stands as the subject option of using the operational model. Panic disorder was chosen as the most voluminous level of transformation, characterized by a wide variety of «source attractors» and the uniqueness of the course due to different clients' mental model of representation of the world for themselves and, at the same time, typical focus of psychological change on the opening of one's own existence for all episodes. The operational model contains the content of each of the axes, vectors and appropriate practical tools (approaches and methods of work):

1. The axis of aim reflects the universal expectation – the reorganization of the «worldview» of the client through the acceptance and going through the challenge of uncertainty and the achievement of authentic attitudes and responsibilities for his or her own existence and the world. In panic attacks, this aim is initially reduced to the desire to get rid of physical symptoms and overcome feelings of anxiety and uncertainty about the experienced critical states. The aim is transformed during the first session.

2. The axis of the level of transformation – the object – is determined by the declared or latent request of the client, which in panic attacks can be masked and formulated by him as «depression», «phobias», «anxiety», «psychosomatic disorder», «insecurity», «fear of death», «insomnia», «severe emotional states», «constant physical discomfort», etc. There are the following means: getting in touch with your unique subjective image of the world, objectifying the causes of adaptation failure; clarifying the somatic and mental dimensions of masked distress at the neurological levels of «environment» and «behavior» (What world do I live in? What surrounds me? Who is around me? What do I do? What do I feel when it surrounds me? What do I feel when I do it?). Stages of transformation: the preparing of a client for a new experience; con-

sideration of information by the client. The request is adjusted at the first session.

3. The axis of transformation processes:

- analysis of the real basis of panic disorders and finding a place of intervention. There are the following means: system modeling of basic relations and prevailing experiences; discovery of direct, inverse and paradoxical meaning; determination of the basic emotion for panic disorder (fear, guilt, offence, pity, disgust); finding a key element of the client's system (parents, spouses), with which the connection is maintained by a false, usually one-point attractor, which has the form of introject persuasion (for example: «I need help»; «I'm lonely»; «I cannot help anyone»; «This is not my life», etc.); work with agoraphobic space;

- developing a conscious response of the client to the real basis of panic disorders. There are the following means: actions of self-relation and self-determination in relation to the elements of the system; re-imprinting of the experience; discovering the paradoxical meaning in regards to the acute distress experienced in panic disorders and their positive role in the evolution of personality (How do I live? What abilities do I have? What is most important to me? What do I want?);

- elaboration and direction of the trajectory of necessary personal transformations. The means are as follows: construction and perception of the client's own mental model; reformulation of the motto of life; correction of emotional experience and definition of emotional action programs; dramatic relief of experience; self-release; holotropic breathing; re-imprinting experience. The possibility of a spiral pattern («balancing connection») increases under the condition of alternative (against the background of altered states) genesis of panic attacks or the dominant emotion of disgust, which is enhanced by feelings of self-pity;

- modeling of a new mental system of the client, which allows to determine its emergent properties, to portray realis-

tically the objects that make up its structure and to identify the attractors that give dynamics to transformation. Means: work with inter-psyche space (reformatting of the relation to the main element of system); self-relation; accepting the challenge of uncertainty;

– transformation through destabilization of the former steady state (original attractor) and arrangement of a new stable state (new attractor). Means: holotropic breathing; catharsis; paradoxical meanings; self-relation; expanding the horizon of perception; neurological levels of «belief», «value», «identity», «meaning»; re-imprinting of experience;

– finding a form of reinforcing feedback of the mental model of the client and the conditions of exponential growth of his or her personality. There are the following means: systemic modeling of freedom and responsibility; modeling of a new life position – «Me and the World», «Me and my today», «Me and my future».

4. The vectors of the internal composition of the changes process:

– the vector of units of analysis determines the possibility of entering the world of the client and focusing attention and the direction of the logic of the query. In our example the generalized cause of panic disorders is the experience of existential inadequacy, which is reinforced by the energy of the crisis from the realization of a critical failure of self-adaptation. The lack of internal agreement with their actions and existence arises at this background. The clarifying of partial causes of panic disorders is based on the following principles: panic attack occurs as a reaction to the actualization of unconscious conflict without the ability to survive it, which causes a clear gap between the intensity of the bodily response and the ability to process it mentally; unconscious conflict is actualized due to the long inability to meet a significant need; the deprived need is not realized; there is a high degree of energy recovery, which mobilizes the flow of tension from the

need for deprivation and is unconsciously fed with the «ambition» of the individual (How could this happen to me?); the client's energy is always above the conditional «average level»; there is often a manifestation of alexithymia, as the inability to implement the program of actions corresponding to the emotions experienced but not recognized;

– the vector of contact elements determines the content of interpsychic dialogue with a psychologist, namely: analysis of feelings, thoughts, attitudes, contextual component, bodily component, idiosyncratic component;

– the vector of operational techniques of each of the five diagnostic and corrective approaches: projective (the method «My World» – a modified method «Who am I?» by M. Kuhn and T. McPartland; ranking values with enhanced emotional component to determine the points of attraction of the system of people under study); psychosemantic (semantic analysis of disorders of semantic formations); existential («experience of meeting with oneself, with the world and other people»; «correlation and dialogical exchange between Me and the world»; awareness of the basic mechanisms of «intentionality», «self-creation», «authenticity», «internal balance», «freedom», «responsibility», «transcendence»; awareness of internal dialogue – the transition from fear of the body's reactions to awareness of the symptom as a disturbed balance between hesitation and responsibility and freedom of choice); system modeling and psychodramatic approach (modeling and response to situations with significant emotional tension; recognition of found imbalances; construction of models «Me and Life»; discovery of paradoxical meaning in identifying the predominant states and programs of action generated by the subject; generalization of «Me»; definition of «Super-positions»; «triad»; «tetrolemma»; square «Yes-No»; «context of states»; «a journey to the deep goal»; «a balance between uniqueness and value», «line of life» etc. in order to analyze the components systems and detection of inefficient output attractor

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and trigger finding) (Kalishchuk, 2018); bodydynamic approach «New positive imprinting of birth» in order to discover the condensed experience and fixed installation of imprinting of birth as a basic point of bifurcation of life, as a foundation for the formation of emotional and behavioral patterns and specific emotional coloration of the subjective model of reality (Kalishchuk, 2020c); trans-personal approach (holotropic breathing according to S. Grof as a means of combining breathing and music and acting as a means of energizing and channeling human experiences in order to physically respond to «emotional splinters» and discover their meanings) (Grof, 2008);

- the vector of basic skills that ensure the continuity of the holistic process of structuring the internal experience of the client's personality, from establishing contact to activating his strengths and positive self-prediction;

- the vector of influencing factors that depend on the experience and personality of the psychologist and determine the content of influence: stress relief, expanding the response repertoire, changing behavioral stereotypes through new emotional experiences, conscious attitude to new forms of behavior, etc.

5. The axis of transformation stages consists of preliminary and situational reflection of the information received by the client; preparing the client for a new experience; spiral pattern («balancing connection»); client's effectiveness; saving of transformations by the client. The intervention of panic attacks is accompanied by episodes of a spiral pattern, when the system, in its striving for homeostasis, returns the client to the previous stages with previous connections, which requires the involvement of bodydynamic and transpersonal techniques.

Thus, within the existential and systemic approach, panic attacks are understood by the client as a necessary process of dynamics and specific condition for development. A horizontal deployment of the problem is provided. It involves the sequential passage of the following stages: finding the determinants

of panic disorder – areas of vulnerability of the client’s mental system; study of the mechanisms of panic disorder – finding of the original false attractor that resists the changes in the system due to the functioning of the pattern of balancing feedback; construction of the client’s ontological space in order to find resources and discover the meanings that ensure the surviving of peak states and the discovery of a new stable attractor; determining the starting point of the intervention (behavior, abilities, beliefs, values, identity); implementation of psychological intervention and the discovery of a paradoxical meaning (Kalishchuk, 2017). The client has the opportunity to assess the uniqueness of his or her own «worldview» and the means, by which it serves his or her psychological adaptation and development, and to make a root for an updated «worldview» in her or his life.

Conclusions

Explaining the principles of the functional perspective of the existential and systemic model is a consistent step in the methodological conceptualization of the trans-theoretical approach, the capabilities of which allow to cover all cognitive patterns of meaning formation, namely: sensory and perceptual (symptoms, sensations), imaginations (images of self, world, situation), thinking (thoughts, typical cognitive schemes of interpretation of reality and its representation), affective (usual emotional patterns and states), reflexive («I am», «this is Me», «this is my World»). The analysis of genetic relations of constructs of research dynamics of semantic architectonics of the personality consciousness («worldview», «semantic field», «reorganizational action», «function of experience», «paradoxical connection») provides development of procedural laws of reorganizational action of the concept. The reorganization of the «worldview» of the personality is an integral natural sum of processes and a set of actions and states, the sequence of which leads to exponential growth, the evolution of man as

a complex system. The outlined scheme of the procedural logic of the concept portrays the mechanism of formation, «accumulation» (microgenesis) and dynamics (macrogenesis) of the «worldview» in the personality ontogenesis. The combination of genetic and modeling and structural and integrative approaches allows us to trace the movement of the personality «worldview» reorganization, based on functional psychological analysis and to find answers to questions about the probability of set transformations and the limits of functional capabilities of the concept. The simulated operational component of the existential and systemic concept is not a linear sequence of a number of steps, but a multi-vector space of relationships and transitions between the axis of levels and processes and vectors of the internal composition of change processes that affect the trajectory and direction of transformation stages and achieving of aims. Further research interest lies in building of a synergetic and transformational algorithm of «worldview» as an intra-psychic phenomenology of a consulting psychologist and, at the same time, a tool of his consulting practice.

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Калищук Світлана. Процесуальна логіка екзистенціально-системної реорганізації «картини світу» особистості

АНОТАЦІЯ

Мета статті – висвітлити функціональний аспект екзистенціально-системної реорганізаційної дії, з визначенням мікрогенетичної (станов-

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лення) й психолого-генетичної (розвиток) динаміки смислової архітекто-
ніки свідомості особистості.

Методи. Задіяно генетико-моделюючий, системний, структурно-
інтегративний і предметно-діяльнісний методологічні підходи.

Результати дослідження. Розкрито внутрішній процесуальний
план екзистенціально-системного концепту й обґрунтовано механізм
динаміки «картини світу» особистості. Наведено формально-логічну
схему реорганізаційної дії як системи конструктів її змістового опису та
відповідних дій. Визначено внутрішню логіку реорганізації «картини сві-
ту» особистості. Побудовано процедурну модель реорганізаційної дії ек-
зистенціально-системного концепту, що відображає аналіз генетичних
співвідношень конструктів дослідження смислової архітектоники свідомо-
сті особистості. Визначено, що фокусом і, водночас, головним меха-
нізмом реорганізаційного процесу виступає структура і якість (узгодже-
ність – неузгодженість; анахронічність – новизна; одноманітність – ва-
ріативність; стандартність – оригінальність) зв'язків між знайденими
смыслами раніше сформованого смислового поля та зумовлюючих його
мнемічних контекстів. Описано операційну модель практичної дії пси-
холога-консультанта, яка відтворює процес реорганізації на багато-
векторній площині трансєоретичного екзистенціально-системного
концепту, що містить стадії, рівні, процеси змін, мету, одиниці аналізу,
елементи контакту, операційні техніки, базові навички і чинники впливу.

Висновки. Викладення засад функціонального ракурсу екзистенці-
ально-системної моделі є послідовним кроком методологічної концеп-
туалізації трансєоретичного підходу, можливості якого дають змогу
охопити всі пізнавальні контури смислотворення, а саме: сенсорно-пер-
цептивний (симптоми, відчуття); уявлень (образи себе, світу, ситуації);
мисленнєвий (думки, типові когнітивні схеми інтерпретування дійсності
та її репрезентації); афективний (звичні емоційні патерни та стани);
рефлексивний («Я є», «це є Я», «це мій Світ»). Аналіз генетичних спів-
відношень конструктів дослідження динаміки смислової архітектоники
свідомості особистості («картина світу», «смислове поле», «реорганіза-
ційна дія», «функція переживання», «парадоксальний зв'язок») забезпечує
розгортання процедурних закономірностей реорганізаційної дії концеп-
ту. Поєднання генетико-моделюючого і структурно-інтегративного
підходів дозволяє простежити рух реорганізації «картини світу» осо-
бистості, спираючись на функціональний психологічний аналіз, і знайти

відповіді на запитання про вірогідність заданих змін і межі функціональних можливостей концепту.

Ключові слова: реорганізація, смислове поле, мнемічні контексти, «картина світу», процесуальна логіка.

Калищук Светлана. *Процессуальная логика экзистенциально-системной реорганизации «картины мира» личности*

АННОТАЦИЯ

Цель статьи – осветить функциональный аспект экзистенциально-системного реорганизационного действия, с определением микрогенетической (становление) и психолого-генетической (развитие) динамики смысловой архитектоники сознания личности.

Методы. Задействованы генетико-моделирующий, системный, структурно-интегративный и предметно-деятельностный методологические подходы.

Результаты исследования. Раскрыт внутренний процессуальный план экзистенциально-системного концепта и обоснован механизм динамики «картины мира» личности. Построена формально-логическая схема реорганизационного действия как системы конструктов его содержательного описания. Определена внутренняя логика реорганизации «картины мира» личности. Построена процедурная модель реорганизационного действия экзистенциально-системного концепта, отражающая анализ генетических соотношений конструктов смысловой архитектоники сознания личности. Определено, что фокусом и, одновременно, главным механизмом реорганизационного процесса выступает структура и качество (согласованность – несогласованность; анахроничность – новизна; однообразие – вариативность; стандартность – оригинальность) связей между найденными смыслами ранее сформированного смыслового поля и обуславливающих его мнемических контекстов. Описана операционная модель практического действия психолога-консультанта, которая воспроизводит процесс реорганизации на многовекторной плоскости трансэпистемического экзистенциально-системного концепта, содержащая стадии, уровни, процессы изменений, цель, единицы анализа, элементы контакта, операционные техники, базовые навыки и факторы влияния.

Выводы. Изложение основ функционального ракурса экзистенциально-системной модели является последовательным шагом методологической концептуализации транстеоретического подхода, возможности которого позволяют охватить все познавательные контуры смыслообразования, а именно: сенсорно-перцептивный (симптомы, ощущения), представлений (образы себя, мира, ситуации); мыслительный (мысли, типичные когнитивные схемы интерпретации действительности и ее репрезентации); аффективный (привычные эмоциональные паттерны и состояния); рефлексивный («Я есть», «это Я», «это мой Мир»). Анализ генетических соотношений конструктов исследования динамики смысловой архитектоники сознания личности («картина мира», «смысловое поле», «реорганизационные действия», «функция переживания», «парадоксальная связь») обеспечивает развертывание процедурных закономерностей реорганизационного действия концепта. Сочетание генетико-моделирующего и структурно-интегративного подходов позволяет проследить движение реорганизации «картины мира» личности, опираясь на функциональный психологический анализ, и найти ответы на вопросы о вероятности заданных изменений и границах функциональных возможностей концепта.

Ключевые слова: реорганизация, смысловое поле, мнемические контексты, «картина мира», процессуальная логика.

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The Reasons of Conflicts in the Relationships between Parents and Children

Причини конфліктів у взаємостосунках між батьками та дітьми

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ABSTRACT

The purpose of this article is finding out the problem of maladaptive family relationships between parents and senior schoolchildren which are usually characterized by the severity of conflicts which have being arisen, by blocking of their constructive resolution, the exacerbation of intra-family alienation.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Method of interviewing was used as empirical one.

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The results of the research. *In order to find out the causes of conflicts between senior pupils and their parents we organized a pilot research based on the questionnaire «Reasons of conflicts between senior schoolchildren and their parents» developed by us. The questionnaire was proposed for 355 senior pupils from Kyiv, Rivne and Mykolaiv. From the point of view of youth, conflicts with parents are not the main problem in this age. Based on a survey of a representative group of 16-year-old pupils, about a third part of them (about 27% of schoolgirls and 29% of male schoolchildren) found disputes, considerable differences of opinion with parents, rejection of criticism as the reason for conflicts. At the same time, only a few pupils completely reject the views of parents, who are called as «old ones» (8% of schoolgirls and 13% of male senior pupils). For 33% of schoolgirls and 27% of male schoolchildren, criticism and controversy do not apply to all spheres of their life, but mainly to clothing, hairstyles and evenings at home. Senior pupils who use psychoactive substances have significantly more conflict situations than healthy ones. Disputes with parents are the most important negative factor that hinders the development of senior pupils (35% of male respondents and 28% of female). At the same time, 26% of schoolgirls and 31% of male pupils suggested that learning problems led to drug use, delinquency, symptoms of stress and low self-esteem.*

Conclusions. *It is during the period of maladaptation, for example, when the mother and the child are deprived of one of the possibilities of resolving conflict situations, which in a certain period of time were real, such as: facilitating the relationships through the intervention of the third person – an aunt, a grandmother and some others. As a rule, in this case, throughout the subsequent life of the existence of good and loving the third person helps to compensate for the joyless moments that take place in the relationships with the «other one»; this attitude greatly neutralizes the child's aggression and significantly eliminates the emergence of fear. In a family where a child takes psychoactive substances, the conflict with a mother or a father (or both of them) becomes extraordinary. In addition, the child's communication with the father is perceived by the mother as a situation of relief. But if the mother is divorced, then everything becomes much more complicated, and if the child, after arguing with her, suddenly tries to call the father, the mother may get very angry and shout at the child: «Well, go to live with your dad!» Emotionally agitated mothers usually do not understand what they are doing with this phrase, resorting to this kind of method as a struggle is; moreover, the child will feel defeated, and he / she feels a satisfaction – his / her goal has been achieved. At the same time, the child begins to realize that*

the mother tells him / her to «get out», and the father is already almost have lost her, and then the mother says that she does not need the child at all. Thus, the child «is cornered», and he / she is in despair experiencing the hopelessness of this situation, feels anger towards the mother. Therefore, it is no coincidence that such children begin to look for another, important for them social micro-group, which leads to dependence on the use of psychoactive substances.

Key words: *maladaptive family relationships, conflicts, unconstructive resolution, the exacerbation of intra-family alienation, reasons of conflicts, aggression, fear, psychoactive substances.*

Introduction

In the psychological literature, when we tell about the complexities of family relationships, scientists identify the relationships of parents with their children as the most problematic. In such a way, V. Satyr notes that to be filled with the energy, released from the physiological changes of puberty, characterized by the actual need for independence, filled with expectations of future success in a great life, and that's why senior pupils at secondary school go through great trials in finding their own way in a new world (Сатир, 1992).

Senior school age is characterized as quite complex and contradictory. The most important psychological new formation of senior school age is the feeling of adulthood – it is a special form of self-awareness, which indicates the desire of senior pupils for independence. Children at this age claim equality with their elders, try to reach a special level not only to reach adult control but often to gain assistance (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Depending on the specific social conditions, culture, traditions which usually are in the process of upbringing the children, the requirements for senior pupils in each family of this age period may have different meanings and different forms of their explication (Гарбузов, 1990). No wonder that some researchers connect a special conflict of children with their parents in the senior school age with the fact that during this

period there is a revision and reassessment of a younger generation of moral and value ideas; pupils are characterized by increasing depersonalization. The last factor is closely related to the separation of senior pupils from the reference, the most important people for them. Parents play a special role of a model which is increasingly receding into the background, and the values for themselves are becoming increasingly important for themselves (Паттер, 1978).

Thus, pupils feel the «devaluation» of parents as a high moral standard, and they are increasingly relevant to some abstract values. Former loyalty to parents is increasingly being transferred by senior schoolchildren to a peer reference group.

At senior school interpersonal conflicts often take place between parents and children. Some researches define interpersonal conflict as a situation of collision and struggle of independent points of view, interests, attitudes of people, situations, which cause them feelings of deep disagreement, a great emotional experience of dissatisfaction with themselves and other people. Conflicts with relatives are often accompanied by negative emotions and feelings (Стегачѐва, 2004).

Other researches believe that in a conflict situation there are always contradictions that are arisen between people in important for them aspects of interpersonal interaction, which violates their relationships with each other, and therefore causes certain actions by the parties according to the conflict to resolve problems which are arisen. Under the «conflict situation» we mean a set of preconditions and life circumstances in which there is a collision of the person with any opposing opinion, which is characterized in relations to a life paradigm of incompatibility of goals and ways to achieve them in a better way. Thus, family conflict is a special form of maladaptive behavior, in which adaptive reactions are ineffective and only exacerbate ones' conflicts (Mykhalchuk & Onufrieva, 2020).

So, **the purpose** of the article is finding out the problem of maladaptive family relationships between parents and

senior schoolchildren which are usually characterized by the severity of conflicts which have being arisen, by blocking of their constructive resolution, the exacerbation of intra-family alienation.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

Analyzing the conflicts in the relationships between parents and children, it can be noted that they rarely are accidental and sudden. Nature itself seems to have «taken care» of the mutual attraction of parents and children, providing these relationships with a sense of love and need of each other. But both parents and children often misuse this gift, and it is the problem of their communication and relationships.

It was emphasized that misunderstandings in the relationship between parents and children, their assessments of each other, priorities, lifestyles, etc., often led to conflicts that injure those whom we loved, causing serious mental disorders.

The results of empirical researches emphasize that the situations of conflicts between children and parents, as a rule, take a moral and pedagogical nature and due to a low level of general and pedagogical culture of parents, shortcomings and mistakes of family upbringing, misunderstanding of age and psychological characteristics of this child with other relatives.

Conflicts between parents and senior pupils often take a place in the conditions of the poor performance of children, because children do not understand that education significantly affects their future position in the society or gives a chance to climb up a social ladder. Based on the data of foreign researchers (Сатир, 1992), we conclude that conflicting relationships

of pupils with parents are usually found in matters of music, clothing, entertainment, and the alienation between parents and children increases when pupils are in the age of 14–17 years old. Researchers suggest that alienation is largely due to the preservation of schoolchildren's economic dependence on their parents.

In order to find out the causes of conflicts between senior pupils and their parents we organized a pilot research based on the questionnaire «Reasons of conflicts between senior schoolchildren and their parents» developed by us. The questionnaire was proposed for 355 senior pupils from Kyiv, Rivne and Mykolaiv. From the point of view of youth, conflicts with parents are not the main problem in this age. Based on a survey of a representative group of 16-year-old pupils, about a third part of them (about 27% of schoolgirls and 29% of male schoolchildren) found disputes, considerable differences of opinion with parents, rejection of criticism as the reason for conflicts. At the same time, only a few pupils completely reject the views of parents, who are called as «old ones» (8% of schoolgirls and 13% of male senior pupils). For 33% of schoolgirls and 27% of male schoolchildren, criticism and controversy do not apply to all spheres of their life, but mainly to clothing, hairstyles and evenings at home. Senior pupils who use psychoactive substances have significantly more conflict situations than healthy ones. Disputes with parents are the most important negative factor that hinders the development of senior pupils (35% of male respondents and 28% of female). At the same time, 26% of schoolgirls and 31% of male pupils suggested that learning problems led to drug use, delinquency, symptoms of stress and low self-esteem.

Conflicts between senior pupils and their parents usually appear as a result of very specific reasons. Thus, approximately 34% of male and 32% of female schoolchildren consider that their parents' style of upbringing has to be too restrictive; 30% of male and 33% of female respondents believe that

this style is old-fashioned, and only 36% of male and 35% of female senior pupils name other reasons for their parents' negative attitude towards them.

Some scientists underlined that the problem of the usage of psychoactive substances is one of the most urgent among other medical and social issues of nowadays in the world in general and in Ukraine. One of the aspects of the threatening nature of this phenomenon, in addition to prevalence, is psychological and somatic consequences, so called comorbid conditions, which lead in the future to severe psychosomatic disorders, more significant for young patients. Contemporary medical reform in Ukraine, based on the world experience of the leading countries in the world, reoriented general medical care of somatic patients to family doctors. This process requires the creation of professional scientific and practical issues for qualified assistance in the complex of treatment of somatic patients (Tabachnikov, Pinchuk, Kharchenko, Osukhovskaya, Tabachnikov, Mazbits, Chepurna, Salden, Tovalovych & Mykhalchuk, 2018).

Scientists analyzed the results of their research. They proved that in accordance with the relevant methods (clinical, anamnestic, socio-demographic, psycho-diagnostic, clinical-psychopathological and statistical), 220 thematic patients who had applied with somatic complaints to the family doctor had been examined. All these patients take different kinds of psychoactive substances. These patients applied to family doctors during 2017–2019. The number of men was 54%, women – 46%. Respondents were divided into 2 groups by age: 18–35 years old, 36–60 years old.

The characteristic features of such patients were revealed: prevailed age group was the group with elder people – 62%, the younger group was 38%. However, it should be emphasized that students have to apply to profile clinics if they have some problems with the health. According to the anamnesis, a large proportion of respondents were raised in dysfunctional

families (42%): alcohol abuse, divorce or civil parental marriage, systematic conflicts in the families, material problems, burdened heredity, imbalance in the nature of emotional fluctuations of the mother, concomitant somatic illnesses (28%). In such a way it is possible to calculate the amount of indicated problems as a probable interconnection with the addictive behavior of respondents who used psychoactive substances. At the same time, the majority of those respondents began to use psychoactive substances (more often alcohol or tobacco) in small or young age (66%), much less (34%) – in the elderly age. The motivation for the usage of psychoactive substances by respondents, especially young people, is the influence of friends, companies, fashion, contemporary surrounding, the negative microenvironment, the desire for pleasure, the desire to have unusual feelings. At the elder age it is a subjective deprivation or leveling of difficult personal circumstances, mood swings, positive departure from micro- and macro-problems, improving the general mental and physical states. All these problems cause great conflicts between parents and their children (in such a case we have to obtain the situation from two sides. From the first side it is the situation when the parents use psychoactive substances by themselves. From the other side pupils use psychoactive substances) (Tabachnikov, Pinchuk, Kharchenko, Osukhovskaya, Tabachnikov, Mazbits, Chepurna, Salden, Tovalovych & Mykhalchuk, 2018).

Among the reasons of conflicts with parents, according to senior schoolchildren, the most important of them are: the difference between the acquired personally significant experience of children and adults, first of all – during their adulthood (parents and children differ in many ways, including a view of contemporary realities); the lack of clear, consistent steps from the transition from child's dependence to adult independence; the absence of certain rules for the construction of family relationships which significantly weaken parental power during the transition of children from childhood to adolescence; psy-

chological and social differences between parents and children; psychologically, it is explicated in the mismatch of young people's attitudes and perceptions and personally meaningful experience of adults, and sociologically – in the paradigm of collision of controlling role of adults with the needs of young people to achieve autonomy; overload and stress as a result of social and cultural changes that affect, in turn, family relationships (Tabachnikov, Pinchuk, Kharchenko, Chepurna, Zdryk & Mykhalchuk, 2019).

It was proved that most conflicts had being arisen as a result of tensions, the need for senior schoolchildren to be independent, as well as the awareness of children of their responsibility. The value of independence is often exaggerated by youth for reasons related to the characteristics of the growing up period (the emergence of new opportunities that you want to try under any circumstances). At the same time, parents' sense of responsibility is greatly enhanced in the face of unnecessary fears or as a kind of protection for their own unhappy requests and instructions.

In addition to these reasons we'll also note that due to significant time gaps between senior pupils' achievement of biological maturity and social status children face contradictions that are arisen between their abilities and imaginary psychological characteristics of their persons. In general, the desire of senior schoolchildren has a great aim to achieve individual's independence and autonomy. It was stated that the maladaptive reactions of senior schoolchildren can be universal or directed against the family, as a protest, etc. Often, senior schoolchildren have a reassessment of family values as a result of changing general living conditions, when the individual development of the child's personality does not find social approval and support.

Disadaptive family relationships lead to the deactivation of value-oriented activities: there is no certain classification of any actions except those ones that occur «right» and «bad»,

«right» and «wrong», «as good as it is possible» and «as bad as it is possible». According to the results of our empirical research, more than 40% of senior pupils participated in the research in Kyiv and Rivne would like to have more great advice than they have also had, and just over 10% of respondents believe they have more care than they need. However, the willingness of children to submit their own behavior and activities to understand and to accept so called «parental advice» does not depend so much on the fact that the parents are adults and therefore always right. Whether children listen to their parents' wishes, first of all, on the extent to which children accept the parents' life position, how much they respect them, how much parental values are perceived in such a way that they should be accepted and reproduced with dignity.

But it is usually difficult for parents to meet the requirements of senior pupils, which are put forward by children in the contemporary society, because the values that children focused on before – significantly devalued, and the reorientation onto a new system of values has not yet taken a right place. Thus, there is a «devaluation» of the moral standard of parents. Meanwhile, the demands of adults continue to take a purely directive nature, without trying to explain, consulting with a pupil. The latter creates another contradiction in the communication of schoolchildren with their parents, because the main new formation of adolescence (11–15 years) is the transition to critical thinking. Thus, the teenager differs in his / her desire to think logically. This desire is provided, first of all, in criticism and extreme wishes that the thoughts, demands and aspirations of parents are always proved. A senior pupil constantly demands proof. But as a result of the parents when they are not providing him / her, a so-called semantic barrier arises, when the discrepancy of meaning concerns the content of the requirements, which then becomes a barrier for a certain person (a father or a mother or parents) (Пожар, 1996).

Psychological research emphasizes such an extremely important characteristic of the conflicts of senior pupils with their parents, and more precisely emphasize on the nature of the subjective attitude of the members of the family to participate in conflict situations which have been arisen. The culprit of the conflict is always a child, so parents, teachers and senior pupils themselves believe that this conflict can be solved. Some authors call this attitude of senior pupils as self-blame «psychological reconciliation», linking it to the acceptance of formal «obedience» according to relationships which are imposed on children. Having understood the positions of «psychological reconciliation» which often lead to the personal stage of psychological rebellion, and when this so-called «psychological rebellion» occurs, adults begin to go to a psychologist, looking for a way out, while children's «psychological reconciliation» is quite satisfied. At the same time, such an attitude as conflicts, when adults take a strong position of blaming the child, and senior pupils – a position of self-blaming, and it is extremely unconstructive, and their «removal» is one of the dominant tasks of psychologists, both in conflict resolution and as a result of the organization of educational and psychoprophylactic activity with parents (Mykhalchuk & Ivashkevych, 2018).

We should also dwell on another point to which researchers rarely pay attention. Adults, at the process of growing up of senior pupils, often notice in this process only the negative aspects – «a child became naughty, secretive», etc., and do not notice positive, new, identical facts, etc. One of such manifestation is the development of empathy of adults, the desire to help them, to support, to share anxiety and joy. To reach the best results, adults are ready to express their sympathy for other pupils, but they are absolutely not ready to accept such an attitude on their participation. This situation deals with, first of all, the fact that parents do not want to accept this attitude of the child, because this is what requires children

behavior. Thus, many of the current problems with parenting arise because adults try to do only something for their child and are unwilling and unable to take anything from it. But only through real presentations of kindness, compassion, empathy the important personal qualities can be developed.

Researches of conflict relations of senior pupils with adults concern, first of all, conflicts of children with teachers. A conflict of parents with pupils is considered only in fragments. It should also be noted that at the senior school the age of pupils plays a great role by the need to be a participant of communication, not just a witness of the events that take place, to declare themselves as the most important individuals, to express their own attitudes to the events. Although a pupil does not always clearly imagine these consequences and actions, this need, in turn, activates a number of related needs which are the most specific to this age, which include the following characteristics:

- the need to be able to «do something», and not just go to school, which requires its satisfaction in senior age and is one of the ways of self-expression that can be appreciated by classmates. Such an assessment is more significant for a pupil than the assessment of his / her educational activities, the content of which is not always significant for this schoolchild;
- the need to have a certain value for others, to be needed by someone with all his / her individual qualities, advantages and disadvantages, not to feel «worthless» in the eyes of both adults and classmates;
- the need for self-expression, which explains to senior pupils increased interest and self-respect, the desire to defend their views and protects from aggression by others, but not to show «a tacit agreement» with the situation;
- the characteristic of senior pupils which actualizes the need for equal communication with adults, which is expressed for protest against the mandatory forms of communication with classmates. In response to mandatory forms of interac-

tion, senior pupils, as a rule, do not comply with the requirements of adults, but go into open conflict with them.

Finally, the actualization of gender identity leads to the fact that pupils seek to demonstrate «the male behavior» and girls – «a female one», which is not always approved by adults, and this, in turn, often creates conflict situations.

The explication of complete obedience by a child in senior age is often replaced by the desire to perform some independent active actions, for example, how the child will carry out his / her behavior and implement activities largely depends on what is his / her experience of behavior and communication is the dominant. Taking into account these patterns of mental development of senior pupils, the nature of interaction with them with age becomes much more complicated, the number of conflicts between senior pupils and their parents increases rather significantly.

The number of conflicts is especially high when the whole family is transformed into the incomplete one; then the psychological atmosphere in the family changes qualitatively, children fall into the paradigm of complex psychological problems associated with the absence of a father or a mother in the family. All these aspects will be described in other our researches and articles.

A special problem for children in the case of divorce of their parents we consider in such a reason that the age of adolescences and senior pupils. Even if to look from the side of harmonious family relationships, these age periods are the most difficult test of life due to conflict. We emphasize the danger of family breakdown when children are 12-16 years old. The drama of divorce makes children feel that they are undesirable and not «children of love, but rather they are hatred». In this case, children experience great difficulties in relations according to their personality, they stop loving themselves and do not see the other meaning in their lives and a life way. Such children become aggressive, accuse the mother of taking her

father away, and show aggression and disobedience. Relationships between children and parents become largely conflicted, taken on a protracted nature, and, in this case, there is usually no way out of this situation, and senior pupils who are cared for by their parents feel themselves in a great degree unhappy.

Children react quite negatively to their parents' divorce, usually with confusion and fear. The fact is that in children's experiences the image of their parents' divorce is not associated with their divorce, in accordance with each other, but rather as the divorce of one parent from the child. At the same time, as a rule, if a child feels the loss of his / her father, then, at the same time, he / she is afraid of losing his / her mother. In the most cases, children after the divorce of their parents show signs of anger and aggression. The latter are reactions of maladaptation due to them having felt helplessness, confusion and betrayal. Often children ask their parents: «How could you do this for me?» In such situations, a conflicting attitude towards one of the parents is formed. In addition, the child's experience is in a great degree a cognitive dissonance, as, in such a way, there is a struggle between hatred and love, between aggression and the need for feeling a sense of security. Often, due to their rather difficult mental, social and economic situation, as well as the result of considerable physical exertion due to divorce, parents are simply unable to help a child who needs peace, patience and the ability to take care of his / her personal problems. Also in a single-parent family the parent who is left with the child is in a great danger – children will usually see him / her as the enemy who has created a sense of danger for the child. Such a family's crisis after divorce can lead to the loss of positive relationships for a long period of time. The child will constantly make high, unrealistic demands for one of the parents with whom he / she is left to live. In such a situation, the main thing is that the child feels the need of a significant adult, wants his / her life to be full of love and, at the same time, the person is reliable to protect him / her from

the dangers that are arisen in the social space. Most mothers cannot create such conditions for the child to feel psychological protection, comfort, so often they lose parental authority, there is a conflict with the child because he / she does not obey «a weak» mother. The mother is in a very tense mental state and requires from the children the ability to give reasons, patience, mental balance, to make control over their feelings. The mother and the child, therefore, expect from each other what they cannot give each other. There is a reverse psychological effect: never before the mother has been so incapable of caring for the interests of the child as it is now. And never before, except for the first few years of the child's life, the child did not demand so much warmth from the mother. The dynamics of the crisis for many children after the divorce of his / her parents is based on such a contradiction. This leads to aggravating consequences of the child-parent relationships and the conclusion of it, to conflicts. As a result of a single-parent family children often start using psychoactive substances.

In some cases the mother, fearing that without the father she can't provide upbringing of the child in a rather right way, especially in the child's age of 14–17, she tries to play the role of a father, so she provides the upbringing of a child strictly, despotically, constantly monitoring his / her behavior. As a result of such upbringing there is often an aggressive aggravation of the relationships between a mother and a child, there is a danger of losing the mother's qualities in the eyes of the child, such as the ability «to feel» the child, to come for his / her help when he / she needs it. The mother's personal problems, because of which she treats the child in a different way, usually lead to the fact that the child in the psychological sense «loses» his / her mother. The mother's personality remains quite «achievable», a real one, but her best qualities seem to the child as «lost ones».

Conclusions

Thus, children after divorce of his / her parents usually:

- react sharply to maternal irritation, perceive it as a complete inconvenience of life and lack of happiness, they are constantly in a state of emotional discomfort and anxiety;

- painfully experience the father's outcome and feel a state of cognitive dissonance, explaining the resentment in relations to the mother – usually not out of evil, but out of fear of losing her as a real friend;

- feel abandoned not only by the father, but also by the mother, who tries to provide her support for each usual way of life, to work more and to pay less attention to her children;

- sometimes suffering from excessive maternal care, when the mother tries to fill the deficit of parental love and care with exaggerated attention and caresses;

- suffering from neuroses, can not boast of good performance and discipline at school, envy «normal» children and are unable to communicate with them in the best way;

- are deprived because of the opportunity to develop their person, because they (especially boys) do not have an example of adequate male attitude to life or (if the father is an alcoholic and a «hooligan») have already mastered the usual pathological patterns of the behavior. All these reasons, in turn, can certainly lead to the fact that the child begins to use psychoactive substances.

The likelihood of maladaptation in a child-parent relationships during the post-divorce crisis depends on both the mother's and child's expectations of each other and many other circumstances.

It is during the period of maladaptation, for example, when the mother and the child are deprived of one of the possibilities of resolving conflict situations, which in a certain period of time were real, such as: facilitating the relationships through the intervention of the third person – an aunt, a grandmother and some others. As a rule, in this case, throughout the subse-

quent life of the existence of good and loving the third person helps to compensate for the joyless moments that take place in the relationships with the «other one»; this attitude greatly neutralizes the child's aggression and significantly eliminates the emergence of fear. In a family where a child takes psychoactive substances, the conflict with a mother or a father (or both of them) becomes extraordinary. In addition, the child's communication with the father is perceived by the mother as a situation of relief. But if the mother is divorced, then everything becomes much more complicated, and if the child, after arguing with her, suddenly tries to call the father, the mother may get very angry and shout at the child: «Well, go to live with your dad!» Emotionally agitated mothers usually do not understand what they are doing with this phrase, resorting to this kind of method as a struggle is; moreover, the child will feel defeated, and he / she feels a real satisfaction – his / her goal has been achieved. At the same time, the child begins to realize that the mother tells him / her to «get out», and the father is already almost have lost her, and then the mother says that she does not need the child at all. Thus, the child «is cornered», and he / she is in despair experiencing the hopelessness of this situation, feels anger towards the mother. Therefore, it is no coincidence that such children begin to look for another, important for them social micro-group, which leads to dependence on the use of psychoactive substances.

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Компльєнко Ірина. Причини конфліктів у взаємостосунках між батьками та дітьми

АНОТАЦІЯ

Мета статті – дослідити проблему дезадаптивних сімейних взаємостосунків між батьками та школярами старшого шкільного віку, яка, як правило, характеризується гостротою конфліктів, що виникли і супроводжуються блокуванням їх конструктивного розв'язання, загостренням внутрішньосімейного відчуження.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. У якості емпіричних методів обрано методи анкетування й інтерв'ювання.

Результати дослідження. З метою з'ясування причин конфліктів старшокласників із батьками нами було проведено пілотне дослідження на основі розробленої анкети «Причини конфліктів старшокласників із батьками». Анкету було проведено з 355 старшокласниками м. Києва, м. Рівного та м. Миколаєва. Показано, що з точки зору молоді конфлікти з батьками не є основною проблемою у цей віковий період. На основі опитування репрезентативної групи 16-річних старшокласників близько у третини з них (у 27% школярів і у 29% учнів чоловічої статі) встановлено наявність суперечок, неабиякі розбіжності у поглядах із батьками, неприйняття критики останніх. Визначено, що водночас лише деякі учні повністю відкидають погляди батьків, яких називають «старими» (8% школярів і 13% старшокласників чоловічої статі). Для 33% школярів і

27% учнів чоловічої статі критика і суперечки стосуються не всіх сфер життя, а, переважно, одягу, зачіски і присутності вечорами вдома. У старшокласників, які вживають психоактивні речовини, виявлено значно більше конфліктних ситуацій, ніж у здорових. Зазначено, що суперечки з батьками є важливим негативним чинником, який обтяжує розвиток старшокласника (35% респондентів чоловічої статі та 28% – жіночої). Доведено, що, разом із цим, 26% школярів і 31% учнів чоловічої статі вказали на те, що саме проблеми в навчанні призвели до вживання наркотиків, скоєння правопорушень, симптомів стресу і низької самооцінки.

Висновки. Визначено, що саме в період дезадаптивності мати і дитина позбавлені однієї з можливостей розв'язання конфліктних ситуацій, які у певний період часу були реальними, а саме: полегшення взаємостосунків завдяки втручанню третьої особи – тітки, бабусі тощо. Як правило, у такому випадку впродовж усього подальшого життя існування доброї й люблячої «третьої особи» допомагає компенсувати безрадні хвилини, що мають місце у взаємостосунках з «іншим»; таке ставлення великою мірою нейтралізує агресивність дитини і суттєво нівелює виникнення страху. В сім'ї, де дитина вживає психоактивні речовини, конфлікт із матір'ю чи батьком (або з обома) набуває надзвичайних розмірів. Крім того, спілкування дитини з батьком мати сприймає як ситуацію полегшення. Але якщо мати – розлучена, то все стає набагато складніше, і якщо дитина, посварившись із нею, раптом намагається зателефонувати батькові, то мати може навіть розлютитися та крикнути на дитину: «Ну й забирайся до свого тата!». Емоційно схвильовані матері, як правило, не розуміють, що вони роблять цією фразою, вдаючись до подібних методів боротьби; більш того, дитина при цьому відчуває себе переможеною, а мати відчуває задоволення – її мету досягнуто. Водночас дитина починає усвідомлювати, що мати каже їй «забиратися», а батько для неї вже і без того є майже втраченим, а тут ще й мама каже, що дитина їй зовсім не потрібна. Отже, дитина виявляється «загнаною в кут», і вона у відчаї переживає всю безвихідність свого становища, відчуває до матері злість. Тому не випадково такі діти починають шукати іншу, значущу для них соціальну мікрогрупу, що призводить до залежності від вживання психоактивних речовин.

Ключові слова: дезадаптивні сімейні взаємостосунки, конфлікти, неконструктивне розв'язання, загострення внутрішньосімейного відчуження, причини конфліктів, агресія, страх, психоактивні речовини.

Комп्लीенко Ирина. Причины конфликтов во взаимоотношениях между родителями и детьми

АННОТАЦИЯ

Цель статьи – исследовать проблему дезадаптивных семейных взаимоотношений между родителями и школьниками старшего школьного возраста, которая, как правило, характеризуется остротой конфликтов, возникших и сопровождающихся блокировкой их конструктивного решения, обострением внутрисемейного отчуждения.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. В качестве эмпирических методов использованы методы анкетирования и интервьюирования.

Результаты исследования. С целью выяснения причин конфликтов старшеклассников с родителями нами было проведено пилотное исследование на основе разработанной анкеты «Причины конфликтов старшеклассников с родителями». Анкету было проведено с 355 старшеклассниками г. Киева, г. Ровно и г. Николаева. Показано, что с точки зрения молодежи конфликты с родителями не являются основной проблемой в данный возрастной период. На основе опроса репрезентативной группы 16-летних старшеклассников примерно у трети из них (у 27% школьниц и у 29% учащихся мужского пола) установлено наличие споров, незаурядные разногласия с родителями, неприятие критики последних. Определено, что в то же время лишь немногие ученики полностью отвергают точку зрения родителей, которых называют «старыми» (8% школьниц и 13% старшеклассников мужского пола). Для 33% школьниц и 27% учащихся мужского пола критика и споры касаются не всех сфер жизни, а, главным образом, одежды, прически и присутствия по вечерам дома. У старшеклассников, употребляющих психоактивные вещества, обнаружено значительно больше конфликтных ситуаций, чем у здоровых детей их возраста. Указано, что споры с родителями являются важным негативным фактором, который отягощает развитие старшеклассника (35% респондентов мужского пола и 28% – женского). Доказано, что, наряду с этим, 26% школьниц и 31% учащихся мужского пола отметили то, что именно проблемы в обучении привели к употреблению ими наркотиков, совершению правонарушений, симптомам стресса и низкой самооценке.

Выводы. *Определено, что именно в период дезадаптивности мать и ребенок лишены возможностей конструктивного решения конфликтных ситуаций, которые в определенный период времени были реальными, а именно: облегчение взаимоотношений благодаря вмешательству третьего лица – тети, бабушки и др. Как правило, в таком случае в течение всей последующей жизни существованием доброго и любящего «третьего лица» были компенсированы безрадостные минуты, имеющие место во взаимоотношениях с «другим»; такое отношение во многом нейтрализовало агрессивность ребенка и существенно нивелировало возникновение у него страха. В семье, где ребенок употребляет психоактивные вещества, конфликт с матерью или отцом (или с обоими) приобретает чрезвычайные размеры. Кроме того, общение ребенка с отцом мать воспринимает как ситуацию облегчения. Но если мать – в разводе, то все становится гораздо сложнее, и если ребенок, поссорившись с ней, вдруг пытается позвонить отцу, то мать может и вовсе разозлиться и крикнуть на ребенка: «Ну и убирайся к своему папе!». Эмоционально взволнованные матери, как правило, не понимают, что они делают этой фразой, прибегая к подобным методам борьбы; более того, ребенок при этом чувствует себя побежденным, а мать испытывает удовольствие – ее цель достигнута. В то же время ребенок начинает осознавать, что мать говорит ему «убираться», а отец для него уже без того почти потерян, а тут еще и мать говорит, что ребенок ей совсем не нужен. Таким образом, ребенок оказывается «загнанным в угол», и он в отчаянии переживает всю безысходность своего положения, испытывает к матери злость или агрессию. Не случайно такие дети начинают искать другую, значимую для них социальную микрогруппу, что приводит к зависимости от употребления психоактивных веществ.*

Ключевые слова: *дезадаптивные семейные взаимоотношения, конфликты, неконструктивное решение, обострение внутрисемейного отчуждения, причины конфликтов, агрессия, страх, психоактивные вещества.*

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Psychological Peculiarities of the Development of Junior Students' Voluntary Attention in the Process of Teaching English at Secondary School

Психологічні особливості розвитку довільної уваги учнів початкових класів загальноосвітньої школи у процесі навчання англійської мови

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ABSTRACT

The purpose of this article is to study micro-age properties of stability and concentration of the 1 grade students' voluntary attention at secondary school, to determine the levels of their development, interrelation of attention with junior schoolchildren's thinking, as well as psychological and pedagogical conditions for activating junior students' voluntary attention to increase the efficiency in learning English.

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Methods of the research. *The following theoretical methods of the research were used to solve the tasks formulated in the article: empirical method, psychological and pedagogical experiment, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.*

The results of the research. *The following new thesis has been elaborated: interconnections between the identified properties of voluntary attention (stability and concentration) thinking and junior students' academic success in learning English determine their positive interactions in the process of speech development; it is also proved that properties of voluntary attention influence students' individual psychological peculiarities (anxiety, communication, self-assessment, temperament properties) and vice versa – individual characteristic features of students may have their impact on the main properties (stability and concentration) of voluntary attention. Use of visual aids at the English language classes directly influence the mechanisms of formation of junior students' voluntary attention as well as their individual psychological peculiarities therefore contributing to development of young learners' speech and communicative skills. A new conceptual model of development of young learners' voluntary attention has been created, which takes into account its typical individual characteristic features (the degree of concentration on a particular task, the level of distribution of attention in the process of describing objects using collage visual aids). A new technology on the basis of English language exercises directed towards psychotherapeutic influence on the development of children's basic properties of voluntary attention in their connection with thinking was created. Criteria, indicators and a set of methods, including author's psychological training activity, are presented to diagnose development of main properties of 6–8-year-old students' voluntary attention. It was proved that effectively used visual aids in the educational process have a great impact on the development of young learners' monologue speech, reduce the level of their anxiety, improve communicative skills, motivate schoolchildren to be active, develop their interests and finally increase their self-esteem.*

Conclusions. *Criterion-oriented diagnostics in the research helps identify the actual data within these age categories that characterizes five different levels of development of stability and concentration of voluntary attention in comparison with the level that characterizes optimally realized age potential of this category of young learners. In the experimental research a large amount of factual data is obtained and systematized, having characterized individual and individual-typical peculiarities of stability and concentration as the properties*

of voluntary attention in typical learning conditions, which can be taken into account when organizing psychological and pedagogical service at primary school. Purposeful and systematic formation of 6-8-year-old schoolchildren's self-control actions may be realized if teacher is aimed towards not only the development of voluntary attention, but also implements the technology of forming mental actions, applies the individual pedagogical approach in teaching junior students, using diagnostic data in its dynamics on the basis of early correction of applied learning technology.

Key words: *voluntary attention, integral indicator of voluntary attention development, stability and concentration of attention, speech operations, primary school age, means of visualization, individual-psychological features, technique of development of voluntary attention.*

Introduction

The most important characteristic and condition of the student's development as a subject of educational activity, of course, is the development of his voluntary attention. However, despite the large amount of psychological literature devoted to this problem it remains insufficiently solved. Some psychologists note the low level of attention development as one of the main difficulties in teaching children at primary school (Dam, 1990). Many researchers found out that learning process itself has a positive effect on the formation of the properties of attention (LaBerge, 1990; Posner & Petersen, 1990; Wickens, 1987). It has been experimentally proved that a high level of development of attention properties has a positive effect on learning success (Bosse & Valdois, 2009; Navon, 1989). The majority of researchers believe that the development of personality orientation should be a prior goal for a teacher at primary school (Lellis, Mariani, Ribeiro, Cantiere, Teixeira & Carreiro, 2013). The authors consider organization of students' educational activities to play a significant role in the development of their attention. All the above mentioned researchers define attention as «focus and (or) concentration of consciousness on certain objects or kinds of activities» (All-

port, 1989; Abrams & Law, 2000). They describe attention as not an independent process, but only as a side of other processes, especially cognitive ones (perception, thinking, memory and others). Considering the problem of developing children's attention, they recommend to form a sense of responsibility, interests, discipline, positive emotions, etc. (Mykhalchuk & Onufriieva, 2020). Attention should appear as a result of personality education (Dam, 1990; Turton, 2004). Some authors support the theory of formation of students' mental actions gradually (Posner & Petersen, 1990). Another approach to the problem of attention is declared by Dale Schunk, Peggy A. Ertmer (Schunk & Ertmer, 2012), whose researches are devoted to the problem of self-regulation of personality, peculiarities of its personal development at the early stages of ontogenesis.

Nowadays, new educational technologies at primary school, changes in curricula and programs provoke researchers to study the impact of new learning conditions on the development of cognitive processes of students and as the result the development of the child's personality. The main properties of voluntary attention (stability and concentration, first of all) are considered basic for the formation of students' self-organization. We consider this problem very important, especially for junior schoolchildren as a subject of educational activity. A new technology, we have created, is targeted towards development of young learners' voluntary attention in its connection with thinking at the English classes, its effectiveness has been experimentally proved (Spence, Shore & Klein, 2011). We consider the following issues to be very relevant in the framework of the problems of our experimental research: the study of individual and individual-typical features of stability and concentration of voluntary attention; establishing the range of capabilities of 6-8-year-old schoolchildren in the development of these properties; understanding the measure of teacher's awareness of the task to form students' voluntary

attention; searching of optimal conditions for its development, etc. The practical significance of this research and the lack of development of its theoretical aspects have determined its relevance.

Therefore, **the purpose of this article** is to study micro-age properties of stability and concentration of the 1 grade students' voluntary attention at secondary school, to determine the levels of their development, their interrelations with junior schoolchildren's thinking, as well as psychological and pedagogical conditions to activate junior students' voluntary attention to make successful progress in learning English.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: empirical method, psychological and pedagogical experiment, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

The problem of attention is one of the oldest psychological problems. Edward B. Titchener investigated the problem of the attention and formulated the law of prior entry: «the object of attention comes to consciousness more quickly than the objects which we are not attending to» (Titchener, 1908). The latest researches, devoted to the problem of the speed of perception of attended stimuli confirm the truth of this statement. Recent brain imaging studies have been able to confirm these findings by showing that attention can speed up perceptual brain activation. In this research we have made theoretical analysis of the main characteristics of voluntary attention (concepts, physiological mechanisms, psychological features), the main properties of which are stability and concentration. This phenomenon is investigated not only in psychology, but

also within the pedagogical, medical, psychological and other scientific fields, which emphasizes its multidimensional integrity. Interdisciplinary analysis of the concept of voluntary attention has revealed that scientists view it differently. The generalization and synthesis of the accumulated scientific experience on the investigated problems allowed to clear up ambiguity in the understanding of voluntary attention as a subject of psychological research. Within the framework of domestic and foreign psychological science, this phenomenon does not have an unambiguous interpretation and is described by scientists in different terms. The age ontogenesis of the main properties of voluntary attention from the peculiarities of their development to the perspective of their improvement in the process of educational activities for the 1–2 grade students at secondary school was analyzed. It was found out that development of the above mentioned properties of voluntary attention depends on the intentions, design and content of foreign language material for memorization and on the means of visual aids, this material is offered to students to train their active vocabulary with the aim of qualitative verbal expression of young learners' feelings and emotions. The analysis of scientific sources showed insufficient empirical study of the problem of voluntary attention in psychology, the manifestation of individual psychological characteristics in the form of communication, anxiety, temperament and self-esteem as mental phenomena associated with development of junior students' voluntary behavior. It is analyzed that the starting point of birth of spontaneous speech of students is the stability of voluntary attention, which helps to determine the content of meaningful information, so the development of stability of junior students' attention becomes an important point of their speech, and thus, their mental development. As a result of theoretical review of the development of features of voluntary attention, it is assumed that the means of visual

aids is a unique, comprehensive, holistic and personally-mediated means of harmonious influence, which can be used to achieve qualitative changes in the development of stability and concentration of voluntary attention. We can't find special researches, devoted to the problem of dependence of development of primary schoolchildren's voluntary attention on teacher's awareness and special aims, targeted to formation of these properties in the learning process. All this defines the direction of our experimental research.

Attention plays an important role in learning foreign language at junior school, where students just only begin to learn one, and in specialized schools, even two foreign languages. Such lessons promote the development of junior students' communicative motivation in learning. When a person expresses an opinion using his native language, his attention is focused on the content of the message, but the manner of expressing thoughts is carried out at the level of background automatism. Formulating thoughts in foreign language, a person has additional difficulties, because his attention is switched and focused on the selection of language tools and formation of the message. Many students at primary classes find it very difficult to focus their attention, to switch from one type of activity to another, especially 6-8-year-old students. We conducted a primary diagnosis of such properties of attention as stability, volume, and concentration among young learners of the 1-2-nd grade of secondary school. We have used:

- ✓ Bruce E. Wexler's method to determine the volume of attention;
- ✓ Anfimov's method to study the level of stability of attention;
- ✓ Rybakov's method aimed to study active attention.

Chart 1**The results of the primary diagnosis of active attention, stability and volume (%)**

Levels	m. Rybakov active attention		m. Anfimov stability		m. Wexler volume	
	6–7	7–8	6–7	7–8	6–7	7–8
Age	6–7	7–8	6–7	7–8	6–7	7–8
High	46.7	44.7	–	4.3	6.7	42.6
Upper-intermediate	26.7	10.6	–	–	6.7	36.2
Intermediate	6.6	29.8	40	34	86.6	19.1
Pre-intermediate	–	4.3	20	44.7	–	2.1
Low	20	10.6	40	17	–	–

The study involved 63 junior students, including 25 students of the 1-st grade and 48 students of the second grade. Methods were performed by students in a group version. Based on the results of the initial diagnosis (Chart 1), it can be noted that 6–7-year-old students are characterized by significantly unstable attention (60% of students from the total amount of students of this age group covered by the study) and 61.7% of 7–8-year-old students out of total amount of students of this age who took part in testing. It is difficult for these children to maintain a state of attention on any subject without being distracted from work. Low level of active attention was demonstrated by 14.9% of 7–8-year-old students and by 20% of 6–7-year-old students. Such children have the lack of attention, superficial attention, distraction, which is manifested in their inability to focus on something for a long time, but also in a slight and frequent distraction from activity. Speaking about the study of the volume of the junior students' attention, we noticed that this characteristic of attention is more developed among the 7–8-year-old children. Children may simultaneously store a certain amount of information in the area of their increased attention. As far as the volume of attention

is concerned we may say that 13.4% of students of 6–7-year-old and 78.8% of 7–8-year-old students have a high and upper-intermediate level of its development and only 2.1% of 7–8-year-old students have pre-intermediate level of the volume of attention. We analyzed the reasons of students' inattentiveness at the lessons and found out that physiological features of children (peculiarities of the nervous system, general condition of the body), mental states (excitement, inhibition), motivation (lack of interest in the subject, its importance to students), as well as other circumstances may really influence on the development of attention of junior students. Such properties of attention as switching and distribution also should be tested. We plan to perform control testing of students of this age group, using other methods, in order to study these properties of attention and to compare the results and conclusions. Taking into account the data obtained in the research, we have created a series of special exercises aimed at developing the students' attention, which we use at the English lessons. Below there are examples of such exercises-tasks that will help to more clearly and specifically represent the practical experience with the aim of development of junior students' main properties of voluntary attention.

Exercise 1. «What? Where? Who?» is aimed towards improvement of concentration of attention and memory. It can be used when study any English topic. Children are given a collage with the relevant images to the topic they study, then the teacher takes the picture back and begins to ask students questions about its content.

Example: Topic «Appearance»

Children are given posters with different people. They view them a couple of minutes. Then teacher may ask different type of questions, students answer them watching the posters. To train memory young learners look a couple of minutes at the collage then teacher takes it away and may ask the following questions:

- Who looks happy?
- What color is the girl's hair?
- The girl has dark brown eyes, doesn't she?
- Is the boy tall or small?
- Is the man's hair black?

This exercise is effective both from psychological and educational aspect, it allows to remember English words.

Exercise 2. «Who is faster?» is used to improve switching and distribution of attention. Children are given photocopies of English texts. Then they are asked to cross out the letter «B» and «I» during a minute. Then students exchange their sheets and check. This method can be suitable when learning new vowels, consonants, sounds, words that are presented in the text and are needed to remember.

Exercise 3. «Questions» develop voluntary attention.

At the beginning of the lesson, teacher asks each student to prepare at least two interesting questions based on the learning material they are going to study. Teacher facilitates young learners' activity. At the end of the lesson the best question is declared. This exercise is used to develop students' attention during the whole lesson, as well as organize, motivate them for creating different types of questions, which is quite problematic at junior school.

Exercise 4. «Be attentive» may be held both at the beginning of the lesson to revise the learning material and at the end to summarize it.

a) Teacher reads the words the students have learned, for example: *Topic «Weather»*: rain, snow, warm, nasty, cold, dry, bright. Then asks: «Which word has the letter «r»? or «Which word has the sound [ai]?»

b) To revise the topic «Professions» teacher may read the following words: doctor, policeman, saleswoman, teacher, driver, cook. Then asks the question: «What was the second word?»

Exercise 5. The game «Spies» develops concentration of students' attention as well as involves them to participate ac-

tively during the lesson. At the beginning of the lesson teacher gives students questions they need to answer at the end of the lesson. They are asked to pay attention to some students' activity during the lesson (number of students who answer teacher's questions, what kinds of activity is used, etc.). At the end of the lesson all the answers are checked in the form of competition.

Exercise 6. The game «Counting together» is used to improve switching and distribution of attention when study mathematical operations with numbers. Game participants must perform addition or subtracting. The following algorithm may be used:

1-st student calls the number: nine (9).

2-nd -calls the sign: plus (+).

3-rd -calls the number: three (3).

4-th -calls the sign: is (=).

5-th -calls the summer: twelve (12), etc.

The student who is mistaken, leaves the game. Such kind of task enriches the students' receptive and productive reproduction of the English language.

Exercise 7. The game «Follow my movements» is another method to ensure the development of switching and distribution of attention.

Children must repeat different movements after the facilitator, except two of them:

- ✓ If the teacher clap the hands, children must jump;
- ✓ If the teacher bends to the left, children bend to the right.

If a student is mistaken, he sits down. The winner receives applauses.

This method is very perfect for the development of switching the junior students' attention, helps them relax especially after performing some complicated mental activities at the English language classes.

Conclusions

Consequently, the concept of voluntary attention of junior students and its main properties: stability and concentration plays the most important role in their learning activity, more than that, the absence of purposeful pedagogical management in educational process directed towards development of 6–8-year-old students' voluntary attention may negatively influence their successful progress in English communication as well as mental development. The use of innovative programs that are not targeted towards formation of voluntary attention, as it turned out, can't have developing effect on its main properties: stability and concentration. Criterion-oriented diagnostics in the research helps to identify the actual data within these age categories, allows us to determine and characterize five different levels of development of stability and concentration of voluntary attention in comparison with the level that characterizes optimally realized age potential of this category of young learners. The techniques used in this research help determine individual actual and potential peculiarities of development of the most important 6–8-year-old students' properties of voluntary attention.

In the experimental research a large amount of factual data was obtained and systematized, having characterized individual and individual-typical peculiarities of the stability and concentration as the properties of voluntary attention in typical learning conditions, which can be taken into account when organizing psychological and pedagogical management of the learning process at primary school. Purposeful and systematic formation of primary schoolchildren's self-control actions may be realized if a teacher is aimed towards not only the development of voluntary attention, but also implements the technology of forming mental actions, applies the individual pedagogical approach in teaching young learners using diagnostic data in its dynamics and, thus, adjusts learning technology.

Theoretical and applied aspects of relevance; psychological impact of visual aids on the development of junior students' voluntary attention as well as on their emotions, interests, the mechanisms of development of young learners' attention, some aspects of the theory of temperament and its influence on successful English communication will be analyzed in our further articles.

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Ляшенко Лариса. Психологічні особливості розвитку довільної уваги учнів початкових класів загальноосвітньої школи у процесі навчання англійської мови

АНОТАЦІЯ

Метою статті є вивчення мікрорікових властивостей стійкості й концентрації довільної уваги учнів 1–2-х класів початкової загальноосвітньої школи, визначення рівнів їх розвитку, взаємозв'язку уваги з мисленням молодшого школяра, а також психолого-педагогічні умови активізації довільної уваги учнів-початківців для підвищення ефективності засвоєння англійської мови.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: емпіричний метод, психолого-педагогічний експеримент, структурно-функціональні методи, методи аналізу, систематизації, моделювання, узагальнення.

Результати дослідження. Розроблено нові положення, а саме: взаємозв'язку між властивостями довільної уваги учнів 1–2-х класів початкової загальноосвітньої школи (стійкість, концентрація), мисленням та успішністю у процесі навчання англійської мови зумовлюють їх позитивні взаємовпливи у процесі мовленнєвого розвитку молодших школярів. Доведено, що властивості довільної уваги впливають на індивідуально-психологічні особливості учнів (тривожність, спілкування, самооцінка, властивості темпераменту) і, навпаки, індивідуальні характерні особливості учнів можуть впливати на основні властивості (стабільність і концентрацію) довільної уваги. Використання засобів зорового унаочнення на уроках англійської мови безпосередньо впливає на механізми формування довільної уваги молодших школярів, а також на їх індивідуально-психологічні особливості, що сприяє розвитку мовленнєвих і комунікативних навичок молодших школярів. Створено нову концептуальну модель розвитку довільної уваги учнів 1-х і 2-х класів, яка враховує її типові індивідуальні особливості (ступінь зосередженості на певному завданні, рівень розподілу уваги у процесі опису об'єктів за допомогою засобів зорової наочності). Створено нову технологію на основі вправ з англійської мови, спрямовану на розвиток у дітей основних властивостей довільної уваги у зв'язку з мисленням. Представлено критерії, показники та набір методик для діагностики розвитку основних властивостей довільної уваги 6–8-річних учнів. Було доведено, що ефективно використані у навчальному процесі наочні засоби мають значний вплив на розвиток монологічного мовлення молодших школярів, знижують рівень їх тривожності, покращують комунікативні навички, мотивують школярів до активності, розвитку своїх інтересів й адекватної самооцінки.

Висновки. Критеріально-орієнтована діагностика в нашому дослідженні дає змогу виявити розкид фактичних даних у межах визначених вікових категорій. Охарактеризовано п'ять основних рівнів розвитку стійкості й концентрації довільної уваги порівняно з рівнем, що характеризує оптимальним чином реалізований віковий потенціал дитячого віку. Використані методики, як ми переконалися, дозволяють діагностувати індивідуальні актуальні та потенційні особливості розвитку в 6–8-річних дітей найважливіших властивостей довільної уваги. Цілеспрямоване і планомірне формування дій самоконтролю в учнів 1–2-х класів потребує від учителя спеціальної підготовки: він повинен не тільки усвідомлювати завдання розвитку довільної уваги, але і володіти технологією формування розумових дій, здійснювати індивідуалізацію програми педагогічного впливу на дітей згідно з діагностичними даними про їх динаміку. З урахуванням загальновікових та індивідуально-типових особливостей стійкості й концентрації довільної уваги в учнів 1–2-х класів у дослідженні визначено можливі психолого-педагогічні напрями корекційної роботи, які можуть бути реалізовані за певних умов корекції педагогічного процесу вчителями та шкільними психологами.

Ключові слова: довільна увага, інтегральний показник розвитку довільної уваги, стійкість і концентрація уваги, мовленнєві операції, молодший шкільний вік, засоби зорового унаочнення, індивідуально-психологічні особливості, модель розвитку довільної уваги.

Ляшенко Лариса. Психологические особенности развития произвольного внимания учащихся начальных классов общеобразовательной школы в процессе обучения английского языка

АННОТАЦИЯ

Целью статьи являются определение микро-возрастных свойств устойчивости и концентрации произвольного внимания учащихся 1–2-х классов начальной общеобразовательной школы, уровней их развития, установление связи между вниманием и мышлением младшего школьника, а также психолого-педагогических условий активизации произвольного внимания младших школьников для повышения эффективности усвоения английского языка.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** эмпирический метод, психо-

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лого-педагогический эксперимент, структурно-функциональные методы, методы анализа, систематизации, моделирование, обобщение.

Результаты исследования. *Нами были разработаны новые положения, а именно: взаимосвязи между свойствами произвольного внимания учащихся 1–2-х классов начальной общеобразовательной школы (устойчивость, концентрация), мышлением и успеваемостью в процессе обучения английскому языку обуславливают их положительные взаимовлияния в процессе речевого развития младших школьников. Доказано, что свойства произвольного внимания влияют на индивидуально-психологические особенности учащихся (тревожность, общение, самооценка, свойства темперамента) и, наоборот, индивидуально-психологические особенности младших школьников могут влиять на основные свойства (стабильность и концентрацию) произвольного внимания. Использование средств зрительной наглядности на уроках английского языка непосредственно влияет на механизмы формирования произвольного внимания младших школьников, а также на их индивидуально-психологические особенности, способствует развитию речевых и коммуникативных навыков. Создана новая концептуальная модель развития произвольного внимания учащихся этой возрастной группы, которая учитывает его типичные индивидуальные особенности (степень сосредоточенности на определенном задании, уровень распределения внимания в процессе описания объектов с помощью средств зрительной наглядности). Создана новая технология с использованием упражнений по английскому языку, направленная на развитие у школьников основных свойств произвольного внимания во взаимосвязи с мышлением. Представлены критерии, показатели и набор методик для диагностики развития основных свойств произвольного внимания у 6–8-летних учеников. Было доказано, что эффективно использованная наглядность в учебном процессе имеет большое влияние на развитие монологической речи младших школьников, снижает уровень их тревожности, улучшает коммуникативные навыки, мотивирует школьников к активности, развитию своих интересов и адекватной самооценки.*

Выводы. *Критериально-ориентированная диагностика в исследовании позволяет выявить достоверные данные в рамках избранных возрастных категорий, которые характеризуют пять различных уровней развития устойчивости и концентрации произвольного внимания по сравнению с уровнем, характеризующим оптимально реализованный*

возрастной потенциал данной категории школьников. Методы, использованные в этом исследовании, помогают определить индивидуальные типичные и потенциальные особенности развития важнейших свойств произвольного внимания у школьников 6–8 лет. В экспериментальном исследовании был получен и систематизирован большой фактический материал, охарактеризованы индивидуальные и индивидуально-типологические особенности устойчивости и концентрации произвольного внимания в типичных условиях обучения, которые могут быть учтены при организации психолого-педагогической службы в начальной школе. Целенаправленное и систематическое формирование самоконтроля у 6–8-летних учащихся может быть реализовано, если учитель нацелен не только на развитие произвольного внимания в процессе учебной деятельности, но и реализует технологию формирования мыслительных действий, применяет индивидуальную программу педагогического влияния на учеников согласно диагностических данных в их динамике. С учетом общевозрастных и индивидуально-типологических особенностей устойчивости и концентрации произвольного внимания у учащихся 1–2-х классов в исследовании определены возможные психолого-педагогические направления коррекционной работы, которые могут быть реализованы при определенных условиях коррекции педагогического процесса учителями и школьными психологами.

Ключевые слова: *произвольное внимание, интегральный показатель развития произвольного внимания, устойчивость и концентрация внимания, речевые операции, младший школьный возраст, средства зрительной наглядности, индивидуально-психологические особенности, модель развития произвольного внимания.*

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Systemic Nature of Human Psyche and Psychology of Education

Системність психіки людини і психології навчання

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ABSTRACT

The aim of the article is to study the paradigm of systemic nature of human psyche in psychology.

Methods of the research. The following research methods were used to solve the tasks formulated in the article: observation, systematization, analysis, modeling, genetic modeling method.

The results of the research. The article presents the results of a systemic study of the human psyche. Genetic methods and mechanisms of personality design are considered. The methodological component is determined, according to which the personality is a form of existence of the human psyche. It is the integrity to self-development, self-determination, conscious subject activity and self-regulation and has its own unique inner world. The genetically ascending contradictory unit of personality that is constantly evolving and forming is a need (the author's term «nuzhda» by S. D. Maksymenko). It acts as an information and energy property of a human, which consists in the expansion of life in ontogenesis and phylogeny. The principles of construction of EGM (experimental-genetic method) and Genetic-modeling methods (GMM) are substantiated. It is proved that these methods are the most adequate in psychology (along with longitudinal), which make it possible to study both higher mental functions and personal qualities.

Conclusions. On the basis of theoretical and methodological analysis and experimental-empirical materials the idea of scientific and applied productivity of genetic methods (EGM, GMM), research of a paradigm of system of systemic nature in science is confirmed. It is proved that these methods are the area of

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psychological knowledge that can predict the development of the systemic psyche of the personality. The author's concept of «need» («nuzhda») is singled out, its nature and attributive semantic features of this concept are characterized.

Genetic and psychological analysis of theories of personality, and the most importantly the dynamic unity of biological and social as a contradictory unit of personality, fixed in need («nuzhda»), allows us to talk about the development of real theoretical foundations of the genetic model of existence and psychological growth of personality.

Key words: *systemic nature of psyche, self-determination, life, personality, mental functions, psyche, psychology of training, principles of construction of EGM methods, experimental-genetic method (EGM), mental processes, genetic-modeling method (GMM), need («nuzhda») (source and driving force of personality development).*

Introduction

*The personality itself doesn't arise –
it is created.*

S. D. Maksymenko

The further improvement of the educational system until its radical reforming is associated with the growing rate of economic and social changes in society, among which, considering the role of the human factor in these processes, the humanistic factor prevails. And when the existing education system followed the needs of the economy and managed to train personnel for all spheres of economic activities, the transition to the post-industrial stage of its development changes the requirements for the function of the education system and, accordingly, for the teaching methods and training: «the product» of the new system of education should not be narrow specialists, but creative individuals with systemic nature of thinking.

The insufficient systemic effect of modern education is caused by the shortcomings in theoretical ideas about educational activities. It is most often seen as an intellectual and

cognitive activity. Hence its purpose is to give students the necessary scientific knowledge and skills.

The rapid growth of the total amount of scientific information, the system of teacher training focused on reproductive transfer of information to students rather than the development of their creative thinking and communication skills have become the main causes of the crisis in the education system. The system of education lacks the possibility to provide the active participation of the subject in social relations and in their own life, the ability for self-realization in a rapidly changing world.

Such a change in conceptual principles requires an in-depth study of the patterns of personality formation.

Different approaches to the study of personality emphasize the quality of self-regulation and self-development to be fundamental for the personality. The level of personality's self-development is identified with self-determination. Among the principles influencing the formation of self-determination, that is caused by the level of thinking development.

The nature of the human psyche is personality-based. The highest level of development of being has the reflection and therefore is able to reflect all other being and oneself. It becomes the real way of existence of a particular person. We can say the opposite: in the world human life is a real way (form) of existence of higher psyche (Максименко & Кудерміна, 2019). Objectification, i. e. additional transfer of the mental (ideal) into the objective (material) is carried out by individuals, leaving in the subject all the unique originality of this personality – the author.

Methods of the research

The following methods of the research were used to solve the tasks formulated in the article: observation, systematization, analysis, modeling, generalization, genetic modeling method.

Results and their discussion

The systemic nature of the human psyche means that any individual mental process acquires a very complex structure. It has its own patterns and qualities, but at the same time it reflects the integrity of the personality. Therefore, when studying a particular mental phenomenon (thinking, emotions, memory, etc.), only special and artificial abstraction allows the researcher to draw conclusions about it in a «pure» form. After all, if we talk about thinking, in fact, its indicators are determined not only by the features of the intellectual sphere: motives, goals, values, inclinations, stable and temporary emotional states, even somatic health – all these patterns determine functioning of any mental function (Максименко, 2013).

The main condition for the purposeful formation of personality is an organized systemic nature of educational activities. This applies, above all, the formation of theoretical thinking, the ability to learn, to master abilities. Among the factors that affect the development of personality, perhaps the most important is systemic thinking (Максименко К., 2015).

Considering the system of the psyche in general, consciousness and unconscious patterns in particular are functional organs of the subject's activity, which arose during its adaptation to the world. That's why the studying of the patterns of mental phenomena outside the activity does not have any sense. From the first half of the twentieth century it became the fundamental concept in psychology.

The personality was chosen to study the psychological unit that retained all the basic properties of the whole unit: «And in this form it is not divided further. The human psyche is personality-based, and this means that any study of any partial process or phenomenon will be adequate only when the latter is considered as a meaningful branch of personality, and only then it becomes clear (note that this is not taken into account in psychology rather than a declaration)» (Максименко, 2006: 64).

The choice of «units» in the system of the psyche is based on the cultural and historical theory of L. S. Vyhotskyi and P. Ya. Halperin, according to which the human psyche is a holistic socio-cultural and semiotic formation being developed in the process of activity and communication (Выготский, 1996; Гальперин, 1976). At the same time, it makes sense to consider «the complex contradictory interaction of biological and social units in two planes – as factors that affect the personality, and as factors that form the personality and ensure its existence and development from inside» (Максименко, 2006: 65).

The development of personality as a systemic psyche occurs in various activities, including the development of new types of cognitive activity, especially in education, and it is possible in compliance with its systemic principles defined by us:

1) the principle of unit analysis should ensure the selection of «cells» – the psychological unit that retains all the basic properties of the whole. The first real «unit» of existence and development of the human psyche is the personality;

2) the principle of historicism «invests» the experience gained by mankind into the subject and educational task as a means of solving a specific educational problem. As a result of such assignment there is a new mental structure of the highest level of complexity (unit of consciousness);

3) the principle of systematization (the principle of holistic consideration of mental formations) is proposed to consider mental phenomena, mental formations as processes, as the transformation of «things in process», ensuring the transition from less developed to more developed units;

4) the principle of designing (principle of active modeling, reproduction of mental forms in special conditions) defines conceptual forms for constructing an experiment to identify patterns of genesis of such mental processes, which does not exist in the inner world of the individual, but they must be formed as a result of logical processing of new cognitive activities (Максименко, 2006; 2014).

The experimental genetic method (EGM) formulated by us is based on these principles – «the method of psychological study of the process of constructing higher mental functions, which are assigned by the subject in the process of transforming a certain content» (Максименко, 2006: 56). The EGM consists of the theory within which it arose, the design (modeling) that transforms the experiment, and the diagnosis (fixation) of both intermediate and the final psychological new formations of the developing personality (Максименко, 2006: 60).

The theoretical understanding of the experience of experimental training, carried out in line with the above approach, leads to the need to identify the system of principles for constructing the experimental genetic research, as well as to identify the sequence of basic logical and operational structures that implement it.

At the same time, conducting experimental research is aimed at finding new ways of developmental and educational learning. The new training criteria have been identified. These studies, in turn, affect the practice of mass school. Recently the efforts of teachers and psychologists have been aimed at identifying patterns of construction of students' formation of educational activities, its structure.

The qualitatively new stage in the development of psychology is caused by the transition to genetic research methods. It is characterized by the synthesis of psychological research with the design of new forms of appropriation of socio-cultural values, new effective forms of educational process, which makes it possible to reveal patterns of mental development. The genesis of personality is a specific transformation of the structural components of activities mediated by the mechanism of interiorization in the structural properties and qualities of personality (Максименко С. & Орап, 2018). That is, in other words, the personality is both the implementer of activity and the activator of the process of functioning of activity, which is transformed into the mental qualities of the personality.

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It is experimentally proved that the difference between the functioning and development is that the latter always and necessarily involves the formation of a new interfunctional system, and this occurs only when the individual is the subject of learning. The development of higher mental structures is indirectly connected with the cultural context, and it means that the objects of culture are assigned in learning by the child (Максименко & Калмиков, 2018).

The object of culture is the product of human activity and in fact is a coded and condensed imprint of the human psyche. The development occurs only when the child in a specific form of his own activity «decodes», «unfolds» and makes his objectified psyche (objectification), thus forming his own (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Later (after interiorization), they form constitutive structures in the mind, forming «around themselves» the so-called interfunctional psychological systems, and affect the subsequent behavior of the subject (Лурия, 1974). The so-called personal mediation of educational activity arises in this way. This genetic mechanism, in our opinion, is a real basis for self-development. It is scientifically proved we deal with the phenomenon of designing (self-designing!) of higher mental functions in the unique space of the social situation of development. This leads to the search for a methodological procedure that would allow a more adequate study and understanding of this complex phenomenon. We believe that such a procedure should be a genetic modeling method (as a modification of the genetic).

The proposed unit of analysis of the psyche genesis, namely «functioning-development» (which was established in the experimental research) (Максименко С., 2014), will significantly expand the scope of the genetic method, mainly in its genetic modeling modification.

Thus, in line with the achieved results and new tasks, it becomes possible and necessary not only to work out new modifications of the method, but also to expand the scope of its

application, which is possible due to our principles of genetic method and procedures. It is impossible to be limited only to research the formation of educational activity in primary school age, and only in the field of mastering theoretical concepts. It is necessary to investigate the specifics of the initial contradictory relationship «functioning-development» in different age groups, including adults; to study the peculiarities of the «interaction» of these phenomena with individual psychological and, even neuro-typological features of man, to develop experimental research in the field of psychology of education and communication. The integrity of the personality is manifested in its ability to self-development, self-determination, conscious substantive activity and self-regulation, to create their own unique inner world (Maksymenko & Serdiuk, 2016). Therefore, fundamentally new mechanisms are formed in the personality, which are consciously controlled by the person and provide self-determination.

The experimental-genetic method developed by L. S. Vyhotskyi and brilliantly implemented by his students and followers remains the only option (except longitude). The new approach requires the new method (L. S. Vyhotskyi). Our continuous theoretical and analytical work on establishing the essence of this method confirms the assumption.

The essence of the genetic modeling method consists in modeling the genesis of a holistic personality. This takes into account the inviolable position of psychology, that any psychological phenomenon (function) can be studied only by studying it in the process of development (formation). The method allows to influence the development of the personality as a whole, although this influence is associated with another, unusual interpretation of this process. The genesis that follows the objective laws, the peculiar activity of the personality and the system of socio-pedagogical conditions of its functioning and development are connected into a single whole. It proves the expediency of using the genetic modeling method.

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The principles of construction of the method reflect the nature of the existence of the object of study. The technology of the method (the principle of unity of genetic and experimental lines) involves the research in the most «natural» conditions of existence of the personality and the creation of a relevant space for the implementation of the individual's numerous opportunities to model their own development and existence. A living being that begins in the womb is the creation of two human beings. The social pattern is embodied in the creature – a new biological being, but not only biological, namely biosocial. The need (the author's «nuzhda» by S. Maksymenko) acts as a carrier of the eternal experience of man (both as biological and a social being) and, at the same time, it is the source of personal activity – an activator, the energy of which never fades, as it is embodied and renewed in a new life.

The need («nuzhda») acts as the only initial intensive force, the activity of which «launches» a complex system of «personality» and ensures its development as self-development. The need («nuzhda») doesn't generate the existence, the ontogenesis; it is the need («nuzhda») to be able to help the unique phenomenon of life and its development. The need («nuzhda») is the genetically original relationship that constitutes in a single dichotomous pair of the maturation of a biological individual and the psychological manifestation of social influences, which generates personality. In fact, the category of need («nuzhda») is an explanatory principle in relation to the modeling nature of the human psyche and then we can talk about the method of studying personality.

The analysis of different scientific theories shows that they «cover» certain aspects of the existence and development of needs (H. S. Kostiuk, P. Ya. Halperin, J. Piaget, L. S. Vyhotskyi). Our understanding of the category of need («nuzhda») allows us to talk about modeling rather than appropriation: mental, driven by need («nuzhda»), causes a special – personal human action. This action in the beginning (in early

ontogenesis) is exclusively affective (but still it is personal, as unique in both planning and action). It generates the cognition. The cognitive need emerges, which further develops into the intellect, ultimately forming a holistic cognitive sphere of the personality (Максименко, 2013: 7–23).

But pay attention – we say that everything begins with the expression of need («nuzhda»), that is – with their own activity, and this, but not «pressure» causes the process of interiorization. So, we agree with V. P. Zinchenko, that exteriorization occurs before interiorization. But to investigate this empirically, you need an adequate method – a genetic modeling experiment.

The principles of construction of the method reflect the nature of the existence of the object of study: social, the impossibility of obtaining a final empirical search for the inner world of man (reflexive relativism). We leave unchanged the name of the first principle of our method – the principle of unit analysis (study based on logical and psychological analysis of a contradictory unit of a need («nuzhda») that includes abstraction in an undeveloped form: biological and social.

Another important principle of the genetic modeling method of studying personality reflects its original nature. This is the principle of unity of biological and social. The status of the principle of the scientific method does not only allow to declare this unity, because in this case it will cease to be a principle.

The third principle is creativity. The correlation of the need («nuzhda») with numerous and diverse objects and phenomena doesn't generate needs, but it determines the goal-setting and development of their own and unique means of achieving goals. This is, in fact, creativity. To adhere to the principle of creativity in the analysis (and research) of the personality we mean to «take» its existence as a whole, in its unique directed unity. And this means really taking into account the ambiguity, unexpectedness and unpredictability of the personality (Maksymenko C., Yevtukh, Tskekhmister, Maksymenko K. &

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Lazurenko, 2012). The fourth principle is reflexive relativism, which fixes the fundamental impossibility of establishing accurate dimensions and finally fixing the highest unique and creative manifestations of personality.

The last 5th principle of the genetic modeling method of personality research is the unity of experimental and genetic lines of development. In our opinion, this is a very important point of characterization of not only our method, but also of the general state of affairs in cultural-historical theory.

The need is the original energetic principle of the personality, biosocial in nature. The ontogenesis of a person begins much earlier than he/she is born physically. Its beginning – materialization is the embodiment of the needs («nuzhd») of two people who love each other. There is a new form of existence of a need («nuzhda»), that simply cannot exist without a material carrier (at least, modern science does not know any other way of existence of biosocial need («nuzhda»), except its existence as a sociobiological energy basis of human personality).

Conclusions

Thus the first attributive feature of the need («nuzhda») is its heterogeneity: biological and social here initially constitute a contradictory, but absolutely inseparable unity.

The second attributive property of need is its ability to develop (self-development). The analysis of the phylogeny and ontogenesis of the living beings shows that the infinite flow of need («nuzhda»), its self-development is not accidental and chaotic. It is aimed at constant complication and increased integration. This movement ends in the conditions of the Earth with the «exit» of the need («nuzhda») to the position of the possibility of self-awareness (reflection). The third attributive feature of need («nuzhda») is that its development is directed and represents orthogenesis.

The fourth important attributive property of a need («nuzhda») is its ability to generate. This creative quality is manifested in everything connected with life, and it is, indeed, a real miracle (О. Ф. Лосев). If we talk about a human, we meet the reality: the need («nuzhda») of man can create a new man and a qualitatively new product (creativity).

The fifth attributive property of need («nuzhda») is that it exists only in the form of embodiment in the living being generated by it.

The sixth attributive property of need («nuzhda») should be considered its affiliative nature. The real form of existence of need («nuzhda») is love.

Finally, it should be noted that the seventh important attribute of need («nuzhda») is the infinity of its existence. The existence of the organism is completed (final). But thanks to the meeting and through it, the need («nuzhda») continues to exist and is infinite in time.

The genetic and psychological analysis of theories of personality, and the most important the dynamic unity of biological and social as a contradictory unit of personality, fixed in need («nuzhda»), allows us to notice about the development of real theoretical foundations of the genetic model of existence and psychological growth of personality.

The genesis of personality is a specific transformation of structural components of activity mediated by the mechanism of interiorization into structural properties and qualities of personality (Maksymenko, 2015). That is, in other words, the personality is both the implementer of activity (as a form of manifestation of its potentials), and the activator of the process of functioning of activity, which is transformed into the mental qualities of the personality.

The personality is a form of existence of the human psyche and is a unity capable for self-development, self-determination, conscious substantive activity and self-regulation and has its own unique inner world – subjectively interpreted, satu-

rated with modalities of personal experiences that reflect the outside world (Леонтьев, 1983).

The system and structural and functional methods of analysis can be sufficient tools for research and scientific explanation. But only by studying the conditions of origin and the laws of development of the structures of the psyche and consciousness, we can know their nature and patterns of functioning to carry out a controlled learning process. For mental operations to be reversible (that is, for us to be able to restore their flow from beginning to end), they firstly must be focused on finding a specific solution to a particular problem: «Social life helps to make mental processes reversible and thus cause the emergence of logical thinking» (Piaget, 1969).

The ability of the human psyche to control its cognitive processes and thus control its cognitive activity, to be above the process, «outside it» (meta), is formulated by John Flavell, defining as metacognition – «knowledge of knowledge» (John Flavell, 1976). The researches of J. Flavell and his followers became the subject of theoretical and experimental research in a new direction – «metacognitive psychology» (Taylor, 2002; Brown, 1987; Kluwe, 1987).

In the research, D. Ridley, P. Schuts, R. Glanz and C. Weinstein define define metacognition as a process of using reflection for consciously study of thinking, awareness of their own strategies of mental activity (Ridley, Schuts, Glanz & Weinstein, 1992). The ability of the psyche to perform the metacognitive process – the process of managing processes and thus manage their cognitive activities includes active control over the cognitive processes performed by the subject and their interaction towards the goal.

Only such technology of education focused on the art of using knowledge, on developing a style of thinking that allows to analyze problems in any area of life and find their most accurate and economical solution, will be able to provide this ability to the psyche. The educational process should be orga-

nized as a group research activity to «acquire» new knowledge for students and aimed at understanding how the problem is solved.

The key element of such a process is a creative teacher, and it is from his training that the reform of the education system must begin. His / her role is a planned and purposeful organization of problem situations on the material of educational subjects, setting tasks for students and, if necessary, providing them with assistance.

For the purpose to develop the skills of systemic thinking, the tools of the theory of solving inventive problems (TSIP) are developed in technical creativity in the form of non-rigid algorithms, in which creative thinking strategies are concentrated.

These algorithms can be considered as models of systemic thinking, which are actualized in the process of solving specially selected tasks by the subject and they carry directly the methods of constructing higher mental functions, which are assigned by the subject in the process of transforming certain content.

The educational activity organized in this way is the main principle of purposeful formation of the personality. This applies, above all, the formation of theoretical thinking, the ability to learn, to master abilities.

We would like to overcome the simplified logical-mechanistic approach to determining the structure of personality. G. Allport noted concerning this approach that each researcher artificially introduces into the structure of the personality any mental phenomena. It seems to us that this artificiality is overcome by one short but fundamentally significant idea – the structure of personality arises as a kind of reflection of the world where we have to live...

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Максименко Сергій, Максименко Ксенія, Ірхін Юрій. Системність психіки людини і психології навчання

АНОТАЦІЯ

Мета статті – дослідити парадигму системності психіки людини у психології.

Для розв'язання поставлених у роботі завдань використано такі **методи дослідження**: спостереження, систематизація, аналіз, моделювання, генетико-моделюючий метод.

Результати дослідження. У статті наведено результати системного дослідження психіки людини. Розглянуто генетичні методи та механізми проектування особистості. Визначено методологічну складову, згідно з якою особистість є формою існування психіки людини, яка є цілісністю до саморозвитку, самовизначення, свідомої предметної діяль-

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ності й саморегуляції та має свій унікальний і неповторний внутрішній світ. Генетично висхідною суперечливою одиницею особистості, яка постійно розвивається та формується, є *нужда*. Вона виступає як інформаційно-енергетична властивість людини, що полягає в експансії життя в онтогенезі та філогенезі. Обґрунтовано принципи побудови ЕГМ (експериментально-генетичного методу) і ГММ (генетико-моделюючого методу). Доведено, що ці методи є найбільш адекватними у психології (поряд із лонгітюдним) і дають змогу досліджувати як вищі психічні функції, так і особистісні якості.

Висновки. На основі теоретико-методологічного аналізу й експериментально-емпіричних матеріалів підтверджено ідею наукової та прикладної продуктивності генетичних методів (ЕГМ, ГММ), дослідження парадигми системності психіки в науці. Доведено, що ці методи є тією галуззю психологічного знання, яка може забезпечити прогнозування розвитку системності психіки особистості. Виокремлено авторське поняття «*нужда*», охарактеризовано його природу й атрибутивні змістовні ознаки.

Генетико-психологічний аналіз теорій особистості, а головне – динамічної єдності біологічного і соціального як суперечливої одиниці особистості, що фіксується в *нужді*, дає підстави говорити про розробку реальних теоретичних підвалів генетичної моделі існування і психологічного зростання особистості.

Ключові слова: системність психіки, самодетермінація, життя, особистість, психічні функції, психіка, психологія навчання, принципи побудови методів ЕГМ, експериментально-генетичний метод (ЕГМ), розумові процеси, генетико-моделюючий метод (ГММ), *нужда* (джерело і рушійна сила розвитку особистості).

Максименко Сергей, Максименко Ксения, Ирхин Юрий. Системность психики человека и психологии обучения

АННОТАЦИЯ

Целью статьи является исследование парадигмы системности психики человека в психологии.

Для решения поставленных в работе задач использованы следующие **методы исследования:** наблюдение, систематизация, анализ, моделирование, генетико-моделирующий метод.

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Результаты исследования. В статье приведены результаты системного исследования психики человека. Рассмотрены генетические методы и механизмы проектирования личности. Определена методологическую составляющую, согласно которой личность является формой существования психики человека, являющейся целостностью к саморазвитию, самоопределению, сознательной предметной деятельности и саморегуляции и имеющей свой уникальный и неповторимый внутренний мир. Генетически восходящей противоречивой единицей личности, которая постоянно развивается и формируется, есть нужда. Она выступает как информационно-энергетическое свойство человека, заключающееся в экспансии жизни в онтогенезе и филогенезе. Обоснованы принципы построения экспериментально-генетического метода (ЭГМ) и генетико-моделирующего метода (ГСМ). Доказано, что эти методы являются наиболее адекватными в психологии (наряду с лонгитюдным) и дают возможность исследовать как высшие психические функции, так и личностные качества.

Выводы. На основе теоретико-методологического анализа и экспериментально-эмпирических материалов подтверждено идею научной и прикладной производительности генетических методов (ЭГМ, ГСМ), исследование парадигмы системности психики в науке. Доказано, что эти методы являются той областью психологического знания, которая может обеспечить прогнозирование развития системности психики личности. Выделено авторское понятие «нужда», охарактеризовано его природу и атрибутивные содержательные признаки.

Генетико-психологический анализ теорий личности, а главное – динамического единства биологического и социального как противоречивой единицы личности, фиксирующейся в нужде, позволяет говорить о разработке реальных теоретических основ генетической модели существования и психологического роста личности.

Ключевые слова: системность психики, самодетерминация, жизнь, личность, психические функции, психика, психология обучения, принципы построения методов ЭГМ, экспериментально-генетический метод (ЭГМ), мыслительные процессы, генетико-моделирующий метод (ГСМ), нужда (источник и движущая сила развития личности).

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Categorization of the Concept of Freedom by the Representatives of Different Information Subcultures

Категоризація поняття «свобода» представниками різних інформаційних субкультур

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ABSTRACT

The aim of the article is a comparative analysis of a structure and content of the concept «freedom» in the consciousness of adults who prefer different types of information media, traditional printed or new digital.

Methods. The study was carried out on a statistically large and homogeneous sample by age, level of education and professional activity (sphere of Intellectual labour). The differentiation of respondents into different information subculture representatives was carried out on the basis of two criteria: 1) the choice of an information media in their free time (printed media or the Internet); 2) the amount of time devoted to interaction with the chosen carrier. The criteria were determined through anonymous and voluntary questionnaires.

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To study the structure and content of the concept «freedom» the author's version of the method of semantic differential has been implemented. The author's research method includes descriptors previously obtained by other researchers, on the basis of which, 7 categories («Assessment», «Strength», «Activity», «Complexity», «Orderliness», «Reality» and «Usuality») of everyday consciousness were extracted.

Results of the research. The results of a comparative analysis carried out in two contrasting groups choosing different information sources: the reading subjects and the active web-users are presented. Statistically, there is no significant difference between the two samples. As a result of a primary processing of the data of the average estimates on the scales of the semantic differential, the profiles coincide in the two groups. As a result of secondary processing (factor analysis), the representatives of different information subcultures revealed the same cognitive complexity of the concept «freedom» (12 factor-categories according to the Kaiser criterion, 4 of which are not accidental in their subjective significance for the respondents) and similar content of the leading categories.

Conclusions. There has empirically been revealed the cognitive simplicity of the «freedom» construct in the everyday consciousness of adult Belarusians and the unity of the representatives of various information subcultures in the understanding of the concept. This cognitive commonality can be explained by the common life experience background, which in the hierarchy of determinants of the content of consciousness turns out to be more authoritative than information habits and, therefore, information itself, regardless of its carrier. The obtained data partially dispel the frightening myth about possible rapid transformations of users' consciousness through digital technologies.

Key words: freedom, ordinary consciousness, categories of consciousness, cognitive complexity, semantic differential.

Introduction

The concept «freedom» from any point (ordinary, religious, academic) is all-pervasive, interdisciplinary, and multi-dimensional.

The scientific society did not pay much attention to the concept of «freedom». There are quite a limited number of research works, which distinguish two main directions in this field. The pioneers in the research of the concept «freedom»

are existentially oriented scientists. Thus, E. Fromm (Fromm, 1990) points out the life-affirming nature of freedom and its ambivalence. He describes in detail the mechanism of a free choice of personality as a step-by-step process that begins with the awareness of «good / bad» and ends up with the desire to act despite the tangible adverse consequences. B. Frankl (Frankl, 1990) interprets freedom as a special position towards both the environment and inner self that gives an opportunity for a change and, moreover, a self-change. Another representative of existential psychology R. May (May, 2016) investigates a similar understanding of the concept. He understands freedom as the awareness of the possibilities within the framework of destiny, as the ability of a person to control himself in the existing objective determinants of life. The theories of subjective causality are the results of another research direction of concept «freedom», based on empirical research data. The most authoritative works in this direction are: a concept of subjectivity of R. Harre (Harre, 1983), which explains the social behaviour of the individual; the studies of self-efficacy as a mechanism for implementing subjectivity of A. Bandura (Bandura, 1997); the theory of self-determination and personal autonomy of E. Dessi and R. Ryan (Deci, Ryan, 1991). In Russian-speaking psychology community, the study of individual freedom has not been a dominant subject for research and is represented by individual works; the most notable studies are published by E. I. Kuzmina (Kuzmina, 1994), G.A. Ball (Ball, 1997), D. O. Leontiev (Leontiev, 2000), and A. S. Belova (Belova, 2008). In the constructive paradigm of psychology, the concept «freedom» is a part of the list of indexed values (Petrenko, 2005), but any research, where «individual freedom» in everyday consciousness is the subject of independent scientific study, has not been found.

The society of the Republic of Belarus at the beginning of the 21st century can be defined as a high-tech society. The

statistics indicate a rapid increase in the number of web users: while in 2016 web users were 66.6% of the country's population (over 6 years old), the level of web users increased up to 79.1% in 2018. Regarding the quantity of Internet users from urban and rural areas, the difference is gradually disappearing. The male and female populations have approximately the same web activity. According to the statistics, 80% are using online services every day, 11% at least once a week, 9% do not use the Internet systematically. There is a brief extract (Table 1) from the report of the National Statistical Committee of the Republic of Belarus for 2018 below (Information Society in the Republic of Belarus, 2019: 85). It reflects the prevailing types of web activities of Belarusians (more relevant statistical data are not available at the present moment).

Table 1

Internet users according to the web access purposes in 2018 (as the percentage of the total of Internet users in Belarus)

Web Access Purpose	Web users according to the age group					
	6–15	16–24	25–54	55–64	>65	Total
Web Search	79.5	98.7	97.0	93.5	86.6	93.7
Watching movies, listening to the music online, downloading entertainment files etc.	89.5	97.6	88.4	76.4	60.4	86.4
Communication in Social Network	65.6	96.8	84.7	71.3	62.7	80.2

The data in Table 1 show that the most popular purpose for users of different age groups is web search. Thus, the majority of Belarusians devote a certain amount of time to Internet surfing on a daily basis, however, the quantitative data do not allow to make a specific conclusion. The data from the table is also not enough to conclude what way this activity affects the consciousness of the active Internet users.

The views of specialists, including the specialists in the IT industry, on this issue, are quite contradictory.

The ideologists of digital technologies assert positive tendencies. One of them, the American publisher T. O'Reilly (O'Reilly, 2018) draws direct parallels between the interactivity of new media, decentralization of information sources and democratization of both society in general, and the democratization of the consciousness of an individual user.

The thesis of another point refers to high-tech opportunities as well. With the advent of personalized search, an unspoken revolution took place in the digital sphere, it has changed the nature of information consumption. American Internet activist E. Pariser describes it as follows: «Many people think when we google certain words, we all get the same results, we get the pages that the famous Google PageRank consider as the most authoritative, the ranking is based on the links on other pages. However, since December 2009 this has not been the case. Now you see the result, which, according to the Google algorithm, is optimal personally for you. Another person may see something completely different. In other words, there is no standard Google anymore» (Parizer, 2012: 12). Parizer asserts, nowadays, the network is a huge business industry, engaged in the race for personal data: «Share an article on a culinary topic on Facebook and you will be haunted all over the Internet by the ads of saucapans ... The new Internet does not just know that you are a dog, he knows your breed and wants to sell you a bowl of premium dry food» (Parizer, 2012: 12). Thus, the freedom and web personalization are rather ephemeral characteristics, since both the mechanism for extracting personal data and the mechanism of data selection, based on the received personal data, work very effectively. Altogether, according to the metaphorical expression of E. Pariser, it creates a «filter bubble» that just deprives a person of the freedom to search for information, leaving him within the framework of his own interests, views, etc.

A digital revolutionary J. Lanier (Lanier, 2019) adheres to a similar opinion. According to his figurative expression, people that are tied to the web are like dogs that respond to whistling. He encourages users to become cats, to acquire self-sufficiency and independence of thinking. J. Lanier presents a number of arguments that prove the manipulation of consciousness and the imperceptible control of the behavior of the web users, primarily carried out through social networks and search engines. There is a list of a few of them:

- free will loss, gratification addiction (likes);
- brusque intervention in private life;
- aggressive information imposition;
- switch of a person from an «individual» mode to the «pack» mode, which cause the prevalence of cyberbullying phenomenon;
- falsity of information: the creation of a content, motivated by pursuing likes rather than the declared seek for truth;
- lack of empathy in virtual conversation, the inability to influence an interlocutor's context of message perception;
- world perception formation: algorithms demonstrate either what corresponds to the user's views, or what completely contradicts them (thus, solving the problem of keeping the attention). For a different person the programs calculate different information results;
- social networks make people feel miserable. Since this is a race for consumer attention, it is negative experiences that guarantee maximum involvement;
- name and identity loss: a person is defined by the figures (followers, likes, shares, etc.).

At the moment, the views on the possible impact of the Internet on the user's consciousness mentioned above are hypothetical. In the context of cognitive psychology, two main ideas can be extracted from these assumptions. On the one hand, the interactivity of new media makes the consciousness of users more flexible and complex, it leads to the complication

of a user's categorical structure. On the other hand, the personalization of web search results restricts and simplifies the categorical structure of a user's consciousness.

The research aim is to prove empirically the hypotheses mentioned above on the basis of one common concept – freedom. This concept is familiar to everyone and has many options for representation in the experience of an individual. One of these options is a personal choice of information media. Different media have different characteristics, use different information coding systems, and users in an overall information culture form two poles: printed and digital subcultures.

Research objective

The article presents a comparative analysis of the structure and content of the concept «freedom» in the consciousness of adults who prefer different information media: traditional printed and new digital.

Research methods and methodology

The study (voluntarily and anonymously) involved 720 respondents aged from 37 to 62, including 402 female and 318 male. All research participants have a higher education and are representatives of intellectual labor (teachers, doctors, economists, lawyers). Thus, the sample is homogeneous in two dimensions. First, by age and type of socialization, the main stages of which were completed by all respondents in the pre-digital era. Secondly, by the nature of the daily professional use of various information media (both printed and digital). The data has been collected during 2019 and the beginning of 2020.

An author of the article used a questionnaire with open questions, in order to study the personal preferences of adults in their choice of information media. The main questions were as follows: the choice of the leading information carrier (printed media or the Internet) in their free time. Secondly, the

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amount of free time devoted to the activities with this system.

The processing of the survey data showed that in the sample 15% of the respondents (108 people) are adherents of a traditional book as an information media. The representatives of this group choose a traditional source of reading for various reasons: it develops thinking, speech, memory, enriches vocabulary, captivates, etc. They note not only physical discomfort from reading at the screen (eye fatigue, motion sickness), but also relatively worse information assimilation. In what follows, this group will be referred to as «the reading subjects» (or representatives of the traditional printed subculture).

35% (252 people) of respondents choose new digital media. The respondents explain their choice by the greater accessibility of the content, its compactness, the concise presentation of the material. When referring to the printed text (especially a book), the respondents note the need for higher concentration, difficulty in access to the information, experiencing boredom or anxiety. In what follows, this group will be referred to as «the active web users» (or representatives of the digital subculture).

The majority of the sample (360 respondents) are respondents who do not have any unambiguous priorities in the choice of information media. These people both read books and use digital media in equal proportions. In order to carry out the claimed comparative analysis by the method of contrasting groups, the results of the representatives of this group are excluded for processing and discussion.

To study the structure and content of the concept «freedom» in the consciousness of adults, the method of the semantic differential in the author's version has been implemented. The decision to set up an author's version has been dictated by the fact that there is no universal set of descriptors as the creator of this method C. Osgood and other scientists have repeatedly mentioned (Osgood, Suci & Tannenbaum, 1957; Petrenko, 2005; Shmelev, 1982, etc.).

In the present study, there are 40 scales, used as experimental material for a variant of the semantic differential. The purpose of the selection was primarily aimed at controlling the subjectivity of the researcher. The subjectivity is expressed in the possibility of imposing the researcher's own vocabulary on the respondents. Therefore, in order to reduce these risks, 16 adjectives, presented in the classical subject differential by E. Yu. Artemieva (Artemieva, 1980: 37) and 24 adjectives obtained in a large-scale study by V. F. Petrenko (Petrenko, 2005) were used. This study partially repeated the study of C. Osgood and his colleagues (Osgood, Suci, Tannenbaum, 1957–1969), P. Bentler, and A. Lavoie (Bentler & LaVoie, 1972), and represented a scaling of 50 concepts from different semantic classes on 45 scales of semantic differential. As a result, in addition to the classical factors «Assessment», «Strength», «Activity», factors similar to those obtained by Bentler and Lavoie («Complexity», «Stability», «Reality» and «Usuality») were reproduced, as well as the specific evaluative factor «Comfort» (Petrenko, 2005: 91–97).

Secondly, the composition of descriptors for each category was balanced quantitatively, constituting 7-8 adjectives for the universal factors «Assessment», «Strength» and «Activity», and 4–5 adjectives for other factors. They are presented in Table 2.

Thirdly, to have more freedom in a projection of the cognitive structures of the subjects on the experimental material, unipolar scales were set up. It allows to single out synonymy and antonymy of the subject in terms of the described features, which does not necessarily coincide with the normative-linguistic scale (Petrenko, 2005: 206).

The task for the respondents was to evaluate several objects and abstract concepts, including the concept of «freedom» on the presented scales of the semantic differential on a 7-point scale (from 1 to 7).

Table 2

Descriptors that Form Semantic Differential Categories

Category	Descriptors
Assessment	Kind, beautiful, pleasant, clean, bitter, miserable, disgusting
Strength	Massive, young, solid, strong, brave, firm, intelligent
Activity	Active, fast, hot, lightweight, monotonous, full, vigorous
Complexity	Singular, simple, constructed, mysterious
Orderliness Stability	Lasting, volatile, organized, accurate, universal
Reality	Abstract, accessible, useful, obvious, fantastic
Usuality	Banal, exciting, creative, new, rare

The means of processing of data obtained with the semantic differential were the factor analysis. The modeling of the categorical structure of the concept «freedom», a similarity matrix of descriptors has been constructed, when evaluating one object separately for different experimental groups (40 scales per 100 subjects). Then the original matrices (8 in total) went through the factor analysis procedure. The factor analysis has been carried out using the procedure adopted in psychosemantics (Petrenko, 2005: 91, 98, 191, 225): the centroid method with the extraction of principal components, including the varimax subroutine for turning factor structures (SPSS v. 16 program). The factors were formed only by those descriptors which load had a high degree of statistical significance (for 40 variables, $r = 0.4$ at $p \leq 0.01$). A qualitative interpretation of the data obtained was carried out on the basis of the categories that formed the basis of the semantic differential.

Results and discussion

The construction of a profile of the average estimates for two samples for «the reading subjects» and «the active web users» showed that the results are statistically identical ($t = 0.14$ at critical $t = 2.02$ for $p \leq 0.05$). Table 3 depicts the descriptors that received the highest marks in different groups of respondents.

Table 3

Maximum assessments of the concept «freedom» among representatives of different information subcultures

№	Respondent Groups			
	The reading subject		The active web user	
1	Pleasant	5.45	Pleasant	5.41
2	Beautiful	5.35	Useful	5.38
3	Lightweight	5.21	Beautiful	5.09
4	Kind	5.17	Active	5.02
5	Vigorous	5.09	Vigorous	4.89
6	Clean	5.04	Brave	4.83
7	Lasting	4.89	Strong Lasting	4.73

The data in Table 3 demonstrate the commonality of assessments in different groups of respondents in a number of categories such as: assessment (pleasant, beautiful), activity (vigorous), and orderliness (lasting). Whereas, in the reading subjects group a positive assessment (kind, clean) and activity (easy) dominate, in the group of the active web users the emphasis is on the parameter of strength (brave, strong) and reality (useful).

Table 4 contains those descriptors that received the lowest average marks in different groups of respondents.

Table 4

Minimum assessments of the concept «freedom» among representatives of different information subcultures

№	Respondent Groups			
	The reading subject		The active web user	
1	Disgusting	2.21	Disgusting	1.91
2	Monotonous	2.52	Stupid	2.36
3	Banal	2.63	Miserable	2.56
4	Miserable	2.73	Monotonous	2.79
5	Stupid	2.75	Old	3.16
6	Constructed	3.08	Massive	3.27
7	Simple	3.26	Constructed	3.28

The processing results, reflected in Table 4, show the commonality of the respondents' assessments across a range of categories: assessment (disgusting, miserable), strength (stupid), activity (monotonous), and complexity (constructed). Differences in minimum scores between different groups are insignificant and relate to only two positions out of seven. According to the opinion of the reading subjects, «freedom» is not characterized by simplicity and banality, and according to the active web users, «freedom» is not characterized by old age and massiveness.

Thus, the greatest polarization of assessments of «freedom» between the two groups is expressed in the following categories: «Assessment» (pleasant – disgusting, beautiful – miserable) and «Activity» (vigorous – monotonous).

As a result of the factor analysis in the two groups of respondents, 12 factors were identified that are significant according to the Kaiser criterion. Since most of them describe a very low percentage of the total variance, for further analysis it seems appropriate to leave only the leading valence factors-categories. Factors exceeding the 5% randomness threshold

in terms of the explained spread of values were also found to be the same number in different samples. For the convenience of comparative analysis, the results of factorization are represented in Table 5. In this table, next to the name of the factor, the percentage of its variance is presented, next to the descriptor is its weight by the factor (only statistically significant loads are reflected that exceed $r = 0.4$ for $p \leq 0.01$).

Table 5

The categorical structure of the concept «freedom» among representatives of different information subcultures

№	The reading subjects		The active web users	
1	Strength + Activity (18.17%)		Activity + Assessment + Strength (24.96%)	
	Exciting	0.797	Vigorous	0.804
	Brave	0.796	Creative	0.757
	Active	0.723	Pleasant	0.714
	Vigorous	0.677	Beautiful	0.699
	Strong	0.559	Brave	0.692
	Creative	0.424	Exciting	0.677
			Strong	0.633
			Kind	0.543
2	Complexity + Reality (13.69%)		Orderliness + Strength (10.44%)	
	Simple	0.741	Accurate	0.817
	Abstract	0.717	Organized	0.803
	Obvious	0.628	Massive	0.639
	Constructed	0.598	New	0.500
	Miserable	0.507	Firm	0.478
	Disgusting	0.500	Mysterious	0.464
	Fast	0.470		
	New	0.404		

3	Assessment (6.05%)		Reality (6.11%)	
	Useful	0.696	Obvious	0.745
	Kind	0.656	Full	0.624
	Pleasant	0.615	Fantastic	0.568
	Clean	0.474	Banal	0.502
	Beautiful	0.466		
	Disgusting	-0.409		
4	Orderliness (5.51%)		Complexity (5.09%)	
	Lightweight	0.691	Simple	0.613
	Organized	0.683	Constructed	0.553
	Beautiful	0.648	Stupid	0.479
	Singular	0.560	Monotonous	0.462
	Banal	0.449	Universal	0.432

The data in Table 5 indicate that the two samples are largely identical not only in the categorical structure of the concept «freedom», but also in the content of the categories. This fact is particularly distinct in the leading category, a combination of two classic factors «strength + activity». This category is richer in terms of assessment descriptors in the active web users group.

The second most valence factor in both groups also represents a combination of several categories («complexity + realism» in the reading subjects group, and a semantically similar category of «ordering + strength» in the active web users group). The remaining categories are rather homogeneous in their composition and are not essential in subjective significance, as they barely exceeded the threshold of randomness, thus, they do not require any additional comments.

Only a category «Assessment», represented by the dichotomy «useful – disgusting» in the reading subjects group, is a cognitively complex construction according to its structure. The rest of the categories are unipolar entities.

According to the data presented in Table 5, the categorical structure of the concept «freedom» in the consciousness of the respondents is not distinguished by a great cognitive complexity regardless of the type of information carrier, printed or digital. In fact, two categories out of seven possible, immanently embedded in the semantic differential, were pointed out, which are of significant importance for the respondents. The data of the two groups can also be considered as material for the psychometric technique «splitting the sample in half». As the statistically significant differences neither when comparing the primary estimates, nor when comparing the number of forming categories obtained, has been detected, it is possible to extrapolate the results on the population of the Belarusian intelligentsia.

The revealed cognitive simplicity of the concept «freedom» can be explained by a rather limited experience of Belarusians in exercising freedom (except everyday freedom), since life was carried out under the state system, adherent to the Soviet rigidly centralized administrative-command system. In fact, all this time the population of the state has existed and operated in a system of «negative reinforcement», which reached its climax with the violent suppression of peaceful actions. It appears that the pre-election and especially the post-election events of 2020 have become a determinant that affected the ideas of Belarusians about personal freedom significantly. These changes can be the subject of further study of the categorization of the concept «freedom» in everyday consciousness. From a scientific point of view, such empirical results are of particular interest, since they will determine the possible rate of transformation of basic social attitudes.

Conclusion

Emotional-evaluative ideas about freedom, revealed among representatives of different information subcultures, turned

out to be statistically identical. The core of ideas of the Belarusians about freedom is its understanding as some unconditionally positive force with a certain orderliness. At the same time, the reading subjects stress out a more pronounced positive evaluative valence of freedom, while among the active web users the accent is on the awareness of its power.

The categorical structure of the concept «freedom» in the consciousness of representatives of different information subcultures has the same complexity and similar content. Its semantic core is expressed in the following categories: «Assessment», «Activity», «Strength», «Complexity», «Reality», which are slightly differentiated in consciousness and merged into two leading factors. According to its content, freedom is presented as a positive, creative energy and force, which corresponds to the general philosophical interpretation of the concept «freedom».

The absence of significant differences between the representatives of the two groups can be explained by the common background of Belarusians in terms of the practical implementation of individual freedom. According to the research results, this fact dominates over information habits, i.e. the use of digital media has little effect on the users' understanding of freedom as a specific concept.

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Медведская Елена. Категоризація поняття «свобода» представника-ми різних інформаційних субкультур

АНОТАЦІЯ

Мета статті полягає в порівняльному аналізі структури і змісту поняття «свобода» у свідомості дорослих, які віддають перевагу різним інформаційним носіям: традиційним (друкованим) і новим (цифровим).

Методи. Дослідження проведено на статистично великій і гомогенній вибірці за віком, рівнем освіти і професійної діяльності (сфери розумової праці). Диференціацію респондентів на представників різних інформаційних субкультур здійснено на підставі двох критеріїв: 1) вибір інформаційної системи у вільний час (друкований носій або Інтернет); 2) час, що приділяється взаємодії із зазначеною системою. Критерії визначено за допомогою анонімного і добровільного анкетування. Для вивчення структури і змісту поняття «свобода» було використано авторський варіант методики семантичного диференціала, що включає в себе дескриптори, раніше отримані іншими дослідниками як утворення семи категорій («оцінка», «сила», «активність», «складність», «упорядкованість», «реальність» і «звичайність») буденної свідомості.

Результати дослідження. Представлено результати порівняльного аналізу, проведеного в двох контрастних групах, які обирають різні інформаційні системи: суб'єктів читаючих і активних web-користувачів. Статистично достовірних відмінностей між двома вибірками не виявлено. У результаті первинної обробки даних усереднених оцінок за шкалами семантичного диференціала їх профілі збігаються в різних групах. У результаті вторинної обробки (факторний аналіз) у представників різних інформаційних субкультур виявлено однакову когнітивну складність поняття «свобода» (12 факторів-категорій за критерієм Кайзера, з яких 4 не випадкові за своєю суб'єктивною значущістю для респондентів) і близький зміст провідних категорій.

Висновки. Емпірично виявлено когнітивну простоту конструкту «свобода» в буденній свідомості дорослих білорусів і єдність представників різних інформаційних субкультур у його розумінні. Цю когнітивну спільність можна пояснити спільністю життєвого досвіду, який в ієрархії детермінант змісту свідомості виявляється більш значущим, ніж інформаційні звички, а, відтак, і сама інформація, незалежно від її носія. Отримані дані частково розвіюють лякаючий міф про можливі швидкі

трансформації свідомості користувачів за допомогою цифрових технологій.

Ключові слова: свобода, буденна свідомість, категорії свідомості, когнітивна складність, семантичний диференціал.

Медведская Елена. Категоризация понятия «свобода» представителями разных информационных субкультур

АННОТАЦИЯ

Цель статьи заключается в сравнительном анализе структуры и содержания понятия «свобода» в сознании взрослых, предпочитающих разные информационные носители: традиционные (печатные) и новые (цифровые).

Методы. Исследование проведено на статистически большой и гомогенной выборке по возрасту, уровню образования и профессиональной деятельности (сферы умственного труда). Дифференциация респондентов на представителей разных информационных субкультур осуществлена на основании двух критериев: 1) выбор информационной системы в свободное время (печатный носитель или Интернет); 2) время, уделяемое взаимодействию с указанной системой. Критерии определены посредством анонимного и добровольного анкетирования. Для изучения структуры и содержания понятия «свобода» был использован авторский вариант методики семантического дифференциала, включающей в себя дескрипторы, ранее полученные другими исследователями как образующие семи категорий («оценка», «сила», «активность», «сложность», «упорядоченность», «реальность» и «обычность») обыденного сознания.

Результаты исследования. Представлены результаты сравнительного анализа, проведенного в двух контрастных группах, выбирающих различные информационные системы: субъектов читающих и активных web-пользователей. Статистически достоверных различий между двумя выборками не обнаружено. В итоге первичной обработки данных усредненных оценок по шкалам семантического дифференциала их профили совпадают в разных группах. В результате вторичной обработки (факторный анализ) у представителей разных информационных субкультур выявлены одинаковая когнитивная сложность понятия «свобода» (12 факторов-категорий по критерию Кайзера, из которых

4 неслучайны по своей субъективной значимости для респондентов) и близкое содержание ведущих категорий.

Выводы. Эмпирически выявлены когнитивная простота конструкта «свобода» в обыденном сознании взрослых белорусов и единство представителей различных информационных субкультур в его понимании. Эту когнитивную общность можно объяснить общностью жизненного опыта, который в иерархии детерминант содержания сознания оказывается более значимым, чем информационные привычки, а, значит, и сама информация, независимо от ее носителя. Полученные данные частично развеивают пугающий миф о возможных быстрых трансформациях сознания пользователей посредством цифровых технологий.

Ключевые слова: свобода, обыденное сознание, категории сознания, когнитивная сложность, семантический дифференциал.

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Psychological Analysis of Different Types of Discourse

Психологічний аналіз різних типів дискурсу

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ABSTRACT

The purpose of this article is to define different approaches to the classification of discourse, to actualize the main criteria for the selection of types of discourse, to show concepts with the help of which we'll describe great differences between some types of discourse, to propose examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse, to display discourse as one of the main concepts of contemporary Pragmatic Psychology.

Methods of the research. *The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.*

The results of the research. *Scientists identify five types of discourse, which are implemented depending on the situation: discourse as a means of communicative action (for example, conversation for the purpose of information and education or a pre-arranged discussion); discourse as a means of ideological influence, that is the process of communicative action, which only takes the form of discourse (all forms of ideological justification); therapeutic discourse (psychoanalytic conversation between a doctor and a patient); a normal discourse, which has the aim to provide a scientific discussion; new forms of discourse (learning through discourse instead of discourse as a tool for information and instruction, a model of a free seminar discussion). According to these types in the article there were proposed examples of such exercises-tasks that will help pupils more clearly and specifically present the practical use of this scientific discourse.*

Conclusions. *We believe that Pragmatic Psychology can be shown as the independent interdisciplinary field of knowledge that closely interacts with Linguistic Pragmatics and Cognitive Psychology. Pragmatic Psychology in its scientific paradigm focuses on two basic, intertwined concepts – the meaning and the activity. Pragmatic Psychology is the core of a purely activity approach according to people's speech, a global analysis of purposeful human use of sound structures, such as segmental and prosodic, tokens, word forms, schemes, phrases and sentences, different types of elementary speech acts and their complexes, communicative moves as chains, discourses of different types, etc. Thus, having*

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had such a wide field of scientific research, Pragmatic Psychology is actualized on two levels of its analysis – a superficial (symbolic) level and a deep (cognitive-semantic) one. Thus, Pragmatic Psychology implies the subjective-activity space of the addressee (his / her pragmatic attitudes, deixis, features of quasi-communication), performativity, the theory of speech acts, various explicit and implicit ways of organizing the language code by the subjects of communication (press position, implication, implicative scripts, maxims of cooperative interaction of partners of communication, indirect speech acts, conditions of productivity and success of the process of communication in general); theoretical and applied aspects of relevance; psycholinguistic principles and mechanisms of communication; some aspects of the theory of speech interaction and conversational speech.

Key words: *discourse, discourse as a means of communicative action, discourse as a means of ideological influence, therapeutic discourse, a normal discourse, a scientific discourse, Pragmatic Psychology.*

Introduction

The written form of speech has the aim to overcome the distance between the speaker and the addressee at the movement both spatial and temporal. This overcoming became possible only with the help of a special technological invention; it is a creation of a physical medium of information. The further development of technologies has led to the emergence of a more complex repertoire of forms of the language and lingual discourse in such kinds of printed discourse, as telephone conversation, radio broadcasting, communication through Viber and with the help of Scype, correspondence by e-mail. All these types of discourse are allocated on the basis of the type of information carrier and have their own peculiarities. Communication by e-mail has a special interest as a phenomenon that arose 10–15 years ago, which has received during that time a huge distribution.

Of course, there is a medium between oral and written discourse. Like a written discourse, electronic discourse has used a graphical way of fixing information, but like oral discourse

it differs with passivity and informality (Хупавцева, 2020). Even more pure example of connection of features of oral and written discourse is communication in the mode of Talk (or Chat), when two partners «speak» through a computer network: on one half of the screen the participant of the dialogue writes his / her own text, and on the other half he / she can see the initially displayed text of his / her partner of communication. The study of the features of electronic communication is one of the most actively developing areas of contemporary discourse analysis (Blagovechtchenski, Gnedykh, Kurmakaeva, Mrktychian, Kostromina & Shtyrov, 2019).

The pragmalinguistic model of discourse highlights the signs of a way or a channel of communication. We distinguish such means of communication, as informative and linguistic means, meaningful and actual ones, serious and not serious means, etc. (Mykhalchuk & Onufrieva, 2020). The channels of communication are *oral and written ones, contact and distance channels, virtual and real ones*.

It is worth mentioned another kind of discourse – *the imaginary one*. A person can use the language without making any acoustic or graphic traces of linguistic activity. In this case, the language is also used communicatively, but the same person is both the speaker and the addressee. Due to the absence of easily observable manifestations, the imagined discourse is much less studied than oral and written ones. It is one of the most famous studies of imaginary discourse, or, in traditional terminology, the inner language (Crookes, 1989; Mykhalchuk & Bihunova, 2019).

Therefore, **the purpose of this article** is to define different approaches to the classification of discourse, to actualize the main criteria for the selection of types of discourse, to show concepts with the help of which we'll describe great differences between some types of discourse, to propose examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse, to

display discourse as one of the main concepts of contemporary Pragmatic Psychology.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

Under the conditions of various general means of teachings, communicative principles, *argumentative, conflict and harmonious types of discourse* are realized. Another approach to the classification of discourse is the classification of researches (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) which distinguish *TV and radio discourses, newspaper, theater, film discourses, literary discourse, discourse in the field of public relations (PR), advertising discourse, also political, religious (fideistic) discourses*.

According to other scientists (Brédart, 1991), the main criteria for the selection of types of discourse is *the degree of formalism of communication*, as well as the opposition of oral and written discourses. On the basis of the type of information, the following types of contemporary discourses are distinguished: radio broadcast, printed discourse, telephone conversation, correspondence by e-mail, communication on the Internet. All varieties of these types of discourse have their own peculiarities, and their research is actively engaged in the field of contemporary discursive analysis (Cilibrasi, Stojanovic, Riddell & Saddy, 2019).

Scientists identify *five types of discourse*, which are implemented depending on the situation:

– *discourse as a mean of communicative action* (for example, conversation for the purpose of information and education or a pre-arranged discussion);

– *discourse as a means of ideological influence*, that is the process communicative action, which only takes the form of discourse (all forms of ideological justification);

– *therapeutic discourse* (psychoanalytic conversation between a doctor and a patient);

– *a normal discourse*, which has the aim to provide a scientific discussion;

– *new forms of discourse* (learning through discourse instead of discourse as a tool for information and instruction, a model of a free seminar discussion) (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020).

Great differences between some types of discourse were described with the help of the concept of the genre. This concept was originally used in literary criticism to distinguish such types of literary pieces of art, such as, for example, short stories, essays, novels, poetry (Mykhalchuk & Kryshevych, 2019) and a number of other researchers have suggested in some case broader understanding of the term «genre», which extends not only to literary but also to other language achievements. Nowadays, the concept of the genre is used in the discursive analysis quite widely. Exhaustive classification of genres does not exist, but examples can be called a household dialogue (a conversation), a story (the narrative), the instruction on using the device, an interview, a report, a political statement, a poem, a novel.

Genres have some fairly stable characteristics. For example, the story, firstly, should have a standard composition (a beginning, a culmination, the interlace) and, secondly, has some linguistic features: the narrative contains some periodic of events organized in a timed manner, which are described by the same type of grammatical forms (for example, verbs in the past time) and between which there are some connecting elements (the type of union then). Problems of language specificity of genres are not developed enough well. It was shown that for many genres with the aim to emphasize stable formal charac-

teristics it was quite difficult to do it. Scientists proposed to consider genres as cultural concepts, lacking stable language characteristics, and further distinguish the types of discourse on the basis of empirically observed and quantitatively measurable parameters – such as the use of past forms of time, the use of adjectives, the use of personal pronouns (Mykhalchuk & Ivashkevych, 2019).

From the point of view of sociolinguistics, two main types of discourse can be distinguished: the personal (individually oriented) one and the institutional discourse. In the first case, the speaker acts as the person who enriches into his / her own inner world, and, in the second case, it is as a representative of certain social institutions. *Personal discourse* exists in two main varieties: in everyday and in existential process of communication.

Private communication takes place between well-known people, it is reduced to maintaining contact and solving everyday problems. Its peculiarity is that this communication is dialogical in its essence, proceeds dashed, the participants of the communication know each other rather well and therefore communicate at a shorter distance without talking in details about what has being discussed. This conversation is rather obvious and easy to understand. It is important for this type of discourse that rightly states as verbal communication, because complements are non-verbal and the main information is transmitted by mimicry, gestures, actions accompanying in the language system, etc. The specifics of everyday communication is reflected in details in conversational language studies. Household communication is a natural source of discourse, organically assimilated from our childhood. This type of discourse is characterized by spontaneity, strong situational dependence, pronounced subjectivity, logic violations and structural formality of expressions. Phonetically here it is a fuzzy, fast pronunciation. Communicating in a private way, people resort to lowered and slang vocabulary, although statis-

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tically speaking words make up no more than 10% of the lexical fund of expressions in colloquial speech. The most important characteristic of units of spoken language is their specific denotative orientation, these words are indicative because of their purpose (that is why they are easily replaced by non-verbal signs). In addition, when we tell about well-known people the limiting (restrictive, passive) function of communication is realized, communicants use those signs that emphasize their belonging to the respective team (a family, a group of people) and incomprehensible to other people. The fuzziness of the pronunciation correlates with the semantic peculiarities of the units: the meaning of words is rather mobile, the words are easily replaced by the approximate substitutions, the language with the used pronouns is emotive: «Well, what are you?» – «So I'm here, here...» – «Oh, well, well».

Household discourse differs in some a case that the addressee has to understand the speaker from the first word. The active role of the addressee in this type of discourse gives the speaker more opportunities for the quickest switching of topics, as well as for the easy translation of information into subtext (the irony, a language game, hints, etc.).

In contrast to the household it is the existential discourse, which is used with some attempts. They are made to reveal the speaker's inner world in general; communication is widespread, with a richly saturated character; all forms of the language are used on the basis of the literary language; eternal communication is mostly monolithic and it is represented by the help of fiction, also by philosophical and psychological introspective texts.

Existential discourse can be direct and indirect. Direct existential discourse is represented by two opposite views: a semantic transition and a semantic break-through. The compositional-linguistic form of the semantic transition is some kind of reasoning, that is a verbal expression of thoughts and feelings, the purpose of which is the definition of non-obvious

phenomena that are related to the external or inner world of a man. The significant breakthrough is insight, sudden understanding of the essence of the matter, a state of the person's mind and the state of things. The compositional-linguistic form of a semantic break-through is a text without a lot of images, a peculiar magma of content, a torn apart with its closest mental formations; this may be a coordinating enumeration of diverse non-interconnected entities or some phenomena or a combination of incompatible signs, intentional alogisms. The continuum of consciousness is rebuilt and restructured according to new landmarks, which are suggested by certain figurative supports. This restructuring is accompanied by a strong emotional shock, and, in this way, such texts require multiple repetition, and each repetition is realized by the person as the most important experience.

The indirect existential discourse is the analogous (a portable) and the allegorical (a symbolic) development of the idea through the narrative and description. The narrative is a statement of events in their sequence, the plot in its in-depth development and a superficial recount of events which are essential to the artistic narrative. The description is a static characteristic of the obvious fact, the observable phenomena. The narrative and the descriptive analogy is based on stable socially fixed immediate semantic connections, while the parable one requires a wider cultural context and relies on the active support of the recipient of a language.

Institutional discourse is a communication within the specified limits of status-role relationships. According to contemporary society, it is obvious that the following types of institutional discourse can be singled out: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sport, scientific, stage and mass information types of discourse. This list can be changed or expanded, since public institutions are significantly different from each other and cannot be understood as homoge-

neous phenomena, in addition, they are historically variable, can merge with each other and be explicit by the help of all varieties within a particular type of discourse. For example, it's also very problematic to talk about the institutional discourse of numismatists or fishermen. Institutional discourse is fixed on the background of two system-based attributes: the goals and participants of communication. The purpose of political discourse is conquest and maintenance of power, the aim of pedagogical discourse is the socialization of a new member of the society, of medical discourse it is the provision of qualified assistance to the patient, etc. The main participants in the paradigm of the institutional discourse are the representatives of some institute (they are «agents») and the people who appeal to them («clients»). For example, it is a teacher and a student, a doctor and a patient, a politician and a voter, a priest and parishioner. Participants in the measures of institutional discourse are quite different according to their qualities and behavioral patterns: the relationships between a soldier and an officer have many fundamental differences, for example, as the relationships between the consumer and the sender of the advertising (Dam, 1990). There is a different degree of openness according to discourse, for example, when we tell about clients in the meaning of scientific, business and diplomatic discourse, who do not differ from agents, while clients of political, legal, medical, and religious discourse show a great difference from the agents of the relevant discourse.

In the pedagogical discourse in the paradigm of providing a cognitive model of teaching pupils at schools the importance of the personal component is quite large (it differs from the linguistic and cultural point of view, for example, because of different modes of communication between teachers and pupils, the modes of which are adopted at Ukrainian and American schools; in our country, relations between schoolchildren and teachers are traditionally closer than in the USA, but, on the other hand, there is less formal relationships between pu-

pils and university teachers than in Ukraine). In the paradigm of scientific and business discourse the personal component is much less pronounced, though, for example, recently traditional impersonal relationships are rarely used according to the genres of scientific articles. *Direct existential discourse* in the form of semantic transitions is represented in any kind of logical inferences. These forms of discourse are well described in scientific literature. Less studied there were types of semantic transformations. It should be noted that if a semantic transition with a high degree of probability leads the addressee to the result that was planned by the speaker, then a successful semantic breakthrough takes place much less often. In this case we have a deal with a communicative failure of a semantic transition, when one or the other one logical faults or deliberate sophistries can be detected, and a failed semantic breakthrough turns into a slight noise, which is incomprehensible by its verbal accumulation. Here, perhaps, it is a suitable analogy with the special quasi-holographic images on the plane circular at this time, the volume depth and the strange sharpness of the image which appears in a particular way of viewing, all other methods disperse the attention and do not lead to stereoscopic effect.

Scientific discourse traditionally attracts the attention of psychologists. Participants in the paradigm of scientific discourse are researchers as representatives of the scientific community, while the characteristic feature of this discourse is the fundamental equality of all participants in the sphere of scientific communication in the sense that none of the researchers has a monopoly on the truth, and the infinity of knowledge makes each scientist critically be treated as the «alien». In the scientific paradigm the «counterpart», which neutralizes all status features, is accepted. At the same time, scientists are differed in their desire to set different barriers for the degree of scientific qualification, academic rank and membership in prestigious scientific communities. The diada «the agent –

the client» is convenient for the description of participants of other types of institutional discourse, that's why the scientific discourse needs great modifications. The fact is that the task of the scientist is to not only acquire knowledge, evaluate it and report it to the public, but also to prepare new scientists for their professional activity. Therefore, scientists act in several hypostases, while showing various status-role characteristics: a scientist-researcher, the educator, a scientist-expert, a promoter. Clients of scientific discourse are clearly outlined only by its periphery, it is a general public that reads popular scientific magazines and watches the corresponding TV shows, on the one hand, and the people who begin their researchers and who are studying in laboratories, on the other hand.

Understanding the genre of scientific language we differentiate them by the basis of two criteria – on the level of macro-text and according to the primacy or secondary characteristics which identify in primary monographs, thesis, articles, abstracts (the last ones are secondary characteristics of scientific discourse). Scholarly colloquial subtext, in which the report and polemical statements are differentiated, does not differ fundamentally. The type of thinking (it was shown in another research) is the most stronger factor than a form of speech. Noteworthy special studies of the introduction in some monographs, for example, are special types of secondary academic text and a metatext (information about data), which provided various kinds of pragmatic plans – the introductive one, the descriptive plan and some others.

Meanings of scientific discourse are concentrated in its key concepts (truth, knowledge, research). They are some recognitions of knowable world, a need to multiply the knowledge and to prove their objectivity, to respect the facts of impartiality in search of the truth («Plato is my friend, but the truth is more expensive»), to a high degree of accuracy in the process of communication and if we tell about clarifying of thinking.

Such a variety of classifications is a very positive factor. Classification differences in the most cases which are not mutually exclusive, but they are rather complementary by virtue of the uncertainty of principles and typology of discourse were chosen by the investigator who needs specific analysis because real communication types and subtypes of discourse are largely overlap.

There are the following examples of such exercises-tasks that will help to more clearly and specifically present the practical use of this scientific discourse.

Task № 1. *Replace the distant location of the elements of the selected structures on the contact without changing the meaning of the utterance.*

Transformation theory developed out of, and partly in reaction against, the earlier structural linguistics of the phonemic-morphemic type.

A key: Transformation theory developed out of the earlier structural linguistics of the phonemic-morphemic type and partly in reaction against.

We cannot talk about language if we continue to treat the internal, formal patterns as subordinate to, and definable by, the external, contextual patterns.

A key: ...as subordinate to the external, contextual patterns and definable by them.

Task № 2. 1. *Set the syntactic-semantic link between the parts of the name attribute relationship.*

By substituting the perpendicular projection for the Sun-Mars distance Kepler believed he was on the way to the solution of two different problems.

A key: ... the distance between Sun and Mars...

The concluding part of the paper was devoted to a magnetic field configuration description.

A key: ...to a description of the configuration of the magnetic field.

There are a lot of computers engineers in our laboratory.

A key: ... of engineers designing computers ...
of engineers operating computers

An original plasma confinement experiment was mentioned in the paper.

A key: ...an experiment dealing with confinement of plasma.

2. *Replace the underlined parts of the text with equivalent nominal attribute relationships.*

Is the motion of particles really due to the effects of the pressure of radiation?

A key: Is the particles motion really due to the radiation pressure effects?

The paper contained the description of the analysis the curve representing the trend of speed.

A key: The paper contained the speed trend curve analysis description.

Task № 3. *Give all possible structural variants of the selected part of the text without changing the deep meaning.*

Scientific research is sometimes thought of as dull plodding, simply a logical development. In fact, it depends greatly on individual inspiration and originality, in the same way that literature and the arts do.

A key: Scientific research is thought of to be dull...

We think scientific research to be dull ...

We think of scientific research as dull

We think of scientific research as being dull ...

We think of scientific research being dull ...

We think of scientific research is dull

Task № 4: a) *Find in the text elements that point to the author's relation to the statement and determine the nature of this relation;* b) *modify the modality of the text in the direction of greater confidence of the author in the content of the statement.*

It would therefore be absurd for anyone to pretend to be able to foresee advances that might be made in future even, I

would say, in the text ten years. One cannot predict scientific discoveries but one might hope that we may inquire in time the control of thermonuclear reactions as a real understanding of a brain functions.

A key: a) It would be absurd; that might be made; I would say; one cannot predict; we may acquire;

b) It would be absurd (it is absurd); that may be made (will be made); one may hope.

Task № 5. 1. *Find the part of the text that is under the logical emphasis, rebuild the text by removing the emphasis.*

Since science has been seemed to be so dominant it is natural to chose it as a scapegoat. This is more unfortunate, not just because it is not science but what we do with it that matters, but because most of our current problems will only be solved by the proper use of science and technology.

A key: a) ...because it is not science but what we do with it that matters ...;

b) because not science but what we do with it matters ...;

2. *Rebuild the next part of the text by changing its actual division, – place the name group that is entered in the fraction under the logical accent by to.*

The science of society and social behavior is now added to mathematics, physics, chemistry, biology and other physical and natural sciences.

A key: To mathematics, physics, chemistry, biology and other physical and natural sciences is now added the science of society and social behavior.

Conclusions

Consequently, the concept of discourse is one of the main concepts of contemporary Pragmatic Psychology and linguistics of the text. Despite the fact that the theory of discourse and its typology have been long developed by psychologists, there is still no universal definition of this concept, which

would include all its aspects; and the unified system of the main criteria for the classification of its varieties has not been developed.

We believe that Pragmatic Psychology can be shown as the independent interdisciplinary field of knowledge that closely interacts with Linguistic Pragmatics and Cognitive Psychology. Pragmatic Psychology in its scientific paradigm focuses on two basic, intertwined concepts – the meaning and the activity. Pragmatic Psychology is the core of a purely activity approach according to people's speech, a global analysis of purposeful human use of sound structures, such as segmental and prosodic, tokens, word forms, schemes, phrases and sentences, different types of elementary speech acts and their complexes, communicative moves as chains, discourses of different types, etc. Thus, having had such a wide field of scientific research, Pragmatic Psychology is actualized on two levels of its analysis – a superficial (symbolic) level and a deep (cognitive-semantic) one. Thus, Pragmatic Psychology implies the subjective-activity space of the addressee (his / her pragmatic attitudes, deixis, features of quasi-communication), performativity, the theory of speech acts, various explicit and implicit ways of organizing the language code by the subjects of communication (press position, implication, implicative scripts, maxims of cooperative interaction of partners of communication, indirect speech acts, conditions of productivity and success of the process of communication in general); theoretical and applied aspects of relevance; psycholinguistic principles and mechanisms of communication; some aspects of the theory of speech interaction and conversational speech. All these aspects will be analyzed in further our articles.

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Михальчук Наталія, Онуфрієва Ліана. Психологічний аналіз різних типів дискурсу

АНОТАЦІЯ

Метою статті є визначення різних підходів до класифікації дискурсу, актуалізація основних критеріїв вибору типів дискурсу, експлікація концепцій, за допомогою яких будуть описані відмінності між деякими видами дискурсу, з метою запропонувати приклади таких вправ-завдань, які допоможуть учням середніх закладів освіти більш чітко та конкретно представити практичне використання наукового дискурсу, відобразити дискурс як одну з основних концепцій сучасної Прагматичної психології.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Учені виокремлюють п'ять типів дискурсу, які реалізуються залежно від певної ситуації: дискурс як засіб комунікативної дії (наприклад, бесіда з метою отримання інформації та навчання або заздалегідь спланована дискусія); дискурс як засіб ідеологічного впливу, тобто процес комунікативної дії, який набуває лише певної форми дискурсу (форми ідеологічного обґрунтування); терапевтичний дискурс (психоаналітична бесіда між лікарем і пацієнтом); загально-вживаний дискурс, який має за мету забезпечити наукову дискусію; нові форми дискурсу (навчання через дискурс замість дискурсу як інструменту інформації й опанування знаннями, модель практичного обговорення). Відповідно до виокремлених типів у статті запропоновано приклади таких вправ-завдань, які допоможуть учням чіткіше опанувати навички практичного використання наукового дискурсу.

Висновки. Ми вважаємо, що Прагматична психологія постає як самостійна міждисциплінарна сфера знань, яка тісно взаємодіє з Лінгвістичною прагматикою та Когнітивною психологією. Прагматична психологія у своїй науковій парадигмі орієнтується на два базових, взаємопереплетених поняття – значення і діяльність. Прагматична психологія є стрижнем сучасного діяльнісного підходу до мовлення, глобального аналізу

цілеспрямованого вживання людиною звукових структур – сегментних і просодичних, лексем, словоформ, схем, словосполучень і речень, різних типів елементарних мовленнєвих актів та їх комплексів, комунікативних ходів як ланцюжків міжсуб'єктних інтеракцій, дискурсів різного типу тощо. Отже, маючи таке широке поле наукових досліджень, Прагматична психологія актуалізується на двох рівнях аналізу – поверхневому (знаковому) і глибинному (когнітивно-семантичному). Відтак, Прагматична психологія охоплює суб'єктивно-діяльнісний простір адресата (його прагматичні настановлення, дейкис, особливості квазіспілкування), перформативність, теорію мовленнєвих актів, різноманітні експліцитні й імпліцитні способи організації мовного коду суб'єктами спілкування (позиції тиску, імплікації, імплікатури, максими кооперативної взаємодії партнерів по комунікації, непрямі мовленнєві акти, умови продуктивності й успішності комунікації), теоретико-прикладні аспекти релевантності, психолінгвістичні принципи і механізми спілкування, окремі аспекти теорії мовленнєвої взаємодії та розмовного мовлення.

Ключові слова: дискурс, дискурс як засіб комунікативної дії, дискурс як засіб ідеологічного впливу, терапевтичний дискурс, загальноновживаний дискурс, науковий дискурс, Прагматична психологія.

Михальчук Наталія, Онуфрієва Ліана. Психологический анализ различных типов дискурса

АННОТАЦИЯ

Целью статьи являются определение различных подходов к классификации дискурса, актуализация основных критериев выбора типов дискурса, экспликация концепций, с помощью которых будут описаны различия между некоторыми видами дискурса, с целью предложить примеры таких упражнений-заданий, которые помогут ученикам средних учебных заведений более четко и конкретно практически использовать научный дискурс, эксплицировать сущность дискурса как одной из основных концепций современной Прагматической психологии.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Ученые выделяют пять типов дискурса, которые реализуются в зависимости от определенной ситуации: дис-

курс как средство коммуникативного действия (например, беседа с целью получения информации и обучения или заранее спланированная дискуссия); дискурс как средство идеологического воздействия, то есть процесс коммуникативного действия, который приобретает определенную форму дискурса (форму идеологического обоснования); терапевтический дискурс (психоаналитическая беседа между врачом и пациентом); общепринятый дискурс, который имеет целью обеспечить протекание научной дискуссии; новые формы дискурса (обучение через дискурс вместо дискурса как инструмента информации и овладения знаниями, модель практического обсуждения). Согласно выделенным типам, в статье были предложены примеры таких упражнений-заданий, которые помогут ученикам более четко овладеть навыками практического использования механизмов научного дискурса.

Выводы. Мы считаем, что Прагматическая психология выступает как самостоятельная междисциплинарная область знаний, которая тесно взаимодействует с Лингвистической прагматикой и Когнитивной психологией. Прагматическая психология в своей научной парадигме ориентируется на два базовых, взаимопереплетенных понятия – значение и деятельность. Прагматическая психология является основой чисто деятельностного подхода к речи, глобального анализа целенаправленного употребления человеком звуковых структур – сегментных и просодических, лексем, словоформ, схем, словосочетаний и предложений, различных типов элементарных речевых актов и их комплексов, коммуникативных ходов как цепочек межсубъектных интеракций, дискурсов различного типа. Имея такое широкое поле научных исследований, Прагматическая психология актуализируется на двух уровнях анализа – поверхностном (знаковом) и глубинном (когнитивно-семантическом). Таким образом, Прагматическая психология охватывает субъективно-деятельностное пространство адресата (его прагматические установки, дейксис, особенности квазиобщения), перформативность, теорию речевых актов, разнообразные эксплицитные и имплицитные способы организации языкового кода субъектами общения (позиции давления, импликация, импликатуры, максимы кооперативного взаимодействия партнеров по коммуникации, косвенные речевые акты, условия производительности и успешности коммуникации), теоретико-прикладные аспекты релевантности, психолингвистические принципы и механизмы общения, отдельные аспекты теории речевого взаимодействия и разговорной речи.

Ключевые слова: *дискурс, дискурс как средство коммуникативного действия, дискурс как средство идеологического воздействия, терапевтический дискурс, общепринятый дискурс, научный дискурс, Прагматическая психология.*

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The Features of Psychological Defenses of Women with Different States of Family Functioning and Family Interaction

Психологічні захисти жінок із різним станом сімейного функціонування і сімейної взаємодії

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ABSTRACT

The aim of the article is to determine the features of psychological defenses of women with different states of family functioning and family interaction and their interrelation with personal characteristics, psychological and emotional states and indicators of family crisis.

The following methods of research were used: theoretical (study, systematic analysis and generalization of socio-psychological, medical and psychological literature on the research topic); psychodiagnostic (observation, conversation, survey, testing); statistical (quantitative and qualitative analysis of experimental data).

The results of the research. The analysis of the results of the study revealed the features of psychological defenses of women and men from crisis families, divorced women and women from normative families. A comparative analysis of psychological defenses of women and men was made, an analysis of the interrelation between psychological defenses and psychological and emotional states, factors of family crisis and personal qualities of women with different states of family functioning and family interaction and men from crisis families.

Conclusion. An analysis of the stress of psychological defenses found that all the groups had problems with psychological defense of substitution and denial. In addition, the following stresses of psychological defenses were identified

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by groups: women in crisis – rationalization, regression; men and divorced – rationalization.

Comparative analysis of the frequency of use and expression of mechanisms of psychological protection showed a significant difference among women and men from crisis families by the following indicators: displacement, regression, compensation, intellectualization, hypercompensation; among women from crisis families and divorced by indicators: denial, regression, compensation, projection, substitution, intellectualization; among women from crisis and normative families by projection indicator; women from normative families and divorced have a significant difference by indicator of denial.

Positive and negative interrelations of psychological defenses with indicators of psychological and emotional states, factors of family crisis and personal qualities of women with different states of family functioning and family interaction and men from crisis families were found. The highest number of interrelation was found in the group of divorced women and women from crisis families.

Thus, the analysis of the research results allowed to determine some factors and criteria for forecasting the development of a family crisis (personal growth and destructive response of the individual) and the growth of self-realization of a woman's personality in a family crisis.

Key words: *psychological defenses, crisis families, divorced women, normative families, personality traits, psychological and emotional states, psychophysiological states, behavioral patterns.*

Introduction

The modern world, the destructive effects of complex social and economic processes put forward high conditions towards stress resistance and human adaptability. The ability to cope with difficulties, anxiety and stress states are important indicators of physical and mental health (Heim, 1988; Lazarus, 1984; Malkina-Pykh, 2007). Psychological defenses are one of the adaptive systems of the human personality.

As part of the work on the problem of self-realization of a woman's personality in a family crisis condition, it was important and necessary to study and to analyze the personality traits, psychological and emotional, psychological and physiological states, behavioral patterns of women and men from

crisis families, divorced women and, as a comparison group, women from normative families. These studies are presented in our works (Falova, 2013, 2016; Falova & Vysotckaya, 2016; Falova & Markova, 2016).

Sufficient attention has been paid to the pathogenesis, clinical manifestations and treatment of mental health disorders or psychosocial maladaptation in family members due to family crisis within the medical model of therapy, individual psychological features, emotional disorders as psychological phenomena, but little attention was paid to the problem of psychological defenses as factors in the development forecast of the family crisis and the growth of self-realization of the woman's personality, so they are related to the psychological and emotional sphere of the personality, its psychosomatic health, behavior in society and family.

Psychological defenses are necessary for a person to cope with external and internal conflicts. However, the forms of protective behavior can be also destructive.

In the study «Mechanisms of Psychological Defense» (Romanova & Grebennikov, 1996) it is emphasized that defense mechanisms are individual, diverse, and difficult to reflect because not only subjective feelings but also verbal messages about them can be distorted. Thus, the researchers emphasize, there is no single point of view on the total number of defenses or their degree of correlation with each other.

Considering the main structural and dynamic properties of the system of psychological defenses and studying the correlation between the intensity of psychological defense of the individual with the process of self-realization, A. M. Bogomolov and A. G. Portnova (Bogomolov & Portnova, 2004: 1) emphasize that it is difficult to name the modern direction and branch of psychological knowledge, the sphere of real psychological practice, where in one form or another the problem of unconscious regulation of adaptive activity of the individual,

its resistance to disorganizing influences of intense emotional experiences and difficult living conditions.

In the research «Psychological Defenses of Personality» (Kruzhkova & Shakhmatova, 2006) the theory of possible psychosomatic diseases in protective behavior is put forward: hypertension, arthritis, migraine, diabetes, hyperthyroidism (according to F. Aleksander), gastric ulcer (according to E. Bern). Compensation (constructive defense) is the ontogenically latest and cognitively complex defense mechanism that is developed and used, as a rule, consciously. It is aimed to contain feelings of sadness, grief over real or imagined loss, scarcity, inferiority. The compensation cluster also includes the mechanisms of overcompensation, identification and fantasy.

Possible psychosomatic diseases: anorexia nervosa, sleep disorders, headaches, atherosclerosis are described in the work «Family in Psychological Counseling» (Bodalev & Stolin, 1989). Researchers claim that there is a predisposition to such psychosomatic disorders and diseases as hypertension, arthritis, migraine, diabetes, hyperthyroidism in the presence of projection (destructive defense). Regression develops in early childhood to contain feelings of insecurity, fear of failure, associated with the manifestations of initiative, involves a return to more immature ontogenical patterns of behavior and satisfaction. The regression cluster also includes the mechanism of motor activity, which involves involuntary irrelevant actions to relieve stress.

In current works the researchers consider various aspects of the phenomenon of psychological defenses and issues that, in their view, are related to this phenomenon: analysis from the standpoint of perceptions of coping behavior (Folkman & Lazarus, 1991; Tenn, 2014); ideas about the basic mechanisms of psychological defenses (Kamenskaya, 1999; Wasserman, Eryshev & Klubova, 2005; Freud, 1993, 2003); views on personal and psychological and emotional, behavioral, medical

problems of women in crisis situations (Syvtsova, 2007), ideas about the periodization of maturity and the meaning of life of a mature person (Kozlova, 2016; Zemlyanskaya & Gryshchenko, 2016).

M. V. Yurkova (Yurkova, 2000: 3), analyzing the structure and dynamics of the protective mechanisms of the individual in the process of its socialization, emphasizes the relevance of this issue primarily because it affects the functioning of the normal psyche. Maintaining self-esteem, a strong, consistent, positive sense of selfhood is one of the main functions of defense mechanisms.

However, despite the great theoretical and practical significance, protective mechanisms are insufficiently studied, so determining their levels, intensity of functioning, relationships with personality traits, psychological and emotional states, behavioral and partner components of family interaction in women with different states of family functioning is extremely important and of immediate interest.

The aim of the article is to identify the features of psychological defenses of women with different states of family functioning and family interaction and their relationship with personal characteristics, psychological and emotional states and indicators of family crisis.

The object of the article

In accordance with the aim, the objectives of the study were formulated as follows:

1. To make a theoretical analysis of this problem.
2. To identify the features of psychological defense of women and men from crisis families, divorced women and women from normative families.
3. To make a comparative analysis of the psychological defenses of female and male samples.
4. To analyze the relationship between psychological defenses and psychological and emotional states, factors of fami-

ly crisis and personal qualities of women with different states of family functioning and family interaction and men from crisis families.

Research methods and techniques

The following methods for research were used: theoretical (study, systematic analysis and generalization of social and psychological, medical and psychological literature on the research topic); psychodiagnostic (observation, conversation, survey, testing); statistical (quantitative and qualitative analysis of experimental data).

Considering the specifics of our study, we identified the most optimal type of psychodiagnostic work – voluntary participation in the study. We were interested in obtaining absolutely objective, accurate data, so a maximum of anonymity was introduced, the study focused on the accuracy of the average characteristics, the distribution of levels of the studied indicators, their relationships. The procedures for the study of the entire contingent were unified. All women and men included in the study confirmed their consent to participate in the study. All the researchable subjects had an equal opportunity to participate in psychodiagnostic activities.

After obtaining consent for the study, an analysis of the social and demographic characteristics of the researchable subjects was carried out, family history and life history were studied. The next step, after the initial interview and history taking, involved a psychodiagnostic study. Collection of anamnestic data and psychodiagnostic examination was carried out in favorable conditions with the establishment of a trusting relationship between the psychologist and the researchable subjects.

From the standpoint of a systematic interdisciplinary integrative approach to the study of psychological defenses in the context of the problem of family functioning as a factor in

changing a woman's personality, taking into account the multidimensionality of its provision, three conditionally selected blocks were studied: psychological and emotional, personal and family crisis.

The content of the block of the current psychological and emotional state included the study of psychological and emotional states, psychosocial stress, anxiety and depression (hospital scales). The content of the personality block is a study of individual psychological characteristics of the researchable women and men, self-actualization, the level of subjective control, ways out of difficult life situations and lifestyle index (intensity of psychological defenses). Thanks to the family crisis block, we determined the degree of satisfaction with marriage, love, sympathy, understanding, emotional attraction, authority, possible behavioral styles of individuals in conflict situations and attitudes towards sex.

The following techniques were used for the study of:

– current psychological and emotional state: Questionnaire on the severity of psychopathological symptoms Derogatis (Symptom Check List'90'Revised SCL-90R); Hospital Anxiety and Depression Score (HADS) (A. S. Zigmond & R. P. Snait);

– personality: RB Cettell's 16-factor questionnaire; Self-actualization test (CAT) (Yu. Ye. Alyoshyna, L. Ya. Gozman, V. Zagika & V. Kroz); Level of subjective control (LSC) (Ye. F. Bazhyn, Ye. A. Golyunkina & L. M. Etkind); Exit from difficult life situations (R. S. Nemov, 1998); Lifestyle index (diagnosis of frequency of use and severity of mechanisms of psychological defense) (R. Plutchik, H. Kellerman & H. Conte, adaptation by L. Y. Wasserman, O. F. Yeryshev & Ye. B. Klubova);

– family crisis: Diagnosis of possible styles of personality behavior in conflict situations (Thomas K.); Questionnaire of attitudes to sex (H. Eysenck); UEA questionnaire (understanding, emotional attraction, authority) (A. N. Volkova).

The sample included a total of 648 women and men (224 women from crisis families, 194 men from crisis families, 104 divorced women who sought counseling and assistance from a psychologist). The control group consisted of 126 women from normative families who believed that they did not have any special family problems, and they did not consult a psychologist, and at the time of taking the anamnesis the age of the researchable subjects ranged from 29 to 56 years old. All the married couples were in a registered marriage.

Results and discussions

The task of this stage of work was to determine the frequency of use and expression of mechanisms of psychological defense in women with different marital status and in women and men from crisis families (Table 1). This task was implemented in both the theoretical and experimental part of our study. We determined the intensity of each psychological defense. The analysis of tension in the group of women from crisis families showed the presence of problems related to the psychological defense of substitution (57.5%), which involves the discharge of repressed emotions (anger, rage) in objects that do not pose a danger to the individual.

The intensity of psychological defense of denial in women from crisis families reaches 49.5%, i.e. they are women in this group who deny some aspects of external reality that are obvious to others, but are painful to recognize to the individual. It is also possible to note a certain level of intensity on rationalization (45.2%), which refers to constructive defenses, regression (44.3%), i.e. women return to patterns of behavior associated with earlier and primitive stages of psychosexual development and compensation (43%), this defense also belongs to the constructive form and is an attempt to find a suitable replacement for a real or imagined defect, a sense of inferiority by fantasizing or appropriating the desired feelings, qualities and virtues of another person.

Table 1

Stress levels by lifestyle index in groups (%)

Defense mechanisms	Women from crisis families	Men from crisis families	Divorced women	Women from normative families
A (denial)	49.5	44.7	51.6	45.5
B (displacement)	30.3	33.6	26.8	24.8
C (regression)	44.3	29.6	37.7	44.0
D (compensation)	43.0	38.5	36.4	30.8
E (substitution)	57.5	57.0	50.7	51.5
F (projection)	31.6	30.5	27.5	28.9
G (rationalization)	45.2	54.4	41.3	38.6
H (reactive formation – hypercompensation)	39.8	25.0	35.9	28.8

In the group of men from crisis families there was a high level of stress on psychological protection of substitution (57%) and rationalization (54.4%). The intensity of psychological protection of denial in men from crisis families reaches 44.7%. The analysis of stress in the group of divorced women showed the presence of problems related to the psychological protection of denial (51.6%) and substitution (50.7%). It is also possible to note a certain level of stress on rationalization (41.3%). Stress on substitution was also found in women from normative families (51.5%). It is also possible to note a certain level of stress by denial, which is 45.5% and regression (44%).

To obtain reliable data on the frequency of use and expression of mechanisms of psychological defense in women with different marital status and women and men from crisis families, a comparative analysis of all the researchable groups was made. The quantitative characteristics (comparison of medians) (Mann–Whitney) were compared for the presence of significant differences (Table 1–4).

Table 2

Comparison of quantitative characteristics of psychological defenses (comparison of medians) (Mann–Whitney) of women and men from crisis families

No.	Indicators	Women from crisis families [25%;75%]	Men from crisis families [25%; 75%]	Significance level (p)
1	Denial	6 [4;8]	6 [4;7.25]	0.756
2	Displacement	3.5 [2;5]	4 [3;5]	0.033
3	Regression	6 [4;8]	4 [2.75;5]	0.001
4	Compensation	4 [2;6]	3 [2;5]	0.001
5	Projection	8 [5;10]	7 [5;10]	0.590
6	Substitution	4 [2;6]	4 [2;5]	0.518
7	Intellectualization	5 [4;7]	7 [5;8]	0.001
8	Reactive formations (hypercompensation)	4 [2;6]	2 [1;3]	0.001

Significant differences between women and men from crisis families were identified by the following indicators of psychological defense mechanisms: displacement ($p < 0.033$), regression ($p < 0.001$), compensation ($p < 0.001$), intellectualization ($p < 0.001$) and hypercompensation ($p < 0.001$). Women have significantly higher levels of stress on psychological defenses such as regression, compensation, and hypercompensation. That is, women are more characterized by: the return to patterns of behavior that are associated with earlier and primitive stages of psychosexual development; to try to find a suitable replacement for a real or imagined flaw, a sense of inferiority by fantasizing or appropriating the desired feelings, qualities and virtues of another person; preventing the expression of unacceptable feelings, thoughts or behavioral reactions by «reversion», when unacceptable impulses are dealt with by exaggerating the opposite desire.

Table 3

Comparison of quantitative characteristics of psychological defenses (comparison of medians) (Mann–Whitney) of women from crisis and normative families

No.	Indicators	Women from normative families [25%;75%]	Women from crisis families [25%;75%]	Significance level (p)
1	Denial	6 [4;7]	6 [4;8]	0.948
2	Displacement	3 [2;4.25]	3.5 [2;5]	0.214
3	Regression	6 [4;7]	6 [4;8]	0.212
4	Compensation	4 [2;5]	4 [2;6]	0.297
5	Projection	7 [4;9]	8 [5;10]	0.031
6	Substitution	3 [2;5]	4 [2;6]	0.205
7	Intellectualization	5 [3;7]	5 [4;7]	0.087
8	Reactive formations (hypercompensation)	3 [2;5.25]	4 [2;6]	0.253

The level of stress on the lifestyle index among men is much higher by indicators of displacement and intellectualization, which allows us to state that men are trying to: eliminate from consciousness desires, thoughts, feelings that cause anxiety or memories of a traumatic situation on a cognitive level, isolated from related affective experience; create incorrect but acceptable to the individual explanations of their behavior using temporary reasons for justification, or retreat into the world of intellectual reflection in order to avoid disturbing emotions.

A comparative analysis of the mechanisms of psychological defense in women from crisis and normative families showed that significant differences were found in groups of women from crisis and normal families only by indicators of projection ($p < 0.031$). The level of stress on this psychological defense

is much higher in the group of women from crisis families, that is, such women tend to attribute their unconscious and unacceptable feelings, impulses and thoughts to other people.

Table 4

Comparison of quantitative characteristics of psychological defenses (comparison of medians) (Mann–Whitney) of women from crisis families and divorced women

No.	Indicators	Women from crisis families [25% ;75%]	Divorced women [25% ;75%]	Significance level (p)
1	Denial	6 [4;8]	7 [5;9]	0.009
2	Displacement	3.5 [2;5]	3 [2;4]	0.251
3	Regression	6 [4;8]	5 [3;7.75]	0.003
4	Compensation	4 [2;6]	3 [2;5]	0.024
5	Projection	8 [5;10]	7 [3;9]	0.020
6	Substitution	4 [2;6]	3 [2;5]	0.037
7	Intellectualization	5 [4;7]	5 [3;6]	0.040
8	Reactive formations (hypercompensation)	4 [2;6]	3 [2;5]	0.138

Significant differences were found among women from crisis families and divorced women by indicators of psychological defense mechanisms: denial ($p < 0.009$), regression ($p < 0.003$), compensation ($p < 0.024$), projection ($p < 0.020$), substitution ($p < 0.037$) and intellectualization ($p < 0.040$).

The comparative analysis allows us to state that women from crisis families have a much more pronounced level of stress on such psychological defenses as regression, compensation, projection, substitution and intellectualization.

That is, divorced women deny some aspects of external reality that are obvious to others but painful to the individual.

Table 5

Comparison of quantitative characteristics of psychological defenses (comparison of medians) (Mann–Whitney) of women from normative families and divorced women

No.	Indicators	Women from normative families [25%;75%]	Divorced women [25%;75%]	Significance level (p)
1	Denial	6 [4;7]	7 [5;9]	0.010
2	Displacement	3 [2;4.25]	3 [2;4]	0.962
3	Regression	6 [4;7]	5 [3;7.75]	0.105
4	Compensation	4 [2;5]	3 [2;5]	0.203
5	Projection	7 [4;9]	7 [3;9]	0.744
6	Substitution	3 [2;5]	3 [2;5]	0.356
7	Intellectualization	5 [3;7]	5 [3;6]	0.686
8	Reactive formations (hypercompensation)	3 [2;5.25]	3 [2;5]	0.684

Significant differences were found among women from normative families and divorced women only by such a mechanism of psychological defense as denial ($p < 0.001$). The level of stress is much more pronounced among divorced women, i.e. such women deny some aspects of external reality that are obvious to others, but painful to the individual.

Thus, after analyzing the data on the frequency of use and expression of mechanisms of psychological defense, we can identify those that contribute to personal growth in a family crisis among women with constructive and factors of mental maladaptation (targets of psychocorrection) in people with destructive response.

To determine the interrelations, we analyzed 89 psychological indicators.

To identify the interdependencies and the mutual influence of the indicators, Spearman's rank correlation coefficient

was calculated. The obtained results include: Spearman's correlation coefficient, the probability of error p . The numerical notation of the correlation coefficient reflects the strength of the connection of variables.

At this stage of the study, we conducted a quantitative analysis of the overall interrelations of psychological defenses. Their number is 17.98% for divorced women, 15.73% – for women from crisis families, 7.87% – for women from normative families, and 4.49% for men.

The highest number of correlations (25%) in the group of women from crisis families was observed by indicators of psychological and emotional state by the clinical scale of anxiety. 16.28% of connections are found on the personal block, which is represented by the following scales: general internality, internality in the field of family and work relations, cognitive needs, overcoming difficult life situations, support. The scales of rivalry, sexual shyness, masculinity / femininity of the family crisis block showed the lowest number of connections (13.33%).

Let's analyze the indicators of divorced women. The number of correlations in this group is greater than in the group of women from crisis families, especially in the block of the current psychological and emotional state. In the group of divorced women, the largest number of interrelations at the level of 83.33% was noted on the following scales: interpersonal sensitivity, depression, paranoid symptoms, psychosis, clinical scale of depression.

9.3% of connections are found on the personal block, which is represented by the following scales: self-esteem, creativity, tranquility-anxiety, closeness-sociability, anxiety-adaptability, self-esteem. Accordingly, the third place in the number of connections takes place the block of family crisis (6.7%), represented by scales of authority, pornography.

In the group of women from normative families, the number of significant interrelations is less than in the two crisis

groups of women and they are marked only by personal block (2.3%), self-acceptance scale and family crisis block (20%), which is represented by scales: masculinity / femininity, sexual libido, sexual satisfaction, permissiveness, sexual shyness and arousal.

Men from crisis families have 6.98% of interrelations being marked on the scales: cognitive needs, creativity, spontaneity of the personality block and 3.33% on the scale of rivalry of the family crisis block.

As a part of the study, we also made a factor analysis, which allowed to transform the 85-dimensional space into the 8-dimensional space of combined factors that affect the development of the crisis, emotional state and self-realization of the individual. In order to distribute the traits by factors, the rotation of factors by the Varimax method with Kaiser normalization for the original factor loads was performed. One of the highlighted factors is «Psychological defenses», which includes regression, compensation, substitution, projection ($\text{corr} (F5; X_{12}) = 0.761$, $\text{corr} (F5; X_{13}) = 0.727$, $\text{corr} (F5; X_{15}) = 0.683$, $\text{corr} (F5; X_{14}) = 0.654$). This factor is unipolar and it explains 5.642% of the total variance.

Conclusion

Thus, the features of psychological defense of women and men from crisis families, divorced women and women from normative families are revealed in the work, the comparative analysis of psychological defense of female and male samples was carried out.

1. The analysis of the stress of psychological defenses determined that in all the groups there are problems associated with the psychological defense of substitution and denial. In addition, the following stresses of psychological defenses were identified by groups: women in crisis – rationalization, regression; men and divorced people – rationalization.

2. Comparative analysis of the frequency of use and expression of mechanisms of psychological defense showed the following:

– women and men from crisis families have a significant difference by indicators: displacement, regression, compensation, intellectualization, hypercompensation;

– women from crisis families and divorced ones have a significant difference by indicators: denial, regression, compensation, projection, replacement, intellectualization;

– women from crisis and normative families have a significant difference by the indicator of projection;

– women from normative families and divorced ones have a significant difference by the indicator of denial.

3. The analysis of the interrelation between psychological defenses and psychological and emotional states, factors of family crisis and personal qualities of women with different marital status and men from crisis families allowed to formulate the following:

– among women from crisis families the average positive interrelation was found in the following defenses: suppression, regression, projection – clinical anxiety; substitution – rivalry; intellectualization – sexual shyness; hypercompensation – getting out of difficult life situations, sexual shyness. The average negative correlations were revealed: suppression – internality in the field of labour relations; regression – general internality and internality and field of family relations; projection – cognitive needs; hypercompensation – internality in the field of labour relations, masculinity / femininity, support scale;

– among divorced women a strong positive interrelation was found in the following defenses: denial – self-esteem, creativity; regression – anxiety-adaptability; compensation – authority. The average positive interrelation was noted for the following defenses: suppression – tranquility-anxiety; regression – paranoid symptoms; projection – paranoid symptoms,

psychosis; substitution – clinical scale of depression; hypercompensation – psychoticism. The average negative correlations were revealed: denial – interpersonal sensitivity, depression; suppression – closeness-sociability, self-esteem; regression – self-esteem; projection – pornography;

– among women from normative families a medium positive interrelation was determined: compensation – self-acceptance and a medium negative interrelation of hypercompensation with the scales: masculinity / femininity, sexual libido, sexual satisfaction, permissiveness, sexual shyness, sexual arousal.

– among men from crisis families an average positive interrelation of denial with cognitive needs, creativity and spontaneity, and hypercompensation with rivalry were found.

The analysis of the research results allowed to determine some factors and criteria for forecasting the development of a family crisis (personal growth and destructive response of the individual) and the growth of self-realization of a woman's personality in a family crisis.

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Фальова Олена, Колчигіна Анна, Білоцерківська Юлія. Психологічні захисти жінок із різним станом сімейного функціонування і сімейної взаємодії

АНОТАЦІЯ

Мета статті – визначити особливості психологічних захистів жінок із різним станом сімейного функціонування і сімейної взаємодії та їх взаємозв'язок з особистісними особливостями, психоемоційними станами та показниками сімейної кризи.

Методи дослідження: теоретичний (вивчення, системний аналіз і узагальнення соціально-психологічної, медико-психологічної літератури за темою дослідження); психодіагностичний (спостереження, бесіда, опитування, тестування); статистичний (кількісний і якісний аналіз експериментальних даних).

Результати дослідження. Аналіз результатів дослідження дав змогу виявити особливості психологічних захистів жінок і чоловіків із кризових сімей, розлучених жінок і жінок із нормативних сімей. Проведено порівняльний аналіз психологічних захистів жіночих і чоловічої вибірок, здійснено аналіз взаємозв'язків психологічних захистів і психоемоційних станів, чинників сімейної кризи й особистісних якостей жінок із різним станом сімейного функціонування і сімейної взаємодії та чоловіків із кризових сімей.

Висновки. Аналіз напруги психологічних захистів визначив, що в усіх групах наявні проблеми, пов'язані з психологічним захистом заміщення та заперечення. Крім того, виявлено такі напруги психологічних захистів за групами: жінки кризові – раціоналізація, регресія; чоловіки та розлучені – раціоналізація.

Порівняльний аналіз частоти використання і вираження механізмів психологічного захисту показав наявність значущої різниці у жінок і чоловіків із кризових сімей за показниками: витіснення, регресії, компенсації, інтелектуалізації, гіперкомпенсації; у жінок із кризових сімей і розлучених – за показниками: заперечення, регресії, компенсації, проєкції, заміщення, інтелектуалізації; у жінок із кризових і нормативних сімей – за показником проєкції; у жінок із нормативних сімей і розлучених – наявність значущої різниці за показником заперечення.

Було виявлено позитивні та негативні зв'язки психологічних захистів із показниками психоемоційних станів, чинників сімейної кризи й

особистісних якостей жінок із різним станом сімейного функціонування і сімейної взаємодії та чоловіків із кризових сімей. Найбільшу кількість зв'язків виявлено у групах розлучених жінок і жінок із кризових сімей.

Отже, аналіз результатів дослідження дав змогу визначити деякі чинники і критерії прогнозу розвитку сімейної кризи (особистісне зростання та деструктивне реагування особистості) та зростання самореалізації особистості жінки в умовах сімейної кризи.

Ключові слова: психологічні захисти, кризові сім'ї, розлучені жінки, нормативні сім'ї, особистісні особливості, психоемоційні стани, психофізіологічні стани, поведінкові патерни.

Фалева Елена, Колчигина Анна, Белоцерковская Юлия. Психологические защиты женщин с разным состоянием семейного функционирования и семейного взаимодействия

АННОТАЦИЯ

Целью статьи является определение особенностей психологических защит женщин с разным состоянием семейного функционирования и семейного взаимодействия и их взаимосвязи с личностными особенностями, психоэмоциональными состояниями и показателями семейного кризиса.

Методы исследования: теоретический (изучение, системный анализ и обобщение социально-психологической, медико-психологической литературы по теме исследования); психодиагностический (наблюдение, беседа, опрос, тестирование); статистический (количественный и качественный анализ экспериментальных данных).

Результаты исследования. Анализ результатов исследования позволил выявить особенности психологических защит женщин и мужчин из кризисных семей, разведенных женщин и женщин из нормативных семей. Был проведен сравнительный анализ психологических защит женской и мужской выборки, осуществлен анализ взаимосвязей психологических защит и психоэмоциональных состояний, факторов семейного кризиса и личностных качеств женщин с разным состоянием семейного функционирования и семейного взаимодействия и мужчин из кризисных семей.

Выводы. Анализ напряжения психологических защит выявил, что во всех группах имеются проблемы, связанные с психологической защитой

замещения и отрицания. Кроме того, выявлены следующие напряжения психологических защит по группам: женщины кризисные – рационализация, регрессия; мужчины и разведенные – рационализация.

Сравнительный анализ частоты использования и выражения механизмов психологической защиты показал наличие значимой разницы у мужчин и женщин из кризисных семей по показателям: вытеснения, регрессии, компенсации, интеллектуализации, гиперкомпенсации; у женщин из кризисных семей и разведенных – по показателям: отрицания, регрессии, компенсации, проекции, замещения, интеллектуализации; у женщин из кризисных и нормативных семей – по показателю проекции; у женщин из нормативных семей и разведенных – наличие значимой разницы по показателю отрицания.

Были выявлены положительные и отрицательные связи психологических защит с показателями психоэмоциональных состояний, факторов семейного кризиса и личностных качеств женщин с разным состоянием семейного функционирования и семейного взаимодействия и мужчин из кризисных семей. Наибольшее количество связей выявлено в группе разведенных женщин и женщин из кризисных семей.

Итак, анализ результатов исследования позволил определить некоторые факторы и критерии прогноза развития семейного кризиса (личностный рост и деструктивное реагирование личности) и рост самореализации личности женщины в условиях семейного кризиса.

Ключевые слова: психологические защиты, кризисные семьи, разведенные женщины, нормативные семьи, личностные особенности, психоэмоциональные состояния, психофизиологические состояния, поведенческие паттерны.

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Psychological Competence of Educator as a Prerequisite of Effective Developmental Interaction with Students

Психологічна компетентність викладача як передумова ефективної розвивальної взаємодії зі студентами

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ABSTRACT

The purpose of our article is to substantiate theoretically and prove empirically that the level of psychological competence of educators-researchers influences significantly on the quality of organization and effectiveness of full-fledged developmental interaction with the students in modern Institution of Higher Education.

Methods of the research. *The authors used theoretical methods of cognition (critical analysis, theoretical synthesis, ranking, abstraction, criterion comparison, methodological generalization, theoretical modeling, etc.), as well as empirical methods of factual data recording (closed questionnaire, psychological and pedagogical experiment, psycho-diagnostic techniques: the questionnaire «Who will pick up the paper?» by A. Furman, the «Self-Actualization Test» (SAT) by E. Shostrom etc.). 65 teachers and 511 undergraduate students (1–4 years of studying) of the Faculty of Law of Ternopil National Economic University (TNEU) were involved in the experiment started in September, 2017 and finished in September, 2019.*

The results of the research. *This article outlines the current tasks and innovative ways to improve the psychological training of educators of modern Institutions of Higher Education, in particular, reveals the authors' experience in implementing the training program of educator-psychologist-researcher (690 hours), that is accompanied by the increasing of expert-mental conditions in the teaching staff's innovative activity; five groups of experimental changes (innovations), which led to the positive restructuring of the educator-researchers' inner world, are characterized; the growth dynamics of psychological competence of educators of the Faculty of Law of TNEU is being observed experimentally for two years of fundamental experiment; the total coefficient growth of the educator-researchers' self-actualization is empirically substantiated on 13 scales of measurements. The obtained quantitative indicators convince clearly that both total indicator of the coefficient of self-actualization of the faculty teaching staff (from 43.2% to 48.8%) and its structural components (rapport – 9%, self-acceptance – 7.7%, flexibility of behavior – 7.5%, synergy – 7.3%, sensitivity – 6.2%, spontaneity – 6.0%, etc.) have significantly increased for two years of fundamen-*

tal experimentation. The fact of increasing tendencies to self-realization of educators due to the basic scales of time competence and support, the total growth of which is 15.6%, is particularly positive.

Conclusions. *The modular developmental system of education has a number of advantages in comparison with the classical academic system. In particular, it enables the training of educators for professional activity with psychological and pedagogical content of the current educational process and due to the appropriate technologies it allows the more thoroughly implementation of the multilevel developmental interaction with students in the practice of modern Institution of Higher Education. The effectiveness of this interaction primarily depends on the psychological literacy of an educator, the humanization of tasks, the content and style of educational activities and the implementation of original technologies for a holistic modular developmental process conducting. The qualitatively higher professional and psychological training of an educator can be achieved when the educational process center is not the content of studying, but the interaction of mentor and student, that does not only humanize the educational environment, but also predicts the position changes of each subject of relevant relationships. The integral psychometric indicator of the development of culture and educator-researchers functional literacy is the coefficient of self-actualization, the growth of which indicates a significant boundaries expansion of the constructive expression of freedom, altruism, creativity, self-esteem, persons' mutual understanding and mutual acceptance in the individually oriented educational process.*

Key words: *modular developmental system, psychological competence, developmental interaction, social and psychological experiment, educational module stages, self-actualized personality.*

Introduction

The interaction is one of the most typical processes of a socialized person, who enters alternately into subject-object relationships and influences at the levels of separate individuals, groups or communities. The civilization itself emerged due to the interpersonal communication and the vital-cultural experience transmission through the intergenerational exchange, imitation of cultural standards and patterns of behavior. It is obviously that the socialization of youth always required the

effective group forms, poly-dialogical methods and interactive techniques in the system of «successor – mentor», as one of the key functions of the institute of education. The parity interaction and partnership is the essential core of educational environment, which promotes the personal development, professional growth and self-realization of each student. In turn, the effectiveness of multi-channel developmental interaction depends primarily on the proper functional competence and the level of psychological culture of a professional educator who works in a qualitatively different socio-cultural situation. It requires the educator's special ability to differentiate professionally and work effectively with the socio-psychological content of the main stages of holistic educational cycle.

Numerous foreign and Ukrainian scientists in their scientific researches covered various aspects of the issue: the essential features and characteristics of psycho-developmental interaction in the context of personality-oriented approach (M. Skrypnyk (Skrypnyk, 2012), I. Ziaziun (Ziaziun, 2011), V. Rybalka (Rybalka, 1998) and others), the behavior models and styles of pedagogical communication (V. Kan-Kalyk (Kan-Kalyk, 1987), O. Leontiev (Leontiev, 1997), Ye. Rohov (Rohov, 2004), the development of organization forms of psycho-developmental interaction in the educational process (V. Andreiev (Andreiev, 2019), O. Shtepa (Shtepa, 2011) and others), the study and characterization of pedagogical activity subject (B. Bratus (Bratus, 1997), A. Brushlynskyi (Brushlynskyi, 2003)), the development of facilitating educator position (K. Rogers (Rogers, 2007)), features of dialogic interaction establishing (H. Ball (Ball, 2011), I. Bekh (Bekh, 1998), V. Bibler (Bibler, 2015)), psychological and pedagogical conditions and requirements for the organization of effective interaction of educators and students (Sh. Amonashvili (Amonashvili, 1996), Yu. Babanskyi (Babanskyi, 1989), I. Bulakh (Bulakh, 2002) and others), the pedagogical ethics issues of educators and students' interaction (I. Bekh (Bekh, 2012), A. Kalenskyi

(Kalenskyi, 2013), the educator's training for pedagogical interaction (L. Velytchenko (Velytchenko, 2013), O. Matviienko (Matviienko, 2010) and others).

Our scientific researches on the psychological patterns of developmental interaction in the educational process are centered on the various aspects of the modular developmental system of education. This system is scientifically and methodologically substantiated and organizationally and technologically tested due to the scientific school of professor A. Furman (Furman, 1997, 2019) who is the author and ideological inspirer of a number of original projects and program researches on solving different educational problems: the creation of innovative and psychological climate and the development of positive and harmonious Self-concept (O. Furman (Furman, 2008, 2015), M. Lypka (Lypka, 2018)), the development of reflection, tolerance and spiritual potential of a person (Ya. Bugerko (Bugerko, 2009), O. Shaiuk (Shaiuk, 2017), the realization of creative intentions and creativity of the youth (S. Shandruk (Shandruk, 2015), V. Demkiv (Demkiv, 2019)), the optimal psychological technologies of adaptation (I. Revasevych (Revasevych, 2018)), conditions of the effective socialization and formation of personality (A. Furman (Furman, 2009), M. Bryhadyr (Bryhadyr, 2013)), the design of modern educator's psycho-didactic tools (H. Hirnyak (Hirnyak, 2014), A. Hirnyak, T. Kozlova (Kozlova, 2014)), the newest aspects of psycho-diagnostics and psychological expertise (A. Furman (Furman, 2002), L. Rebukha (Rebukha, 2011)), the actual problems of tasks designing and psychological service work (T. Nadvynychna (Nadvynychna, 2012)), the experience and scientific results of fundamental socio-psychological experiment on the introduction of modular developmental system of education in the educational process of domestic educational institutions (V. Komissarov (Komissarov, 2007), Ya. Kostin (Kostin, 2007) and others).

However, the problem of effective system establishing for improving the psychological competence of educator of the In-

stitution of Higher Education remains unresolved, which led us to choose this topic.

The purpose of our article is to substantiate theoretically and prove empirically that the level of psychological competence of educators-researchers influences significantly on the quality of organization and effectiveness of the full-fledged developmental interaction with the students in modern Institution of Higher Education.

The tasks of the research

1. To substantiate theoretically the main groups of *experimental conditions* (innovations), which cause the educator's psychological competence increase and enable his projective training as a mentor-psychologist-researcher.

2. To prove empirically the effectiveness of the author's program, which is developed on the basis of mentioned experimental conditions, aimed at the educator's preparing for professional activities with psychological and pedagogical content of current educational process that humanizes the educational environment and determines the multilevel developmental interaction with students.

Methods of the research

For the progressive tasks solution the authors used the comparative analysis of traditional and innovative models of educational process (Knysh, 2020), the theoretical synthesis of the latest technologies essence of developmental interaction in the system of «educator – students» (Burkhanova, 2020), the methodological generalization of the advanced psychological and pedagogical experience of practical implementation of the innovative developments in the Institutions of Higher Education (Luterbach, 2018; Boller, 2017), the hierarchization of classes of socio-psychological influence, theoretical modeling of the content aspects of the developmental interaction

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(psychological and pedagogical, educational, methodical and meaningful, managerial and technological) (Maicon da Silva, 2020), the criterion differentiation of five groups of experimental conditions (innovations), which ensure the growth of educator's psychological competence, the reflection of experiment results on the modular developmental system implementation in several dozen of primary schools (the State Academy of Management Education) and Institutions of Higher Education of Ukraine; the theoretical abstraction and generalization of form and content advantages of the experimental modular developmental system.

During the research, authors used the *empirical methods* of factual data recording. In particular, it was used a closed questionnaire of educators and students as the subjects of educational interaction; it was conducted a psychological and pedagogical experiment; and there were used a number of psycho-diagnostic methods: the questionnaire «Who will pick up a piece of paper?» by A. Furman, the self-actualization test (SAT) by E. Shostrom. 65 educators and 511 undergraduate students (1–4 years of studying) of the Faculty of Law of Ternopil National Economic University (TNEU) were involved in the experiment, from September, 2017 to September, 2019.

Results and the discussion

According to the innovative modular developmental system of education (Furman, 1997; Humeniuk, 1998), the developmental interaction is the main consolidating factor of effective educational activities of educators and students. This is possible due to a single socio-psychological content of the holistic functional cycle stages of educational module, which puts each subject of educational interaction in the position of recipient and carrier of advanced cultural experience during the parity-dialogue relations. The effectiveness of these stages is mainly determined by which individuals enter the process of mutual exchange, e.g. their attitudes, abilities, character,

value-semantic aspirations and other psychological properties-intentions are inherent in the mentor and successor. It is obviously that the effectiveness of developmental interaction depends largely on the level of educator's psychological literacy, his willingness and ability to offer the optimal ways and methods to overcome the problematic pedagogical situations. For this purpose, we studied the professional and personal competence of educators of the Faculty of Law of the Ternopil National Economic University (TNEU) with the help of two psycho-diagnostic tools: 1) the questionnaire «Who will pick up the paper?» by A. Furman (Furman, 2002), which, by methods of problem-situational diagnostics, allows determining the quality of educator's psychological preparation; 2) the questionnaire by E. Shostrom (Gozman, 1995), which is developed on the conceptual principles of humanistic psychology and helps to establish the objective value of an individual to self-actualization by the fourteen parameters.

To conduct the socio-psychological experiment, we proposed a training program for educators-psychologists-researchers (690 hours), as a part of proficiency enhancement, which provides a highly professional level of methodological and psychological culture of an educator, as a key executor of the experimental tasks. The full cycle of program implementation was structurally provided by the author of the article as a coordinator of scientific and methodical work of the Faculty of Law of TNEU and has lasted for two years. Thus, from September, 2017 to September, 2019, 65 educators passed the appropriate retraining, which included a course of author's lectures, system of practice trainings, group and individual consultations of the educators, round tables, seminars and open modular developmental classes by lecturers of the Department of Psychology and Social Work. The main results of this work: each educator-practitioner has mastered ten psycho-diagnostic techniques, learned to conduct the initial quantitative processing of test data (Hirnyak, 2019), studied the strategy, tactics and

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technique of innovative psychological and pedagogical technologies, received the professional skills of multilevel motivation for students' educational and professional activity and human principles of implementation of the individual approach to young people, as well as mastered the skills of psycho-creative design for the newest psychologically effective software and methodological support, etc.

Thus, *the first group* of experimental changes that affected significantly the inner world of the educator, concerns his qualitatively higher professional and psychological training, when the educational process center is not the content of the subject, but the interaction of educator and student, a new pedagogical ethic, which does not only humanize the educational environment, but also involves changing of one's own position, the experience of parity relationships, the increasing weight of personal communication, motivation for creative search, modeling of life situations.

The *second group* of experimental changes relates to the tasks, content and nature of educator and students' educational activities in which all participants in the educational process: a) focus on obtaining and disseminating the best socio-cultural experience of nation and humanity; b) perform the identical socio-psychological functions at each stage of the modular development process; c) differ in parity contacts by civic, professional and personal experience; d) are socially equal participants in dialogical interaction, continuous productive search for various components of experience; e) use innovative software and methodological tools (graphs, research projects, modular developmental textbooks, educational programs of self-realization, etc.) that optimize their exchange and psycho-social growth; f) are guided in the same way as the external management guidelines and recommendations, and the internal tools (methods, techniques, algorithms, etc.) of self-management, and reflections on the effectiveness of their own educational activities (Hirnyak, 2018; Furman, 2015).

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The **third group** of experimental changes reflects approaches to design and implementation of the innovative technologies for conducting a holistic modular development process, which radically changes the ways of educational process managing, because: a) the primary importance in a modular lesson is psychological and pedagogical content and emotional and psychological atmosphere of developmental interaction; b) the secondary role is played by the specific educational technology, which corresponds to one or another stage of the modular developmental process (sensory aesthetic, instructional and motivational, theoretically-meaningful, evaluative-conceptual, adaptive-transforming, system-generalizing, control-reflexive, spiritually-aesthetic and spontaneously-creative); c) the auxiliary or derivative functions are performed by forms, methods and tools of joint educational activity of an educator and a student, which are selected at their discretion depending on the situation, features of psychological and pedagogical content and the own motives for the search activity; d) the resulting aspect is the effectiveness of developmental interaction, which guarantees the full realization of the best intellectual and social potential of an individual (Furman, 2019; Humeniuk, 2008).

The **fourth group** of experimental changes concerns motives and values of the participants of developmental interaction: a) the educator's desire to improve himself, his methodological and psychological literacy; b) the students' desire to seek solutions to social scientific problems during the common educational activities, satisfaction from psychologically equal cooperation with educator; c) the inalienable value of interpersonal interaction, which is supported by adults as a current, nationally significant, socio-cultural experience (Humeniuk, 2008; Nilson, 2016).

The **fifth group** of experimental changes fixes the nomenclature of innovative software tools (graphs, research projects, modular development mini-textbooks, etc.), which are a com-

plex tool for managing and self-managing of the developmental interaction. Educators and students, while working with these tools, implement the acceptable for their age and individual features trajectory of psycho-social development, which tactically runs from cognitive and informational innovations to legal-regulatory and value-aesthetic.

It is obviously that these experimental changes affected the qualitative growth of psychological literacy of the educators of the Faculty of Law of TNEU, which is confirmed by the problem-situational diagnosis that had been conducted annually since 2017 according to the questionnaire «Who will pick up the paper?» (See Table 1). The author of the method differentiates cultural and psychological literacy of the educator into three types: 1) professional awareness (low, very low and extremely low levels); 2) pedagogical competence (intermediate level and above / below average); 3) psychological and pedagogical skills (exceptionally high, very high and high levels) (Furman, 2002). The obtained quantitative indicators show clearly that in two years of the experiment there is an increase in the level of psychological competence of professors and educators, especially in the range between 2018 and 2019. The evidence here is in the results of certification, research and experimental, design and methodological work of each member of the teaching staff.

Thus, according to the survey of educators, 96% noted the positive changes in themselves, the increased productivity in modular developmental training, and 75% of respondents indicated the increase of students' independence in classroom, which contributed to mutual evaluation, reflection, advanced tasks and creative approaches to lectures and seminars. Among the success of work with the academic group the educators noted the growth of motivation and cognitive activity of students, the greater opportunities for creative collaboration with youth, and better understanding of the future specialist's individuality.

At the same time, we interviewed 511 undergraduate students (1–4 years of studying) of the faculty of law of TNEU. 81.6% of the first-year students wrote in a questionnaire that they liked to study at this faculty, 62.7% would agree to come for informal communication, even in extracurricular activities, and 76.4% did not want to reduce the demands of educators. Among the second- and third-year students, no one considers their faculty bad, and for almost 72% – it is the best. It is noteworthy that more than 97% of students associate their success in one or another discipline with the professional skills of the educator. The main thing in the mentor, for them, is the friendliness and desire to achieve mutual understanding (61%), excellent knowledge of the subject (81%), patience (35%), fairness and objectivity (84%).

The most tangible factor in the growth of scientific and psychological culture of educators was their innovative activities to design a new educational and methodological support of the experimental system of education. Thus, during 2017–2019 the professors and educators of the faculty of law of TNEU had developed the author's graphs of training courses and modular developmental textbooks for basic disciplines, which demonstrate a creative potential of the teaching staff (Furman, 2019). As for the students of the faculty of law of TNEU, during 2017–2019, there were 15 winners (9 and 6 respectively) of the second round of All-Ukrainian Olympiads and competitions of student research papers only at the Department of Psychology and Social Work. Some of them have already become the official experts of the National Agency for Quality Assurance in Higher Education on accreditation of specialized educational programs.

Thus, a significant increase in psychological literacy of educators of the faculty of law of TNEU is based on a deep and comprehensive orientation in the inner world of students, the ability to capture the uniqueness and diversity of the future specialist's individuality, based on scientific tools of know-

ledge and transformation of the environment. As a result, the educator does not only master the art of psychological justification of optimal pedagogical decisions, but also acquires the basic competencies to act better in any problem situation, contextually implementing a unique way that maximally stimulates the student's cultural development at this time and in specific circumstances.

The humanistic orientations of modular developmental education are clearly confirmed in the research of self-actualization level of educators of the faculty of law of TNEU by the well-known method of E. Shostrom, which is created on the conceptual basis of Abraham Maslov's theory of self-actualized personality (Gozman, 1995). The popularity of this theory is mainly due to the discovery of positive potential of human nature in creativity, altruism, freedom, friendship, love and others. They appear as a kind of standards in the process of citizen education and establishing a developmental relationship between the educator and student.

Since the concept of self-actualization is characterized by multiple content, which involves the comprehensive development of creative and social potential of a person, the maximum situational realization of his positive potential, the adequate perception of others, the world and his place in it, the richness of emotional sphere and spiritual self-activity, a high mental health and morality, that's why the Shostrom's method is based on the principles of multidimensional description of the phenomenon of self-actualization. Thus, 126 items of the questionnaire, each of them contains the choice of two judgments of value or behavioral nature, are organized into 14 scales – two basic («temporal competence», «support») and twelve additional. The table 2 shows the survey results of educators of the Faculty of Law of TNEU at the beginning of the experiment and after its completion. Socio-psychological analysis of these results allows us drawing the following conclusions:

Table 2

Results summary of the averaged data on the level of personal self-actualization of educators of the Faculty of Law of TNEU in September, 2017 and September, 2019 on 14 scales by the E. Shostrom's method (sample of 65 people)

Title of scales		Coefficient of self-actualization, %		Indicators of changes in self-actualization coefficients, %
		2017	2019	
Basic	Temporal competence	39.9	46.4	6.5
	Internal and external support	41.2	50.3	9.1
	Value orientations	48.0	49.7	1.7
	Flexibility of behavior	41.5	49.0	7.5
	Sensitivity to yourself	39.0	45.2	6.2
	Spontaneity	39.7	45.7	6.0
	Self-esteem	52.9	56.5	3.6
	Look at human nature	51.3	50.1	-1.2
	Synergy	33.4	40.7	7.3
	Acceptance of aggression	39.8	45.1	5.3
	Contact	46.2	55.0	8.8
	Self-acceptance	42.4	50.1	7.7
	Cognitive needs	50.3	55.4	5.1
	Creativity	39.7	44.2	4.5
	Average figures	43.2	48.8	5.6

Firstly, for two years of fundamental experimentation, both the total indicator of coefficient of the educators' self-actualization (from 43.2% to 48.8%) and its structural components that characterize more or less growth of thirteen scale indicators of individual desire to self-realization. The fact of increasing tendencies to self-realization of educators of the

Faculty of Law on the basic scales of time competence and support is particularly positive as the total growth of this coefficient is 15.6%. In the context of this research, it means that each educator has acquired the ability to experience better the everyday moments of his life, to feel more sharply the indivisibility of past, present and future, and became more independent in their actions and, accordingly, in thoughts, beliefs, principles. All this contributed to the expansion of the field of internal freedom and independence of individual behavior from the environment in a situation of supporting cultural norms of social activity, which is crucial in organizing the developmental interaction of educators with students as his psychological willingness to interact and create a constructive educational environment.

Secondly, there is a significant increase, except the basic scales, in the coefficient of self-actualization by nine additional ones: the contactness – by 9.0% (a person's ability to establish warm emotional relationships with other people quickly); self-acceptance – by 7.7% (a human understanding of oneself, which is actually beyond the assessment of his own strengths and weaknesses); flexibility of behavior – by 7.5% (the ability to respond quickly and adequately to any situational changes); synergy – by 7.3% (the ability for holistic perception of the world and people, understanding the unity of such contradictions as physical and spiritual, play and work, etc.); sensitivity – 6.2% (a personal self-awareness of his needs and feelings, the ability to anticipate); spontaneity – 6.0% (the ability to naturally express feelings, be direct, open); the acceptance of aggression – by 5.3% (the ability of an individual to accept his irritation and aggression as natural manifestations of human nature); the cognitive needs – 5.1% (activation of cognitive needs, the desire for productive thinking); creativity – by 4.5% (the realization of creative orientation of an individual). Obviously, the outlined set of mental properties is a necessary internal prerequisite for educator's organizing such socio-cul-

tural relationships with students, which unfold and function in accordance with the laws of developmental cooperation, i.e. they are characterized by dialogue, poly-problem, social equality and humanity.

Thirdly, the indicators of two traditional scales – values and self-esteem – were not significantly changed. At the same time, the educators' views on human nature became slightly less optimistic (–1.2%). It is most probable that the indicators of these diagnostic parameters are directly due to the tough socio-economic situation that has developed in the country today, and are not directly related to the influence of experimental conditions. Rather, on the contrary, the disappointing circumstances of the professional life of Ukrainian educators affect negatively the implementation of any constructive reform measures in the education system. Thus, the presented research results of socio-psychological literacy of the educators of Institutions of Higher Education give grounds to claim that modular developmental education in connection with innovative principles, technologies and methodological tools has a number of advantages over the classical academic system. In particular, this innovative system enables the pre-professional mentor's training with psychological and pedagogical content of the current educational process and with the help of appropriate technologies allows more thoroughly implementing the multilevel developmental interaction with students in the practice of modern higher level. The effectiveness of this interaction primarily depends on the psychological literacy of educator, the humanization of tasks, the content and style of educational activities, the implementation of original technologies for a holistic modular developmental process, the cultural reorientation of motivation and value spheres and skillful usage of innovative software. One of the key indicators of such ability is the coefficient of educator's self-actualization, which tends to grow steadily under the favorable conditions.

Conclusions

1. The experiment for modular developmental system is possible if the educator of the Institution of Higher Education is trained as a professional psychologist and researcher and is able to solve the complex problems of scientific design and creative embodiment of the socio-psychological space of continuous developmental interaction in a particular academic group.

2. The psychological literacy content of the educator-researcher is primarily determined by the fundamental tests of intelligence, personality and creativity, the using technology of which, in the system of experimental education, involves the demarcation of goals, objectives, structure, forms, mechanisms and tools of parity educational activity of the educator and student at each stage of the modular developmental process.

3. The implementation of educator-psychologist-researcher training program (690 hours) should be accompanied with the experimental changes (conditions) increasing in the innovative activity of teaching staff (the humane pedagogical ethics, the cultural orientation of students' educational activity, the designing strategy and tactics of the full functional cycle of modular developmental process, the innovative techniques implementation of developmental interaction, a set of author's expert-diagnostic and software-methodical tools, etc.).

4. The problem-situational diagnosis of educators' professional abilities allows: a) determining the humanistic and psychological competence of each educator-researcher, b) studying the dynamics of person's psychological competence levels who has a steady tendency to increase the personal indicators, c) predicting the creative achievements of educators and the teaching staff in general in the creation of innovative software and methodological support of the educational process and in mastering the psycho-creation technologies of teaching.

5. The coefficient of self-actualization is an integral psychometric indicator of the development of internal culture and

functional literacy of the educator-researchers, and the growth of which, in the modular developmental system, indicates a significant expansion of constructive expression of freedom, altruism, inspiration, faith, creativity, love, self-esteem, persons' mutual understanding and mutual acceptance in an individually oriented educational process.

The direction of further scientific researches on the mentioned issues will be the criterion selection of indicators of the educators' psychological competence and the study of correlations between the level of noticed professional characteristics of the educator and the effectiveness of training lessons.

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Фурман (Гуменюк) Оксана, Гірняк Андрій. Психологічна компетентність викладача як передумова ефективної розвивальної взаємодії зі студентами

АНОТАЦІЯ

Мета статті – теоретично обґрунтувати й емпірично довести, що рівень психологічної компетентності викладачів-дослідників значно впливає на якість організації та ефективність повноцінної розвивальної взаємодії зі студентами в умовах сучасного ЗВО.

Методи. У ході дослідження автори послуговувалися теоретичними способами пізнання (критичний аналіз, теоретичний синтез, ранжування, абстрагування, критеріальне порівняння, методологічне узагальнення, теоретичне моделювання тощо), а також емпіричними методами фіксації фактологічних даних (закрите анкетування, психолого-педагогічний експеримент, психодіагностичні методики: опитувальник А. Фурмана «Хто підніме папірець?», самоактуалізаційний тест (САТ) Е. Шострома тощо). В експерименті, котрий тривав із вересня 2017 по вересень 2019 рр., взяли участь 65 викладачів і 511 студентів бакалаврату (I–IV курсів) юридичного факультету Тернопільського національного економічного університету (ТНЕУ).

Результати дослідження. Окреслено актуальні завдання й інноваційні шляхи вдосконалення психологічної підготовки викладачів сучасних ЗВО, зокрема розкрито авторський досвід реалізації програми підготовки викладача-психолога-дослідника (690 год.), що супроводжується нарощуванням експериментальних умов у інноваційній діяльності педагогічного колективу; охарактеризовано п'ять груп експериментальних змін (нововведень), що спричинили позитивну перебудову внутрішнього світу педагогів-дослідників; експериментально відстежено динаміку зростання психологічної компетентності викладачів юридичного факультету ТНЕУ за два роки фундаментального експерименту; емпірично обґрунтовано зростання сукупного коефіцієнта самоактуалізації педагогів-дослідників за 13-ма шкалами вимірювання. Одержані кількісні показники наочно переконують у тому, що за два роки фундаментального експериментування суттєво зросли як сумарний показник коефіцієнта самоактуалізації педагогічного колективу факультету (від 43,2% до 48,8%), так і його структурні складові (контактність – 9%, самоприйняття – 7,7%, гнучкість поведінки – 7,5%, синергійність – 7,3%, сенситивність – 6,2%, спонтанність – 6,0% тощо). Особливо позитивним є факт посилення тенденцій до самореалізації викладачів за базовими шкалами – часової компетентності й підтримки, сумарне зростання котрих становить 15,6%.

Висновки. Модульно-розвивальна система навчання має низку переваг, порівняно з класичною академічною системою. Зокрема, вона уможлиблює підготовку викладача до професійної діяльності з психолого-педагогічним змістом актуального освітнього процесу й за допомогою відповідних технологій дає змогу ґрунтовніше втілювати в практику сучасного ЗВО полірівневу розвивальну взаємодію зі студентами. Ефективність останньої першочергово залежить від психологічної грамотності викладача, гуманізації завдань, змісту і стилю освітньої діяльності й утілення оригінальних технологій ведення цілісного модульно-розвивального процесу. Якісно вищої професійно-психологічної підготовки викладача можна домогтися, коли центром навчального процесу є не зміст предмету, а взаємодія наставника і студента, яка не лише гуманізує освітнє середовище, а й передбачає зміну власної позиції кожного суб'єкта актуальних взаємин. При цьому інтегральним психометричним показником розвитку культури і функціональної грамотності викладачів-дослідників є коефіцієнт самоактуалізації, зростання якого вказує на суттєве розширення меж конструктивного вияву свободи, альтруїзму, творчості, самоповаги, взаєморозуміння і взаємоприйняття особистостей в індивідуально зорієнтованому освітньому процесі.

Ключові слова: модульно-розвивальна система, психологічна компетентність, розвивальна взаємодія, соціально-психологічний експеримент, етапи навчального модуля, самоактуалізована особистість.

Фурман (Гуменюк) Оксана, Гирняк Андрей. Психологическая компетентность преподавателя как предпосылка эффективного развивающего взаимодействия со студентами

АННОТАЦИЯ

Цель статьи – теоретически обосновать и эмпирически доказать, что уровень психологической компетентности преподавателей-исследователей значительно влияет на качество организации и эффективность полноценного развивающего взаимодействия со студентами в условиях современного ЗВО.

Методы. В ходе исследования авторы пользовались теоретическими способами познания (критический анализ, теоретический синтез, ранжирование, абстрагирование, критериальное сравнение, методологическое обобщение, теоретическое моделирование и т. д.), а также

© Furman (Humeniuk) Oksana, Hirnyak Andriy

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емпирическими методами фиксации фактологических данных (закрытое анкетирование, психолого-педагогический эксперимент, психодиагностические методики: опросник А. Фурмана «Кто поднимет бумажку?», самоактуализационный тест (САТ) Э. Шострома и т. д.). В эксперименте, который длился с сентября 2017 по сентябрь 2019 гг., приняли участие 65 преподавателей и 511 студентов бакалаврата (I–IV курсов) юридического факультета Тернопольского национального экономического университета (ТНЭУ).

Результаты исследования. *Определены актуальные задачи и инновационные пути совершенствования психологической подготовки преподавателей современных ЗВО, в частности раскрыт авторский опыт реализации программы подготовки преподавателя-психолога-исследователя (690 ч.), что сопровождается наращиванием экспериментальных условий в инновационной деятельности педагогического коллектива; охарактеризованы пять групп экспериментальных изменений (нововведений), которые вызвали положительную перестройку внутреннего мира педагогов-исследователей; экспериментально отслежена динамика роста психологической компетентности преподавателей юридического факультета ТНЭУ за два года фундаментального эксперимента; эмпирически обоснован рост совокупного коэффициента самоактуализации педагогов-исследователей по 13-и шкалам измерения. Полученные количественные показатели наглядно убеждают в том, что за два года фундаментального экспериментирования существенно выросли как суммарный показатель коэффициента самоактуализации педагогического коллектива факультета (от 43,2% до 48,8%), так и его структурные составляющие (контактность – 9%, самопринятие – 7,7%, гибкость поведения – 7,5%, синергичность – 7,3%, сензитивность – 6,2%, спонтанность – 6,0% и т. д.). Особенно положительным является факт усиления тенденций к самореализации преподавателей по базовым шкалам – временной компетентности и поддержки, суммарный рост которых составляет 15,6%.*

Выводы. *Модульно-развивающая система обучения имеет ряд преимуществ, по сравнению с классической академической системой. В частности, она дает возможность осуществлять подготовку преподавателя к профессиональной деятельности с психолого-педагогическим содержанием актуального образовательного процесса и с помощью соответствующих технологий способствует основательному воплощению*

в практику современного ЗВО полиуровневого развивающего взаимодействия со студентами. Эффективность последнего, в первую очередь, зависит от психологической грамотности преподавателя, гуманизации задач, содержания и стиля образовательной деятельности и воплощения оригинальных технологий ведения целостного модульно-развивающего процесса. Качественно высшей профессионально-психологической подготовки преподавателя можно добиться, когда центром учебного процесса является не содержание предмета, а взаимодействие наставника и студента, которое не только гуманизирует образовательную среду, но и предусматривает изменение собственной позиции каждого субъекта актуальных взаимоотношений. При этом интегральным психометрическим показателем развития культуры и функциональной грамотности преподавателей-исследователей является коэффициент самоактуализации, рост которого указывает на существенное расширение границ конструктивного проявления свободы, альтруизма, творчества, самоуважения, взаимопонимания и взаимоприятия личностей в индивидуально ориентированном образовательном процессе.

Ключевые слова: *модульно-развивающая система, психологическая компетентность, развивающее взаимодействие, социально-психологический эксперимент, этапы учебного модуля, самоактуализированная личность.*

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Psychological Principles of the Attributes of Facilitative Interaction

Психологічні принципи актуалізації атрибутів фасилітативної взаємодії

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ABSTRACT

The purpose of this article is to define the attributes of facilitation, to propose the functions of facilitation, to provide the process of facilitative teaching at secondary schools which is based on the heuristic conversation, to identify additional principles that are specific for the system of secondary education.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

The results of the research. There were distinguished the attributes of facilitation: 1) the activity; 2) the subject of the activity; 3) functions of the subject; 4) functions of the activity; 5) motives of the activity; 6) the purpose of the activity.

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ty; 7) ways of performing the activity; 8) the subject of the activity; 9) methods of realization of the activity; 10) means which are relevant to the implementation of the activity; 11) the result of the activity. Also we proposed the functions of facilitation: the function of stimulation; the function of actualization; the function of forming the sovereignty of the pupils' person; providing of control for educational process; the function of interaction; the function of creative educational environment.

Conclusions. *The process of facilitative teaching at secondary schools is based on general psychological principles (scientific ones, which provide the connection of learning with life, proposed differentiated approaches for pupils). However, we can identify additional principles that are specific for the system of secondary education: the principle of actualizing social and personal needs in the process of secondary education; the principle of the relationships between learning and self-education during the organization of the educational process and in the period of pupils' holidays; the principle of interconnection of studying with future professional activity (based on the content and nature of the functional responsibilities of teachers); the principle of interrelation of education with personally and professionally significant experience of the teacher, awareness of the acquired experience as personally significant one; the principle of interdisciplinary approach to the construction of the content of the educational process (actualizing facilitative potential of different disciplines, their impact on the study of this or that subject); the principle of establishing the relationships between the educational process and continuous of self-education; the principle of updating the subject-subject learning of pupils, providing the creative search for solutions of management problems, independent development of pupils' projects, presentations with the aim of improving their own learning activities.*

Key words: *facilitation, facilitative interaction, facilitative teaching, the activity, the subject of the activity, the functions of the subject, the purpose of the activity, ways of performing the activity.*

Introduction

The purpose of providing cognitive activity is considered by us as the ideal prediction in the mind of the result which has to be achieved by the actions of the person. Defining, understanding and correcting the purpose of pupils is the most important attribute of schoolchildren's joint activities, it is

usually determined by the choice of methods of a teacher and a pupil. Thus, the requirements for the «subject of the activity» are formed and their evaluation is carried out. In addition, these components of cognitive activity largely address the issue of the criteria and the ways to assess the end result of the activity. The concept of how to perform a cognitive activity acquires a clearly defined functional purpose: the latter is designed to reflect the context of something in the minds of the subject of the actual process of cognitive activity with a sufficient degree of details, providing a critical analysis of the teacher's own skills to ensure the implementation of the process of moderately the productive way of cognitive process (Athanasopoulos, Bylund, Montero-Melis, Damjanovic, Schartner & Kibbe, 2015).

The subject of the activity is intended, first of all, to answer the question: «From what qualities can (should) be (or already exist) the actually obtained result (a product) of the prediction of its result (the purpose of cognitive activity)?» The «subject» of the activity clearly correlates with the questions: «From what context can (should) the result be obtained?» Since the teacher deals with pupils as a subject of the activity, this question can be replaced by the pronoun and it should actualize the context in general: «From what exactly, from what context can (should) the pedagogical result be obtained?» Learning as a process of cognitive activity actualizes the understanding of the subject's activity in the initial state of formation the knowledge, skills, abilities, possibilities, motives, needs, etc., which, in fact, are inherent for the student who is studying. It is also important that the teachers are well aware that pupils are both the «subject» and the «object» of cognitive activity. In order to actualize subjectivity in learning, special techniques should be used to ensure that pupils' needs are studied (DeLong, Troyer & Kutas, 2014). We will also develop such methods in our further researches.

The concept of «the process of the activity» reveals its meaning and features, based on the context of the interaction of other, no less important categories, which are «the subject», «the object» and «the result». In turn, the meaning of the term «a process» is revealed due to two rather abstract definitions, which are «the method» and «means». The method is perceived as a set of all intermediate states of the «subject» of the activity. The first is considered as an abstract category that does not contain either the time factor or other factors that are not its own abstractions of higher orders, derived from the category of the method itself (Mykhalchuk & Ivashkevych, 2019; Хупавцева, 2020).

In the broadest sense, we understand the word «means» as «all the material conditions which are necessary in general for the process to be carried out». In teaching the «means» can be a book, a movie, a computer, means of communication, the information, the teacher himself / herself, etc. It is important to emphasize that the optimal choice of a subject and a method are appropriate to the objectives of the activity and they may not be supported by the use of adequate teaching aids. Then the results of the activity will be quite low. Scientists note that there are often the situations when effective means of the activity do not give the expected result (Wallentin, Rocca & Stroustrup, 2019).

The product of the activity is the final state of its subject, it is one item the measures of which the subject is transformed after certain transformations, changes, contradictions. The «Subject» captures the derivative item, the initial state of the future product of which is as a result of the completion of the process of the activity. The product of the activity in our case is, firstly, the educational product itself and, secondly, the relationship as a moral category, which is a separate type of social relations, dependencies and connections that are arisen for people in the process of their lives. Whatever it is, the result of facilitative interaction is always real. However, it

can be positive or negative, high or low, because ineffective activity does not exist in principle. Therefore, the result of the cognitive activity is a kind of very important attribute of facilitation (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). The evaluation of its result is carried out in relation to the purpose of a particular kind of the activity. If the goal is clearly stated, it will be easy to evaluate the result and vice versa. Only the learning process that motivates the subjects of cognitive activity to predict the outcome of this activity will be effective from the point of view of facilitative interaction.

When we tell about pedagogical activity, we should keep in mind the specifics of motives, goals, objects, means of this activity, which appear as its attributes. Each of these attributes can be idealized, it can have a kind of scientific image that reflects the boundary state of each individual attribute. This image always arises before the practical implementation of cognitive activity, because it is too idealized. It is important to take into account that this image is not utopian, but it is the result of scientific idealization of a pre-modeled image. Attributive analysis of facilitation as the type of the activity allowed us not only to identify and reconcile its attributes, but also to establish that this activity can be a basic one for teachers and pupils in the system of secondary education.

So, **the purpose of this article** is to define the attributes of facilitation, to propose the functions of facilitation, to provide the process of facilitative teaching at secondary schools which is based on the heuristic conversation, to identify additional principles that are specific for the system of secondary education.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

We found a lot of researches concerning ideas of facilitation (help, care, initiation) (Максименко, Ткач, Литвинчук & Онуфрієва, 2020; Fuhrman & Boroditsky, 2010; Mykhalchuk & Koval, 2019). These researches are understood as a methodological basis for distinguishing the principle of phase litany in the process of learning and interpersonal interaction, the general norm of the organization of the educational process, etc. All together these processes allow taking into account a general system of interconnected concepts, ideas and ways of performing actions and activities to support the processes of self-expression, self-development and self-realization of the teacher's person, the development of his / her unique personality. So, let's highlight some basic ideas that constitute the essence of the principle of facilitation: the freedom of the individual; actualizing a human need for self-actualization; emphasizing human individuality; concerning education and upbringing as facilitative preconditions for the person in the development of his / her individuality and personal growth; providing psychological and pedagogical support; actualizing the development of subjective human experience in the process of life; providing trust and faith of the person, emphasizing his / her individuality; regarding equal treatment of all participants in the pedagogical process, etc.

Consequently, the concept of «facilitation» reflects conscious and purposeful activity as a phenomenon peculiar to the teacher at the first place. Thus, it is possible to distinguish *the attributes of facilitation*: 1) the activity; 2) the subject of the activity; 3) the functions of the subject; 4) functions of the activity; 5) motives of the activity; 6) the purpose of the activity; 7) ways of performing the activity; 8) the subject of the activity; 9) methods of realization of the activity; 10) means which are relevant to the implementation of the activity; 11) the result of the activity.

Let us show each of these components, because they are all important for providing facilitative interaction. It is well known that activity is the basic means and more positive condition of personal development. Activity is the expedient transformation of the surrounding reality by people. Scientists called the activity as a unit of life mediated by mental reflection. We think that outside of the activity there are no means of the activity at all, there are no signs, no objects of art; outside the activity there are no people themselves.

Thus, the activity is a purposeful, multi-stage act of human activity. We tell «purposeful» because the «subject» is its purpose. It is «Multistage» because it includes in its structure the actions, secondary prediction, motivation, determined by the purpose and objectives of the activity in the whole. And this, in turn, provides the actualization of the person's main purpose-motive for providing the activity. Finally, the operation of the activity differs from the actions in that case because it is not influenced by the purpose, but only by the conditions of the activity by the help of which the purpose has been explained. For psychologists it is very necessary to distinguish between actions and activities.

The process of facilitation as the process of studying cannot be understood in a simplified way. Having been involved into the activity and learning consciously are quite different things. The action of a teacher, if it is imposed by a team of methodologists, is carried out under great pressure on a pupil, then it is perceived out of any sense as so-called «temporary» need.

In Cognitive Psychology the following attributes of the person are shown: his / her consciousness and activity; attributes of the person's psyche – subjectivity, activity, adaptability; attributes of the consciousness – experience, knowledge and attitudes; activity's attributes – the activity, awareness, commitment, motivation and so on (Elahi Shirvan, Khajavy, MacIntyre, 2019; Hu & Liu, 2019).

All these attributes are directly or indirectly included into the cognitive process. But in the paradigm of traditional reproductive system of learning attributes, such as «consciousness», «activity», «subjectivity», «attitude», «purposefulness», «motivation» are like constant, unchanging components. Psychologists claim that they only are participated in detailed activities, which include: planning, organization, implementation, analysis of results, communication in the reference group. In this way, the subject of learning gains access to awareness of the meaning of cognitive activity. Only on this basis a person can form semantic motives, value orientations and, ultimately – the orientation of the individual and relationships with others, tested by us in the process of cognitive activity and will be used to justify facilitation as separate active actions.

It was substantiated that any activity has contained into its structure some blocks which were interacted with each other: the first block was the block of needs, motives, interests; the second block was the operational one, which contained the system of operations, actions and their goals; the third block was the block of business and interpersonal communication related to any kind of cognitive activity at the English lessons (Feinmann, 2020).

Direct and feedback links between block components indicated that changes in one block led to changes in others. These changes can be shown both in the constructive and in the destructive direction, which will ultimately lead to the development of person's cognitive activity (Fig. 1). It was proved that there was a pattern that made it possible to change interpersonal relationships in a group of pupils (updating the 1st block), and not to act directly from the point of view of these relationships, but to organize the cognitive activity of pupils (updating the 2^d block). Purposeful restructuring of these stages and goals of the activity (updating the 2^d block), due to the direct dependence on many external factors, will change the nature of the relationships in the group (updating the 1st

block). In turn, the changes of interpersonal relationships (updating the 3^d block) facilitates changes in the 1st and the 2nd blocks, which will help to shape the needs, motives, interests of pupils. Based on this regularity, we can clearly outline the role of facilitation in the data of interacting blocks of cognitive activity. Facilitation involves changing the position of a methodologist, a teacher in the process of teaching. By updating at the level of all blocks, the teacher skillfully facilitates (manages, directs, assists) pupils in their learning activities. Therefore, there is a certain new formation, in which the main figure is the schoolboy / schoolgirl himself / herself as the subject of his / her own cognitive activity; a methodologist (a teacher) only uses all the opportunities of the educational environment, directs the pupil's activities in order to further development of his / her personality.

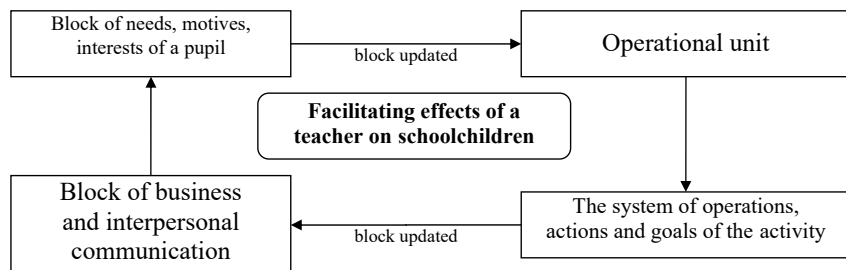


Fig. 1. The place of facilitation in the structure of cognitive activity of the person

Thus, facilitation is a specific type of teacher's activity. Even in ancient Greece it was said that the longest way of learning is through instructions, the shortest one is through examples. The «short way» of cognitive activities is designed to show teachers-facilitators. In the process of facilitative interaction the subject of the activity can be an individual (a group, a team) that is clearly aware of his / her own motives, goals and ways of performing future cognitive activity and who is ready to implement it under any circumstances.

The *functions of facilitation* were proposed: the function of stimulation; the function of actualization; the function of forming the sovereignty of the pupils' person; providing of control for educational process; the function of interaction; the function of creative educational environment. It was proved that all the exercises proposed by the author were facultative in their content. The facilitative context contains the tables offered by the teacher as samples and models at the beginning of each exercise. Pupils who know the principles of facilitative relationships do not simply modify the educational environment, but radically transform it. Thus, the environment itself becomes a condition of their success in each situation. Interpersonal relationships of recognition of value, acceptance, trust created in the environment are incentive for pupils to participation in their creative activities. These relationships, we believe, are largely effective in facilitating learning. First of all, expressiveness and «naturalness» are not the artificiality of the facilitator himself / herself, the willingness to be a person, to have and to feel the feelings and thoughts of a certain moment. When this «authenticity» includes attitudes of value, care, trust and respect for each pupil, the climate for the effective learning process can be created. When all these attitudes include sensory and empathetic listening to its content, then there is a climate of release that stimulates self-initiation of pupils who study.

The needs of the subject are motivated, first of all, by motives when they are the internal stimulus of the person. A person's motivations depend, first of all, on his / her needs. The specificity of the teacher's activity is in fact that the person should be aware not so much of the subjective requests of the pupil, but his / her objective needs, while updating the relevant needs that will be necessary for the future.

So, to provide the experimental testing of the effectiveness of using heuristic conversation as a means of facilitative in-

teraction at the English lessons in a contemporary school, we organize the previous stage of the experiment.

The organization of heuristic conversations at the English lessons at school № 15 in Rivne involves some difficulties. In the methodological researches the types of problems that can be used at the lesson have not been studied so far, the teacher's actions have not been adequately researched when discussing the problem, the peculiarities of pupils' intellectual activity were not taken into account. Teachers are not purposefully developing the special skills necessary for participation in the heuristic conversations, they do not always organize a problem situation taking into account the level of language and intellectual training of pupils. These questions were the content of our research. We believe that their solution will allow us using the discussion of the problem as a methodological approach for teaching a foreign language with sufficient efficiency. In order to solve these issues, experimental training of senior pupils was carried out. Classes were divided into groups: experimental (E1, E2) and control ones (C1, C2). So, were marked:

E1 – 10-A (15 people)	C1 – 10-V (11 people)
E2 – 10-B (12 people)	C2 – 10-G (14 people)

The organization of the lessons using the method of heuristic conversation was carried out according to the following scheme (see Table 1). The problem was «the initial moment of the thought-making process». Without the intensification of thinking, foreign speech was transformed into the formal organization of linguistic rules or reproduction of finished texts.

There are the common features of the problem statement: «the presence of the unknown material for pupils, staging pupils to solve the problem, to increase their interest in solving cognitive difficulties which are arisen» (Алхазішвілі, 1969: 51). The problems that were proposed for discussion were differed in their content. Typical ones were moral and ethical, socio-political and scientific problems, also cognitive ones. The

type of problem was taken into account when choosing a way to organize a heuristic conversation at the lesson.

Table 1

Mechanisms, means, receptions and conditions for organizing a heuristic conversation at foreign language lessons

A heuristic conversation			
Mechanisms	Conditions	Means	Receptions
reproduction choice combining designing warning discursivity	natural special	reference to real facts visualizations verbal description	analysis comparison contradiction

The analysis of pupils' responses was organized according to the level of their success proposed by us:

Level 1 – the pupil understands the simple fable texts, text-descriptions, has a lexical minimum, but allows a lot of mistakes in Grammar, does not know how to express his / her opinion, how to translate the text.

Level 2 – the pupil perceives by hearing and directly communicating the basic content of texts and conversations, but still is not able to either express or retell the content, has a lexical minimum, knows the basics of Grammar well.

Level 3 – the pupil understands and perceives texts and conversations for listening, but also is able to translate this or that text, to answer the teacher's questions.

Level 4 – the pupil highlights the key words in the text or conversations, in addition to the lexical minimum also has additional phrases and expressions through which they are able to express their views.

Level 5 – the pupil highlights key elements of the text or conversations, but also is capable to make up dialogues, is able to prone to creative thinking.

Level 6 – the pupil performs creative tasks not only at home, but also in a class, is able to respond to unpredictable situations, has a large vocabulary, both active and passive.

Thus, the low level was considered the 1st and the 2nd; average ones are the 3rd and the 4th; high levels are the 5th and the 6th. In groups C1, C2 training was organized according to the traditional method, and in groups E1, E2 – according to the experimental methodology, according to which an obstacle to the goal was created to organize the discussion of the problem. So, at one of the lessons we discussed the problem of pupils' summer vacation. The organization of the discussion of the problem consisted of several successive actions of the teacher. Initially, the teacher reported the generally accepted information about the summer rest, which did not cause contradictions among the pupils. Then the teacher asked to support this information with examples from the classroom's life, to define the purpose the pupils set before them during the summer holidays. The problematic situation arose after the teacher created an obstacle to one of the goals.

Teacher:

– What do you usually do when you spend your summer holidays in town?

C1.

Pupil 1:

– Well, I can't tell exactly, but usually I go to my friends and spend time with them.

Pupil 2:

– I never stay in town for my summer holidays. Usually I go to the village to visit my grandparents. I am not able to see them during the year so it will be a great pleasure to spend some time with them.

Pupil 3:

– I am a big football fan. So, it's not a problem for me to stay in town for summer. If something like this will happen I'll play the football game all the summer with my friends.

C 2.

Pupil 1:

– When I stay in town I do nothing. I watch TV, listen the radio, play the computer games.

Pupil 2:

– I don't like to stay in town for a summer. It's not interesting. That's why on each summer holiday I go to the camp.

Pupil 3:

– I always stay in town for summer holidays. Only in summer I am able to finish all my affairs.

Teacher:

– Imagine that you can't go to the camp and have to stay in town. What will you do?

E1.

Pupil 1:

– Each summer I do everything in order to get to the summer camp but if, for any reason, the situation differs I'll try not to get bored and I'm sure my friends will help me.

Pupil 2:

– My hobby is reading books and listening music, so if I am not able to go to the summer camp I'll find an interesting book to read or go to the disco party with my friends.

Pupil 3:

– To my mind summer camp is the only way to spend an interesting holidays and I shall be sad if I stay in town.

E2.

Pupil 1:

– I believe there are many ways to make a holiday interesting and exciting. For example: to have a walking tour into the mountains, to have a picnic in the forest, or to spend a nice time on the beach.

Pupil 2:

– Of course you can, but to organize one of these ways of a rest you must make some efforts. In contrast to a summer camp, where everything has already been done.

Pupil 3:

– But it’s not interesting to use the inventions of the others. We are able to make up something new. Don’t you think so?

The obstacle on the way to the usual and easily achievable goal served as the incentive for foreign language learning activities of pupils. We have proposed a formula for determining *the effectiveness of the implementation of a heuristic conversation:*

$$A_c = (R_{ac} / N) * 100\%, \text{ where} \quad (1)$$

A_c – class activity in % depending on the number of active actions which influence on the effectiveness of the heuristic conversation;

R_{ac} – the number of manifestations of active actions by each pupil during this heuristic conversation;

N – a total number of pupils in the classroom.

The results of pupils’ activity in the course of this experiment can be summarized in Table 2.

Table 2

Pupils’ activity in the heuristic conversation depending on the level of their success in communication (a previous stage of the experiment)

Levels of success	E1 (%)	E2 (%)	C1 (%)	C2 (%)
1 level	29	25	7	15
2 level	32	30	10	25
3 level	40	41	38	43
4 level	60	63	52	50
5 level	81	80	60	62
6 level	85	85	70	75

Conclusions

So, the process of facilitative teaching at secondary schools is based on general psychological principles (scientific ones, which provide the connection of learning with life, proposed

differentiated approaches for pupils). However, we can identify additional principles that are specific for the system of secondary education:

- *the principle of actualizing social and personal needs* in the process of secondary education;
- *the principle of the relationships between learning and self-education* during the organization of the educational process and in the period of pupils' holidays;
- *the principle of interconnection of studying* with future professional activity (based on the content and nature of the functional responsibilities of teachers);
- *the principle of interrelation of education with personally and professionally significant experience* of the teacher, awareness of the acquired experience as personally significant one;
- *the principle of interdisciplinary approach to the construction of the content of the educational process* (actualizing facilitative potential of different disciplines, their impact on the study of this or that subject);
- *the principle of establishing the relationships* between the educational process and continuous self-education;
- *the principle of updating the subject-subject learning of pupils*, providing the creative search for solutions of management problems, independent development of pupils' projects, presentations with the aim of improving their own learning activities.

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Хупавцева Наталія. Психологічні принципи актуалізації атрибутів фасилітативної взаємодії

АНОТАЦІЯ

Мета статті – визначити ознаки фасилітації, запропонувати функції фасилітативної взаємодії, забезпечити в закладах середньої освіти процес фасилітативного навчання, який базується на евристичній бесіді, визначити додаткові принципи, характерні для системи середньої освіти.

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Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Визначено, що поняття «фасилітація» відображає усвідомлену і цілеспрямовану діяльність як явище, властиве, в першу чергу, викладачеві. Відтак, можна виокремити атрибути фасилітації: 1) діяльність; 2) суб'єкт діяльності; 3) функції суб'єкта; 4) функції діяльності; 5) мотиви діяльності; 6) мета діяльності; 7) способи виконання діяльності; 8) предмет діяльності; 9) метод реалізації діяльності; 10) засоби, актуальні для реалізації діяльності; 11) результат діяльності. Ми вважаємо, що функціями фасилітації є: функція стимулювання; функція актуалізації; функція формування суверенності особистості школяра; функція управління освітнім процесом; функція інтерактивної взаємодії; функція створення творчого освітнього середовища.

Висновки. Процес фасилітативного навчання в закладах середньої освіти будується на основі загальних дидактичних принципів (науковість, зв'язок навчання з життям, диференційований підхід до школярів тощо). Проте, можна виокремити й додаткові принципи, характерні для означеної системи освіти: принцип задоволення соціальних і особистих потреб у процесі навчання; принцип взаємозв'язку навчання із самоосвітою впродовж організації навчального процесу і в канікулярний період; принцип взаємозв'язку навчання з майбутньою професійною діяльністю (виходячи зі змісту і характеру функціональних обов'язків учителів); принцип взаємозв'язку навчання з особистісно і професійно значущим досвідом педагога, усвідомлення набутого досвіду як особистісно значущого; принцип міждисциплінарного підходу до конструювання змісту навчального процесу (фасилітативний потенціал різних навчальних дисциплін, їх вплив на вивчення одного навчального предмета); принцип установлення взаємозв'язку навчального процесу і безперервної самоосвіти; принцип актуалізації суб'єкт-суб'єктного навчання школярів, здійснення творчого пошуку розв'язання управлінських завдань, самостійної розробки школярами проєктів, виступів, презентацій, спрямованих на вдосконалення власної навчальної діяльності.

Ключові слова: фасилітація, фасилітативна взаємодія, фасилітативне навчання, діяльність, предмет діяльності, функції суб'єкта, мета діяльності, способи здійснення діяльності.

Хупавцева Наталия. Психологические принципы актуализации атрибутов фасилитативного взаимодействия

АННОТАЦИЯ

Цель статьи – определить признаки фасилитации, описать функции фасилитативного взаимодействия, обеспечить в учреждениях среднего образования процесс фасилитативного обучения, основанный на принципе эвристической беседы, определить дополнительные принципы, характерные для системы среднего образования.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Было определено, что понятие «фасилитация» отображает осознанную и целенаправленную деятельность как явление, свойственное, в первую очередь, учителю. Таким образом, можно выделить атрибуты фасилитации: 1) деятельность; 2) субъект деятельности; 3) функции субъекта; 4) функции деятельности; 5) мотивы деятельности; 6) цель деятельности; 7) способы выполнения деятельности; 8) предмет деятельности; 9) метод реализации деятельности; 10) средства, актуальные для реализации деятельности; 11) результат деятельности. Мы считаем, что функциями фасилитации являются: функция стимулирования; функция актуализации; функция формирования суверенности личности школьника; функция управления образовательным процессом; функция интерактивного взаимодействия; функция создания творческой образовательной среды.

Выводы. Процесс фасилитативного обучения в учреждениях среднего образования строится на основе общих дидактических принципов (научность, связь обучения с жизненной средой, дифференцированный подход к школьникам и др.). Однако, можно выделить и дополнительные психологические принципы, характерные для системы среднего образования: принцип удовлетворения социальных и личностных потребностей в процессе обучения; принцип взаимосвязи обучения с самообразованием на протяжении организации учебного процесса и в каникулярный период; принцип взаимосвязи обучения с будущей профессиональной деятельностью (исходя из содержания и характера функциональных обязанностей учителей); принцип взаимосвязи обучения с личностно и профессионально значимым опытом педагога, осознание приобретенного

опыта как личностно значимого; принцип междисциплинарного подхода к конструированию содержания учебного процесса (фасилитативный потенциал различных учебных дисциплин, их влияние на изучение одного учебного предмета); принцип установления взаимосвязи учебного процесса и непрерывного самообразования; принцип актуализации субъект-субъектного обучения школьников, осуществление творческого поиска решения управленческих задач, самостоятельной разработки школьниками проектов, выступлений, презентаций, направленных на совершенствование собственной учебной деятельности.

Ключевые слова: *фасилитация, фасилитативное взаимодействие, фасилитативное обучение, деятельность, предмет деятельности, функции субъекта, цель деятельности, способы осуществления деятельности.*

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Metaphoric Associative Cards in the Work of a Psychologist

Метафоричні асоціативні карти в роботі психолога

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ABSTRACT

The aim of the article is to describe the advantages of metaphoric associative cards as a tool in the work of a psychologist.

Methods of research. To solve the tasks, a set of theoretical methods was used: analysis, synthesis, generalization of the material presented in the scientific literature on the problem under study.

The results of the research. The psychological functions of metaphoric associative cards are analyzed. It is shown that the implementation of these functions makes it possible to effectively use metaphoric cards as diagnostic and psychocorrective tools. The purposes of exercises based on metaphoric associative cards are generalized. It is presented that the goals are directly related

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to the manifestation and implementation of various psychological functions. The emphasis is placed on the fact that the rules for applying metaphoric cards are as flexible as possible and serve as a guide for creating the desired context in which everyone gets access to his or her creative background.

Conclusions. It is demonstrated that metaphoric associative cards (projective or psychotherapeutic cards) are used as a special psychodiagnostic and psychotherapeutic tool in professional psychological practice, including in the activities of the moderator of psychological groups (for «warming up» the group, establishing trusting relationships between group members, for diagnosing the actual needs of the group, etc.).

It is substantiated that associations that occur in a person when describing a card and commenting to them, reveal current states, experiences and needs, allow to identify basic fears and desires, internal conflicts, to determine personality traits, life strategies and goals, personal meaning of past experience, to «see» resources (both internal and external).

It is described that metaphoric associative cards, through metaphor (associations) allow to quickly get access to a stressful situation, which on the one hand, helps to identify incomplete internal processes, and on the other hand, to avoid additional retraumatization. In addition, MAC create a safe context for finding and modeling solutions, launching internal processes of self-healing and searching for their unique way out of the crisis life situation.

Key words: metaphoric associative cards, diagnostic and psychocorrectional tools, psychological functions of metaphoric associative cards, metaphor, current conditions, personal meaning, resources.

Introduction

Metaphoric associative cards (MAC), which are also called projective or psychotherapeutic cards, appeared in the 70-80s of the XX century as a special psychodiagnostic and psychocorrectional (psychotherapeutic) tool in professional psychological practice. It should be mentioned that MAC are applied both in individual work as well as in the activity of the leader of psychological groups (for «warming up» the group, establishing trusting relationships between group members, for diagnostics of the essential needs of the group, etc.) (Shebanova, 2014).

The aim of the article is to describe the advantages of metaphoric associative cards as a tool in the work of a psychologist.

The tasks of the article

The tasks of the article are to reveal the advantages of metaphoric associative cards as a tool in the work of a psychologist, to analyze the psychological functions of metaphoric associative cards and to systematize and generalize the basic scientific information about metaphoric associative maps as a tool in the work of a psychologist.

Methods and methodology

To solve the tasks, a set of theoretical methods was used: analysis, synthesis, generalization of the material presented in the scientific literature on the problem under study.

Results and discussions

Associations arising in a person's mind when describing a card and comments to them, reveal current states, experiences and needs, allow identifying basic fears and desires, internal conflicts, defining personality traits, life strategies and goals, personal meaning of past experience, «seeing» resources (both internal and external). Metaphoric associative cards, through metaphor (associations), allow quick access to a traumatic situation, which, on the one hand, helps to reveal incomplete internal processes, and on the other hand, to avoid additional retraumatization. In addition, MAC create a safe context for finding and modeling solutions, launching internal processes of self-healing and finding their own unique way out of a crisis life situation.

Associative cards as a special psychodiagnostic and psychocorrectional (psychotherapeutic) tool have the following advantages:

- create conditions (safe, trusting and comfortable environment) for self-disclosure, self-expression, self-cognition and more effective socialization in a group, in individual counseling or in a pair (in family counseling);

- can be used when working with people with different needs and different levels of development (ranging from children of 4 to 5 years old and to the elderly);

- allow to lower the protective barriers of the psyche, «bypass» the rational part of thinking and gain access to the resources of the unconscious, «bring» the deep (unconscious) material to the surface (in metaphorical language – they help to «get out of your shell» and «break the ice» in an anxious situation) that creates conditions for emotional regulation;

- available, convenient and economical in the use;

- help to create the dialogue between the internal and external, provide flexibility and depth of the received information;

- activate the right hemisphere, which is responsible for intuition and creative approach to life, «launch» various associations, fantasy, and creative spontaneous activity, which leads to unexpected insights;

- in individual counseling, they can be used as «substitution figures» when working in a therapist-client format on a one-on-one basis (during gestalt therapy, family constellations, etc.)

Metaphoric associative cards are a set of pictures of the size of a postcard or a playing card depicting landscapes, animals, household items, life situations, abstract paintings, fairy-tale characters, people (adults and children) and interactions between them. There are sets of cards in which the picture is combined with the inscription. In this case, people freely choose how to associate the problem, symptom or themselves with the picture or the meaning of the inscription; with entire picture or part of it (with any one element); the time of day or time of year; with color or some form, setting. In other words,

people freely choose not only their own associations, but also what they are ready to give up as insignificant for them at this moment. There are sets that include separately «cards with pictures» and «cards with words». The combination of pictures and words creates a play on meanings (since inscriptions, when placed in a different context, or «pictures» under the influence of another topic, are often enriched with new meanings, reveal other facets that are relevant to a person at a given moment).

In professional psychological practice, MAC is primarily a projective technique, which is based on the phenomenon of projection and allows to identify the underlying individual psychological characteristics of a person that are not available for direct observation. It follows that important is not the meaning that was originally laid in the picture by the author (the researcher, the artist), but the mental response that each individual person develops to one or another picture (or to certain words and phrases). Different people see completely different situations in the same picture, ascribing completely different qualities, properties, aspirations, desires, motives of actions (often opposite) to the «heroes» (actors of the plot). In other words, in response to a stimulus, each respondent presents his inner content of actual experiences. Moreover, even the same person, in different periods of his life, associations, and the context of a particular subject and the interpretation of what a person sees in the picture will differ each time. From this point of view, the deck of associative cards is inexhaustible – the number of combinations of subjects for psychological study is infinite.

The effectiveness of metaphoric associative cards is provided by a number of psychological functions that they perform as diagnostic and psychotherapeutic tools. All functions of MAC are closely intertwined with each other and are an important prerequisite for personal reconstruction.

We do not consider the following list of psychological functions of MA cards to be exhaustive, but in our opinion, these

are the main functions that allow their successful application both during the group process and in the provision of individual psychological aid.

The implementation of psychological functions provides emotional and behavioral stabilization (which is especially important when working with anxious and uncertain people, psychasthenics, schizoids, and those having other personality disturbances). Most functions contribute to the development of group relationships at all stages of the group process (initial, transition, work, and final). At the same time, some of them (for example, communicative, focusing, stimulating) play a more important role at the beginning of the group or therapeutic process (in the course of individual work), contributing to the formation and development of relationships.

All psychological functions are quite strongly pronounced at all stages of the process of psychocorrectional or therapeutic changes (stages of pre-reflection, reflection, action and retention). However, some of them (focusing, stimulating, etc.) play a decisive role in the transition from the pre-thinking to the thinking stage, and others (for example, the function of meaning formation, reframing, etc.) are more significant at the stages of thinking, action and retention.

The communicative function is connected with the fact that MAC can convey feelings and representations, and in a broader sense, be a means of perception, processing and transmission of information. In this case, it is possible to consider both interpersonal and intrapersonal aspects of communication. It should be noted that if the interpersonal aspect of MAC implies the transfer of feelings and representations from one person to another, then within the personal aspect stipulates the possibility of an internal dialogue with oneself and the transmission of mental material from an unconscious level to the level of consciousness.

The stimulating function of MAC is associated with the activation of the intellect and various sensory systems (audio,

visual, kinesthetic). In our opinion, the combination of the MAC with other types of creative activity contributes to the strengthening of this function (for example, writing poems or any other type of verbal products, which are further accompanied by a visual imaginary of MAC). This function plays an important role in motivating people who show asthenic and depressive symptoms.

The organizing (integrating) function is related to the fact that the images (MAC pictures) and the inscriptions to them (in those cases where there is such a combination) contribute not only to the more coordinated work of different sensory systems, but also to a different process of cognitive synthesis (other ordering of thinking processes, other structuring of thinking), which generates «new connections», new complex representations.

The focusing or actualizing function of MAC is related to their ability to activate memories while the attention of a person (group member, client, patient) is focused on certain objects. This function of MAC allows to temporarily fix the «needs, feelings and thoughts» and to achieve such a focus on them, which in ordinary life, under normal conditions, is inaccessible to many people. In other words, MAC make it possible to manifest, make latent, previously hidden needs or personality traits «visible». Due to this, a person can open up from a different side, unexpected both for themselves and for the people around them (this may appear in the comments to MAC or in creation of artistic narratives, as well as other creative products that can be combined with the cards).

Focusing attention allows starting the process of re-living (re-experiencing) of different events that occurred in the past (both positive and negative). Although repeated experiences of traumatic events can cause psychological discomfort, in the context of psychocorrection (psychotherapy), it is often necessary to complete and rethink a past situation. New findings

allow to achieve the retransformation of a traumatic situation and, speaking in figurative language, «see the light at the end of the tunnel».

The objectifying function of MAC lies in their ability to translate the personal characteristics of a person into visible experiences and actions. This function of MAC allows a person to become more aware of their belonging to a certain community or group (cultural, professional, etc.). In this case, the basis of identification, i.e. meaningful relationships with people and other objects are reflected. This allows a person to understand to what extent their emotional experiences, actions and deeds are connected with physical feelings, needs for change, a sense of cultural, gender, professional «Self».

The function of meaning formation is associated with the choice of an object (selection of the most significant material) and its content processing, taking into account the context of the situation. This allows a person to see the personal meaning of different life events, actions and experiences (both of their own and other people). The MAC also provides *the detachment necessary for self-reflection* («a look from the side», *dissociation*). Due to the visual imaginary of MAC, a person can «see» the experiences and actions in a new perspective, and accordingly, comprehend other, deeper or even alternative content. Thus, the function of the meaning formation is inextricably intertwined with the function of reorganization or reframing (changes in the meaning of an event when the perception of the context of a situation changes). Rethinking the experience and the establishment of new semantic links between events and various elements of the inner world is possible only under the influence of the above functions. It is under the influence of the function of meaning formation and reframing that the members of the group (clients) are able to understand the reasons for the emergence of certain problems in interpersonal relationships, as well as clarify the true meaning of their own needs and features of development (including «bad habits»).

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The reframing function – (Latin prefix Re- denotes the opposite action; Eng. Frame – create, construct, formulate). The technology of reframing was developed by R. Bandler and J. Grinder (80s of the twentieth century) (Bandler & Grinder, 1982).

Reframing is usually understood as a reformulation, a change in context, or a perception of a situation, a problem. In a broad sense, reframing is the ability to look at the situation from different views, taking into account different perspectives. Among the varieties of reframing, the content reframing of two types is most often considered (meaning reframing and context reframing). The technology of reframing relies on a number of basic provisions that are formulated by the authors based on their observations and psychotherapeutic practice:

1) a variety of solutions to a problem allows a person to become more free (the only option is not a choice, two is just an alternative, a true choice begins with at least three solutions to a problem; the more choices the more freedom);

2) the choice can be both conscious and unconscious;

3) each person has the resources that are necessary for change, the only task is to help them discover and master the necessary resources;

4) any pathological behavioral symptom (stereotype of behavior, «bad habit») performs a positive function under certain conditions. The behavioral stereotype, no matter how strange it may seem, is the most successful reaction that is available to a person in a given situation, since the behavior is always an unknown subconscious goal. Therefore, the process of psychotherapy must take into account the «secondary benefit» of the symptom (that is, before getting rid of the inadequate stereotype of behavior, it is necessary to investigate how to get «the same», but in a more appropriate way).

The function of meaning formation and reframing is also closely related to the function of deconstruction.

The function of deconstruction complements the function of meaning formation (in the sense that it expands the palette of meanings). From the point of view of the authors of the postmodern era (R. Solso, F. Funch and others), the meanings of human actions and experiences are a «construct», which is caused by the influence of culture and society, i.e. the influence of meanings of sign systems (both «language» and «non-language») (Solso, 2006; Fanch, 1997).

In fact, the meanings of actions, deeds, feelings and experiences, in principle, can have an unlimited number of other meanings (besides one that is «naturally given» and introduced in the process of socialization into consciousness and the unconscious). Accordingly, such a function of MAC as deconstruction, which is aimed at «freeing» a person from «constructed» values (which began to interfere, ceased to correspond to the inner world, i.e. became «false») and to form a new value system that more reliably reflects internal and external reality and objectively necessary. Thus, for example, as a result of treatment with the use of MAC, a woman comes to the realization that her obese body (excess weight) is not due to heredity (which she was absolutely convinced from childhood), but inadequate eating strategies (in particular, emotiogenic and external forms of response to food).

The function of deconstruction is closely related to the reframing function. In other words, the inclusion of one's own feelings and thoughts in a different context of perception can lead to a change in the values.

The expressive and cathartic function of MAC is associated with the perception of images («pictures») or inscriptions to them, as well as with the formation of a creative verbal product based on MAC. Repeated experience of feelings, especially in the presence of partners who show understanding, empathy, and verbal and non-verbal expression of emotions during psychological work with MAC, can lead to emotional purification and release from uncomfortable, painful, unpleasant experiences.

A creative verbal product that is made up simultaneously or in combination with MAC (poems, fairy tales, stories, essays, detailed commentary, etc.) allows a person to get to know themselves better, to look into the depths of their unconscious inner world. This phenomenon is a reflection of projection (projective identification). At the same time, the subject, under the influence of identification with the object of perception (whether it is another person or a plant, an animal, an inanimate object) «transfers» its experiences to it or begins to experience what the «object» experiences. In addition, the expressive and cathartic function manifests itself not only during the composition of a creative product (i.e., during the «invention» process itself), but also during its voicing by means of verbal and non-verbal expressions of feelings (facial expression, gestures, posture, breathing, pause, crying, etc.), which also contributes to the release of emotions and cathartic effect.

The protective function of MAC is closely related to the manifestation of various psychological defenses (including sublimation). For example, a person can choose a card having the «guarding» function (talismán, amulet, guardian angel). The protective function overlaps in part with the containment function, which is related to the fact that some particular associative card serves for «sewerage» (holding) psychic energy, which ensures distancing from traumatic and incomprehensible experiences, and therefore gives a feeling of some degree of control over them. For example, when working with her aggression, a girl gave the Snow Queen association to one of the cards, and then said the following: «I want to transfer my aggression to this Snow Queen so that she can freeze it and turn it into an ice statue (the girl brought her palms to her mouth and made an energetic «exhalation» – a symbolic action of the «transfer» of aggression to the Snow Queen. And may my aggression remain forever in this kingdom of eternal ice».

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The resource function of MAC is related to their ability to activate personal resources (potentials, capabilities) while concentrating the attention of a group member (client, patient) at certain points, for example, on «special energy» in the picture (some part of a card or composition as a whole), creative idea or successful resolution of the situation, which sounds in the story on the card. This function of MAC allows a person to fix their inner strength, capabilities (both internal and external), and to achieve such a focus on them, which in ordinary life, under normal conditions, is inaccessible to many people. In other words, MAC allow manifesting previously hidden resources and personal potentials to make them «visible». Due to this, a person can easily and quickly outline ways to solve a difficult life situation, build their own plan to overcome a crisis situation and follow it, adapting to different conditions, open themselves from a different, unexpected side, both for themselves and for the people around them. This may appear in the comments to MAC or the creation of artistic narratives, as well as other creative products that can be combined with cards.

The presence of certain resources, capabilities, potentials, expands the field of activity of the individual and gives a person confidence in the attainability of significant goals. Subjectively, the discovery or identification of resources in oneself, in some way increases the value of a person in their own self-image, making them stronger, more significant and productive. Changing the position of self-presentation changes the position of perception of others. When we make a judgment about another person, we take into account not only their current situation, but also potential opportunities and resources, since reserves and resources are in a certain sense the substantial capital of each person.

The functions discussed above are realized in the course of fulfilling the goals and objectives of specific exercise games based on metaphorical associative cards.

We are convinced that the considerable possibilities for varying the forms and variants of exercises based on metaphoric associative cards allow specialists to show their talent and skills both for the purposes of creative and emotional development of a person, and for the purpose of restoring physicality (as the basis of physical and mental health).

We found it possible to combine information and list possible goals in one set, since many of the exercises are related to the manifestation of different psychological functions of MAC and are aimed at the realization of most of the following goals (in certain variation):

Objectives of MAC-based exercises:

- actualization and expression of positive and negative feelings, their realization and integration, both in connection with a specific situation, and with different periods of life;
- actualization and manifestation of latent needs;
- identification, realization and reassessment of attitudes, values, personality traits, behavior strategies;
- realization of the dynamics of external and internal changes;
- disclosure of creative possibilities and resource potential of an individual (actualization and manifestation of internal and external resources);
- study of the system of relations, actualization and resolution of intrapersonal conflicts;
- realization and correction of maladaptive patterns of thinking and behavior, the causes of neurotic conflict, which are associated with certain psychological problems and the search for resources for its solving;
- development of reflection in relation to the «Self» image, improvement of communication and interaction skills; actualization and expression of feelings that are connected with the «Self» image, attitude to oneself and to various aspects of personal functioning;

– development of bodily self-consciousness and self-control, the strengthening of personal boundaries and the adoption of the «Self» image;

– development of social competence and interpersonal interaction (the skill of inclusion in joint activities); awareness of common problems and the provision of mutual emotional support.

Associative games-exercises (techniques) based on MAC, which are presented and described below, allow to get access to a holistic picture of own «Self» of the participant of a training group (or client), their personal myth about the world and about themselves in it, and also about the subjective image of the situation. They also help to clarify and realize the actual experiences and needs of the person, as well as unfinished conflict relations. In accordance with the graphic concept of our training, we suggested that participants explore the characteristics of their relationship in the direction of all four vectors (attitude towards the body, attitude towards food, attitude towards oneself and attitude towards Others). At the same time, MAC-based exercises «launch» internal processes of self-healing and creative search for their unique way of resolving problem life situations and normalizing the psycho-physiological state and behavior.

We see the general goal of MAC-based techniques in the search for alternative stories that are focused on finding external and internal resources and getting out of problem situations (as opposed to problem stories). Accordingly, in cases where the story / fairy tale ends positively, the psychologist helps a participant (client) to relate the fairy tale to his life reality and focuses attention on the hidden opportunities discovered.

In cases where a participant (client) ends a story / fairy tale with a negative outcome, the psychologist may suggest thinking over its possible dynamics for the better as homework. However, in the case of acute negative experiences (for

example, when working with children, adolescents or depressed adult clients), when a positive outcome is desired within «one meeting», the «Positive Note» exercise, which is aimed at resource state search can be one of the end options.

In performing the exercises that are presented below, we used different sets of metaphoric associative cards. In our opinion, it is possible to combine cards from different sets in psychocorrectional work based on MAC (Shebanova, 2014). Of course, each deck of associative metaphoric cards is unique. At the same time, different decks can be combined with each other, creating an infinite number of options for the play of imagination and opening up new possibilities.

Each card is a reference point for the emergence of ideas, associations, fantasies not limited by any frames. Rules for the use of MAC are as flexible as possible. They serve as a guide for creating the desired context in which everyone has access to their creativity (Shebanova & Tavrovetska, 2018).

Conclusions

Concluding the article, the fundamental principles that formed the basis for the use of metaphoric associative cards in the work of a psychologist are outlined as follows:

– metaphoric associative cards (projective or psychotherapeutic cards) are used as a special psychodiagnostic and psychotherapeutic tool in professional psychological practice, including in the activities of the moderator of psychological groups (for «warming up» the group, establishing trusting relationships between group members, for diagnosing the actual needs of the group, etc.).

– associations that occur in a person when describing a card and commenting to them, reveal current states, experiences and needs, allow to identify basic fears and desires, internal conflicts, determining personality traits, life strategies and goals, personal meaning of past experience, «seeing» resources (both internal and external).

– metaphoric associative cards, through metaphor (associations) allow to get access to a stressful situation quickly, which on the one hand, helps to identify incomplete internal processes, and on the other hand, to avoid additional retraumatization. In addition, MAC create a safe context for finding and modeling solutions, launching internal processes of self-healing and searching for their unique way out of the crisis life situation.

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Шебанова Віталія. Метафоричні асоціативні карти в роботі психолога

АНОТАЦІЯ

Мета статті – описати переваги метафоричних асоціативних карт як інструменту роботи психолога.

Для вирішення поставлених завдань було використано комплекс теоретичних **методів дослідження**: аналіз, синтез, узагальнення матеріалу, представленого у науковій літературі з досліджуваної проблеми.

Результати дослідження. Проаналізовано психологічні функції метафоричних асоціативних карт. Показано, що реалізація цих функцій дає змогу ефективно використовувати метафоричні карти як діагностичний і психокорекційний інструментарій. Узагальнено цілі вправ на основі метафоричних асоціативних карт. Представлено, що цілі безпосередньо пов'язані з проявом і реалізацією різних психологічних функцій. Зроблено акцент на тому, що правила застосування метафоричних карт є максимально гнучкими і слугують керівництвом для створення бажаного контексту, в якому кожна людина отримує доступ до свого творчого джерела.

Висновки. Презентовано, що метафоричні асоціативні карти (проектні або психотерапевтичні карти) застосовуються як спеціальний психодіагностичний і психотерапевтичний інструмент у професійній психологічній практиці, в тому числі у діяльності ведучого психологічних груп (для «розігріву» групи, встановлення довірчих відносин між членами групи, діагностики актуальних потреб групи тощо).

Обґрунтовано, що асоціації, які виникають у людини при описанні карт і коментарів до них, виявляють актуальні стани, переживання і

потреби, дають змогу виявляти основні страхи і бажання, внутрішні конфлікти, визначати особистісні риси, життєві стратегії та цілі, особистісний сенс минулого досвіду, «побачити» ресурси (як внутрішні, так і зовнішні).

Описано, що метафоричні асоціативні карти через метафору (асоціації) дозволяють швидко отримати доступ до психотравмуючої ситуації, що, з одного боку, допомагає виявити незавершені внутрішні процеси, а з іншого – уникнути додаткової ретравматизації. Крім того, метафоричні асоціативні карти створюють безпечний контекст для пошуку і моделювання рішення, запускають внутрішні процеси самоцілення і пошуку свого унікального шляху виходу з кризової життєвої ситуації.

Ключові слова: метафоричні асоціативні карти, діагностичний і психокорекційний інструментарій, психологічні функції метафоричних асоціативних карт, метафора, актуальні стани, особистісний смисл, ресурси.

Шебанова Віталія. Метафорические ассоциативные карты в работе психолога

АННОТАЦИЯ

Цель статьи – описать достоинства метафорических ассоциативных карт как инструмента в работе психолога.

Для решения поставленных задач был использован комплекс теоретических **методов исследования:** анализ, синтез, обобщение материала, представленного в научной литературе по исследуемой проблеме.

Результаты исследования. Проанализированы психологические функции метафорических ассоциативных карт. Показано, что реализация этих функций позволяет эффективно использовать метафорические карты как диагностический и психокоррекционный инструментарий. Обобщены цели упражнений на основе метафорических ассоциативных карт. Представлено, что цели напрямую связаны с проявлением и реализацией разных психологических функций. Сделан акцент на том, что правила применения метафорических карт являются максимально гибкими и служат руководством для создания желаемого контекста, в котором каждый человек получает доступ к своему творческому началу.

Выводы. Представлено, что метафорические ассоциативные карты (проективные или психотерапевтические карты) применяются как

специальный психодиагностический и психотерапевтический инструмент в профессиональной психологической практике, в т. ч. в деятельности ведущего психологических групп (для «разогрева» группы, установления доверительных отношений между членами группы, диагностики актуальных потребностей группы и др.).

Обосновано, что ассоциации, которые возникают у человека при описании карт и комментариев к ним, выявляют актуальные состояния, переживания и потребности, позволяют выявлять основные страхи и желания, внутренние конфликты, определять личностные черты, жизненные стратегии и цели, личностный смысл прошлого опыта, «увидеть» ресурсы (как внутренние, так и внешние).

Описано, что метафорические ассоциативные карты через метафору (ассоциации) позволяют быстро получить доступ к психотравмирующей ситуации, что, с одной стороны, помогает выявить незавершенные внутренние процессы, а с другой – избежать дополнительной ретравматизации. Кроме того, метафорические ассоциативные карты создают безопасный контекст для поиска и моделирования решения, запускают внутренние процессы самоисцеления и поиска своего уникального пути выхода из кризисной жизненной ситуации.

Ключевые слова: *метафорические ассоциативные карты, диагностический и психокоррекционный инструментарий, психологические функции метафорических ассоциативных карт, метафора, актуальные состояния, личностный смысл, ресурсы.*

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Experimental Study of Psychological Conditions of Development of High School Students' Independence in Planning of the Professional Prospects

Експериментальне вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив

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Магістрант, кафедра психології, Степівський ЗЗСО І–ІІІ ступенів, с. Степове (Миколаївська область, Україна)

The author's contribution: Shevchenko N. – 50%, Lisianska N. – 50%.

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ABSTRACT

The purpose of this article is to highlight results of the experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

The following **methods of the research** were used: theoretical: theoretical and methodological analysis, systematization of scientific literature of the investigated problem; empirical: testing by «Methodology for the study of the professional identity status» (A. Azbel, A. Gretsov); «Multidimensional functional diagnostics of responsibility» (V. Priadein); «The style of self-regulation of behavior» (V. Morosanova); «Diagnosis of personality self-activation» (M. Odintsova, N. Radchikova); mathematical and statistical methods for experimental data processing based on the IBM SPSS-20 program (descriptive statistics, Spearman's correlation analysis).

The results of the research. Using theoretical analysis, psychological conditions of development of high school students' independence in planning of the professional prospects have been determined: personal activity, developed self-regulation, high level of responsibility.

The research of the independence manifestation in professional prospects planning has shown that most respondents are in the process of solving the problem of choosing a profession; their ideas about the professional future are imposed from the outside and are not the result of independent choice.

The research of the psychological conditions has shown that a significant number of the studied adolescents are characterized by high and average levels of personal activity. It has been established that among respondents, the awareness of behavior self-regulation in professional prospects planning is manifested mainly at an average level, that is, the need for conscious planning and programming of their behavior is not completely formed, they depend on the situation and the opinions of people around them. The majority of the respondents have shown a neutral manifestation of responsibility.

Conclusions. *According to the results of the study, the noted psychological conditions of development of high school students' independence in planning of the professional prospects have been statistically proved.*

Key words: *independence, professional self-determination, planning of professional prospects, self-regulation, personal activity, responsibility.*

Introduction

According to the National Doctrine of Development of Ukraine Education in the 21st Century, the priority is to develop the qualities necessary for self-realization of each personality: ability to self-determination, to make conscious choices among a large number of social relationships and social connections, capacity to interact and cooperate, resolve conflicts and make agreements, ability to take on different social roles, develop self-education skills, acquire and process the flow of information, ability to make responsible decisions in a situation of choice and constant changes, ability to independently organize own activities, set and achieve goals, capacity to be responsible for own decisions and actions. These qualities are based on the independence as a personal property.

Professional choice is a life choice, largely determining the further path of a high school student. This choice is influenced by many factors: family, community guidelines, notions of one's abilities and others. In this situation, in order to make the right choice, a teenager is constantly forced to be in the process of setting and solving the life tasks, which is also facilitated by the worldwide processes: globalization, active migration of professionals, personnel crisis, informatization of society. In such conditions making an independent professional choice becomes a difficult task, and just this necessity of independent professional choice, necessity of the presence of conscious internal criteria of assessment and actions according to one's own psychological characteristics should become the forefront of career guidance. In the current context, the widespread negative phenomenon of Professional Marginalization

contributes to the particular relevance of searching for new ways and methods of psychological and pedagogical support of professional self-determination.

The problem of development of the independence as a personal quality, the nature of its development in early ontogeny, especially in adolescence, has been studied in a number of domestic and foreign studies (Божович, 2008; Субботский, 2007; Павлюк, 2019; Эльконин, 1995).

Vocational guidance technologies and psychology of professional self-determination have been practiced by many foreign (Holland, 1966; Athanasou, 2019; Super, Savickas, Super, 1996), as well as by domestic scientists (Гуцан, Морін, Охрименко та ін., 2016). Russian scientists (Климов, 2010; Пряжников, 2019) also developed many variations of providing assistance to an optant in choosing a profession.

Simultaneously, specifics of development of teenagers' independence in the context of professional perspective planning is researched insufficiently and requires an experimental study and development of effective methods of professional self-determination of students.

The purpose of this article is to highlight results of an experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

The tasks of the article

The purpose has been provided by solution of the following tasks:

- 1) to identify the status of professional self-determination and the level of independence of high school students in planning of the professional prospects;
- 2) to determine the leading conditions that contribute to the development of independence in the planning of professional prospects in senior adolescence.

Methods of the research

Theoretical: theoretical and methodological analysis of the current state of the problem; systematization and generalizations of scientific literature of the investigated problem; *empirical*: testing by «Methodology for the study of the professional identity status» (A. Azbel, A. Gretsov); «Multidimensional functional diagnostics of responsibility» (V. Pryadein); «The style of self-regulation of behavior» (V. Morosanova); «Diagnosis of personality's self-activation» (M. Odintsova, N. Radchikova); *mathematical and statistical methods* for experimental data processing based on the IBM SPSS-20 program (descriptive statistics, Spearman correlation analysis).

Research of manifestations of independence in planning of the professional prospects has been carried out on the basis of Stepove and Mykhailivka Institutions of General Secondary Education of I–III stages. The study sample consisted of 87 adolescents of 16–17 years, high school students.

Results and the discussion

Theoretical analysis of research of the problem of independence has allowed to establish that independence is an interdisciplinary concept; in psychology, independence is revealed through such concepts as subjectivity, personal autonomy, self-regulation. Independence is a conscious motivation and reasonableness of actions, autonomy from other people's influences, desire and ability to act in accordance with one's own beliefs. It manifests itself differently and specifically in different activities (Павлюк, 2019).

Independence form the basis of a wide range of personal relationships with the world and character traits, and it is a certain way related to the conditions of communication and activity of a teenager. As a result of the review, such psychological newgrowths as integrated identity and self-regulation (independence) can be regarded as the key in adolescence. These newgrowths determine specifics of choosing a life path,

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the time for which comes in high school. Due to the social situation of development in adolescence, there is a number of processes that are prerequisites for life self-determination, and in the conditions of necessity of choosing a profession – for professional self-determination. Firstly, it is development of the self-regulation and the emergence of the ability to organize a hierarchy of motives and activities: «the second birth of a personality» (Леонтьев, 1977), formation of personal autonomy. Secondly, it is a special moment in the process of identification and self-categorization, which gives a teenager the opportunity to create his or her unique integrated identity (Эриксон, 2006). At this stage of a human development, one of the most serious life challenges is the choice of profession, so professional self-determination, as part of the personal self-determination, can be considered as the most important new formation of adolescence.

«Personal Professional Perspective» is a narrower concept, integrated into the context of life strategies, and includes the following components (Климов, 2010): 1) awareness of a student, knowledge about the structure of the economy and types of vocational education, the state of the labor market, retention and working conditions of the chosen profession, educational institutions where the chosen profession can be got (specialty); 2) the formed status of socially significant motives for choosing a profession (convergence of professional intentions to the needs of the labor market); 3) prominence of professional interests: existence of the stable professional interests in a certain field of activity and particular profession; 4) availability of special abilities for a certain type of professional activity; 5) practical experience in the field of the chosen labor activity (classes, sections, music school, electives, etc.); 6) the formed status and stability of professional intentions, their validity (sufficient knowledge of the profession contents, working conditions, ways of obtaining education in the specialty, as well as own interests, inclinations and abilities); 7) the real level of

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professional aspirations (interests, abilities, self-esteem, consistency and the degree of development of professional intentions, which suggests the success of future activities); 8) the health state that allows to choose a certain type of activity (profession).

Based on the analysis of scientific literature (Божович, 2008; Субботский, 2007; Павлюк, 2019; Эльконин, 1995) the independence of senior adolescents can be considered as a quality of a personality, characterized by:

- activity of a life position (ability to manage events of one's own life, interfere in the events actively);
- ability to plan, implement and adjust the system of life goals, including professional goals;
- consciousness.

Taking into account the selected characteristics of independence and taking into consideration the social situation of development of senior adolescents, we have determined *psychological conditions of development of high school students' independence in planning of the professional prospects*: personal activity, the developed status of self-regulation, high level of responsibility.

Let's turn to the results of the study of the independence of high school students in planning their professional prospects. According to the obtained data, a large number of high school students are characterized by the uncertain status of professional identity – identity diffusion (67,82% of indicators – above the average level; 11,49% – high level of manifestation of the status; 8,05% – average level of manifestation). The uncertain status of professional identity characterizes optants who do not have strong professional goals and plans and don't try to form them, don't try to build variants of own professional development. Most often, this status is possessed by adolescents whose parents do not want or do not have time to take an active interest in their children's professional future. This status may also characterize adolescents who are accus-

tomed to living by current desires, are not sufficiently aware of the importance of choosing a future profession (Азбель & Грецов, 2009). Indicators in the range of the low and below the average level have received 6.90% and 5.75% of the studied respectively.

The formed status of the professional identity (identity achievement) has been revealed in a small number of adolescents (5.75% of indicators – above the average level; 5.75% – high level of manifestation of the status; 12.64% – average level of manifestation). Optants with a formed professional identity are characterized by the fact that they are ready to make or have already made a conscious choice for further professional development. They have confidence in the correctness of the decision about their own professional future. This status characterizes adolescents which have gone through a «crisis of choice» and independently formed a system of knowledge about themselves and their professional values, goals and life beliefs. They can consciously build their lives because they have decided what they want to achieve. Indicators in the range of the low and below the average level have received 10.34% and 65.51% of the studied respectively.

The moratorium (crisis of choice) mostly characterizes the identity status of high school students. High-level indicators have been found in 31.03% of the people under study; above the average level – 28.74%; the average level – 32.18% of the studied people. Such status is typical for a person who explores alternative options for professional development and actively tries to get out of this state by making a meaningful decision about his future. These boys and girls reflect on possible options for professional development, try on different professional roles, strive to learn as much as possible about different specialties and ways to obtain them. At this stage adolescents may encounter unstable relationships with parents and friends: full understanding can quickly be replaced by misunderstanding, and vice versa. As a rule, most people, after a «crisis of

choice», move to the state of the formed identity. 5.75% and 9.20% of the studied people have received indicators in the range of the low and below the average level respectively.

For our study, indicators on the scale «Imposed Professional Identity» (identity foreclosure) are particularly important, because this scale characterizes the *level of independence of high school students in the professional prospects planning*.

According to the obtained data, professional identity is inherent to a high quantity of high school students. Thus, indicators of 33.33% of the respondents reach a high level of the status manifestation; 29.89% – above the average level; 21.84% – an average level. This status characterizes a person who has chosen his or her professional path, but did it by listening to the opinion of authorities (parents, friends, etc.), not by thinking independently. For a time, this usually provides a comfortable state of mind, avoiding any anxiety about one's future, but at the same time, the profession chosen in this way may not correspond with interests and abilities of an individual. Later this may lead to disappointment in the made choice. Indicators in the range of the low and below the average level have received 5.75% and 9.20% of the studied people respectively.

The obtained data have certified that the majority of the surveyed high school students are in the process of thinking and solving the problem of choosing a profession, but simultaneously the idea of the professional future is imposed from the outside and is not the result of an independent choice.

Let us turn to analysis of the results of studying the psychological conditions of the independence development of high school students – personal activity; level of responsibility; self-regulation of behavior.

In the study it has been reported that in the process of maintaining an optimal level of personal activity, senior adolescents were dominated by physical activation (17.10 points) as the desire to maintain optimal functional and emotional

states. Psychological activity (personal and behavioral activity) – as a thirst for activity, initiative, striving to achieve goals, interest of life – has been presented later (15.75 points). The lowest numerical indicators (12.87 points) have been revealed for the component independence (independence in solving vital tasks, autonomy, self-sufficiency, freedom of choice, self-organization).

The purpose of the study meant measuring of the general level of personal activity (self-activation) – in complex of psychological activation, physiological activation and independence. According to the obtained data, a large number of the studied adolescents (43.68%) tend to the high level of personal activity. The high level of self-activation indicates the respondents' willingness to change, availability to take responsibility, the desire to transform or create new relationships with the world, the awareness of the need to realize own potential capabilities, the desire to the personal development. In general, independence, physical activation and mental activation of a personality increase an interest to the world and life, create conditions for setting difficult goals and confidence in their realization, willingness to act, even if success is not guaranteed, accept situations of uncertainty (Одинцова & Радчикова, 2018).

Indicators of the low level of self-activation has been recorded in 14.94% of respondents. Low rates of self-activation usually indicate a lack of readiness for change, a desire for stability, fear and rejection of situations of modifications, reduced readiness for transformation and creation of new relations with the world, a low level of independence, passivity. Self-activation of personality is formed in childhood, it serves as the core for development of personal activity and interconnects with many «selves»: self-sufficiency, self-realization, self-actualization, self-determination. 41.38% of high school students have the average level of self-activation.

The purpose of the experimental study has also been to establish the correlation of certain psychological conditions with

the level of independence of high school students (indicator – scale «Imposed Professional Identity» by test of A. Azbel, A. Gretsov). Establishing correlations makes it possible, in the further elaboration of developmental measures, to use a purposeful influence on these psychological conditions of the independence development in planning of the professional prospects.

Results obtained by the test of A. Azbel, A. Gretsov have an inverse correlation with the indicator of imposed professional identity by Spearman's rank correlation coefficient ($r_s = -0.855$; $p \leq 0.01$): the higher the level of personal activity is, the lower the level of imposed identity (independence of the professional choice) is, and vice versa. This proves that personal activity is a condition of development of independence in planning of the professional prospects.

Let us turn to analysis of the results of studying the degree of self-regulation of behavior in planning of the professional prospects. It has been established that in the majority of high school students the components of self-regulation system are developed on the average level. By the scale of planning, the obtained ratings indicate the formed status of the needs for conscious planning of professional prospects, detailed plans, which, however, are not always stable and hierarchical (8.05% – low level; 47.13% – average level; 44.83% – high level).

Numerical ratings by the scale of modeling indicate that adolescents are able to identify meaningful conditions for achieving goals in the current situation and in the promising future, which is reflected in accordance with action programs and action plans (17.24% – low level; 56.32% – average level; 26.44% – high level). Ratings by the scales of programming, independence and flexibility indicate that high school students do not need to think through the mode of own actions to achieve their goals, as well as insufficient regulatory flexibility that adversely affects the ability to correct, quickly restruc-

ture action and behavior plans and programs (programming: 42.53% – low level; 48.28% – average level; 9.20% – high level; independence: 43.68% – low level; 44.83% – average level; 11.49% – high level; flexibility: 18.39% – low level; 45.98% – average level; 35.63% – high level).

Numerical ratings by the scale of the evaluation results confirm the adequacy of the respondents' self-esteem, the relative formation of subjective criteria for the evaluation of the results (16.09% – low level; 60.91% – average level; 22.99% – high level).

Let's consider indicators of the general level of self-regulation of high school students. According to the findings, senior adolescents' awareness of self-regulation behavior in the career prospects planning is manifested mainly at the average level (24.32% – low level; 50.58% – average level; 25.10% – high level).

The obtained results show that the need for conscious planning and programming of the behavior is not definitively formed, the studied adolescents are more dependent on the situation and opinion of others. Besides, such respondents are characterized by the reduced ability to compensate the unfavorable personal goals to achieve the goal, compared to those with high level of self-regulation (Моросанова, 2001).

Calculating the link density between the self-regulation ratings and the indicator of imposed professional identity (level of independence of high school students) has found a positive correlation ($r_s = 0.941$; $p \leq 0.01$). This shows that the higher the level of self-regulation is, the higher the level of adolescents' independence is. Thus, we have proved that the developed status of self-regulation was a psychological condition of the independence development of high school students in planning their professional prospects.

Now we turn to results of the study of responsibility as a condition of the independence development of high school students in planning of the professional prospects. Respon-

sibility, in its most general form, is seen as fulfillment of a promise made on the basis of a self-made decision, conscience and duty. The highest level of development of the quality of responsibility is considered to be internal responsibility, when a subject can't take a neutral position after assessing the situation (Прядеин, 2014).

Diagnostics data indicate neutrality and situational manifestation of responsibility in the vast majority of the studied adolescents (59.77% of the total number of respondents). Such persons have an inherent situational independence, the need for additional control, which guarantees a completion of what has been started.

In 4.6% of the respondents there has been registered a high level of responsibility development. Such people are characterized by caution and weighted decision-making, carefulness of the task execution, worrying about the end result (developed emotional component of responsibility), reliability. They do not require additional controls to guarantee a completion of what has been started.

The numbers of 35.63% of the respondents have been recorded in the low level of responsibility. Such persons are characterized by a reluctance to do anything, low self-esteem of their own abilities, negative attitude towards the execution of assignments, refusal of activity, non-requirement, dependence on the mood, laziness, neglectful attitude to assignments and duties.

It should be noted that sufficiently high ratings of responsibility can be indicative of a situation of responsible dependence: diligence in schooling, depending on encouragement from teachers and rewards from parents.

Calculating the link density between the responsibility ratings and the indicator of imposed professional identity (level of independence of high school students) has found a positive correlation ($r_s = 0.855$; $p \leq 0.01$). This shows that the higher the level of responsibility is, the higher the level of adolescents'

independence is. Thus, we have proved that responsibility is a psychological condition of the independence development of high school students in planning their professional prospects.

The established correlations have confirmed the assumption that personal activity, the developed status of self-regulation and high level of responsibility are psychological conditions of development of high school students' independence in planning of the professional prospects.

Conclusions

The article highlights results of an experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

It has been established that professional self-determination, as part of the personal self-determination, can be considered as the most important newgrowth of adolescence. The independence of senior adolescents is characterized by: activity of a life position; ability to plan, implement and adjust the system of life goals, including professional goals; consciousness. Taking into account the selected characteristics of independence and taking into consideration the social situation of development of senior adolescents, there have been determined psychological conditions of development of high school students' independence in planning of the professional prospects: personal activity, the developed status of self-regulation, high level of responsibility.

The research of the independence manifestation in professional prospects planning has shown that most respondents are in the process of solving the problem of choosing a profession, however their ideas about the professional future are imposed from the outside and are not the result of an independent choice.

The research of the psychological conditions of the independence development in senior adolescence has shown that a significant number of the respondents are characterized by

high and average levels of personal activity. The high level of self-activation indicates the respondents' willingness to change, availability to take responsibility, the desire to transform or create new relationships with the world, the awareness of the need to realize own potential capabilities, the desire to the personal development. According to the findings, senior adolescents' awareness of self-regulation behavior in the career prospects planning is manifested mainly at the average level: the need for conscious planning and programming of the behavior is not definitively formed, the studied adolescents are more dependent on the situation and opinion of others. Besides, such respondents are characterized by the reduced ability to compensate the unfavorable personal goals to achieve the goal, compared to those with high level of self-regulation. Diagnostics data have certified neutrality and situational manifestation of responsibility in the vast majority of the studied adolescents. This indicates an inherent situational independence, the need for additional control, which guarantees a completion of what has been started.

The established correlations have confirmed the assumption that personal activity, the developed status of self-regulation and high level of responsibility are psychological conditions of development of high school students' independence in planning of the professional prospects.

Promising directions of further researches concern elaboration and approbation of the psychological-and-pedagogical program of development of high school students' independence in planning of the professional prospects.

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Шевченко Наталія, Лісянська Наталія. Експериментальне вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив

АНОТАЦІЯ

Мета статті – висвітлити результати експериментального вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив.

Методи дослідження: теоретичні: теоретико-методологічний аналіз сучасного стану досліджуваної проблеми; систематизація й узагальнення наукової літератури з проблеми дослідження; емпіричні: тестування за такими методиками: «Методика вивчення статусів професійної ідентичності» (авт. А. Азбель, А. Грецов); «Багатовимірна функціональна діагностика відповідальності» (авт. В. Прядеїн); «Стиль саморегуляції поведінки» (авт. В. Моросанова); «Діагностика самоактивності особистості» (авт. М. Одинцова, Н. Радчикова); математико-статистичні методи обробки експериментальних даних на базі пакету статистичних програм IBM SPSS-20 (описова статистика, кореляційний аналіз за критерієм Спірмена).

Результати дослідження. За допомогою теоретичного аналізу визначено психологічні умови розвитку самостійності старшокласників у плануванні професійних перспектив: особистісна активність; розвиненість саморегуляції; високий рівень відповідальності.

Вивчення прояву самостійності в плануванні професійних перспектив засвідчило, що більшість досліджуваних старшокласників знаходяться у процесі осмислення і вирішення проблеми вибору професії, водночас уявлення про професійне майбутнє нав'язані ззовні та не є результатом самостійного вибору.

Вивчення психологічних умов розвитку самостійності в старшому підлітковому віці показало, що для значної кількості досліджуваних

підлітків характерні високий і середній рівні особистісної активності. Установлено, що в старших підлітків усвідомлення саморегуляції поведінки у плануванні професійних перспектив проявляється переважно на середньому рівні, тобто потреби в усвідомленому плануванні та програмуванні своєї поведінки не остаточно сформовані, залежні від ситуації та думки оточуючих людей. Зафіксовано нейтральність, ситуативний прояв відповідальності в переважній частині досліджуваних підлітків, що вказує на ситуативну самостійність і необхідність додаткового контролю для гарантії завершення розпочатого.

Висновки. За результатами дослідження статистично доведено, що психологічними умовами розвитку самостійності старшокласників у плануванні професійних перспектив є особистісна активність, розвиненість саморегуляції, високий рівень відповідальності.

Ключові слова: самостійність, професійна самовизначеність, планування професійних перспектив, саморегуляція, особистісна активність, відповідальність.

Шевченко Наталя, Лисянская Наталя. Экспериментальное изучение психологических условий развития самостоятельности старшеклассников в планировании профессиональных перспектив

АННОТАЦИЯ

Цель статьи – осветить результаты экспериментального изучения психологических условий развития самостоятельности старшеклассников в планировании профессиональных перспектив.

Методы исследования: теоретические: теоретико-методологический анализ состояния исследуемой проблемы; систематизация и обобщение научной литературы по проблеме исследования; эмпирические: тестирование с помощью следующих методик: «Методика изучения статусов профессиональной идентичности» (авт. А. Азбель, А. Грецов); «Многомерная функциональная диагностика ответственности» (авт. В. Прядеин); «Стиль саморегуляции поведения» (авт. В. Моросанова); «Диагностика самоактивации личности» (авт. М. Одинцова, Н. Радчинова); математико-статистические методы обработки экспериментальных данных на базе пакета статистических программ IBM SPSS-20 (описательная статистика, корреляционный анализ по критерию Спирмена).

Результаты исследования. С помощью теоретического анализа определены психологические условия развития самостоятельности старшеклассников в планировании профессиональных перспектив: личностная активность; развитость саморегуляции; высокий уровень ответственности.

Изучение проявления самостоятельности в планировании профессиональных перспектив показало, что большинство исследуемых старшеклассников находятся в процессе осмысления и решения проблемы выбора профессии; их представления о профессиональном будущем навязаны извне и не являются результатом самостоятельного выбора.

Изучение психологических условий развития самостоятельности в старшем подростковом возрасте показало, что для значительного количества исследуемых подростков характерны высокий и средний уровни личностной активности. Установлено, что у старших подростков осознание саморегуляции поведения в планировании профессиональных перспектив проявляется преимущественно на среднем уровне, то есть потребности в осознанном планировании и программировании своего поведения не окончательно сформированы, зависят от ситуации и мнения окружающих людей. Зафиксирована нейтральность проявления ответственности у подавляющего числа испытуемых, что указывает на ситуативную самостоятельность и необходимость дополнительного контроля для гарантии завершения начатого.

Выводы. По результатам исследования статистически доказано, что психологическими условиями развития самостоятельности старшеклассников в планировании профессиональных перспектив являются личностная активность, развитость саморегуляции, высокий уровень ответственности.

Ключевые слова: самостоятельность, профессиональное самоопределение, планирование профессиональных перспектив, саморегуляция, личностная активность, ответственность.

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The Peculiarities of Perception of Family Relations and the Place in the Family by the Child with Attention Deficit and Hyperactivity Disorder

Особливості сприйняття сімейних взаємостосунків і свого місця в сім'ї дитиною із синдромом дефіциту уваги та гіперактивності

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ABSTRACT

The aim of the article is to highlight the results of the study conducted among children of primary school age with attention deficit and hyperactivity disorder and the peculiarities of their perception of family relations and their place in the family.

Methods. To achieve this goal and implement the tasks we used the projective technique «Family Drawing». The following criteria for evaluation of drawings are chosen: 1) formal structure of drawing; 2) graphic presentation of family members; 3) the process of drawing. The sample consisted of children aged between 6-10 and their parents with a total of 128 people: 64 children and 64 parents. A structured interview was conducted with the parents.

Results of the research. It has been established that in the perception of the family situation by children with ADHD and their place in the family, there are such general tendencies as anxiety, feelings of inferiority, depression, negative or timid attitude towards one of the parents, negative attitude towards siblings. The following types of distress are common in families of children with ADHD: quarrels between parents, conflicts between parents (or one of them) and a child with ADHD, between him / her and siblings, ignoring the child, hypersocialization of the child, hypercontrol, etc. The graphic characteristics of the drawing, which have a symbolic meaning for determining the satisfaction / dissatisfaction of the child's needs, are analyzed quantitatively and qualitatively (with an illustration of examples). It is shown that the drawing reflects two vectors of the child's experience of his / her place in the family: «acceptance» and «rejection». The child's feeling of «rejection» in the family was more common in contrast to the «feeling of acceptance» (71.8% and 28.1%, respectively). As a way of processing the «feeling of rejection», children prefer to «drive themselves out» rather than the family, which indicates the deprivation of the need for intimacy, belonging.

Conclusion. Family drawings can be used in the diagnosis of children with ADHD to build the following psychocorrective hypotheses to implement effective psychological care for the child and the family as a whole.

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Key words: *family, interpersonal relationships in the family, ADHD (attention deficit and hyperactivity disorder), projective techniques, technique «Family Drawing», feeling of belonging, feeling of rejection.*

Introduction

Family for the child has been and remains an important centre for the formation of his / her personality both in everyday consciousness and in most psychological theories of development. Despite the differences in the interpretation of the focus and factors of mental development of the child, the scientific opinion is mostly unique in the question of the influence of the family atmosphere and the nature of interaction in it on the formation of the child's personality. If the family is friendly, harmonious, responsible, parents are acceptable to the child, they make balanced and adequate demands on the child, then the child has every chance to develop harmoniously, grow in harmony with himself / herself and the world. Any conflicts in the family, inconsistent disciplinary measures, hostility towards children give rise to, respectively, child's hostility, rejection of oneself and / or others, many unproductive psychological defenses, and so on.

Today, attention deficit and hyperactivity disorder (ADHD) is an officially recognized neuropsychological disorder of a polymorphic nature, caused by the peculiarities of brain function. For a child with attention deficit hyperactivity disorder, family can both compensate for developmental disorders and become a centre for its optimization with a prognosis for successful social adaptation of the child (under appropriate design conditions), and cause many serious secondary consequences, comorbid disorders, personal and social problems in adulthood (Semakova & Makarova, 2007; Johnston & Mash, 2001). Therefore, the study of the peculiarities of the child's perception of family relations and his / her place in the family is a necessary link in providing psychological assistance to a child with ADHD and his / her parents.

The study of the perception of peculiarities of intrafamily relations by children with certain developmental problems has received enough attention from researchers who aimed to involve the family in psycho-correctional and developmental activities to help the child. The existence of the correlation between ADHD and the family system is indicated by most researchers on this issue (Briazgunov & Kasatikova, 2001; Semakova & Makarova, 2007; Politics, 2006; Romanchuk, 2015; Sukovskyi, 2008; Sukhina, 2018; Barkley, 1998; Johnston, Godinez, Willcutt et al, 2015; Johnston & Mash, 2001). According to the current data, unfavorable conditions of the prognosis for the development of a child with ADHD are such disorders of family and family functioning as: low social standard of living, high proneness to conflict in the family, manifestations of aggression between parents and children, hostility between siblings, ignoring the child, a high level of parental requirements which are incompatible with the capabilities of the child, etc.

The aim of this article is to highlight the results of a study of the characteristics of the perception of interpersonal relations in the family and the place in it by the child with attention deficit and hyperactivity disorder, using the projective technique «Family Drawing».

The results described in the article are a fragment of more detailed study of the system of child-parent relations, which are an important factor in the psychological well-being of both children with ADHD and their parents.

The tasks of the article

To achieve the goal, the tasks of the article were as follows: substantiation of the projective technique in the implementation of the study and, in particular, the technique «Family Drawing»; description of the research procedure, criteria for evaluation of drawings and the process of their implementa-

tion; analysis of the results of an empirical study of the nature of the perception of children of primary school age with ADHD interpersonal relations in the family and their place in it; illustration of the results by concrete examples; conclusions about the obtained results.

Methods and techniques of the research

The study of the peculiarities of the child's perception of interpersonal relationships in the family was conducted using the technique «Family Drawing» during individual receptions of parents and children in the psychological service of the Children Hospital №4 in Kyiv, where they sought a professional help. To assess the family situation comprehensively, the children's drawing data were compared with the results of observations and interviews with children during the drawing and interviewing parents.

Results and discussions

In the study of the child's perception of the system of family relations, projective methods, in particular, drawing tests, became widespread in psychological practice. The diagnostic value of children's drawings has been repeatedly confirmed by experts from around the world (Burns & Kaufman, 1972; Corman, 1964; DiLeo, 1973; Harris, 1963, Krisch, 2019; Bodalev, Stolin & Avanesov, 2000; Mukhina, 1981; Homentauskas, 1984, etc.). The popularity of drawing techniques is due to several reasons: 1) the process of drawing (it is close to the game, and it allows you to establish emotional contact with the child quickly, to relieve his / her tension, if there is any); 2) the availability of tools and convenience of the procedure (a sheet of paper, pencils, eraser; the ability of the psychologist to observe the course and changes in the emotional states of the child under study); 3) many times confirmed facts of diagnostic value of how the child perceives himself / herself and

other family members, what feelings he / she experiences in the family; 4) psychotherapeutic effect of the drawing process, etc.

The younger a child is, the more imagery, expression and originality are in the way he / she draws the world (DiLeo, 2012). It has been established that drawing allows a child to convey those feelings that he / she is not able to formulate yet. Ukrainian psychologists recognize that the child's drawing can be considered as a language that has greater communicative potential than oral and graphic ones (Belyauskaite, 2003; Wenger, 2003; Mukhina, 1981; Homentauskas, 1993, etc.).

The technique «Family Drawing», which was used by us in the study, is an informative means of learning the child's personality, because it reflects how the child perceives himself / herself and other family members, what feelings he / she experiences in the family. The technique exists in various modifications and is used primarily to study the structure of the family and the characteristics of the relationship between family members in the perception of the child. It is believed that it is better to use the «Family Drawing» between 6–10, when the graphic expression is more or less formed, but it still remains quite individual and relatively free from cultural pressure.

The sample of this study consisted of children aged between 6-10 and their parents with a total of 128 people: 64 children and 64 parents (one of the child's parents participated in the survey). Among the children there are 18 girls and 46 boys. All children lived with their parents or one of them at the time of diagnosis. Children in this sample did not have such comorbid disorders as mental retardation, epilepsy, visual and hearing impairment. There were found enuresis, dyslexia, dysgraphia, tics in the anamnesis among the concomitant ADHD disorders.

Drawing and communication with children took place with the consent of the parents alone with the child or in the presence of one of the parents, who was sitting nearby. The children were diagnosed with ADHD by child psychiatrists and neuro-

logists. The diagnostic procedure with children was carried out according to the standard scheme: after establishing contact with the child and his / her consent to the proposal to «draw», the child was given a sheet of white paper (21 × 29 cm), graphite and colored pencils, an eraser and instructions: «Draw, please, your family». We have avoided the explanations what the word «family» means, so as not to lose the essence of the study. If a child asked who to draw, we simply repeated the instructions. The time to complete the task was not limited, but on average it lasted no more than 20 minutes: it is difficult for children with ADHD to keep a long attention when performing any activity. After the drawing, a short conversation was held, in which, in addition to individual questions for each child, the following were mandatory: «Who is drawn here?», «What do they do?», «Which of them is the happiest / most unhappy?», «Why?» etc. Structured interviews were conducted with parents to determine the nature of the family microclimate. These data were then compared with the analysis of children's drawings and conversations with them.

One way to interpret a child's family drawing is a three-level scheme, according to which the drawing is analyzed according to the following criteria: 1) the formal structure of the drawing; family composition; the presence of «extra» – not family members; the presence of animals and other objects, location of figures in the drawing, the presence of distances, etc.); 2) graphic presentation of family members (nature of lines, hatching, proportions of figures, presence of details of a body, decorativeness, use of colors); 3) the process of drawing (the child's behavior, his / her expression, the pace of work, the sequence of drawing figures and details, pauses, erasures) (Belyauskaite, 2003; Bodalev, Stolin, Avanesov, 2000; Homentauskas, 1985). We have used the above mentioned technology to analyze children's drawings. The conducted content analysis of the presence of the above-mentioned features in children's

drawings allowed to establish a number of dominant and weakly expressed ones (Table 1).

Table 1

Quantitative indicators of interpretive features
in the family drawings of children with ADHD

Criteria for evaluating the drawings	Interpretive features	The number of manifestations in the sample	
		N = 64	(%)
Formal structure of the drawing	– Full family	34	53.1
	– Absence of some family members	12	18.5
	– Absence of the child (author of the drawing)	14	21.8
	– Only the child (author) in the drawing	4	6.2
	– Additional figures (other people, animals)	15	23.4
	– Other objects in the drawing (sun, clouds, house, trees, flowers, etc.)	12	18.5
	– Evident remote arrangement of figures, their separateness	18	28.1
	– Unity of figures	13	20.3
Graphic qualities	– Strong pressure of lines	44	68.5
	– Weak pressure of lines	8	12.5
	– Moderate pressure of lines	12	18.5
	– Strong shading	45	70.3
	– Distortion of the body, lack of body parts	50	78.1
	– Careful drawing of human figures, their proportionality	8	12.5
	– Saturation of details	6	9.3
	– Use of the entire sheet space	12	18.7
	– Significant offset of the drawing on the sheet (up, down, right, left)	33	51.5
	– Use of colors	51	79.6

The drawing process	– Fast (impulsive) completion of the task (up to 15 minutes)	44	68.7
	– Poor planning	19	29.6
	– Erasing	7	10.9
	– Many questions	34	53.1
	– Looking at parents (in their presence) or looking at a psychologist	41	64.0

Thus, the following features dominate in the drawings of the family of children with ADHD: the full composition of the family (53.1%), the strong pressure of the lines (68.5%); strong shading (70.3%); body curvature, disproportion, absence of arms, legs, mouth, nose, ears, hair (78.1%); significant offset of the drawing on the sheet (up, down, right, left) (51.5%); use of colored pencils (79.6%); fast (impulsive) completion of work (up to 15 minutes) (68.7%); many questions of the child to the psychologist during the drawing (53.1%); looking at the parents (in their presence) or looking at the psychologist (64%). Also, it has been noticed a low representation of such interpretive features as: only the child (author) in the drawing (6.2%), saturation of human figures with details (9.3%), erasure of the drawn (10.9%); weak pressure of lines (12.5%), careful drawing of human figures, their proportionality (12.5%).

The characteristic for the children with ADHD is fast impulsive drawing (up to 15 minutes), not caring about its quality and accuracy – they can simply cross out what is not desirable, draw on top of what is drawn, without erasing with an eraser, including drawing in one color on top of another. They are characterized by poor planning (drawing without thinking about where to start, may start drawing from another large object (such as a house), not focusing on whether the family will fit in the available space of the sheet of paper; uncontrolled, chaotic activities (change posture during drawing, distracted, ask a lot of questions that do not relate to the subject

of drawing), poor coordination (lines go beyond the contours, parts of the body are poorly connected, can «run into» each other). During the conversation they can impulsively start to finish the details that are missing in the drawing, and often too demonstratively (for example, big ears in the whole family, everyone's hair is the same with strong pressure, etc.). Demonstrative behavior during conversation is common among boys with ADHD of predominantly hyperactive-impulsive and complex subtypes, but this audacity often looks like a defensive response which they showed to anticipate the threat to their «ego»; sometimes a neutral question could provoke a protest.

Children with ADHD do not have trifles in drawing: details, decor, if any, are scarce. Rough, inflexible line of drawing prevails, inorganicity of human figures – their awkwardness, disproportion, lack of body parts (arms, legs or feet, parts of face and head – nose, mouth, ears, hair), fuzzy clothes, lack of shoes. All this may indicate an underdevelopment, break of the concept of the body in a child, which has repeatedly been the subject of research by Western scientists, such as DiLeo (2012), and others. D. Dileo explains such distortions by both internal neurological dysfunctions and external factors that adversely affect the emotional life of the child. These facts are partially confirmed in the research of children with ADHD by O. Polityka (Polityka, 2005).

There are lots of more colorful drawings in children's works than achromatic ones. We have noticed that the use of violet color (or its lighter shade – lilac) is widespread among children with ADHD, which is often associated in psychology not only with mysticism, but also with psychological immaturity, infantilism, nervous system instability, diseases associated with hormonal imbalances, etc. (Serov, 2019). This fact seems quite natural for the psychophysiology of ADHD, which, however, needs more detailed examination, because in other studies that used projective tests in the assessment of children, such observations on the preference of purple color were

not noticed (for example, in the work of M. Fedorenko, 2015, where the Luscher test was used in the diagnosis of preschool children with ADHD and mental retardation). An obvious explanation may be the difference in the samples: children of preschool and primary school age, with mental retardation and without this disorder.

The presence of the full family, as it turned out in the comprehensive interpretation of each case, is not a sufficient argument in favor of the child's perception of self and interpersonal relationships in the family, without taking into account the whole composition (structure) of drawing, the nature of drawing figures, their location, use of colors, pauses, sequence of appearance of figures in the picture, answers to the above questions to the child, etc. Therefore, from a diagnostic point of view, it is more informative to analyze children's drawings individually in conjunction with the results of parental interviews and conversations with the child about what he or she portrays.

In illustrating the examples and determining the nature of the child's perception of his / her place in the family, we used psychological dimensions, which, in our opinion, were substantiated for the method of «Family Drawing» by G. Homentauskas. In particular, he identified two such dimensions: 1) «sense of rejection» and «sense of belonging»; 2) «symbolic expulsion of the family» and the symbolic «expulsion of oneself» as graphic ways for a child to «process» feelings of rejection. Let's look at examples of how they are reflected in the drawings of children of primary school age with ADHD.

Negative experience of the child related to the family, dissatisfaction with the family situation and «feelings of rejection» can be seen in the process of drawing at the beginning: refusal to perform the task («I do not want to draw»), distraction of the psychologist («Where do you get such beads?», «Can I look at those toys?»), partial sabotage of the task (they start drawing, but something else, but not the family).

In the formal structure of the drawing the emotional distress of children with ADHD is manifested in the change of the family structure: the exclusion of oneself, one of the parents, siblings, or the inclusion in the family of people who are not directly related to it. Graphically, «feelings of rejection», anxiety, stress can be signaled by the image of clouds, strong hatching, redrawing of an already drawn family member, the use of black with intense pressure, which were confirmed in subsequent discussions of the drawings with the child.

Lack of emotional communication in the family, the contradiction of educational techniques are evidenced by the large number of different objects in the picture, images of other people, non-family members, animals. For example, Fig. 1, made by a boy of 8 years, shows two figures of the girls «Alina» and «Masha», who are his classmates. The internal conflict of the author in relation to the image is conveyed by the contradictions between the graphic presentation of the figures in the drawing (limbs with outstretched fingers, dark hatching of clothes and faces – aggressive symbolism) and their names written in pink hearts under the figures. As the boy himself explained, these girls constantly tease him, but they are his friends. They communicate with him during breaks that is essential for a child with ADHD who may have problems with peers. He refused to comment on the refusal to draw a family (parents are divorced, the boy is being raised by his mother and grandmother), limiting himself to the phrase «let it be so». Despite the refusal to draw a family, it can be assumed that in this case there is a transfer from parental figures to peers, due to internal conflict. The absence of the boy in the picture indicates that he has a feeling of rejection both in the family and at school. In the interview, the mother confirmed her son's conflicts at school, which she had heard about from teachers many times, but, in her words, «she stopped paying attention to it because she was tired and used to it». He often takes the position of either strict measures of control and punishment,

or «falling in love» with her mother (the boy's grandmother), when the actions of punishment cause a complex of guilt.

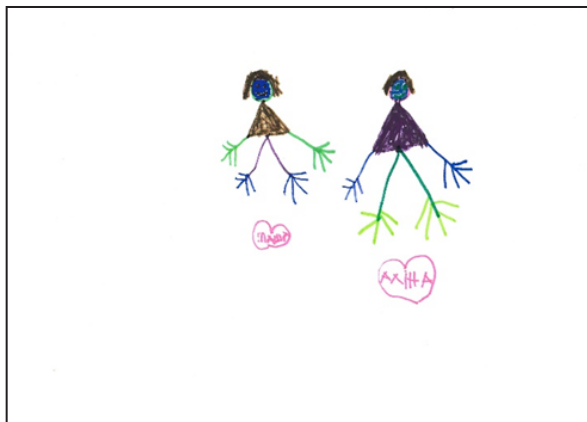


Fig. 1. Drawing of an 8-year-old boy

The child's feeling of inferiority can be reproduced in the picture by a disproportionately small figure of the author himself; the location of the figure at the bottom of the sheet; isolating the child's figure from other family members; the absence of the author in the drawing, etc. Children who grow up in a family with a feeling of inferiority often show a characteristic stereotype – shame. They may refuse to draw, often look at their parents if they are present at the diagnosis, try to finish work faster. Most often, in such cases, they either «forget» or «do not want» to draw themselves, and according to G. Homentauskas (Homentauskas, 1984) it is a way for a child to process the feeling of rejection through symbolic expulsion from the family.

Fig. 2 shows three figures: a mother – in man's clothing, a father, a younger brother. The father covers his younger son's face with his palm. The author himself (an 8-year-old boy) is not present in the drawing («I don't want to draw myself»). The boy is shy, very slow. ADHD (mostly of an inattentive

subtype) was detected when he went to school. The reason for going to the doctor is inattention, low school performance, reading problems, dysgraphia. According to the mother, the situation in the family is good. However, the child clearly feels emotional deprivation, his rejection, uselessness. The younger child is healthy, and with his birth the parents switched more to his upbringing. Unconsciously, they show more love and affection for him. The eldest son is also given attention, but mostly in helping with learning. During the conversation the mother admitted that the eldest son in the family gets less friendliness, tenderness, hugs, etc. Graphically, the author's jealousy of his younger brother is reproduced by covering his face with his father's hand. Feelings of inferiority are expressed in the displacement of the drawing in the lower corner of the sheet. Feelings of rejection are psychologically transformed by the child through the symbolic expulsion of himself from the family.

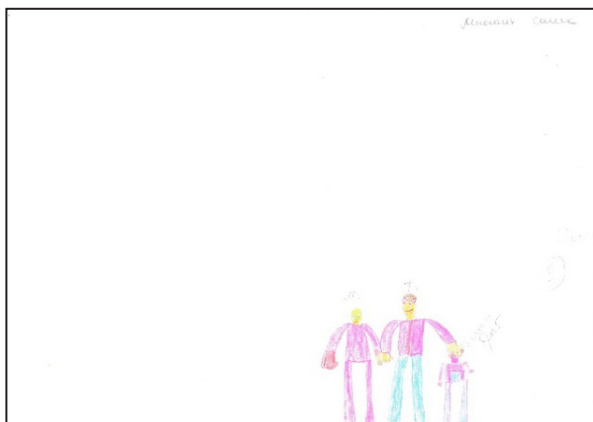


Fig. 2. Drawing of an 8-year-old boy

The presence of anxiety can be predicted, if the drawing is expressed with hatching, strong pressure of lines, a clear line of the base, the child erases details, crosses out, circles

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them, does not finish details, draws animals and so on. In some cases, even with the overall positive image of the whole child, the figures in it, the child's anxiety can be a strong shading of certain parts of the body of other family members (where the source of the threat is felt), or the child himself / herself. In conversation children with an anxious symptom pause think long about the answer, as if trying not to «make a mistake» and answer «right», have difficulty explaining why someone is happy and someone is not («I do not know», «It seems to me...» etc.). Another characteristic behavior of children with anxiety syndrome is protective and aggressive behavior as a discharge of tension.

For example, in Fig. 3 a 9-year-old girl gets anxiety from their parents, especially the father (his figure is distorted, marked by strong black hatching, at a distance from the child, where the barrier between them is the mother). The figures are close together, but they all lack hands as a marker of impaired communication in the family. When asked «Who is the happiest in the family?», the girl called herself, because others, in her words, «feel worse». During her parents' quarrels, she gets angry with them, and when asked what she would like in such situations, the girl answered: «no arguing and mom's hug». However, the mother goes away after the quarrel, leaving her alone.

After the conversation with the mother, it became clear that the family is really in a difficult period: the father has lost his job, there are constant quarrels and scandals in the house. ADHD in a child is complex: she is hyperactive, needs a lot of attention, the school notes her proneness to conflict, arrogance, unsociability. Her high energy is demonstratively expressed in the hot yellow color with which she adorned herself in a dress. The child often reacts with anger and disobedience hiding her anxiety states in such a way.



Fig. 3. Drawing of a 9-year-old girl

Children's perception of family conflicts is manifested in the drawings by the following features: barriers between figures; drawing and subsequent erasure or strikethrough of figures; selection of individual figures; decrease / increase some figures in the drawing; absence of some family members; isolation of separate figures; the presence of things more than people; absence of body parts in some figures, etc. In conversations after drawing, children from such families behave in two ways: some take a cautious and conciliatory position («not to contradict»), others – oppositional or defensive-aggressive.

Favorable family situation and the child's feeling of acceptance in it are determined if the child's drawing is dominated by the following features: the image of all family members, the overall positive atmosphere of the drawing, smiles on their faces; absence of isolated, demonstratively selected figures; no hatching, dark colors, corrections, erasures or sketches of faces and details; adequate placement of figures on the sheet; confident drawing lines, without pressure; no image of family members with hostile, sad faces, sharp objects in their hands, etc. During the conversation, the child does not linger long when asked who is drawn, what they do, whether they are hap-

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py or bored, etc., gives positive answers, considering herself / himself and others happy.

We give an example of Fig. 4 as an illustration, the author of which is an 8-year-old boy with ADHD of mostly inattentive subtype. School performance (intermediate level) is supported by the contribution of parents to help with homework, organized control over the activities of the child. The family is financially and psychologically prosperous. The composition of the family is completely reproduced in the drawing. The distance between the family members is explained by the boy that they play, throwing up and catching hats. The boy slowly became involved in both the communication and the tasks offered, showing the shyness that was confirmed by the mother during the interview.



Fig. 4. Drawing of an 8-year-old boy

Qualitative and quantitative analysis of children's drawings and data from parental interviews revealed that «feelings of rejection» in the family are more common among children with ADHD than «feelings of acceptance» (71.8% and 28.1%, respectively). Disorders such as conflict, quarrels, child neglect, hypersocialization, hypercontrol, and so on are common

in children's families. As a psychological way of processing the «feeling of rejection», children are dominated by a symbolic «expulsion» from the family, rather than «expulsion of the family», which indicates a high need for intimacy, belonging, which are deprived. The image of only the author himself / herself in the task «to draw a family» was recorded by us only in 6.2% of cases in the sample («expulsion of the family»), but as «expulsion of oneself» from the family was a more common option (21.8%).

Conclusions

Thus, the above formal, graphic and procedural characteristics of drawings are symbolic to determine the peculiarities of the perception of a child with ADHD interpersonal family relationships and his / her place in it. They allow us to identify the nature of satisfaction / dissatisfaction of the child's needs for love, security, acceptance, reflect certain aspects of well-being / unhappiness in family interpersonal relationships that affect the child's feelings.

Social factors, in particular the family situation, do not cause ADHD, but determine the further development of children with this disorder and the path of their fate in the future more significantly than for children without ADHD, because their adaptive resources are much lower.

The «Drawing of the family» is an effective tool for understanding the «image of the world» of a child with ADHD, and can be used effectively in the work of a psychologist in the construction of the future psychocorrectional hypotheses to determine the direction of psychological assistance to children and their parents.

A promising continuation of this study may be to test the possibility of using graphical features of the technique «Family Drawing» and other drawing techniques for the differential diagnosis of ADHD and the norm among primary school children. In particular, as markers of ADHD can be tested such

features as: speed of drawings, body distortion, its disproportion, the absence of body parts (characteristics of the drawing that do not correspond to age), strong hatching, line pressure, accentuated use of purple, violet, etc.

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Ширяєва Людмила, Гончаренко Наталія. Особливості сприйняття сімейних взаємостосунків і свого місця в сім'ї дитиною із синдромом дефіциту уваги та гіперактивності

АНОТАЦІЯ

Метою статті є висвітлення результатів проведеного серед дітей молодшого шкільного віку із синдромом дефіциту уваги та гіперактивністю дослідження особливостей сприйняття ними сімейних взаємостосунків і свого місця в сім'ї.

Методи. Для досягнення поставленої мети та реалізації завдань використано проєктивну методикку «Малюнок сім'ї». У якості критеріїв оцінки малюнків проаналізовано: 1) формальну структуру малюнка; 2) графічну презентацію членів сім'ї; 3) процес малювання. Вибірку

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дослідження склали діти 6–10 років і їх батьки загальною кількістю 128 осіб: 64 дитини та 64 дорослих. Із батьками проведено структуроване інтерв'ю.

Результати дослідження. Установлено, що у сприйнятті сімейної ситуації та свого місця у сім'ї дітьми із СДУГ простежуються такі загальні тенденції, як тривожність, почуття неповноцінності, пригніченості, негативне або боязке ставлення до одного з батьків, негативне ставлення до сиблінгів. У сім'ях дітей із СДУГ виявлено поширеність таких видів неблагополуччя, як: сварки між батьками, конфлікти між батьками (або одним із них) і дитиною із СДУГ, між нею та сиблінгами, ігнорування дитини, гіперсоціалізація дитини, гіперконтроль тощо.

Проаналізовано кількісно та якісно (з ілюстрацією прикладів) графічні характеристики малюнка, що мають символічне значення для визначення задоволення / незадоволення потреб дитини. Показано, що малюнок відображає два вектори переживання дитиною свого місця в сім'ї: «прийняття» та «відторгнення». Більш розповсюдженим виявлено почуття дитиною «відторгнення» у сім'ї, на відміну від почуття «прийняття» (71,8% і 28,1% відповідно). У якості способу «переробки» почуття «відторгнення» діти віддають перевагу «виганяти себе», а не сім'ю, що свідчить про депривацію потреб у близькості, приналежності.

Висновки. Малюнки сім'ї можуть використовуватися у діагностиці дітей із СДУГ для побудови наступних психокорекційних гіпотез з метою реалізації ефективної психологічної допомоги дитині та сім'ї загалом.

Ключові слова: сім'я, міжособистісні стосунки у сім'ї, СДУГ (синдром дефіциту уваги та гіперактивності), проєктивні методика, методика «Малюнок сім'ї», почуття приналежності, почуття відторгнення.

Ширяева Людмила, Гончаренко Наталья. Особенности восприятия семейных взаимоотношений и своего места в семье ребенком с синдромом дефицита внимания и гиперактивности

АННОТАЦИЯ

Целью статьи является освещение результатов исследования особенностей восприятия семейных взаимоотношений и своего места в семье детьми младшего школьного возраста с синдромом дефицита внимания и гиперактивностью.

Методы. Для достижения поставленной цели и реализации задач использована проективная методика «Рисунок семьи». В качестве критериев оценки рисунков проанализированы: 1) формальная структура рисунка; 2) графическая презентацию членов семьи; 3) процесс рисования. Выборку исследования составили дети 6–10 лет и их родители общим количеством 128 человек: 64 ребенка и 64 родителя. С родителями проведено структурированное интервью.

Результаты исследования. Установлено, что в восприятии семейной ситуации и своего места в семье детьми с СДВГ прослеживаются такие общие тенденции, как тревожность, чувство неполноценности, подавленности, отрицательное или боязливое отношение к одному из родителей, негативное отношение к сиблингам. В семьях детей с СДВГ выявлена распространенность таких видов неблагополучия, как: ссоры между родителями, конфликты между родителями и ребенком с СДВГ, между ребенком и сиблингами, игнорирование ребенка, гиперсоциализация, гиперконтроль и т. п.

Количественно и качественно (с иллюстрацией примеров) проанализированы графические характеристики рисунка, которые имеют символическое значение для определения удовлетворения / неудовлетворения потребностей ребенка. Показано, что рисунок отражает два вектора переживания ребенком своего места в семье: «принятие» и «отвержение». Более распространенным выявлено чувство «отвержения» ребенка с СДВГ в семье, нежели чувство «принятия» (71,8% и 28,1% соответственно). В качестве психологического способа «переработки» чувства «отвержения» дети предпочитают «изгонять» себя из семьи, а не семью, что свидетельствует о депривации их потребностей в близости, принадлежности.

Выводы. Рисунки семьи могут использоваться в диагностике детей с СДВГ для построения психокоррекционных гипотез с целью реализации эффективной психологической помощи ребенку и семье в целом.

Ключевые слова: семья, межличностные отношения в семье, СДВГ (синдром дефицита внимания и гиперактивности), проективные методики, методика «Рисунок семьи», чувство принадлежности, чувство отверженности.

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The Psychological Resources of Personality-Based Confidentiality: Possibilities of Personality Trust in Oneself and Others

Психологічні ресурси особистісної конфіденції: можливості довіри людини до себе й інших

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ABSTRACT

The aim of the article is to define personality-based confidentiality resources in an empirical way.

The following methods were used: a psychological survey with the use of personality resourceful questionnaire, a psychological resource questionnaire, a test questionnaire for diagnosing indicators of existential resources, a questionnaire for virtues and character strengths, a questionnaire for coping with a crisis, a psychological well-being questionnaire, a coherence scale, methods for determining tolerance to uncertainty, and estimation methods and predicting the development of situations of interpersonal interaction, questionnaire of reflexivity,

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methods of trust / distrust of a person to the world, others, himself. Methods of mathematical statistical analysis such as Tests of Normality, multivariate analysis, cluster analysis of k-medium method, classification analysis, comparative analysis, discriminant analysis are applied. The empirical study was implemented according to the Nelson's model, since conditions were set for determining the resources of personal confidentiality, namely: the level of human confidence in himself, the level of human confidence in others, the level of system reflection, and the certainty of resource content.

The results of the research. *It is proved that a person's search for shortcomings in himself and others is a criterion of his readiness to mistrust both himself and others. The predictors of the embodiment of confidentiality in relation to a person towards himself and others are the psychological resources of working on oneself, responsibility, helping others, realized through resources as «character forces» – openness to new experience, leadership, and ability to forgive, kindness. According to the results of the empirical study, it is leadership as the ability to inspire and organize oneself and others, which is the main factor and predictor of a person's trust in oneself and other people.*

Conclusions. *The main resources for the embodiment of confidentiality are reflexive resources, which include psychological resources and resources as «character forces». The results of the study give reasons to consider the psychological resources of working on oneself as «recovery resources», (shared) responsibility, kindness to others and helping them who interpret, and, accordingly, make it possible to conceptualize subjective activity, that is, to realize personal self-understanding; as well as «strength of character» as an openness to new experience, leadership, the ability to forgive, kindness, giving the opportunity to argue the understanding.*

Key words: *psychological resources, personality confidentiality, «recovery resources», a person's trust in himself, a person's trust in others.*

Introduction

Trust as a special confidential type of attitude of the person to the world, oneself, other people is one of the important issues of personality psychology and relationships. At the same time, if classical psychology provides a psychoanalytic explanation of the reasons for (non)trust in the world, as (un)formation of his / her sense of basic (dis) trust in the relation-

ship with the mother during the first year of his / her life, then in nonclassical psychology the problem of trust is defined according to its purpose and process. In particular, it is shown that modern man's distrust to the metanarrative – a universal, «great story» about transcendent, «pre-established» commandments, which interprets the existential meaning of the world and the existence of the personality in it (Извеков, 2012: 94) causes exhaustion of self-understanding.

Trust is characterized as a «socio-psychological phenomenon of the relationship that arises in the interaction and reflects the internal position of the subject, due to the predicted assessment of the results of this interaction» (Лисенко, 2018: 124). Scholars emphasize that trust is both a condition and a consequence of cooperation (Василець, 2016: 15, 41), which allow to characterize trust as a prerequisite for the social capital of organizations and society (Купрейченко, 2008: 372). According to F. Fukuyama (2004: 22), trust is revealed in people's expectations of predictable and honest behavior towards each other.

Trust as a configuration of confidentiality allows the exchange of information and various resources (Купрейченко, 2008: 369, 373). In particular, in Ostrom's model of trusting relationships (Zanini & Migueles, 2013: 82) aspects of trust characterize good name, reciprocity, cooperation, and result is in «pure benefit». А. Kupreichenko (Купрейченко, 2008: 373–374) presents the results of experiments on changing the behavior and level of communication of (distrustful) people, when they are offered competition and cooperation in situations of reducing common resources, which indicated the benefits for the organization of trusting relationships.

Sociologists have proved that the importance of trust is actualized under conditions of uncertainty and becomes a social resource that, in contrast to hopes and faith, is manifested in actions (Общество без доверия, 2014: 15, 16, 54). Psychologists have clarified that this social resource of interaction is

an accumulated successful experience of social interaction, which, in turn, becomes a buffer about uncertainty in times of social upheaval (Купрейченко, 2008: 68). At the same time, researchers have noted that social frustrations in the modern world are post-truth overcome in the way of presenting «truth-light» (Саюцька, 2017: 108), which does not contribute to the formation of personal experience of (dis)trust in the world. Thus, the lack / falsity of experience of (dis)trust complicates the possibility of interpretation of self and personal life situation, and, according to researchers, interpretation is a way of self-determination and affirmation of the subjective position of the person (Самопроекування особистості..., 2016: 6; Пушкарев, 2012: 20).

The consequences of lack of grounds for trust include the following: reduction of trust potential as a psychotherapeutic «recovery resource» of the individual (Шевченко, 2015: 276), lack of self-confidence complicates trust in others (Крива, 2018: 131), lack of trust in others causes stagnation of personal development (Купрейченко, 2008: 76), the loss of confidential about the metanarrative makes it impossible to interpreted and understand a person for himself (Извеков, 2012: 94).

The problem of sufficient grounds for (dis) trust, in our opinion, is that a person can find opportunities for confidential, even in the absence of grounds. In our opinion, personal confidentiality is a dynamic state-experience of a person-initiated comparison of one's own expectations about oneself and other people with a metanarrative, because trust is realized in an act which, according to V. Roments, is a consequence of moral self-determination (М'ясоїд, 2016: 55). Probably, the result of this comparison is a person's sense of self intention. We consider the possibilities of personal confidentiality to establish, actualize as a person's ability of interpretation of himself in the context of the life situation in relation to the metanarrative.

We consider psychological resources to be the means of this interpretation because scientists characterize resources as mechanisms that allow them to regulate their own activity in a way of conceptualization (Хазова, 2014: 117); means, (in) sufficiency of which determines the level of psychological well-being (Иванова et al., 2018: 87); existential-cognitive codes of human interpretation of the significance of event (Штепа, 2019b: 92). The fact that psychological resources make it possible to correspond with a metanarrative has been proved in the researches on the connection between psychological resources and idealism, but not relativism (Штепа, 2019a: 437).

Solving the problem of resources of the personality-based confidentiality will make it possible to concretize the motivational psychotherapeutic metaphor of «recovery resources» and will make it possible to more clearly outline the ways of conceptualizing subjective activity under conditions of uncertainty.

The aim of the study was to find out the resources of personality-based confidentiality in an empirical way.

The task of the article

The objectives of the article are as follows:

- 1) to determine the psychological resources of personality-based confidentiality empirically in themselves and others;
- 2) to interpret the functions of psychological resources of personality-based confidentiality.

Methods of research

The empirical study was implemented according to Nelson's model, because the conditions for determining the resources of personality-based confidentiality were set, namely: the level of personal confidence in oneself, the level of personal confidence in others, the level of system reflection, and certainty of the content of resource richness. Empirically, personal confidentiality was diagnosed using the author's method of trust / distrust of the individual of the world, other people, himself

(Купрейченко, 2011: 11–12); to determine the systemic reflection as a criterion for awareness of actualized resources we used a questionnaire of reflection by D. Leotiev, E. Osin. The bases of the certainty of resource content were the results of a study on the components of resource richness (Штепа, 2020: 236). Since the phenomenon of trust characterizes a person's attitude to himself and others as a process, it has become possible to use the context of the phenomenon of confidentiality to interpret the functions of psychological resources.

The study involved 420 people aged 21-67 years ($M = 42.3$) (including 57% women, 43% men) (4–6-year students and teachers of educational institutions of 3–4 degrees, students of the Institute of Pre-University and Postgraduate Education, students of Lviv «University of the Third Age», private entrepreneurs of small business).

Results and discussions

To determine the predicted reliability of the empirical model of personal confidentiality resources to indicators of (non) trust to oneself and others, the Tests of Normality were applied, which showed that the Kolmogorov-Smirnov's Test has $p < 0.01$ for scales of the confidence of a person in himself and others «expectations of reliability», «expectation of unity», «expectation of knowledge», «expectation of friendliness», «expectation of calculation», «expectation of shortcomings in others»; for scales «expectation of shortcomings in oneself», «general level of self-confidence», «general level of confidence to others» – $p < 0.05$; the indicator of Lilliefors test for all scales is $p < 0.01$; the Shapiro-Wilk test for all scales ranges from 0.89 to 0.98.

To determine the awareness of actualized resources of personality-based confidentiality, a discriminant analysis was used, which by the value of the indicator of Wilks' Lambda (0.82) showed that the conscious, self-regulating components of resource content of the confidence of oneself and others are:

psychological resources to help others, responsibility, work on oneself; «strengths of character» flexibility of thinking, leadership, sensitivity, the ability to forgive.

In order to determine the components of the empirical model of (dis) trust in oneself and others, discriminant analysis was used (Table 1, Table 2).

Table 1

Resource components of the discriminant model
of (dis)trust of a person to himself
(8 components, Wilks' Lambda (0.91))

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (2.406)	p-level	Toler.	1-Toler. – (R-Sqr.)
«Strength of character» leadership	0.92	0.98	3.04	0.04	0.79	0.20
Psychological resource «work on oneself»	0.92	0.98	2.54	0.07	0.66	0.33
«Strength of character» prudence	0.92	0.98	3.36	0.03	0.83	0.16
«Strength of character» sense of beauty	0.92	0.98	2.82	0.06	0.92	0.07
Psychological resource of «confidence»	0.92	0.98	2.77	0.06	0.83	0.16
Psychological resource of «responsibility»	0.92	0.98	3.20	0.04	0.59	0.40
Psychological resource of «kindness to people»	0.91	0.99	1.57	0.20	0.58	0.41
«Strength of character» frankness	0.91	0.99	1.36	0.25	0.95	0.04

The results of empirical discrimination showed that the resource components of (dis)trust of a person to oneself and others are the psychological resources of interpretive and sig-

nificant functions, as well as «strength of character», which specify the ways of realization of values. Thus, (non)trust of a person to oneself and others is defined and interpreted through a sense of one's own ability to reflexive self-change, including overcoming fear of life, as well as through a sense of self-confidence as the ability to make decisions, and responsibility as the ability to predict the consequences of one's actions. The importance of self-change and self-confidence is realized through openness, prudence, the ability to inspire.

The resource components of (non)trust of a person to oneself and others are psychological resources, «strength of character», the resource of tolerance to uncertainty, the resource of relationships, the resources of psychological survival (Table 2).

The results of discriminant analysis made it possible to clarify that (non)trust of a person to oneself and other people is defined and interpreted through opportunities for cooperation, tolerance, self-change, as well as, in fact, knowledge of whether he is able to be tolerant and cooperate with them. The importance of self-knowledge and self-change is realized through leadership, openness to new experiences, interest in others, sensitivity, openness, the ability to forgive. In order to have sufficient grounds for (non)trust in others, resources of tolerance to uncertainty are needed, which create a buffer for life stress, in particular for novelty; resources of psychological survival (have the function of transforming psychological obstacles into opportunities) – the ability to rely on their own beliefs and convictions, as well as a sense of physical comfort; among the resources of relationships that perform a discursive function, the component of material contribution turned out to be important.

It is worth noting, that the generic resources of (non)trust in oneself and others in the discriminatory models are the psychological resource of working on oneself and such «forces of character» as leadership and openness.

Table 2

Resource components of the discriminant model
of (non)trust of a person to others
(13 components, Wilks' Lambda (0.86))

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (2.401)	p-level	Toler.	1-Toler. – (R-Sqr.)
Psychological resource «helping others»	0.86	0.99	1.66	0.19	0.58	0.41
Psychological resource «knowledge of own resources»	0.86	0.99	1.94	0.14	0.58	0.41
Resource of tolerance to uncertainty «novelty»	0.86	0.99	1.46	0.23	0.92	0.07
«Strength of character» leadership	0.87	0.98	3.48	0.03	0.71	0.28
«Strength of character» flexibility of thinking	0.86	0.98	2.45	0.08	0.74	0.25
Psychological resource «work on oneself»	0.86	0.98	2.42	0.08	0.76	0.23
«Strength of character» curiosity	0.87	0.98	3.60	0.02	0.77	0.22
Resource of psychological survival «physical activity»	0.87	0.98	2.86	0.05	0.31	0.68
Resource of psychological survival «faith»	0.86	0.98	2.46	0.08	0.48	0.51
«Strength of character» sensitivity	0.86	0.99	1.43	0.23	0.59	0.40
«Strength of character» frankness	0.86	0.99	1.82	0.16	0.77	0.22
Resource of the relationship «material contribution»	0.86	0.99	1.16	0.31	0.79	0.20
«Strength of character» the ability to forgive	0.86	0.99	1.02	0.36	0.605	0.39

In order to establish the structure of opportunities for (non)trust in oneself and others, a multifactor analysis was applied, which included psychological resources of (non)trust in oneself, psychological resources of (non)trust in others, previously discriminated against current indicators of (non)trust in oneself and others. As a result of two iterations, the completed empirical five-factor model of psychological resources of (non)trust in oneself and others characterized 76.2% of the variance (Table 3).

Table 3

The results of multifactor analysis of the psychological resources of confidentiality (factor weight > 0.7)

Components and psychological resources of (non)trust in oneself and others	Factor 1 (23.6%)	Factor 2 (14.1%)	Factor 3 (13.0%)	Factor 4 (10.1%)	Factor 5 (9.4%)
Psychological resource «kindness to people»	0.85	0.10	-0.16	0.04	0.057
Psychological resource «helping others»	0.75	0.11	0.14	0.16	-0.11
Psychological resource «work on oneself»	0.68	-0.01	0.04	0.01	0.25
Psychological resource «responsibility»	0.79	0.03	0.12	0.15	0.02
«Strength of character» flexibility of thinking	0.03	0.05	0.14	0.07	0.78
«Strength of character» sensitivity	0.04	0.01	0.86	0.01	0.09
«Strength of character» leadership	0.10	0.05	0.01	-0.03	0.85
«Strength of character» the ability to forgive	0.06	0.01	0.86	-0.05	0.06
The component of (non) trust: the expectation of shortcomings in themselves	-0.26	-0.09	-0.08	-0.83	0.07

The component of (non)trust in others: expectations of the reliability of others	0.03	0.81	-0.01	0.03	0.06
The component of (non)trust in others: the expectation of knowledge of others	0.07	0.76	0.03	-0.01	0.03
The component of (non)trust in others: the expectation of the calculation of others	0.08	0.85	0.01	0.03	0.05
The component of (non)trust in others: the expectation of shortcomings in others	-0.04	0.01	0.11	-0.89	-0.08

The results of multifactor analysis showed that psychological resources, which, in our opinion, perform a significant and interpretive function, are crucial for characterizing the phenomenon of trust. Such results, in general, were expected, because a person's attitude to himself and others involves identifying expectations and interpreting events. The second component of resources of (non)trust of a person to himself and others is revealed as «forces of character», through which the values of a person are realized. Our attention, was drawn to the fact that the expectation of shortcomings is important both in (non)trust in oneself and in others, so it was decided to determine the types of (non)trust in oneself and others using cluster analysis by k-means (Fig. 1 – *Symbols: Cluster 1: people with a high general level of trust in themselves and others. Cluster 2: individuals with low overall confidence in themselves and others*).

According to the cluster analysis, it was found, that the terminator of (non)trust of a person to himself and others, is advisable to determine search for shortcomings in himself and others. In order to clarify this assumption, we implemented a regression analysis of the factors of the general level of (dis) trust in oneself and others (Table 4).

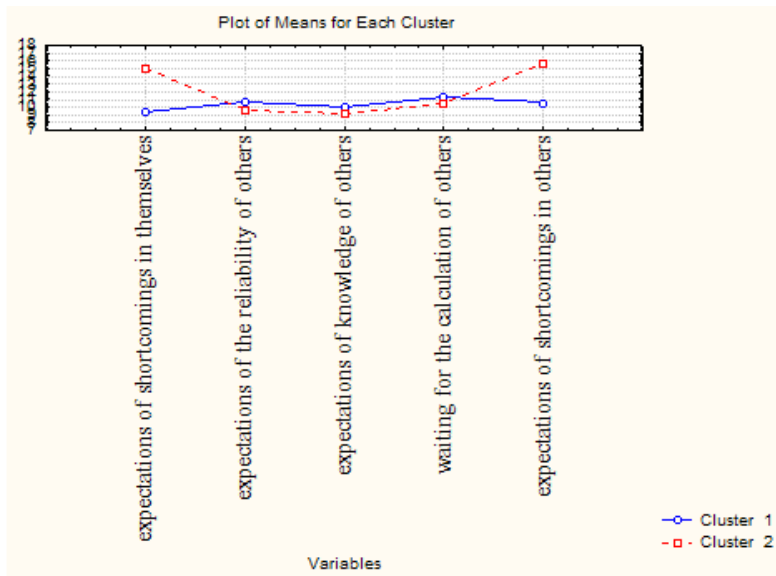


Fig. 1. Types of (non)trust in oneself and others

Table 4

The results of regression analysis of general level factors of personality trust in himself and others

Factors of the general level of (dis)trust of a person to himself and others	Beta	Std. Err. – of Beta	B	Std. Err. – of B	t(409)	p-level
			62.46	3.02	20.68	0.00
«Strength of character» leadership **	0.15	0.04	0.53	0.17	3.13	0.00
Psychological resource «help to others»*	0.13	0.06	0.72	0.32	2.24	0.02
Psychological resource «responsibility»*	-0.13	0.06	-0.82	0.37	-2.19	0.02
Psychological resource «kindness to people»*	0.16	0.06	0.88	0.35	2.45	0.01

* (p < 0.05); ** (p < 0.01).

It is worth noting that the resource of leadership is the most important factor in a person's trust in himself and others. It can be interpreted that the way to increase a person's level of trust in himself and others is to be with others in a way of organizing work and inspiration, a person better understands others, as a result of which his / her expectations become more realistic. It is important to note that a person's expectation of high responsibility as self-confidence and reliance on their own experience negatively affects the level of trust in themselves and others, as the desire to perform tasks alone and in their own vision narrows the horizon of competencies and complicates relationships with others.

Based on the results of cluster analysis by the method of k-means and regression analysis, it can be argued, that a search of the person of the shortcomings in himself and others is a criterion of his / her willingness not to trust oneself and others. Figure 2 contains graphs isolated in the results of multifactor analysis of psychological resources of two types of personality (non)trust in themselves and others.

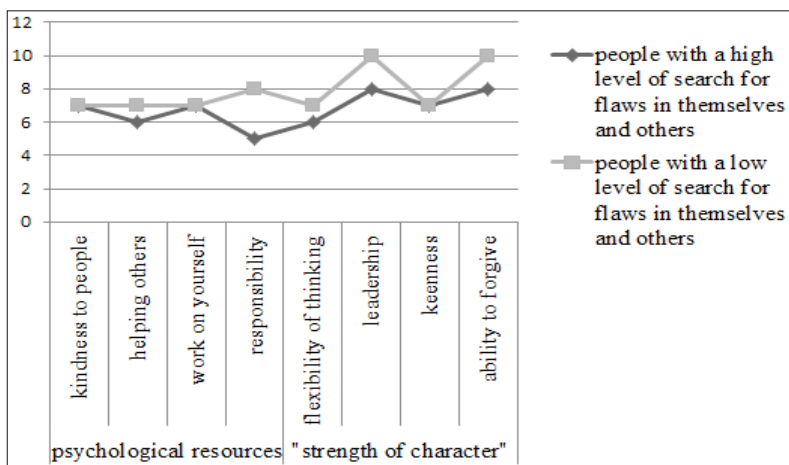


Fig. 2. Graphs of psychological resources of two types of personality (non)trust of themselves and others

According to the comparative analysis of the Student's t-test, the higher level of psychological responsibility ($p < 0.01$) and «strength of character» leadership ($p < 0.05$) and the ability to forgive ($p < 0.05$) should be considered significant, in comparison with the people with a low level of search for flaws in themselves and others. In order to determine the nature of the direction of the psychological resources of the trend of personality's (non)trust in themselves and others, classification analysis (Predictor Variable Rankings method) was used (Table 5).

Table 5

Results of classification analysis of psychological resources of personality confidentiality

Resource content of personal confidentiality Predictor rank*		Resource content of personal confidentiality Predictor rank*
Psychological resources Kindness to people	Psychological resources Kindness to people	48
	Helping others	62
	Work on yourself	73
	Responsibility	80
«Forces of character» Flexibility of thinking	«Forces of character» Flexibility of thinking	85
	Keeness	72
	Leadership	100
	The ability to forgive	84

* 0 – least important; 100 – the most important.

Data of the analysis of resource's predictors of the general level of trust in oneself and others indicate that leadership, as the ability to inspire and organize, is the mainstream of establishing a trusting relationship between oneself and others.

Important are the ability to forgive oneself and others, as well as the ability to be open to updating one's own experience. Responsibility as an interpretive resource, largely determines the level of trust in oneself and others, but according to regression analysis, it causes a decrease in trust. It is important to point out that the predictors of confidentiality are reflected by man, in contrast to the resources of relationships, resources of psychological survival, and resources of tolerance to uncertainty. Thus, psychological resources and «strengths of character» can be actualized, and other types of resources can be considered as those that are in the buffer of personal potential.

Conclusions

The problem of studying the psychological resources of trust was formulated in the possibility modality of the reality of a person's attitude to himself and others, because resources are opportunities, but not given points of expectations. The agonality of the resource discourse of trust is marked by the presence of opportunities for confidentiality in the individual, even in the absence of grounds (i.e. lack of experience, or negative or traumatic experience). In the context of the aggravation of this agonality, we consider the phenomenon of «truth-light», and its settlement – a person's interpretation of his / her own significance and importance of the relationship.

The studies found out, that a person's search for flaws in himself and others is a criterion of his / her willingness not to trust both himself and others. Predictors of enabling confidentiality are psychological resources of work on oneself, responsibility, help to others, which are realized through resources as «forces of character» – openness to new experiences, leadership, ability to forgive, sensitivity. According to the empirical research, leadership itself as the ability to inspire and organize oneself and others, is the main factor and predictor of personality trust in oneself and others, and leadership as a resource is described as a transsituational quality of personality, which

is able to influence the organization and order concerning others (Peterson & Seligman, 2004: 416).

Opportunities for personality trust are defined by psychological resources and «strength of character» – responsibility, kindness and help to others, work on oneself, as well as flexibility of thinking, sensitivity, leadership, the ability to forgive. Trust in others still requires the resources of relationships, tolerance of uncertainty, resources of psychological survival, namely: material contributions, tolerance of novelty, the ability to check their own beliefs, physical activity and comfort. The common resources of (non)trust of oneself and others on the discriminatory models are the psychological resource of working on oneself and such «strengths of character» as leadership and openness.

In the context of trust, the functions of psychological resources can be defined as, first of all, as an interpretive and significant. The argumentative function, in our opinion, is performed by «strengths of character» as ways of concretization and realization of values (Peterson & Seligman, 2004: 392). The role of relationship resources, tolerance to uncertainty, resources of psychological survival, respectively, we consider to be the discursive, buffer (Иванова et al., 2018: 88), and transformative one. Since a person's attitude to himself and others are vectors of his / her personal orientation, we assume that defined functions of psychological resources can be extrapolated beyond the phenomenon of trust and fix as functions of certain types of psychological resources of the individual.

According to the results of the study, the main resources for enabling confidentiality are reflected resources, which include psychological resources and resources as «forces of character». Thus, there are grounds to define «healing resources» as psychological resources of work on oneself, (shared) responsibility, kindness to others and help to them that interpret, and thus allow to conceptualize the subject activity, i.e. they

allow self-understanding of the individual; as well as such «forces of character» as openness to new experiences, leadership, the ability to forgive, sensitivity, which allow to argue the acquired understanding. The results of the study are quite motivating for re-analysis of the phenomenon of psychological resources in the context of cognitive psychology and psychology of being.

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Штепа Олена. Психологічні ресурси особистісної конфіденції: можливості довіри людини до себе й інших

АНОТАЦІЯ

Мета статті – з'ясувати ресурси особистісної конфіденції в емпіричний спосіб.

Методи. Застосовано психологічне опитування з використанням таких методик, як опитувальник персональної ресурсності, опитувальник психологічної ресурсності, тест-опитувальник діагностики показників екзистенціальних ресурсів, анкета чеснот і сил характеру, опитувальник стратегій подолання кризового стану, опитувальник психологічного благополуччя, шкала когерентності, методика визначення (ін) толерантності до невизначеності, методика оцінки та прогнозування психологічного розвитку ситуацій міжособистісної взаємодії, опитувальник рефлексивності, методика довіри / недовіри особистості світу, іншим людям, собі. Застосовано такі методи математико-статистичного аналізу, як *Tests of Normality*, багатофакторний аналіз, кластерний аналіз методом *k*-середніх, класифікаційний аналіз, порівняльний аналіз, дискримінантний аналіз. Емпіричне дослідження реалізовано за моделлю Нельсона, оскільки для визначення ресурсів особистісної конфіденції було задано умови, а саме: рівень довіри особи до себе, рівень довіри особи до інших, рівень системної рефлексії, визначеність ресурсного контенту.

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Результати дослідження. Доведено, що пошук людиною недоліків у себе й інших є критерієм її готовності не довіряти як собі, так і іншим. Предикторами уможливлення конфіденції є психологічні ресурси роботи над собою, відповідальності, допомоги іншим, що реалізуються через ресурси як «сили характеру» (відкритість новому досвіду, лідерство, здатність вибачати, чуйність). За результатами емпіричного дослідження саме лідерство як уміння надихати й організовувати себе й інших є головним чинником і предиктором довіри особи до себе й інших людей.

Висновки. Головними ресурсами уможливлення конфіденції є рефлексовані ресурси, до яких належать психологічні ресурси і ресурси як «сили характеру». Відтак, є підстави визначити «ресурсами зцілення» психологічні ресурси роботи над собою, (розділеної) відповідальності, доброти до інших і допомоги їм, що інтерпретують, а, отже, дають змогу концептуалізувати суб'єкту активність, тобто уможливають саморозуміння особистості; а також такі «сили характеру», як відкритість новому досвіду, лідерство, здатність вибачати, чуйність, що дають змогу аргументувати здобуте розуміння.

Ключові слова: психологічні ресурси, особистісна конфіденція, «ресурси зцілення», довіра людини до себе, довіра людини до інших.

Штепа Елена. Психологические ресурсы конфиденции: возможности доверия человека себе и другим

АННОТАЦИЯ

Цель статьи – определить ресурсы личностной конфиденции эмпирическим способом.

Методы. Применен психологический опрос с использованием опросника персональной ресурсности, опросника психологической ресурсности, тест-опросника диагностики показателей экзистенциальных ресурсов, опросника добродетелей и сил характера, опросника стратегий преодоления кризисного состояния, опросника психологического благополучия, шкалы когерентности, методики определения толерантности к неопределенности, методики оценки и прогнозирования развития ситуаций межличностного взаимодействия, опросника рефлексивности, методики доверия / недоверия личности миру, другим, себе. Использованы такие методы математико-статистического анализа, как *Tests of Normality*, многофакторный анализ, кластерный анализ, классификационный ана-

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лиз методом *k*-средних, сравнительный анализ, дискриминантный анализ. Эмпирическое исследование реализовано по модели Нельсона, поскольку для определения ресурсов личностной конфиденции были заданы условия, а именно: уровень доверия человека себе, уровень доверия человека другим, уровень системной рефлексии, определенность ресурсного контента.

Результаты исследования. Обосновано, что поиск человеком недостатков у себя и других является критерием его готовности не доверять как себе, так и другим. Предикторами воплощения конфиденции в отношении человека к себе и другим являются психологические ресурсы работы над собой, ответственности, помощи другим, реализующиеся через ресурсы как «силы характера» (открытость новому опыту, лидерство, способность прощать, добросердечность). По результатам эмпирического исследования именно лидерство как умение вдохновлять и организовывать себя и других является главным фактором и предиктором доверия человека себе и другим людям.

Выводы. Главными ресурсами воплощения конфиденции являются рефлекслируемые ресурсы, к которым относятся психологические ресурсы и ресурсы как «силы характера». Результаты исследования дают основания считать «ресурсами исцеления» психологические ресурсы работы над собой, (разделенную) ответственность, доброту к другим и помощь им, которые интерпретируют и, соответственно, дают возможность концептуализировать субъектную активность, то есть реализовать самопонимание личности; а также такие «силы характера», как открытость новому опыту, лидерство, способность прощать, добросердечность, дающие возможность аргументировать полученное понимание.

Ключевые слова: психологические ресурсы, личностная конфиденция, «ресурсы исцеления», доверие человека себе, доверие человека другим.

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