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of Educational Sciences of Ukraine

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Збірник наукових праць

**”Проблеми сучасної
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.

Збірник наукових праць адресовано професійним психологам, докторантам і аспірантам, усім тим, хто цікавиться сучасним станом розвитку психологічної науки.

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Group Activity as the Psychological Factor of the Developing of Learners' Creativity

Групова діяльність як психологічний чинник розвитку креативності студентів

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ABSTRACT

The aim of research is: to investigate the level of the development of creative potential of students – future foreign language teachers, to apply the program of group activity developed by us in order to develop the creativity of respondents, to analyze its effectiveness.

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. Also we used experimental methods, such as statement research. For the last one we used such methodology, as: The Methodology «Motivation of the professional activity» by K. Zamfir in the modification of A. Rean, «The Methodology of determining the orientation of the individual» (by V. Smekalo and M. Kucher). Also we used the ranking technique, the main task of which was to identify the most important criteria of pedagogical skills, which, according to respondents, will mostly influence the formation of creative potential.

The results of the research. Thus, the analysis of our results has shown that the creative potential of the person is manifested and acquired in the process of such activities, which gives this activity a problem-creative, exploratory nature. Our own experience of creative activity should be the basic element, given of which may be the formation of other elements (knowledge, skills, human attitude to the world, etc.). In this case, the education and upbringing of students from the early beginning will have the aim of the development of their personality, and, consequently, the development of students' creative potential.

The results having been obtained by us allow us to use the psychological mechanisms of the development of creative personal traits (the activity, reflexive mechanisms of the person, the formation of self-estimation, self-regulation) in the process of professional training of students at higher educational institutions. Thus, in the basis of empirical and theoretical (semantic) abstraction and generalization there are mental actions that are controlled by reflexive mechanisms. The learner in the process of his/her activity takes the position of a re-

searcher, a creator, who is capable of reflexive analysis of his/her own actions. In such a way the procedure of reflection is closely related to self-esteem and self-regulation, these processes in the course of learning, according to the theory of group learning, which are also given considerable importance.

Conclusions. *It was proved, that the developmental nature of group learning largely depends on the means and methods of obtaining theoretical knowledge by individuals. The content of developmental group learning is didactically built on the logic of theoretical thinking (the leading role belongs to the theoretical semantic generalization, deduction, semantic reflection, etc.).*

The procedural characteristics of the theory of developmental group learning include:

- the concept of purposeful educational activity, which differs from those positions that it has the aim at obtaining by the subjects of learning not only knowledge, skills and abilities, but also to achieve a theoretical level of thinking of the individual. These characteristics are: the presence of the learner, internal cognitive motives derived from cognitive needs; the presence of a clear goal of conscious self-change, understanding and acceptance by individuals of all information without the choice of educational tasks; the occupation by the learner of the position of a full-fledged subject of the activity, which is capable of independent implementation of all stages of this activity: goal formulation, activity planning, goal realization and the analysis (the evaluation of the results of the activity); active mastering of theoretical knowledge, skills, ways of carrying out mental actions, purposeful planning and providing actions, mastering of the general principles of the decision of problems and solving creative tasks (the student takes a position of the researcher-creator); the reflexive nature of the analysis of the person's own actions, the experience of creative reflection, which are the basic elements in the formation and the development of the personal traits;*

- the problematization of the activity – the problematic explanation by the teacher the educational material, which causes for students a remarkable creative effort to present their own opinions creatively, to formulate conclusions, hypotheses and test them in constructive dialogues with opponents;*

- the use of the method of educational tasks, which consists of the fact that the solution of the problem is not in finding a certain conclusion, but in finding general methods of actions, the principles of solving similar problems by a whole class.*

Key words: *group activity, the developing of learners' creativity, students' creative potential, constructive dialogues with opponents, to formulate conclusions, hypotheses.*

Introduction

Group activity is considered to be one of the important factors to improve learners' communication. Different scientists (Гончарук & Онуфрієва, 2018; Mykhalechuk & Kryshevych, 2019) have developed many approaches according to group activity over the last time. Group activity is defined by us as the process of teaching language in class, as a co-operative form of the activity, during which students share their aims and responsibilities to complete a task having been assigned by the teacher in groups or in pair (Онуфрієва, 2020).

According to N. Khupavtseva (2020), group activity is a generic term covering a multiplicity of techniques in which two or more students solved a task that involved collaboration and self-initiated language. We define group activity as a form of learning activity which involves a small group of learners working together. The group may do a single task or some different parts of a larger task. In addition, each group is understood by us as a group of people which includes at least three and ordinarily fewer than twenty individuals who are interdependent, influence one another over some period of time, share a common goal or a purpose, play some specialized role, have a sense of mutual belonging, maintain norms and standards for group membership and who are engaged into the process of interactive communication (Onufriieva, 2017). From the point of view of these definitions we can conclude that group activity is some kind of learning activity which involves learners working together in a small team or group to perform a task with the objective which gives more opportunities for students to use or to practice the language.

Group activity, to our mind, can be classified into three general types: the activity within informal learning group, in

the structure of formal learning group, and study by teams or in collective (cooperative) based groups. The first type of group activity within informal learning groups are clustering students into a single class session, for example, asking the students to turn to their neighbor and to spend two minutes for discussing a question asked to this student. The informal learning group can be used to focus students' attention on the materials to be learned, set a positive mood in learning, help to set expectations as to be covered in a class process, ensure students to participate in cognitive process and rehearse the material having been taught, to summarize what was learned by the students. Also before introducing the next task, the teacher provides closure to the instructional session.

The second type of group is formal learning group. In this type of group activity the teams are formed to complete a specific task, such as performing a lab experiment, writing a report, carrying out a project or prepare a paper for presentation. The latter type of group activity is to teach teams to participate in cooperative based groups which are long-term groups with stable memberships whose primary responsibility is to provide students with the support, the encouragement and assistance in completing course requirements and assignments. In addition, such teams inform their members about lectures and assignments when someone has missed some lesson or a session.

Learning in the context of sharing, responding and communicating with other students is a major teaching strategy in teaching context. Students who work individually often do not reach a progress significantly. Conversely, students who are working in groups often can solve complex problems with minimal assistance. The experience of working together not only helps students to learn the material, it is also consistent with a real world.

In group activities pupils learn to listen to different ideas, learn to discuss and to negotiate. They often take part in all

forms of the activity and sometimes they feel comfortable to participate in the experiment and to speak the language. Every member of group activity has more opportunities for being independent and they can have some learning decisions. In language teaching group activity provides great opportunities to practice new words, conversations, sentence constructions and functional elements of communication, such as making a particular type of telephone call or initiating a conversation.

In our researches we have shown that group activity can give better learning achievements in English language teaching and studying. We mentioned the lockstep approach which gives very little opportunity for each teacher to talk and to receive input for acquisition. For example, among of 30 students each of them would only have one chance to speak for 1/3 of period of time, in comparison with a group of 4 students in which each person has the opportunity to speak for j of the period. This is due to some types of group activity, such as the discussion, the dispute. Among the advantages of the discussion, N. Mykhalchuk and L. Onufriieva (Mykhalchuk & Onufriieva, 2020) mention some main advantages of this group activity. They are the following:

1. Group activity generates interactive language in lockstep traditional classroom, teacher's talk is more dominant. Teachers give students explicit explanation of Grammar, propose some drills for students, and lead a whole class discussion. By doing these tasks, the students get less opportunity to practice the language. They tend to be passive. Only a few students have got a chance to practice the language and consequently the English lesson becomes very boring. Small micro-groups are provided more opportunities for students' initiation, for face-to-face discussions, for taking part in practice in negotiation of meaning, for extended conversational exchanges, and for students' adoption of roles that would otherwise be impossible. This is the content we mention that has to be gene-

rated more negotiation of meaning than teacher-fronted activities in a paradigm of micro-group activities.

2. Group activity offers an embracing affective positive climate about which we'll mention when students have group activities. In such ways they feel themselves more secured. Students can not easily be criticized or insulted. Inhibited students become active and vocal in the process of learning and teaching. In small micro-groups pupils work together to achieve a certain goal. By working in groups, students' motivation and self-confidence are increased.

3. Group activity promotes each learner great responsibility and autonomy. Compared to the whole-class activity in which students tend to be passive and only some individuals relax so much and hide themselves in the class, group activity makes students to be more responsible for doing actions and making progress. In small micro-groups, it is difficult for students to keep quiet and hide themselves. Therefore, all students get the equal chance to experiment with the language having been learned.

4. Group activity is a step toward individualizing instructions. Micro-group can help students with mixed abilities to accomplish different goals. It makes the teacher easy to recognize the individual difference in terms of age, cultural heritage, field of study, cognitive style, motivation, aptitude and personality. In addition to the above advantages, scientists (Івашкевич & Гудима, 2020) mention that group activity provides a «naturalistic environment». This means that students in group activity are free from anxiety to experiment with the target language. This is like when they are exposed to a certain linguistic environment in which they can pick up the language. Further, group activity minimizes the occurrence of those unpleasant situations and maximizes the process of learning and having got satisfaction from those results as working together. We also touch some advantages of group activity in cooperative learning.

In addition to the advantages mentioned above, we further mention five weak sides of the application of group activity in the classroom. These are the problem of controlling students, the use of mother tongue during the activities, the reinforcement of students' conflicts and mistakes in the classroom, the difficulties with monitoring of all activities in each group. The last problem is related to the students' cognitive styles: some learners may prefer to do activities alone.

So, group activity is a technique by which students can work or learn together to do different tasks in small teams consisting of four or five students with different abilities. There are some reasons for group activity to be superior: generating interactive language, offering embracing affective climate, promoting learners' responsibilities, being autonomous, to do different steps toward individualizing instructions. On the other hand, group activity may also have problems such as no longer to control the whole class, the use of students' native language, the reinforcement of students' mistakes, and the difficulty to monitor all groups. All these problems can be overcome by teachers if we want to develop students' creativity.

The purpose of our experiment was to investigate the level of the development of creative potential of students – future foreign language teachers, to apply the program of group activity developed by us in order to develop the creativity of respondents, to analyze its effectiveness.

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. Also we used experimental methods, such as statement research. For the last one we used such methodology, as: The Methodology

«Motivation of the professional activity» by K. Zamfir in the modification of A. Rean (Замфір, 2021), «The Methodology of determining the orientation of the individual» (by V. Smekalo and M. Kucher) (1988). Also we used the ranking technique, the main task of which was to identify the most important criteria of pedagogical skills, which, according to respondents, will mostly influence the formation of creative potential.

In order to obtain more valid results of our research from the general sample (which includes 1250 respondents) by the method of randomization, experimental and control groups were formed, which included 194 of students:

– *experimental groups:*

E1 – 47 first-year students of Kamianets-Podilskyi National Ivan Ohienko University;

E2 – 54 second-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

– *control groups:*

C1 – 45 first-year students of the Institute of Philology, Taras Shevchenko National University Kyiv;

C2 – 48 second-year students of Kamianets-Podilskyi National Ivan Ohienko University.

The experiment lasted from September, 2020 to April, 2021.

Results and their discussion

In order to identify the level of the development of the motivational component of students' creativity, the following techniques were used:

The Methodology «Motivation of the professional activity» by K. Zamfir in the modification of A. Rean (Замфір, 2021). The purpose of using this technique is to identify creative motivation of students in their professional activities. The methodology is based on the concept of internal and external motivation. Respondents are offered a list of motives for

professional activity and they were instructed to assess their significance for themselves on a five-point scale. Our research uses indicators of intrinsic motivation, which are a source of creative motivation.

«*The Methodology of determining the orientation of the individual*» (by V. Smekalo and M. Kucher) (1988). This technique is used to determine the creative orientation of the specialist. The text of the methodology contains 27 statements and three answers to each of them. The respondents have to choose one of the proposed answers to each statement.

«*The Methodology of determining the orientation of the individual*» (by V. Smekalo and M. Kucher) (1988) identifies the following types of orientation: self-orientation, focus on the case (on the profession), focus on solving the problem. We believe that creative orientation can be diagnosed as business orientation, because the manifestation of creative personal traits takes a place in the process of professional activity. Then, according to the key of «*The Methodology of determining the orientation of the individual*» (by V. Smekalo and M. Kucher) (1988), the level of creative orientation of the student was determined.

After organizing our experimental activity, the data on the motivational component (see Table 1) indicate that students of both experimental and control groups have an insufficient level of the development of creative motivation, although the results of creative orientation of respondents were enough high (data on the creative focus on mastering both the profession and the communication).

These results suggest that students have a great desire to acquire the knowledge, skills and the abilities individuals need in future professional activities, which will positively affect their participation in the experimental program, the desire to develop their own creative potential (see Table 2).

Table 1

Average values of indicators «creative motivation»
and «creative orientation of the person» of students
of experimental and control groups
(in points, statement research)

Groups	Creative motivation	The value of t-Student criterion	Level significance, P
E1	17.3 ± 1.2	0.83	0.05
E2	18.4 ± 2.4	0.57	0.05
C1	15.3 ± 0.06	0.48	0.01
C2	17.8 ± 1.8	0.63	0.05
Groups	Creative orientation	The value of t-Student criterion	Level significance, P
E1	26.3 ± 1.7	0.44	0.01
E2	28.9 ± 2.3	0.53	0.05
C1	27.1 ± 1.8	0.49	0.01
C2	29.4 ± 1.9	0.57	0.05

Table 2

The distribution of students of experimental and control
groups by the indicator «creative orientation of the person»
(in %, statement research)

Groups	Creative orientation of the person		
	Orientation on myself	Orientation on communication	Orientation on mastering the profession
E1	15.3	37.8	46.9
E2	12.4	32.9	54.7
C1	17.3	30.8	51.9
C2	16.2	38.4	45.4

In order to describe in more details the indicator «creative orientation of the individual to master the future profession»

we used the ranking technique, the main task of which was to identify the most important criteria of pedagogical skills, which, according to respondents, will mostly influence the formation of creative potential.

The following criteria were selected as the most significant ones:

1. Knowledge of the subject.
2. Authority of the teacher.
3. The abilities to teach material.
4. Love for this subject.
5. The ability to establish discipline in the classroom.
6. A high level of preparation for pedagogical activity.
7. The ability to conduct psychological and pedagogical diagnosis independently, without the help of a school psychologist.
8. Erudition, general culture.
9. The implementation of education in the learning process.
10. A contact with the audience, the culture of communication.
11. The ability to optimize the learning process.
12. To improve the pedagogical skills.
13. The ability to organize individual activity with students.
14. High intellectual development of the teacher.
15. A contact with colleagues.
16. The ability to activate students.

We've justified the choice of this task by the fact that pedagogical mastery is the highest level of education and training, which is constantly improving and is available to every teacher who works by vocation and loves children. The creativity is an integral, the most important component of pedagogical skills, because through creative activity in pedagogical process it is possible to reach the highest heights, such as the possibility to provide innovative activity. Pedagogical mastery is a process

of self-development and self-improvement, a way to achieve the level of acme. It is known that the driving force of the person's development is contradictions, cognitive dissonance and their overcoming. In the professional activity of each teacher the main contradiction that ensures the development of students is the contradiction between the abilities, giftedness of a man and the requirements of pedagogical activity, rules of conducting the pedagogical process and so on. The development is not only initiated by the requirements of the activity, but also it is regulated by both quantitatively and qualitatively. The personal development is carried out by providing a certain quality characteristics of efficiency, adaptation to the requirements and conditions of creative activity. Contradictions between goals, objectives and the means are available to achieve them, between aspirations and opportunities to meet them, between tendencies to variability and to stereotyping. All these characteristics are solved by human activity. The abilities are known to develop only in the process of students' activity. Creative abilities are developed in the activities that require a creative approach to its implementation. Since creativity is organically inherent in the pedagogical activity, the creative abilities of the teacher should be considered not so much as special talents, but as a high level and harmonious combination of all pedagogical skills. This is a level of mastery at which the abilities acquire a new quality, they are expressed in a creative, original, non-standard style of the person's activity. The latter is characterized, first of all, by independent formulation of problems, the so-called intellectual initiative, an original way of solving tasks, the desire and the ability to see something new in the ordinary things.

So, according to the results of our experiment, we proposed some tendencies how to make group activity productive. Group activity gives students more opportunities to speak and practice what they've learnt. It also helps students to build their interpersonal, social and emotional skills. Group, pair

and project activity can be used during lessons on different topics and help to develop autonomy in the classroom, students' confidence and understanding of their own weaknesses. It helps them to improve language skills (especially speaking and listening comprehension) and also collaboration skills. But often group activity becomes too complicate, takes a lot of time and doesn't bring good results. To get the most positive characteristic of group activity we need to know what problems students face during their group and pair activity and find out what we need to change in our teaching in order to improve the effectiveness of group activity.

To get the better understanding of students' opinions about group activity and the problems they face during their lesson we asked students to complete a questionnaire about their own experience in participating in group activity. In this questionnaire each student was treated anonymously. There is the questionnaire with students' answers below (Table 3).

Table 3

A Questionnaire for students about their preferences
of group activity (in %)

Questions for students	Yes	Not sure	No
1. Do you like group and pair forms of the activity?	56.1	22.4	21.5
2. Do you thing group activity is useful for your learning?	56.9	20.0	23.1
3. Is group activity difficult for you?	65.1	20.0	14.9
4. Do all students equally participate in group activities?	35.8	30.8	33.4
5. Do you like working with your partner?	71.2	18.3	10.5
6. Why do you like/don't like group activity?	The open question		
7. What is the best thing about group activity?	The open question		
8. What is the worst thing about the group activity?	The open question		

The students' answers showed that not all of students like group activity and the most of them consider group activity as useless one. A half of students said that group activity is difficult for them and almost each student answered that not all students equally participated in group activity. The fifth question has the same amount of «yes», «not sure» and «no» answers.

Some of the reasons why students like group activity and the best things about it, that students have mentioned, were:

- It's fun.
- I can ask my friends for help.
- It gives me a great opportunity to show my skills.
- I can talk a lot.

Reasons why students don't like group activity and the worst things having been mentioned about it were:

- My partners don't do anything for my studying.
- I often don't understand the task.
- Not enough time to complete the task.
- Tasks are useless.

In order to get the full answer to our first question we also paid a lot of attention observing students' performance themselves during group tasks.

In the process of this observation we noticed that group activity really has problems on every stage. First of all, students sometimes have problems with understanding and remembering of the task. Also they can't often identify the most important parts of the task and decide how to divide solving of tasks between themselves.

Another problem we noticed was that unmotivated students refused to do the activity and expected their partners to do it in the whole or just do the simplest parts of the task.

Comparing the results of different kinds of group activity we noticed that when students know exactly what they expected to learn and what results they needed to reach they worked much more willingly and therefore effectively. It helped me

to realize that one of the main aspects of group activity was students' motivation.

So, according to the results of this questionnaire and our own observation we identified four main problems:

1. Some of students do all the activities during solving group tasks, because their partners refuse to do the activity or do it poorly. These students would like to change their partners.

2. Students often don't understand the task correctly. After receiving the task they continue asking the teacher and each other what they are supposed to do.

3. Sometimes students don't do the activity because «there is no use to do it» as long as there is no visible results and so the activity can't be checked up properly.

4. Students can't see the results of tasks and therefore consider them as useless for their learning.

Thus, the analysis of our results has shown that the creative potential of the person is manifested and acquired in the process of such activities, which gives this activity a problem-creative, exploratory nature. Our own experience of creative activity should be a basic element, given of which may be the formation of other elements (knowledge, skills, human attitude to the world, etc.). In this case, the education and upbringing of students from the early beginning will have the aim of the development of their personality, and, consequently, the development of students' creative potential.

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of his/her own actions. In such a way the procedure of reflection is closely related to self-esteem and self-regulation, these processes in the course of learning, according to the theory of group learning, which are also given considerable importance.

Conclusions

It was proved, that the developmental nature of group learning largely depends on the means and methods of obtaining theoretical knowledge by individuals. The content of developmental group learning is didactically built on the logic of theoretical thinking (the leading role belongs to the theoretical semantic generalization, deduction, semantic reflection, etc.).

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– the problematization of the activity – the problematic explanation of the educational material by the teacher, which causes a remarkable creative effort for students to present their own opinions creatively, to formulate conclusions, hypotheses and test them in constructive dialogues with opponents;

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Антюхова Наталія, Онуфрієва Ліана. Групова діяльність як психологічний чинник розвитку креативності студентів

АНОТАЦІЯ

Мета статті – дослідити рівень розвитку творчого потенціалу учнів – майбутніх учителів іноземних мов, застосувати розроблену нами програму групової діяльності з метою розвитку креативності респондентів, проаналізувати її ефективність.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також експериментальні методи, зокрема, констатувальне дослідження. Використано такі методики: «Мотивація професійної діяльності» К. Замфір у модифікації А. Реана, «Методику визначення спрямованості особистості» (В. Смекало та М. Кучер). Із метою детальнішого опису показника «креативна спрямованість особистості на оволодіння май-

бутьною професією» нами використано прийом ранжування, основною задачею якого було виявити найбільш значущі критерії педагогічної майстерності, які, на думку респондентів, найбільшою мірою впливатимуть на формування творчого потенціалу вчителя іноземної мови.

Результати дослідження. Аналіз отриманих результатів показав, що творчий потенціал особистості виявляється і набувається у процесі такої діяльності, що надає цій діяльності проблемно-творчого, пошукового характеру. Емпіричні дані довели, що досвід творчої діяльності повинен бути базовим елементом, з огляду на який може відбуватися становлення й інших його елементів (знання, вміння, ставлення людини до світу тощо). У цьому випадку навчання та виховання студентів із самого початку навчання у закладах вищої освіти буде спрямовано на розвиток їх особистості, а, отже, й на розвиток їх творчого потенціалу.

Отримані нами емпіричні результати довели, що у процесі професійної підготовки студентів у закладах вищої освіти в студентів слід актуалізувати психологічні механізми розвитку креативних рис особистості (активності, рефлексивний механізм, механізми становлення самооцінки, саморегуляції). Так, в основі емпіричного і теоретичного (змістового) абстрагування й узагальнення лежать мисленнєві дії, що контролюються завдяки рефлексивним механізмам. Той, хто навчається, у процесі діяльності займає позицію дослідника, творця, здатного до рефлексивного аналізу власних дій. Оскільки процедура рефлексії тісно пов'язана із самооцінкою та саморегуляцією, то цим процесам у ході навчання, згідно нашої концепції групового навчання, також надається досить суттєве значення.

Висновки. Доведено, що розвивальний характер навчання значною мірою залежить від засобів і методів отримання індивідами теоретичних знань. Зміст розвивального навчання дидактично побудований за логікою теоретичного мислення (провідна роль належить теоретичним змістовим узагальненням, дедукції, змістовій рефлексії тощо).

До процесуальних характеристик теорії розвивального групового навчання відносяться:

– концепція цілеспрямованої навчальної діяльності, яка відрізняється тим, що спрямована не лише на отримання суб'єктами учіння знань, умінь і навичок, а й на досягнення теоретичного рівня мислення особистості. Її особливостями є: наявність у того, хто навчається, внутрішніх пізнавальних мотивів, що походять від пізнавальних потреб;

наявність чіткої мети здійснення свідомої самозміни, розуміння й прийняття індивідами всіх без вибору навчальних завдань; зайняття тим, хто навчається, позиції повноцінного суб'єкта діяльності, здатного до самостійного здійснення всіх етапів цієї діяльності: формулювання мети, планування діяльності, реалізації мети й аналізу (оцінки) результатів діяльності; активне засвоєння теоретичних знань, умінь, навичок, способів здійснення розумових дій, цілеспрямоване планування та виконання дій, оволодіння загальними принципами розв'язання проблемних і творчих завдань (учень займає позицію дослідника-творця); рефлексивний характер аналізу власних дій, досвід творчої рефлексії, що є базовими елементами формування та розвитку особистості;

– проблематизація діяльності – проблемне пояснення педагогом навчального матеріалу, що викликає у тих, хто навчається, неабиякі творчі зусилля креативно презентувати власну думку, формулювати висновки, гіпотези та перевіряти їх у конструктивних діалогах з опонентами;

– використання методу навчальних завдань, який полягає в тому, що розв'язання завдання – не в знаходженні певного висновку, а у відшукуванні загальних способів дії, принципів розв'язання цілого класу аналогічних завдань тощо.

Ключові слова: *групова діяльність, розвиток креативності студентів, творчий потенціал студентів, конструктивний діалог з опонентами, формулювання висновків, гіпотез.*

Антюхова Наталя, Онуфрієва Ліана. Групповая деятельность как психологический фактор развития креативности студентов

АННОТАЦИЯ

Цель статьи – исследовать уровень развития творческого потенциала студентов – будущих учителей иностранных языков, применить разработанную нами программу групповой деятельности с целью развития креативности респондентов, проанализировать ее эффективность.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение, а также экспериментальные методы, в частности, констатирующий эксперимент. Используются следующие методики: методика «Мо-

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тивація професійної діяльності» К. Замфир в модифікації А. Реана, «Методика визначення спрямованості особистості» (В. Смекало і М. Кучер). С метою більш детального описання показателя «креативна спрямованість особистості на оволодіння майбутньої професією» ми використовували прийом ранжування, основною задачею якого було виявити найбільш значимі критерії педагогічного майстерства, які, по думці респондентів, в найбільшій ступені впливають на формування творчого потенціалу вчителя іноземної мови.

Результати дослідження. Аналіз отриманих результатів показав, що творчий потенціал особистості проявляється і набувається в процесі такої діяльності, що надає цій діяльності проблемно-творчий, пошуковий характер. Емпіричні дані показали, що досвід творчої діяльності повинен бути базовим елементом, беручи до уваги який може відбуватися становлення і інших його елементів (знання, вміння, ставлення людини до світу і т.д.). В цьому випадку навчання і виховання студентів в закладах вищої освіти спрямовані на розвиток їх особистості, а, відповідно, і на розвиток їх творчого потенціалу.

Отримані нами емпіричні результати показали, що в процесі професійної підготовки студентів в закладах вищої освіти у них слід актуалізувати психологічні механізми розвитку креативних рис особистості (активності, рефлексивні механізми психіки, механізми становлення самооцінки, саморегуляції). Так, в основі емпіричного і теоретичного (содержательного) абстрагування і узагальнення знаходяться мислительні дії, які контролюються завдяки рефлексивним механізмам. Учащий в процесі діяльності займає позицію дослідника, творця, здатного до рефлексивного аналізу власних дій. Оскільки процедура рефлексії тісно пов'язана з самооцінкою і саморегуляцією, то цим процесам в ході навчання, згідно нашої концепції групового навчання, також приділяється достатньо важливе значення.

Висновки. Доведено, що розвиваючий характер навчання в багатьох випадках залежить від засобів і методів отримання індивідами теоретичних знань. Зміст розвиваючого навчання дидактично побудовано за логікою теоретичного мислення (ведуча роль належить теоретичним процесам содержательного узагальнення, дедукції, рефлексивної рефлексії і т.д.).

К процессуальным характеристикам теории развивающего группового обучения относятся:

– концепция целенаправленной учебной деятельности, которая отличается тем, что направлена не только на получение субъектами обучения знаний, умений и навыков, но и на достижение теоретического уровня мышления личности. Ее особенностями являются: наличие у учащегося внутренних познавательных мотивов, которые во многом исходят от познавательных потребностей; наличие четкой цели осуществления сознательного самоизменения, понимание и принятие индивидами всех без выбора учебных задач; принятие студентами позиции полноценного субъекта деятельности, способного к самостоятельному осуществлению всех этапов этой деятельности: формулировке цели, планированию деятельности, реализации цели и анализу (оценке) результатов деятельности; активное усвоение теоретических знаний, умений, навыков, способов осуществления умственных действий, целенаправленное планирование и выполнение действий, овладение общими принципами решения проблемных и творческих заданий (студент занимает позицию исследователя-творца); рефлексивный характер анализа собственных действий, опыт творческой рефлексии, которые являются базовыми элементами в формировании и развитии личности;

– проблематизация деятельности – проблемное объяснение педагогом учебного материала, что вызывает у студентов незаурядные творческие усилия креативно презентовать собственное мнение, формулировать выводы, гипотезы и проверять их в конструктивных диалогах с оппонентами;

– использование метода учебных задач, который заключается в том, что решение задачи – не в нахождении определенного вывода, а в овладении общими способами осуществления деятельности, в нахождении принципов решения целого класса аналогичных задач.

Ключевые слова: групповая деятельность, развитие креативности студентов, творческий потенциал студентов, конструктивный диалог с оппонентами, формулирование выводов, гипотез.

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The Specifics of the Functioning of Emotional Intelligence of Adolescents with Intellectual Disabilities

Специфіка функціонування емоційного інтелекту підлітків із порушеннями інтелектуального розвитку

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ABSTRACT

The purpose of the article. Modern special psychology and pedagogy in Ukraine are aimed not only at preserving the acquired experience, but at transforming the acquired knowledge in order to create conditions for the realization of personality with intellectual disabilities today. The research in technologies of correction-compensatory work with persons with peculiarities of psychophysical development is becoming increasingly relevant. The relevance of the study of

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aspects of emotional intelligence of persons with intellectual disabilities is conditioned by the solution of the urgent need to develop effective technologies for the development of personality with special educational needs at different age stages of its formation.

Methods. *The complexity, lack of research and ambiguity of the phenomenon of the concept of «emotional intelligence» in adolescents with intellectual disabilities led to the choice of research method – modeling. Specific research methods, including psychodiagnostic methods, have also been used to solve problems and ensure the validity of propositions and conclusions. One of the components of emotional intelligence of adolescents with intellectual disabilities – emotional – was studied. The method «Testing the ability to recognize emotions based on pantomime masks of the human face» (adaptation of M. Lebedeva), the method «Determination of the ability to differentiate emotional states» (according by V. Matveev), conversations, observations were used in the article.*

The results of the research. *In the course of psychodiagnostic, the attention was focused on determining the state of formation of the emotional component and the levels of representation of its indicators. These are important qualitative characteristics such as recognition, differentiation and verbalization of emotions. It was found that the emotional component in adolescents with mental disabilities is characterized by an average level of formation. This indicates that adolescents are capable of partial understanding, analysis, and comparison of emotional states with their own experience (3–4 states); partial identifying, measuring, verbalization of emotions (4–5 basic emotions) and their psycholinguistic description.*

Conclusions. *In the course of the research an attempt was made to establish the specifics of the functioning of emotional intelligence of a teenager with mental development disorders through the selection of key components in order to further influence the formation of the personality of the studied category of adolescents. In particular, one of the components of the presented model of emotional intelligence was studied and the results of the study of one of the components were considered, in particular, the emotional component in the structure of emotional intelligence of adolescents with intellectual disabilities. Identified components, their research (emotional and other components), establishing indicators of their formation and establishing levels of emotional intelligence are the basis for further development of effective psychological support for adolescents with intellectual disabilities.*

Key words: *a person with mental disabilities, adolescence, emotional intelligence, emotional component, emotion recognition, differentiation of emotions, description of emotions, verbalization of emotions.*

Introduction

Ukraine's recognition of the UN Convention on the Rights of the Child (1989) and the Universal Declaration on the Survival, Protection and Development of Children (1990) has increased attention to the problems of people with mental and physical disabilities, including minors with intellectual disabilities, and the need to develop targeted actions of the state to create favorable conditions for their integration into the system of modern relations. Recently, Ukraine has taken measures not only to preserve the experience of special education and special psychology, but also to increase it, develop new and promising studies of personality with psychophysical development, in particular the functioning of personality with mental disorders in psycholinguistics, neuropsychology. The research on the development of modern technologies of correctional and compensatory work with this category of people, creating conditions for the realization of their rights and much more is gaining relevance. It should be noted that one of the priority areas of the National Strategy for the Development of Education in Ukraine for 2012–2021 is to ensure personal development.

The formation and development of personality with intellectual disabilities is also associated with the transformation processes of world educational systems (global and local level of transformation), which leads to a change in the social paradigm from industrial to information. In this regard, the urgent problem of modern special pedagogy and psychology is not only the formation of household skills (self-care skills), the acquisition of basic skills, knowledge and profession. Such concepts as personal self-regulation of the person with disturbances of intellectual development acquire new value; psycholinguistic

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aspects of self-regulation of emotional and volitional self-regulation; formation of emotional intelligence and the ability to verbalize their feelings, experiences; formation of personal competencies (not only professional) of a person with intellectual disabilities.

The relevance of the study of the specifics of the functioning of emotional intelligence of persons with intellectual disabilities is due to the urgent need to develop effective technologies for personality development with special educational needs at different age stages of its formation.

One of the dominant disorders that occurs under the influence of mental disorders is the dysfunction of the regulation of emotions and states. Prevention of the destructive influence of this disorder on the formation of personality is possible by developing effective technologies for diagnosing the state of formation and functioning of the emotional intelligence of the individual with impaired mental development.

The formation of the emotional and volitional sphere directly affects the development of personality, which occurs under the influence of internal (temperament, character, self-esteem) and external factors (social environment). Knowledge of the peculiarities of the development of the emotional and volitional sphere at the stage of personality formation makes it possible to manage the emotions of the individual purposefully, select the appropriate psychological support and promote the quality development of this area. Purposeful management and formation of the emotional and volitional sphere at the stage of maturation of the individual allows to influence the qualitative formation of personal self-regulation.

According to L. Vyhotskyi, to understand the psyche of a child with intellectual disabilities, it is important to investigate the relationship between intelligence and affect, that is, the scientist argued that the intellectual component is in close contact and constant interaction with the emotional component (Выготский, 1981). The research that exists today is

contradictory, debatable, especially regarding the formation and functioning of emotional intelligence in people with intellectual disabilities, determining the conditions and factors of its formation. Numerous studies of domestic and foreign psychology and pedagogy show tendencies to level the existence of the fact that people with intellectual disabilities have the ability to verbalize and self-regulate emotional states, rejecting the psycholinguistic aspect of the study of emotional and volitional sphere of people with intellectual disabilities.

Theoretical and methodological approaches to the problem of the relationship between the intellectual and the emotional issues were considered in the works of B. Gawda (Gawda, 2019), S. Grof (Grof, 2012), P. Hammack (Hammack, 2018) and others. In the post-Soviet space, the problem of emotional intelligence was considered and covered in the works of such scientists as H. Borshchevska (Борщевська, 2017), Т. Kyrychenko (Кириченко, 2015), D. Lusin (Люсин, 2015), V. Matveev (Матвеев, 1992), V. Melnychenko (Мельниченко, 2016) etc. It should be noted that the study of the scientific category of «emotional intelligence» took place mainly through components and related categories, which is mainly due to the rejection of the assumption of «emotional intelligence» in people with intellectual disabilities in the understanding studied by American psychologists P. Salovey and J. Mayer (Mayer&Salovey, 2004). In particular, we are talking about the following categories: «emotional thinking» of O. Vlasova (О. Власова, 2005), «emotional understanding» of O. Yakovenko (Яковенко, 2015) and N. Kurganova (Курганова, 2019), «emotional competence» of D. Pahava (Пагава, 2017), «empathy of intellect» of O. Zhuravlova (Журавльова, 2017), «emotional self-awareness» of O. Sokolova (Соколова, 2018), «emotional literacy» of M. Khomenko (Хоменко, 2018).

According to the research of P. Salovey and J. Mayer, emotional intelligence is a set of formation and level of development of such qualities as self-awareness, self-control,

motivation, empathy, ability to put oneself in other people's place, communication skills and ability to find compromises, self-regulation, verbalization of emotional states, ability and availability of psycho-emotional linguistics (Mayer & Salovey, 2004; Mayer, 2005). Scientists have developed methods for measuring emotional intelligence through its components. The first component – the distinction, perception and expression of emotions (the ability to identify emotions by facial expression, tone of voice; the ability to monitor their own feelings in real time and understand them; emotional linguistics, i.e. the ability to name feelings and emotions and other people). The second component is emotional facilitation (potential ability of a person to direct feelings and emotions). The third component is the understanding of emotions (the ability to solve emotional problems, the ability to identify and understand the relationship between emotions, thoughts and behavior; the ability to understand the value of emotions). The fourth component is emotion management (the ability to take responsibility for one's own emotions and feelings) (Mayer & Salovey, 2004; Mayer, 2005).

Thus, emotional intelligence, according to J. Mayer and P. Salovey, is revealed through the prism of personality abilities, a combination of cognitive processes and the emotional sphere. The main statement for our study is the hypothesis that certain emotions can increase the productivity of the thinking process and direct attention to specific tasks (Mayer & Salovey, 2004; Mayer, 2005).

Russian research, in particular the work of D. Lusin, emphasizes that emotional intelligence is «the ability to understand their own and others' emotions and manage them», and this ability is mainly cognitive in nature, and is not part of personal qualities (Лусин, 2015).

In special psychology, the question of the development of emotional intelligence and psycholinguistics of emotions in people with intellectual disabilities, as noted above, causes

many controversies. V. Matveev (Матвеев, 1992), T. Berezovska (Березовська, 2007) believe that it is inexpedient to study emotional intelligence in adolescents with mental retardation, because it, emotional intelligence, is interrelated with the general level of intellectual development (Матвеев, 1992). In adolescents of this category, against the background of reduced intellectual development, emotional intelligence, respectively, will also have low scores. Scientists suggest that the isolation in the structure of personality with disorders of mental development of such a component as emotional intelligence, makes it impossible to form further mechanisms of self-regulation.

At the same time, V. Avramenko, O. Dirilin-Gumus, and V. Melnychenko believe that emotional intelligence is a relatively stable ability that can be developed. Scientists note that this is facilitated by such features of adolescents with mental retardation as emotional lability, suggestibility, average level of empathy (Авраменко, 2016; Dirilin-Gumus, 2012; Мельниченко, 2016).

According to K. Izard, the main components of emotional intelligence are self-awareness, self-control, communication skills (sensory, life experience), motivation. At the same time, analyzing the research of domestic psychologists, we can identify the following structural components: conscious regulation of emotions, understanding (awareness) of emotions, recognition and expression of emotions and feelings (Изард, 2008).

Thus, in the course of the study, emotional intelligence will be considered as a leading component of personality with intellectual disabilities, as a set of mental personality traits that contribute to the awareness and understanding of their own emotions and the emotions of others.

The purpose and tasks of the research

The main purpose of the article is to study the state of formation of the general level of emotional intelligence and one of the components (namely – the emotional component)

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and its components in adolescents with intellectual disabilities, according to the experimental model presented in the publication.

The main tasks are: firstly, to determine the state of formation of the specified component of emotional intelligence (according to the developed model); secondly, to characterize such its components as recognition, differentiation and verbalization of emotional states by adolescents with intellectual disabilities.

**A complete model of emotional intelligence and a detailed description of the components (their components) with the level of their formation are presented in the dissertation research of O.A. Vovchenko.*

Methods and techniques of research

The complexity, lack of research and ambiguity of the phenomenon of the concept of «emotional intelligence» in adolescents with intellectual disabilities led to the choice of research method, namely modeling. For the purpose of further development of technologies of psychodiagnostics of formation of emotional intelligence at teenagers of the specified category. The basis for creating a model of emotional intelligence is to determine the state of formation of the ability of adolescents with intellectual disabilities to regulate emotional, volitional and cognitive processes. According to the results of theoretical analysis, it is established that today there are no special studies of emotional intelligence of adolescents with intellectual disabilities, which gives grounds for developing an experimental model. This model was the basis of our observational experiment (Fig. 1).

The main purpose of the study and the need to develop this model was to solve the following tasks gradually: firstly, to determine the main factors in the formation of emotional intelligence of adolescents with intellectual disabilities; secondly, ascertaining the state of formation of emotional intelligence

by identifying the components and levels of formation of psycholinguistic indicators of emotional intelligence; thirdly, the definition of conditions that affect the formation of emotional intelligence in adolescence.

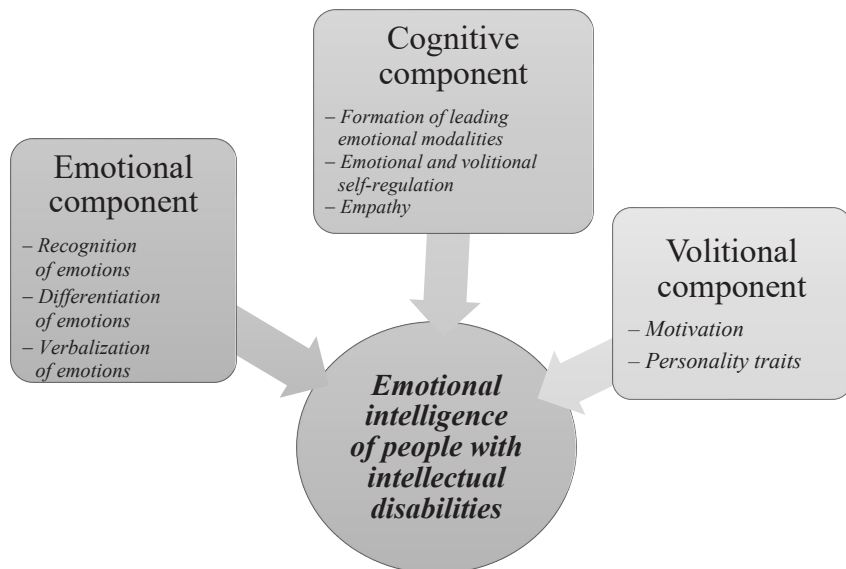


Fig. 1. Experimental model of emotional intelligence of adolescents with intellectual disabilities

To solve the outlined tasks and ensure the reliability of the provisions and conclusions, we used specific scientific research methods, in particular methods of psychodiagnostics, which made it possible to determine the indicators of the studied component (emotional) using the following methods: «Testing the ability to recognize emotions based on pantomime masks» (adaptation by M. Lebedeva) (**used according to the research of Венгер, 2003*); methods «Determination of the ability to differentiate emotional states» (according to V. Matveev) (**used according to the monograph of Ганіч, 2018*); conversations, observations.

The study covered 117 adolescents from special boarding schools in Kyiv (boarding school № 17, boarding school № 12) (students of 5–9 grades). Psychodiagnostics was performed in accordance with the instructions, in compliance with the necessary requirements and the use of additional tools.

According to the developed model, emotional intelligence is revealed through the cognitive, emotional, volitional spheres of personality. Therefore, the components of emotional intelligence of adolescents with intellectual disabilities were identified: cognitive, emotional and volitional. Indicators of the emotional component are the recognition, differentiation of emotions and the ability to verbalize emotional states. The cognitive component is established through indicators of the formation of leading emotional modalities; emotional and volitional self-regulation; empathy. The volitional component is determined through motivation, control and personality traits. Each of the indicators has levels that specify the state of formation of emotional intelligence of adolescents with intellectual disabilities.

Detection of the state of formation of emotional intelligence was carried out in accordance with our selected levels: high, medium, low. The high level of formation was determined by obtaining high indicators of the formation of arbitrariness of emotional, volitional and cognitive processes. The average level of formation was determined by comparing the high rates of development of arbitrary emotional processes and the average rates of volitional and cognitive processes. The low level of formation was determined by comparing the low rates of formation of emotional, volitional and cognitive processes.

The results and discussions

In the process of psychodiagnostics, we focused on identifying the state of formation of the emotional component and the level of representation of its indicators. These are impor-

tant qualitative characteristics such as recognition, differentiation and verbalization of emotions.

Recognition, differentiation and ability to verbalize emotional states was determined through understanding, analysis and comparison of emotional states by the studied adolescents by the method «Testing the ability to recognize emotions based on pantomime masks» (adaptation of M. Lebedeva) (**used according to the research of Вензеп, 2003*) and the method of determining the ability to differentiate» (According to V. Matveev) (**used according to the monograph of Ганич, 2018*).

Results of psychodiagnostic research of emotions of teenagers with mental development disorders are according to the method of M. Lebedeva.

According to the results of the method «Testing the ability to recognize emotions based on pantomime masks of the human face» (adaptation of M. Lebedeva) it was found that almost 90% have problems with recognizing the emotion of disgust. Thus, adolescents with intellectual disabilities can not identify this emotion in other people, verbalize it, identify with their own similar emotion (Lebedeva, 1989). Adolescents often stated that they did not understand the term «disgust», «abhorrence» or «aversion». 80% of adolescents have trouble recognizing the emotion of fear. 60% of diagnosed adolescents cannot establish surprise, and 20% – anger. Emotions such as joy and sadness were not difficult to understand, their performance was normal, and could easily be verbalized, the synonymous series for these emotions was very rich. Adolescents with intellectual disabilities almost immediately, without the help of outsiders (additional questions, auxiliary stories), recognized these emotions, easily described them, selected comparisons, synonymous series (both in Ukrainian and Russian).

Analyzing the obtained results, the average level of understanding of emotions by adolescents with mental retardation was determined (measurement took place in minutes). The average value of the duration of recognition of emotions by

adolescents with mental retardation is: joy – 3.2 minutes; anger – 4.2 minutes; disgust – 7.3 minutes; fear – 6.1 minutes; surprise – 5.5 minutes; sadness – 3.8 minutes (Fig. 2).

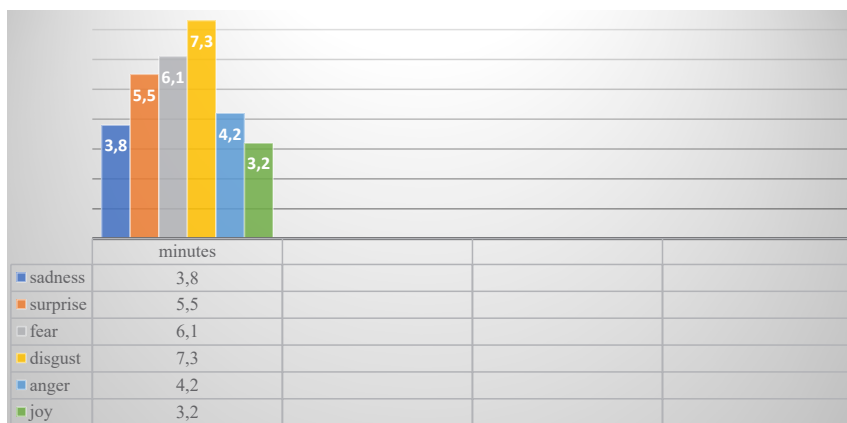


Fig. 2. The speed of recognition of emotions by adolescents with intellectual disabilities (in min.)

It is worth noting that the table illustrates the average value (in minutes) that a teenager spends on recognizing emotions. The calculation was performed by the method of mathematical method – «determination of the average value» after conducting and collecting data from the surveyed adolescents (from the above sample). The minutes are calculated on a timer clock that was turned on during emotion recognition. The task of the psychologist is to record clearly the result of a teenager who is nearby. The most convenient form of conducting is, respectively, individual communication.

According to the results of the diagnosis, it was found that adolescents with intellectual disabilities are characterized by a well-developed ability to analyze, verbalize and compare the depicted emotional states. According to the obtained results, we characterized the ability to analyze the six main emotions of adolescents in this category (Table 1).

Table 1

Comparison of the general average indicators of the ability to analyze and verbalize emotions in adolescents with intellectual disabilities (%)

Qualitative characteristics of emotions	Emotions that were offered to the adolescent for differentiation					
	joy	anger	disgust	fear	surprise	sadness
Positive identified emotions	79	31	26	1	26	32
Negative identified emotions	18	57	36	5	38	53
Unknown (difficult emotions for identification by adolescents, or which he/she didn't feel, didn't know)	3	12	38	4	36	15

Joy is the image of emotion that teenagers chose as one of the first, recognized for 3 minutes, the maximum time for recognition is 5 minutes. It is worth noting that the joy was recognized more quickly by younger students, and older – on the contrary spent more time on it. The opposite was observed with sadness, younger students identified this image longer than older ones. These two emotions were the first to be chosen by adolescents, unmistakably characterized, linguistically correct, given a variety of descriptive characteristics, and able to mimic them. The other four basic emotions caused more difficulty. The emotion of anger was recognized relatively quickly. It is worth noting that teenagers liked to repeat it, portraying facial expressions. As the students noted, it is the easiest and most interesting for the face. It is these aspects during the first diagnoses that drew attention during the study of emotional intelligence to aggression in the personality structure, manifestations of negativism and their impact on the formation of the adolescent's personality.

The emotion of disgust was the most difficult to recognize. The studied adolescents could not identify and verbalize it (sometimes students were simply silent because they could not find the appropriate definition, it was difficult for them to form linguistically a descriptive characteristic). The following answers were close: «I don't like something», «this is when we say: fu», «disgusting», but the adolescents made such comments only after auxiliary questions and attempts to repeat this image in person. We assume that these difficulties in the analysis of this emotion are associated with a higher level of emotionalization of emotion and the ability to compare, so it is difficult for adolescents with intellectual disabilities, requires additional psycho-corrective measures.

Results of psychodiagnostic research of emotions of teenagers with mental development disorders according to the method of V. Matveev.

To determine the state of formation of the indicator of differentiation of emotions and their verbalization, the method «Determination of the ability to differentiate emotional states» (according to V. Matveev) was used. Based on the results of the method, we established and evaluated the comparison of adolescent emotions with personal experience, verbalization and the ability to psycholinguistic analysis of emotions. Among the main emotions suggested to define a teenager there were: joy, sorrow, boredom, sadness, surprise, fear, friendship, hatred, anger, love, sadness, anger, shame, curiosity, anxiety, aggression, pride, respect, irritability, trust. Thus, the adequacy of perception and definition of emotions, their polarity, distortion of emotional states was established (Table 2).

According to the method of V. Matveev, the comparison and analysis of emotions is determined by the adequacy of the definition of emotion, i.e. its belonging to one of two groups: positive or negative. The scientist interprets the incorrect definition of emotion as «distortion of the polarity of emotion». Thus, we found that as positive emotions, the studied adoles-

cents identified 10 as negative – 7, did not identified – 4 emotions (respect, anger, irritability, trust). Adequately positive emotions, which were identified by adolescents with mental retardation as positive, are: joy, friendship, love, curiosity. Adequately negative emotions, which were identified by adolescents with mental retardation as negative, are: sorrow, hatred, anxiety, aggression, anger.

Table 2

Comparative analysis of the differentiation of emotions
in adolescents with intellectual disabilities (%)

Emotion	Identified by adolescents as positive	Identified by adolescents as negative	Unidentified by adolescents
Joy	83.6	–	16.4
Sorrow	62	33.4	4.6
Boredom	44.1	5.1	50.8
Anguish	20.7	5	74.3
Surprise	16.5	76.5	7
Fear	54.2	29.8	16
Friendship	75.8	24.2	–
Hatred	24.7	60.3	15
Spite	36.8	60.1	3.1
Love	49.7	47.1	3.2
Sadness	39.3	29.8	30.9
Anger	44.6	45.4	10
Shame	55.5	15	29.5
Curiosity	58.2	18.8	23
Anxiety	3.9	70.1	27
Aggression	18	68	14
Pride	11	37	52
Respect	34.3	33.4	32.3
Irritability	27	29	44
Trust	31	32	37

Unidentified identified (distorted) emotions are divided into two groups (according to V. Matveev): positive, perceived by adolescents as negative, and negative, perceived as positive. Thus, positive emotions that are inadequately perceived and considered negative by adolescents with mental retardation are pride and surprise. Among the negative emotions and feelings that are inadequately perceived and considered positive by adolescents with mental retardation are boredom, anguish, fear, sadness, anger, shame. It is worth noting that three of them (boredom, anguish and shame) are neutral and depend on a person's perception, personal life experience and worldview.

Inadequately interpreted and distorted emotions indicate impaired cognitive activity of adolescents, low and medium ability to analyze and compare emotions, insufficient level of ability to differentiate emotions, low level of ability to verbalize and psycholinguistic analysis. At the same time, emotions characterized by distortion require additional psychocorrectional effects.

According to the results of the analysis, it was summarized and found that the emotional component in adolescents with intellectual disabilities is characterized by the middle level of formation (Table 3). This indicates that adolescents are able to understand partially, analyze, compare emotional states with their own experience (3–4 states); partial definition, evaluation, verbalization of emotions (4–5 basic emotions) and their psycholinguistic description.

Table 3

Comparative analysis of the state of formation
of the emotional component in adolescents
with intellectual disabilities (%)

%	5th grade	6th grade	7th grade	8th grade	9th grade	The overall average result
High	2	1	5	7	5	4
Middle	70	74	68	69	71	70
Low	28	25	27	24	24	26

Conclusions

Emotional intelligence of adolescents with intellectual disabilities is formed under the influence of: weakness and imbalance of nervous processes; disorders of plasticity and mobility of the nervous system; specifics of the functioning of cognitive processes (involuntary, instability and limited amount of attention, impaired perception of objects and situations, small amounts of memory); speech disorders; immaturity of abstract-logical thinking (inability to evaluate and correlate previous experience with the tasks; shallow, unstable, low-intensity, one-sided, undifferentiated, situational interests); specifics of the formation of types of activity (unawareness of the ultimate goal of activity, lack of initiative of motor reflection of methods of action); specifics of the formation of «Me-concept» (self-esteem, misunderstanding of their own capabilities). Thus, an attempt was made to establish the mechanism of functioning of emotional intelligence through the selection of its main components and the study of one of them, namely the emotional component in order to further influence the formation of personality of adolescents with intellectual disabilities. In addition, an attempt was made to develop and present an experimental model of emotional intelligence and an attempt was made to study one of the components in the structure of emotional intelligence of adolescents with intellectual disabilities, namely – emotional (and its components).

The emotional component in the structure of emotional intelligence of adolescents with intellectual disabilities was determined by indicators of recognition (ability to understand, analyze and compare emotional states), differentiation of emotions (ability to identify, evaluate and compare emotions with similar emotions) and verbalization of basic emotions (ability to psycholinguistic analysis of basic emotions). It is established that the formation and dynamics of these indicators in the studied adolescents has an average level and is characterized by selective formation of understanding of emotions, selec-

tive ability to identify and analyze emotional states, selective nature of definition, evaluation and comparison of emotions. analysis of basic emotions.

The identified components, indicators of the state of formation and the establishment of levels of emotional intelligence are the basis for the development of further effective psychological support of adolescents with intellectual disabilities in school and extracurricular activities.

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Вовченко Ольга. Специфіка функціонування емоційного інтелекту підлітків із порушеннями інтелектуального розвитку

АНОТАЦІЯ

Вступ. Сучасна спеціальна психологія та педагогіка в Україні спрямовані не лише на збереження набутого досвіду, а й на трансформацію набутих знань із метою створення умов для реалізації особистості з порушеннями розумового розвитку в сучасному соціумі. Усе більшої актуальності набувають дослідження технологій корекційно-компенсаторної роботи з особами, які мають особливості психофізичного розвитку. Актуаль-

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ність дослідження психологічних аспектів емоційного інтелекту осіб із порушеннями інтелектуального розвитку обумовлюється вирішенням нагальної потреби розроблення ефективних технологій розвитку особистості з особливими освітніми потребами на різних вікових етапах її становлення.

Методи дослідження. Складність, малодослідженість і неоднозначність феномену поняття «емоційний інтелект» у підлітків із порушеннями розумового розвитку зумовили вибір методу дослідження – моделювання. Для розв'язання завдань і забезпечення достовірності положень і висновків було використано також специфічні наукові методи дослідження, зокрема, методи психодіагностики. Досліджено один із компонентів емоційного інтелекту підлітків із порушеннями інтелектуального розвитку – емоційний. Використано методику «Тестування здатності до розпізнавання емоцій на основі пантомімічних масок обличчя людини» (адаптація М. Лебедевої), методику «Визначення здатності до диференціації емоційних станів» (за В. Матвєєвим), бесіди, спостереження.

Результати дослідження. У ході психодіагностичних процедур увагу було зосереджено на виявленні стану сформованості емоційного компонента й рівня представленості його показників. Ідеться про такі важливі якісні характеристики, як розпізнавання, диференціація та вербалізація емоцій. За результатами проведеного аналізу підсумовано та встановлено, що емоційний компонент у підлітків із порушеннями розумового розвитку характеризується середнім рівнем сформованості. Це вказує на те, що підлітки здатні до часткового розуміння, аналізу, співставлення емоційних станів із власним досвідом (3–4 стани); часткового визначення, оцінки, вербалізації емоцій (4–5 базових емоцій) та їх психолінгвістичного опису.

Висновки. У ході дослідження здійснено спробу встановити специфіку функціонування емоційного інтелекту особистості підлітка з порушеннями розумового розвитку, шляхом виокремлення основних компонентів із метою подальшого впливу на формування особистості досліджуваної категорії підлітків. Зокрема, було досліджено один із компонентів представленої моделі емоційного інтелекту й розглянуто результати дослідження одного з компонентів, зокрема йдеться про емоційний компонент у структурі емоційного інтелекту підлітків із порушеннями інтелектуального розвитку. Визначені компоненти, їх дослідження (емоційного й інших компонентів), установлення показників стану їх сфор-

мованості й встановлення рівнів емоційного інтелекту виступають підґрунтям для розроблення у подальшому ефективного психологічного супроводу підлітків із порушеннями розумового розвитку.

Ключові слова: особистість із порушеннями розумового розвитку, підлітковий вік, емоційний інтелект, емоційний компонент, розпізнавання емоцій, диференціація емоцій, вербалізація емоцій.

Вовченко Ольга. Специфика функционирования эмоционального интеллекта подростков с нарушениями интеллектуального развития

АННОТАЦИЯ

Введение. Современная специальная психология и педагогика в Украине направлены не только на сохранение приобретенного опыта, а и на трансформацию приобретенных знаний с целью создания условий для реализации возможностей личности с нарушениями умственного развития в современном социуме. Все большую актуальность приобретают исследования технологий коррекционно-компенсаторной работы с лицами, имеющими особенности психофизического развития. Актуальность исследования психологических аспектов эмоционального интеллекта лиц с нарушениями интеллектуального развития определяется необходимостью разработки эффективных технологий развития и формирования личности с особыми образовательными потребностями на разных возрастных этапах ее становления.

Методы исследования. Сложность, малоисследованность и неоднозначность феномена понятия «эмоциональный интеллект» у подростков с нарушениями умственного развития обусловили выбор метода исследования – моделирование. Для решения задач и обеспечения достоверности положений и выводов были использованы также специфические научные методы исследования, в частности методы психодиагностики. Исследован один из компонентов эмоционального интеллекта подростков с нарушениями интеллектуального развития – эмоциональный. Использованы методика «Тестирование способности к распознаванию эмоций на основе пантомимических масок лица человека» (адаптация М. Лебедевой), методика «Определение способности к дифференциации эмоциональных состояний» (по В. Матвееву), беседы, наблюдения.

Результаты исследования. В процессе психодиагностических процедур внимание было сосредоточено на выявлении состояния сформир-

рованности эмоционального компонента и уровня представленности его показателей. Речь идет о таких важных качественных характеристиках, как распознавание, дифференциация и вербализация эмоций. По результатам проведенного анализа установлено, что эмоциональный компонент у подростков с нарушениями умственного развития характеризуется средним уровнем сформированности. Это указывает на то, что подростки способны к частичному пониманию, анализу, сопоставлению эмоциональных состояний с собственным опытом (3–4 состояния); частичному определению, оценке, вербализации эмоций (4–5 базовых эмоций) и их психолингвистическому описанию.

Выводы. В ходе исследования предпринята попытка установить специфику функционирования эмоционального интеллекта личности подростка с нарушениями умственного развития, способом выделения основных его компонентов с целью дальнейшего влияния на формирование личности исследуемой категории подростков. В частности, был исследован один из компонентов представленной модели эмоционального интеллекта и рассмотрены результаты исследования одного из указанных компонентов, в частности, речь идет о эмоциональном компоненте в структуре эмоционального интеллекта подростков с нарушениями интеллектуального развития. Определенная структура эмоционального интеллекта и его компоненты, особенности их исследования (эмоционального и других компонентов), установление состояния показателей, их сформированности и определение уровней эмоционального интеллекта выступают основой для разработки в дальнейшем эффективного психологического сопровождения подростков с нарушениями умственного развития.

Ключевые слова: личность с нарушениями умственного развития, подростковый возраст, эмоциональный интеллект, эмоциональный компонент, распознавание эмоций, дифференциация эмоций, вербализация эмоций.

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Compatibility Features between Athletes-Players with Different Efficiency of Team Activities

Особливості сумісності між спортсменами- ігровиками з різною результативністю командної діяльності

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ABSTRACT

The aim of the article is to compare the parameters of compatibility (psychophysiological and socio-psychological) among athletes-players with different efficiency of team activities.

Methods. Athletes representing various kinds of sports (football, basketball, etc.) took part in the research. Psychophysiological compatibility was studied using the cinematometric methodology of E.P. Ilyin, the method of diagnosing the temperament of Y. Streliau, and free conversation. The following methodologies were used for measurement of parameters of socio-psychological compatibility of athletes: «Sociometry» modified by I.P. Volkov; methodology «Attitude to

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training and competitive activity» by Y.A. Kolomeitsev; methodology «Orientation of Personality» by V. Smekal and M. Kucher modified by Y.A. Kolomeitsev; methodology «Motives of sports activity» by E.A. Kalinin. The efficiency of sports activities was calculated by the coefficient efficiency of the player presented in the competition statistics.

According to the design, the research is a comparative analysis of compatibility parameters of sports team members who differ in their efficiency indicators.

Results of the research. *With the help of comparative analysis it was found the statistically reliable differences in various samples of athletes, namely:*

– among members of one team who possess identical indicators of inertia – mobility of nerve processes, also their subjective assessments of the game partner and high success rates coincided;

– athletes with a high sociometric status in the team turned out to be significantly more productive than teammates with a lower status;

– the general motivation for sports activities is quite expected to be significantly higher in the group of highly productive athletes; at the same time, less productive players are dominated by a focus on themselves; and there are no differences in the severity of focus on interactions in different groups.

Conclusions. *The empirical data proves that the content of separate components of compatibility (psychophysiological and sociopsychological) differs significantly among players with different success of sports activities. A hypothesis about the indirect nature of the connection between compatibility in the «athlete-athlete» system and the performance of team activities was raised.*

Key words: *interpersonal relationships, compatibility, athletes-players, efficiency of sport team activities.*

Introduction

The problem of forming a socio-psychological climate in the team is relevant for sports activities no less than for any other ones. A sports team is a group that gains the status of a team when it assumes the functions of representing an organization at one or another competition.

Since the emergence of the sports group, being a formal organization, it has clear and specific tasks, the implementation of which is focused on both the trainer and the entire team.

The efficiency of game sports directly depends on the level of relations between athletes, their teamwork, mutual assistance, mutual responsibility, mutual understanding. G.D. Babushkin, E.V. Kulagina (Babushkin & Kulagina, 2019), A.M. Groshev, V.V. Butorin (Groshev & Butorin, 2018), Y.A. Kolomeitsev (Kolomeytsev, 2004), R.L. Krichevskiy, E.M. Dubovskaia (Krichevskiy & Dubovskaia, 2001), K.S. Shalaginova, A.M. Davydova (Shalaginova & Davydova, 2019) state that high efficiency of team activity is possible only in conditions of positive interpersonal relationships.

From the G.M. Andreeva's point of view (Andreeva, 1981), the existence of interpersonal relations within various forms of social relations is the implementation of impersonal (social) relations in the activities of particular people, in acts of their communication and interaction. The researcher says that the emotional basis, allowing them to be considered as a factor in the psychological climate of the group, is the most important specific feature of interpersonal relationships. The emotional basis of interpersonal relationships means that they arise on the basis of certain feelings that are emerging between people. Y.P. Platonov (Platonov, 1990) shares this position by speaking about positive and negative emotional states, conflict (intrapersonal and interpersonal), emotional sensitivity, self-satisfaction, partners, work, etc.

A.V. Petrovskiy (Petrovskiy, 1982: 169) considers interpersonal relations as «subjectively experienced relationships between people, objectively manifested in the nature and methods of mutual influences exerted by people on each other in the process of joint activity and communication. Interpersonal relationships are a system of attitudes, orientations, expectations, stereotypes and other dispositions through which people perceive and evaluate each other. These dispositions are mediated by the content, goals, values, organization of joint activities, and serve as the basis for the formation of a psychological climate in the team».

Analysis of researches devoted to the study of the dynamics of interpersonal relationships, the effectiveness of joint activities and other socio-psychological phenomena allows us to talk about their conditionality by a certain ratio of the individual-psychological characteristics of interacting people. The positive effect of a combination of individual-psychological characteristics on observed phenomena is denoted as the compatibility of subjects of interaction (Andreeva, Bogomolova & Petrovskaya, 1984), etc. The phenomenon of compatibility consists in «a combination of psychophysiological, characteristic, personal, socio-psychological, motivational-incentive, professional and other individual features of group members that contribute to the formation and preservation of positive interpersonal relations, effective interaction, maintenance of good health and mood, efficiency and, in general, the effectiveness of joint activities during targeted group functioning» (Zamaletdinov & Bogdashevsky, 1984: 16), etc.) Thus, N.N. Obozov (Obozov, 2000), considering compatibility based on the results of activity and interaction, psychophysiological shifts and energy costs, subjective satisfaction with joint activities and without fixing attention to personal qualities or psychomotor reactions, proposes to assess interpersonal compatibility on the basis of similarity, which is characterized by stable mutual elections in sociometric testing, identical in the level of development personal qualities, the same assessment of the situation, people, events, similar decision making, high coordination of speed, pace, rhythm and time of interaction, and the principle of complementarity, as mutual compensation for individual personality properties, qualities, physical characteristics that ensure the integrity and effectiveness of interconnected actions.

The partial nature of compatibility, expressed in its manifestation not global, but only in connection with the implementation of specific types of group activities is considered in the works of R.L. Krichevskiy (Krichevsky, 2001). However,

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in the same situations, athletes may not effectively solve the tasks, they may be incompatible. In this regard, A.V. Rodionov (Rodionov, 1979) argues that it is important not to correspond or coincide fully with qualities, but to balance the capabilities of a partner and complementarity.

The development of the compatibility problem in psychological science is associated with attempts to classify it. A theoretical and methodological analysis of the problem of compatibility in psychological science made it possible to identify the difference in approaches to its study in domestic and foreign literature. Thus, the last is characterized by an interpretation of the problem being studied from the point of view of necessary and behavioral approaches (Shaw, 1976; Schutz, 1958, etc.). In the domestic literature, the study of compatibility is dominated by adaptive, functional and structural approaches (Obozov, 1979).

The content of the adaptive approach to the study of the problem determines the interpersonal relationships being developed between partners due to their compatibility. The approach focuses on the study of such components of compatibility as mutual understanding, empathy, identification, respect, attraction, positive emotions.

The definition of compatibility as a measure to harmonize the roles of interacting parties takes place in a functional approach. The center of study here is not the personality properties, but the structure of the distribution of roles in the group. Models are presented and interoperability research strategies are proposed.

The development of options for the most rational combinations of parameters and properties of participants in various interpersonal interactions is presented in the structural approach. The revealed compatibility patterns are reflected in the principles of similarity – contrast, symmetry – complementarity. Analysis of scientific works gives an idea of models

and types of compatibility that differ in the representation of structural content by different authors (Kolomeitsev, 1984; Krichevskiy, 2001; Obozov, 2000, etc.).

In order to be effective, sports team activity must be characterized by the coordination and synchronism of the actions of its members, which is largely due to their compatibility. In sports, compatibility is understood as «the effect of combining and interacting individuals». It is characterized by maximum subjective satisfaction of partners with each other at significant (above average) emotional-energy costs (Kolomeitsev, 2004: 41).

The study of the compatibility problem in sports activities is extremely relevant for sports of a team-game nature, where in the first place there is always We, and efficiency is determined by the quality of interaction. The compatibility is the most important condition for the formation of an effective team, and in general, team formation in sports. The team is considered as a target organizational group with a high level of cohesion by V.M. Davydov and I.D. Ladanov (Davydov & Ladanov, 1985), arguing that in the process of staffing the team, should be taken into account: mutual autonomy of needs; mutual complementarity of needs; mutual complementarity in knowledge; mutual addition in skills and experience; commonality of the value system and rules of conduct of team members.

In the studies of R.L. Krichevskiy and E.M. Dubovskaia (Krichevskiy & Dubovskaia, 2001), the connection of the problems of team formation in sports with the solution of the issue of the psychological compatibility of people is also noted. Scientists argue that it is especially important to take into account the functioning of two mechanisms of compatibility at the stage of recruiting a sports team: synergy (similarity) and compensation (complementarity). According to their point of view, the basis of command formation is formed by:

- 1) the study of the phenomenon of group cohesion;
- 2) highlighting the leading role of the manager in team formation;
- 3) establishing an effective positional and role structure;
- 4) consideration of psychological compatibility.

The problem of compatibility is especially relevant in the context of ensuring the optimal psychological climate in the sports team in order to increase the mental reliability of athletes – one of the most important indicators of the effectiveness of sports activities, and, as a result, the full realization of their professional potential.

Theoretical analysis of works on the problem of compatibility in the field of sports psychology suggests that there is no consensus among researchers regarding varieties of compatibility. In Russian-language literature we often encounter the isolation of social, psychological and psychophysiological types of compatibility.

Thus, social compatibility is characterized by the unity of views and judgments regarding economic, political and moral processes taking place in society, similar points of views on the behavior and actions of individual members of the collective, similar beliefs and moral principles.

Psychological compatibility is manifested in the psychological properties' harmony of the group members, as well as the functioning consistency of their mental processes.

Psychophysiological compatibility reflects the similarity of people in such parameters as age, the degree of physical, sensorimotor and psychomotor development (reaction rate), the level of training and preparedness (energy consumption), and the manifestation of individual psychological features.

Y.A. Kolomeitsev suggests talking about socio-psychological compatibility as an integral concept of the phenomenon of compatibility, which includes «the unity of views and opinions on the norms and requirements of society, the same needs, motives and values system, synchrony of psychomotor reac-

tions, level of arousal and inhibition, similarity in such personal qualities as extra-introversion, syntony, attention, speed of information processing, etc.» (Kolomeitsev, 2004: 120).

Socio-psychological compatibility in interpersonal relationships suggests:

1) complementarity of needs implying an addition expression of needs;

2) congruence of needs, when both subjects (partners) have similar needs, satisfied by the same interpersonal relationships;

3) complementarity of skills involving compensation of undeveloped abilities in one subject by another (partner);

4) complementarity of knowledge when both partners have different knowledge, so that each of them can learn from each other;

5) community of values, where partners in joint activities have a common value system and rules of conduct (Obozov, 1979).

If athletes coincide at all levels, we can talk about their complete socio-psychological compatibility. In cases of their apparent mismatch, a psychological barrier arises when people don't perceive each other, don't want to communicate, cooperate, which leads to the formation of an unfavorable psychological climate in the sports team.

In the works devoted to the study of compatibility, we find the use of a wide variety of its criteria or indicators: high group cohesion, stability over time, high mutual understanding between partners, low conflict in the group, high efficiency of group activity, i.e. any of socio-psychological phenomena taken in its positive meaning. N.N. Obozov (Obozov, 2000) proposes to evaluate compatibility directly based on: the results of activity and interaction, psychophysiological shifts and energy costs of participants in the activity, subjective satisfaction with joint activity.

Research Objective

This article contains a description of the differences in compatibility parameters (psychophysiological and socio-psychological) among athletes of the same team, demonstrating different performance of sports activities.

Research methods and methodology

The aim of our research is to study the expression of different compatibility types (psychophysiological and socio-psychological) between game athletes with different performance of team activities.

Previously, we worked to identify certain types of compatibility between athletes (at the «horizontal level»).

Thus, psychophysiological compatibility was established on the basis of the identity of characteristics such as inertia-mobility of nervous processes. The following methods were used to define it:

- cinematometric method by E.P. Ilyin (Ilyin, 1981);
- technique for diagnosing the temperament of Y. Streliau in the modification of B.A. Viatkin (Viatkin, 1978).

Further, a conversation was conducted with athletes for this purpose to identify:

- a) with which of the athletes they work with pleasure, who take a hint them;
- б) who is difficult to work with, who is unpleasant.

To diagnose socio-psychological compatibility, the following methods were used:

- methodology «Sociometry» by I.P. Volkov (Volkov, 1989);
- methodology «Attitude to training and competitive activity» (ATCA) by Y.A. Kolomeitsev (Kolomeitsev, 2004);
- methodology «Orientation of Personality» by V. Smeykl and M. Kucher in the modification of Y.A. Kolomeitsev (Kolomeitsev, 1984);
- methodology «Motives of sports activity» E.A. Kalinin (Kalinin, 1982).

The efficiency of athletes was estimated using the player's success factor presented in the competition statistics, reflecting: the volume of the player's technical and tactical actions implemented, the density of the technical and tactical actions, the quality of his performance of game actions.

The sample included 100 athletes of playing sports of a professional level ($n = 100$): male players of the backup team of the Dynamo Brest club, volleyball players of the Western Bug men's team in Brest, volleyball players of the Pribuzhie women's team in Brest, basketball players of the Victoria women's team in Brest, etc. Participation in the study was voluntary.

Results and Discussion

78 interviewed athletes, among 100 ones, named one or two athletes from their teams with whom they gladly work, who take a hint from them (we combined them into group A) and who is difficult to work with, who is unpleasant (group B).

Correlation analysis of the inertia-mobility characteristics of athletes showed that there are almost no differences in these indicators ($t = 0.48$) between the respondent athlete and single-team athletes of group A, while there are reliable differences $t = 2.15$ between the respondent athlete and single-team athletes of group B; $p < 0.05$).

A comparative analysis of the athletes' performance of both groups showed reliable differences in their results. With the equality of athletes of these groups in age and athletic experience, group A of athletes had higher athletic results ($t = 3.76$; $p < 0.05$). Thus, sports teams whose members have similarities with each other in such an indicator of the psychophysiological characteristic as «inertia – mobility» are able to achieve greater success in sports than those teams to which this similarity is not inherent. At the same time, it is important to note that it is not psycho-physiological compatibility itself that provides an increase in results (discussions with athletes revealed they could hardly realize it). It is more

correctly to say that psychophysiological incompatibility is reflected in the emotional perception of the pace of movements, behavior, and then the whole personality. So the athletes-respondents were not satisfied with physical and technical data, but the pace of exercises, how they behave in communication and interaction in the classmates who compiled the group B. These external signs determined the athlete's attitude to other members of his sports team. For example, athletes with mobile nervous processes disapproved their inert one-team. Inert athletes did not like the behavior of a mobile one-team. The displeasure of the athlete, caused by the behavior of members of his team, cannot but affect the desire to work with them, on their relationship.

The object was the women's national basketball team «Victoria» in Brest in the study of the impact of socio-psychological compatibility on the relationship of athletes and the effectiveness of their activities. To this end, sociometric testing was carried out, which simultaneously gave information about the hierarchical structure of the team. The leaders stood out in the team, the average status of which according to the 2nd formal criteria – joint training and joint part in competitions – was + 7 and outsiders with an average status of 6.4 ($t = 2.13$; $p < 0.05$).

The analysis of the players' success performances in the series of competitions revealed the level of performance of each athlete. Based on this and the value of personal status, the team was divided into two subgroups: successfully players and unsuccessfully ones. The average score of success was 4.34 points (out of 5), unsuccessful – 3.4. The difference is statistically significant ($t = 3.13$; $p < 0.05$). A comparative analysis of the success of performances with the size of personal statuses makes it possible to establish the presence of a functional connection between these variables. Further studies have shown that interoperability elements and their interrelationships have imprinted impact of the activities.

The following compatibility elements: attitude to training and competition, motivation of sports activities, focus as mental quality, focus as a life goal, criteria of socio-psychological climate, etc. in quantitative terms differed significantly depending on which subgroup they belonged to. Thus, the attitude to training and competition in the subgroup of successful at a reliable level is higher than in the subgroup of unsuccessful ones. Motivation of sports activity, which structure included the need for achievement, wrestling, self-improvement was higher in the subgroup of successful ones.

Differences in focus as a mental quality among the representatives of these subgroups were mixed. The unsuccessful participants exceeded their counterparts at a reliable level in focus on themselves, were the same in focus on interaction with them and were inferior to successful in focus on the task ($t = 1.7$ – trend towards reliability).

A comparison of subgroups in focus as a life goal showed the superiority of successful ones in focusing on achieving high sportsmanship ($t = 3.9$; $p < 0.05$). According to the criteria No. 18 (I do sports in order to visit abroad) and No. 25 (I do sports to be in a team, communicate), unsuccessful participants differ from successful ones at a reliable level ($t_{18} = 3.12$; $p < 0.05$) and ($t_{25} = 2.74$; $p < 0.05$). According to criteria No. 26, 34–35, successful ones exceed unsuccessful ones at a reliable level ($t_{26} = 2.77$; $t_{34} = 2,58$; $t_{35} = 3.36$ at $p < 0.05$) (Gavrilovich, 2017).

Conclusions

Thus, as a result of the study, we have identified significant compatibility relationships with the efficiency of sports achievements. It is fair to say that compatibility is connected with the efficiency of team activities rather indirectly, through the factor «attitude to training and competitive activities». Like the psychophysiological, socio-psychological compatibility

acts as a really good basis for establishing expedient relationships in the «athlete – athlete» system, providing the prerequisites for a positive attitude of the athlete to training and competitive activities, helping him or her to set the mood for active, conscientious completion of the task and forming a favorable emotional background in the team, thereby positively affecting the growth of the results of the sports team.

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Гаврилович Олександр. Особливості сумісності між спортсменами-ігровиками з різною результативністю командної діяльності

АНОТАЦІЯ

Мета статті полягає в порівняльному аналізі параметрів сумісності (психофізіологічної та соціально-психологічної) спортсменів-ігровиків із різною результативністю командної діяльності.

Методи. У дослідженні брали участь спортсмени, які представляють різні ігрові види спорту (футбол, баскетбол тощо). Психофізіологічна сумісність вивчалася за допомогою кінематометричної методики Є.П. Ільїна, методики діагностики темпераменту Я. Стреляу, а також вільної бесіди. Для вимірювання параметрів соціально-психологічної сумісності спортсменів використано такі методики, як: «Соціометрія» в модифікації І.П. Волкова; методика «Ставлення до тренувальної та змагальної діяльності» (ОТСД) Ю.А. Коломейцева; методика «Спрямованість особистості» В. Смейкла і М. Кучера в модифікації Ю.А. Коломейцева; методика «Мотиви спортивної діяльності» Е.А. Калініна. Результативність спортивної діяльності розраховувалася за допомогою коефіцієнта успішності гравця, представленого у статистиці змагань.

За своїм змістом дослідження являє собою порівняльний аналіз параметрів сумісності учасників однієї спортивної команди, які відрізняються за показниками результативності їх діяльності.

Результати дослідження. Порівняльний аналіз виявив статистично достовірні відмінності в різних вибірках спортсменів, а саме:

– в учасників однієї команди, які володіють ідентичними показниками інертності – рухливості нервових процесів, збігалися також їх су-

б'єктивні оцінки партнерів по грі й високі показники успішності діяльності;

– спортсмени, які володіють високим соціометричним статусом у команді, виявилися істотно результативнішими за своїх партнерів по команді з нижчим статусом;

– загальна мотивація спортивної діяльності цілком очікувано вірогідно вища в групі високорезультативних спортсменів; при цьому в менш результативних ігровиків переважає спрямованість на себе, а відмінності у вираженості спрямованості на взаємодії в різних групах відсутні.

Висновки. Емпірично встановлено, що зміст окремих компонентів сумісності (психофізіологічної та соціально-психологічної) істотно відрізняється у спортсменів-ігровиків із різною успішністю спортивної діяльності. Висловлено гіпотезу про опосередкований характер зв'язку між сумісністю в системі «спортсмен – спортсмен» і результативністю командної діяльності.

Ключові слова: міжособистісні стосунки, сумісність, спортсмени-ігровики, результативність спортивної командної діяльності.

Гаврилович Александр. Особенности совместимости между спортсменами-игровиками с разной результативностью командной деятельности

АННОТАЦИЯ

Цель статьи заключается в сравнительном анализе параметров совместимости (психофизиологической и социально-психологической) спортсменов-игровиков с разной результативностью командной деятельности.

Методы. В исследовании принимали участие спортсмены, представляющие различные игровые виды спорта (футбол, баскетбол и др.). Психофизиологическая совместимость изучалась с помощью кинематографической методики Е.П. Ильина, методики диагностики темперамента Я. Стреляя, а также свободной беседы. Для измерения параметров социально-психологической совместимости спортсменов использованы такие методики, как: «Социометрия» в модификации И.П. Волкова; методика «Отношение к тренировочной и соревновательной деятельности» (ОТСД) Ю.А. Коломейцева; методика «Направленность личности» В. Смейкла и М. Кучера в модификации Ю.А. Коломейцева; методика

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«Мотивы спортивной деятельности» Е.А. Калинина. Результативность спортивной деятельности рассчитывалась посредством коэффициента успешности игрока, представленного в статистике соревнований.

По своему содержанию исследование представляет собой сравнительный анализ параметров совместимости участников одной спортивной команды, отличающихся показателями результативности их деятельности.

Результаты исследования. Сравнительный анализ обнаружил статистически достоверные различия в разных выборках спортсменов, а именно:

– у участников одной команды, обладающих идентичными показателями инерности – подвижности нервных процессов, совпадали также их субъективные оценки партнеров по игре и высокие показатели успешности деятельности;

– спортсмены, обладающие высоким социометрическим статусом в команде, оказались существенно результативнее своих одноклубников с более низким статусом;

– общая мотивация спортивной деятельности вполне ожидаемо достоверно выше в группе высокорезультативных спортсменов; при этом у менее результативных игроков преобладает направленность на себя, а различия в выраженности направленности на взаимодействия в разных группах отсутствуют.

Выводы. Эмпирически установлено, что содержание отдельных компонентов совместимости (психофизиологической и социально-психологической) существенно отличается у спортсменов-игровиков с разной успешностью спортивной деятельности. Высказана гипотеза об опосредованном характере связи между совместимостью в системе «спортсмен – спортсмен» и результативностью командной деятельности.

Ключевые слова: межличностные отношения, совместимость, спортсмены-игровики, результативность спортивной командной деятельности.

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Psychological Structure of Communication: Scientific and Methodological Aspect

Психологічна структура комунікації: науково-методологічний аспект

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ABSTRACT

The purpose of the article is to carry out a theoretical and methodological analysis of the psychological structure of communication. According to the purpose, the structural-logical analysis of communication is carried out, its basic components are identified and the psychological model of communication is reproduced.

Methods and techniques. Theoretical and methodological research was carried out on the basis of structural-logical, systematic and differential analysis, comparison, generalization, systematization, and scientific modeling.

Results and discussions. Based on scientific research, the essence of the concept of «communication» is clarified, its most important features and forms

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are determined. There are three main components of communication: communicative interaction, communicative behavior, and communicative activity.

By means of scientific analysis, a structural analysis of communicative interaction was carried out, which made it possible to single out its components and the smallest structural elements. The main components are communication and interpersonal relationships. The smallest structural elements are defined as a communicative event, as a holistically realized episode of communication, which involves interactive-informational exchange and communicative situation, as an interconnected set of external and internal factors realized in a particular communicative act.

In addition, the study of communication identified two other components: communicative behavior as a social activity aimed at interaction between individuals, and communicative activity as a social speech activity that has its own meaning and purpose. Communicative behavior is described as an individual set of norms and traditions of communication of individuals within social communities. Communicative activity is reflected as an activity that has an independent communicative purpose and contains all the features of activity such as goal and process setting.

During the theoretical analysis, their smallest structural characteristics were determined. Units of communicative behavior are defined as communicative action and communicative act (interaction), the smallest units of communicative activity – communicative process and communicative action.

Conclusions. *On the basis of the conducted structural analysis the most important indicators of communication were described, whose formation became a necessary condition for the formation of communicative skills. A scientific model of communication has been developed and presented in a schematic presentation.*

Key words: *communication, communicative interaction, communicative behavior, communicative deed, communicative act, communicative activity, communicative process, communicative action.*

Introduction

In the context of increased social urbanization of modern society, communication is an integral part of daily activities. Along with the function of exchanging information between communicators, which is recognized as the most important in

terms of communicative interaction, its purpose is to ensure socialization among the public, establishing emotional harmony in interpersonal relationships, and mutual support in overcoming critical situations. The presence of such situations often requires psychological help.

Ensuring communication as an object of psychological influence should rely on knowledge of its structure. The analysis of the model of communicative behavior is aimed at understanding the functionality of all components to determine the one that needs correction.

In order to carry out such a structural and functional analysis, researchers have considered various aspects of the structure of communication. A psychological analysis of the levels of construction of communicative actions has been performed (Гончарук & Онуфрієва, 2018). Its social determinants have been investigated (Горбатюк, 2019; Моїсеєва, 2009). Communication in terms of communicative linguistics is described (Горох & Карпалюк, 2009; Івашкевич & Примачок, 2020; Макарець, 2021; Семенюк, 2010). Some neuropsychological (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) and emotional components (Молчанова, 2005) are clarified. However, the issue of coherence of structural elements and their impact on the client's communicative behavior is covered only partially. Insufficient elaboration of the problem in the field of structural analysis allowed to formulate the purpose and objectives of the study.

The task of the article

The main task of the study is to conduct a theoretical and methodological analysis to determine the psychological structure of communication. Concretization of research tasks makes it possible to identify the following issues: 1) the implementation of scientific analysis of communication; 2) clarification of its main components; 3) reproduction and schematic representation of the psychological model of communication.

Research methods and techniques

The procedure of theoretical and methodological research involves the use of a set of scientific research methods: structural-logical, systematic and differential analysis, comparison, generalization, systematization, and scientific modeling.

Results and discussions

Identifying the basic concepts of communication that would help understand the essence of this process, contributes to a deeper understanding of its significance and allows to characterize its impact on interpersonal communication. In psychological research, its most important features are: 1) the availability of information to be transmitted through communication channels; 2) the presence of communicative connection between communicators; and 3) the fact of communicative interaction as a means of realization of this connection (Гончарук & Онуфрієва, 2018; Онуфрієва, 2020; Поуль & Бодик, 2019).

The defining component of communication is communicative interaction, which takes the form of an interactive process. In scientific studies, it is described as an act of exchanging information between people or a group of people, necessary for the organization of joint activities, communication, and psychological influence on each other. Interaction includes not only the exchange of actions, but also ideas, interests, moods, feelings and attitudes (Ломов, 2006).

The researcher N.V. Molchanova considers communicative interaction as a system of mutually oriented behavioral reactions that directly affect each other. It acts as a procedural characteristic of communicative interaction: it unfolds in time and space, stimulates the product of interpersonal communication, which comprises emotional and evaluative interpersonal attitudes and information awareness. Thus, communicative interaction as a system of mutually oriented reactions absorbs

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all the complexity of the process of communicative interaction (Молчанова, 2005).

The importance of theoretical and practical study of the problem of communicative interaction, the separation of its main features necessitates a structural-component analysis of this category. Considering the scientific analysis of the product of various forms of communicative interaction, it is possible to determine information awareness and emotional and evaluative attitudes. The first one is the result of communication as an information exchange; the second is a characteristic of productive interpersonal relationships (Онufрієва, 2020; Ivashkevych & Onufrieva, 2021).

In the psychology of communication, scholars have always put *communication* as an informational communicative activity in a prominent place. Communication psychology explores the characteristics of the relationships of communication participants, helps to interact effectively with them and learn more about themselves and the environment. In the scientific interpretation of communication it is a process of information exchange, establishment and development of contacts between people, which is generated by the needs of joint activities and involves the development of a unified strategy of interaction (Кайдалова & Пляка, 2011). It describes the full range of connections and interactions of people, acting as a way of forming and regulating social relationships.

Along with the concept of communication in scientific studies, there is a category of *interpersonal relations* (relationships). Communication cannot take place outside the relationship, as it requires at least two people to interact. Therefore, they are a necessary condition for communication, as they provide communicative interaction and are responsible for the effectiveness of communication. At the same time, communication can affect interpersonal relationships: its effectiveness will determine the nature of mutual relations: positive, negative or indifferent.

From M.M. Horbatiuk's point of view, interpersonal relationships are empirical relationships of real people in their real communication. They describe the direct (or indirectly by technical means) attitude of person to person. Their formation is based on the attitudes and emotional assessments of people towards each other and is the basis of social formation, which is provided through communication with other people (Горбатюк, 2019).

In his study of interpersonal relationships M.M. Horbatiuk distinguishes two types: a) evaluative and b) effective. Evaluators tend to be more passive than active. They establish the importance of mutual actions, their expediency, emotionality, literacy; determine the extent to which the existing communicative behavior affects the achievement of goals. Actors, on the contrary, have an active character and describe the tendency to act proactively, influence various spheres of life and control the course of communication (Горбатюк, 2019).

The analysis suggests that the structure of communicative interaction covers two planes: communication and interpersonal relationships. Communication characterizes the cognitive aspect of communication and is more about information exchange between communicators. Interpersonal relationships outline interpersonal emotional and evaluative attitudes and reflect the emotional side of communication.

In addition to the differential-species classification, a necessary task is to distinguish the structural and component characteristics of communicative interaction. In this context, it is important to describe the communicative event and the *communicative situation*.

A communicative event is a phenomenon that occurs or does not occur under certain conditions, something important, outstanding, that disrupts the established, normal course of life. In modern science, the event is explained as a media-communicative image of a significant shade of reality outlined in space and time (Рудницька, 2012), a holistic and internally

connected episode, which has clearly defined boundaries (beginning, end) and is characterized by mandatory cooperation of participants (Пороза, 2014), the unity of language form, meaning and action, reproduced by the participants of communication, which involves not only language but also the mental processes that accompany the communication process (Шабат-Савка, 2012). Examples of communicative events are round tables, workshops, opening ceremonies, presentations. From the point of view of A.P. Rogoza several communicative events form a communicative situation (Пороза, 2014). This position is somewhat at odds with the views of our study, because we, on the contrary, consider a communicative event as a generic concept in relation to the communicative situation.

At the same time, other investigations indicate that the communicative event and the communicative situation are not hierarchical, but successive categories and represent different aspects of the psychological process. A communicative event is a phenomenon, a real fact of public or private life, and a situation is a set of conditions that affect the communication process (Рудницька, 2012).

The word «situation» means something that happened under certain conditions, situationally. This term is used with the verbs «happened, arose», which confirms its passive state, dependence on certain circumstances. The word «event» comes from the words «after» and «action» – what happened after the action is its consequence. When more often used with an active verb – the event took place.

Thus, the communicative event is a realized fact of communication, which involves the exchange of information and is limited to specific spatio-temporal characteristics. The communicative situation is determined by the conditions that affect the course and outcome of the communicative act.

It is important for our study to analyze the communicative situation in terms of its content. In psychological studies it is considered: a) a combination of living conditions that encourage

communication and the use of speech in communication (Романенко, 2008); b) hierarchically presented component of the discourse, which contains formal-semiotic, cognitive-interpretive and social-interactive components (Семенюк, 2008); c) the situation due to the purpose and objectives of speech communication, which is carried out in accordance with social and cultural norms (Стиліану, 2011).

In our study, the *communicative situation* is explained as an interconnected set of external and internal factors implemented in a particular communicative act and represented in the communicative behavior of its participants.

Based on the analysis of linguistic characteristics of communication I.S. Semeniuk distinguishes two types of communicative situations: institutional and ritual. The first are related to traditional social institutions and include the following types: a) declarative (appointments, court sentences); b) commissions (guarantees, obligations, consents); c) injunctive (requirements, orders, instructions); d) requisitive (pleas, requests, spells); e) advicive (recommendations, suggestions, advice, invitations). The second, which provides the norms of social relations, is systematized as follows: a) expressive (greetings, thanks, apologies); b) ascertaining (statement, refutation, reminder); c) affirmative (messages, information, testimonies, forecasts) (Семенюк, 2008).

All these situations occur within a certain area of communicative interaction. They cover the area of communication, represented by its social functions and information (thematic) field of discourse.

Thus, the structure of communicative interaction is represented by its forms (communication and interpersonal relationships) and structural units (communicative event and communicative situation).

However, understanding the essence of communication is impossible without determining the content of behavioral and activity characteristics.

Under the *communicative behavior* F.A. Moisieieva understands the use of linguistic and extralingual means of communication, the realization of communicative and speech goals and status characteristics of participants in different communication situations (Моїсеєва, 2009).

The researcher I.A. Sternin describes communicative behavior as a set of norms and traditions of communication of individuals within social, age, gender, professional and other groups. According to this definition, the author distinguishes between situational, group and individual norms of communicative behavior. Situational norms of behavior characterize the constraints that are determined by the conditions of the communicative situation, group ones reflect the features of culture for certain groups (professional, gender, social) (Степін, 2015), individual ones describe the individual culture and experience of the speaker (Макарець, 2021). The boundary between these norms is very mobile and can be violated.

Theoretical analysis indicates that in psychology there are different types of communicative behavior. In particular, they include: persistent, aggressive, passive, passive-aggressive, and manipulative (Trease, 2018). People with persistent communication behave clearly and confidently, control their emotions and respect other people's needs. An aggressive communicator attacks (orally or physically) and believes that all the problems are someone's fault. He who is a representative of passive behavior constantly sends signals of his weakness. Manipulative communicators have a great influence on others and control them for their own benefit (Trease, 2018).

Within the communicative behavior O.V. Dzykovych describes speech behavior. It refers to the communicative-pragmatic aspects of communication, which involve the use of language (language code) in specific circumstances based on the appropriate level of communicative and linguistic competencies (Дзикович, 2015).

In addition to the linguistic characteristics of communicative behavior, its important components are status-role. In this regard, in the scientific works of M.S. Nevzorova the concept of «communicative mode» is introduced, which defines communicative behavior based on the status and role characteristics of communicators. In view of this, it distinguishes between equal and multi-status communication. Equal-status communication is communication that forms a community in its social status (Невзорова, 2017).

Many studies have described the concept of communicative competence as an important indicator of communicative behavior. It is characterized by a certain level of communicative knowledge, skills and abilities, the degree of communicative qualification required for effective communication with other people. Researchers V.I. Teslenko, S.V. Latin single out the levels of communicative competence, among which are: a) basic, which reflects the reproductive nature of solving communicative tasks; c) optimally adaptive, which is determined by readiness and communicative potential; d) creative search, which allows one to act in problematic situations; e) reflexive-evaluative – the level of independent communicative search (Тесленко & Латинцев, 2007).

On the basis of theoretical research it is established that the smallest structural characteristics of communicative behavior are a communicative act and a communicative action (action, interaction).

Communicative action focuses on the cultural and moral values of society as a basis for establishing social ties. The researcher in the field of linguistics O.V. Dzykovych identifies a communicative act with a social performative – a statement, a type of message based on a socially significant action («I undertake to study well», «I guarantee my support») (Дзикович, 2015).

In contrast to the act, the classic communicative action involves the exchange of verbal actions within the communica-

tive interaction of the participants of communication. In psychological research, it is seen as an interaction that occurs at a certain place at the intersection of the axes of space and time between the addresser and addressee as carriers of unique psychosociocognitive traits (Горох & Карпалюк, 2009); interaction of two subjects endowed with the ability to communicate initiative (Люмов, 2006). According to O.A. Semeniuk communicative act is a conceptually and structurally organized exchange of communicative activity within verbal contact, where the subject-sign carrier is a discourse based on a certain situation (Семенюк, 2010).

Summarizing the above, we can state that communicative behavior is a series of communicative acts and actions, social activity focused on interaction between individuals or groups, which is realized in interpersonal relationships, exchange of information, experience, and mutual influence. It is described by speech (verbal and nonverbal communication), status-role (communicative mode) and competence (level of communicative skills) characteristics of communicators.

The smallest structural components of communicative behavior are the communicative act and the communicative act (action, interaction). From the standpoint of our study, a communicative act is a socially motivated act of behavior focused on the cultural and moral values of society. A communicative action is an interaction between the addressee and the addresser, aimed at the implementation of communicative tasks and presented in the form of a purposeful completed action.

In addition to the psychological categories of «communicative interaction» and «communicative behavior», the category of communicative activity is described in scientific research that investigates communication. The terminology «communicative activity», «communicative process» is often used by national researchers. They describe communication as: speech activity that has a structure characteristic of human activity, including the stages of orientation, planning, execution,

and control (Поуль & Бодик, 2019); communicative activity, which is characterized by intentionality, effectiveness, normativeness and is carried out in the form of language communication (Ніколаєнко & Ніколаєнко, 2012).

As we can see, communicative activity can be considered as such that has an independent communicative purpose (for example, the formation of communicative knowledge, communicative skills) and contains all the signs of activity (goal-setting, procedural, etc.).

Theoretical analysis of relevant sources shows that some researchers consider communication as a communicative activity. However, it should be noted that in psychology, activity is a type of action that has an independent meaning and purpose. However, in many cases, communication is not the purpose of the activity, but a means of ensuring it. For example, to perform a mathematical problem, one should use speech to analyze the condition of the problem. That is, in this case, the purpose of the activity is to solve a mathematical problem, and its means – speech communication. In view of this, the term «communicative activity» will not be appropriate here. At the same time, there are many situations where it will be appropriate, namely: a) communication as learning (the goal is to learn to communicate); b) communication as a process of socialization (the goal is the acquisition of communication skills for social adaptation in society or a particular group); c) business communication (the goal is the acquisition of knowledge, skills and abilities of business interaction); d) communication as oratory (the goal is the formation of communicative skills), etc.

The main structural components of communicative activity are: its subject, the need for communication, communicative motives, communicative actions, communicative tasks, means and product of communication. At the same time, communicative activity is built as a system of «connected acts», in which it is necessary to distinguish between the positions of the subject-initiator and the subject-partner (Ніколаєнко, 2012).

Each psychological category includes independent units of different levels. In relation to communicative activity, such structural components are process and action.

A more detailed analysis of the *procedural aspect* of communication is carried out by E. Josse. According to her position, communication is a double process, which, on the one hand, involves the course of informing, understanding, including the feelings of participants in communication, and on the other – their forms of response. She argues that during communication, procedural communication is carried out from one subject to another and that communication is delivered on the basis of this communication (Josse, 2019).

The researcher L.Ya. Sukhoterina represents the structure of the communicative process in the form of a linear scheme: $M \rightarrow C \rightarrow D$, where M is monitoring; C – creative; D – delivery. In this system, the 1st phase: monitoring (M), from English «To monitor» means to check, control) is observation of communicative behavior (individuals, groups) and tracking their differential trends; Phase 2: creative (C), from English «To create» means to produce) is management of communicative processes with the possibility of influencing the interlocutors and the situation; Phase 3: delivery (D), from English «To deliver» means to deliver feedback) is to receive feedback in the system of communicative activity (Сухотеріна, 2007).

Ukrainian researcher O.A. Semeniuk notes that the *communicative process*, as the most general concept of communication theory, is actualized in the form of communicative actions (Семенюк, 2010). Examples of such actions are greetings, informational messages, thanks, requests, refusals, apologies, and compliments.

According to B.F. Lomov, the process of communicative activity is built as a «system of combined actions». Each action is a relationship of two subjects, two people endowed with the ability to communicate proactively (Ломов, 2006). Therefore,

we see that in scientific research, communicative action is the smallest component of communicative activity, which in an indivisible form represents all the characteristics of a holistic structure.

Conclusions

Thus, the theoretical analysis of all the above components of the psychological structure of communication gives grounds for the following conclusions.

From the point of view of our research, communication is an interdependent social activity where interlocutors exchange information (cognitive, emotional or other) through special communication channels and participate in communicative interaction. The most important features of communication are the availability of information, communication and communicative interaction as a means of implementing this connection.

According to the results of the scientific analysis, the structure of communication is presented in Figure 1.

Communicative interaction as a component of communication has two main forms: communication, during which information is exchanged and information awareness is formed; and interpersonal relationships, which characterize emotional and evaluative attitudes. Structural analysis of communicative interaction allows to single out its smallest structural elements: a) communicative event is a holistic communicative episode, realized fact of communication, which involves interactive and informational exchange and is limited by specific spatio-temporal characteristics, b) communicative situation is interconnected external and complex factors (conditions of the situation), implemented in a specific communicative act and represented in the communicative behavior of its participants.

Within the framework of communication, communicative behavior and communicative activity are distinguished. Communicative behavior is a behavioral activity of a social nature, aimed at interaction between individuals.

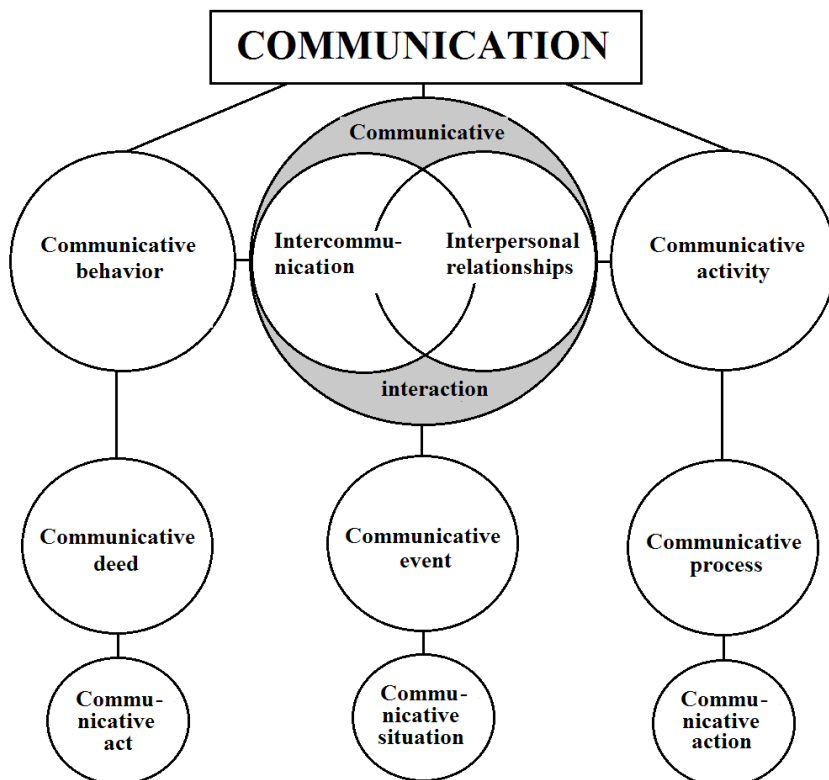


Fig. 1. The structure of interpersonal communication

Its smallest structural characteristics are a communicative deed and a communicative act (interaction). The structural units of communicative activity are the communicative process and communicative action.

The conducted structural analysis allows to identify the integrative interrelation of the most important indicators and criteria of communication, whose formation is a necessary condition for the formation of communicators' individual communicative qualities and ensuring their communicative development.

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Гончарук Наталія. Психологічна структура комунікації: науково-методологічний аспект

АНОТАЦІЯ

Мета статті – здійснити теоретико-методологічний аналіз психологічної структури комунікації. На основі мети проведено структурно-логічний аналіз комунікації, виокремлено основні її складові та відтворено психологічну модель комунікації.

Методи та методика дослідження. Теоретико-методологічне дослідження здійснено на основі структурно-логічного, системного та диференційного аналізу, порівняння, узагальнення, систематизації, наукового моделювання.

Результати та дискусії. На основі наукового дослідження з'ясовано сутність поняття «комунікація», визначено найважливіші її ознаки та форми. Виокремлено три основні складові комунікації: комунікативну взаємодію, комунікативну поведінку, комунікативну діяльність.

Шляхом наукового аналізу здійснено структурний аналіз комунікативної взаємодії, що дав змогу виокремити її компоненти і найменші структурні елементи. До основних складових віднесено спілкування та міжособистісні стосунки. Найменшими структурними елементами визначено комунікативну подію як цілісний реалізований епізод комунікації, що передбачає інтерактивно-інформаційний взаємообмін і комунікативну ситуацію як взаємопов'язаний комплекс зовнішніх і внутрішніх чинників, реалізованих у конкретному комунікативному акті.

Окрім цього, у межах дослідження комунікації виокремлено ще два компоненти: комунікативну поведінку як активність соціального характеру, спрямовану на взаємодію між окремими особами, та комунікативну діяльність як соціально-мовленнєву активність, яка має самостійний сенс і мету. Комунікативну поведінку описано як індивідуальну сукупність норм і традицій спілкування окремих особистостей у межах соціальних спільнот. Комунікативну діяльність відображено як активність, що має самостійну комунікативну мету й містить усі ознаки діяльності, такі як цілепокладання та процесуальність.

Під час теоретичного аналізу визначено найменші структурні характеристики. Одиницями комунікативної поведінки означено комунікативний вчинок і комунікативний акт (інтерацію), найменшими одиницями комунікативної діяльності – комунікативний процес і комунікативну дію.

Висновки. *На основі проведеного структурного аналізу описано найважливіші показники комунікації, формування яких стало необхідною умовою становлення комунікативних умінь і навичок. Розроблено наукову модель комунікації, представлену в схематичній презентації.*

Ключові слова: *комунікація, комунікативна взаємодія, комунікативна поведінка, комунікативний вчинок, комунікативний акт, комунікативна діяльність, комунікативний процес, комунікативна дія.*

Гончарук Наталія. *Психологическая структура коммуникации: научно-методологический аспект*

АННОТАЦИЯ

Цель статьи – провести теоретико-методологический анализ психологической структуры коммуникации. На основе цели осуществлен структурно-логический анализ коммуникации, выделены основные ее составляющие и воспроизведена психологическая модель коммуникации.

Методы и методики исследования. Теоретико-методологическое исследование осуществлялось на основе структурно-логического, системного и дифференциального анализа, сравнения, обобщения, систематизации, научного моделирования.

Результаты и дискуссии. На основе научного исследования изучена сущность понятия «коммуникация», определены важнейшие ее признаки и формы. Выделены три основных составляющих коммуникации: коммуникативное взаимодействие, коммуникативное поведение, коммуникативная деятельность.

Путем научного анализа осуществлен структурный анализ коммуникативного взаимодействия, который позволил выделить его компоненты и наименьшие структурные элементы. К компонентам относятся общение и межличностные отношения. Наименьшими структурными элементами определены: а) коммуникативное событие как целостный реализованный во времени эпизод коммуникации, который предусматривает интерактивно-информационный взаимообмен; б) коммуника-

тивная ситуация как взаимосвязанный комплекс внешних и внутренних факторов, реализованных в конкретном коммуникативном акте.

Кроме того, в рамках исследования коммуникации выделены еще два компонента: коммуникативное поведение как активность социального характера, направленная на взаимодействие между отдельными лицами, и коммуникативная деятельность как социально-речевая активность, имеющая самостоятельный смысл и цель. Коммуникативное поведение описано как индивидуальная совокупность норм и традиций общения отдельных личностей в рамках социальных сообществ. Коммуникативная деятельность отражена как активность, имеющая самостоятельную коммуникативную цель и содержащая все признаки деятельности, такие как целеполагание и процессуальность.

Во время теоретического анализа определены наименьшие структурные характеристики. Единицами коммуникативного поведения отмечены коммуникативный поступок и коммуникативный акт (интеракция), наименьшими единицами коммуникативной деятельности – коммуникативный процесс и коммуникативное действие.

Выводы. *На основе проведенного структурного анализа описаны важнейшие показатели коммуникации, формирование которых стало необходимым условием становления коммуникативных умений и навыков. Разработана научная модель коммуникации, представленная в схематической презентации.*

Ключевые слова: *коммуникация, коммуникативное взаимодействие, коммуникативное поведение, коммуникативный поступок, коммуникативный акт, коммуникативная деятельность, коммуникативный процесс, коммуникативное действие.*

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Modern Methods of Organizing Independent Cognitive Activity of Students in Terms of Distance Learning

Сучасні методи організації самостійної пізнавальної діяльності студентів в умовах дистанційного навчання

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ABSTRACT

The aim of the article is to determine the optimal forms and methods of organizing independent cognitive activity of students in terms of distance learning.

*A set of general scientific **research methods** was used to solve the tasks set in the work: theoretical analysis and generalization of scientific and methodological psychological and pedagogical literature, synthesis, comparison, classification, systematization, scientific interpretation and modeling.*

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The results of the research. *The article analyzes modern approaches to clarifying the concept of «independent cognitive activity»; psychological features and mechanisms of activation of independent cognitive activity of students are considered; the conditions of effective organization of independent cognitive activity of students are determined; the author's technology for development of cognitive independence, formation of positive motivation of training, skills of self-organization and self-regulation, development of reflective thinking by effective forms and methods of training is offered.*

Conclusions. *It is established that the organization of independent cognitive activity of students promotes the development of their self-organization and self-control, creative search, deepening of acquired knowledge and methods of their application, reflective thinking, cognitive activity, systematization, generalization and responsibility for the result. It is investigated that for formation of independent cognitive activity of students the most effective forms and methods of work are method of problem situations, method of reflection, method of discussion, method of case-study, method of heuristic conversation, method of brainstorming, goal setting technique, project method and online learning technologies.*

Key words: *cognitive independence, cognitive activity, independent work, activation of cognitive activity, distance learning, forms and methods of teaching, information and communication technology.*

Introduction

Modern higher education requires innovative approaches to the organization of independent cognitive activity of students. The problem of independence of thinking and human activity is directly related to changing the paradigm of modern education. The fact is that over the past decades in the education system a serious contradiction arose between the rapid growth rates of knowledge in the modern world and the limited capabilities of their assimilation during the training period. This contradiction makes it possible to move from the traditional model «education for all life» to a new model of «lifelong learning», that is education throughout life. Accordingly, higher educational establishments in the light of a new educational paradigm should primarily form the internal need

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for self-study and self-improvement, which is a requirement of time and a condition of realization of personal potential. The ability of a person to self-affirmation at a professional level entirely depends on its individual involvement in an independent process of obtaining new knowledge. The solution of this task is carried out through the search for content, forms, methods and training tools that provide expansion of development opportunities, self-development and self-realization of personality. One of the main types of educational activities, which can improve the quality of training specialists, is an independent educational and cognitive activity of students. Properly organized independent cognitive activity of students is a prerequisite for successful training.

The effectiveness of education and the quality of vocational training in high school depends, first of all, on the readiness of all participants in the educational process to adapt to new changes that constantly force them to look for more effective modern forms and methods of work. Over the past year, distance learning has become the most widespread in the context of the pandemic situation in the country. Moreover, in the conditions of prolonged forced social isolation, we have to look for new, more effective tools and approaches to achieve our own professional goals.

Modern society needs specialists who are able to quickly adapt to new conditions, quickly make non-standard decisions, think critically and reflexively evaluate the processes and results of training, act creatively, independently. Independent cognitive activity ensures the development of skills of self-organization and self-control of educational activities, creates methodological foundations for independent solution of professional problems, formation of educational and professional amateur activities.

Therefore, in modern education, the demand for the introduction of the latest technologies focused on independence in education is becoming increasingly relevant. This is due to the

transition to distance learning and the wide use of information technologies that make it possible to implement the self-educational activities effectively.

The essence of independent cognitive activity, technology and methodology of its organization studied Yu.K. Babanskyi (Бабанский, 1981), V.K. Buriak (Буряк, 2005), I.A. Zymnia (Зимня, 2001), E. King (King, 1999), A. Tom (Том, 1984) and other scientists. The psychological aspect of independent cognitive activity is highlighted in the works of P.Ya. Halperin (Гальперин, 1999), O.M. Leontiev (Леонтьев, 1985), N.A. Menchynska (Менчинская, 2004), H.S. Kostyuk (Костюк, 1989), M.I. Smirnova (Смирнова, 2005), J. Lanier (Lanier, 1986) etc. Organizational and pedagogical conditions for improving the efficiency of independent cognitive activity of students in higher educational institutions are reflected in the research of V.A. Kozakov (Козаков, 1990), P.I. Pidkasiystyi (Пидкасистый, 1979) etc. Formation of the skills of independent cognitive activity in students is partly highlighted in the works of V.I. Bondar (Бондар, 1996), O.G. Moroz (Мороз, 1972) and other scientists. Involvement of information technologies in the learning process is also considered in the works of E.A. Barakhsanova (Барахсанова, 2000), E.I. Mashbits (Машбиц, 1988) and others.

One of the promising research in this direction is the development and improvement of forms and methods of training, which will provide a student university skills and skills of purposeful, focused, intensive self-education work.

Therefore, given the relevance of these problems, **the aim of this research** is to determine the optimal forms and methods of organizing independent cognitive activity of students in terms of distance learning.

In order to achieve the aim stated in our research, we have to complete a set of the following **objectives**: find out the essence of the concept of «independent cognitive activity», to

identify its main characteristics and mechanisms for its intensification in distance learning; analyze the psychological features of the organization of independent cognitive activity of students; to propose modern forms and methods of activation of cognitive activity of students in the conditions of distance learning; to offer modern forms and methods of activation of cognitive activity of students in the conditions of distance learning.

Methods of the research

To achieve the aim and solve these tasks, a system of general scientific methods and techniques of scientific knowledge was used: theoretical analysis and generalization of scientific and methodological psychological and pedagogical literature, synthesis, comparison, classification, systematization, scientific interpretation and modeling.

Results and their discussion

Independent cognitive activity of students is a complicated phenomenon, which combines such important didactic categories as «cognitive independence», «independent work» and «cognitive activity».

Independent work, which is considered as an activity is a multifaceted, multifunctional phenomenon. It has not only educational, but also personal and public significance. In the modern didactics of higher education, the concept of a personal-activity approach consists in the fact that the main task of a teacher of a higher educational institution is not translation of ready-made knowledge, but organization of active independent work of students. The main organizational features of independent work are recognized: «availability of tasks for independent work; allocating special time for their implementation allocation; planning of methods, tools and forms of independent work; students' educational activities (collective or individual), their activity at the same time; self-control and

current control; management of this work by the teacher; availability of expected results» (Зайка, 2002).

Implementation of independent work at any stage of training requires a high level of self-awareness, reflexivity, self-discipline, responsibility. It shows such features as positive motivation, purposefulness, self-organization, independence, self-control and other personality and subjective qualities.

Consequently, in the definition of activity, independent work is an activity organized by the student in accordance with personal internal cognitive motives, at the most rational time for him, controlled by him in the process and by results based on indirect systematic management by the teacher (Демченко, 2006).

The organization of independent work raises a number of questions, including the question of forming the readiness of the student himself as a subject of this form of activity. From the point of view of N. Bukhlova, the student is ready for independent activity when he has acquired a certain amount of knowledge that forms the basis of self-educational cognitive activity; internal motives that motivate the individual to lifelong learning; developed skills of mastering knowledge and skills using a variety of sources; stable mental skills; self-organization of cognitive activity (Бухлова, 2003).

In high school, cognitive independence is defined as the quality of a student's personality and is associated with preparation for a future profession. Therefore, the whole system of organizing independent work in higher education should be aimed at the development of students' independence as a principle of life of the future specialist, the most important criterion for the development of his creative activity in cognition, work and communication.

Cognitive independence contains motivational and procedural components. In the procedural component, there are two aspects: semantic and operational. Semantic provides the formation of human scientific concepts, methods and techniques

of learning new things. Operating contains tools of cognition – intellectual skills. The combination of these aspects is a process of independent cognitive activity. Independent cognitive activity can arise as a result of internal motivation, motivation of students or stimulated by external requirements, conditions that can cause a positive or negative effect (Солдатенко, 2006).

Indicators of the presence of cognitive independence are:

a) the student's ability to acquire new knowledge independently from various sources of information and improve their skills and abilities;

b) the ability to use the acquired knowledge, skills and abilities for further self-education;

c) the ability to apply them in practical activities to solve any life situations (Lanier, 1986).

These qualities of the student are due to the presence of a high level of cognitive need and interest in knowledge, the presence of motives for learning.

The independence is correlated with the self-realization of the individual, with its activity in relation to internal motivation, without external coercion, with relative independence. The highest level of development of independence is characterized by a productive creative nature of activity, not stereotyping of decisions, deeds and actions of the individual (Заика, 2002).

Interest in learning, initiative in educational work, cognitive independence, mental effort in solving the cognitive task have a positive effect on the activity of students in learning, creating favorable conditions for the development of their educational and cognitive activities.

The specificity of the student's educational activity is determined by the purpose, appropriate conditions and positive motivation, which have a professional orientation. A stable and strong scientific and cognitive motive contributes to the fact that the individual does not feel the need for external

incentives, the level of its independence is quite high (Літвінчук, 2012).

Therefore, cognitive activity is a conscious identification of the activity of the individual, aimed at cognition of the surrounding reality, which is carried out throughout the life, in all types of activities and social interactions, contains in its structure of motivational and volitional, procedural and operational, and productive components and is carried out through cognitive acts of understanding and reflection.

The structure of independent cognitive activity is valuable for clarifying the essence of the concept of «independent cognitive activity» of students, and it is proposed by O. Mukoviz, which is at the intersection of the concepts of «independence», «cognition», «activity», «cognitive activity», «cognitive independence», «independent work» and carries the essential characteristics of each of them. Thus, the scientist considers independent cognitive activity of students as a set of didactically envisaged efforts that enrich intellectual sensitivity and contribute to an in-depth self-search under the guidance of the teacher of the information (knowledge) that «works» on professional experience (skills and abilities) and further professional self-improvement (Муковіз, 2010).

O. Ovcharuk defines independent cognitive activity as purposeful, internally motivated, structured by the subject in the set of performed actions and adjusted by him according to the process and result of activity (Овчарук, 2003).

Taking into consideration our research interest and analysis of modern scientific research to define the concept of «independent cognitive activity», we believe that the key element is the ability of the subject to self-organization of independent work, determined by their own cognitive motives and self-management without outside guidance and assistance that is a reserve of activity for successful study in a higher educational institution.

Independent educational and cognitive activity involves the presence of:

- the goal that stimulates for purposeful, meaningful educational and cognitive activity;
- interests, motives and motivation for educational and cognitive and future professional activity;
- activity in educational and cognitive activity, concentration on mastering the foundations of the future specialty;
- social and psychological readiness for educational and cognitive activity (Кузьмінський, 1993).

Thus, the concept of «independent cognitive activity» includes not only external features, but also internal factors of student activity: not only the acquisition of knowledge, skills, abilities, but also their mandatory transformation and creative conscious use.

The value of independent cognitive activity consists in that it:

- allows to acquire much more knowledge than in the period of classroom work;
- provides a variety of forms of activity, information channels, which leads to a high level of learning material;
- creates conditions for beliefs, motivates to self-education;
- forms stable self-educational skills.

The effectiveness of self-education, more than other forms of education, depends on the methods of providing teaching materials, monitoring the work and contact with the teacher. Therefore, first of all, the development of this form of education was due to the introduction of the latest information technologies and means of communication.

The distance learning system is designed mainly to people sufficiently conscientious, which do not require constant control by the teacher. Therefore, the motivation of listeners, their ability to self-organization plays an important role in distance learning. Therefore, the most important components of dis-

tance learning are creating practical situations during the educational process, the opportunity for the student to manifest themselves, self-realization, the clarity of the organization of the educational process and an individual approach.

Unfortunately, this type of educational activity causes students to the difficulties and misunderstandings. The results of many studies show that only less than a third part of students are able to plan effectively and rationally, but the most important is to organize its independent work and to organize their own work. Therefore, indirect systematic guidance by the teacher is significant in this type of work (Maygeldiyeva et al., 2020).

Every teacher knows that learning is more successful if the student has a positive motivation, cognitive interest, the need for knowledge, responsibility and other motives. And it is the teacher who must constantly find appropriate ways of influence to maintain this motivation, purposefully work to create a situation where there is a need to find out and learn something new.

Didactic materials that are used during the educational process are of particular importance for the activation of independent cognitive activity of students. Such teaching materials should contain clearly defined tasks and examples of their implementation and provide clear criteria for measuring results (Бондар, 1996).

The content of tasks for self-study will provide a high level of motivation, if they are not only interesting for students, but also meet the level of training, focus on the needs and interests of students, and will be based on modern professional-oriented and practical-directed materials.

Independent work on junior and senior courses should differ in their content filling. In junior courses, it provides, mainly self-execution of tasks whose purpose is the accumulation and assimilation of basic skills. However, in the future, the independent work of students must acquire an increasingly

creative, problem-searching character. At senior courses, it is necessary to direct students to the research approach to organizing its work and direct participation in the implementation of scientific research (Saparkyzya et al., 2016).

When organizing independent work you should also take into account the individual psychological characteristics of each student or group. It is advisable to offer tasks of different levels of complexity, different content, with the right to choose the desired option. This approach will encourage students even with a low level of knowledge to restructure their positions in the learning process and further self-improvement.

Monitoring the performance of students' independent work is an integral part of the educational process. The assessment should be open and understandable to students. To stimulate the self-control activities of students will use various types of verification tasks, tests, interrelation and the opportunity to correct and comprehend their own mistakes correctly (Бухлова, 2003).

There are some destructive factors in the organization of independent work, such as the authoritarian style of teaching and the teacher's reluctance to emphasize the importance of independent, sometimes not even successful enough. It is important to turn the verification of such work into a certain informative, not a controlling factor that shows the level of assimilation of the material passed and helps to self-regulate their educational activities (Демченко, 2006).

It is very important from the beginning to teach students the practical techniques of organizing their independent activities. Such techniques and skills include the ability to work with a synopsis, book, technical means, the ability to rationally and gradually plan their self-educational activities, to analyze tasks.

All modern educational technologies are aimed at teaching a student to work independently, since this quality makes it possible to adapt successfully to a changeable society. The main

role in organizing independent work of students have exactly those information technologies that open access to non-traditional sources of information, give opportunities for acquiring and consolidating skills, allow you to realize new learning methods.

According to many scientists, the unpreparedness of some students to productive independent educational activity is due to the lack of tools for successful overcoming the difficulties in self-assimilation of theoretical knowledge, which requires constant mobilization of will and attention, maximum concentration of intellectual efforts. Therefore, the problem of mastering future specialists with rational methods of educational work, the formation of skills and abilities of independent cognitive activity in them becomes of paramount importance (Balabekova et al., 2013). It should be noted that the existing system of teaching, control and assessment of students' knowledge in the higher school of Ukraine does not meet modern requirements and does not allow to organize the educational process so that the subject tries to work systematically independently with maximum manifestation of their creative abilities.

In modern pedagogical practice, among the most effective methods of organizing independent work of students, contributing to the individualization and intensification of the educational process, should be noted: problem-solving methods; project learning method; methods of collective mental activity; method of application of the newest information and communication technologies in training (Демченко, 2006; Літвінчук, 2012).

Information technologies in education are not just a means of training, but also qualitatively new technologies in the preparation of competitive specialists. They allow you to expand significantly the creative potential of students, based on the framework of a traditional model of learning. The ability to learn independently acquired electronic training materials,

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educational databases, computer curricula, testing systems (Муковіз, 2010).

Thus, we propose to consider the key stages of our developed author's technology to intensify the cognitive activity of students in educational activities with the purposeful use of methods, techniques, tools.

The *first stage* is «**Problem-target**». Cognitive activity is a product of cognitive needs and interests of the individual. Only when there is a need that motivates a person to activity, the activity of the individual is stimulated. Satisfaction of some cognitive needs leads to the emergence of new ones, but the need for cognitive activity does not arise in itself. Therefore, it is necessary to create certain conditions for cognitive activity of students, which would encourage them to active cognitive activity.

At this stage, through specially prepared tasks, which gradually become more complicated, a problem situation is created, from which the student lacks the existing knowledge, and he is forced to form new knowledge actively with the help of the teacher and other students, based on personal or other people's experience, which leads to the stimulation of cognitive motivation and activation of thinking on their own search activities. Thus, the student gets new knowledge not in the ready formulations of the teacher, but as a result of own active cognitive activity (Abilkhamitkyzy, Aimukhambet & Sarekenova, 2014).

At this level, it is also important for a teacher to formulate clear target boundaries for the topics being studied. After all, the programs of courses are quite saturated, and auditor teaching is limited in time, so a clear awareness of the final result more effectively optimizes the educational and search activities of students. Among such methods there are: method of problem situations, discussion method, case study (method for analyzing specific situations).

Thus, the teacher raises a problem situation for students or offers to consider a professional case, involving participants

in a discussion, in order to find ways to resolve the identified contradiction, while updating the previous experience of students. As a result, there is a process of problematization of students, the value of which is that there is an activation of personal motivation of students to eliminate these contradictions, as well as the actualization of personal meaning in solving similar problem situations in future professional activities.

After defining the educational goals and students' awareness of their own contradictions in solving the problem situation, we move on to the equally important *second stage* – «**Actualization of own resources and restrictions**», the result of which is a designed plan (project) to find those knowledge, skills and abilities that are sent effective achievement of the goal in the previous stage.

The concept of actualization determines not only to intensify the acquired knowledge and experience, but also focusing attention, creation of positive motivation, awareness of personal significance for future activities (Смирнова, 2005).

It is possible to activate the collective and individual attention of students by such methods as the method of heuristic conversation, various kind of didactic materials (visual or logical schemes, plans-summaries, videos, etc.), performing independent tasks that involve activating students' attention (for example, some identical transformation, perform a task similar to the one considered by the teacher, etc.), comparing the result of its actions in accordance with the given sample (control), receptions of self-control at different stages of classes, reviewing works or answers, self-examination and cross-check.

To analyze the existing contradictions and find ways to effectively solve problem situations, we propose to use the following individual-group forms and methods of work:

1. Method of brainstorming (generation of ideas).
2. Work in mini groups (groups of interactions for resource exchange (knowledge, skills and experiences)).

3. Method of reflection (self-analysis: «What resources do I lack to effectively solve the problem situation?»).

4. The method of goal setting (program of actions (tasks) to find and develop the necessary resources and eliminate their own limitations (lack of knowledge, time, experience, low motivation, laziness, etc.).

After students awareness their resources and limitations to achieve this goal, comes the *third stage* – «**Resource**» which consists of two interdependent stages: scientific-cognitive (acquisition of theoretical knowledge) and practical-forming (formation of practical skills). At this stage, each of the students, in accordance with their program (project for the development of own resources) acquires those competencies that will be able to integrate in their professional activities.

Among the effective methods, in our opinion there are the following: method of discussion (debates, negotiations, conferences, round tables, briefings); method of critical thinking; role and business games; training technologies (socio-psychological training).

And the final *fourth stage* of the «**Project**», which is the most emotional and responsible for all participants in the process and is associated with the presentation of their own projects. Project technology involves solving a specific problem by a student or a group of students, which requires, on the one hand, the use of different methods, learning tools, and on the other – the integration of knowledge, skills from different fields of knowledge. The main subjects of the project are students who independently master the theoretical material, collect examples, offer, prepare a report for the presentation of their project. The role of the teacher is, at first glance, secondary, which allows students to feel relatively independent, to some extent, unlimited while working on the task. However, the teacher is the leader, tutor and court of any project, he is the consultant who is responsible for the questions he provides to the project executors during their work, helps to collect

reference books and determines the activities in the necessary direction (Железнякова, 2005).

The result of the project should be significant: in order to solve the theoretical problem, a specific solution (theoretical model, the results of the research) for a practical problem – developed a program with selected tools for developing the necessary resources for professional tasks. Usually, the presentation of student projects takes place as a final attestation, as a result of which, each student receives points obtained during the secret ballot from other students, feedback (recommendation) from the teacher and self-assessment.

Conclusions

Summarizing the various scientific points of view, it is worth noting the following features of independent cognitive activity:

1. An independent cognitive activity of the student is an organized activity that includes the following components: awareness of the purpose and the set educational task; clear and systemic planning of independent work; search for the necessary educational and scientific information; assimilation of own information and its logical processing; use of problem-search methods, methods of research work and the latest information and communication technologies for solving the tasks; development one's own position on the task; representation, substantiation and defense of the received decision; conducting self-examination and self-control.

2. Educational and cognitive activity is exploratory in nature, during its implementation several cognitive tasks are solved, its result is the solution of problem situations.

3. The student's independent cognitive activity is such that it is self-regulating, self-governing, internally motivated and selective.

In order to intensify the cognitive activity of students by methods and forms of independent and collective work (method

of problem situations, method of discussion, case-study, heuristic conversation, brainstorming, reflection, projects, goal setting, time-management, information and communication technologies), we have proposed author's technology, which allows through problematization of personal cognitive meaning, to find and realize their own resources and limitations for resolving contradictions that are relevant for future professional activities and to develop a project for independent solution of professional problems, the formation of educational and professional self-activities.

Prospects for further research we see in an empirical research of the effectiveness of the proposed forms and methods of work in the educational and cognitive activity of students.

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Іваненко Юлія. Сучасні методи організації самостійної пізнавальної діяльності студентів в умовах дистанційного навчання

АНОТАЦІЯ

У статті наголошено на актуальності пошуку та впровадження сучасних форм і методів роботи в умовах дистанційного навчання та широкого використання інформаційних технологій у вищій школі.

Мета дослідження – визначити оптимальні форми і методи організації самостійної пізнавальної діяльності студентів в умовах дистанційного навчання.

Для розв'язання поставлених у роботі завдань було використано комплекс таких загальнонаукових **методів дослідження**: теоретичний аналіз та узагальнення науково-методичної психолого-педагогічної літератури, синтез, порівняння, класифікація, систематизація, наукова інтерпретація, моделювання.

Результати дослідження. У статті проаналізовано сучасні підходи до з'ясування поняття «самостійна пізнавальна діяльність»; розглянуто психологічні особливості й механізми активізації самостійної пізна-

вальної діяльності студентів; визначено умови ефективної організації самостійної пізнавальної діяльності студентів; запропоновано авторську технологію для розвитку пізнавальної самостійності, формування позитивної мотивації навчання, навичок самоорганізації та саморегуляції, розвитку рефлексивного мислення ефективними формами і методами навчання.

Висновки. Установлено, що організація самостійної пізнавальної діяльності студентів сприяє розвитку їх самоорганізації та самоконтролю, творчого пошуку; поглибленню набутих знань і способів їх застосування, рефлексивного мислення, пізнавальної активності, систематизації, узагальнення результатів і відповідальності за їх кінцевий результат. Досліджено, що для формування самостійної пізнавальної діяльності студентів найефективнішими формами і методами роботи є: метод проблемних ситуацій, метод рефлексії, метод дискусії, метод case-study, метод евристичної бесіди, метод мозкового штурму, техніка цілепокладання, проектний метод і навчальні онлайн-технології.

Ключові слова: пізнавальна самостійність, пізнавальна діяльність, самостійна робота, активізація пізнавальної активності, дистанційне навчання, форми і методи навчання, інформаційно-комунікаційні технології.

Иванеко Юлия. Современные методы организации самостоятельной познавательной деятельности студентов в условиях дистанционного обучения

АННОТАЦИЯ

В статье отмечена актуальность поиска и внедрения современных форм и методов работы в условиях дистанционного обучения и широкого использования информационных технологий в высшей школе.

Цель исследования – определить оптимальные формы и методы организации самостоятельной познавательной деятельности студентов в условиях дистанционного обучения.

Для реализации поставленных в работе задач был использован комплекс следующих общенаучных **методов исследования**: теоретический анализ и обобщение научно-методической психолого-педагогической литературы, синтез, сравнение, классификация, систематизация, научная интерпретация, моделирование.

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Результаты исследования. В статье проанализированы современные подходы к выяснению понятия «самостоятельная познавательная деятельность»; рассмотрены психологические особенности и механизмы активизации самостоятельной познавательной деятельности студентов; определены условия эффективной организации самостоятельной познавательной деятельности студентов; предложена авторская технология для развития познавательной самостоятельности, формирования положительной мотивации учения, навыков самоорганизации и саморегуляции, развития рефлексивного мышления эффективными формами и методами обучения.

Выводы. Установлено, что организация самостоятельной познавательной деятельности студентов способствует развитию их самоорганизации и самоконтроля, творческого поиска; углублению приобретенных знаний и способов их применения, рефлексивного мышления, познавательной активности, систематизации, обобщения результатов и ответственности за их конечный результат. Доказано, что для формирования самостоятельной познавательной деятельности студентов наиболее эффективными формами и методами работы есть: метод проблемных ситуаций, метод рефлексии, метод дискуссии, метод case-study, метод эвристической беседы, метод мозгового штурма, техника целеполагания, проектный метод и обучающие онлайн-технологии.

Ключевые слова: познавательная самостоятельность, познавательная деятельность, самостоятельная работа, активизация познавательной активности, дистанционное обучение, формы и методы обучения, информационно-коммуникационные технологии.

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The Problem of the Development of Dialogical Qualities of Cognitive Activity of Senior Pupils in the Educational Process

Проблема розвитку діалогічних якостей пізнавальної діяльності старшокласників у навчальному процесі закладів середньої освіти

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ABSTRACT

The purpose of article is: to describe the effectiveness of the proposed system of formative influences on the development of dialogical qualities of Cognitive Activity of senior pupils, which was determined on the basis of comparison of initial and final sections made by the method of semantic analysis of pupils' solutions of literary creative problems.

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. Also in our research we used empirical methods, such as the experiment of the effectiveness of group forms of the pupils' activity at the lessons.

The results of the research. We showed that the analysis of the problem situation is carried out only at the superficial level of the development of dialogical qualities of Cognitive Activity of senior pupils. Pupils analyze only the content of the proposed task, do not try to focus their own attention and the attention of other schoolchildren on the problems of this creative task. Therefore, the statements of pupils are purely superficial, and based on them it is impossible to draw conclusions about the problem and on this basis to identify the ways to solve the problem creatively. According to this, it is impossible to speak about the tolerant attitude to the opinions of partners of communication in the process of such a discussion, because the superficial nature of suggestions does not provide great opportunities for productive communication of senior pupils in order to solve different problems creatively.

According to the middle level of the development of dialogical qualities of Cognitive Activity of senior pupils in the educational process pupils explain and try to justify their own views according to proposed to them creative tasks, while actively cooperating with partners of communication, tried to be tolerant to other opinions and according to the proposed means of solving different problems. Senior pupils, analyzing their own statements and comparing them with the judgments of partners of communication, do not bring the process of solving a creative problem to a logical conclusion.

When we tell about a high level of the development of dialogical qualities of Cognitive Activity of senior pupils in the educational process pupils clearly

justify their positions, analyzing their own points of view and statements, comparing them with the opinions of partners of communication. At the same time, schoolchildren show tolerance towards other pupils, even completely opposite statements and means of solving creative tasks by the last ones. Pupils actively defended their positions, logically explaining and justifying them. Schoolchildren do not object to cooperation with partners of communication in the process of solving problematic creative tasks within small micro-groups and the whole class.

Conclusions. *It was proved that as the means of purposeful influence on the thinking abilities of pupils we considered solving cognitive tasks collected by schoolchildren into a special system.*

We define thinking as the highest degree of Cognitive Activity of the person. We believe that the mental development of the child can not be analyzed separately from the mental development as a whole, from the interests of the child, his/her feelings, from personal traits and qualities. Mental development is a complex phenomenon, which is characterized by a set of features and due to a number of reasons: the content of knowledge acquired by the child, methods of influencing the personality. Until now, there is no unambiguous definition of «mental development». We believe that «mental development» is a complex dynamic system of quantitative and qualitative changes that occur in human mental activity in the connection with age and enrichment of life experience of pupils (in accordance with the socio-historical conditions in which schoolchildren live and according to individual characteristics of pupils' thinking).

Key words: *dialogical qualities of Cognitive Activity, mental development, thinking abilities, creative tasks, the process of communication, productive communication, micro-groups, solving a creative problem, a logical conclusion.*

Introduction

Cognitive activity is a relentless process of penetration of a human mind into the objective reality, the process of understanding psychological phenomena based on the disclosure of significant links with other phenomena of material reality, finding out the conditions under which it occurs, the reasons that give rise to it (Леонтьев, 1981; Михальчук & Онуфрієва, 2020).

Cognitive activity is a process of understanding a new object, solving a certain cognitive task. This task is set up for

pupils by each new educational material proposed by teacher for them (for example, a new descriptive or narrative text, the explanation of a certain natural phenomenon or social events, etc.) (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020). A need to understand a certain object actualizes the processes of understanding, awakens the opinions of pupils, gives them a certain purpose (Mykhalchuk & Ivashkevych, 2018). In the processes of understanding there are the processes of thinking of the individual, which have the aim of revealing certain objects in their essential connections with other objects. As a result, understanding is the goal to which the work of human thought is directed.

The process of understanding primarily depends on the objective content of what students need to understand, the complexity of the connections they need to understand. At the same time, it depends on how the task is set before the students and how it is realized. The direction of the work of students' thought, the nature of those mental processes which are thus activated, depends on what question is arisen before them, what task they are aware of. Thus, in the same complex object, students' attention can be attracted by its various aspects (Zubiashvily, Kocharian, Lunov, Barinova & Onufriieva, 2020).

The process of understanding also depends on the ways how the goal of understanding is combined with other goals which are arisen in the process of students' learning: whether it is a special task or means to solve other tasks (for example, tasks to remember, to recall, to imagine, to construct and etc.).

Based on this, scientists (Argyle, Furnh & Graham, 1981) identify three aspects of cognitive activity: 1) a motivational aspect; 2) a semantic one; 3) the operating aspect.

As for the motivational side of cognitive activity, the important role is played on the teacher's ability to set by students the task to understand certain objects, to differentiate it from other tasks, in particular not to replace the goal of under-

standing the task of simply way of memorizing the material (Емельянов, 1991; Куницына, 1995).

It is important to be able to determine exactly what the pupil needs to understand the material, what task to solve, as well as to set certain requirements for depth, completeness and clarity of understanding, bring them to the attention of pupils, gradually guide them from simple to complex mental tasks. Only in the presence of a properly understanding the goal by pupils can be caused and supported, and mental activity of pupils, in such a way, can lead to the desired result. Setting new and accessible cognitive tasks by pupils each time the teacher leads them from the phenomena to their ever deeper essence. Thus, setting new cognitive tasks for pupils is a necessary condition for the development of their ability to think.

It is clear that the ways in which pupils are brought to mind the task of understanding certain objects should vary depending on the nature of the material, age and training of pupils. Among them, one of the important ways to guide pupils' awareness of the mental tasks that are set before them in the school process is to answer clear, unambiguous, well-formulated questions to the teacher. It depends to a large extent on the teacher's question what exactly becomes the object of pupils' cognitive activity, which aspects of this object their attention amaze and what thought processes are directed to. Also, the questions have to be precise and definite, understandable to pupils.

The semantic side of cognitive activity must be effective (Cantor & Kihlstrom, 1987). As a rule, in the process of studying, pupils learn ready-made concepts, historically developed by mankind and provided by school programs. However, learning new material should not be just a simple memorization. As a rule pupils' activity should be varied. In order to learn certain concepts pupils have to understand the objects that correspond to them, and this can only happen if they have a deal with the process of cognitive activity.

As for the operational side of cognitive activity, pupils master mental operations by themselves (Івашкевич & Гудима, 2020). Thus, the operational side of cognitive activity is characterized by the ability of pupils to understand objects and phenomena of objective reality. In the process of providing cognitive activity pupils master rational thinking techniques, learn to approach each object from different sides, study it comprehensively, prove their conclusions, learn to apply and test them in practice. The ability to think, to use thinking techniques are to develop them by themselves, as for students it is not only by setting formal and logical exercises, but also in the process of mental activity with the aim of mastering knowledge of various school subjects and properly to be guided by the teacher (Южанинова, 1984).

Thus, the same is the operational side of cognitive activity that provides many opportunities for the development of pupils' thinking.

So, **the purpose of article** is: to describe the effectiveness of the proposed system of formative influences on the development of dialogical qualities of Cognitive Activity of senior pupils, which was determined on the basis of comparison of initial and final sections made by the method of semantic analysis of pupils' solutions of literary creative problems.

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. Also in our research we used empirical methods, such as the experiment of the effectiveness of group forms of the pupils' activity at the lessons.

We organized the experiment during 2020–2021 years. We formed experimental and control groups by the method of randomization (108 senior pupils):

- experimental groups:
 - E1 (38 pupils) – 10-B form of secondary school № 20.
 - E2 (27 pupils) – 9-A form of secondary school № 23.
- control groups:
 - C1 (35 pupils) – 10-A form of secondary school № 20.
 - C2 (38 pupils) – 9-B form of secondary school № 23.

The results of the research

This stage of the observational experiment has the aim of studying the functioning of a holistic system of dialogical qualities of cognitive activity of senior pupils in solving creative task by them. We determine that discursive creative thinking is a harmonious structure in the relationships of all its components. The study of the system of reflection was of particular importance as a mechanism for rethinking various kinds of stereotypes (intellectual, personal and communicative ones), which cause problem-conflict situations in pupils' process of communication with a novel, problem or creative task.

The effectiveness of the proposed system of formative influences on the development of dialogical qualities of Cognitive Activity of senior pupils was determined on the basis of comparison of initial and final sections made by the method of semantic analysis of pupils' solutions of literary creative problems. Thus, the development of dialogical qualities of Cognitive Activity was determined taking into account its motivational, semantic and operational aspects. The values of indicators that characterize the components of Cognitive Activity were calculated by formulas. For example, the meanings of the «monologue» component were defined in such a way:

$$MV = \frac{1}{N} \sum_{i=1}^n mv_i \times 100\% \quad (1),$$

where MV is the data of the indicator «a monologue statement» in %; mv_i ($i = 1, 2, \dots, n$) is the number of incomplete

monologue statements in the process of solving a creative task by the i -th pupil; N is the total number of all pupils' statements when they are solving the problem.

Similarly, the values of other indicators that characterize the components of Cognitive Activity were calculated.

In solving the creative task at the ascertaining stage of our research 238 senior pupils participated in two groups: *group 1*, which included 38 schoolchildren of the form E1 and 79 pupils of secondary school № 17, who also have studied World Literature in an increased volume; *group 2*, which included 38 pupils of the form C2 and 83 schoolchildren of secondary school № 2, who are taught according to the traditional program of studying World Literature.

Table 1

Protocol of recording the continuation of the story
with a given beginning by a pupil Maryna V. in C2 form
(the 1st stage of the experiment)

Characteristics of cognitive activity by components	Protocol recording
Monologue	Extraordinarily strange city At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It was inhabited by large and small gray ants. All day hard-working ants crawled through the woods, looking for different branches to build their homes and providing themselves with food. Every day everything had been happened again and again. Ants have crawled across the sky, inspecting their possessions, looking for something to eat, to feed themselves and other ants. Nothing particularly interesting happened in their lives. And it could not happen, because these were ants.
Intention	

Pupils were offered a creative task with a given beginning (see Table 1), which had to be completed. The effective aspect of solving creative tasks by senior pupils had different expressions: overcoming problems gave schoolchildren new knowledge (semantic aspect), overcoming cognitive dissonance, due to the need to choose a certain personal position according to some text from literature, created opportunities for pupils' personal development.

The ambiguity of the conditions of this task was determined by the multiplicity of directions of mental activity of the person and the variety of pupils' answers. The latter were ranked by us by such levels:

Level 1. Pupils do not understand the content of proposed creative task to them, do not try to solve it or even to analyze it. As a rule, schoolchildren cannot understand the main idea of the problem and the tasks, formulated by the teacher, do not agree to discuss it, do not come into a contact with other senior pupils.

Level 2. Pupils only repeat the content of the teacher's creative task and focus on the formulated questions, do not try to understand or analyze the problem contained in the task, express and justify their views on the vision of the problem in order to solve it.

Level 3. Communication of pupils at this level has a clear focus on a particular literary story or a novel, which, according to senior pupils, can help solve creative task proposed to them by a teacher. Analyzing the problem, pupils compare the content of the problem with the plot of a particular literary story or a novel. In such a way the process of solving the problem became formal, fixed at the subject level of the literary layer. Pupils analyze or simply explain the choice of solutions of this problem or the proposed conclusions, correlating their opinion only with a particular story or a novel, so the process of solving the problem is not creative, and the decision can

not be considered by their own, because it is based on the conclusions made in critical literature or those ones which correspond to the main idea of a story or a novel (as a rule, pupils do not express their own judgments or thoughts, but only repeat opinions from practical literature or from the text).

Level 4. The analysis of the problem situation is carried out only at the superficial level. Pupils analyze only the content of the proposed task, do not try to focus their own attention and the attention of other schoolchildren on the problems of this creative task. Therefore, the statements of pupils are purely superficial, and based on them it is impossible to draw conclusions about the problem and on this basis to identify the ways to solve the problem creatively. According to this, it is impossible to speak about the tolerant attitude to the opinions of partners of communication in the process of such a discussion, because the superficial nature of suggestions does not provide great opportunities for productive communication of senior pupils in order to solve different problems creatively.

Level 5. Pupils are actively involved into the process of discussing the problem according to a content of a creative task proposed them by the teacher or try to solve it independently, in the process of individual activity. Senior pupils analyze the problems contained in the creative task, compare their own views with the opinions of other schoolchildren, while they tried being tolerant according to the statements of their partners of communication. But at the same time senior pupils do not sufficiently substantiate their own positions and, therefore, do not try to develop themselves in order to find further creative solutions. Thus, the process of solving the problems is limited only by analyzing its content and comparing the opinions expressed by senior pupils.

Level 6. Pupils explain and try to justify their own views according to proposed to them creative tasks, while actively cooperating with partners of communication, tried to be tole-

rant to other opinions and according to the proposed means of solving different problems. Senior pupils, analyzing their own statements and comparing them with the judgments of partners of communication, do not bring the process of solving a creative problem to a logical conclusion.

Level 7. Pupils clearly justify their positions, analyzing their own points of view and statements, comparing them with the opinions of partners of communication. At the same time, schoolchildren show tolerance towards other pupils, even completely opposite statements and means of solving creative tasks by the last ones. Pupils actively defended their positions, logically explaining and justifying them. Schoolchildren do not object to cooperation with partners of communication in the process of solving problematic creative tasks within small micro-groups and the whole class.

It should also be taken into account that 87% of pupils in group 1 and 83% of group 2 did not perceive the situation as problematic one and only after a few explanations from the teacher made their own attempts to continue the task. The percentage distribution of responses of senior pupils by their types is shown in Table 2.

Table 2

Distribution of answers of senior pupils when they are solving a creative problem (in %)

A type of the answer	Percentage distribution of answers	
	group 1	group 2
Level 1	31	20
Level 2	28	21
Level 3	11	23
Level 4	16	21
Level 5	9	7
Level 6	2	8
Level 7	3	0

As it was shown in Table 2, the vast majority of senior pupils in both Group 1 and Group 2 did not succeed in solving this problem because they did not understand the meaning of the problem situation, did not understand its content, so attempts to complete the task did not lead to a positive result. Senior pupils (despite various programs in the study of World Literature) can not be creative in finding their own solutions, take unconscious steps, which although have a certain direction, but do not contribute to the logical completion of the problem proposed by the teacher.

To get the optimization in the effectiveness of group activity we tried to make some group activities' improvement.

Step 1. Regrouping.

We started to organize pupils in groups which are different from usual ones by dividing them by the method of randomization (for example, by using a box with pieces of colorful papers: those pupils with papers which are matched make a pair), and not by the place where they are sitting.

As the result, pupils stopped complaining so much about their partners of communication and opportunities to work with different partner every time.

During this stage of the lesson we noticed that some of students are shy or they don't know each other well, feel themselves uncomfortable working together. To solve this problems we asked for advice from some more experienced teacher and tried to start group activity with a quick ice-breaker, such as:

1. Answering a question: «Would you rather...?»;
2. Answering funny questions;
3. Trying to say their name backwards;
4. Sharing their favorite animal, app, to sing a song, to show a «movie», food, dessert, etc.;
5. Playing a quick round (1–2 minutes) of word associations.

These are not important activities from the first sight, but they help partners of communication to work better together.

Step 2. More clear tasks.

To make sure that all the pupils would know exactly what they need to do. After explaining the task orally we also wrote the task on the board for the students to be able to read it during the whole period of presenting the activities. We also tried to ask one person of each group to explain what they are going to do before they started their activity.

After this pupils will concentrate their attention on the performing each of the task and they don't need to spend additional time on asking questions about this task.

Step 3. Motivating pupils.

1) Measurable results.

We formulated more practical tasks which required some visible results, for example instead of «discuss the problem» we gave the task «to think of 5–7 ways to solve the problem and to describe them on a piece of paper». Such kind of task encouraged pupils to concentrate more attention on performing the task and spend less time talking about irrelevant things.

2) Clear intentions.

In order to help pupils to understand why group activity is important we started to explain pupils what they are expected to learn during the activity.

Understanding of the reason what for they are doing each task and how it will effect their language learning made pupils much more motivated.

Another drawback of group activity is that pupils who are focused, engaged, and working collaboratively can seem noisy from time to time. Teachers should have clear expectations and assign schoolchildren some roles and responsibilities. There will still be noisy at the lesson, but this will be the positive noise of pupils completing meaningful learning tasks. In addition, some groups will experience conflict and disagreement with their members. Teachers can show different ways to deal with conflicts and to help pupils learn to manage themselves.

Learning in groups explicates a real-life learning experience of pupils being outside the classroom as well.

Group activity takes a lot of time and planning. However, even in large groups, if there is a clear instruction, group activity can be an extremely successful opportunity for engaging pupils in the classroom and helping them to remember key concepts of the information having been studied.

Organization is one of the most important features of effective group activity. For group activity to run smoothly the teacher has to plan the lesson carefully.

Firstly, teachers should structure each lesson to help students understand the elements of group activity. The lesson should have four key components:

- 1) a respectful and safe attitude of a teacher to learners;
- 2) communicative skills for group activity;
- 3) strategies for dealing with conflicts;
- 4) classroom expectations for working in groups.

If we have the aim for group activity to be effective, students need to understand the purpose and goals of group tasks and the criteria to reach the success. Teachers should also plan tasks that promote learning to be meaningful and authentic. Small groups might practice for making a presentation for the whole task. Each pupil can create a piece of information for their micro-group that helps completely to learn tasks. Group members will discuss different ideas related to a topic and decide according to this topic three main ideas.

Micro-groups can be made in different ways for different purposes. Sometimes a teacher might distribute pupils into micro-groups based on learner's differences. At other times, the teacher might allow the students to organize their own groups. There are no set rules, but here are some general questions that have to be considered about pupils' regrouping. These questions are below.

How many pupils do we need for group activities? The research on this topic varies. Some experts recommend small

groups with four or five pupils. Others say that somewhere micro-groups with members between three and seven school-children are ideal. The number of students depends on the type of content and the learning objectives of the task. In addition, the number of students does not need to be the same in all groups. The teacher may decide that different students would benefit from interacting in different ways. Large or small groups should provide equal opportunities for success among the members. This means that everyone has the chance to contribute and demonstrate knowledge and abilities.

Is the micro-group homogeneous or heterogeneous? In other words, should the group members be the same in some situations or different? Again, this will be based on the learning setting and on the learners themselves. The choice often depends on the objective of the lesson. Some types of tasks work well when the students have different characteristics – different genders, abilities, skill levels, nationalities, and/or personalities. For example, a problem-solution activity benefits from different viewpoints. Other tasks might be more successful with group members who have similar characteristics. For a discussion activity it is better to put the quieter students together. They will feel more comfortable and have more opportunities to speak. Sometimes random grouping can also be useful. This can quickly be done by having pupils count off to the desired number of groups or even by using an online team generator.

Is the micro-group fixed or flexible? Teachers can decide if they want the groups to have the same members over a period of time or change members each class or lesson that uses group activity. In fixed groups the members can develop their relationships and trust themselves to reach benefit learning. On the other hand, using flexible groups allows pupils to get to know each other. This builds classroom community. School-children also benefit from each other's strengths and see a

wide variety of perspectives. Teachers can also choose to use a combination of fixed and flexible regrouping in their classes.

Should group members have assigned roles? Some teachers like to have specific roles for members in each group. So, expectations and pupils' responsibilities are clear. Individual roles are not always necessary. For starting out, though, assigned roles can provide valuable structure for group activity. Roles can be assigned by the teacher or decided by the groups themselves. Roles can be consistent for the whole project or rotated among group members. Here are some ideas to start with for providing pupil roles:

- **A Leader:** he/she manages pupils' interaction in the group and keeps them on doing the tasks.
- **A Scribe/Note-taker:** he/she writes down the important information related to the task (fills in a chart, completes the checklist or takes notes).
- **A Reporter:** gives results to the whole group or shares information that he/she needs.
- **A Time-keeper:** makes sure that the activity is progressing at this time and with enough time to finish.

Specific roles can be based on the type of a task and the number of pupils in the groups; for example, if the monitor has a vocabulary that might also be useful or assigning someone to create some visual elements.

So, it is useful for teachers to make sure that following aspects are determined or clarified according to group activity:

- Where does the group experience fit into the overall curriculum?
- What is the overall purpose and what the learning goals are?
- Whether the learning goals are sufficiently specific, clear, worthy, realistic, and achievable?
- According to the group activities and the schedule are these activities meaningful and if there is sufficient time to accomplish the goals?

- What is the planned group's size and what about mixed characteristics?
- Who are the learners – their interests, desires and learning needs?
 - What resources do pupils need for the lesson?
 - Do you need to provide the kind of leadership?
 - What are the learners' roles and responsibilities?
 - How will the decisions be made in each group?
 - How will the learners be evaluated?

Conclusions

As the means of purposeful influence on the thinking abilities of pupils we consider solving cognitive tasks collected by schoolchildren into a special system.

We define thinking as the highest degree of Cognitive Activity of the person. We believe that the mental development of the child can not be analyzed separately from the mental development as a whole, from the interests of the child, his/her feelings, from personal traits and qualities. Mental development is a complex phenomenon, which is characterized by a set of features and due to a number of reasons: the content of knowledge acquired by the child, methods of influencing the personality. Until now, there is no unambiguous definition of «mental development». We believe that «mental development» is a complex dynamic system of quantitative and qualitative changes that occur in human mental activity in the connection with age and enrichment of life experience of pupils (in accordance with the socio-historical conditions in which schoolchildren live and according to individual characteristics of pupils' thinking).

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Івашкевич Едуард, Столяренко Ольга. Проблема розвитку діалогічних якостей пізнавальної діяльності старшокласників у навчальному процесі закладів середньої освіти

АНОТАЦІЯ

Мета статті – описати ефективність запропонованої системи формуючих впливів учителя на розвиток діалогічних якостей пізнавальної діяльності старшокласників, яку було визначено на основі порівняння початкового та заключного розділів, зроблених методом семантичного аналізу розв’язання учнями літературних творчих проблем.

Для розв’язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у дослідженні нами використано емпіричні методи, такі як експеримент, із метою дослідження ефективності групових форм роботи школярів на уроках.

Результати дослідження. Показано, що аналіз проблемної ситуації здійснюється лише на поверхневому рівні розвитку діалогічних якостей пізнавальної діяльності старшокласників. Школярі аналізують лише зміст запропонованого завдання, не роблять спроби сконцентрувати власну увагу й увагу інших школярів на проблемності конкретного завдання. Тому судження школярів носять суто поверхневий характер, на їх основі не можна зробити висновки щодо проблеми та на основі цього виокремити шляхи творчого розв’язання задачі. З огляду на це, не можна говорити про наявність у процесі такого обговорення толерантного ставлення до думок партнерів по спілкуванню, оскільки поверхневий характер суджень не надає можливостей для організації продуктивного спілкування старшокласників із метою творчого розв’язання проблемних завдань.

Відповідно до середнього рівня розвитку діалогічних якостей пізнавальної діяльності старшокласників учні пояснюють і роблять спроби обґрунтувати власні точки зору щодо запропонованої їм для розв’язання творчої задачі, при цьому активно співпрацюють із партнерами по спілкуванню, толерантно ставляться до інших думок і до запропонованих партнерами засобів розв’язання задач. Але старшокласники, аналізуючи свої власні висловлювання та порівнюючи їх із судженнями партнерів по спілкуванню, не доводять процес розв’язання творчого завдання до логічного кінця.

Ми говоримо про високий рівень розвитку діалогічних якостей пізнавальної діяльності старшокласників, коли учні чітко обґрунтовують свої позиції, аналізуючи власні точки зору та судження, порівнюючи їх із думками партнерів по спілкуванню. При цьому учні проявляють толерантність щодо інших, навіть зовсім протилежних висловлювань і засобів розв'язання старшокласниками творчих завдань. Школярі активно відстоюють власні позиції, логічно пояснюючи й обґрунтовуючи їх. Старшокласники не заперечують проти співпраці з партнерами по спілкуванню в процесі розв'язання проблемних творчих завдань у межах малих мікрогруп і класу загалом.

Висновки. Доведено, що засобом цілеспрямованого впливу на мисленнєві здібності школярів ми вважаємо розв'язання школярами пізнавальних задач, унормованих у спеціальну систему.

Ми визначаємо мислення як вищий ступінь пізнання. Вважаємо, що розумовий розвиток дитини не можливо аналізувати окремо від психічного розвитку загалом, від інтересів дитини, її відчуттів, тобто від особистісних рис і якостей. Доведено, що розумовий розвиток – це складне явище, що характеризується сукупністю рис та обумовлене низкою причин: змістом знань, які отримує дитина, методами впливу на особистість тощо. Ми вважаємо, що «розумовий розвиток» – складна динамічна система кількісних і якісних змін, що відбуваються в мисленнєвій діяльності людини у зв'язку з віком і збагаченням життєвого досвіду (відповідно до суспільно-історичних умов, у яких живе людина, й індивідуальних особливостей її мислення).

Ключові слова: діалогічні якості пізнавальної діяльності, розумовий розвиток, мисленнєві здібності, творчі завдання, процес спілкування, продуктивне спілкування, мікрогрупи, розв'язання творчої задачі, логічний висновок.

Ивашкевич Эдуард, Столяренко Ольга. Проблема развития диалогических качеств познавательной деятельности старшекласников в учебном процессе учрежденный среднего образования

АННОТАЦИЯ

Цель статьи – описать эффективность предложенной системы формирующих воздействий учителя на развитие диалогических качеств познавательной деятельности старшекласников, которая была определена

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на основе сравнения начального и заключительного срезов, сделанных методом семантического анализа решения учащимися литературных творческих задач.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. Также в исследовании нами использованы эмпирические методы, такие как эксперимент, с целью исследования эффективности групповых форм работы школьников на уроках.

Результаты исследования. Мы показали, что если анализ проблемной ситуации осуществляется на поверхностном уровне развития диалогических качеств познавательной деятельности старшеклассников, то школьники анализируют только содержание предложенной задачи, не делают попытки сконцентрировать собственное внимание и внимание других школьников на проблемности данной задачи. Поэтому суждения школьников имеют сугубо поверхностный характер, на их основе нельзя сделать выводы касательно данной проблемы и на основе этого выделить пути творческого решения задачи. Учитывая это, нельзя говорить о наличии в процессе такого обсуждения толерантного отношения к мыслям партнеров по общению, поскольку поверхностный характер суждений не предоставляет возможностей для организации продуктивного общения старшеклассников с целью творческого решения проблемных задач.

Согласно среднему уровню развития диалогических качеств познавательной деятельности старшеклассников, ученики объясняют и делают попытки обосновать собственные мнения относительно предложенной им для решения творческой задачи, при этом активно сотрудничают с партнерами по общению, толерантно относятся к другим мнениям и предложенным партнерами средствам решения задач. Но старшеклассники, анализируя свои собственные высказывания и сравнивая их с суждениями партнеров по общению, не доводят процесс решения творческой задачи до логического конца.

Мы говорим о высоком уровне развития диалогических качеств познавательной деятельности старшеклассников, когда ученики четко обосновывают свои позиции, анализируя собственные точки зрения и суждения, сравнивая их с мыслями партнеров по общению. При этом ученики проявляют толерантность по отношению к другим, даже совер-

шенно протиположним висказыванням и средствами решения старшекласниками творческих задач. Школьники активно отстаивают свои позиции, логично объясняя и обосновывая их. Старшекласники не возражают против сотрудничества с партнерами по общению в процессе решения проблемных творческих задач в рамках малых микрогрупп и целого класса.

Выводы. Доказано, что средствами целенаправленного воздействия на мыслительные способности школьников мы считаем решение учениками познавательных задач, унормированных в специальную систему.

Мы определяем мышление как высшую степень познания. Считаем, что умственное развитие ребенка невозможно анализировать отдельно от психического развития в целом, от интересов ребенка, его чувств, то есть от личностных черт и качеств. Доказано, что умственное развитие – это сложное явление, которое характеризуется совокупностью черт и обусловлено рядом причин: содержанием знаний, которые получает ребенок, методами воздействия на личность и др. Мы считаем, что «умственное развитие» – это сложная динамическая система количественных и качественных изменений, происходящих в мыслительной деятельности человека в связи с возрастом и обогащением жизненного опыта (в соответствии с общественно-историческими условиями, в которых живет человек, и индивидуальными особенностями его мышления).

Ключевые слова: диалогические качества познавательной деятельности, умственное развитие, мыслительные способности, творческие задачи, процесс общения, продуктивное общение, микрогруппы, решение творческой задачи, логический вывод.

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Psychological Aspects of Using Video for Forming Teenagers' Translational Competence

Психологічні аспекти використання відео для формування перекладацької компетентності підлітків

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ABSTRACT

The aim of the article is to show the types of video material which help to develop the translational competence of teens; to determine the structural components of willingness of pupils to provide translational activity.

Methods of the research. As for general scientific methods, such of them as the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones.

The results of the research. In this article we consider the development of the translational competence of schoolchildren from the standpoint of the cul-

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tural approach. So, it is a process of forming the personal position of the individual, taking into account the diversity of subjective and objective factors, which involve the implementation of strategies for managing the personal resources which are necessary for making the translation on the professional level. It was noted that the development of the translational competence of schoolchildren also involved the formation of personally significant position, which was understood by us as a system of dominant values-semantic attitudes of pupil to the socio-cultural environment, of himself/herself and his/her activities.

Therefore, the conceptual model of the development of the translational competence of schoolchildren, in our opinion, will necessarily include readiness of schoolchildren to perform the translational activity. The formation of readiness for foreign language communication and translation becomes a necessary prerequisite for the training of pupils who speak a foreign language and are able to get in touch with representatives of another culture. The readiness for foreign language communication and translation is considered by us as the integral personal new formation that involves a high level of knowledge of a foreign language, linguistics in general, as well as the pupils' possession of gaining the necessary communication skills.

We also attribute the state of readiness mainly to intellectual and volitional states, as its leading characteristics are the desire successfully to solve problems of self-development, self-improvement, creativity and confidence in the development of their abilities to translate, which can be considered as a necessary condition for volitional decision-making, management of their behavior and providing actions in order to achieve the goal of their activity. We consider the state of readiness of a pupil for self-development and self-realization as a desire of the individual to overcome internal contradictions, states of anxiety and cognitive dissonance, creative implementation of plans and programs of self-realization. The readiness of a pupil for self-development is determined by general and special knowledge, skills, mental processes, states and personality traits, and ultimately by the responsibility for the results of self-improvement and personal growth.

Conclusions. *It was stated that that conceptual model would necessarily include readiness of pupils for performing the translational activity. Willingness is characterized by the different nature of the interconnections of its structural components (a cognitive component – knowledge of a foreign language, a linguistic one – linguistic competence, the component of implementation – communication skills). Considering the readiness of a pupil as a component of per-*

son's intercultural communication and as a set of individually significant psychological factors of a schoolchild, we (taking into account the diagnostic goals) have identified the characteristics of different levels of the development of each of the factors of readiness, which we mean as a criterion basis for studying the phenomenon of pupils' readiness for organizing the process of successful intercultural communication. The first (a cognitive) component is considered in the context of this research as varying levels of foreign language acquisition. In fact, in our opinion, a cognitive component of readiness contains the linguistic competence of the person, as well as his/her communicative skills and the peculiarities of using them in the process of translation activity.

Key words: *translation activity, translational competence, willingness, a cognitive component, a linguistic component, the component of implementation, linguistic competence.*

Introduction

The most important problem in learning a foreign language is its intensification. The intensification of the cognitive process should begin with the first steps in teaching children at school, since we have the aim of accelerating pupils' acquisition of gaining necessary knowledge, skills and abilities, and providing in such a way the development of a creative independent personality (Гончарук & Онуфрієва, 2018).

Means of the intensification of teaching English may be **static and dynamic video-phonograms**, since they provide the interaction of auditory, visual and speech-motor analyzers of pupils, which are of great importance for teaching oral speech of foreign languages. **Static video-phonograms** are dynamic auditory with static video, with slide and mono-screen or TV. Within our research, the application of **dynamic video-phonograms** is considered as a device that provides teaching material with a combination of dynamic audio and video. Dynamic video-phonograms help to disclose the essence of the language phenomenon having been studied. They act as the effective means of modeling the fragments of the objective reality (Михальчук & Онуфрієва, 2020).

The dynamic video-phonogram performs informative and stimulating didactic functions in learning. The action of an informative function is ensured by the reception of new information on the linguistic, extra-linguistic and paralinguistic levels. The stimulating function is that one when the video-phonogram mobilizes the pupils' mental activity: it causes a great interest at foreign language lessons, transforms arbitrary attention into involuntary one, activates and develops pupils' creative imagination.

Then we turn to the consideration of the functioning of visual and auditory perception in the process of teaching oral speech, which are combined into active processes, as well as their influence on the person's thinking. The psychological basis of any dynamic video-phonogram is the visual image, which is defined by us as the unity of sensory and rational reflection of the reality and arises as a result of practical and cognitive activity.

Pupils of 10–15 years old have a high level of visual memory, which depends on the intense development of the person's visual perception. The visual activity of children of 10–15 years old is increased by 60% compared with the visual images of the seven-year-old children; a sensitivity to shade the colors which are almost quickly increased. The development of visual perception improves visual memory of a pupil. In addition, in the visual memory of teens, spatial characteristics are already fixed.

Scientists also notice a significant development of auditory perception of children of 10–15 years old. But the processes of perception and reproduction of the visual and auditory images are not yet sufficiently formed, and because of this reason we require good management of the process of perception of audiologists (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

The video-phonogram differs from purely sound means of teaching a qualitatively different psychic effect on pupils, which is due to the fact that with the onset of its demon-

stration the appearance of stimuli is associated not only with the auditory level of reception, but also with the visual appearance of a series of bright light spots on the screen that are rapidly changing. Simultaneous excitation of the auditory analyzer and the center of vision causes a reorganization of the physiological state of certain areas of the cerebral cortex. There is a new psychic reaction that quickly prepares the body for receiving absolutely new information. The central nervous system of a pupil becomes especially active, which affects the speed and breadth of mental processes, as well as the process of perception and analysis of new feelings. Thus, the beginning of the demonstration of the video-phonogram's results in an active psycho-physiological state of the nervous system of the individual, that promotes the learning of information and to a large extent influences the person's thinking, memory and attention (Івашкевич & Коваль, 2020).

In such a way, **the aim of the article** is to show the types of video material which help to develop the translational competence of teens; to determine the structural components of willingness of pupils to provide translational activity.

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. As for general scientific methods, such of them as the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones were also used quite successfully.

Results and their discussion

The data on the processing of verbal sounds and non-verbal visual information through the person's thinking are of great importance. Impulses that come from the visual images, in a great degree activate the activity of the cerebral cortex.

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That's why it follows that auditory perception can be regarded as a thoughtful operation in the process of thought activity. The development of pupils' perceptions and comprehension of audiovisual materials implies the teaching of thoughts' operations. The formation of certain skills and abilities of auditory perception promotes the assimilation of linguistic knowledge, their application in foreign language teaching. Therefore, the improvement of thought-based operations of the auditory perception of speech will be a great help of the video-phonogram in a condition for successful teaching of oral speech in other languages.

Consequently, auditory perception is a conscious intellectual process, which involves a certain degree of the development of thinking processes. The processing of verbal and visual information, understanding the meaning of the message occurs the internal perception of visual images. This means that when teens are studying a foreign language, the teacher has also to take into account the nature of internal speech.

The above data of the connection of auditory perception and the person's thinking prove the need for a detailed consideration of psychological peculiarities of mental activity of schoolchildren of 10–15 years old. According to General Psychology, for children of this age there is a positive transition from visual thinking to its abstract forms, which is due to physiological changes in the teens' brain.

Scientists have proved that pupils of seven and partially eight years old according to the peculiarities of their thinking have a visual figurative character, while in the structure of mental activity of teens of 10-15 years old there are significantly abstract components.

Also the educational activity makes a great contribution to the formation of the foundations of theoretical thinking and awareness, and related analytical abilities. Thus, valid educational and methodological complexes for secondary schools provide the development of an abstract form of thinking

through the inclusion of comparatively in-depth knowledge of them. The process of the formation of scientific concepts involves the development of such thought-based operations as analysis, synthesis, comparison, synthesis, abstraction, specification, systematization and understanding of causal relationships (Жоломінова, 2000). The acquisition of knowledge, in its turn, predetermines the development of productive thinking associated with the independent use of knowledge in solving cognitive and practical tasks.

Thus, the research of the peculiarities of the development of mental operations of schoolchildren of 10–15 years old confirms their ability to comprehend the educational material, presented dynamically audio-visual characteristics. Providing educational material for emotional coloring through the video-phonogram promotes even greater development of pupils' thinking.

When learning a foreign language with the help of the video-phonogram it is important to take into account the role of memory in the process of its studying. Successful functioning of memory in the process of teaching depends on many factors: from the contents of objects that are remembered, from activities with objects, from the frequency of use of the same material and to the individual characteristics of the organization of memory of teens. The physiological basis of memorization and reproduction are such processes that occur in the cerebral cortex of the person. When the object is perceived by the child through visual, auditory or other means in the corresponding nerve cells of the cerebral cortex, an excitation process that is the characteristics of the active state of cells occurs. This process changes the cells, and this change does not disappear immediately after the object ceases to act on the sensory organs. The change remains for a long time in the form of a trace remaining after the influence of the subject on the sensory organs. Strong excitation of the nerve cells of the brain leaves deep marks in the memory of pupils. Taking into account the

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strong mental impact of the video graph on pupils, we can assume that bright visual and auditory images of the video record leave deep marks in the memory of schoolchildren. The memory of schoolchildren, as well as thinking, still has a specific-figurative character and it is divided into the following types: short-term memory, operational and long-term ones.

Short-term memory plays an exclusive role in the process of perceiving and understanding the speech message. Under the influence of training, the volume of short-term auditory and visual memory of teens is gradually increasing. Studies also show a clear connection between the volume of short-term auditory and visual memory and provide the success of schoolchildren. The development of short-term memory positively affects pupils' ability to perform different tasks. For example, in the process of performing tasks, 47% of pupils of this age remember the task for the first time, and only 1.7% of pupils are not able to perform the task due to reasons for not memorizing it.

The component of short-term memory, the basis of functioning of which is the mechanism of equivalent substitutions in the process of perception of information, allows the person to keep in memory a large amount of information by increasing its operational units: words, phrases, over-the-fold unities and their blocks. With the help of these operational units there is a process of transformation of memory processes from direct fixation and reproduction into a complex purposeful-selective activity, which involves various operations of thinking.

Sharp enhancement of short-term memory of pupils of 10–15 years old affects the development of long-term memory.

Well-remembered material, which is the immediate goal of the activity, is meaningful and relevant to the child's past personal experience. Successful learning of learning material depends on the nature of the activity, the degree of its complexity, the activity of the individual and also the emotional color of the activity.

Consideration of the regarding memory processes would be incomplete without taking into account the importance which plays the important role in these processes. Conducting educational activities the attention of the child is influenced by two groups of factors that determine teens' orientation – the factors that characterize the structure of external stimuli (strength, intensity, novelty), and factors relating to the personality of the child and the conditions of his/her activity: needs, interest, business atmosphere, complexity and variety of educational tasks, availability of humor; sanitary and hygiene conditions of teaching are also important.

Psychological preconditions are also necessary for the usage of video-phonogram in the process of teaching a foreign language at secondary school. The main of them are the sufficient level of mental development of schoolchildren of 10–15 years old. Characteristic features of this age category are the intensive development of operations of arbitrary perception, thinking, memory, the attention and the ability to organize pupils' activities arbitrarily, which creates conditions for the successful completion of tasks with the use of video materials. This is very important, because the pupil has to perceive the audiovisual material and keep the auditory and visual information in memory at the same time. So, the video-phonogram stimulates the processes of memory, facilitates the perception and comprehension of the educational material, causes an increased interest in teaching, which contributes to its assimilation. The visual images of the dynamic video-phonograms support and facilitate the auditory perception, help the person to understand a verbal message that is presented in specific communication situations. In our opinion, the video-phonogram will positively influence the increase of teens' attention, its constancy and switching influences, on the development of the arbitrariness attention, because it is a new strong stimulus that attracts the attention of pupils, if it is in line with their age-specific features and interests. The video game of

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the video-phonogram helps pupils separate the main information from the secondary one, produces an emotional influence, contributes to the focus of the person's attention and directs him/her in a right direction. Taking into account the data of psychological studies concerning the processes of auditory and visual perception, we consider it quite natural to expect the effectiveness of dynamic auditory educational facilities in the process of teaching at school.

Having substantiated the possibility and feasibility of using video-phonograms in teaching English at secondary school, we consider it necessary to point out the peculiarities of mastering oral English speaking with the help of video-phonograms in secondary type of educational institutions. All these conditions help to develop teens' translational competence.

Let us show the peculiarities of listening material evaluation, selection and adaptation in the process of teaching oral speech.

The main function of using video-phonograms in the educational process is to present samples of foreign language broadcast in a coherent context in the situations of a real communication at the lessons. A number of scientists prove that the systematic demonstration of video-phonograms stimulates and accelerates the formation of skills and abilities of pupils' speech, increases the intellectual level of teens, creates a positive atmosphere in the classroom.

When considering the peculiarities of the use of video-phonograms in the educational process, it is expedient to highlight the issues of the video-phonograms' types separately for the teaching of a foreign language at secondary school. There are *video-phonograms of various purposes*: educational films, educational video courses, documentaries, feature films and documentaries, cartoons, promotional films produced in our country or in a foreign one.

A great number of scientists (Mykhalchuk & Ivashkevych, 2019) emphasize the need to use authentic educational and

non-teaching material at all levels of studying. In order to preserve artistic value and emotionality it is appropriate to use original educational material, although in school conditions. It is quite difficult to overcome the language barrier, which holds adequate understanding by teens the authentic material. Therefore, contemporary education selects such educational material, which is based not only on linguistics but also on cultural-oriented, communicative, personal approaches in teaching. This allows a teacher to use culturally significant, authentic foreign material.

Contemporary technical means allow us to present videophonograms not only from the TV screen, but also from a computer with the help of multimedia technologies. Noteworthy is the fact that for teaching foreign languages it is useful to develop electronic teaching and increasing learning kits, which consist of an electronic textbook (disk) and methodological support (educational printed materials). The multimedia technologies of the kit provide pupils with the skills and abilities according to four types of speech activity. This kit can be used in class and for pupils' individual activity.

There are many English video courses for the average English language, which the teachers use at the lessons, for example: «*English – have a go*», «*Headway Video*», «*Handshake Video*», «*Grapevine Video*», «*Look Ahead*», «*Muzzy*», «*Only in America*», «*Project English*», «*Streamline English Video*», «*The Magic Music Man*», «*Video File*», «*VT*», «*Wizadora*», «*Wow!*» and others. Authentic curriculum video courses have certain characteristics: the presentation of typical communication situations; the presence of thematically completed parts; saturation selected for the activation and assimilation of lexical units that are repeated; hierarchical increase in linguistic and emphasis on speech difficulties, gradual acceleration of the pace of speech; measuring the volume of video material for hours. Auxiliary techniques which are used to facilitate the pupils' activity with the video course: titration

of linguistic material, the availability of a textbook with video footage text, using additional information and exercises, etc.

Educational video-phonograms, in contrast to use of non-teaching techniques, take into account the level of non-verbal and verbal communication and the speed of presentation of audio material. Information that may be difficult to understand is provided at an average speed (no more than 160 words per minute). The environments are also gradually depicted so that pupils can take visual information in details, since in the context of a quick presentation the audio visual material focuses on the center of the screen, and the pupil does not capture the details of this video.

Let us turn to the characteristics of other types of video-phonograms. They include *non-fiction and documentary films*.

Non-academic films perform informational, educational and motivational-stimulating functions due to the reflection in their subjective images of a peculiar objective world of the country, the language of which the pupils study. Such processes stimulate emotions by their content, emphasize the game of actors, show colors and musical components.

The main features of *authentic non-learning feature films* in terms of teaching methods of foreign languages are: saturation with unexplored language units; a high paradigm of speech; unplanned repetition of lexical units; significant emotional impact. With the help of feature films it is useful to teach pupils to use appropriately thematically completed excerpts, such as situations of acquaintance, discussions, conversations, meeting at the table, etc.

Documentary films provide factual information on the subject. They are inherent elements, such as commentary, terrain images, visual support for any oral message. Sometimes most of the information is transmitted verbatim, and pupils need to concentrate their attention mainly on the auditory, ignoring the video. This phenomenon may occur if the speech level of the audio text of the WFG does not exceed the speech

level of teens. Documentary films include such types of video-phonograms as country-specific video courses, news, comments, etc. These video-phonograms are difficult for understanding by schoolchildren, since the pace of speech is fast and in a short time much information is transmitted. But a visual image contributes to the understanding of the video-phonograms. The video essentially depicts the face of the speakers in the close-up situations. This helps pupils to use subconsciously visible articulation and head movement for better understanding of visual information. Experimental data confirms that the presentation of the speaker increases the level of the person's perception of verbal communication. The display of actions, people, objects also contributes to the understanding of the video-phonograms.

Advertising can also be used as one of the means of learning. It differs by transience and careful planning, each word and images are designed for a special effect. It should be noted that many advertisements have a word game that adversely affects the person's understanding. Therefore, it is expedient to use advertising only occasionally.

All the above-mentioned *video-phonograms perform certain training functions*, such as:

1. *Video-phonograms implement the principle of serial synthesis*, which provides poly-sensor input and processing of different information. The video-phonogram has a significant informative value of the image, the brightness and severity of auditory images, the dynamism of the video.

2. *The video-phonograms facilitate the maintenance of passive lexical material of pupils*, which tends to be decreased.

3. *The video-phonogram provides the opportunity to replenish the active lexical material of teenagers with new lexical units.*

4. *The video-phonogram demonstrates extra-linguistic components and paralinguistic phenomena.*

5. *The video-phonogram provides oral speech in all its forms*, along with a cinematic representation of those life situations in which it is operated, taking into account time and space.

6. *Authentic video-phonogram demonstrates spoken language*, which has all the temporal characteristics.

7. *The technical means of demonstration of the video-phonograms create favorable conditions for providing full control over the revision of the information*: its reproduction at any time, part revision, stop for focusing on details, installation of various video-phonograms, etc.

Let's show some of *the functions of the authentic video-phonograms* in more details.

By presenting authentic communication situations that are created under the circumstances of the environment, the video-phonogram demonstrates such important components of spoken language as extra-paralinguistic components. The sphere of extra-linguistic components concerns the functioning and the development of the entire system as a whole: how the life of the society and the language interact, the culture of the people and the language, how interethnic connections to language and other sociolinguistic phenomena influence each other. In turn, the paralinguistic components relate only to specific statements and participate in the formation of a single message. These components carry some information load, their absence makes the language mechanical and artificial.

The paralinguistic component is a system of symbols, signs having been used to transmit messages with a high degree of accuracy: gestures, facial expressions, poses, coughing, breath, exhalations, etc. They are divided into vocal, mimic and pantomime means. All these signals give a certain semantic and emotional color to each speech act. The presence of sounds effects such peculiarities as different voices, laughter, music, background noise which increases the effect of the word, raises

and supports the viewer's attention, especially of children (Mykhalchuk & Bihunova, 2019).

In such a way we pay special attention to the role of gestures, which deserves more detailed analysis. The gesture is the most common non-verbal means of communication. Our observations show that the gesture accompanying verbal speech is an indicator of the loyalty of the speaker, that is, it emphasizes the ease with which we consider the necessary condition for the implementation of situational images. Mimics, gestures in a certain way supplement the meaning of words or play the role of a replica in a dialogue, replacing the verbal expression of the person. Often we have such a situation when facial expressions express the meaning of the speaker's speech before the speech response. Sometimes interpersonal visual perception is sufficient for understanding, that is the gesture does not require a speech supplement.

On the basis of the comparison of non-verbal means of communication of the native language with similar means of a foreign one, four groups of such means are defined: similar in performance and in meaning; similar in performance and different in meaning; similar in meaning, but different in providing; absent in teens' speech behavior. On the basis of this distribution we have analyzed and compared the gestures that are typical for the British and Ukrainians.

The first group includes non-verbal means that are identical or similar in performance, scope and use of their meaning. These are gestures of consent and refusal, a gesture of «lowering the shoulders» when one does not understand what is being discussed; rubbing hands with which a person passes positive expectations.

The second group consists of nonverbal means that are identical or similar in providing, but differ in their meanings and uses. For example, the big toe raised by the British is used on the road to stop the car. And in Ukraine this gesture is used to express satisfaction and appreciation.

The third group consists of verbal means that match the content and the scope of use, but which are different in providing. For example, when counting with fingers, Ukrainians collect fingers in their fists, and the English people, on the contrary, open fingers from the fist in their palm, with the index finger meaning «1», the middle «2», and the large one is «5».

The fourth group includes non-verbal means that are not available for the communicative behavior of the Ukrainian language carriers. For example, to show that everything is alright, the English combine the big and index fingers of the right hand, the other fingers stick directly, as if staging the word «O'key». Another gesture is the V-shaped sign with fingers, which means a victory if the hand is turned from the outside to the speaker. If the hand is turned by the palm to the speaker, this gesture receives a humiliating meaning: «I'm silent».

In the case of studying how to use the video-phonograms, we recommend the teacher draw the pupils' attention to the signatures accompanying the English language that differs from the gestures of the Ukrainian-language broadcasting.

The ability to focus pupils' attention on extra-paralinguistic information and to analyze it in details is provided by contemporary technical means with the help of a stop-frame. In addition, we allow the use of audio and video at the same time, and separately only audio or video, a video with a muted audio, apply only the beginning or the end of the video-phonograms to present excerpts of video-phonograms in a mixed sequence.

Viewing only the video, with the subsequent involvement of the audience, provides pupils the opportunity to observe the situations of communication, in which the speech act takes place, to consider paralinguistic information before concentrating attention on the speech itself. This way of using the video-phonograms develops the imagination of pupils and their abilities to predict different situations. Using the audio library helps pupils to focus on the type of speech and its temporal

characteristics before viewing the video. Such a separate use of video and audio is provided appropriately that a short video-phonogram is worked out for a few minutes, and it has the aim at separating and attracting the attention of pupils to certain material that is the purpose of learning. This may be a demonstration of any situation of communication, speech or social phenomenon, pictorial image, description of a person or the event.

According to extra paralinguistic components, video-phonogram is the best among other tutorials to demonstrate emotional spoken material with various temporal characteristics. It is proved that emotional oral speech differs from calm balanced one, for example:

- in a state of sadness the pace of speech goes down to the end of the phrase; even the absurdity of the duration of individual sounds is noted, for example, the accentuated vowel is shorter than after the accent;

- for the state of fear speech is characterized by short accentuated vowels, which lead to a violation of the rhythm of words;

- in a state of rage the duration of consonants increases.

It is also investigated that in a state of fear or fierce articulation both vowel and consonants become clearer.

These data suggest that the presentation of authentic video-phonogram in a real spoken speech in the background of real situations of communication contributes to better learning, since not all teachers can produce such qualitative speech samples in different emotional states as they do as native speakers: also professional speakers, actors and others.

In this article we consider the development of the translational competence of schoolchildren from the standpoint of the cultural approach. So, it is a process of forming the personal position of the individual, taking into account the diversity of subjective and objective factors, which involve the implementation of strategies for managing the personal resources which

are necessary for making the translation on the professional level. It was noted that the development of the translational competence of schoolchildren also involved the formation of personally significant position, which was understood by us as a system of dominant values-semantic attitudes of pupil to the socio-cultural environment, of himself/herself and his/her activities.

Therefore, the conceptual model of the development of the translational competence of schoolchildren, in our opinion, will necessarily include readiness of schoolchildren to perform the translational activity. The formation of readiness for foreign language communication and translation becomes a necessary prerequisite for the training of pupils who speak foreign language and are able to get in touch with representatives of another culture. The readiness for foreign language communication and translation is considered by us as the integral personal new formation that involves a high level of knowledge of a foreign language, linguistics in general, as well as the pupils' possession of gaining the necessary communication skills. We also attribute the state of readiness mainly to intellectual and volitional states, as its leading characteristics are the desire successfully to solve problems of self-development, self-improvement, creativity and confidence in the development of their abilities to translate, which can be considered as a necessary condition for volitional decision-making, management of their behavior and providing actions in order to achieve the goal of their activity. We consider the state of readiness of a pupil for self-development and self-realization as a desire of the individual to overcome internal contradictions, states of anxiety and cognitive dissonance, creative implementation of plans and programs of self-realization. The readiness of a pupil for self-development is determined by general and special knowledge, skills, mental processes, states and personality traits, and ultimately by the responsibility for the results of self-improvement and personal growth.

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Conclusions

It was stated that the conceptual model would necessarily include readiness of pupils for performing the translational activity. Willingness is characterized by the different nature of the interconnections of its structural components (a cognitive component – knowledge of a foreign language, a linguistic one – linguistic competence, the component of implementation – communication skills). Considering the readiness of a pupil as a component of person's intercultural communication and as a set of individually significant psychological factors of a schoolchild, we (taking into account the diagnostic goals) have identified the characteristics of different levels of the development of each of the factors of readiness, which we mean as a criterion basis for studying the phenomenon of pupils' readiness for organizing the process of successful intercultural communication. The first (a cognitive) component is considered in the context of this research as varying levels of foreign language acquisition. In fact, in our opinion, a cognitive component of readiness contains the linguistic competence of the person, as well as his/her communicative skills and the peculiarities of using them in the process of translation activity.

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Івашкевич Ернест. Психологічні аспекти використання відео для формування перекладацької компетентності підлітків

АНОТАЦІЯ

Мета статті – презентувати типи відеоматеріалів, що фасилітують становлення перекладацької компетентності підлітків; визначити структурні компоненти готовності учнів до перекладацької діяльності.

Методи дослідження. Щодо загальнонаукових методів, то використано такі з них, як індукція, дедукція, аналіз і синтез, методи порівняння та опису, метод обґрунтування тощо.

Результати дослідження. Розглянуто становлення перекладацької компетентності школярів із позицій культурологічного підходу – як процес формування особистісної позиції індивіда з урахуванням усього різноманіття суб'єктивних і об'єктивних чинників, що передбачає реалізацію стратегій управління особистісними ресурсами, потрібними для здійснення перекладу на найбільш фаховому рівні. Становлення перекладацької компетентності школярів також передбачає формування особистісно значущої позиції, яка розуміється нами як система домінуючих ціннісно-смыслових ставлень школяра до соціокультурного оточення, само себе і своєї діяльності.

Отже, концептуальна модель становлення перекладацької компетентності школярів, на нашу думку, обов'язково включатиме готовність учнів до виконання перекладацької діяльності. Формування готовності до здійснення іншомовного спілкування та перекладу стає необхідною передумовою підготовки школярів, які володіють іноземною мовою,

вміють увійти в контакт із представниками іншої культури. Готовність до здійснення іншомовного спілкування та перекладу ми розглядаємо як інтегральне особистісне новоутворення, що передбачає високий рівень знань іноземної мови, лінгвокраїнознавства, а також володіння школярем потрібними комунікативними вміннями та навичками.

Ми відносимо стан готовності переважно до інтелектуально-вольових станів, оскільки його провідними характеристиками є прагнення успішно розв'язувати задачі саморозвитку, самовдосконалення, виявляти творчість і впевненість у розвитку своїх здібностей до здійснення перекладу, що можна розглядати як необхідну умову здійснення вольового процесу прийняття перекладацьких значущих рішень, управління своєю поведінкою та діями задля досягнення мети діяльності. Стан готовності школяра до саморозвитку та самореалізації ми розглядаємо як прагнення особистості до подолання внутрішніх протиріч, станів тривожності й когнітивного дисонансу, творчої реалізації планів і програм самоздійснення. Готовність учня до саморозвитку визначається загальними і спеціальними знаннями, вміннями, навичками, психічними процесами, станами і властивостями особистості, ерешті-решт – відповідальністю за результати самовдосконалення й особистісного зростання.

Висновки. Обґрунтовано, що готовність до здійснення перекладацької діяльності характеризується різним характером взаємозв'язків її структурних компонентів (когнітивного – знання іноземної мови, лінгвокраїнознавчого – лінгвокраїнознавча компетентність, реалізаційного – комунікативні вміння). Розглядаючи готовність школяра до інтеркультурної комунікації як сукупність окремих значущих показників, ми (з урахуванням діагностичних цілей) визначили характеристику різних рівнів розвитку кожного з показників готовності, які розглядаємо як критеріальну основу для дослідження феномену готовності учнів до здійснення успішної інтеркультурної комунікації. Перший (когнітивний) показник розглянуто в контексті цього дослідження як різний рівень опанування іноземною мовою. Фактично, когнітивний показник готовності, на нашу думку, вміщує лінгвокраїнознавчу компетентність особистості, а також комунікативні вміння школяра й особливості їх використання у перекладацькій діяльності.

Ключові слова: перекладацька діяльність, трансляційна компетентність, готовність, когнітивний компонент, лінгвістичний компонент, компонент імплементації, лінгвістична компетентність.

Ивашкевич Эрнест. Психологические аспекты использования видео для формирования переводческой компетентности подростков

АННОТАЦИЯ

Целью статьи являются презентация видеоматериалов разного типа, которые в наибольшей степени фасилитируют становление переводческой компетентности подростков; определение структурных компонентов готовности учащихся к переводческой деятельности.

Методы исследования. Из совокупности основных научных методов были использованы такие, как индукция, дедукция, анализ и синтез, методы сравнения и описания, метод обоснования.

Результаты исследования. Рассмотрено становление переводческой компетентности школьников с позиций культурологического подхода – как процесс формирования личностной позиции индивида с учетом всего многообразия субъективных и объективных факторов, что предусматривает реализацию стратегий управления личностными ресурсами, нужными для осуществления перевода на наиболее профессиональном уровне. Становление переводческой компетентности школьников также предусматривает формирование личностно значимой позиции, которая понимается нами как система доминирующих ценностно-смысловых отношений школьника к социокультурному окружению, самому себе и своей деятельности.

Доказано, что концептуальная модель становления переводческой компетентности школьников, по нашему мнению, включает готовность учащихся к выполнению переводческой деятельности. Формирование готовности к осуществлению иноязычного общения и перевода становится необходимым условием подготовки школьников, владеющих иностранным языком, которые умеют войти в контакт с представителями другой культуры. Готовность к осуществлению иноязычного общения и переводческой деятельности мы рассматриваем как интегральное личностное новообразование, что предполагает высокий уровень знаний иностранного языка, лингвострановедения, а также владение школьником необходимыми коммуникативными умениями и навыками.

Мы относим состояние готовности преимущественно к интеллектуально-волевому состоянию, поскольку его ведущими характеристиками являются стремление успешно решать задачи саморазвития, самосовершенствования, проявлять творческие умения и формировать

уверенность в развитии своих способностей к осуществлению перевода. Последние мы рассматриваем как необходимое условие осуществления волевого процесса принятия переводчески значимых решений, управления своим поведением и действиями с целью достижения непосредственной цели деятельности. Состояние готовности школьника к саморазвитию и самореализации мы рассматриваем как стремление личности к преодолению внутренних противоречий, состояний тревоги и когнитивного диссонанса, творческой реализации планов и программ самореализации. Готовность подростков к саморазвитию определяется общими и специальными знаниями, умениями, навыками, психическими процессами, состояниями и свойствами личности, в конце концов – ответственностью за результаты самосовершенствования и личностного роста.

Выводы. Обосновано, что готовность к осуществлению переводческой деятельности характеризуется разным характером взаимосвязей ее структурных компонентов (когнитивного – знание иностранного языка, лингвострановедческого – лингвострановедческая компетентность, операционального – коммуникативные умения). Рассматривая готовность школьника к кросскультурной коммуникации как совокупность отдельных значимых показателей, мы (с учетом диагностических целей обучения) определили характеристику различных уровней развития каждого из показателей готовности, которые рассматриваем в качестве критериальной основы для исследования феномена готовности учащихся к осуществлению успешной кросскультурной коммуникации. Первый (когнитивный) показатель рассмотрен в контексте данного исследования как определенный уровень овладения иностранным языком. Фактически, когнитивный показатель готовности, по нашему мнению, включает лингвострановедческую компетентность, а также коммуникативные умения школьника и особенности их использования в переводческой деятельности.

Ключевые слова: переводческая деятельность, трансляционная компетентность, готовность, когнитивный компонент, лингвистический компонент, компонент имплементации, лингвистическая компетентность.

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The Specifics of Understanding the Information from Different Types of Mass Media by Young People

Особливості розуміння молодими людьми новинної інформації з різних типів ЗМК

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ABSTRACT

The aim of the article is to establish the specifics of understanding local and world news from different sources by young people (Internet portals, social networks, TV, the press).

Methods. The study involved 200 students aged from 17 to 23 (female, $n = 120$ and male, $n = 80$). The empirical research intended to solve three tasks. The first task is to model a hierarchy of media according to two criteria: frequency of usage and a degree of trust. We solved this task via a ranking method and a correlation analysis of the data. The second task, to analyze the ideas of young people about the characteristics of information from different media, was reached through an author's version of a semantic differential. The third task, to establish categories of consciousness that mediate the understanding of

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the information, was implemented through factorization of the data of semantic differential.

Results of the research. *We established that young people demonstrate maximum trust to the information from Internet portals, social networks and through direct informal communication. They demonstrate the lowest degree of trust towards the messages from representatives of the administration, TV and the press. Comparative analysis revealed statistically significant differences among the profiles ($p \leq 0.01$), apart from the information from the Internet portals and the press. We established number of categories that mediate the understanding of the information, demonstrate a more complex cognitive formation of consciousness regarding digital media. The content of the leading categories appeared to be statistically identical.*

Conclusions. *The study revealed a direct correlation between the level of trust and a degree of officiality of the source. Young people demonstrate higher degree of trust to unofficial sources and less trust to official sources. According to young people's perception, information from the Internet portals affects their cognitive sphere while social networks and TV touch the emotional. A common feature of the news from digital and printed media is a highly competent approach to the creation of the content. Undifferentiated content of the categories proves poor understanding of its nature and the relevance of efforts to develop the independence and critical thinking of young people.*

Key words: *mass media, information, young people, degree of trust, categories of consciousness.*

Introduction

A diversity of the information sources is one of the most essential aspects of the modern information society. The Internet has undoubted advantages in comparison with traditional media (the press and TV), e.g. an update rate, a variety of encryption methods, a level of self involvement in the content of interest and demonstration of one's own opinion on current events.

Naturally, representatives of the generation Z, the one who has had access to the Internet from a young age, prefer the Internet to other media. Despite all the benefits of the Internet, there is one essential drawback – open access to infor-

mation of any kind. Therefore, the problem of an impact of the Internet on a user becomes an object of psychological studies more and more often. The studies on this problem are mainly of two kinds. The first is the theoretical and empirical study on psychological safety of the Internet information for the users of different age groups (Aysina, 2019; Kirillov & Solovyeva, 2020; Ovcharenko, 2017; Chusavitina, Davletkireeva & Novikova, 2016, etc.). In the second group, an object of the research is a potential destructive and propaganda manipulation of a person (Gorbunov, 2016; Krinickiy, 2019; Salikhov & Krasnoshchechenko, 2020; Zhang et al., 2013, etc.)

A comparative analysis of information impact from different sources might be another perspective direction for the research. It would help to establish the specifics of Internet impact on the recipient. There are few researches in this field at the moment. For example, a group of Russian psychologists compare public discourse on pension reform in official publications and on the Internet in their study (Drobysheva, Yemelyanova, Drobysheva & Shmidt, 2019). The authors used publications devoted to an employment problem from the newspaper «Trud» and the content from the Internet forums. They revealed a number of differences with an emotional-lexical analysis of the texts. The most significant difference was the nature of the information. In most cases, the press interpreted the reform, and the analysis appealed to the rationality of a recipient. Meanwhile, Internet forums were a platform to express negative emotions. Thus the results of the research show that different media can produce opposite content regarding the same event. The explanation is in the degree of officiality of the sources.

There are numerous interpretations of local and world events in different mass media. This knowledge is important for several reasons. One of them is a regulation of behaviour of young people as the most socially-active category of the popu-

lation which is in the process of cyber socialization (Onufrieva, Didyk & Chekanska, 2019). Another reason is modelling a worldview of people of a new formation. The reasons mentioned above determine the actuality of the research of understanding the information from different mass media by young people.

Object of the article

An object of the article is to establish the specifics of understanding local and world news from different sources by young people (Internet portals, social networks, TV, the press).

Materials and Methods

The study (voluntarily and anonymously) involved 200 students of 1-4 courses from different faculties of Brest State A.S. Pushkin University. The participants included 120 females and 80 males aged from 17 to 23. The collecting of empirical data was carried out throughout 2020.

The empirical research was to achieve several tasks:

1. To establish the hierarchy of media according to two criteria: frequency of usage and degree of trust. To realize this task, we used a ranking method. The students got a list of the most popular types of media. Primary processing of the data comprised calculating the arithmetic average rank of each source, secondary one was carrying out a correlation analysis of the average profiles estimates.

2. To analyze the ideas of young people about the characteristics of information from different media. We used the author's variant of a semantic differential method. As descriptors we used 30 characteristics of information presented in various dictionaries. The students evaluated the information about current events from different media according to the unipolar scales. Data processing comprised constructing averaged profiles for each source and subsequently comparing them.

3. To reconstruct the categories of consciousness that mediate the understanding of the information by young people. The initial empirical material was data of the semantic differential (Petrenko, 2005: 91, 98, 191, 225): a centroid method with an extraction of the main components that included a varimax rotation (program SPSS v. 16). Only the descriptors which had a high degree of statistical significance were used to form the factor (for 30 variables $r = 0.36$ for $p \leq 0.05$ and $r = 0.47$ for $p \leq 0.01$).

Results and Discussion

Table 1 presents averaged profiles of different information sources. The data is obtained by ranking (1 is the highest and 7 is the lowest).

Table 1

Results of ranking of the information sources

Information source	Ranking criteria			
	Frequency of usage		Degree of trust	
	M	Rank	M	Rank
The press	2.04	7	3.31	7
TV (local)	3.06	5	3.26	8
TV (foreign)	3.11	4	3.42	4
Radio	2.44	6	3.36	5
Internet Portals	5.86	2	5.18	1
Social Networks	6.02	1	4.63	3
Other people (relatives, friends, etc.)	5.42	3	5.05	2
Representatives of the administration	2.02	8	3.38	6

Data from Table 1 prove that digital media are the most frequently used by young people (primarily social networks

and news Internet portals), as well as information through communication with other people. The least used sources are the radio (the usage is occasional either in a car or during the visit to the older generation), the press and representatives of the administration. Thus, in terms of frequency of usage, digital media and informal communication get the leading positions.

Regarding a degree of trust, the positions are as follows in descending order: Internet portals (tut.by, onliner.by, etc.), informal direct communication and social networks. Even though social networks are frequently used source of information among young people, a degree of trust in its content is lower than in specialized portals or people they know. The main reason for a decrease in trust might be one's self experience that proves a possibility of falsifying the information (e.g. Photoshop). Probably, the information from social networks goes through so-called check up through the comparison with opinions from the Internet portals and interpretation by competent people.

According to the answers, the least trustworthy sources are representatives of the administration, the press, and local TV channels. A common feature of these three sources is a high degree of officiality. This fact determines the specifics of the selection, presentation and interpretation of messages under the ideological guidelines that are currently socially approved.

There is a direct but not strongly pronounced correlation between frequency of usage and a degree of trust to the source ($r = 0.76$, $r = 0.72$ for $p \leq 0.05$ and $r = 0.72$ for $p \leq 0.05$).

Therefore, it is advantageous to limit the study with the sources which have extreme points of the degree of trust: maximum (Internet portals and social networks) and minimum (TV and periodicals). The data in Table 2 sums up the results of the analysis of the ideas of the students about the characteristics of information from different media.

Table 2

**Averaged profiles of the information from different
types of media**

№	Characteristics of the information	Internet portals	Social networks	TV	News- papers
1	Fast	6.28	6.12	4.2	3.11
2	Complex	3.56	3.48	3.92	4.09
3	Structured	5.28	4.50	4.29	5.09
4	Analytical	4.62	4.13	4.46	4.62
5	Real	5.13	4.63	4.28	4.16
6	Qualified	4.8	4.00	4.91	5.03
7	Comprehensive	4.81	4.54	3.91	4.37
8	True	5.01	4.56	4.04	4.23
9	Secret	3.36	3.31	3.09	2.92
10	Brief	4.72	4.67	3.85	4.01
11	Informative	5.32	4.72	4.56	4.78
12	High quality	4.95	4.25	4.44	4.38
13	Useful	5.6	5.22	4.36	4.16
14	Full	5.29	5.01	3.96	4.27
15	Prompt	5.94	5.78	5.34	4.25
16	Contradictive	4.65	4.67	4.1	4.07
17	Essential	5.15	4.70	4.4	4.15
18	Poor	3.44	3.27	3.9	4.18
19	Objective	4.9	4.56	3.9	4.18
20	Inducing to the conclusions	5.55	5.18	3.36	4.39
21	Inducing to the actions	5.17	4.90	3	3.50
22	Raw	3.79	4.14	3	2.67
23	Descriptive	5.32	5.10	4.45	4.66
24	Critical	4.53	4.31	3.76	3.53
25	Accurate	4.87	4.31	4.04	4.20
26	Verified	4.54	4.25	4.4	4.47
27	Negative	4.52	4.64	4.12	4.01

№	Characteristics of the information	Internet portals	Social networks	TV	News-papers
28	Blank	3.36	3.97	3.63	3.71
29	Reliable	4.72	4.08	3.96	4.20
30	Scandalous	5.11	5.26	4.68	4.29

According to the data in Table 2, young people find news from digital media at most fast (1) and prompt (15). Information from Internet portals encourages thinking (20) while information from social networks arises vivid emotions (30). Information from TV has similar characteristics to the one from social networks: prompt (15) and scandalous (30). Unlike social networks, TV news producers are more qualified (6). Information from the periodicals is highly rated as structured (3), qualified (6), and informative (11).

A comparison of the profiles shows that the characteristics of the information from Internet portals and social networks ($t = 5.71$ with a critical $t = 2.71$ for $p \leq 0.05$) differ from the one from the Internet portals and TV ($t = 5.6$). Meanwhile, there is not much difference between profiles of Internet portals and the press ($t = 1.19$). According to the respondents, the information from these types of media possesses the characteristics of qualified, verified information like structured (3), analytical (4), accurate (25) etc. In young people's view, information from the Internet is not only faster (1) and more prompt (15), but also has a certain power to transform the thinking and behaviour of the recipients (21, 22).

We have established the categories of consciousness that mediated the understanding of information by young people. Under the Kaiser's selection criterion, different types of media have a different number of categories: Internet portals – 9, social networks – 10, TV and the periodicals – 8 each. This fact demonstrates a greater cognitive complexity of information from digital media in young people's minds. It is fully consistent with their experience of using different media (Table 1).

Table 3 reflects the content of three leading categories for each type of media, since most of identified categories have very low subjective significance (the percentage of variance does not exceed the randomness threshold).

Table 3

**Categorical structure of information from different media
in the consciousness of young people**

	Internet portals		Social networks	
1	«Positive assessment» (27.05%)		«Positive assessment» (26.75%)	
	real	0.795	accurate	0.802
	objective	0.745	objective	0.764
	structured	0.735	true	0.762
	analytical	0.698	reliable	0.760
	essential	0.664	verified	0.696
	true	0.625	real	0.677
	reliable	0.606	high quality	0.661
	accurate	0.603	useful	0.573
	verified	0.565	essential	0.562
	high quality	0.532	comprehensive	0.546
	informative	0.511	full	0.523
			analytical	0.469
2	«Impact strength» (9.75%)		«Impact strength» (9.77%)	
	prompt	0.763	inducing to the	0.792
	inducing to the conclusions	0.752	actions	0.773
	inducing to the actions	0.737	scandalous	0.632
		prompt	0.610	
		inducing to the conclusions		
3	«Activity» (6.93%)		«Negative assessment» (7.46%)	
	useful	0.658	negative	0.803
	fast	0.655	contradictive	0.695
	full	0.653	blank	0.532

	TV		Newspapers	
1	«Positive assessment» (35.95%)		«Assessment» (28.75%)	
	reliable	0.846	verified	0.853
	accurate	0.806	accurate	0.846
	true	0.803	reliable	0.804
	verified	0.775	real	0.781
	full	0.762	high quality	0.697
	real	0.758	full	0.679
	objective	0.755	descriptive	0.610
	high quality	0.686	blank	0.579
	useful	0.686		
	comprehensive	0.641		
	informative	0.625		
	essential	0.601		
	descriptive	0.538		
2	«Impact strength» (9.12%)		«Impact strength» (9.92%)	
	inducing to the conclusions	0.767	prompt	0.737
	inducing to the actions	0.747	inducing to the	0.711
	prompt	0.581	conclusions	0.628
			inducing to the	0.592
		actions	0.589	
		fast		
		useful		
3	«Activity» (5.94%)		«Activity» (7.72%)	
	structured	0.822	structured	0.801
	analytical	0.642	analytical	0.706
	fast	0.424	informative	0.600
	raw	-0.497	qualified	0.551

Their titles are as close as possible to the universal categories of consciousness: Assessment, Strength and Activity (Osgood, Suci & Tannenbaum, 1957). There is a percentage of the factor variance next to the category title, and opposite to the descriptors there is their statistical load by the factor ($p \leq 0.01$).

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Horizontal analysis of the data in Table 3 demonstrates a high level of equality of the categories. First factor includes various features of information: objectivity, trustworthiness, completeness, etc., as well as its types (descriptive and analytical). The only difference is in the category that reflects a factorization of information from the press. It has less content and a more complex internal organization presented with two poles «accurate-blank». That is why it got a more general title «Assessment».

The second category is more homogenous according to its leading descriptors. Young people interpret the power of the information mainly as its influence on the recipient's thinking and behaviour (20, 21), and its relevance (15).

The content of the third category, equal to the universal category «Activity», is different for all the media. Regarding the Internet portals, an emphasis is on their technological capabilities (transmission speed and pluralism of points of view). For TV and the newspapers, the activity of the information associated with the activity of the creators who work on the content and presentation. The information from social networks comprises negative characteristics in the minds of the respondents, therefore, it is designated as «Negative assessment» in Table 3.

Conclusions

Young people prefer digital media (social networks and Internet portals) and information got through informal communication. These sources are the most trustworthy according to the analysis. The least trustworthy sources are official information (TV, newspapers, representatives of the administration). A correlation between a degree of trust and officiality of the source might be considered as a manifestation of a psychological peculiarity of this age group, the youth nonconformism, in the modern reality of a digital society.

A relation between frequency of usage and a degree of trust to its contents is direct, though statistically not highly pronounced. Such a correlation proves the existence of a gap between usage of the source and interpreting its contents. Probably, it is this gap that makes it possible to organize a «zone of proximal development» for the development of independence and critical thinking of users.

The perception of young people of the information from the different media (Internet portals, social networks, TV) is significantly different. The fundamental difference is in «the sphere of influence of information» or «the sphere of the recipient's response». Specifically, information from Internet portals is addressed to the cognitive sphere while information from social networks and TV touches the emotional sphere. The profiles of the Internet sources and the press are statistically identical. This result is primarily due to the coincidence of ideas about a qualified approach in the processing and presentation of information through the media of different generations. There are certain differences referred to a faster broadcast of Internet information and the ability to transform a user's thinking and behaviour.

The categories of consciousness that mediate young people's understanding of information from different media are identical in their content. The representatives of the generation Z assess the information positively and empower with the ability to transform the recipients. However, the poorly differentiated content of the categories and the simplicity of their internal organization prove that the parameters of information are very little understood by young people. That is the reason they do not correspond to a specific type of media. In practice, it means that information from different sources has the same level of influence. Secondly, there is a necessity to teach to analyze information creating the «zone of proximal development». That may be possible by raising up a habit of asking and answering questions, e.g. «Who is the source?»,

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«What are the purposes?», «What is the position?», «What are the pros and cons?», «How does this position correlate with mine?». Third, such habits are significant both on a social level (being an effective way of countering possible organized destructive attacks on the mass consciousness) and individual (acting as a defense against possible cyber crimes).

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Медведська Олена. Особливості розуміння молодими людьми новинної інформації з різних типів ЗМК

АНОТАЦІЯ

Мета статті – встановити специфіку оцінки та розуміння молодими людьми інформації про поточні події в країні та світі, одержуваної з різних ЗМК (новинні інтернет-портали, соціальні мережі, телевізійні передачі, періодичні друковані видання).

Методи. Дослідження здійснено на вибірці студентів у віці від 17 до 23 років (дівчата, $n = 120$ і юнаки, $n = 80$). Емпіричне дослідження було спрямоване на вирішення трьох завдань. Перше – побудова ієрархії типів ЗМК за двома критеріями (частота звернення до джерела і ступінь довіри до нього). Вирішувалося це завдання за допомогою методу ран-

жування і кореляційного аналізу отриманих даних. Друге – аналіз уявлень молодих людей про характеристики інформації, що транслюється різними типами ЗМК. Для їх вивчення був використаний авторський варіант семантичного диференціала. Третє завдання – моделювання категорій свідомості, що опосередковують розуміння молодими людьми інформації з різних типів ЗМК; здійснювалася за допомогою факторизації даних семантичного диференціала.

Результати дослідження. Установлено, що максимальний ступінь довіри молоді люди демонструють щодо інформації про поточні події, яка отримується з інтернет-порталів, соціальних мереж, а також неформального спілкування. Мінімально вони довіряють повідомленням від представників адміністрації, а також від телебачення та друкованих видань. Порівняльний аналіз профілів оцінок характеристик інформації для різних типів ЗМК (інтернет-портали, соціальні мережі, телебачення і газети) виявив між ними статистично достовірні відмінності ($p \leq 0,01$), за винятком інформації інтернет-порталів і друкованих видань. У результаті факторного аналізу зіставлено різну кількість категорій, які опосередковують розуміння інформації з різних типів ЗМК, що демонструє вищу когнітивну складність свідомості молодих людей у сфері цифрових медіа. Зміст трьох провідних категорій для різних типів медіа виявився фактично ідентичним.

Висновки. Виявлено прямий взаємозв'язок частоти звернення до інформаційного джерела і довіри до змісту повідомлення. У молодих людей присутній високий ступінь довіри до неофіційних джерел інформації і низький – до офіційних. В уявленнях молодих людей інформація з новинних інтернет-порталів переважно впливає на їх когнітивну сферу, а із соціальних мереж і ТБ – на емоційну. Загальним для новин із цифрових і друкованих медіа є кваліфікований підхід до їх створення. Недиференційованість змісту категорій, що опосередковують розуміння інформації з різних типів ЗМК, доводить їх малоусвідомлюваний характер і актуальність зусиль із розвитку самостійності й критичності мислення молодих людей.

Ключові слова: засоби масової комунікації (ЗМК), інформація, молоді люди, ступінь довіри, категорії свідомості.

Медведская Елена. Особенности понимания молодыми людьми новостной информации из разных типов СМИ

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АННОТАЦІЯ

Цель статьи – установить специфику оценки и понимания молодыми людьми информации о текущих событиях в стране и мире, получаемой из разных СМК (новостные интернет-порталы, социальные сети, телевизионные передачи, периодические печатные издания).

Методы. Исследование осуществлялось на выборке студентов в возрасте от 17 до 23 лет (девушки, $n = 120$ и юноши, $n = 80$). Эмпирическое исследование было направлено на решение трех задач. Первая – построение иерархии типов СМК по двум критериям (частота обращения к источнику и степень доверия к нему). Решалась данная задача посредством методики ранжирования и корреляционного анализа полученных данных. Вторая – анализ представлений молодых людей о характеристиках информации, транслируемой разными типами СМК. Для их изучения был использован авторский вариант семантического дифференциала. Третья задача – моделирование категорий сознания, опосредующих понимание молодыми людьми информации из разных типов СМК; осуществлялась посредством факторизации данных семантического дифференциала.

Результаты исследования. Установлено, что максимальную степень доверия молодые люди демонстрируют по отношению к информации о текущих событиях, получаемой из интернет-порталов, социальных сетей, а также неформального общения. Минимально они доверяют сообщениям от представителей администрации, а также от телевидения и печатных изданий. Сравнительный анализ профилей оценок характеристик информации для разных типов СМК (интернет-порталы, социальные сети, телевидение и газеты) выявил между ними статистически достоверные различия ($p \leq 0,01$), за исключением информации интернет-порталов и печатных изданий. В итоге факторного анализа установлено различное количество категорий, опосредующих понимание информации из разных типов СМК, что демонстрирует более высокую когнитивную сложность сознания молодых людей в области цифровых медиа. Содержание трех ведущих категорий для разных типов медиа оказалось фактически идентичным.

Выводы. Выявлена прямая взаимосвязь частоты обращения к информационному источнику и доверия к содержанию сообщения. У молодых людей присутствует высокая степень доверия к неофициальным источникам информации и низкая – к официальным. В представлениях

молодых людей информация из новостных интернет-порталов преимущественно оказывает воздействие на их когнитивную сферу, а из социальных сетей и ТВ – на эмоциональную. Общим для новостей из цифровых и печатных медиа является квалифицированный подход к их созданию. Недифференцированность содержания категорий, опосредующих понимание информации из разных типов СМК, доказывает их малоосознаваемый характер и актуальность усилий по развитию самостоятельности и критичности мышления молодых людей.

Ключевые слова: *средства массовой коммуникации (СМК), информация, молодые люди, степень доверия, категории сознания.*

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Effective Classroom Management as a Way to Teach Pupils to Understand Novels

Ефективне управління класом як спосіб навчити учнів розуміти літературні твори

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ABSTRACT

The purpose of this article was to establish the degree of understanding of novels by pupils on the basis of patterns of interrelation of perceptual, contextual, integrative images, which were formed at different stages of understanding by them the content of the novels in the learning situations of secondary school teaching in the conditions of different literary environment of schoolchildren.

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. As the experimental method we used the questionnaire method (we proposed authors' questionnaires, which had the aim to study the qualitative characteristics of the literary environment of senior pupils).

The results of the research. At the stage of proposing the questionnaire, we tried to pre-diagnose the degree of pupils' understanding of novels due to the influence of the literary environment, which was determined by the level of studying pupils' opinions about literature. For this purpose we used questions that required the choice of one of the proposed answers, as well as open-ended questions. It should be noted that the most students have great difficulties answering open-ended questions. This was reflected in the appeals of senior pupils to the experimenter: «I do not know», «We were not told...». Such difficulties indicate a focus on factual knowledge rather than stimulating pupils' thinking, which generally reflects the predominant focus of schooling. This is also confirmed by the fact that the experimenter's instruction («In a case of difficulties, answering a difficult question not to answer it immediately, but to think and answer it later») wasn't followed in the second part of each question.

Conclusions. It was proved that while reading a novel a person firstly made assumptions about the content and the meaning of information, then there would be a dismemberment of the text, highlighting its basic, some general elements. Finally, through mental activity, the reader integrates these elements into a single structural whole. Thus, the recipient finds the meaning of the information of this novel. Therefore, understanding should be considered as a result of the mental activity of the subject, as a result of which a person actively uses the available factual knowledge and thus stimulates the activity of thought in the desired direction.

We think that understanding a novel can take place without the active mental activity of the reader. In this case we are talking about the so-called understanding-recollection, in cases where a person has already read this novel be-

fore. If you need to understand a new, unfamiliar one to yourself, understanding goes through a number of stages and always involves the implementation of active mental activity of the subject.

We characterize the process of understanding a novel as a certain transindividual discourse. In this case we have to note the concept of three main registers of the psyche of the Individual – Real, Imaginary and Symbolic ones – they are quite informative. These concepts are based on the fact that the development of human (conscious) forms of reflection of the reality is completely determined by the spheres of the society and the culture.

Key words: *classroom management, understanding the novels, transindividual discourse, the content, the meaning of information, the implementation of active mental activity of the subject.*

Introduction

In the scientific literature researchers (Онуфрієва, 2020; Mykhalchuk & Bihunova, 2019; Crookes, 1989) often refer in their definition of Contemporary approaches and methods of teaching young learners to the actions of teachers which are done to create and support environment for the academic and social emotional teaching of pupils of secondary school. As a rule scientists describe five types of actions (Vovk, Emishyants, Zelenko, Drobot & Onufrieva, 2020). In order to attain a high quality of classroom management, teachers have to: (1) *develop caring, supportive relationships with and among pupils;* (2) *organize and implement instructions in the ways that optimize students' access to learning.* The importance of developing favorable teachers-pupils relationships is also expressed by J. Camerad & W.F. Epling (1989), who state that teachers should (3) *encourage pupils' engagement in academic tasks,* which can be done by using group management methods. Also teachers have to (4) *promote the development of pupils' social skills and provide their self-regulation.*

Scientists (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) refer to this problem as making pupils responsible for their behavior. Finally, N. Honcharuk & L. Onufrieva (2018)

state that teachers should be able to (5) *use appropriate rules to assist pupils with behavioral problems*. The last two actions indicate that effective classroom management improves pupil's behavior (Терновик & Сімко, 2020). In such a way classroom management is the process of «ongoing» interaction between teachers and their pupils. That's why D. Barnes & F. Todd (1997) present a similar definition, which tells us, that classroom management refers to different actions which are taken with the aim to create and maintain learning environment, presenting it to be conducive for successful instructions (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and provide their engagement in the classroom activities). Both definitions emphasize the importance of actions which are taken by the teacher to facilitate learning among pupils.

Even though there are many factors (both internal and external ones) that should be taken into consideration while we are engaged in the teaching process. Under «the internal factors» we mean «factors inside the classroom», such as:

- ***Proposing effective instructions.*** Teaching practice due to the attention to individual of pupils follows well-planned instructions, which tend to enhance the order and the effective learning.

- ***Setting and implementing rules.*** The main goal of teaching at school is to achieve maximum amount of learning information within minimum time.

- ***Feedback according to appropriate behavior.*** It is the best principle to remember that praise of behavior would be more effective if it is linked with good performance.

- ***Classroom environment.*** Managed classrooms in the best way will increase pupils' desire to study in such supportive learning environment.

- ***Teacher's Approach.*** The best way to teach pupils is to develop their activity that lets them to create the rules instead of telling schoolchildren what the rules are.

- **Disabilities.** If one pupil has a learning disability, the teacher may need to spend more time with this pupil or provide the development of technician to organize the activities with him/her.

Under external factors we mean the factors which lie «outside the classroom», which affect such class management, as: *planning, the development of the teacher's person, organizing parent-teacher meetings and providing psychological factors.*

The external factors are distinct because they deal with the behavioral problems in class management whereas the latter deals with the way how teachers teach and how pupils learn. While dealing with pedagogical matters (learning-teaching process) teachers deal with the behavior matters either. All these factors are just like pieces of a pie that make the main figure. In this case it is «successful class-management» and «successful teaching and learning process» in general.

So, the teachers' role in managing a classroom successfully is of much importance since the teacher should consider different factors in order to make a successful class management. And as a result of this we'll propose some of the psychological factors that affect on class management.

In a situation of a rapid change, increasing innovation and proliferating knowledge, lifelong learning is the most important educational objective. Because of the exponential growth rate of information, knowledge and skills become outdated before acquisition or mastery. To address effectively the impact of the information explosion on the preparation of pupils for their future, professional schools and educators need to utilize instructional methodologies that not only help pupils to acquire content knowledge and to develop problem-solving and reasoning skills, but also to develop lifelong learning skills. We teach the most effectively when we help our pupils to learn how to learn...not what to think and make and do in (we mean the current year); but how to think and how to learn for those years of life and profession than lie ahead.

So, we propose such psychological factors which in a great degree affect the classroom management. We think that these factors will influence the pupils' understanding of novels.

1. Pupils' Motivation

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated process with drudgery instead of delight. A large number of pupils – more than one in four – leave school before graduating. Many of them are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in their own experience of learning.

Pupils' motivation naturally has to do with their desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although pupils may be equally motivated to perform some task, and the sources of their motivation may greatly differ. So, there are schoolchildren who are **INTRINSICALLY** and others who are **EXTRINSICALLY MOTIVATED**.

A pupil who is intrinsically motivated undertakes an activity for his/her own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Extrinsically motivated pupil performs «in order to obtain some reward or avoid some punishment which is external to the activity itself», such as grades, stickers or teacher's approval.

So, teachers can do enough with pupils who are extrinsically motivated in order to make a successful management and a successful classroom in general. We found that when pupils were confronted with complex intellectual tasks, those pupils with an intrinsic orientation use more logical information-gathering and decision-making strategies as the schoolchildren who were extrinsically oriented.

Pupils with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically

oriented ones gravitate toward such tasks which are low from the side of degree of their difficulty. Extrinsically oriented pupils are inclined to put forth the minimal amount of efforts who understand the necessity to get the maximal reward.

Although every educational activity cannot be and perhaps should not be intrinsically motivated. Such situations suggest that when teachers can capitalize on existing intrinsic motivation there are several potential benefits.

2. Solving of disciplinary problems

As it was noted the public's attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although our researches (Mykhalchuk & Kryshevych, 2019) address discipline at the school level, it is the individual teacher who at the first line is of defense according to discipline problems.

Many of teaching strategies and the ways of problems' solving are used to address discipline issues at the school or classroom levels; they are administrative in their nature. These strategies and the ways of problems' solving involve the school principal or a classroom teacher. Examples of these strategies and the ways of problems' solving include suspension policies, a teacher is proactive from time to time. Also the teacher organizes daily communication, debriefing and family group conferencing. The staff and the administration of school need to consider carefully the use of these procedures and to develop policies for their general use.

3. Teacher-Pupil Relationships

If a teacher has good relationships with pupils, then schoolchildren more readily accept the rules and provide procedures and the disciplinary actions that follow their violations. Without the foundation of good relationships, pupils commonly resist the rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be like a balance between High Cooperation and High Dominance.

4. *Mental Set*

Among four elements having been outlined, this is probably the most unusual one, at least in terms of a title – Mental Set. Mental-Set or «mindfulness» is a heightened sense of situational awareness and conscious control over one's thoughts and behavior relative to this or that situation. It is a tendency to someone who can only see solutions that have worked in the past. This type of fixed thinking can make it difficult to come up with solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences which help us to solve the issues we face, and all these factors can make us difficult to see a novel, to find its understanding or creative ways of fixing current problems.

What can be done to overcome these factors?

The first step for teachers is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt this state by assigning him/her with homework he/she likes accomplishing. The next step is to give him/her a choice of assignment (we have to determine three assignments and then let pupils to choose one of them). This choice makes them feel happier. There is also a process called «attribution retraining», which involves modeling, socialization and practice exercises, it is sometimes used when we have a deal with discouraged pupils.

The goals of attribution retraining are to help pupils to: 1) concentrate on the tasks rather than becoming distracted by fear of failure; 2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching some problem instead of giving up; 3) attribute their failures to insufficient efforts, lack of information or reliance on ineffective strategies rather than on the lack of abilities. That's why because of the reason that potentially lazy pupils

who value learning for their own sake are priceless, it is crucial for parents, teachers and school leaders devote themselves fully to engendering, maintaining and rekindling pupils' motivation to learn.

So, these behavioral challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having well-developed school – global procedures in each school. Problems' solving at this level usually is involved the Core Team and the In-School Team. As a school develops appropriate strategies and the ways of problems' solving for pupils with discipline problems, these basic practices should be kept in our mind.

The statement research was organized by us from September, 2020 till May, 2021. Its **purpose** was to establish the degree of understanding of novels by pupils on the basis of patterns of interrelation of perceptual, contextual, integrative images, which are formed at different stages of understanding by them the content of the novels in the learning situations of secondary school teaching in the conditions of different literary environment of schoolchildren.

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. As the experimental method we used the questionnaire method. The content of the authors' questionnaires have the aim to study the qualitative characteristics of the literary environment of senior pupils: the number of novels having been read last year, the complexity and the diversity of the latter, the means of mastering literary culture, the degree of self-awareness. We proposed questionnaires as for pupils so for their parents.

We formed experimental and control groups by using the method of randomization (213 senior pupils):

- experimental groups:
 - E1 (35 pupils) – 11-B form of secondary school № 15 in Rivne;
 - E2 (37 pupils) – 10-A form of secondary school № 15 in Rivne;
 - E3 (34 pupils) – 9-A form of secondary school № 15 in Rivne;
- control groups:
 - C1 (36 pupils) – 11-A form of secondary school № 7 in Rivne;
 - C2 (35 pupils) – 10-B form of secondary school № 7 in Rivne;
 - C3 (36 pupils) – 9-A form of secondary school № 7 in Rivne.

Results and their discussion

The statement of the relationships between the understanding of the novel by pupils and the literary environment, as well as the specifics of the latter, was established by us by comparing the data of two samples of pupils. One of them (experimental form E3 and control form C3) consisted of pupils studying by the program with in-depth study of Foreign Literature, the other sample (experimental forms E1, E2 and control forms C1, C2) – pupils of senior forms who are engaged into studying by a regular program. So, the differences in these programs are a variable value of the literary environment.

At this stage of the experiment *the questionnaire method* was used. The content of the authors' questionnaires we propose below.

QUESTIONNAIRE FOR PARENTS

Dear parents! We ask you to answer the questions of the questionnaire so that we can get to know your child better. The results of this questionnaire will be used exclusively for the benefit of the child. We will not, under any circumstances,

inform teachers and school staff about the places in the questionnaire that may lead to conflicts between parents and teachers. Here they are.

The name and the surname of your child _____

The form in which he/she studies _____

1. Your child is having for the subject «Foreign literature»:

- 1.1. «12»
- 1.2. «12–10» and «9»
- 1.3. «9»
- 1.4. «9–7» and «6»
- 1.5. «6»
- 1.6. «6–4» and «3»
- 1.7. «3»

2. How does your child feel about learning Foreign Literature?

- 2.1. With great interest.
- 2.2. With interest.
- 2.3. Without interest.

3. What explains your child's failures in studying Foreign Literature?

- 3.1. Weak pre-training.
- 3.2. Skipping of lessons.
- 3.3. Because of illness.
- 3.4. Employment at home.
- 3.5. The teacher vaguely explains the material for studying.
- 3.6. Because of great interest in other subjects.
- 3.7. Because of spending a lot of time on other types of activity which are related to the process of studying.
- 3.8. Because of being inattentive in class.
- 3.9. Because of other reasons.

4. Do you connect your child's future with a profession where knowledge of Foreign Literature is used?

- 4.1. Yes.
- 4.2. Partially.

- 4.3. No.
5. Do you have a philological education?
 - 5.1. Yes.
 - 5.2. No.
6. Is your current work related to Foreign Literature?
 - 6.1. Closely.
 - 6.2. Partially.
 - 6.3. Not related at all.
7. How often do you study Foreign Literature with your child?
 - 7.1. Very often.
 - 7.2. Often.
 - 7.3. When I've free minute.
 - 7.4. Rarely.
 - 7.5. I do not study Foreign Literature at all.

Thank you for participating in our research!

QUESTIONNAIRE FOR PUPILS

1. Do you like to read novels?
2. How many novels did you read last year?
3. With whom do you discuss novels?
4. Do you always understand the novels you have read?
5. What novels do you like most of all (classic, detective, science fiction, others)?
6. What novels do your parents like and why?
7. Do you like and understand classical novels? If not, explain why.
8. If you were the author of a novel, what would you tell in it?
9. What can a novel tell better than music, painting?
10. What do you think when reading a novel?
11. Why do you think the author of the novel wants people to read his/her text? What novels would you like to read and discuss in class?

Accordingly, the data obtained as a result of the questionnaire allowed: a) to state the number of novels read by pupils

for the last year; b) to identify reference persons (those people with whom you prefer to read and to discuss novels); c) to reveal the semantic side of the pupils' quasi-communication with the author and the heroes of the novel; d) to establish the means of quasi-communication of pupils with the author and the heroes of the novel and the degree of awareness of the latter.

The analysis of the answers of pupils who studied by both the program with in-depth study of Foreign Literature (E3, C3 forms) and according to the standard program (E1, E2, C1, C2 forms) allows us to identify common to this age group characteristics of the literary environment. Thus, Foreign Literature is the subject of communication for 32.4% of senior pupils of E1 form, for 34.5% schoolchildren in C2, for 27.8% of pupils – in E2, for 26.3% – in C2, for 33.7% – in E3, for 36.2% – in C3. The most active is the communication of pupils with their friends according to their own literary issues (respectively 24.1% of schoolchildren in E1, 20.0% – in C1, 21.8% – in E2, 26.7% – in C2, 30.1% – in E3, 32.3% – in C3). The least active pupils are with their parents when we tell about discussing novels by them (2.3% of pupils in E1, 4.4% – in C1, 5.2% – in E2, 4.1% – in C2, 5.8% – in E3, 6.7% in C3).

Teachers of Foreign Literature are active partners of communication for pupils when we tell about literary topics in 10.2% of cases in E1, in 12.8% – in C1, in 14.7% – in E2, in 15.3% of cases – in C2, for 26.7% – in E3, for 24.7% – in C3. The tendency to narrow the circle of competent adults, such as parents and teachers (compared with the friends), is one of the reasons for declining the level of the development of literary culture of schoolchildren.

Thus, the semantic aspect of communication of senior pupils is characterized by their interests in different areas of literary culture. The latter is largely represented by detective novels and fiction. This data are higher in C3 form. In this control form there is a slight increase in the percentage of

pupils (from 2019 to 2021), who are more interested in these novels than in classical one: 57.3% pupils – in 2019, 68.9% – in 2020, 87.4% – in 2021. In E3 form the values of this indicators are respectively 37.8%, 32.6%, 49.1%, in E2 – 31.6%, 63.8%, 59.4%, in C2 – 32.3%, 44.2%, 71.6%, in E1 – 39.2%, 37.5%, 45.8%, in C1 – 42.4%, 59.6%, 71.8%.

We determined the percentage of the representation of conversations or discussions according to classical novels in the communication of pupils in extracurricular activities (such as the discussion about the plot of the novels, the main characters, the events, etc.): in E1 form – 34.8%, 32.6%, 41.2%, in E2 form – 27.4%, 31.6%, 18.7%, in E3 form – 44.2%, 47.6%, 39.2%, in C1 form – 25.6%, 31.7%, 38.4%, in C2 form – 49.6%, 32.8%, 40.5%, in C3 form – 51.0%, 47.2%, 36.4% (data from 2019 to 2021).

There is also a general tendency to displace literary classics from the sphere of literary interests of senior pupils. This trend is confirmed by the answers of schoolchildren to the questionnaire about their literary interests, which was formulated in indirect form («What literary novels would you like to read and discuss in the learning process?»). In the content of answers to this question, the percentage of classical literary novels for pupils of E1 (from 2019 to 2021), respectively is: 27.4%, 29.5%, 38.6%, for E2 – 30.8%, 29.7%, 53.6%, for E3 – 41.2%, 40.6%, 52.4%, for C1 – 37.6%, 32.1%, 50.8%, for C2 – 27.6%, 23.6%, 30.9%, for pupils of C3 – 44.2%, 51.6%, 47.8%. The difference in the quantitative values of these data and the results given above suggests that the motivation of quasi-communication of senior pupils with serious literary novels is external: classical novels for schoolchildren are more as a simple subject which means meeting personal interests and needs.

At the stage of proposing the questionnaire, we tried to pre-diagnose the degree of pupils' understanding of novels due

to the influence of the literary environment, which was determined by the level of studying pupils' opinions about literature. For this purpose we used questions that required the choice of one of the proposed answers, as well as open-ended questions. It should be noted that the most students have great difficulties answering open-ended questions. This was reflected in the appeals of senior pupils to the experimenter: «I do not know», «We were not told...». Such difficulties indicate a focus on factual knowledge rather than stimulating pupils' thinking, which generally reflects the predominant focus of schooling. This is also confirmed by the fact that the experimenter's instruction («In a case of difficulties, answering a difficult question not to answer it immediately, but to think and answer it later») pupils usually did not follow the second part of each question.

Conclusions

So, we made some conclusions. Reading a novel, a person firstly makes assumptions about the content and the meaning of information, and then there will be a dismemberment of the text, highlighting its basic, some general elements. Finally, through mental activity, the reader integrates these elements into a single structural whole. Thus, the recipient finds the meaning of the information of this novel. Therefore, understanding should be considered as a result of the mental activity of the subject, as a result of which a person actively uses the available factual knowledge and thus stimulates the activity of thought in the desired direction.

We think that understanding a novel can take place without the active mental activity of the reader. In this case we are talking about the so-called understanding-recollection, in cases where a person has already read this novel before. If you need to understand a new, unfamiliar to yourself, understanding goes through a number of stages and always involves the implementation of active mental activity of the subject.

We characterize the process of understanding a novel as a certain transindividual discourse. In this case we have to note the concept of three main registers of the psyche of the Individual – Real, Imaginary and Symbolic ones – they are quite informative. These concepts are based on the fact that the development of human (conscious) forms of reflection of the reality is completely determined by the spheres of the society and the culture.

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Михальчук Наталія, Данчук Юлія. Ефективне управління класом як спосіб навчити учнів розуміти літературні твори

АНОТАЦІЯ

Мета статті – встановити ступінь розуміння школярами літературних творів на основі закономірностей прояву взаємозв'язку перцептивного, контекстуального й інтегративного образів, які формуються на різних етапах осмислення змісту прочитаного твору в ситуаціях розв'язання старшокласниками літературних задач в умовах різноманітного літературного оточення.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. У якості експериментального методу використано метод анкетування (реpondентам було запропоновано авторські анкети, метою яких було вивчення якісних характеристик літературного середовища старшокласників).

Результати дослідження. На етапі анкетування діагностовано ступінь розуміння школярами літературних творів завдяки впливу літературного оточення, що визначалося на рівні вивчення думок учнів про

літературу, специфіки відображеної ними літературної реальності, засобів опанування літературною культурою. Визначено, що більшість учнів у відповідях на запитання відкритого типу мали неабиякі труднощі. Це виражалося у таких зверненнях старшокласників до експериментатора: «Я не знаю», «Нам не говорили» тощо. Подібні труднощі свідчили щодо орієнтації на фактичні знання, а не на стимулювання мислення школярів, що загалом відображало переважну спрямованість шкільного навчання. Це підтверджувалося також і тим, що інструкцію експериментатора («У випадках виникнення труднощів у процесі відповіді на складне запитання не відповідати на нього відразу, а подумати і відповісти на нього пізніше») учні, як правило, не виконували в другій її частині.

Висновки. Доведено, що, читаючи літературний твір, людина спочатку висуває припущення щодо змісту і смислу інформації, потім відбувається розчленування тексту, виокремлення його основних, базових елементів. Визначено, що завдяки мисленнєвій діяльності читач об'єднує ці елементи у єдине структурне ціле. Таким чином реципієнт знаходить смисл інформації певного літературного твору. Тому розуміння слід розглядати як результат мисленнєвої діяльності суб'єкта, внаслідок якого людина активно використовує наявні фактичні знання і тим самим стимулює роботу думки у бажаному для себе напрямку.

Доведено, що розуміння літературного твору може відбутися без активної мисленнєвої діяльності читача. У цьому разі йдеться про так зване розуміння-пригадування, тобто у випадках, коли людина вже читала запропонований твір раніше. За потреби зрозуміти новий, незнайомий для читача твір, розуміння проходить низку етапів і завжди передбачає здійснення активної мисленнєвої діяльності суб'єкта.

Схарактеризовано процес розуміння літературного твору як певний трансіндивідуальний дискурс. У цьому випадку провідними є три основні реєстри психіки – Реальний, Уявний і Символічний. Отже, розвиток людських (свідомих) форм відображення дійсності цілком детермінується сферами суспільства і культури.

Ключові слова: управління класом, розуміння літературних творів, трансіндивідуальний дискурс, зміст, значення інформації, здійснення суб'єктом активної розумової діяльності.

Михальчук Наталиа, Данчук Юлія. Эффективное управление классом как способ научить учеников понимать литературные произведения

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АННОТАЦІЯ

Цель статьи – установить степень понимания школьниками литературных произведений на основе закономерностей проявления взаимосвязи перцептивного, контекстуального и интегративного образов, которые формируются на разных этапах осмысления содержания прочитанного произведения в ситуациях решения старшеклассниками литературных задач в условиях разнообразного литературного окружения.

Для решения поставленных в работе задач использовались следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. В качестве экспериментального метода использован метод анкетирования (респондентам были предложены авторские анкеты, целью которых было изучение качественных характеристик литературной среды старшеклассников).

Результаты исследования. На этапе анкетирования диагностирована степень понимания школьниками литературных произведений благодаря влиянию литературного окружения. Указанная нами степень определялась с учетом изучения мнений учащихся о литературе, специфики отображаемой ими литературной реальности, средств освоения литературной культуры. Определено, что большинство учеников в ответах на вопросы открытого типа испытывали значительные трудности. Это выражалось в таких обращениях старшеклассников к экспериментатору: «Я не знаю», «Нам не говорили» и др. Подобные трудности свидетельствовали об ориентации на фактические знания, а не на стимулирование мышления школьников, что в целом отражало направленность школьного обучения. Это подтверждалось также и тем, что инструкцию экспериментатора («В случаях возникновения трудностей в процессе ответа на сложный вопрос не отвечайте на него сразу, а подумайте и ответьте на него позже») учащиеся, как правило, не выполняли во второй ее части.

Выводы. Доказано, что, читая литературное произведение, ученик сначала выдвигает предположение относительно содержания и смысла информации, затем происходит расчленение текста, выделение его основных, базовых элементов. Определено, что благодаря мыслительной деятельности читатель объединяет эти элементы в единое структурное целое. Таким образом реципиент находит смысл информации данного литературного произведения. Поэтому понимание следует

рассматривать как результат мыслительной деятельности субъекта, в результате которой человек активно использует имеющиеся фактические знания и, тем самым, стимулирует работу мышления в желаемом для себя направлении.

Доказано, что понимание литературного произведения может произойти и без активной мыслительной деятельности читателя. В данном случае речь идет о так называемом понимании-припоминании, то есть о тех случаях, когда человек уже читал данное произведение ранее. При необходимости понять новое, незнакомое для читателя, произведение понимание проходит ряд этапов и всегда предполагается осуществление субъектом активной мыслительной деятельности.

Дана характеристика процессу понимания литературного произведения как определенного трансиндивидуального дискурса. В данном случае ведущими являются три основных регистра психики – Реальный, Мнимый и Символический. Таким образом, развитие человеческих (сознательных) форм отражения действительности вполне детерминируется сферами общества и культуры.

Ключевые слова: *управление классом, понимание литературных произведений, трансиндивидуальный дискурс, содержание, значение информации, осуществление субъектом активной умственной деятельности.*

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Writing as a Way to Form Students' Creativity

Удосконалення письма як шлях становлення креативності студентів

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ABSTRACT

The aim of research is: to distinguish four approaches of defining the essence of creativity depending on which one of the four aspects of this problem is dominant in some a case: the environment in which creative activity is carried out; a creative product; a creative process; a creative person, his/her characteristics.

*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. After analyzing different approaches, we provide the following classification of definitions of creativity:

1) definitions that take into account novelty as the main criterion of creativity. In such a way, we point out that the characteristic «production of something new» is actually included these definitions. However, we'll differently propose

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the approaches with the description of the novelty. Thus, we believe that it does not matter whether a society recognizes a certain idea as a new one, but it is important that it has to be new to the creator. On the contrary, we believe that novelty should be fixed in terms of culture, be recognized by contemporaries;

2) definitions in which creativity is opposed to conformity. It includes the definitions, which, contrasting the creativity to conformity, emphasize the importance of bringing originality, a new look at the problem. Such definitions include the understanding of creativity in such a way, when we believe that a creative person is free from both sides – we mean conformism and nonconformism;

3) definitions that focus our attention on the creative process. Thus, we emphasize the importance of creative thinking, and we consider creative thinking as a process of seeing or creating relationships between objects, phenomena, objects on both conscious and unconscious levels. In such a way, we distinguish four stages of the creative process: preparation, incubation, comprehension, review (or analysis). This understanding of creativity is based on any existing method of systematic training of subjects in the process of creative thinking;

4) the definitions that emphasize the importance of developing mental abilities of the person. We define creativity in a view of the development of mental abilities of the individual, which in such a way provides creative achievements in the process of the person's activity. According to this, creative thinking includes divergent products in its structure, which, in turn, contribute to the generation of new, original, unusual and perhaps unique informational levels based on this standard, well-known paradigm of information. However, creative thinking is not reduced to divergent one, because it also implies a person's sensitivity to problems, the ability to reorient.

Conclusions. *We proposed the approach based on determining the levels of creativity which are developed by writing. We offered the following levels of creativity: a) expressive creativity – for example, spontaneous drawing by children; b) productive creativity – scientific and artistic products; c) inventive creativity, when ingenuity is manifested in materials, methods and techniques; d) innovative creativity – improvement through modification; e) generating creativity – the formulation of a completely new principle or assumption around which new ideas, concepts, theories and schools may arise.*

Key words: *writing, students' creativity, a creative product, a creative process, a creative person, levels of creativity, expressive creativity, productive creativity, inventive creativity, innovative creativity, generating creativity.*

Introduction

Writing is a very important skill in our daily life. It helps us in realizing communication among people in social communities. It also plays a significant role in the process of language development, learning and teaching. Therefore, teaching communicative skills is important particularly to learners of English as for foreigners. However, writing instruction involves different challenges that need to be taken into account. There may be so many problems in writing by students. It's a pity, but a great many problems are unsolved in scientific literature. Firstly, we've to tell about the problem of the development of the person's creativity. This problem is relevant at the English lessons. We'll try to explain our point of view.

English learners' mistakes should be analyzed carefully because these mistakes show the process of learning a language. The learners' mistakes are very important providing the insight into how far a learner has progressed in acquiring a language and showing how much more the learner needs to study (Гончарук & Онуфрієва, 2018; Онуфрієва, 2020). Traditionally, writing is defined as the paper-based modality; however, many writings nowadays are happening through computer-based medium. Today's learners use computers such as a tool for learning, and teachers have to adopt the use of different technologies to be taught.

So, **the aim of research** is: to distinguish four approaches of defining the essence of creativity depending on which one of the four aspects of this problem is dominant in some a case: the environment in which creative activity is carried out; a creative product; a creative process; a creative person, his/her characteristics.

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

From the one side, among four main types of speech activity (speaking, reading, listening and writing) the first three ones are recognized as contemporary teaching methods of foreign languages in a way of studying by students different subjects. From the other side, writing the letter is considered only as a mean of mastering the first three types of speech activity. Therefore, in practice, in the educational process, writing is not always given due attention. Among many teachers there is a misconception that writing is developing according to oral characteristics. However, scientists have also noted that one should not hope that in a way of mastering the mechanism of writing, written skills will become as rich and developed as oral speech, and will be similar to a written type of the translation according to the original (Amabile, Conti, Lazenby & Herron, 1996).

In accordance with psychologists (Collins & Amabile, 1999), written speech is characterized by a number of peculiarities. First of all, it is necessary to note the abstractness of written speech, which manifests itself in two aspects: the first one is when written speech is speech «in thought», «by presentation», speech, having been deprived of the most significant sign of oral speech – «material sounds». Secondly, writing is a speech «without a companion», hence it requires more consciousness, it has to be thought out and planned. That's why some scientists noticed that the partner of communication and even «the silent listener» helps to regulate oral speech. A direct contact with the speaker helps to identify misunderstanding (Onufriieva, 2017). The reaction of the listener arbitrarily directs the speaker, making him/her to stay by one or another aspect of speech in more details, explaining the peculiarities

or characteristics of oral or written speech. The person who writes must independently determine such a way of constructing a statement that makes it more understandable to the reader (Mykhalchuk & Kryshevych, 2019).

The abstractness of oral speech causes one main its peculiarity – consciousness, hence more attention to the selection of lexical-grammatical devices, syntactic organization of sentences and composition of the whole text. Psychologists (Івашкевич & Гудима, 2020) also oppose oral and written speech by a great number of parameters. We will restrict ourselves to indicate only those ones which are the most significant in the aspect of our article.

The specificity of oral speech, if compared with the written one, is that a speaker (a listener) has a whole complex of extra-linguistic factors that are deprived by the person who writes (reads): intonation, pauses, voice modulation, facial expressions and pantomime, auto-correction and others. From this point of view situational and conditional dependence of the speech is given by the oral statement of the implicit (hidden) semantic background, which in the written language can be expressed only through lexical-grammatical means.

Written speech, the main characteristics of which determine the absence of the partner of communication, is therefore maximally deployed, in which the syntactical dismemberment reaches its highest maximum. By writing, due to the lack of partners of communication, it is rarely possible for understanding from the half-word, from predicative words or word-combinations. In written speech there are different situations, which exclude the possibility of having a common purpose in students' thoughts. Therefore, written speech in this aspect in its comparison with the oral one, maximally has been expanded and complicated form of speech looking at syntax, by which it is necessary to use a much larger number of words than in oral speech for the expression of the person's individual thought.

The analyses of the psychological features of the generation (perception) of written speech and the linguistic features of its design are necessary for the organization of the effective educational process. In our opinion, only speech that from the both sides corrects (corresponding to accepted linguistic and psycho-linguistic norms), becomes rich (diverse from the side of use of lexical and grammatical constructions), and coherent (logical, sequential, having pauses, syntactically incomplete units, etc.). These characteristics can be considered to be well-developed. In order to form the abilities of students on this level of speech, it is necessary to organize such forms of the activity, which simultaneously provide a great improvement of students' skills of registration and content-filling of their own written statements. Such form of the written activity is creative in general, from a side of a lot of characteristics. That's why, if to show writing as a creative type of the activity, it is possible to develop creativity of students as a personal capability.

To our mind, mistakes are no longer perceived as something bad or inappropriate in teaching or learning a language and in such a way that should be deleted in any reason. On the contrary, mistakes have become a necessary component of the educational process, because they in a great degree develop students' thinking and their creativity. And even more, there is a special type of linguistic analysis that focuses students' attention on those mistakes made by them. We define the mistakes in the analysis as means of identifying, classifying and systematically interpreting inappropriate forms of speech activity taken by those students who study a foreign language. That's why we can further argue that correcting mistakes is a procedure used both by researchers and teachers having been involved in collecting forms of the activities of perceiving the linguistic material having been studied, identifying mistakes, classifying them by types and reasons, and their different characteristics. In some situations we can argue that the

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mistakes can be performed for different purposes: a) to know how well someone knows the language; b) to understand how a person learns the language; c) to get information about the typical difficulties of learning a language. The method of analysis of language mistakes in the written forms of the activity, performed by students, is useful for developing students' creativity.

To prove this mind we can give some examples. In such a way, in the researches (Boden, 1991) it was proposed the analysis of mistakes made by students whose native language is not English (Japanese, Chinese, Burmese, French, Czech, Polish, Tagalog, Maori, Malaysian, most of Indian and West African languages), without comparing them among themselves. So, the scientist analyzed the sources of mistakes in the process of studying of a foreign language. Also he identifies 1007 mistakes in the process of writing English texts by 50 Czech students.

According to these results, we'll say that with the aim to develop students' creativity it is useful to study mistakes in a foreign language. It is important from different points of view for students of different social groups. Firstly, the mistakes are important as for students so for teachers. Analyzing mistakes, the teacher studies how students not only make a great progress in learning, but also how they show their creativity. In this way, one can see that they still need to study, discover and confirm the strengths and weaknesses of the curriculum. If a teacher understands that it is difficult to master the language and why the mistakes can be, a student will be able to spend more time in the classroom organizing practical exercises on this or that subject. Also the analyses of mistakes can thus provide a significant support of the learning process of students. Secondly, mistakes provide invaluable «live» information according to the learning process and language proficiency, emphasizing on the methods and strategies that students use by the way to study a foreign language. Third-

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ly, the mistakes will be useful for students in the process of self-development of their creativity and self-knowledge. The ability to analyze own mistakes, the understanding of their mistakes and their analysis provide the learning mechanisms for students. If students understand that some material is difficult for them to learn, they will pay more attention, do such kind as grammatical inflections, not only by a way of training but also in the process of natural speech. We should remember that analysis of students' own is not the method of an evaluation – it is a method of help or facilitation.

Understanding both the teacher and the student, typical mistakes and their subsequent analysis determine the further steps of both a partner of communication in learning process. Among them there are the main ones: the development of ways to correct typical mistakes, the preparation of a number of mistakes in a foreign language and speech tasks for exercising at classes and at home, the choice of choosing a textbook of a corresponding level of language, the development of strategies for learning the second language. Some representatives of the Theory of the mistakes' analysis see the differences between «language mistakes» and «language flaws». For example, we define «a language mistake» as a systematic deviation from the chosen norm or set of rules. «Language mistakes» allow a pupil to gain new knowledge of the rules of the language, which is incomplete, perhaps because they were influenced by the linguistic system of their native language.

Language mistakes can be divided into receptive and productive ones. Receptive mistakes are those ones arising from misunderstanding of the intentions by the student (a speaker). There are also productive mistakes – those ones that facilitate the expression of each student. Also we indicate local and global language mistakes. Local ones do not interfere with the whole process of communication and they do not prevent general comprehension of the statement. Global mistakes are, on the one hand, more serious than local ones, because global mis-

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takes interfere with global social communication and violate the content of each statement in such a way. Local mistakes have a deal with the use of different forms of a noun and a verb, with the use of articles, prepositions and auxiliary verbs. Global mistakes may also be considered the wrong order of words in the sentences and apply to all levels of the language system: phonological, morphological, lexical, and syntactic ones. In turn, language flaws are random deviations, not fixed to any language system, and, unlike global linguistic mistakes they are done not systematically and in the same way. Language flaws may have various evidences and varieties, such as in the form of refusals, distortion of the heard information, wrong start, the lack of agreement between the subjective and the predicate types of connections in the long complex sentences. The example of a language flaw can be the case when a student who knows the difference between «a man» and «a woman» and when he/she acquainted with pronouns, uses «she» in the meaning of «a man». We think that language flaws have a place in writing and in oral speech as a result of carelessness, fatigue, inattentiveness and others.

That's why we have to draw our attention to the fact that it is necessary to distinguish openly false statements – those ones which are obviously grammatically incorrect, and hidden false statements, which are grammatically correctly used, but they are incomprehensible in the context of communication. In addition to the typology of mistakes, long-term researches organized by us in this area suggest that there are several main reasons for mistakes in learning a foreign language. The first reason is interference of a native language, or interlingual translation, which is a negative influence of a native language. The native language of students plays the important role in learning of a foreign language. The process of translation from the native to a foreign language is one of the causes of written mistakes. This happens because the student tries to translate the sentences from the native language to the foreign one lite-

rally. This is probably the most common mistake, for example, when we have a deal with the translation of idioms.

Mistakes having been done under the influence of the native language are called inter-lingual/intra-lingual. The second reason relates to intramuscular factors of language development. Intra-lingual mistakes and language development mistakes depend on the severity of the second language having been studied. The reason for the correction of mistakes can be the terms or the context in which the foreign language is studied. For example, we mean the situation when a class is with a teacher, teaching linguistic materials, in a case of studying at school or solving social situations in a case of learning a foreign language by students' own. In a case of classroom management, a teacher or a tutor can contribute to the student's misconception about a foreign language. Another example is the student's loss of motivation to study because the materials and/or a style of students' submission are not appropriate to each person, and, as a result, there is a lack of attention to the learning process in general. Of course, such educational process can not be creative.

The fourth reason for possible mistakes is the prevalence of communicative strategies, which involves the conscious use of verbal mechanisms for the expression of the idea without a particular linguistic form that is inaccessible to each student for some reasons. These reasons are noted by us by some expressions:

1. ***Simplification***: students often choose simple examples and design some information instead of more complex activities, for example, using Present Simple instead of Present Continuous in English.

2. ***Generating or preparing creative tasks***. Students often choose one form or design some material in a creative context and transfer it to another context where there is no need to be used without understanding the components (parts) of phrases or sentences. Creative language is pleasant for tourists, filled

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with borrowed phrases, most of which there are phrases, where some expressions and phrases are grouped from different points of view, according to different models.

3. **Avoidance** (syntactical, lexical, phonetic, thematic creative tasks). Some students are difficult to use some structures. As a result, these students avoid using these structures and use simpler ones instead of the first structures. For example, in the lexical structure «I lost my way», the student avoids the use of the word «way» and says instead of it «I said I'd lost my road».

The example of *phonological avoidance* is the fear of misunderstanding a word and, as a result, this student is a liar, there is a substitution that «He does not speak the truth». In a case of «*thematic avoidance*» to avoid the main subject the student may change the subject of conversation, pretend that he does not understand it, or just does not answer at all.

4. *False assumptions*: many mistakes of students can be caused by a false assumption of a foreign language. For example, some students think that the word «as» is an indicator of the present day. Therefore, they express themselves in such a way: «He talks as the teacher».

In the other example the verb «was» is an indicator of the past. Based on this frame we'll say: «It was happened last night». The model of mistakes' analysis includes three stages:

1) *data collection* – a sample of the language body, written or oral one, the identification of mistakes, their type of classification and numerical representation. Traditionally, written forms of the activity of students in large groups were selected for some samples. For example, a letter is shown a reproductive skill. Students have time to systematize their knowledge and can clearly show areas of incomplete knowledge. For example, after the first written assignment, the teacher will be able to understand that a half of the students do not understand the use of capital letters, so this material may be included later. These are such skills, as: *listening and reading* are difficult to

identify some mistakes, as the causes of these mistakes are not obvious;

2) *a qualitative description* of mistakes includes a comprehensive analysis of each mistake and a source of its origin;

3) *conclusions* are the explanation of various types of mistakes, taking into account the various factors which influenced their occurrence. The theory of mistakes' analysis was extremely useful for deeper understanding of language mistakes that students admit. This was a useful approach that encouraged further research and the development of new theories. However, it was not without disadvantages. Firstly, our Theory of Mistakes' Analysis takes into account only some main cases of incorrect use of different forms of mistakes. However, the student does not take into account at least two things. One of them is the correction of forms that a student uses. Mistakes themselves can not provide accurate information about what the student actually knows. Secondly, as the student progresses in learning the language, he/she produces the ability to avoid problem structures. Students can count very few mistakes in the meaningful of subordinate sentences by the examples of other students. According to further analysis it may be clear that the student simply does not try to use these subordinate sentences in general – rightly or wrongly. Students who know that they are having difficulties with such structures can look for different ways to avoid their use. The prospect of further intelligence is the study of the traditions and the current state of Ukrainian pedagogical science teaching foreign language by the definition and the analysis of language mistakes, the study of contemporary linguistics for the identification and the analysis of language mistakes.

In such a way let us present common mistakes in students' writing activities in English.

Affect / Effect

- Affect is a verb, for example: «Sometimes, the weather affects my mood».

- Effect is a noun, for example: «The effect of weather on ice-cream sales is well documented».

Thinking in terms of «the effect» you can usually determine whether to use «affect» or «effect» since «the» will not put in front of a verb.

To add to the confusion, bear in mind that some people may use «effect» as a verb (for example, «Contractors seek to effect a settlement with strikers») but this usage is slightly archaic and the most often they are used in legal writing.

Apostrophes

However, by learning few simple rules and the inevitable exceptions, you should be able to use apostrophes.

The apostrophe is used for a purpose, either to indicate a possession (implying ownership) or a contraction (in a place of other letters). Since its use to indicate a contraction is easiest, we will deal with this case.

Using Apostrophes to Indicate Contraction

Where one or more letters have been dropped, an apostrophe is used as a replacement:

- it is = it's;
- we are = we're;
- does not = doesn't;
- of the clock = o'clock.

Using Apostrophes to Indicate Possession

Apostrophes are also used to indicate possession:

- Matthew's car.
- The farmer's field (one field owned by one farmer).

If the subject (the farmer or Matthew above) has a name ending with «s», then there is a choice to either follow the formal rule («The Jones's house») or to drop the final «s» (such as «The Jones' house»). The choice is a matter of style but the important thing is to be consistent.

If the subject is plural, the apostrophe is placed after «s»:

- The teachers' staff room.

- The farmers' fields (multiple fields having been owned by multiple farmers).

We've to note that if the word is already plural, for example «children» or «people», then you would write «children's» or «people's».

When we do not Use Apostrophes

If the word is a plural then we do not use «s» after the apostrophe (for example, kittens' – only the apostrophe). Placing an apostrophe before the final «s» is universally considered incorrect and commonly referred to as the «greengrocer's apostrophe» (or «greengrocers' apostrophe» if referring to more than one greengrocer).

There are possible exceptions to these rules if the word comprises a single letter, a number or abbreviation where the simple addition of «s» could cause confusion. For example: There are two «t's» in Matthew.

To write «There are two ts in Matthew» may confuse the reader even though it is grammatically correct. Alternatively, you could rephrase this, as: «There are two «t's in Matthew».

However, the contemporary convention is to avoid using apostrophes in plurals wherever it is possible even in the plural of numbers and abbreviations.

For example: «I keep buying DVDs» and «He loves 80s music» is preferable to adding an apostrophe.

Could have / Should have / Would have

Even though we might pronounce «could've» (a contraction of «could have») as «could of» – this is incorrect. Always use could have / should have / would have.

It's / Its

- It's is a contraction of two words: it is or it has.
- Its is possessive, like «hers», «his», and «whose».

The confusion between «it's» and «its» takes a place, because by virtually every other word «'s» (the apostrophe + s) which indicates possession, so English speakers naturally want to use «it's» to mean «something is belonging to it».

But «it's» is only used when it is a contraction of «it is» or «it has».

If you are in doubt as to which version to use, we'll try replacing the word with «it is» or «it has». If this still scans correctly then use «it's», otherwise, use «its».

There / Their / They're

- There refers to a place or the idea. The example of «there» is when we use referring to place «it is»: «Look over there!» The example of «there is (are)» is used when it is referring to an abstract idea: «There are many ways to skin a cat».

- «Their» has possessive meaning when someone owns something, for example: «Their dog keeps getting into our garden».

- «They're» is a contraction of «they are» (the apostrophe replaces the missing letter). The example of «they're» is used: «They're moving to the next door».

There's / Theirs

- «There's» is a contraction of «there is».
- «Theirs» is the third person plural, the possessive pronoun which replaces «their + noun». The idea shows that there's a need to emphasize the context be the apostrophe (hence «there's»), derives from the convention that, in virtually every other word, «'s» (apostrophe + s) indicates possession. However, theirs is an exception and «their's» is incorrect.

To / Too / Two

«To» has two functions. Firstly, it is a preposition and it is always preceded by a noun, for example:

- I am going to the shops.
- This belongs to Mary.

Secondly, «to» indicates an infinitive when it is preceded a verb, such as:

- I need to sleep.
- He wants to go for a walk.

«Too» also has two ways of using, the first is as a synonym for «also», for example:

- Can I come too?
- I think that's his bag too.

Secondly, «too» means excessively when it is preceded by the adjective or the adverb:

- I'm too tired to go out.
- You're too generous.

The most common confusion is between «to» and «too». Try to replace the word with «also» or «as well» and if the phrase makes sense then we use «too». Otherwise, if it is not a number, we use «to».

Let us show *Frequently Misused Words*. Some words there are in the meaning of «Decimate».

«Strictly», «decimate» mean «to reduce by one-tenth» or «not to reduce by one-tenth». However, this usage is now increasingly common, and seems likely «to become accepted».

In some cases the word phrases are used in the meaning of «Literally». «Literally» means «actually» or «without exaggeration». When you say «I literally...» you are describing something exactly as it is happened without exaggeration. If you were to say «I literally died of boredom» you are implying you actually are died and the use of «literally» is therefore incorrect.

Lose / Loose

«Lose» is the opposite of «win», while «loose» is the opposite of «tight» or «contained».

Weather / Whether

«Weather» is usually a noun referring to the atmospheric conditions at a particular point in time (What's the weather like there?), but it is also a verb with the meaning affected by the weather (for example: «Your fence has really weathered») or even as a figure of speech means «to get through» or «to survive something», for example: («We weathered the crisis»).

«Whether» is a conjunction that introduces alternatives, for example: «Whether I win or lose...» or «You do it whether

you like it or not». «Whether» is similar to «if», so if you could replace the word with «if», then use «whether».

After analyzing different approaches, we provide the following classification of definitions of creativity:

1) definitions that take into account novelty as the main criterion of creativity. In such a way, we point out that the characteristic «production of something new» is actually included these definitions. However, we'll differently propose the approaches with the description of the novelty. Thus, we believe that it does not matter whether a society recognizes a certain idea as a new one, but it is important that it has to be new to the creator. On the contrary, we believe that novelty should be fixed in terms of culture, he recognized creativity by contemporaries;

2) definitions in which creativity is opposed to conformity. It includes the definitions, which, contrasting the creativity to conformity, emphasize the importance of bringing originality, a new look at the problem. Such definitions include the understanding of creativity in such a way, when we believe that a creative person is free from both sides – we mean conformism and nonconformism;

3) definitions that focus our attention on the creative process. Thus, we emphasize the importance of creative thinking, and we consider creative thinking as a process of seeing or creating relationships between objects, phenomena, objects on both conscious and unconscious levels. In such a way, we distinguish four stages of the creative process: preparation, incubation, comprehension, review (or analysis).

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Conclusions

Also we proposed the approach based on determining the levels of creativity which are developed by writing. We offered the following levels of creativity: a) *expressive creativity* – for example, spontaneous drawing by children; b) *productive creativity* – scientific and artistic products; c) *inventive creativity*, when ingenuity is manifested in materials, methods and techniques; d) *innovative creativity* – improvement through modification; e) *generating creativity* – the formulation of a completely new principle or assumption around which new ideas, concepts, theories and schools may arise.

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Набочук Олександр. Удосконалення письма як шлях становлення креативності студентів

АНОТАЦІЯ

Мета дослідження – виокремити чотири підходи до визначення сутності творчості залежно від того, який із чотирьох аспектів цієї проблеми є у даному випадку домінуючим: середовище, у якому здійснюється творча діяльність; творчий продукт; творчий процес; творча особистість, її характеристики.

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

Результати дослідження. Проаналізувавши різні підходи, ми пропонуємо таку класифікацію визначень творчості:

1) визначення, що враховують новизну як основний критерій творчості. Зокрема, можемо вказати, що характеристику «продукування чогось нового» фактично включено у ці визначення. Однак, до опису самої новизни ми підходимо по-різному. Так, ми вважаємо, що зовсім не важливо, чи визнає суспільство певну ідею новою, а важливим є те, щоб вона була новою для самого творця. Також ми вважаємо, що новизна повинна фіксуватися в термінах культури, тобто визнаватися сучасниками;

2) визначення, у яких творчість протиставляється конформності. До них належать визначення, які, протиставляючи творчість конформності, наголошують на значущості привнесення оригінальності, нового погляду на проблему тощо. До таких визначень відноситься й розуміння творчості, яке передбачає, що творча людина звільнена як від конформізму, так і від нонконформізму;

3) визначення, що орієнтуються на творчий процес. Так, ми наголошуємо на важливості для людини творчо мислити й розглядаємо творче мислення як процес бачення чи створення взаємозв'язків між предмета-

ми, явищами, об'єктами як на свідомому, так і на несвідомому рівнях. Ми виокремлюємо чотири етапи творчого процесу: підготовка, інкубація, осягнення, перегляд (або аналіз). Відтак, в основу становлення креативності покладено будь-який існуючий метод систематичного навчання суб'єктів творчому мисленню;

4) визначення, які наголошують на важливості розвитку розумових здібностей людини. Так, ми визначаємо творчість з огляду на розумові здібності особистості, що забезпечує творчі досягнення у процесі діяльності. Отже, творче мислення вміщує у своїй структурі дивергентну продукцію, що, своєю чергою, сприяє породженню нової, оригінальної, незвичайної, а, можливо, й унікальної інформації на основі стандартної, добре відомої інформації. Однак, творче мислення не зводиться до дивергентного, адже воно також має на увазі чутливість людини до проблем, здатність до переорієнтування тощо.

Висновки. Отже, ми запропонували рівні творчості, що формуються в особистості внаслідок становлення здатності до письма. Ми пропонуємо такі рівні творчості: а) експресивна творчість – наприклад, спонтанне малювання дітьми; б) продуктивна творчість – наукові та художні продукти; в) інвентивна, або винахідницька, творчість, коли винахідливість проявляється в матеріалах, методах і техніках; г) інноваційна творчість – покращення шляхом модифікації; д) творчість, що породжує – формулювання абсолютно нового принципу чи припущення, навколо якого можуть виникнути нові ідеї, концепції, теорії та школи.

Ключові слова: письмо, творча діяльність студентів, творчий продукт, творчий процес, творча особистість, рівні творчості, експресивна творчість, продуктивна творчість, інвентивна творчість, інноваційна творчість, творчість, що породжує.

Набочук Александр. Совершенствование письма как путь становления креативности студентов

АННОТАЦИЯ

Цель исследования – выделить четыре подхода к определению сущности творчества в зависимости от того, какой из четырех аспектов этой проблемы является в этом случае доминирующим: среда, в которой осуществляется творческая деятельность; творческий продукт; творческий процесс; творческая личность, ее характеристики.

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

Результаты исследования. Проанализировав различные подходы, мы предлагаем следующую классификацию определений творчества:

1) определения, учитывающие новизну как основной критерий творчества. В частности, можем указать, что характеристика «делания чего-то нового» фактически включена в эти определения. Однако, к описанию самой новизны мы подходим по-разному. Во-первых, мы считаем, что совсем не важно, признает ли общество определенную идею новой, а важно, чтобы она была новой для самого творца. Во-вторых, мы считаем, что новизна должна обязательно фиксироваться в терминах культуры, т. е. признаваться современниками;

2) определения, в которых творчество противопоставляется конформности. К ним относятся определения, которые, противопоставляя творчество конформности, подчеркивают значимость привнесения оригинальности, нового взгляда на проблему. К таким определениям относится и понимание творчества, которое предусматривает, что творческий человек является освобожденным как от конформизма, так и от неконформизма;

3) определения, ориентирующиеся на творческий процесс. В статье подчеркнута важность для человека творчески мыслить. Мы рассматриваем творческое мышление как процесс видения или создания взаимосвязей между предметами, явлениями, объектами как на сознательном, так и на бессознательном уровнях. Мы выделяем четыре этапа творческого процесса: подготовка, инкубация, постижение, анализ. В основу становления креативности, таким образом, может быть положен любой существующий метод систематического обучения субъектов творческому мышлению;

4) определения, которые подчеркивают важность развития умственных способностей человека. Мы определяем творчество как процесс, учитывающий умственные способности личности, что обеспечивает творческие достижения в процессе деятельности. Таким образом, творческое мышление содержит в своей структуре дивергентную продукцию, что, в свою очередь, способствует порождению новой, оригинальной, необычной, а, возможно, и уникальной информации на основе стандартной, хорошо известной информации. Однако, творческое

мышление не сводится к дивергентному, ведь оно также подразумевает чувствительность человека к проблемам, способность к переориентации и др.

Выводы. Были предложены уровни творчества, которые формируются у личности в результате становления способности к письму. Мы предлагаем следующие уровни творчества: а) экспрессивное творчество – например, спонтанное рисование детьми; б) продуктивное творчество – научные и художественные продукты; в) инвентивное, или изобретательское, творчество, когда изобретательность проявляется в материалах, методах и техниках; г) инновационное творчество – улучшение через модификацию; д) порождающее творчество – формулирование совершенно нового принципа или предположения, вокруг которого могут возникнуть новые идеи, концепции, теории и школы.

Ключевые слова: письмо, творческая деятельность студентов, творческий продукт, творческий процесс, творческая личность, уровни творчества, экспрессивное творчество, продуктивное творчество, инвентивное творчество, инновационное творчество, порождающее творчество.

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Preventive System of Hospitalism Syndrome in Early Children with Cerebral Palsy

Система профілактики синдрому госпіталізму в дітей раннього віку з ДЦП

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Авторський внесок: Руденко Л. – 50%, Сняткова Т. – 50%.

ABSTRACT

The preventive system of hospitalism syndrome in young children with cerebral palsy includes primary, secondary and tertiary prevention, which are interrelated and ensure its successful functioning.

The aim of the research is to substantiate the peculiarities of preventive system of hospitalism syndrome in young children with cerebral palsy.

To achieve this goal, we used the following **research methods**: theoretical analysis and synthesis of the main regulations of psychological and pedagogical science on the problem of occurrence and prevention of hospitalism syndrome in young children with cerebral palsy; study of psychological principles of preventive work with young children with cerebral palsy; systematization of the results of scientific and theoretical analysis of the features of preventive work with young children with cerebral palsy.

Results of the research. We found that primary prevention provides active work with young children with cerebral palsy before the hospitalization symptoms' onset in order to prevent its occurrence. Secondary prevention includes the teamwork of various specialists, aimed at preventing the exacerbation of hospitalization in children, when its onsets are already present. Tertiary prevention is aimed at preventing the relapse of hospitalism against the background of the reconditioning of cognitive and social activity of young children with cerebral palsy. In accordance with the objectives of the research, a model of the preventive system of the syndrome of hospitalism in young children with cerebral palsy, we identified directions, conditions and areas of implementation of primary, secondary and tertiary prevention. In the process of substantiation of the prevention system, we indicated the specialists of different profiles perform the main activities within the primary, secondary and tertiary prevention of hospitalism syndrome in young children with cerebral palsy.

Conclusions. The main condition for the success of the preventive system of hospitalization in young children with cerebral palsy is a systematic approach to its implementation, consistent implementation of the tasks of primary, secondary and tertiary prevention.

Key words: hospitalism, young children, cerebral palsy, preventive work, early age.

Introduction

The relevance of preventive work with young children with cerebral palsy is primarily associated with the worrying trend of a general decline in the birth rate of healthy children nowadays. Through the significant percentage of children born with cerebral palsy, modern psychological and pedagogical science pays much attention to the study of its causes, various forms of care, psychological support of the child and his family, who faced the problem of raising a child with special needs and disorders of psychophysical development.

Nevertheless, there is little research devoted to studying the psychological development of children with cerebral palsy during their long-term treatment in various medical institutions. Separation from the mother or a substitute effects on children so, that leads to sensory and emotional deprivation, imbalances of emotional ties with beloved ones, exacerbates psycho-emotional and motor development disorders, which may further be manifested as hospital syndrome. The foreign psychological literature (J. Bowlby, J. Langmeier and Z. Matejcek, K. Horney) considered the problem of hospitalism in young children through the prism of maternal (emotional) deprivation, and requires a timely solution, prevention of exacerbation of its consequences, which can lead to disorders of socialization and adaptation of the child in society (Боулби, 2004: 73–75; Лангмейер, 2004: 107; Хорни, 2002: 127).

Ukrainian scientists (N. Dmytriyuk, I. Krupnyk, I. Manokhina, J. Petrochko etc.) analyze the peculiarities of the emergence and overcoming of symptoms of mental deprivation, which, in their opinion, occurs in orphans, children deprived of parental care, who are for a long time separated from close people (Дмитріюк, 2015: 130; Крупник, 2012: 160; Манохіна, 2012: 106; Петрочко, 2010: 73).

We consider the syndrome of hospitalism as a deterioration of health and developmental disorders (mental, intellectual, emotional, speech, physical) due to separation of the child

from the mother or a substitute, and not meeting the basic needs of treatment, care, communication, complete development. Depending on child's deprivation and unmet needs, he (she) shows symptoms of maternal, sensory, communicative, emotional, social deprivation.

The problem of prevention of hospitalization in young children with cerebral palsy is due to the long stay of these children while treatment in various medical institutions and the high risk of this syndrome due to separation from beloved ones (mother or substitute).

At the same time, in psychological science, researchers gave insufficient attention to the study of hospitalism. Generally, they reveal its definitions, causes, directions of correctional work with children in the conditions of hospitalism (N. Vocharina, N. Dmitriyuk, I. Krupnyk, I. Mamashchuk, J. Petrochko etc.) (Бочаріна, 2016: 399; Дмитріюк, 2015: 130; Крупник, 2012: 160; Мамайчук, 2001: 217; Петрочко, 2010: 73).

In the research, V. Havrylkevych, E. Evsegneeva, T. Zhuravel, P. Krasnova, O. Prykhodko, I. Parfanovych, A. Pevneva, R. Rakhmanov, N. Shevchenko and others pay attention to the principles of providing psychological assistance to children with cerebral palsy (Havrylkevych, 2021: 169; Евсегнеева, 2020: 815; Журавель, 2013: 86; Краснова, 2018: 101; Приходько, 2008: 39; Парфанович, 2009: 37; Певнева, 2019: 605; Рахманов, 2016: 77; Шевченко, 2019: 354). Despite substantial research by the following scientists, the problem of preventive work with young children with cerebral palsy that has the syndrome of hospitalization, is insufficiently considered.

The purpose of the research is to ground the peculiarities of the implementation of preventive system of hospitalism syndrome in young children with cerebral palsy.

The tasks of the research

1. To analyze the methodological principles of the system of primary, secondary and tertiary prevention of hospitalism

syndrome in young children with cerebral palsy (determine the tasks, conditions and areas of implementation).

2. To develop a model of preventive system of hospitalism syndrome in young children with cerebral palsy, including primary, secondary, tertiary prevention.

3. To reveal features of preventive system's realization of a syndrome of hospitalism at children of early age with cerebral palsy, to distinguish the basic activity's directions of various team of specialists within primary, secondary and tertiary prevention with these children.

Research methods and techniques

In researching the peculiarities of the preventive system of hospitalism syndrome in young children with cerebral palsy, we used the following methods: theoretical analysis and synthesis of the main regulations of psychological and pedagogical science on the problem of onset and prevention of hospital syndrome in young children with cerebral palsy; study of psychological principles of preventive work with young children with cerebral palsy in terms of deprivation of their basic needs; systematization of the results of scientific and theoretical analysis to implement the features of the system of preventive work with young children with cerebral palsy, including primary, secondary and tertiary links.

Results and discussions

Many scientists in the field of psychology, pedagogy, sociology, medicine and others studied the prevention as a system of measures to prevent various negative phenomena and processes. According to T. Zhuravel, in the general sense prevention is defined as a set of measures aimed at preventing mental and behavioral disorders, maintaining mental well-being; prevention of the disease and its relapse, as well as measures aimed at preventing the transition of the disease to its chronic forms (Журавель, 2013: 86).

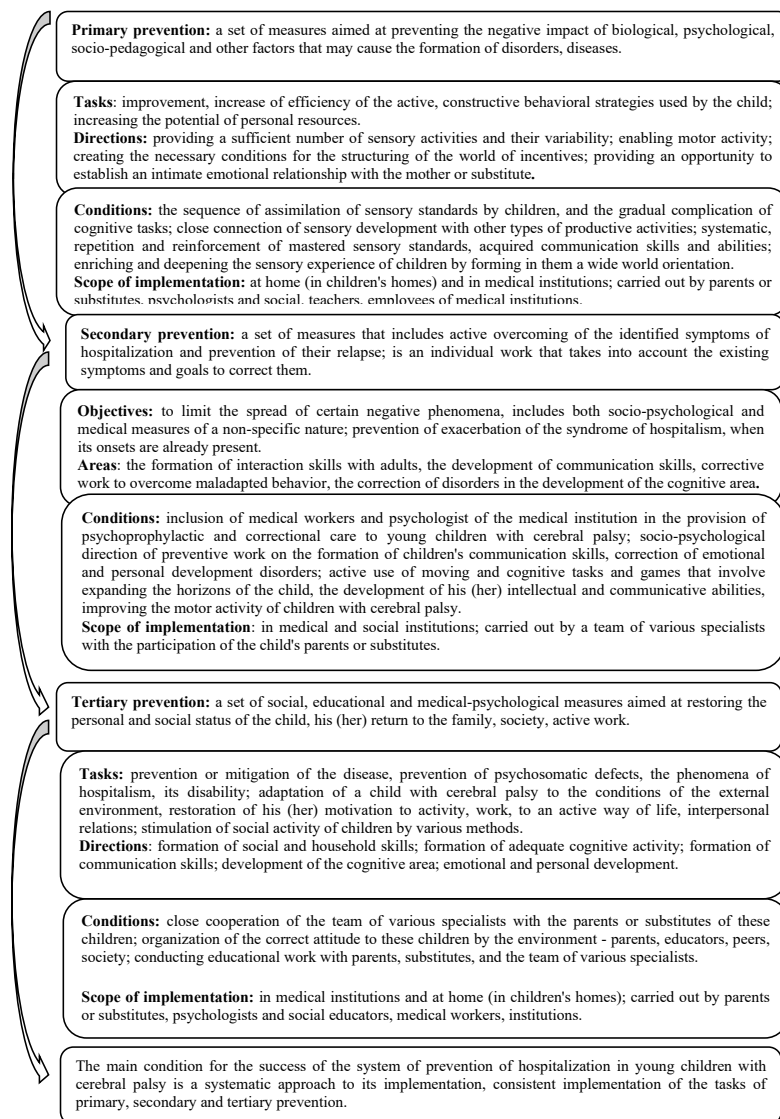


Fig. 1. The preventive system of hospitalism syndrome in children with cerebral palsy

The modern psychological and pedagogical practice allocates primary, secondary and tertiary prevention, which we consider as a part of a single system of work to prevent and overcome the syndrome of hospitalism in young children with cerebral palsy (Fig. 1).

Primary prevention is often understood by scientists (T. Zhuravel, I. Parfanovych etc.) as a set of measures aimed at preventing the negative impact of biological, psychological, socio-pedagogical and other factors that can cause the formation of disorders, diseases. The primary preventive work with young children with cerebral palsy in hospital is to fulfill the child's day with interesting activities and plays, while providing it with sensory activities, sufficient information content and communication with adults and children (Журавель, 2013: 86; Парфанович, 2009: 37).

Important conditions for the implementation of the tasks of primary prevention of hospitalization in children with cerebral palsy are: the sequence of acquaintance of children with the sensory properties of objects, their assimilation of sensory standards and the gradual complication of cognitive tasks; close connection of sensory development of children with other types of productive activities (with play, communication, etc.); regularity of classes, repetition and reinforcement of mastered sensory standards, acquired communication skills and abilities; enriching and deepening the sensory experience of children by forming in them a wide orientation in the world around them.

Also, the conditions of primary prevention of the syndrome of hospitalism include: conducting various types of play activities with children, which will meet their need for physical activity (due to the body's ability – to turn his (her) head, raise his (her) arms); providing an opportunity to establish an intimate emotional relationship with the mother or a substitute (involving the mother in communicating with children, singing songs, learning poems, conducting certain elements of psycho-gymnastic exercises).

As an example of enriching the sensory experience of children with cerebral palsy, they are first introduced to sensory standards, offered to group homogeneous objects by different sensory qualities, then they need to correlate heterogeneous objects in size, shape, color, taking them into account in elementary productive activities (manipulation of these objects). For example, first the child is given a cube, later offered several cubes of different colors and sizes, later invited to pick up a red cube.

The combination of preventive work to prevent hospitalism syndrome in children with cerebral palsy in relation to their sensory development with different types of productive activities of children (play, communication), adult (mother or member of the team of specialists) create conditions for comprehensive formation, pay attention to fine motor skills, game skills, cognitive abilities. We consider the right opinion of V. Kashchuk, who emphasizes «realizing the importance and complexity of the tasks of sensory development of children, it is worth focusing on the following activities with children: the formation of a system of sensory standards; development of fine motor skills of the hand; development of their mental processes; development of mental operations; activation of children's vocabulary; formation of communicative abilities; creation of a development environment; formation of motor activity and development of coordination of movements; formation of self-regulation skills, etc» (Кашчук, 2015). It is important to involve young children with cerebral palsy in play, learning, communication, art and craft (painting, music, dance), physical activity within their abilities. Of course, children with cerebral palsy do not have the same abilities as their children of the same age with normal development, but even listening to an adult, participating in various types of communicative and musical games, performing psychogymnastic elements of exercises to music, perception of colorful activities has a beneficial effect on their cognitive development, enriches the system of

sensory standards. And friendly, caring communication of an adult with a child creates opportunities for the formation of an emotional connection with him (her), the child's feeling of caring for himself (herself), the idea that he (she) is loved and appreciated.

We consider regularity to be an important condition for the primary prevention of hospitalization syndrome, because early age is characterized by rapid rates of development, and therefore it is worth paying attention at this stage to everything that can be corrected or prevented. At the same time, as V. Kashchuk testifies, «the task of repeating the acquired skills and abilities should be different from the main task previously performed. The simple repetition of the same tasks can lead to mechanical, situational memorization, rather than to the progressive development of mental activity in young children» (Кашчук, 2015). Therefore, to prevent hospitalization in the process of sensory development of children, it is necessary to select similar tasks that differ from the previously mastered, but during which you can apply the acquired skills and abilities to develop children's horizons.

It is important to pay attention to the wide orientation of children with cerebral palsy in the environment. To do this, along with tasks to enrich the sensory development of children, it is advisable to offer them exercises that involve listening carefully to adult language (telling fairy tales, short stories, poems, introducing children to the seasons, weather phenomena), develop children's musical hearing (sing children's songs, lullabies), gradually develop musculoskeletal sensitivity (perform various exercises that are allowed for various disabilities of children with cerebral palsy). For example, in the development of musculoskeletal sensitivity, you can use the techniques of drawing in the air, when an adult takes a child's hand in his (hers) and helps him (her) draw, draw the outline of the image on paper or a cube on the table. Using the technique of joint drawing, the adult asks the child about

the colors of the objects and phenomena they will draw (sun is yellow, flower is red, grass is green), their location (sun at the top, grass at the bottom).

Primary prevention of hospitalism syndrome should be carried out at home by the parents of a young child with cerebral palsy before hospitalization in a medical institution for treatment or by psychologists and educators who raise these children in institutions for children deprived of parental care. Also, primary prevention should be implemented by specialists (psychologists, medical and social psychologists and educators) in institutions where young children with cerebral palsy receive medical care, undergo rehabilitation.

Secondary prevention aims to limit the spread of certain negative phenomena, includes both socio-psychological and non-specific medical measures (Парфанович, 2009: 37). According to its focus, the secondary prevention of hospitalism syndrome in young children with cerebral palsy is individual for a particular child.

During the secondary prevention of hospitalization symptoms when they are confirmed in children with cerebral palsy, the psychologist performs the following types (directions) of work: develops skills of interaction with adults, develops communication skills, conducts corrective work to overcome maladapted behavior, correction of cognitive disorders.

It is noted that the primary prevention of hospitalization involves active work with children with cerebral palsy before the onset of its symptoms in order to prevent its occurrence. And secondary prevention of hospitalism includes the work of a team of specialists in the prevention of exacerbation of the syndrome of hospitalism, when its onsets are already present.

According to I. Parfanovych, the implementation of secondary prevention programs should be carried out by specially trained professionals, psychotherapists, psychologists, social workers, teachers and a network of non-professionals – parents

of children with cerebral palsy, members of self- and mutual aid groups, counselors. The effect of secondary prevention programs is faster than that of primary (Парфанович, 2009: 37).

According to I. Mamaichuk, «rehabilitation specialists, psychologists and social pedagogues together with parents should carry out the necessary preventive and corrective work for children with cerebral palsy who have onsets of hospitalism. Such work should be aimed at the general development of the child, preventing the emergence of undesirable personality traits, such as stubbornness, irritability, tearfulness, uncertainty; on the formation of cognitive activity, the satisfaction of various interests, because many children with cerebral palsy have potentially preserved prerequisites for the development of intellectual processes (thinking, memory)» (Мамайчук, 2001: 217).

According to O. Viktorovich, the basis of secondary prevention of hospitalism is a systematically directed by psychological and pedagogical correction. The psychologist needs constantly to deal with a small patient, to entrust him with at least minimal tasks that help train memory, thinking and attention (Викторович, 2018). Medical staff can also be appropriate to interact with young children, performing with them psycho-correctional exercises and tasks, for example, to create trusting communication to use soothing gestures, pleasant intonation in conversation, hugs, stroking the child. To correct emotional disorders and onsets of maladaptive behavior of young children with cerebral palsy (introversion, alienation from the outside world, or vice versa violent reaction, stubbornness, unwillingness to receive treatment, scattering of things) psychologist with health professionals can use special techniques: reading author's therapeutic tales (according to the problem); involvement of children in a game situation with toys, cubes, various natural material that interests children; storytelling about various events and phenomena of the environment.

Thus, special exercises and techniques, tasks used in secondary preventive and corrective work to overcome the onsets of hospitalization in children with cerebral palsy, aimed at reducing children's anxiety, creating a trusting atmosphere of communication with adults, providing conditions for cognitive, emotional and socio-psychological development. Cognitive exercises aimed at developing children's attention, thinking and memory are effective; relaxation exercises (relaxation to musical accompaniment with stroking, hugging an adult); art-therapeutic exercises that ensure the development of children's creative abilities, create a sense of psychological comfort, promote the harmonious development of the child's personality; reading and discussion of metaphorical and therapeutic fairy tales, which promotes the development of ideas about the world around, activation of moral and spiritual development of the child, who gets acquainted with the norms of behavior and moral values of society (according to the chosen fairy tale and the problem solved in it).

We also want to emphasize the need to create conditions for motor activity of the child, inviting him to participate in games (raise the handles, shake his head, show how a butterfly flies, imagine a bee and reproduce its sounds, show how a cat stretches in the sun, etc.). This is how secondary preventive work to overcome the syndrome of hospitalization in young children with cerebral palsy expands children's understanding of the world around them, increases interest in learning about natural phenomena and weather, the peculiarities of relationships between people (for example, fairy tale characters).

According to O. Viktorovich, as a result of such preventive work it is possible to achieve the formation of a favorable emotional state in a child. She gets rid of the worries and anxieties associated with being in a hospital or an orphanage. In complex cases of hospitalization syndrome, a child with cerebral palsy may need drug therapy aimed at improving emotional stability and stimulating the development of cognitive functions (Вик-

торович, 2018). However, it is impossible to overcome the syndrome of hospitalism only with drug therapy, so we attach great importance to the active preventive and corrective work of a psychologist with young children with cerebral palsy.

The conditions for the effective implementation of secondary prevention of hospitalism syndrome include: the inclusion of medical workers and psychologists of the medical institution in the provision of psychoprophylactic and correctional care for young children with cerebral palsy; socio-psychological direction of preventive work on the formation of children's communication skills, correction of disorders of emotional and personal development (excitability, stubbornness, negativism, infantilism, etc.); active use of moving and cognitive tasks and games that involve expanding the horizons of the child, the development of its intellectual and communicative abilities, improving the motor activity of children with cerebral palsy.

Tertiary prevention is defined as a set of social, educational and medical-psychological measures aimed at restoring the personal and social status of the child, his return to the family, society, activities. Tertiary prevention among young children with cerebral palsy is mainly medical and social, individual and aimed at preventing the transition of the existing disease to its more severe form, the consequences in the form of persistent maladaptation. The role of professionals – psychotherapists, therapists, social workers and psychologists, as well as non-professionals – counselors members of social support groups and communities (Парфанович, 2009: 38) is growing sharply in the implementation of tertiary prevention. Note that tertiary prevention of hospitalism is aimed at preventing relapse when the syndrome has been overcome to prevent relapse.

According to I. Savenkova, the main tasks of tertiary prevention are the elimination or mitigation of the disease, prevention of the formation of psychosomatic defects, the phenomena of hospitalism, its disability; adaptation of a child with

cerebral palsy to the conditions of the external environment, restoration of his motivation to activity, work, to an active way of life, interpersonal relations; stimulation of children's social activity by various methods (Савенкова, 2014: 315).

The main areas of tertiary preventive and corrective work of a psychologist with young children with cerebral palsy are: the formation of social skills; formation of adequate cognitive activity; formation of communication skills; development of the cognitive sphere; emotional and personal development. The choice of the direction of preventive work with a child with cerebral palsy depends on the general objectives of its individual development and correction of psycho-emotional and intellectual, personal disorders, as well as the distribution of functional responsibilities between a team of specialists.

The conditions for the success of tertiary prevention of hospitalism syndrome in young children with cerebral palsy include close cooperation of a team of specialists with the parents of these children, or persons who replace them. It is through the group influence of parents and a team of doctors, teachers, speech therapists on a sick child can achieve sustainable improvement of its physical condition and prevent the formation of hospitalization syndrome, promote rapid recovery of impaired sensory, personal, psycho-emotional development.

We find confirmation of this opinion in R. Rakhmanov, who notes: «It is worth remembering that medical and social rehabilitation of children with cerebral palsy is a long-term problem that should be carried out in the most achievable conditions, under the supervision of specialists, inpatient or outpatient with the participation of the child's parents or persons who replace them» (Рахманов, 2016: 77). This not only helps to optimize the mental state of children, overcome their anxiety, aggression, depressive moods, increase cognitive activity, socialization, but also allow adults to see these changes, feel hope for improvement, understand the optimistic prognosis of treatment and rehabilitation of children with cerebral palsy.

A very important condition that contributes to the success of tertiary prevention and rehabilitation work with children with cerebral palsy, according to I. Savenkova, is the organization of the right attitude to these children by the environment – parents, educators, children of the same age, society (Савенкова, 2014: 315–316).

In addition to these areas of preventive work with young children with cerebral palsy to prevent and overcome the syndrome of prevention, we attach great importance to educational work with parents, substitutes, teachers and psychologists of orphanages, medical staff (doctors, nurses, social educators), where children with cerebral palsy receive long-term medical care. Such forms of work as lectures, educational and methodical seminars, individual and group consultations, workshops, during which the issues of hospitalism syndrome in children with cerebral palsy are covered, are expedient for carrying out with members of the team of various specialists working with children with cerebral palsy. Long-term treatment in various institutions, the conditions of its prevention, means and methods of work on its prevention and overcoming the consequences must be paid attention to. Specialists must be firmly aware of the harmful effects of hospital syndrome for young children with cerebral palsy, create the most comfortable conditions for these children in medical institutions, conduct targeted work to prevent hospitalization, as well as learn to work on this problem, carry out educational work to disseminate necessary knowledge among colleagues, parents of children with cerebral palsy.

In our opinion, an important condition for the success of the entire system of preventive work with young children with cerebral palsy in hospital is a systematic approach to its implementation, the consistent implementation of primary, secondary and tertiary prevention. Systematic stages of prevention of hospitalization in young children with cerebral palsy requires mandatory compliance with the sequence of care, namely: pre-

vention of hospitalization syndrome; active preventive work to prevent its exacerbation in children who have already certain onsets; prevention of relapse of hospitalism, restoration of cognitive and social activity, optimization of various spheres of development in children who have overcome it. With the elimination of any stage and violation of the system of preventive work with young children with cerebral palsy, the possibility of achieving a successful result in preventing their hospitalism syndrome is significantly reduced.

Conclusions

The system of hospitalization prevention includes three interrelated links: primary prevention (before the onset of symptoms of hospitalism, aimed at preventing its occurrence); secondary (when there are onsets of hospitalism, aims to prevent its exacerbation); tertiary (when the onsets of hospitalism are overcome, organized to prevent relapse). In accordance with the purpose and objectives of the study, a model of the preventive system of hospital syndrome in children with cerebral palsy was built, which considered the definition and objectives, identified areas, conditions and areas of primary, secondary and tertiary prevention. In the process of substantiation of the prevention system, it is indicated which of the team of various specialists performs the main activities within the primary, secondary and tertiary prevention of hospitalism syndrome in young children with cerebral palsy.

An important condition for the success of the entire prevention system is the systematic stages of providing care to a child with cerebral palsy, which includes mandatory compliance with the following sequence: prevention of hospitalization syndrome; active preventive and corrective work to overcome it and prevent exacerbation in certain onsets; restoration of cognitive and social activity, social adaptation to society, optimization of various spheres of development in children with cerebral palsy. With the loss of one of the links (primary,

secondary or tertiary prevention), the success of preventive work to prevent hospitalization in young children with cerebral palsy is significantly reduced. Therefore, the prevention of this syndrome in children with cerebral palsy requires a comprehensive approach and application of a system of primary, secondary and tertiary prevention.

A promising area of the study is the introduction of specific measures of the system of primary, secondary and tertiary prevention in the work of a team of various specialists with young children with cerebral palsy and determines the effectiveness of preventive activities.

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Руденко Лілія, Сняtkова Тетяна. Система профілактики синдрому госпіталізму в дітей раннього віку з ДЦП

АНОТАЦІЯ

Система профілактики синдрому госпіталізму в дітей раннього віку з дитячими церебральними паралічами включає первинну, вторинну й третинну профілактику, що є взаємопов'язаними ланками і забезпечують її успішне функціонування.

Мета статті – обґрунтувати особливості реалізації системи профілактики синдрому госпіталізму в дітей раннього віку з ДЦП.

Для досягнення зазначеної мети використано такі **методи дослідження**: теоретичний аналіз і синтез основних положень психолого-педагогічної науки з проблеми виникнення та профілактики синдрому госпіталізму в дітей раннього віку з ДЦП; вивчення психологічних засад профілактичної роботи з дітьми раннього віку з дитячими церебральними паралічами; систематизація результатів науково-теоретичного аналізу особливостей профілактичної роботи з дітьми раннього віку з ДЦП.

Результати дослідження. З'ясовано, що первинна профілактика передбачає активну роботу з дітьми раннього віку з дитячими церебральними паралічами до появи симптомів госпіталізму з метою запобігання його виникнення. Вторинна профілактика включає в себе роботу команди фахівців різних профілів, що спрямована на попередження загострення госпіталізму в дітей, коли вже наявні його прояви. Третинна профілактика спрямована на попередження повторного виникнення госпіталізму на тлі відновлення пізнавальної та соціальної активності дітей раннього віку з ДЦП. Відповідно до завдань дослідження побудовано модель системи профілактики синдрому госпіталізму в дітей раннього віку з ДЦП, виокремлено напрями, умови та сфери реалізації заходів первинної, вторинної й третинної профілактики. У процесі обґрунтування системи профілактики вказано, якими фахівцями різних профілів виконуються основні напрями діяльності у межах первинної, вторинної й третинної профілактики синдрому госпіталізму в дітей раннього віку з дитячими церебральними паралічами.

Висновки. Основною умовою успішності системи профілактики госпіталізму в дітей раннього віку з ДЦП є систематичний підхід до її проведення, послідовна реалізація завдань первинної, вторинної й третинної профілактики.

Ключові слова: госпіталізм, діти раннього віку, дитячий параліч, профілактична робота, ранній вік.

Руденко Лилия, Сняткова Тат'яна. Система профілактики синдрому госпіталізму у дітей раннього віку з ДЦП

АННОТАЦІЯ

Система профілактики синдрому госпіталізму у дітей раннього віку з дитячими церебральними паралічами включає первинну, вторинну та третинну профілактику, які є взаємозв'язаними ланками та забезпечують її успішне функціонування.

Ціль статті – обґрунтувати особливості реалізації системи профілактики синдрому госпіталізму у дітей раннього віку з ДЦП.

Для досягнення вказаної цілі використано наступні **методи дослідження**: теоретичний аналіз і синтез основних положень психолого-педагогічної науки по проблемі виникнення і профілактики синдрому госпіталізму у дітей раннього віку з ДЦП; вивчення психологічних основ профілактичної роботи з дітьми раннього віку з дитячими церебральними паралічами; систематизація результатів науково-теоретичного аналізу особливостей профілактичної роботи з дітьми раннього віку з ДЦП.

Результати дослідження. Вияснено, що первинна профілактика передбачає активну роботу з дітьми раннього віку з дитячими церебральними паралічами до появи симптомів госпіталізму з метою запобігання його виникненню. Вторинна профілактика включає в себе роботу команди спеціалістів різних профілей, направлену на запобігання загостренню госпіталізму у дітей, які мають його прояви. Третинна профілактика направлена на запобігання повторного виникнення синдрому госпіталізму на фоні відновлення пізнавальної та соціальної активності дітей раннього віку з ДЦП. Відповідно до завдань дослідження побудована модель системи профілактики синдрому госпіталізму у дітей раннього віку з ДЦП, виділені напрями, умови та сфери

реализации мероприятий первичной, вторичной и третичной профилактики. В процессе обоснования системы профилактики указано, какими специалистами различных профилей выполняются основные направления деятельности в рамках первичной, вторичной и третичной профилактики синдрома госпитализма у детей раннего возраста с детскими церебральными параличами.

Выводы. Основным условием успешности системы профилактики госпитализма у детей раннего возраста с ДЦП является систематический подход к ее проведению, последовательная реализация задач первичной, вторичной и третичной профилактики.

Ключевые слова: госпитализм, дети раннего возраста, детский паралич, профилактическая работа, ранний возраст.

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Peculiarities of the Relationship between the Psychological Climate and the Distribution of Roles in the Family

Особливості взаємозв'язку психологічного клімату та розподілу ролей у сім'ї

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ABSTRACT

The aim of the article is the determination of the peculiarities of the psychological climate and the distribution of roles in modern families, determination of the relationship between the studied factors.

Methods. The study was conducted using the following tests: UEA questionnaire (understanding, emotional attractiveness, authority) by A.N. Volkova; scale of family adaptation and cohesion (FACES-3); test on marital satisfaction (Yu.Ye. Alioshina, L.Ya. Gozman, O.M. Dubovska); questionnaire «Scale of love

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and sympathy» (Z. Rubin, modification by L.Ya. Gozman, Yu.Ye. Alioshina); methods of determining the peculiarities of the distribution of roles in the family (Yu.Ye. Alioshina, L.Ya. Gozman, O.M. Dubovska).

*Analysis of **the results of the research** didn't show any statistically significant difference in the performance of men and women at the level of family cohesion, both real and ideal. At the same time, from the point of view of women, the real adaptation in their families is higher than men think. According to women, in case of stressful situations, their family system will be able to adapt to new conditions. Men find their families less flexible. But the ideal family adaptation, according to men, should be lower than women think. The level of marital satisfaction, i.e. the degree of divergence of views on the ideal family adaptation and cohesion and the real characteristics of their own families in men is higher than in women. According to the results of the study, the author found that in general the level of marital satisfaction in men is higher than in women. It is noted that the level of love for men is also higher in relation to their wives than for women to men. Significant direct and inverse relationships between psychological climate factors and family roles have been identified, with a clear distinction between these relationships between women and men.*

Conclusions. *It can be stated that the psychological climate is a set of psychological conditions that contribute to or hinder the reunification of the family, a set of psychological states, moods, relationships of its members. Psychological climate is not a stable concept, it is created by members of each family, and it depends on their efforts what it will be like. The ability and desire to understand each other, to meet the needs of a partner in equality, to support the ideas of family members about family roles is part of the psychological climate of the family.*

Key words: *psychological climate of the family, distribution of roles in the family, family adaptation and cohesion, understanding, emotional attractiveness, authority, love, sympathy.*

Introduction

The relevance of the study is that the transformation of modern Ukrainian society is associated with contradictory processes in the spiritual sphere and is inseparable from the transformation of existing value systems. Views on the family as a process of reproduction of the socio-cultural component of

society, carried out through inheritance and transformation of values, norms, attitudes, patterns of behaviour of individuals, social groups and society as a whole, provides not only succession of generations but also integration of the entire social system.

In difficult, transitional periods of society's development, gender and family values remain stable regardless of change. Thus, the growing interest in the problems of the psychological climate of the family is natural and necessary in a transforming society. This becomes especially important in the case of family crisis, deformation of personal space, which, in its turn, affects the development of personality, its self-realization, self-actualization (Кришталь, 2007; Менабдишвили, 2014; Соломена, 2009; Олифирович, Зинкевич-Куземкина & Велента, 2006; Эйдемиллер, Добряков & Никольская, 2007; Маркова & Фальова, 2016; Маркова, Кожина, Кришталь & Вербовий, 2015; Onufriieva & Rudzevych, 2018; Lamanna & Riedmann, 2008; Peterson, Park, Pole, D'Andrea & Seligman, 2008; Ostman & Hansson, 2000).

Despite the high level of education of Ukrainian women (56% have higher education), researchers emphasize that our society maintains a patriarchal way of life, and traditionally family roles are in most cases distributed in such a way that they become a woman's responsibility or volunteer contribution of the husband (Дорожкіна, 2009; Соломена, 2009, etc.).

It is in the family that new ideas about the role of men and women in the modern world are formed, gender morality changes, and subcultural differentiation of gender and role identity is transformed. Researchers believe that the content of family roles depends on gender stereotypes and the culture in which they were formed (Соломена, 2009; Менабдишвили, 2014).

Purpose of the paper is the determination of peculiarities of the psychological climate and the distribution of roles in modern families, determination of the relationship between the studied factors.

Tasks of the paper

1. To analyze and theoretically summarize research on the peculiarities of the psychological climate in the family and the distribution of family roles.

2. To identify experimentally the gender differences in perceptions of the distribution of family roles and the psychological climate in the family.

3. To analyze the relationship between the psychological climate in the family and the distribution of family roles.

Research methods and techniques

Our study examined two conditionally distinct blocks: the distribution of family roles and the psychological climate of the family.

The study was conducted using the following tests: UEA questionnaire (understanding, emotional attractiveness, authority) by A.N. Volkova; scale of family adaptation and cohesion (FACES-3); test on marital satisfaction (Yu.Ye. Alioshina, L.Ya. Gozman, O.M. Dubovska); questionnaire «Scale of love and sympathy» (Z. Rubin, modification by L.Ya. Gozman, Yu.Ye. Alioshina); methods of determining the peculiarities of the distribution of roles in the family (Yu.Ye. Alioshina, L.Ya. Gozman, O.M. Dubovska).

To compare the sample averages belonging to two data sets, and to decide whether the mean values are statistically significant from each other, Student's T-test was used to determine the presence or absence of a relationship between the self-relationship of the subjects and their Pearson's correlation coefficient was used for perception and feeling of psychological well-being. Respondents were represented by the families from 8 to 12 age of experience, aged from 27 to 45 years old.

Results and discussions

Analysis of the results of the study of perceptions of the distribution of family roles in men and women who participated

in the study (Table 1) showed that a relatively small percentage of both men and women in the studied families seek to perform one or another family role. A low percentage (less than 50%) for most elections suggests that the analyzed family roles are performed by either the partner or the spouses together.

Table 1

Peculiarities of the distribution of family roles according to the choices of men and women

Family roles	Average scores		Student's T-test	Probability, p
	Men	Women		
1. Educational	7.15 ± 0.23	7.8 ± 0.21	–	p > 0.05
2. Emotional	6.95 ± 0.23	8.7 ± 0.24	2.5	p ≤ 0.05
3. Material support	5.6 ± 0.32	4.35 ± 0.07	2.3	p ≤ 0.05
4. Organization of entertainment	7.2 ± 0.25	7.05 ± 0.3	–	p > 0.05
5. The role of the master (mistress)	7.8 ± 0.35	7.5 ± 0.33	–	p > 0.05
6. Sexual partner	7.0 ± 0.3	9.3 ± 0.26	–	p > 0.05
7. Organization of family subculture	7.95 ± 0.18	7.05 ± 0.31	3.03	p ≤ 0.01

Thus, 25% of women and 5% of men take on the educational role exclusively, 45% of women and 10% of men perform economic duties independently.

Any woman doesn't take care of the family material support, 45% believe that this role is performed in the family by a man, 55% perform this role together. Half of the total number of women surveyed (50%) take on the role of «sexual partner», i.e. take activity and initiative in sexual relations, although traditionally the role of leader in sexual relations is assigned to a man. 10% of women believe that this is the role of a man, 40% emphasize that in their family this role is evenly distributed. A high percentage of women's choices on this issue may indicate an increase in women's activity.

25% of women try to take on the educational function, 5% of women try to avoid it, and 70% of women prefer to perform it together with their husbands. 35% of women take on the emotional function, 10% delegate it to their husbands, and 55% perform this role together with their spouses. The role in the organization of entertainment is assumed by 20% of women, the same number delegates this role to the man, 60% of women perform the role together with the man. 45% of women take care of household chores, in 15% it is the role of their husbands, and 40% of them are shared between the spouses. The role of the organizer of the family subculture is assumed by 10% of women, 30% believe that this role is performed by a man, 60% participate in the organization of the family subculture together with a partner.

According to the methodology for determining the distribution of roles in the family, high scores chosen by both men and women mean that the role is played by a woman in the family, and low – a man. Thus, men who have high choices (10–12 points) delegate one or another family role to a woman, and low (3–4 points) believe that they perform it independently.

The analysis of the results of the study showed that the educational role is assumed by 5% of men (low choice). 15% (high choice) of the surveyed men believe that it is better for the wife to cope with it, 80% (average choice) want to perform this role together with his wife.

20% of men take on an emotional role, 15% give it to their wives, and 65% perform it together with their spouses. 45% of men provide the material support for their families, 15% believe that this role belongs to the wife, and 40% perform this function on an equal footing with the wife. Household duties are performed by 10% of men, 45% delegate them to their wives, and 45% perform it together with their spouses. The role of sexual partner is assumed by 20% of men, 25% believe that this role is performed by the wife, 45% perform these functions on an equal footing with the wife. The organization

of the family subculture is undertaken by 10% of men, the same amount gives it to the wife, 80% of men participate in the organization of the family subculture as well as the wife.

Thus, there is a difference in the perceptions of women and men about the distribution of family roles. Consequently, according to women: 25% of them believe that they are engaged in upbringing alone, and according to men – only 15% of wives do it on their own. Similarly, there is no consensus on the performance of an emotional role. 35% of women believe that this role belongs to them alone, but men do not agree with this and believe that 15% of women perform this role independently. None of the women believe that she has the upper hand in material providing for the family, however, 15% of men believe that it is their wives who provide for the family to a greater extent than they do.

There is a statistically significant difference in the views of men and women on the performance of family roles on the scales «Emotional role», «Material support», «Organization of family subculture».

Thus, women are more willing to play an emotional role than men, and men do not share the view that the psychotherapeutic function belongs to the wife, in terms of family support, women are more willing to transfer this role to men alone than those willing to accept it. According to men, the organization of the family subculture should be mainly done by the wife, while women try not to perform this role alone.

The analysis of the results of the study of the degree of understanding, emotional attractiveness and respect of married partners (Table 2) showed the following.

10% of surveyed women show the lack of understanding of the husband, they do not have a clear picture of the partner's personality, they have difficulties in interpreting and explaining his thoughts, feelings and actions. 65% of women, on the other hand, have a picture of their partner's personality, subjectively feel knowledge of his individual characteristics.

25% of women have a moderately developed sense of such understanding.

Table 2

Degree of emotional attractiveness, understanding and respect of married partners

UEA indicators	Average scores		Student's T-test	Probability, p
	Men	Women		
1. Understanding	22.8 ± 0.8	25.5 ± 0.7	2.19	p ≤ 0.05
2. Emotional attractiveness	23 ± 0.55	22.85 ± 0.95	–	p > 0.05
3. Authority	22.4 ± 0.74	22.4 ± 0.61	–	p > 0.05

40% of women have difficulty communicating with their partner, feel tired of him. The same number of women in the group, 40%, on the contrary, wants to communicate with their husbands, feel their emotional appeal. 20% of women have average scores on this indicator. According to the scale of authority, 30% of women largely feel contempt for their husbands as individuals. Only 25% of women unconditionally agree to perceive their husbands as individuals, share their worldview, interests, opinions and even perceive them as a standard. In the majority of studied women (45%) this characteristic is expressed on average.

The analysis of men's results showed that 35% have a high understanding of their wife, do not have difficulty interpreting her behaviour, thoughts, feelings and aspirations and can easily take this into account when communicating with her. Another 35% of men, on the contrary, do not have this characteristic, their interpretation of the actions, thoughts and intentions of their wives are often wrong. Another 30% of men studied this quality is developed on average. More than a third part of the surveyed men (35%) show a high level of emotional attraction, believing that communicating with their wives is easy and pleasant for them, 30%, on the contrary,

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try to avoid communication with their wives. Accordingly, in 35% of men the desire for emotional contact with their wives is defined as average.

30% of men in the study group treat their wives with respect and highly value her point of view, ready to share her interests. The same amount – 30% – on the contrary, refers to the inner world of his wife with a certain contempt. 40% of men do not have a definite point of view on this issue.

Thus, only on the scale of «Understanding» there are statistically significant differences between men and women, and women show a higher level of empathy, they subjectively feel the knowledge of their partner, his passions, habits, understand his actions. Men, on the other hand, are less inclined to understand their wives. According to the scales «Emotional Attraction» and «Authority», no statistically significant differences were found between the choices of men and women.

The analysis of the results of the study of the feeling of family adaptation and cohesion by the method of «Diagnosis of family structure» is presented in Table 3.

Table 3

Indicators of family cohesion and adaptation

Indicators of family cohesion and adaptation	Average scores		Student's T-test	Probability, p
	Men	Women		
1. Real cohesion	27.95 ± 5.1	28.5 ± 5.7	–	p > 0.05
2. Ideal cohesion	29.95 ± 5.64	32.25 ± 5	–	p > 0.05
3. Real adaptation	23.65 ± 3.69	29.45 ± 4	2.11	p ≤ 0.05
4. Ideal adaptation	23.2 ± 3.7	29.15 ± 4.5	2.99	p ≤ 0.01
5. Marital satisfaction	–1.65 ± 1.7	–6.45 ± 3.64	2.06	p ≤ 0.05

The analysis of the results of the study showed that almost a third (30%) part of women show an extremely low, disunited level of real family cohesion. Members of these families are

autonomous and distant from each other. A quarter of the total number of surveyed women (25%) has a connected level of real family cohesion. Members of such families are too interdependent. 30% and 15% of women, respectively, show separate and connected levels of real family cohesion. It is believed that these levels of family cohesion are balanced and are indicators of the successful functioning of the family system.

As for the ideal family cohesion, women's opinions were equally divided. 25% of women have chosen different levels of family cohesion, which, in their opinion, can be called ideal – from separated to connected.

Women's choices for both real and ideal family adaptation were equally distributed – 25% for each choice. It should be noted that the extremely low, rigid, level of family adaptation indicates that the family system is not able to change under the influence of stressors. Another extreme, high, chaotic level also is not conducive to the normal functioning of the family. The family system in this case shows maximum flexibility, which does not always have a positive effect on its further functioning. At the same time, 25% of women have balanced, the most optimal levels of real family adaptation – structured and flexible.

The analysis of the results of the study by the method of «Diagnosis of family structure» of men showed that 35% of men consider the real cohesion of their family low, and the family – separated. 25% of men chose the optimal separate level as the level of real family cohesion, and another 15% chose the optimal connected level. 25% of men consider their family to be connected, and its members – dependent on each other.

In terms of ideal cohesion, 25% of the total number of men surveyed believe that all family members are separated and completely independent of each other. Another 25% of men point to the level when family members are reasonably separated but not divided as an ideal family cohesion. According

to 20% of men, it is the connected level that is an indicator of ideal family cohesion. Almost a third part of men (30%) believes that ideal family cohesion is expressed in the fact that all family members are interdependent.

40% of men surveyed believe that their families have the lowest, most rigid level of adaptation and find it difficult to adapt to change. 30% believe that families have a balanced structured level of adaptation and to some extent can adapt to change without harming the family system. Only 15% of men believe that their families have another balanced – flexible type of family adaptation, and that their families can also function normally despite stressful influences. Finally, another 15% of men believe that their families are characterized by a chaotic impact of family adaptation, which is characterized by too much flexibility.

The analysis of the results of the study did not reveal a statistically significant difference in the indicators of men and women at the level of family cohesion – both real and ideal. At the same time, from the point of view of women, the real adaptation in their families is higher than men think. According to women, in case of stressful situations, their family system will be able to adapt to new conditions. Men consider their families less flexible. But the ideal family adaptation, according to men, should be lower than women think. It can be assumed that men do not promote too much flexibility of the family system. The level of satisfaction with marriage, i.e. the degree of divergence of views on the ideal family adaptation and cohesion and the real characteristics of their own families in men is higher than in women.

The degree of marital satisfaction in the method of «Diagnosis of family structure» is determined indirectly. Therefore, in order to see how significant the differences in this indicator are in men and women, we used a special technique – a test of marital satisfaction. Indicators for this method are shown in Table 4.

Table 4

Degree of satisfaction with marriage in men and women
by the method of «Marital satisfaction»

Indicator	Average scores		Student's T-test	Probabi- lity, p
	Men	Women		
Marital satisfaction	24.85 ± 7	17.9 ± 4.38	2.02	p ≤ 0.05

In general, the level of satisfaction with marriage in men is higher than in women: 40% of men are completely satisfied with marriage, and among women only 15%. In addition, 55% of women are completely dissatisfied with their own marriage, and the number of completely dissatisfied men is 45%. This difference is statistically significant.

In the next step, we determined the levels of love and sympathy. The results are presented in Table 5.

Table 5

Indicators of love and sympathy in men and women
according to the method

Indicator	Average scores		Student's T-test	Probability, p
	Men	Women		
Love	19.3 ± 0.79	16.1 ± 1.48	2.11	p ≤ 0.05
Sympathy	15.05 ± 1.26	16.7 ± 1.46	–	p > 0.05

Among the surveyed women, 45% had a high level of love for their husbands. They show affection, care, experience a high degree of intimacy of their relationship. 35% of women believe that they have a low level of love for their partners, in 20% of women surveyed this level is average. 30% of the surveyed women feel sympathy for men, i.e. treat them with a certain respect and admiration. In 35% of the surveyed women the level of sympathy is low, in 35% – average. In general, love prevails over sympathy for men in 55% of women, sym-

pathy prevails over love in 35% of women, in 10% of women love and sympathy are the same.

Half of the total number of men surveyed (50%) have an average level of love for their wives, 35% – high and 25% – low. 20% of men have a high level of sympathy for their wives. 40% of men have an average level of sympathy and another 40% – low. In general, love prevails over sympathy for the wife in 75% of men, sympathy prevails over love in 20% of men, in 5% of men love and sympathy are the same.

The comparative analysis of the performance of women and men showed a difference on the love scale, and this difference is statistically significant. According to the sympathy scale, the average score in women is higher than in men, but this difference is not statistically significant.

The analysis of the relationship between the psychological climate in the family and the distribution of family roles in women showed the following (Table 6).

Understanding in women is characterized by a direct connection with the family role of the sexual partner. The more women tend to believe that they understand their husbands, can interpret their behavior, thoughts, feelings and intentions, the more they seek to show activity and initiative in sexual life.

The scale of emotional attraction shows a direct correlation with such a family role as the organization of the family subculture. The more a woman enjoys an emotional relationship with a man, the easier and more enjoyable it is to communicate with him, the more she tends to take on the role of spiritual leader of the family, organizer of family rituals, holidays etc.

The inverse correlation is noted between the authority scale and the family role of the entertainment organizer. Thus, the more a woman respects her husband, his views, tastes and beliefs, the less she pretends to plan alone the leisure, entertainment, weekends and holidays, and, conversely, the less respect for a man, the more a woman seeks to take on a role of the leisure organizer.

Table 6

Relationship between the psychological climate in the family and the distribution of family roles in women

Indicators of psychological climate / family roles	Educational	Emotional	Material support	Organization of entertainment	The role of the master (mistress)	Sexual partner	Organization of family subculture
Understanding						0.4681*	
Emotional attractiveness							0.4488*
Authority				-0.445*			
Real cohesion	-0.575**						
Ideal cohesion		-0.545*	-0.535*			-0.481*	-0.474*
Real adaptation	-0.482*	-0.449*				-0.527**	
Ideal adaptation		-0.505*	-0.529*			-0.497*	
Marital satisfaction (matching expectations)					0.619**		
Marital satisfaction				0.609**			
Love				0.468*	0.607**		
Sympathy				0.462*	0.706***		

* $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$.

The high real family cohesion has a negative effect on a woman's desire to play an educational role alone. The higher the real cohesion is, the more a woman seeks to share the role of child caregiver with her husband, and, conversely, the more divided the family is, the more a woman tries to take on an educational role. On the other hand, the authoritarian position of a woman in upbringing, the removal of a man from the educational process, can also contribute to the psychological separation of the family.

A woman's idea of ideal family cohesion is inversely correlated with her desire to perform several family roles. Thus, the higher, according to the wife, should be the cohesion of the family, the less she seeks to take on the role of family psychotherapist, to provide emotional support to family members alone. Similarly, women who believe that ideal family cohesion should take place at the level of cohesion, avoid the family role of breadwinner, organizer of the family subculture, and sexual partner.

There is an inverse correlation between the scales of real adaptation with the desire of a woman to perform some family roles. In particular, high family adaptability reduces a woman's need to fulfill her traditional educational role, manage the socialization process, moral development of the child, etc., and, conversely, the less the family adapts, the more a woman seeks to remove the father from upbringing. Also, the higher the adaptation of the family, the more flexible the family structure is, the less a woman seeks to take on the role of emotional leader, to individually meet the needs of family members in emotional understanding. Conversely, the more a woman seeks to provide emotional understanding, support and security for family members, the more favourable the level of family adaptation is. This may be due to the fact that focusing on the emotional needs of a family whose members can receive emotional relief from a woman at any time leads to a loss of ability to adapt to stressful situations. In addition, a high level

of real adaptation is inversely correlated with a woman's need to take the initiative in a couple's sex life.

A woman's perception of the level of ideal adaptation of the family also affects her desire to perform certain family roles. In particular, the more flexible she imagines the real adaptation, the less she seeks to provide emotional support to the family, to take on the role of breadwinner (and, consequently, the actual «head of the family»), the initiator of sexual life.

The difference in women's perceptions of the ideal family cohesion and adaptation to her real family life directly correlates with the fulfillment of her family role as a housewife. The more this role belongs to her, the more attention she has to pay to the organization and maintenance of life, the higher the discrepancy between her ideas and reality and, conversely, the more distributed economic functions between women and men, the less discrepancy between women's ideas about ideal family cohesion and adaptation and its real life.

The marriage satisfaction indicator is positively correlated with the family role of entertainment, so the more a woman pays attention to the leisure planning, the more she contributes to this planning and decision-making on weekends and holidays, the higher is her satisfaction with marriage, and on the contrary, reducing the role of women in the organization of entertainment contributes to increasing her dissatisfaction with marriage.

The scale of love has a direct connection with the performance of such family roles as entertainment organizer and housewife. The greater the love in a marital relationship is, the more a woman seeks to take on the role of leisure organizer and do household chores. Accordingly, the decline of love in the relationship of the spouses contributes to her rejection of these roles. On the other hand, these connections are interdependent: a woman's performance as a housewife and entertainment organizer can help maintain love between spouses,

if such a role distribution suits both the man and the woman. According to the scale of sympathy, we observe a similar relationship: in families where there is a high level of sympathy between a man and a woman, the role of organizer and planner of leisure, as well as the executor of household functions also belongs to the wife.

Let's consider the relationship between the psychological climate in the family and the distribution of family roles in men (Table 7).

Analyzing the data, we will again keep in mind that according to the methodology for determining the characteristics of the distribution of roles in the family, high scores of choice mean that the role is played by a woman in the family, and low – by a man. Thus, a direct correlation means that men seek to avoid a family role, and an inverse correlation means that they seek to fulfill it.

The scale of understanding on the indicators of the psychological climate directly correlates with the scale of education. Thus, the more a man feels his wife on an intuitive level, the more he understands her actions and thoughts, the more he trusts the role of the child's sole educator and the less he seeks to fulfill the role of educator. At the same time, there is inverse correlation on the performance of the emotional role. That is, the higher the husband's level of understanding of the wife, the more he seeks to take on the role of family psychotherapist, and, conversely, a low level of understanding may indicate a husband's refusal to provide emotional support in the family. Here, the relationship is likely to be completely interdependent – a man's predominant emotional support can help his wife better understand him. There is also a direct correlation between the indicator of understanding and the role of the organizer of the family subculture. The more a husband understands and feels his wife's actions, the higher the level of empathy, the less he strives to become the spiritual leader of the family and to establish family traditions.

Table 7

Relationship between the psychological climate in the family and the distribution of family roles in men

Indicators of psychological climate / family roles	Educational	Emotional	Material support	Organization of entertainment	The role of the master (mistress)	Sexual partner	Organization of family subculture
Understanding	0.663***	-0.561**					0.493*
Emotional attractiveness							
Authority							
Real cohesion			0.463*	0.455*			
Ideal cohesion		0.812***				-0.514*	-0.582**
Real adaptation			0.447*	0.441*			
Ideal adaptation							-0.584**
Marital satisfaction (matching expectations)				-0.453*			
Marital satisfaction				-0.551**	0.47*		
Love	0.505*				0.461*		
Sympathy		0.498*		-0.579**			-0.556**

* $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$.

There was no significant relationship between indicators of emotional attraction and authority with the distribution of family roles in the men of the study group.

The scale of real family cohesion shows a direct correlation with the role of breadwinner. The higher the cohesion of the family, the less a man tends to take on the role of sole breadwinner, the head of the family, the more often he shares these functions with his wife. The same can be said about the role of entertainment organizer – in more cohesive families, a man does not seek to take on the role of leisure planner, on the other hand, the unconditional leadership of a man in this area can, on the contrary, contribute to family disunity.

The higher the ideal family cohesion, from the point of view of men, the more they tend to abandon the role of emotional support and, conversely, men seeking to take on the role of emotional leader in the family do not consider ideal cohesion too high. In addition, men who seek to take on the role of initiator of sexual life in the family also do not believe that the ideal family cohesion should be at a high, cohesive level.

There is an inverse correlation between the indicator of ideal cohesion and the role of the organizer of the family subculture, the higher the man represents cohesion, the more he seeks to become a spiritual leader of the family, wants to participate more in family traditions, family holidays. Men who see ideal cohesion as low tend to avoid this role and delegate it to their wives in whole or at least in part.

The analysis of the results of men showed a significant correlation of the scale of real adaptation with such a family role as material security. Thus, the higher the family's adaptation to stress and other negative conditions are, the less a man tends to perform the sole function of a breadwinner. But it may be that the refusal or inability for some reason by the husband to provide for the family alone, to share this function with the wife, helps to increase the family's adaptation to negative conditions, and, conversely, the husband's sole material

support can lead the family will not be prepared to the stress, her family system is rigid. After all, the role of breadwinner actually determines the decision on power and supremacy in the family. If such power is individual, it cannot promote the flexibility of adaptation of all family members. Similarly, the scale of real adaptation has a reliable direct connection with such a family role as the organization of entertainment. The more flexible the adaptation is, the less a man tends to take on this role and, conversely, with a rigid level of adaptation, men are more likely to plan leisure.

The high ideal adaptation, in the imagination of men, contributes to their role as a spiritual leader, organizer of the family subculture. The more flexible family adaptation should ideally be, from the point of view of men, the more they tend to organize family holidays, to introduce family traditions.

The discrepancy between the level of real cohesion and adaptation and what they represent a man can contribute to the fact that a man seeks to take on the role of entertainment organizer. Leisure is a very important component of family life and largely contributes to the feeling of satisfaction or, conversely, dissatisfaction. Thus, the discrepancy between the real and the ideal may contribute to the fact that, at least in this area, the man acted as he saw fit. This is indirectly confirmed by the correlation result on the indicator of marital satisfaction. The inverse correlation on the role of entertainment organizer is noted. Men who have this role in their families are therefore more satisfied with their marriage. Men who do not perform this role are less satisfied. We also see a direct correlation between the indicator of satisfaction with marriage and the role of the master. Men whose women take on housing functions are more satisfied with marriage than those whose women have completely or partially given up this role.

The less a man performs the role of master, the less he performs household functions, the higher his satisfaction with marriage is. The scale of love shows a direct correlation with

the role of the child's educator, the more love is manifested in the relationship between husband and wife, the more he seeks not to play the role of educator alone, but to share it with a woman. Insufficient love, on the contrary, contributes to a man's desire to carry out an authoritarian upbringing. In the same way, love directly correlates with the role of the master. The more it is proper to perform this role to the wife, the greater the love of the husband is. This is confirmed by the answers of women analyzed by us: the greater love in the relationship between husband and wife is manifested in cases where the role of mistress belongs to the wife.

Sympathy is characterized by a direct connection with the family's role as a psychotherapist. The more sympathy men have for their wives, the more they seek to give up the sole role of emotional leader of the family, and perform it with the wife through the recognition, perhaps, of her greater emotional sensuality. Sympathy also correlates with the role of entertainment organizer, but this time the correlation is reversed – the more a man tends to play the role of entertainment organizer, the more sympathy he feels for his wife. In addition, the inverse correlation of this indicator is marked with the role of a sexual partner, greater sympathy contributes to the fact that the man seeks to take the initiative and activity in the sexual life of the couple.

Conclusions

It can be stated that the psychological climate is a set of psychological conditions that contribute to or hinder the reunification of the family, a set of psychological states, moods, relationships of its members. Psychological climate is not a stable concept, it is created by members of each family, and it depends on their efforts what it will be like. The ability and desire to understand each other, to meet the needs of a partner in equality, to support the ideas of family members about family roles is part of the psychological climate of the family.

The article does not cover all aspects of the outlined issues. Scientific, researched conclusions should be consistent with the realities of family life, not only the features of the role relationships of family members affect the psychological climate, but it, in turn, affects the family roles of its members, their worldview, self-esteem, self-regulation and family viability in general.

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Фальова Олена. Особливості взаємозв’язку психологічного клімату та розподілу ролей у сім’ї

АНОТАЦІЯ

Мета статті – встановити особливості психологічного клімату та розподілу сімейних ролей у сучасних родинах, визначити взаємозв’язки між досліджуваними чинниками.

Методи. Дослідження було проведено за допомогою таких тестів, як: Опитувальник РЕА (розуміння, емоційна привабливість, авторитетність) А.Н. Волкова; Шкала сімейної адаптації та згуртованості (FACES–3); Тест на задоволеність шлюбом (Ю.Є. Альошина, Л.Я. Гозман, О.М. Дубовська); опитувальник «Шкала любові та симпатії» (З. Рубін, модифікація Л.Я. Гозмана, Ю.Є. Альошиної); Методика визначення особливостей розподілу ролей у сім’ї (Ю.Є. Альошина, Л.Я. Гозман, О.М. Дубовська).

Аналіз **результатів дослідження** показав відсутність статистично значущої різниці у чоловічих і жіночих показниках рівня сімейної згурто-

ваності, як реальної, так і ідеальної. Однак, із точки зору жінок реальна адаптація у їх родинах вища, ніж вважають чоловіки. На думку жінок, у випадку стресових ситуацій їх сімейна система зможе пристосуватися до нових умов. Чоловіки вважають їх родини менш гнучкими. Але й ідеальна сімейна адаптація, на думку чоловіків, має бути нижча, ніж вважають жінки. Рівень задоволеності шлюбом, тобто ступінь розходження поглядів на ідеальні сімейні адаптацію й згуртованість і реальні характеристики власних родин, у чоловіків вищий, ніж у жінок. За результатами дослідження виявлено, що загалом рівень задоволеності шлюбом у чоловіків вищий, ніж у жінок. Відзначено, що рівень любові у чоловіків також вищий стосовно своїх дружин, ніж у жінок щодо чоловіків. Виявлено значущі прямі та зворотні зв'язки між чинниками психологічного клімату й сімейними ролями, причому чітко визначено різницю в цих взаємозв'язках у жінок і чоловіків.

Висновки. Можна констатувати, що психологічний клімат – це комплекс психологічних умов, що сприяють або перешкоджають об'єднанню родини, сукупність психологічних станів, настроїв, відносин її членів. Психологічний клімат – не стійке поняття, його створюють члени кожної родини, і саме від їх зусиль залежить, яким він буде. Уміння і бажання розуміти один одного, задовольняти потреби партнера в рівноправності, підтримувати уявлення членів родини про сімейні ролі є складовою психологічного клімату сім'ї.

Ключові слова: психологічний клімат сім'ї, розподіл ролей у сім'ї, сімейна адаптація та згуртованість, розуміння, емоційна привабливість, авторитетність, любов, симпатія.

Фалёва Елена. Особенности взаимосвязи психологического климата и распределения ролей в семье

АННОТАЦИЯ

Цель статьи – установить особенности психологического климата и распределения семейных ролей в современных семьях, определить взаимосвязи между исследуемыми факторами.

Методы. Исследование было проведено с помощью следующих тестов, среди которых: Опросник РЭА (понимание, эмоциональная привлекательность, авторитетность) А.Н. Волкова; Шкала семейной адаптации и сплоченности (FACES–3); Тест на удовлетворенность браком (Ю.Е. Але-

шина, Л.Я. Гозман, Е.М. Дубовская); опросник «Шкала любви и симпатии» (З. Рубин, модификация Л.Я. Гозмана, Ю.Е. Алешиной); Методика определения особенностей распределения ролей в семье (Ю.Е. Алешина, Л.Я. Гозман, Е.М. Дубовская).

Анализ **результатов исследования** показал отсутствие статистически значимой разницы в мужских и женских показателях уровня семейной сплоченности, как реальной, так и идеальной. В то же время, с точки зрения женщин реальная адаптация в их семьях выше, чем считают мужчины. По мнению женщин, в случае стрессовых ситуаций их семейная система сможет приспособиться к новым условиям. Мужчины считают их семьи менее гибкими. Но и идеальная семейная адаптация, по мнению мужчин, должна быть ниже, чем считают женщины. Уровень удовлетворенности браком, то есть степень различия взглядов на идеальные семейные адаптацию и сплоченность, и реальные характеристики собственных семей, у мужчин выше, чем у женщин. По результатам исследования выявлено, что в целом уровень удовлетворенности браком у мужчин выше, чем у женщин. Отмечено, что уровень любви у мужчин также выше по отношению к своим женам, чем у женщин к мужьям. Выявлены значимые прямые и обратные связи между факторами психологического климата и семейными ролями, причем четко определено различие в этих взаимосвязях у женщин и мужчин.

Выводы. Можно констатировать, что психологический климат – это комплекс психологических условий, способствующих или препятствующих объединению семьи, совокупность психологических состояний, настроений, отношений ее членов. Психологический климат – не устойчивое понятие, его создают члены каждой семьи, и именно от их усилий зависит, каким он будет. Умение и желание понимать друг друга, удовлетворять потребности партнера в равноправии, поддерживать представление членов семьи о семейных ролях является составной частью психологического климата семьи.

Ключевые слова: психологический климат семьи, распределение ролей в семье, семейная адаптация и сплоченность, понимание, эмоциональная привлекательность, авторитетность, любовь, симпатия.

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The Peculiarities of the Correction of Psychomotor Disorders of Patients with Ischemic Stroke: the Psychological Aspect

Особливості корекції психомоторних розладів хворих на ішемічний інсульт: психологічний аспект

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ABSTRACT

The objectives of article are: to propose the author's view on biomechanical laws which show the picture of disorders of psychomotor function; to make the research and to analyze obtained data on the initial state of motor function of patients with ischemic stroke of the subgroup «plesia + paresis»; to propose psychological principles of the development of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke.

Methods of the research. We used the method of the analysis of literature sources; the method of pedagogical observation; psychological and pedagogical experiment; providing the research of psycho-emotional state (M. Lucher's test is used).

The results of the research. We proved that regardless of the level of disorders, the picture of disorders of psychomotor function is subjected to certain biomechanical laws: 1. The rule of redistribution of functions of the affected limb. The functionality of the affected limb to maintain body weight is significantly reduced. This is especially noticeable in the period of single support: decreases both absolute and relative in time intervals of the function of single support, as well as the duration of the period of this support. But this kind of unloading of the sick side must be compensated, because the period of support of a healthy leg increases significantly. The change of periods of support has an obvious consequence – the increase of the sick side of the transfer time, also of the healthy side – we mean its reduction. 2. The rule of functional copying of another person's movements. Pathological asymmetry is not beneficial to the body in terms of energy or mechanics. The need to maintain the relative symmetry of the function of the right and left sides of the body leads to the following conclusion: the healthy side of the body (or a limb) has a considerable functional reserve than a sick limb, so the reduction of functional asymmetry occurs by approximating the pattern of functioning of a healthy limb. 3. The rule of ensuring the optimum in psychomotor activity. The functioning of all elements of the normal cycle of psychomotor activity is the basis of physiological optimality of the individual. Any deviations from physiological optimality require the inclusion of additional adaptive reserves, which are slightly altered on the affected side. It is possible to provide the patient with optimal functioning due to the functional stress of a healthy side.

Conclusions. We proposed psychological principles of the development of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke were proposed in this research. These

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principles are: 1) the principle of actualization of the defect; 2) the principle of progressive mobilization of compensatory mechanisms of psychomotor activity; 3) the principle of continuous reverse of concentration of compensatory mechanisms of the psyche of the person; 4) the principle of sanctioning compensatory mechanisms of the psyche of the person; 5) the principle of relative stability of the compensatory mechanisms of the psyche of the patient.

It was proved that in a case of ischemic strokes there is a certain dynamics of recovery of locus disorders. Firstly, reflex functions and tone are restored, then psychomotor actions (global and coordinating synkinesis) and auxiliary actions appear, and finally arbitrary movements are restored. In order to begin to restore tendon reflexes and muscle tone, it is necessary to normalize the functions of the spinal cord.

We emphasized that compensation of certain function that had disorders is based on the restructuring of the old stereotype and the development of a new dynamic stereotype. The most important point of compensation for structural and functional disorders in the case of psychomotor pathology is active participation in the rehabilitation process and the patient himself/herself, who should seek to activate the body's systems, which are not affected at all or suffered insignificantly. It has been shown that due to new unaffected parts of the central nervous system, it is possible to rearrange the innervation between the antagonists.

Key words: *psychomotor disorders of patients, ischemic stroke, the principle of actualization of the defect, the principle of progressive mobilization of compensatory mechanisms of psychomotor activity, the principle of continuous reverse of concentration of compensatory mechanisms of the psyche of the person.*

Introduction

Motor disorders can be distinguished (by the type of their genesis) on primary-organic and psychogenic motor disorders. In the case of primary-organic motor disorders pathological changes are observed in the muscular, skeletal or nervous systems, however, in the conditions of psychogenic motor disorders the presence of such changes proved to be objectively impossible. To describe motor disorders of a patient, first of all, it is necessary to know: a) what functions must be distin-

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guished in the cases of the process of motor regulation of a person; b) in what forms the disorders of these functions are revealed. The main differences observed between disorders are: a) initiation of actions; b) frustration in their presentation. In the cases of doing the actions there are disorders of the programmed control, regulation and coordination (Харченко & Куриця, 2021).

The main characteristic of the regulation of movements is the integration of regulation of motor processes, through which movements are more or less continuously adapted to the world and other autonomous processes, which are often referred to as regulation by a human psychomotor program. The essence of disorders of regulatory processes is manifested primarily in motor disorders that occur when the distortion of feedback takes a place. The essence of autonomous processes that are independent of sensory feedback coming from the periphery of the body, is manifested in the fact that because of the absence of feedback (including feedback from the senses, feedback in the muscles and joints) the ability to move is still preserved (Khwaja, 2012).

The regulation of movements is also when the movement is initially as if it is listed in the distal relation. Performing a certain action, the muscles should be involved in such a way that the desired result is achieved, in this case we mean the desired psychomotor skills. The relationships between the motor command given to an individual by muscles and the actions we call «movement» as a result of so-called «transformation of the body»; for successful traffic control this transformation must be inverted. Disorders in the case of human mastery of the body transformation are usually processes of disorders' coordination: different muscles do not «agree» with each other in the appropriate temporal and/or forceful relationships (Hayden, Farrar & Peiris, 2014).

Arbitrary movements are usually preceded by a corresponding intention or a plan. From a functional point of view

the intention can be characterized as «a rule of initiation» (Hardeman, Medina & Kozhimannil, 2016), which connects the call of the psychomotor program with the criteria of this action (the criteria of the action can be: the team of a doctor, the instructor, etc.).

The establishment of rules for initiating actions is not always accompanied by the intention to make a certain move by a person. The rules of initiation of people are quite flexible, but still any psychomotor program can occur with different speed and with varying degrees of reliability. A very fast and reliable call is made when the criteria of some action correspond to the spatial or other features, which are subordinate to the first movement of the person (Онуфрієва & Івашкевич, 2021).

Programming the management of psychomotor activity assumes that this activity is caused by mnemonic processes. In the case of disorders in the measures of psychomotor program it can be expected that the patient will be able to perform a certain movement spontaneously, but not at the request of the doctor. Such patients provide the representation of those positions that have to be taken by a certain part of the body, and they directly perform psychomotor activity (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva & Zukow, 2020).

In the scientific literature some scientists (Villar, Blanco & del Campo, 2015) distinguish disorders of programming the management of psychomotor activity between the programs for managing psychomotor activities and emphasize on plans for providing these psychomotor activities. According to this terminology, psychomotor management programs are a stereotypical sequence of commands in the central nervous system that determine the order of innervation of various muscles. The main plans of psychomotor activity coordinate several motor programs and adapt them to contemporary environmental conditions. The program of psychomotor activity provides a clear sequence in the facilitation of agonists and antagonists.

This sequence of muscle activations leads to a smooth, well-directed movement, characterized by the maximum performance of rapid reactions. By varying the time intervals between the activation of agonists and antagonists and modulating the strength of individual muscle activations. It is possible to achieve (within the same motor program of psychomotor activity) different speed and amplitude of this activity.

In the most cases the performance of psychomotor activities, which is adequate to the world around, is due to human vision. This visual-motor coordination of movements seems quite clear and trivial. However, its development depends on the presence of certain conditions and may be somewhat disturbed. The apparent naturalness of some functions, such as visual-motor coordination, obviously does not mean that the system that implements these functions is quite simple and healthy, but only in such a case its activity is not accompanied by a conscious experience of psychomotor activity (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

Disorders of coordination of psychomotor activity in the implementation of a certain purposeful psychomotor activity often involve muscles, which must contract in a certain sequence and with a certain intensity. At the same time we can talk about some tolerance for mistakes, because often the same result of movements can be achieved through different patterns of reduction, but, of course, there are boundaries beyond which psychomotor activity fails. The desired result of psychomotor activity depends on a certain form of its implementation. The coordination of the contracting muscles is ultimately carried out without any involvement of our consciousness. Therefore, we can argue that such a system with many components, which should be expected to work quite accurately together, is easily susceptible for disorders. One of the simplest forms of psychomotor coordination disorder can be a kind of «excessive activity», when instead of a well-coordinated joint

activity of different muscles muscle tension as a whole increases, and at this high level this tension can be modulated with a great difficulties, performing psychomotor activities.

Thus, as a result of a clearly coordinated interaction of the above functional systems there is a completely individual level of arbitrary motility, which is inherent for each individual. Thus, disorders in complex motor systems result from cerebral ischemic stroke can not be manifested in stereotyped psychomotor deficits, and it is almost always presented by a complex and completely ambiguous clinical picture.

The objectives of our article are: to propose the author's view on biomechanical laws which show the picture of disorders of psychomotor function; to make the research and to analyze obtained data on the initial state of motor function of patients with ischemic stroke of the subgroup «plesia + paresis»; to propose psychological principles of the development of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke.

Methods of the research

The following research methods were used to solve the tasks having been set in our research:

Psychological and pedagogical research methods:

1. The analysis of literature sources.
2. The method of pedagogical observation.
3. Psychological and pedagogical experiment.
4. Providing the research of psycho-emotional state (M. Lucher's test is used).

The empirical research was provided at the Department of Human Health and Physical Therapy of the International University of Economics and Humanities named after Academician Stepan Demianchuk on the basis of Ternopil Regional Municipal Clinical Psychoneurological Hospital, Neurological Department for Patients with Cerebral Circulatory Disorders (Neuroreability Unit).

In accordance with the purpose of the research and in order to solve the tasks, in our experiment 50 patients with ischemic stroke were participated who had disturbances in the area of the internal carotid artery in the acute and residual period, who were treated at the Ternopil Regional Communal Clinical Psycho-neurological Hospital during the period from January to December, 2020.

The diagnosis of ischemic stroke was made in the neurological department for patients with cerebral circulatory disorders on the basis of the characteristic of clinical picture, data of the laboratory and instrumental research methods according to the «International Statistical Classification of Diseases and Related Health Problems».

Results and their discussion

In this case, regardless of the level of disorders, the picture of disorders of psychomotor function is subjected to certain biomechanical laws [55]:

1. The rule of redistribution of functions of the affected limb.

The functionality of the affected limb to maintain body weight is significantly reduced. This is especially noticeable in the period of single support: decreases both absolute and relative in time intervals of the function of single support, as well as the duration of the period of this support. But this kind of unloading of the sick side must be compensated, because the period of support of a healthy leg increases significantly. The change of periods of support has an obvious consequence – the increase of the sick side of the transfer time, also of the healthy side – we mean its reduction.

The rule of redistribution of functions is understood in such a way that a healthy limb performs mainly the functions of support, and the patient – mainly the function of transfer.

2. The rule of functional copying of another person's movements. Pathological asymmetry is not beneficial to the

body in terms of energy or mechanics. The need to maintain the relative symmetry of the function of the right and left sides of the body leads to the following conclusion: the healthy side of the body (or a limb) has a considerable functional reserve than a sick limb, so the reduction of functional asymmetry occurs by approximating the pattern of functioning of a healthy limb.

The rule of functional copying of movements of another person also consists that the healthy extremity copies function of the patient for the purpose of leveling of functional asymmetry.

3. The rule of ensuring the optimum in psychomotor activity.

The functioning of all elements of the normal cycle of psychomotor activity is the basis of physiological optimality of the individual. Any deviations from physiological optimality require the inclusion of additional adaptive reserves, which are slightly altered on the affected side. It is possible to provide the patient with optimal functioning due to the functional stress of a healthy side.

The rule of ensuring the optimum is in such a case, first of all, that the diseased limb is provided with a mode of functioning that is significantly close to normal due to the functional stress of a healthy limb.

The study of the structure and patterns of pathological walking shows that in the presence of pathology a person adheres to the same principle of organization of the muscles of antagonists, which at this time function normally. According to this principle, the extensor muscles perform mainly a power function, while the activity of the extensor muscles acquires predominantly a corrective character. And this relationship in the case of any other pathology is also not violated.

The joint participation of extensor muscles and flexor muscles in compensatory conditions in pathological walking in the conditions of movements of the center of gravity does not indicate a loss of differences between their innervation

programs. On the contrary, in the conditions of considerable roughening of the locomotor act these differences appear more significant: roughening of muscles during a psychomotor cycle, simultaneous excitation of extensor muscles, great variability of phases of the activity of flexor muscles affects.

Muscles during the locomotor cycle of normal walking sometimes work in the step-by-step, then in the visual mode. The duration of the regimes is determined by the boundaries of the biomechanical phases. The translational regime normally dominates the extensor muscles, while the flexor muscles are roughly the same ones. In general, walking of patients with hemiparesis is characterized by: slowing down the pace of psychomotor activity; short stride length; low speed of psychomotor activity; by changing the locomotor cycle of normal walking.

Here are *the clinical characteristics of the respondents*. The study included 50 patients with ischemic stroke in the area of the internal carotid artery. There are 22 people (44%) with lesions of the left middle cerebral artery, 28 people (56%) have middle cerebral artery.

The characteristics of patients by age are presented in Table 1. Thus, the average age of patients was 55 years. As we can see from Table 1, the majority of people – 42 (84%) – are suffering from ischemic stroke and they were over the age of 45, which indicates a rejuvenation of stroke in Ukraine.

Table 1

The characteristics of patients by their age

Age of patients	Up to 45 years old	From 45 to 65 years old	Elder than 65 years old	Total-ly
Number of patients	8	21	21	50
Percentage of patients	16	42	42	100

The etiological factor of the development of ischemic stroke of patients was various pathologies of the cardiovascular sys-

tem: atherosclerotic lesions of cerebral vessels, hypertension, coronary heart disease, cardiac arrhythmias, thromboembolism. 22 patients (44%) had a history of acute cerebrovascular accident.

All the patients were taken to the hospital within 6 hours from the onset of the disease for up to three days. In all cases, at the time of the examination, the conditions of the patients were considered moderate. The clinical picture was dominated by focal neurological symptoms over the general cerebral, there was no pronounced concomitant somatic pathology.

Due to the fact that all the patients having been examined had polymorphic disorders of voluntary movements due to damage to the motor systems as a result of ischemic stroke. In such a way the research of post-stroke motor deficit was detailed.

Violation of voluntary motility of patients with ischemic stroke have caused significant disorders of static and dynamic motor function of the arm and the leg on the affected side, coordinated movement of arms and legs, a head, torso, violation of the possibility of symmetrical holding of different positions (from the side to vertical position), ocular-motor disorders.

All the patients in the acute period of stroke underwent complex therapy with the aim of providing correcting disorders of central and cerebral hemodynamics, homeostasis, the fight against cerebral edema, metabolic therapy and so on.

In the research of the nature of complaints presented by patients at the beginning of their exercises, the following information was noted: complaints of headache, dizziness, hiccups, lack of any movement in the affected extremities (leg, arm, both extremities); on the pains arising at the movements in shoulder joints, in hip joints, the general weakness, disturbance of speech, disturbance of sensitivity, decrease in sight, disturbance of swallowing, bad sleep, irritability.

The following results were obtained by examining the volume of active, passive movements, strength and muscle tone

of the affected extremities. Thus, for patients with hemiplegia ($n = 12$) in 82.3% of cases the volume of passive movements of the affected side was $33.11\% \pm 3.6$ of the appropriate volume. Passive movements were limited by the onset of joint pain, probably due to sprains and age-related changes of the person.

The volume of active movements of the unaffected side averaged $43.98\% \pm 5.7$ of the proper volume of movements. The rate of passive movements in the joints of the unaffected side was slightly lower than the rate of the affected side and amounted to $56.19\% \pm 2.4$ of the proper amount of movement. The strength of the muscles of the unaffected side was estimated at an average of 3.45 ± 0.40 points, which was $51.6\% \pm 2.9$ of normal and statistically significant (at the level of reliability $p < 0.01$ according to Student's t-test) differed from the indicators of the affected party. The muscle tone of the unaffected side was higher than a normal one and was about $34.8\% \pm 0.3$ of the maximum value ($p < 0.05$).

Data on the initial state of motor function of patients with ischemic stroke of the subgroup «plegia + paresis» are presented in Table 2.

As we can see from Table 2, for patients of the subgroup «plegia + paresis» in the case of studying the volume of active movements of the affected extremities we'll draw our attention to a significant decrease in the volume of movements in all joints. To the greatest extent the volume of movements is reduced under conditions of high tone in the hip joint when performing extension of actions; in the case of flexion in the knee joint, in flexion in the ankle joint. When a team performs an extension in the hip joint the patient often performs an extension in the lumbar spine, that performs a movement that replaces the given one.

In the research of passive movements of the affected extremities patients have a decrease, especially in the shoulder, hip and ankle joints, which, according to the data of the patient's history of the illness, suggests age-related changes in

the joints or changes in motor functions due to hypokinesia before the disease.

Table 2

The research data on the volume of active and passive movements, strength and of muscle tone of the affected extremities of patients of the subgroup «plesia + paresis» (n = 18) at the beginning of the research ($M \pm \tau$)

Motor acts being tested	The amount of active movements, in points, a scale from 0 to 200	The amount of passive movements, in points, a scale from 0 to 200	Muscle strength, in points, a scale from 0 to 20	A muscle tone
Flexion and extension in the shoulder joint (the main group)	11.7 ± 4.5	39.1 ± 4.2	5	Reduced
Flexion and extension in the shoulder joint (the control group)	19.0 ± 1.8	38.3 ± 5.8	5	Reduced
Withdrawal of the arm at the shoulder joint (the main group)	24.6 ± 6.9	31.9 ± 1.0	5	Reduced
Withdrawal of the arm at the shoulder joint (the control group)	21.7 ± 4.2	39.8 ± 1.6	5	Reduced
The external and internal rotation in the shoulder joint (the main group)	17.0 ± 3.7	18.3 ± 1.8	4	Reduced
The external and internal rotation in the shoulder joint (the control group)	18.3 ± 1.5	1.8 ± 0.2	4	Reduced

Motor acts being tested	The amount of active ...	The amount of passive ...	Muscle strength ...	A muscle tone
Bending the arm in elbow joints (the main group)	10.6 ± 4.3	19.1 ± 6.7	5	Reduced
Bending the arm in elbow joints (the control group)	22.7 ± 4.7	25.9 ± 3.2	5	Reduced
The supination of forearm (the main group)	21.7 ± 3.8	26.3 ± 4.9	4	Reduced
The supination of forearm (the control group)	30.5 ± 1.3	41.8 ± 2.4	5	Reduced
The pronation of forearm (the main group)	19.8 ± 5.1	19.8 ± 4.6	4	Reduced
The pronation of forearm (the control group)	30.6 ± 6.9	27.4 ± 2.8	4	Reduced
Flexion and extension in the wrist (the main group)	37.3 ± 1.6	24.3 ± 5.2	4	Reduced
Flexion and extension in the wrist (the control group)	29.7 ± 4.3	13.4 ± 7.1	4	Reduced
Bending in hip joints (the main group)	43.9 ± 1.8	49.0 ± 6.8	6	Reduced
Bending in hip joints (the control group)	44.2 ± 6.3	40.3 ± 1.0	6	Reduced
The extension in hip joints (the main group)	37.1 ± 7.0	29.2 ± 1.6	4	Reduced
The extension in hip joints (the control group)	38.7 ± 4.7	38.9 ± 4.4	5	Reduced
The assignment in hip joints (the main group)	36.9 ± 5.1	38.2 ± 2.1	5	Reduced

Motor acts being tested	The amount of active...	The amount of passive...	Muscle strength ...	A muscle tone
The assignment in hip joints (the control group)	39.0 ± 2.8	39.4 ± 4.7	6	Reduced
Bringing in hip joints (the main group)	33.6 ± 4.2	29.4 ± 1.1	5	Reduced
Bringing in hip joints (the control group)	37.3 ± 1.4	30.7 ± 2.5	6	Reduced
The external rotation in the hip joint (the main group)	30.8 ± 2.4	33.8 ± 5.9	5	Reduced
The external rotation in the hip joint (the control group)	29.4 ± 8.1	38.6 ± 7.0	5	Reduced
The internal rotation in the hip joint (the main group)	43.7 ± 7.2	32.7 ± 8.1	5	Reduced
The internal rotation in the hip joint (the control group)	40.1 ± 8.2	31.8 ± 3.1	6	Reduced
Bending in knee joints (the main group)	59.3 ± 5.0	78.1 ± 6.6	7	Reduced
Bending in knee joints (the control group)	67.1 ± 3.2	62.4 ± 5.5	7	Reduced
Bending in ankle joints (the main group)	38.0 ± 4.1	38.7 ± 4.2	5	Reduced
Bending in ankle joints (the control group)	38.4 ± 8.1	35.2 ± 0.1	5	Reduced
The extension in ankle joints (the main group)	44.1 ± 7.9	45.8 ± 7.3	6	Reduced
The extension in ankle joints (the control group)	48.9 ± 1.3	47.9 ± 4.4	6	Reduced

Conclusions

The psychological principles of the development of general compensatory reactions of the patient in a case of physical rehabilitation of patients with ischemic stroke were proposed in this research. These principles are: 1) the principle of actualization of the defect; 2) the principle of progressive mobilization of compensatory mechanisms of psychomotor activity; 3) the principle of continuous reverse of concentration of compensatory mechanisms of the psyche of the person; 4) the principle of sanctioning compensatory mechanisms of the psyche of the person; 5) the principle of relative stability of the compensatory mechanisms of the psyche of the patient.

In a case of ischemic strokes there is a certain dynamics of recovery of locus disorders. Firstly, reflex functions and tone are restored, then psychomotor actions (global and coordinating synkinesis) and auxiliary actions appear, and finally arbitrary movements are restored. In order to begin to restore tendon reflexes and muscle tone, it is necessary to normalize the functions of the spinal cord.

Compensation of certain function that had disorders is based on the restructuring of the old stereotype and the development of a new dynamic stereotype. The most important point of compensation for structural and functional disorders in the case of psychomotor pathology is active participation in the rehabilitation process and the patient himself/herself, who should seek to activate the body's systems, which are not affected at all or suffered insignificantly. It has been shown that due to new unaffected parts of the central nervous system, it is possible to rearrange the innervation between the antagonists.

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Харченко Євген, Ващенко Ірина. Особливості корекції психомоторних розладів хворих на ішемічний інсульт: психологічний аспект

АНОТАЦІЯ

Завдання статті – запропонувати авторське розв’язання проблеми визначення біомеханічних законів, що відображають картину розладів психомоторної функції; провести дослідження та проаналізувати отримані дані щодо початкового стану рухової функції пацієнтів з ішемічним інсультом підгрупи «плезія + парез»; запропонувати психологічні принципи розвитку загальних компенсаторних реакцій пацієнта у разі фізичної реабілітації хворих на ішемічний інсульт.

Методи дослідження. Використано метод аналізу літературних джерел; метод педагогічного спостереження; психолого-педагогічний експеримент; метод дослідження психоемоційного стану (тест М. Люшера).

Результати дослідження. Доведено, що картина розладів психомоторної функції підпорядковується певним біомеханічних законам: 1. Правило перерозподілу функцій ураженої кінцівки. Функціональні можливості ураженої кінцівки підтримувати вагу тіла значно знижуються. Це особливо помітно в період одиночної опори: зменшуються як абсолютні, так і відносні за часовими інтервалами функції одиночної опори, а також тривалість періоду опори. Але таке розвантаження хворого боку повинно бути компенсовано, адже період опори здорової ноги суттєво збільшується. Зміна періодів опори має очевидний наслідок – збільшення на хворому боці часу перенесення, на здоровому – його скорочення. 2. Правило функціонального копіювання рухів іншої особи. Патологічна асиметрія не вигідна організму ні з точки зору енергетики, ні з точки зору механіки. Необхідність підтримувати відносну симетричність функцій правого і лівого боків тіла призводить до такого висновку: здорова сторона тіла (або кінцівка) має неабиякий функціональний резерв, на відміну від хворої, тому зменшення функціональної асиметрії відбувається шляхом наближення зразка функціонування здорової кінцівки до зразка хворої. 3. Правило забезпечення оптимуму в психомоторній діяльності. Функціонування всіх елементів нормального циклу психомоторної діяльності є основою фізіологічної оптимальності індивіда. Будь-які відхилення від фізіологічної оптимальності вимагають включення додаткових адаптивних резервів, які на ураженому боці дещо змінені. Забезпечити хворому оптимальність функціонування можна за рахунок функціонального напруження здорового боку.

Висновки. Запропоновано психологічні принципи формування загальних компенсаторних реакцій пацієнта у випадку проведення фізичної реабілітації хворих з ішемічним інсультом, а саме: 1) принцип актуалізації дефекту; 2) принцип прогресивної мобілізації компенсаторних механізмів психомоторної діяльності; 3) принцип безперервного зворотного концентрування компенсаторних механізмів психіки особистості; 4) принцип санкціонування компенсаторних механізмів психіки особистості; 5) принцип відносної стійкості компенсаторних механізмів психіки особистості.

Доведено, що у випадку ішемічних інсультів виявляється певна динаміка відновлення локусних розладів. Спочатку відновлюються рефлекторні функції й тонус, а потім з'являються психомоторні дії (глобальні та координаторні синкінезії), а також допоміжні дії, і, нарешті, відновлюються довільні рухи. Для того, щоб почали відновлюватися сухожильні рефлекси і м'язовий тонус, необхідна нормалізація функцій спинного мозку.

Наголошено, що компенсація певних функцій, що мали розлади, заснована на перебудові старого стереотипу і виробленні нового динамічного стереотипу. Важливим моментом компенсації структурно-функціональних розладів у випадку патології психомоторики є активна участь у процесі реабілітації й самого хворого, який має прагнути активізувати системи організму, що зовсім не постраждали або постраждали несуттєво. Було показано, що за рахунок нових – тих, що не постраждали – відділів центральної нервової системи можливою постає перебудова іннервації між антагоністами.

Ключові слова: психомоторні розлади хворих, ішемічний інсульт, принцип актуалізації дефекту, принцип прогресивної мобілізації компенсаторних механізмів психомоторної діяльності, принцип безперервного зворотного концентрування компенсаторних механізмів психіки особистості.

Харченко Евгений, Ващенко Ирина. Особенности коррекции психомоторных расстройств больных с ишемическим инсультом: психологический аспект

АННОТАЦИЯ

Задачи статьи – предложить авторское решение проблемы определения биомеханических законов, отражающих картину расстройств психомоторной функции; провести исследование и проанализировать полученные данные относительно исходного состояния двигательной функции пациентов с ишемическим инсультом подгруппы «плезия + парез»; предложить психологические принципы развития общих компенсаторных реакций пациента в случае физической реабилитации больных с ишемическим инсультом.

Методы исследования. Использованы метод анализа литературных источников; метод педагогического наблюдения; психолого-педа-

гогический эксперимент; метод исследования психоэмоционального состояния (тест М. Люшера).

Результаты исследования. Доказано, что картина расстройств психомоторной функции подчиняется определенным биомеханическим законам: 1. Правило перераспределения функций пораженной конечности. Функциональные возможности пораженной конечности поддерживать вес тела значительно снижаются. Это особенно заметно в период одиночной опоры: уменьшаются как абсолютные, так и относительные по временным интервалам функции одиночной опоры, а также продолжительность периода опоры. Показано, что такого рода нагрузки больной стороны должны быть компенсированы, ведь период опоры здоровой ноги существенно увеличивается. Изменение периодов опоры имеет очевидное последствие – увеличение на больной стороне времени переноса, на здоровой – его сокращение. 2. Правило функционального копирования движений другого лица. Патологическая асимметрия не выгодна организму ни с точки зрения энергетики, ни с точки зрения механики. Необходимость поддерживать относительную симметричность функций правой и левой сторон тела приводит к следующему выводу: здоровая сторона тела (или конечность) имеет больший функциональный резерв, чем больная, поэтому уменьшение функциональной асимметрии происходит путем приближения образца функционирования здоровой конечности к образцу больной. 3. Правило обеспечения оптимума в психомоторной деятельности. Функционирование всех элементов нормального цикла психомоторной деятельности является основой физиологической оптимальности индивида. Любые отклонения от физиологической оптимальности требуют включения дополнительных адаптивных резервов, которые на пораженной стороне несколько изменены. Обеспечить больному оптимальность функционирования можно за счет функционального напряжения здоровой стороны тела.

Выводы. Предложены психологические принципы формирования общих компенсаторных реакций пациента в случае проведения физической реабилитации больных с ишемическим инсультом, а именно: 1) принцип актуализации дефекта; 2) принцип прогрессивной мобилизации компенсаторных механизмов психомоторной деятельности; 3) принцип непрерывного обратного концентрирования компенсаторных механизмов психики личности; 4) принцип санкционирования компенсаторных механизмов психики личности; 5) принцип относительной устойчивости компенсаторных механизмов психики личности.

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Доказано, что в случае ишемических инсультов организмом приобретает определенная динамика восстановления локусных расстройств. Сначала восстанавливаются рефлекторные функции и тонус, а затем появляются психомоторные действия (глобальная и координаторная синкинезия), а также восстанавливаются вспомогательные действия, и, наконец, произвольные движения. Для того, чтобы начали восстанавливаться сухожильные рефлексы и мышечный тонус, необходима нормализация функций спинного мозга.

Отмечено, что компенсация определенных функций, которые имели расстройства, основана на перестройке старого стереотипа и выработке нового динамического стереотипа. Важным моментом компенсации структурно-функциональных расстройств в случае патологии психомоторики является активное участие в процессе реабилитации и самого больного, который должен стремиться активизировать системы организма, которые совсем не пострадали или пострадали незначительно. Было показано, что за счет новых – непострадавших – отделов центральной нервной системы возможна и перестройка иннервации между антагонистами.

Ключевые слова: *психомоторные расстройства больных, ишемический инсульт, принцип актуализации дефекта, принцип прогрессивной мобилизации компенсаторных механизмов психомоторной деятельности, принцип непрерывного обратного концентрирования компенсаторных механизмов психики личности.*

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Empirical Research of the Self-education Motivation of Students

Емпіричне дослідження мотивації самоосвіти студентів

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ABSTRACT

The aim of the article is to present results of an empirical research of self-education motivation of students.

The following methods are used: empirical: «Method for studying the motivation for success and avoidance of failure» by A.O. Rean, «Method for studying the motivation of higher education» by T.I. Iliina, «Test for assessing the ability to self-development and self-education» by V.I. Andreev, «Personal Orientation Inventory» by E. Shostrom; mathematical and statistical methods of data processing.

The results of the research. The data of studying the components of self-education motivation (motivation for achieving success, motivation of learning,

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the ability to self-education and self-actualization) have been presented. Diagnostics of the motivation for success and avoidance of failure has shown that in the group of the first and third year undergraduate students, motivation for success prevails, but it is not marked, and in the 1–2nd year of magistracy, most students have a stable motivation for success. An empirical study of the motivation of educational activity has shown that the motive «Acquisition of knowledge» is the leading motive for students, and the motives «Mastering a profession» and «Getting a diploma» are almost at the same level. This demonstrates that students show curiosity, interest in acquiring knowledge, but still formally assimilate them. It has been found that the motivation for self-education of students grows during the course of study – from the level below average (at the 1st year of the higher education level «Bachelor») to above the average (at the 1st year of the higher education level «Master»). Diagnostics of the degree of self-actualization has shown that students of the first and third years of the baccalaureate have an average degree of self-actualization, and the first year of the magistracy – a high one, which indicates the desire to develop personal capabilities.

Conclusions. *Results of the empirical research and correlation analysis of components of the self-education motivation have confirmed the research hypothesis in that part that the self-education motivation of students increases during the course of education; it has been stated the ability for self-education leads to the desire to achieve success and depends on self-actualization.*

Key words: *self-education, self-education motivation, motivation for achieving success, motivation of learning, self-education ability, self-actualization.*

Introduction

In today's conditions, education is becoming a major factor in development of an individual and society. Ideas of education are changing, as society is beginning to recognize the need for lifelong learning. The development of society at the present stage requires a revision of the higher education strategy; the educational process is understood not only as external to the student activities, but also as a process and result of a student's own activity. Instead of the former concept of «education» a new concept is forming: «education of a personality» as a process and result of personal responsibility, failures and merits.

According to the new educational paradigm, regardless of specialization and type of work, any specialist must have fundamental knowledge, professional skills and abilities of own profile, experience of creative and research activities of solving new problems, experience of social evaluation activities. The last two components of education are formed in the process of self-educational activity of students in the process of professional training.

A student's self-educational activity is intended not only for acquiring knowledge in each discipline, but also for developing skills of independent work in general, in educational, scientific, professional activities, the ability to take responsibility, solve problems, find constructive solutions, crisis management and more. That is why students' self-education is considered as the most important component of their cognitive educational activity, a powerful reserve for improving the quality of education, strengthening the effectiveness of the educational process.

Various problems of modern students have been highlighted in the works of Ukrainian researchers. In particular, features of development of students' autonomy (Івашкевич & Онуфрієва, 2021), psycholinguistic features of students' acquisition of visual-semantic image of a hieroglyph in studying Japanese (Долинська, Наумова & Шевченко, 2020), formation of communicative culture of students by means of project teaching in higher educational establishments (Maksymenko, Bei, Khimchuk & Vovchok, 2020), influence of the professional orientation of students of different gender on their ideas of happiness (Stroianovska, Dolynska, Shevchenko, Andriiashyna, Melnyk & Tsybuliak, 2020), psychological characteristics of using Internet by students (Онуфрієва, Дідик, & Чекавська, 2019), students' ideas about life success (Stroyanovska, Dolynska, Shevchenko, Yermakova, Matiash-Zaiats & Kriukova, 2021).

General didactic foundations of self-education have been substantiated in classical scientific works. P.I. Pidkasisty

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(Пидкасистый, 1980) has carried out a psychological and didactic analysis of independent cognitive activity of students and submitted the program of its improvement for the purpose of formation of students' personality. Yu.K. Babanskyi (Бабанский, 1977) has identified conditions for optimizing the educational process, which are specified on the example of preventing student failure, as well as the organization of the learning process, in particular, independent activities, of the most trained students.

Analysis of the psychological and pedagogical literature on the problem of self-education has shown that the vast majority of researches is devoted to the issues of self-education of future teachers. Scientists have studied: self-educational activity of students of art and pedagogical specialties (Сергеєнко, 2019; Заббарова, 2014) and future primary school teachers (Смолюк, 2018), formation of readiness for self-education (Светлова, 2015). Self-education is considered by researchers in the context of a continuous process of professional improvement (Berry & Kitchen, 2020; Sagitova, 2014; Kazarenkov & Kazarenkova, 2015).

Recent researches have highlighted issues of student self-education and self-development in the dynamics of civilization processes (Горбань, 2020), development of the blended learning technology (Geng, Law & Niu, 2019), correlation between students' self-directed learning skills and learning trends throughout life (Tekkoll & Demirel, 2018), studying the effectiveness of self-paced learning (Tullis & Benjamin, 2011; Hill, Peters, Vinnedge, Salvaggio, Vinnedge & Darden, 2020).

Analyzing a number of works on the problem of self-education of youth, students, teachers, we can conclude that despite the noted importance of self-education to guide personal development and training of future professionals, its research is quite fragmentary, particularly in terms of the self-education motivation.

The aim of the article is to present results of an experimental study of the self-education motivation of students.

Methods of the research

In accordance with the theoretically substantiated ideas of peculiarities of the self-education motivation of modern students we have chosen the following psychodiagnostic tools for the empirical research: «Method for studying the motivation for success and avoidance of failure» by A.O. Rean (Реан, 2008), «Method for studying the motivation of higher education» by T.I. Iliin (Ильин, 2008), «Test for assessing the ability to self-development and self-education» by V.I. Andreev (Андреев, 2015), «Personal Orientation Inventory» by E. Shostrom (Реан, 2008); mathematical and statistical methods of data processing (IBM SPSS-20: descriptive statistics, correlation analysis).

The study has been conducted on the basis of Zaporizhzhia National University. The total sample of respondents consisted of 121 students, including 81 students of the 1st and 3rd year of the higher education level «Bachelor» and 40 students of the 1–2nd courses of the higher education level «Master».

Results and discussions

In psychological literature self-education is seen as a subjectively significant conscious process of disclosure of an individual's own capabilities and abilities in activities and relationships; this process is based on cognitive needs. The cognitive needs necessitate the constant, purposeful self-education, which does not end after achieving the result (goal of self-education), but continues each time in a new round of productive activity, forming new motives, creating new problems and finding solutions (Kazarenkov & Kazarenkova, 2015; Sagitova, 2014).

Self-educational activity is associated with self-organization – individuals' ability to organize themselves and their

activities: independently set goals and objectives, choose ways to achieve them, determine own behavior over time, cause self-control and self-analysis (Tekkoll & Demirel, 2018). The goal can be given to the person from the outside: in the form of requirements, instructions, or produced by the person himself or herself. In the first case the effectiveness of implementation depends entirely on its internal acceptance by the individual, when the proposed goal coincides with the individual motivational sphere. In the self-education, there is a second option for the goal setting, as self-education is a self-governing process of cognition (Tullis & Benjamin, 2011).

Self-education is a result of education and a prerequisite for its effectiveness. Relationship between the processes of education and self-education is caused by the fact that: self-education contributes to the accumulation of knowledge, formation of the intellect, development of the mental strength and abilities; self-education is an informative process, is a component of the mental self-education, which produces the qualities necessary for the successful knowledge acquisition (Geng, Law & Niu, 2019).

Researches indicate that self-education is a special activity that has its own specific structure, different from the structure of educational activities and its independent forms in that its main components are motives, tasks, methods of action and methods of control. But, of course, the motives of self-education belong to the educational activities. The defining component of the organization of educational activities is motivation. Motivation of educational activity is connected with the age features. At the stages of preparation in the secondary school, the social motivation of educational activity prevails. Adolescents, as well as younger students, still have a poorly developed understanding the need of training for future professional activities, but after graduation and at the stage of the higher education, the motivation of educational activities changes, namely there are changes in motives due to profes-

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sional self-affirmation. Student age is the most important period of development of self-awareness and mature self-esteem. Namely at the student age there arise the motives of self-education, which are aimed at self-improvement of ways of acquiring knowledge (Hill, Peters, Salvaggio, Vinnedge & Darden, 2020; Tekkoll & Demirel, 2018).

Let's consider results of an empirical study of students' self-education motivation. Starting the research, we suggested that the motivation of students' self-education increases during their studies, and the ability to self-education determines the desire to succeed, acquire knowledge, master a profession and self-actualization.

Self-education assumes the independent setting of goals and objectives, choosing the ways of its achievement. Both the desire to succeed and the fear of failure can be an impetus to activity and learning. According to the results of the method by A.A. Rean (Реан, 2008) it has been found that in most of the 1st course students of the higher education level «Bachelor» is dominated by the motivation to succeed – 40%, 35% are not sufficiently motivated to succeed, the tendency to avoid failure is observed in 20% of respondents and only 5% – motivation to avoid failure. That is, most respondents have a motivation to succeed; individuals of this type are usually active, proactive. If there are obstacles these persons search for ways to overcome them. Such respondents differ in persistence in the purpose achievement, tend to plan their future for long periods of time. They prefer to take on medium difficulty or slightly inflated duties.

The total score on the scale of motivation to achieve success is 12.45, but the motivational pole is not marked. This allows us to conclude that the representatives of this group are generally motivated to succeed, but do not reflect on the future, are not fully conscious of their status. They are quite calm about the fact that they may not know anything yet. But in general, the productivity and degree of their activity depend on ex-

ternal control less. The respondents tend to re-evaluate their failures in light of their successes. When performing tasks of a problematic nature, as well as in conditions of time shortage, effectiveness of the activity is usually improved. Such persons tend to perceive and experience time as «purposeful and fast».

According to the results of the method conducted in the 3rd course, it has been found that 50% of respondents have motivation to succeed, 25% have an unexpressed motivation to succeed and 25% have a tendency to avoid failure. Thus, most students have motivation to succeed; the average score is 13.25 points, which also indicates that the inherent motivation for success, but the motivational pole is not marked, as in the first group of respondents.

Data obtained in the 1–2nd course of the higher education level «Master» have shown that 65% of students are motivated to succeed, 30% of respondents do not express motivation to succeed and 5% – have the tendency to avoid failure. That is, most of the respondents are motivated to succeed, which is also confirmed by the average score for this group – 14.35.

Analyzing results obtained in the experimental groups, we can observe that the motivation for success and avoidance of failure changes during the professional training. Thus, in the first year, less than half of the respondents are motivated to succeed, and some students are motivated to fail, but in the end the average score allows us to conclude that in general the group is motivated to succeed, but not marked. In the third course, half of the students are motivated to succeed; the respondents with motivation of failure avoidance are not identified. The total score leads to the conclusion that compared to the first year there are positive changes and most third-year students have motivation to success without a marked pole, but the overall score is higher than in the first year. Also, analyzing results in the fifth course, we can see how the motivation has changed compared to the first course. In the fifth year, more than half of the students have a clear motivation to

succeed, and the overall score indicates that the motivation to succeed prevails in the group. Thus, from the first year of the baccalaureate to the 1–2nd year of the magistracy, students' motivation changes and the older they get, the more they are motivated to succeed, not to fail.

Let's consider results of the study of motivation in higher education institution. In our research, we rely on the theoretical foundations of the study of student's self-education motivation (Горбань, 2020; Сепренко, 2019; Geng, Law & Niu, 2019). In these works self-education is considered as one of the main activities in the educational process which is inextricably linked with educational activities, because the professional orientation of the educational process determines the main content of students' self-education; prerequisites for self-education are the motives for entering a higher education institution. In this regard, we have investigated the study motivation of students according to the method of Т.І. Пiин (Ильин, 2008).

Analysis of the results of the 1st year students of the higher education level «Bachelor» has shown the following. According to the scale «Acquisition of knowledge», the average ratio, which reflects the desire of students to acquire knowledge and level of their curiosity, is 7.56 points. On the scale «Mastering a profession», which reflects the desire of students to master professional knowledge and skills, professionally important qualities, the average ratio is 4.35 points. On the scale «Getting a diploma», which reflects the desire of students to «get» a diploma in the formal acquisition of knowledge and find workarounds when passing exams and tests – 4.95 points.

Thus, it can be observed that the leading positions are occupied by the motive of «acquisition of knowledge» and the motive of «getting a diploma», which indicates students' dissatisfaction with the chosen profession. This suggests that students are curious, interested in acquiring knowledge, but still formally get the title, at an opportunity to find workarounds when passing exams and tests. Many of students do not in-

ternally agree with the choice of profession, some – with the choice of educational institution.

Analysis of the results of the 3rd year students has shown the following. According to the scale «Acquisition of knowledge», the average ratio, which reflects the desire of students to acquire knowledge, the level of their curiosity, is 7.25 points. On the scale «Mastering a profession», which reflects the desire of students to master professional knowledge and skills, professionally important qualities, the average ratio is 5.65 points. On the scale «Getting a diploma», which reflects the desire of students to «get» a diploma in the formal acquisition of knowledge and find workarounds for exams and tests – 5.57 points.

Thus, the leading position among the 3rd year students is occupied by the motive of «acquiring knowledge», «mastering a profession». This indicates that students are constantly curious, ask a lot of questions during lectures, read a lot, pay more attention than others to seemingly insignificant scientific facts. They also strive to master professional knowledge as much as possible, to form professionally important qualities and skills. The choice of these two motives also indicates an adequate choice of profession.

Analysis of results of the 1-2nd year students of the higher education level of «Master» has shown the following. According to the scale «Acquisition of knowledge», the average ratio, which reflects the desire of students to acquire knowledge, the level of their curiosity, is 9.72 points. On the scale «Mastering a profession», which reflects the desire of students to master professional knowledge and skills, professionally important qualities, the average coefficient is 6.85 and on the scale «Getting a diploma», which reflects the desire of students to «get» a diploma in formal learning and to find workarounds when passing exams and tests – 4.62 points. Thus, as in the third year of baccalaureate, in the magistracy the leading position is also occupied by the motive of «acquiring

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knowledge», «mastering a profession». This indicates that in the magistracy, students have already decided their priorities, the choice of profession was conscious and they strive to master the necessary knowledge to become qualified specialists.

Thus, compared to the first year, in the third course and 1–2nd courses of magistracy, students understand why they entered the university for the specialty they chose. They decided what motivates them and what is important for them. It can be concluded that in the magistracy and in the 3rd year of baccalaureate the main motives are to get as much knowledge as possible, to fully master the profession and become a specialist, rather than get a diploma and formally acquire knowledge, as can be seen in the first course.

Let's consider results of the study of the ability to self-education and self-development. As noted above, when analyzing the features of the processes of self-development and self-education of students, first of all, it is about their professional orientation as the desire for self-realization in the future profession. Abilities for self-development are defined as individual psychological features that provide independent acquisition of new knowledge, skills and abilities to solve specific life problems. In order to determine whether students have the ability to self-education in general and self-development, they were offered a «Test for assessing the ability to self-development and self-education» (Андреев, 2015).

According to the test results, it has been found that the majority of respondents in the 1st year of baccalaureate had a slightly below average level of ability to self-development and self-education (30% of the total number of respondents). 20% of respondents have an average level, 10% – slightly above average, high level – 10%, 15% – below average, 15% of students – low level. The total score is 34.5 points: this indicates that the level of ability to self-development and self-education is slightly below average. It can be assumed that first-year students have such a level of ability to self-development and

self-education, because they are still adapting to higher education, looking out for the chosen profession.

The results in the third course have shown a slightly below average level of ability to self-development and self-education in most respondents (30% of the total number of respondents). 15% of students have an average level, 25% – slightly above average, 10% – above average, 10% – very low, 5% – low and 5% – a high level. The total score is 35.15 points, which indicates an average level of ability to self-development and self-education. It can be concluded that 3rd year students have a higher level of ability to self-development and self-education than 1st year students of baccalaureate – they are already more adapted and ready to master the profession, relevant knowledge and self-development.

Considering the data obtained at the 1–2nd course of magistracy, it has turned out that most respondents had a high level of ability to self-education and development – 30%, 20% – a very high level, 20% – above average, 20% – average, 5% – slightly above average, 5% of students have slightly below average level. The total score is 42.3 points, which indicates above average level of ability to self-education and self-development. Thus, master students are able to purposefully and systematically organize the process of acquiring knowledge, acquiring skills and abilities through independent educational and cognitive activities, they are conscious of and accept their own experience and personality.

Analyzing the results, we can state that the level of ability to self-development and self-education is changing during professional education. In the first year of baccalaureate the level is below average, in the third year – an average, and in 1–2nd year of the higher education level «Master» – above average. It can be stated from the percentages of the «very high» and «high» levels that most students have a high level of ability to self-development and self-education.

Let's consider results of the diagnostics of the self-actualization degree of students. Self-actualization is an integral attribute of self-consciousness and self-development of an individual, and therefore associated with self-education. Self-actualization is manifested in the motivational structure, in personal and semantic formations, life orientations, which are further embodied in professional activities, communication and personal life. In order to identify the degree of self-actualization of students, we have used the method of E. Shostrom (Реш, 2008).

The analysis of the obtained results has shown that the majority of the first-year students of baccalaureate had an average degree of self-actualization (80%); 20% have a high degree of self-actualization; a low degree of self-actualization in this group has not been detected. The total score is 41.45 points, which indicates the predominance of an average degree of self-actualization. Such persons generally have expressed spontaneity, self-esteem and self-perception.

The results obtained in the 3rd year of baccalaureate have revealed an average degree of self-actualization – 100% of respondents. The total score is 35.25 points, which coincides with the results in the group of the 1st year. But, compared to the first-year students, in this group there are no indicators of high and low degree of self-actualization.

The results of the 1–2nd course of magistracy have shown that the majority of students have a high degree of self-actualization – 65%; 35% have an average degree; low degree in this group has not been detected. The total score of 45.15 points also indicates that the group has a high degree of self-actualization.

It is obvious that students with a high degree of self-actualization have internal support, which is guided mainly by internal principles and motivation. Such individuals are less prone to external influences, are free in choice, they are cha-

racterized by a certain ratio of self-orientation and orientation to others.

Thus, compared to the results of the first and third year students of baccalaureate, who have an average degree of self-actualization, the results of magistracy students are dominated by a high degree of self-actualization. Probably, among the contradictions in the development and formation of personality at this age (in the first and third year of the higher education level «Bachelor») there is a contradiction between the natural desire of a person to self-assertion and the lack of necessary physical and spiritual capabilities. This contradiction is one of the driving forces of inner self-development of an individual. In students, it manifests as a contradiction between ideas about the profession and its real essence, on the one hand, and between ideas about themselves as subjects of future professional activity and their real capabilities, on the other hand. At the 1–2nd course of magistracy there appears the most important ability that a student must acquire at university, and which can significantly increase his or her professional competence. This is the ability to self-education, which is accompanied by a high degree of self-actualization.

Thus, considering that the motivation for self-education is the desire to succeed, a high degree of self-actualization, the desire to acquire knowledge and master the profession, the research assumption has been confirmed in the part that the motivation of students' self-education increases during the professional training.

Now we turn to results of the correlation analysis of the components of self-education motivation. We have used Pearson's correlation coefficient (IBM SPSS-20) to confirm or reject the second part of the study hypothesis.

When calculating the correlation coefficient of indicators on scales of the methods «Ability to self-development and self-education» and «Motivation for success and avoidance of failure» we have received values of $R = 0.34$. This indicates

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a moderate correlation between the studied parameters. Thus, a statistically significant direct correlation indicates that the ability to self-education determines the desire to succeed. This confirms the data of researchers (Tekkoll & Demirel, 2018) that a student who has self-educational competence based on the experience of self-educational activities is able to set a goal, has intrinsic motivation, has a high level of ambition, purposeful and confident, that is motivated for success.

When calculating the correlation coefficient of indicators of the methods «Ability to self-development and self-education» and «Motivation of higher education» (scale «Acquisition of knowledge»), the coefficient $R = -0.04$ has been obtained. This suggests that the correlation between the ability to self-education and the desire to acquire knowledge is inversely weak. Thus, the dependence of the parameters is not statistically significant and the ability to self-education does not depend on the desire to acquire knowledge. Thus, a student who studies well at the university does not always have the ability to self-education and self-development.

Calculating the correlation coefficient on scales of the methods «Ability to self-development and self-education» and «Motivation of higher education» (scale «Mastering a profession») we have obtained a coefficient $R = -0.13$. This result indicates that the correlation between the studied parameters is inverse, with a weak link. That is, the dependence of the parameters is not statistically significant and the ability to self-education does not determine the desire to master the profession. Thus, we can assume that students who want to master professional skills and abilities, do this only within the walls of higher education institution.

When calculating the correlation coefficient on scales of the methods «Ability to self-development and self-education» and «Personal Orientation Inventory» we have obtained $R = 0.32$. The coefficient indicates that there is an average direct relationship between these parameters. Based on these data, we can

assume that students who have the ability to self-education also have a high level of self-actualization, because self-education, self-development and self-actualization are processes aimed at ensuring personal and professional growth. Self-actualization is an integral attribute of self-education and self-development of an individual. The tendency to self-actualization is the essence of personality – the desire to reflect, know, reveal, and then realize themselves in action. It is manifested in the motivational structure, in personal and semantic formations, life orientations, which are further embodied in professional activities, communication and personal life.

The results of the correlation analysis of the components of self-education motivation allow us to conclude that the ability to self-education is not significantly dependent on the desire to master the profession and acquire knowledge, but the ability to self-education determines the desire to succeed and depends on the self-actualization.

Conclusions

The article presents results of an empirical study of self-education motivation of students. The data of studying the components of self-education motivation (motivation for achieving success, motivation of learning, the ability to self-education and self-actualization) have been presented.

Diagnostics of the motivation for success and avoidance of failure has shown that in the group of the first and third year undergraduate students, motivation for success prevails, but it is not marked, and in the 1–2nd year of magistracy, most students have a stable motivation for success.

An empirical study of the motivation of educational activity has shown that the motive «Acquisition of knowledge» was the leading motive for students, and the motives «Mastering a profession» and «Getting a diploma» were almost at the same level. This demonstrates that students show curiosity, interest in acquiring knowledge, but still formally assimilate them.

It has been found that the motivation for self-education of students grows during the course of study – from the level below average (at the first year of the higher education level «Bachelor») to above the average (at the 1st year of the higher education level «Master»).

Diagnostics of the degree of self-actualization has shown that students of the first and third years of the baccalaureate have an average degree of self-actualization, and the first year of the magistracy – a high one, which indicates the desire to develop personal capabilities.

The results of the empirical research and correlation analysis of components of the self-education motivation have confirmed the research hypothesis in that part that the self-education motivation of students increased during the course of education; it has been stated the ability for self-education led to the desire to achieve success and depended on self-actualization.

A promising direction of future research concerns elaboration and implementation of the development program of self-education motivation of students.

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Шевченко Наталія. Емпіричне дослідження мотивації самоосвіти студентів

АНОТАЦІЯ

Мета статті – презентувати результати емпіричного дослідження мотивації самоосвіти студентів.

Методи дослідження. Емпіричні: «Методика вивчення мотивації успіху і остраху невдачі А.О. Реана, «Методика вивчення мотивації навчання у закладі вищої освіти» Т.І. Ільїної, «Тест оцінки здатності до саморозвитку та самоосвіти» В.І. Андрєєва, «Опитувальник особистісної орієнтації» Е. Шострома; математико-статистичні методи обробки даних.

Результати дослідження. Представлено дані вивчення складових мотивації самоосвіти (мотивація досягнення успіху, мотивація навчання, здатність до самоосвіти та самоактуалізація).

Діагностика мотивації успіху й остраху невдачі показала, що у групі студентів першого і третього курсів бакалаврату переважає мотивація на успіх, але не яскраво виражена, а на 1–2-му курсах магістратури більшість студентів мають стійку мотивацію на успіх. Емпіричне дослідження мотивації навчальної діяльності засвідчило, що для студентів основним є мотив «Набуття знань», а мотиви «Оволодіння професією» та «Отримання диплома» знаходяться майже на одному рівні. Це демонструє те, що студенти виявляють допитливість, зацікавленість у

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здобутті знань, але все-таки засвоюють їх формально. Установлено, що мотивація самоосвіти студентів зростає упродовж навчання – від рівня нижчого за середній (на 1-му курсі рівня вищої освіти «Бакалаврський») – до вище середнього (на 1-му курсі рівня вищої освіти «Магістерський»). Діагностика ступеня самоактуалізації показала, що студенти першого і третього курсів бакалаврату мають середній ступінь самоактуалізації, а першого курсу магістратури – високий, що свідчить про прагнення до розвитку своїх особистісних можливостей.

Висновки. Результати емпіричного дослідження та кореляційного аналізу складових мотивації самоосвіти підтвердили гіпотезу дослідження у тій частині, що мотивація самоосвіти студентів зростає упродовж навчання; встановлено, що здатність до самоосвіти зумовлює прагнення досягнення успіху та залежить від самоактуалізації.

Ключові слова: самоосвіта, мотивація самоосвіти, мотивація досягнення успіху, мотивація навчання, здатність до самоосвіти, самоактуалізація.

Шевченко Наталя. *Емпірическое исследование мотивации самообразования студентов*

АННОТАЦИЯ

Цель статьи – представить результаты эмпирического исследования мотивации самообразования студентов.

Методы исследования. Эмпирические: «Методика изучения мотивации успеха и избегания неудачи» А.А. Реана, «Методика изучения мотивации обучения в учреждении высшего образования» Т.И. Ильиной, «Тест оценки способности к саморазвитию и самообразованию» В.И. Андреева, «Опросник личностной ориентации» Э. Шострома; математико-статистические методы обработки данных.

Результаты исследования. Представлены данные изучения составляющих мотивации самообразования (мотивация достижения успеха, мотивация обучения, способность к самообразованию и самоактуализация).

Діагностика мотивації успіху і боязни невдачі показала, що в групі студентів першого і третього курсів бакалавриату преобладає мотивація на досягнення успіху, но не ярко выражена, а на 1–2-ом курсах магістратури більшість студентів мають устойчивую

мотивацию на успех. Эмпирическое исследование мотивации учебной деятельности показало, что для студентов ведущим является мотив «Приобретение знаний», а мотивы «Овладение профессией» и «Получение диплома» находятся почти на одном уровне. Это демонстрирует то, что студенты проявляют любознательность, заинтересованность в приобретении знаний, но все же усваивают их формально. Установлено, что мотивация самообразования студентов растет на протяжении обучения – от уровня ниже среднего (на 1-ом курсе уровня высшего образования «Бакалаврский») – до выше среднего (на 1-ом курсе уровня высшего образования «Магистерский»). Диагностика степени самоактуализации показала, что студенты первого и третьего курсов бакалавриата имеют среднюю степень самоактуализации, а первого курса магистратуры – высокую, что свидетельствует о стремлении к развитию личностных возможностей.

Выводы. *Результаты эмпирического исследования и корреляционного анализа составляющих мотивации самообразования подтвердили гипотезу исследования в той части, что мотивация самообразования студентов возрастает на протяжении обучения; установлено, что способность к самообразованию порождает стремление к достижению успеха и зависит от самоактуализации.*

Ключевые слова: *самообразование, мотивация самообразования, мотивация достижения успеха, мотивация обучения, способность к самообразованию, самоактуализация.*

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Psychological Resources of the Modification in Self-Fulfillment of Personality

Психологічні ресурси перетворень у самоздійсненні особистості

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ABSTRACT

The aim of the article is an empirical definition of the psychological resources of modification in the self-fulfillment of the person.

The empirical study used **methods** of psychological questioning, as well as such methods of mathematical and statistical data analysis, in particular, regression, correlation, classification, discriminant, and multifactor analysis. The empirical study was implemented according to Nelson's model, which made it possible to characterize the required psychological resources by discriminating against them.

Research results. It was found that the reflected psychological resources in the configurations of self-fulfillment – existential, personal, and professional self-fulfillment – are: creativity, work on yourself, the ability to update their own

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resources, coherence, charity, meaningful life, expression of emotions. Interpretive resources «creativity» and «ability to update own resources» are predictors of all three configurations of self-realization. Psychological resources that moderate the relationship of existential motivation as a manifestation of the inner world of man and life tasks are identified as creativity, self-work, coherence, charity, expression of emotions. Psychological resources that are factors of self-realization, self-actualization, self-fulfillment of the person are creativity, the ability to update their own resources, coherence. Coherence is a factor for all three configurations of self-realization.

Conclusions. *The sequence of the resourcefulness of changes in self-fulfillment is as follows: first, due to the resource of work on oneself, self-actualization is carried out, the effect of which is existential self-fulfillment as a sense of real and authorial life lived by the person; further, the ability to update their own resources leads to the transformation of forms in personal and professional self-fulfillment; at the end of the change, the resource of creativity affects the possibility of self-fulfillment of the person. The whole process of reflected changes is patronized by coherence, as a factor in the significance of a life lived by the person, as well as its optimal and healthy functioning.*

Key words: *psychological resources, self-actualization, self-realization, self-fulfillment, personal changes.*

Introduction

Self-fulfillment is characterized as the disclosure of a person's own essence, up to a certain time of potential opportunities, which is realized in his self-transcendence, the transition to his own different being as a personality (Гуменюк, 2014). Self-fulfillment is one of the current problems of European personality psychology, as evidenced by studies on the personal characteristics of people with different levels of self-fulfillment as one of the types of human well-being, as the realization of «good life» (Shutenko, 2015; Krems et al., 2017; Clark, 2018). In particular, researchers found that individuals with a higher level of self-fulfillment are characterized by self-esteem, self-management skills, a sense of saturation of life; individuals with a low level of self-fulfillment are characterized by an unmet need for security, closeness to new expe-

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riences, self-esteem difficulties, excessive internal contradictions (Shutenko, 2015: 331). It has been found that self-realization is one of the invariants of a person's sense of self-well-being, which differs from subjective, hedonistic, eudemonistic well-being functionally: the results achieved in the process of self-realization become the basis for further self-fulfillment (Krems et. al., 2017). It is characterized that self-fulfillment is possible with the predominance of self-understanding over perfectionism (Clark, 2018: 378).

The stereotypes concerning exaggerated self-importance, underdeveloped ability to self-knowledge, unformed mechanisms of self-development, and, as a result, the inability of a person to be subjects of self-development have been proved to be obstacles to self-realization by scientists (Maksymenko & Serdiuk, 2016: 98). At the same time, it is in the existential paradigm that it is argued a person can accept uncertainty and open up to opportunities, learn to perceive difficulties and mistakes as opportunities for self-development, in the course of rethinking, which leads to personal change and is the effect of life (Леонтьев & Миюзова, 2016: 59). Researchers have shown that the source of personal change is an existential experience (Гришина, 2013: 384), the changes themselves occur when at the level of the existing state of self-fulfillment a person does not find a solution to their own personal problems, which are mainly problems of self-understanding. Changes in the status of self-fulfillment are characterized as cardinal, radical, occurring abruptly, without prior accumulation of small changes, they are indeterminate by self-consciousness (Mobilis in mobili..., 2018: 87, 103, 121) and lead to qualitative changes observed as a qualitative difference of personality (Изменения, 2010).

At present, there are two views in the psychology of personality on the determinants of personal change: the statement about the possibility of resolving contradictions and increase

creativity due to the impact on self-fulfillment primarily by the professional self-fulfillment (Byundyugova & Kornienko, 2015), and judgments about self-change as a mechanism of self-development. The psychological resources that correlate the relationship between the individual's inner reality and his life tasks play a significant role in self-change (Низовских, 2014: 35, 367). Probably, professional self-fulfillment is given the priority in causing changes in human self-realization in life because they see in a person's desire to reach professional heights the inevitable disclosure of his own potential (Психологічні технології ефективного функціонування..., 2019: 274). At the same time, scientists note that potential opportunities are revealed in the process of personal self-fulfillment, resulting in socially significant effects and the formation of their own «space of life» (Кожун, 2013: 3). Internal coherence, which is manifested in openness, determination, and clarity in the correlation of personal values and ways of their implementation, characterizes the essence of existential self-fulfillment (Кривцова и др., 2009).

To solve the problem of such transformations in self-realization, scientific expediency obliges to take into account both views on the causes of changes in self-fulfillment and to analyze both configurations including professional and the role of psychological resources in the structure of self-fulfillment. At the same time, since we rely on the definition of personality as «a form of the human psyche, which is a unity capable to self-development, self-determination, conscious substantive activity, and self-regulation, and has its own unique inner world» (Максименко, 2016: 11), we are more inclined to believe that radical changes in self-fulfillment are due to the person's awareness of their own psychological resources, through which it moderates the relationship between their own inner world and life task. It is important to determine the psychological resources of different configurations of self-fulfillment –

existential, personal, professional – to characterize the possibilities of change in the self-fulfillment of the personality.

The aim of the study is an empirically determination of the psychological resources of transformation in the self-fulfillment of the personality.

The aim of the article

The task of the article was to identify the psychological resources contained in such configurations of self-fulfillment of the personality empirically as existential, personal, and professional self-fulfillment; empirically determine the psychological resources that established the relationship between the inner world of man and life tasks; empirically establish psychological resources that were factors of self-fulfillment, self-actualization, self-realization of the personality.

The empirical study is implemented according to Nelson's model, which makes it possible to characterize the desired discrimination in determining its indicators.

The following psychodiagnostic methods were used in the empirical study: O. Shtepa's psychological resourcefulness questionnaire, E. Riazantseva's test-questionnaire for diagnosing indicators of existential resources of personality, self-assessment questionnaire of «character forces», built by us on the basis of «Virtues and strengths of character» questionnaire (methods of Values in Action by K. Peterson and M. Seligman adapted by I. Burovikhina, D. Leontiev, E. Osin), the questionnaire of management of crisis states by M. Laad, the questionnaire of psychological well-being (method by K. Riff adapted by S. Karskanova), the method of determining (in)tolerance to the uncertainty of S. Badlaire (adaptation of H. Soldatova, L. Shaiherova), methods of assessing and predicting the psychological development of situations of interpersonal interaction of O. Bondarenko, the questionnaire of reflection of D. Leontiev, E. Osin, the questionnaire of loss and acquisi-

tion of personal resources (developed by N. Vodopianova and M. Stein), A. Antonovski's coherence scale in the adaptation of E. Osin, the questionnaire of the reflection by D. Leontiev, E. Osin, questionnaire of existential fulfillment in the version of V. Shumskyi, E. Ukolova, E. Osin, Ya. Lupandin, the questionnaire of personality self-fulfillment of O. Shtepa, the questionnaire of professional self-fulfillment of O. Kokun, the questionnaire of developmental life tasks (the work of the staff of the laboratory of social psychology of personality of ISPP NAPS of Ukraine under the leadership of T. Tytarenko), the questionnaire of the effectiveness of self-realization of E. Selezniova, the questionnaire of self-actualization of personality in the adaptation of H. Nikiforova.

In our opinion, the transformation in the self-fulfillment of the personality is characterized by the simultaneous manifestation of self-actualization, self-realization, and, in fact, self-fulfillment as the disclosure of potential opportunities. We consider the empirical descriptor of transformations in self-realization to be the presence at a statistically significant level of relationships between indicators of self-realization, self-actualization, and self-fulfillment of the personality.

We assume that the psychological resources of transformations in self-fulfillment correspond to each of the following characteristics:

- discriminated by configurations of self-fulfillment (personal, existential, professional self-fulfillment);
- they are predictors of personal, existential, professional self-fulfillment;
- discriminated against by systemic reflection;
- associated with certain existential motives and life tasks;
- they are related to self-realization, self-actualization, self-fulfillment and are their factors.

Based on the definition of personality as a phenomenon of the human self and the inextricably linked motivational orientation (Капустин, 2017: 70), we have identified existential motives as an empirical descriptors of the inner world of man. Assuming a variety of life tasks of the individual during his life, we have identified the empirical descriptor of the person's life tasks to be the operational analogs of life tasks.

The study involved 105 people aged 32–50 years (average = 40.4) (including 53 women, 42 men) (lawyers, doctors, teachers, lecturers, entrepreneurs). All respondents have work experience (from 10 to 28 years), 80% of respondents are married, 75% are raising a child, 5% have experience of divorce, 2% – the experience of being in a second marriage, 77% – the experience of losing a loved one, 7% – the experience of losing a job, 31% have received a second education and changed jobs, 30% have experience of (failure)success in business, 36% have lived in the city for the last 12 years, 8% have experience of changing country of residence, 12% – the experience of receiving psychological assistance, 52% are interested in publications on psychological topics. These data on the subjects to some extent present their life experience and, in our opinion, allow us to form an idea of the saturation of existential, personal, professional self-realization, as well as a more realistic interpretation of the psychological resources of transformations of their self-fulfillment.

Results and discussions

To determine the psychological resources that are included in the configurations of self-fulfillment (existential, personal, professional self-fulfillment), discriminant analysis was used (Tables 1, 2, 3). The discriminant analysis included a total of 66 psychological resources, including coherence, personal resources, existential resources, «character forces», motivational resources for psychological well-being, tolerance for uncer-

tainty, interpretive psychological resources, and relationship resources.

It was found that among the psychological resources included in discriminant analysis, existential self-fulfillment is expressed by the average (Wilks' Lambda 0.49) 6 resources: personal resources, coherence as a resource with a filtering function, existential resource of charity, personal growth (motivational resource of psychological well-being), creativity and the ability to update resources as interpretive psychological resources.

At a low Wilks' Lambda 0.23 personal self-fulfillment outlines 9 psychological resources (Table 2).

The resources of expression of personal self-fulfillment revealed the following: interpretive psychological resources – the ability to update their own resources, creativity, work on themselves; existential resources – charity and acceptance, motivational resources of psychological well-being – positive relationships with others and goals in life, courage «strength of character».

According to the Wilks' Lambda indicator, the most pronounced is the discriminatory model of professional self-fulfillment resources (Wilks' Lambda 0.75), which contains 5 resources (Table 3).

Psychological resources, contained in professional self-fulfillment, include: expression of emotions as a resource of psychological survival, self-acceptance as a motivational resource of psychological well-being, meaningful life «strength of character», creativity and ability to update their own resources as interpretive psychological resources.

To find out which of the discriminated psychological resources are predictors of self-fulfillment configurations, a classification analysis was used, the results of which are presented in Table 4.

Table 1

The results of discriminant analysis of the psychological resources of existential self-fulfillment

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (2,95)	p-level	Toler.	1-Toler. – (R-Sqr.)
Coherence	0.604856	0.808133	10.92131	0.000055	0.879854	0.120146
Personal resources	0.664623	0.735460	16.54585	0.000001	0.869553	0.130447
Mercy	0.551263	0.886699	5.87779	0.003960	0.796231	0.203769
Creativity	0.539252	0.906448	4.74753	0.010909	0.839955	0.160045
Ability to update own resources	0.539966	0.905249	4.81474	0.010264	0.759840	0.240160
Personal growth	0.534234	0.914963	4.27523	0.016772	0.749476	0.250524

Table 2

The results of discriminatory analysis of the psychological resources of personal self-fulfillment

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (2,89)	p-level	Toler.	1-Toler. – (R-Sqr.)
Ability to update your own resources	0.362252	0.621058	27.15197	0.000000	0.792160	0.207840
Courage	0.269729	0.834092	8.85144	0.000312	0.801632	0.198368
Creativity	0.259699	0.866307	6.86746	0.001684	0.860613	0.139387

<i>I</i>	2	3	4	5	6	7
Mercy	0.281617	0.798883	11.20280	0.000046	0.657943	0.342057
Positive relationships with others	0.290494	0.774470	12.95864	0.000012	0.538660	0.461340
The meaning of life	0.292571	0.768972	13.36946	0.000008	0.548170	0.451830
Goals in life	0.273491	0.822618	9.59555	0.000168	0.536623	0.463377
Work on yourself	0.253184	0.888598	5.57890	0.005217	0.892576	0.107424
Acceptance	0.248267	0.906200	4.60617	0.012487	0.850696	0.149304

Table 3

The results of discriminant analysis of the psychological resources of professional self-fulfillment

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (2,96)	p-level	Toler.	1-Toler. – (R-Sqr.)
Manifestation of emotions	0.843891	0.887184	5.849423	0.004061	0.735990	0.264010
Self-acceptance	0.808472	0.926052	3.673235	0.029190	0.866254	0.133746
Meaningfulness of life	0.797528	0.938759	3.000838	0.054639	0.927627	0.072373
Creativity	0.784986	0.953758	2.230252	0.113282	0.858423	0.141577
Ability to update own resources	0.785439	0.953208	2.258081	0.110316	0.839635	0.160365

Table 4

Psychological resources-predictors of self-fulfillment configurations (ranging 0 – min, 100 – max)

Psychological resources-predictors of existential self-fulfillment		Psychological resources-predictors of personality self-fulfillment		Psychological resources-predictors of professional self-fulfillment	
Creativity	85	Creativity	69	Creativity	70
Ability to update own resources	86	Ability to update their own psychological resources	56	Ability to update their own psychological resources	83
Personal resourcefulness	78	Work on yourself	46	Manifestation of emotions	67
Personal growth	19	Positive relationships with others	100	Self-acceptance	100
Coherence	100	Meaningfulness of life	78	Meaningfulness of life	73
Mercy	80	Mercy	73		
		Acceptance	69		
		Courage	66		
		Goals in life	90		

Among psychological resources-predictors of configurations of self-fulfillment, it is expedient to pay attention that creativity and ability to update own psychological resources are predictors with a high rank ($P_1 = 69-85$, $P_1 = 56-86$) for all three configurations of self-fulfillment. The existential resource of charity is common for existential and personal self-fulfillment and it is a predictor with a high rank for each of them ($P_{M_e} = 80$, $P_{M_o} = 73$); «Strength of character» meaningfulness of life is a common resource for personal and professional self-fulfillment and is a predictor with a high rank

for each of them ($P_{M_o} = 78$, $P_{M_{II}} = 73$). The most important predictors (rank 100) in the configurations of self-fulfillment are different, in particular, for existential self-realization it is a filtering resource of coherence, and for personal and professional self-fulfillment motivational resources of positive relationships with others and self-acceptance.

We decided to find out which of the discriminated psychological resources are conscious, i.e. those that are provided by systemic reflection. To implement this task, a discriminant analysis was used, the results of which are presented in the Table 5.

Among the psychological resources contained in discriminatory models of existential, personal, professional self-fulfillment, only 7 are included in the locus of systemic reflection. Therefore, in the further analysis of the factors of self-fulfillment, only reflected resources were included, as such, which enable changes, but not modification in self-fulfillment.

In order to establish the factors of self-realization, self-actualization among the reflected psychological resources, the regression analysis was made.

According to the results of regression analysis, we can conclude that in addition to the differences, there are common factors of configurations of self-fulfillment. In particular, the interpretive resource of creativity is a factor for existential and professional self-fulfillment; coherence is a factor for all three configurations of self-fulfillment.

To determine the relationship between reflected resources and self-fulfillment, correlation analysis was used (Table 9), the results of which showed that the isolated psychological resources were more related to the overall rate of self-fulfillment ($r = 0.41-0.53$; $p < 0.01$). It should be noted that the existential resource of charity at a statistically significant level ($p < 0.01$) is associated only with self-fulfillment.

Table 5

The results of discriminant analysis on psychological resources provided by systemic reflection (Wilks' Lambda 0.58)

Psychological resources	Wilks' – Lambda	Partial – Lambda	F-remove – (1,92)	p-level	Toler.	1-Toler. – (R-Sqr.)
Creativity	0.660274	0.873973	13.26645	0.000447	0.824872	0.175128
Coherence	0.722767	0.798405	23.22971	0.00006	0.594035	0.405965
Mercy	0.609491	0.946791	5.17033	0.025302	0.612881	0.387119
Ability to update their own psychological resources	0.699343	0.825147	19.49530	0.000027	0.700358	0.299642
Work on yourself	0.623954	0.924845	7.47612	0.007500	0.786057	0.213943
Meaningfulness of life	0.628286	0.918468	8.16676	0.005276	0.740250	0.259750
Manifestation of experiences	0.612048	0.942836	5.57789	0.020297	0.568418	0.431582

Table 6

Results of regression analysis of psychological reflected resources as factors of self-realization

Psychological resources	Beta	Std. Err. – of Beta	B	Std. Err. – of B	t(98)	p-level
Intercept			46.20871	9.742654	4.74293	0.000007
Creativity	0.243028	0.102606	2.11288	0.892055	2.36856	0.019819
Mercy	0.258604	0.094865	0.61735	0.226466	2.72603	0.007594
Coherence	0.234366	0.104249	0.17843	0.079370	2.24813	0.026809

Table 7

Results of regression analysis of psychological reflected resources as factors of self-actualization

Psychological resources	Beta	Std. Err. – of Beta	B	Std. Err. – of B	t(100)	p-level
Intercept			21.29111	3.322786	6.407606	0.000000
Meaningfulness of life	0.300114	0.098306	0.41007	0.134324	3.052866	0.002904
Coherence	0.203576	0.100795	0.05481	0.027139	2.019696	0.046090
Ability to update own resources	0.113466	0.097272	0.32334	0.277192	1.166482	0.246194

Table 8

Results of regression analysis of psychological reflected resources as factors of self-fulfillment

Psychological resources	Beta	Std. Err. – of Beta	B	Std. Err. – of B	t(98)	p-level
Intercept			40.13032	25.15111	1.595568	0.113805
Manifestation of emotions	0.251662	0.089319	1.91346	0.67912	2.817573	0.005853
Coherence	0.217060	0.081312	0.53564	0.20065	2.669480	0.008893
Ability to update own resources	0.177785	0.083787	4.64332	2.18832	2.121865	0.036371
Work on yourself	0.179161	0.082412	6.72247	3.09226	2.173968	0.032116
Creativity	0.188283	0.087757	5.30566	2.47292	2.145509	0.034383

Table 9

The results of correlation analysis of reflected resources and indicators of transformation processes in the self-fulfillment of the personality

The reflected psychological resources	The indicators of transformation processes in the self-fulfillment of the personality		
	self-realization	self-actualization	self-fulfillment
Creativity	0.38**	0.21*	0.46**
Work on yourself	0.20*	0.25*	0.41**
Ability to update own resources	0.24*	0.27*	0.45**
Coherence	0.26*	0.22*	0.45**
Mercy	-0.12	-0.03	0.25*
Meaningfulness of life	0.21*	0.25*	0.11
Manifestation of emotions	0.22*	0.27*	0.53**

* $p < 0.01$; ** $p < 0.001$.

Based on the data of regression and correlation analysis, it can be generalized that psychological resources are associated with the processes of modification in the self-fulfillment of the individual and at the same time they are their factors, such as creativity and coherence. It is important, that consistency is a factor in each of the three configurations of self-realization.

Correlation analysis was used to determine which psychological resources are related to existential motives and life tasks (Table 10).

The main connections of psychological resources and existential motives and operational analogs of life tasks are illustrated in the table. 9. It is advisable to pay attention to the fact that most of the connections with existential motives and life tasks are held by interpretive resources of creativity and the

ability to update one's own resources; the least – «strength of character» meaningfulness of life. The ability to update one's resources at a statistically significant level ($p < 0.05$) is not related to life tasks. At the same time, the ability to update one's own resources is related to such existential motives as support ($r = 0.22$; $p < 0.01$), security ($r = 0.32$; $p < 0.01$), and fundamental trust ($r = 0.30$; $p < 0.01$), closeness ($r = 0.28$; $p < 0.01$), self-worth ($r = 0.30$; $p < 0.01$), recognition of value ($r = 0.26$; $p < 0.01$).

Table 10

The results of correlation analysis of psychological resources and existential motives and operational analogs of life tasks

Psychological resources	Existential motives					Operational analogs of life tasks		
	opportunities for activity	involvement in relationships	value in the future	meaning of life	recognition of value	strategy	sustainability	flexibility
Creativity	0.32*	0.34**	0.44**	0.45**	0.28*		0.24*	0.26*
Work on yourself			0.36*	0.26*			0.28*	
Coherence		0.26*	0.36*	0.25*			0.28*	
Mercy	0.28*					0.31*		
Meaningfulness of life		0.32*						
Manifestation of experiences			0.35**	0.34**				0.27*
Ability to update own resources	0.27*	0.36**	0.44**	0.40**	0.32*			

* $p < 0.01$; ** $p < 0.001$.

Table 11
Results of multifactor analysis of the structure of reflected psychological resources and configurations of self-fulfillment

Psychological resources and configurations of self-fulfillment	Factor 1 (35.9%)	Factor 2 (10.9%)	Factor 3 (9.2%)	Factor 4 (7.9%)	Factor 5 (7.7%)
Creativity	0.137340	0.035614	0.339113	0.246988	0.692723
Work on yourself	0.541185	0.056869	0.311622	0.073743	0.007224
Ability to update own resources	0.138477	0.091089	0.786555	0.058759	0.268670
Coherence	0.410365	0.625880	0.047944	0.213465	0.429610
Mercy	0.021542	-0.058739	0.021762	0.901827	-0.079409
Meaningfulness of life	0.201295	0.876285	-0.041344	0.083965	0.174471
Manifestation of emotions	0.376503	0.159018	0.268573	0.578320	0.328719
Personal self-fulfillment	0.268669	0.009343	0.751868	0.088000	0.410465
Existence of self-fulfillment	0.804320	-0.115231	0.249053	0.249528	0.169727
Professional self-fulfillment	0.182137	-0.186134	0.756302	0.050830	-0.077067
Self-realization	0.092953	0.037566	0.066607	-0.148200	0.826357
Self-actualization	0.639093	0.269781	-0.074652	-0.216719	0.100676
The general indicator of self-fulfillment	0.765558	-0.127208	0.416961	0.237229	0.186442

To characterize the modification in self-fulfillment as a psychological state, a multivariate analysis of reflected psychological resources and configurations of self-fulfillment was used, which cumulatively explained about 72% of the variance (factor weight > 0.7) (Table 11).

According to the results of multifactor analysis, it is established that in the structure of modification in self-fulfillment it is expedient to state that: a) the resource of work on oneself is one factor with existential self-realization, general indicator of self-fulfillment and self-actualization; b) the ability to update their own resources is one of the factors with personal and professional self-fulfillment; c) the resource of creativity – to one factor with self-fulfillment. Resource coherence in a multifactorial structure is not combined at a statistically significant level (> 0.7) with the processes of modification in self-fulfillment.

Conclusions

According to the results of the study, the reflected psychological resources in the configurations of self-fulfillment – existential, personal, and professional self-fulfillment – are the following: creativity, work over oneself, the ability to renew their own resources, coherence, charity, the meaningfulness of life, expression of emotions. It is important that the interpretive resources of «creativity» and «the ability to update one's own resources» are predictors of all three configurations of self-fulfillment; existential resource of «charity» – of existential and personal self-fulfillment, and «strength of character» meaningfulness of life – of personal and professional self-fulfillment.

Psychological resources that moderate the relationship of existential motivation as a manifestation of the inner world of man and life tasks are identified as creativity, self-work, coherence, charity, expression of emotions. In particular, coherence, creativity, and self-improvement are more closely linked

to the manifestation of the fundamental existential motivation «meaning of life» and the sustainability of life's tasks. The existential resource of charity is related to the motivation of opportunities and the strategic tasks of life. The resource of psychological survival is the «manifestation of emotions» in the triad of connections with the motivation of the meaning of life and the flexibility of life's tasks. The ability to update one's resources is related only to existential motives, which gives grounds to assert that the source of self-change is a truly existential experience of a person.

Psychological resources that are factors of self-realization, self-actualization, self-fulfillment of the individual are creativity, the ability to update their own resources, coherence. At the same time, coherence is a factor for all three configurations of self-fulfillment, creativity is a factor for existential and professional self-fulfillment, and the ability to renew one's own resources is a factor of personal and professional self-fulfillment.

The results of the study give grounds to characterize the following sequence of resource conditioning of changes in self-fulfillment: firstly, due to the resource of self-actualization, the effect of which is existential self-fulfillment as an experience of real and authorial life lived by the individual; further, the ability to update their own resources leads to the transformation of forms in personal and professional self-fulfillment; at the end of the change, the resource of creativity affects the possibility of self-fulfillment of the personality. The whole process of reflected changes is patronized by coherence, as a factor in the significance of a life lived by the person, as well as its optimal and healthy functioning. Therefore, it is important that a person had a systematic reflection to be aware of their own resources, as well as to be able to update their own psychological resources, update the resources of creativity and work on themselves. Since the source of coherence is life experience (Antonovski, 1993), it is important

to be immersed in living one's own life for self-fulfillment of personality.

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Штепа Олена. Психологічні ресурси перетворень у самоздійсненні особистості

АНОТАЦІЯ

Мета дослідження – емпіричне визначення психологічних ресурсів перетворень у самоздійсненні особистості.

В емпіричному дослідженні використано **методи** психологічного опитування, а також такі методи математико-статистичного аналізу даних, як: регресійний, кореляційний, класифікаційний, дискримінантний, багатофакторний аналіз. Емпіричне дослідження реалізовано за моделлю Нельсона, що уможливило характеристику шуканих психологічних ресурсів за допомогою їх дискримінування.

Результати дослідження. З'ясовано, що рефлексивними психологічними ресурсами у конфігураціях самоздійснення особистості – екзистенційному, особистісному і професійному самоздійсненні – є такі: творчість, робота над собою, уміння оновлювати власні ресурси, когерентність, милосердя, осмисленість життя, вияв емоцій. Інтерпретативні ресурси «творчість» і «уміння оновлювати власні ресурси» є предикторами усіх трьох конфігурацій самоздійснення. Психологічними ресурсами, що модерують співвідношення екзистенційної мотивації як вияву внутрішнього світу людини і життєвих завдань, виокремлено такі, як творчість, робота над собою, когерентність, милосердя, вияв емоцій. Психологічними ресурсами, що є чинниками самоздійснення, самоактуалізації, самореалізації особистості, є творчість, уміння оновлювати власні ресурси, когерентність. Когерентність є чинником для усіх трьох конфігурацій самоздійснення.

Висновки. Послідовність ресурсної зумовленості перемін у самоздійсненні є такою: спочатку завдяки ресурсу роботи над собою відбувається самоактуалізація, ефектом чого постає екзистенційне самоздійснення як переживання справжнього й авторського життя, що його проживає

особистість; далі уміння оновлювати власні ресурси зумовлює переінакшення форм в особистому і професійному самоздійсненні; на завершення переміни ресурс творчості впливає на уможливлення самореалізації особистості. Увесь процес рефлексованих перемін патрунується когерентністю як чинником значущості життя, що його проживає особистість, а також її оптимального і здорового функціонування.

Ключові слова: психологічні ресурси, самоактуалізація, самореалізація, самоздійснення, особистісні переміни.

Штепа Елена. Психологические ресурсы преобразований в самоосуществлении личности

АННОТАЦИЯ

Цель исследования – эмпирическое определение психологических ресурсов преобразований в самоосуществлении личности.

В эмпирическом исследовании использованы **методы** психологического опроса, а также такие методы математико-статистического анализа данных, как: регрессионный, корреляционный, классификационный, дискриминантный, многофакторный анализ. Эмпирическое исследование реализовано по модели Нельсона, что сделало возможным характеристику искомым психологических ресурсов с помощью их дискриминирования.

Результаты исследования. Установлено, что отрефлексированными психологическими ресурсами в конфигурациях самоосуществления личности – экзистенциальном, личностном, профессиональном – являются такие: творчество, работа над собой, умение обновлять собственные ресурсы, милосердие, осмысленность жизни, проявление эмоций. Интерпретативные ресурсы «творчество» и «умение обновлять собственные ресурсы» являются предикторами всех трех конфигураций самоосуществления. Психологическими ресурсами, модерирующими соотношение экзистенциальной мотивации как проявления внутреннего мира человека и жизненных заданий, выделено такие, как творчество, работа над собой, когерентность, милосердие, проявление эмоций. Психологическими ресурсами, влияющими на самоосуществление, самоактуализацию, самореализацию, являются творчество, умение обновлять собственные ресурсы, когерентность. Когерентность обуславливает все три конфигурации самоосуществления.

Выводы. *Последовательность ресурсной обусловленности преобразований в самоосуществлении является такой: сначала благодаря ресурсу работы над собой происходит самоактуализация, эффектом чего становится экзистенциальное самоосуществление как переживание личностью своей жизни, как настоящей и авторской; далее умение обновлять собственные ресурсы обуславливает модификации форм в личностном и профессиональном самоосуществлении; в завершение изменений ресурс творчества влияет на совершение самореализации личности. Весь процесс отрефлексированных изменений патронирован когерентностью как фактором значимости жизни, проживаемой личностью, а также ее оптимального и здорового функционирования.*

Ключевые слова: *психологические ресурсы, самоактуализация, самореализация, самоосуществление, личностные преобразования.*

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Peculiarities of Young Schoolchildren's Reactions to their Success or Failure in Educational Activities

Особливості реакцій молодших школярів на успіх і неуспіх у навчальній діяльності

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ABSTRACT

The aim of the research is to analyze the peculiarities of young schoolchildren's reactions to success or failure if they have different academic achievements.

Methods of the research. In order to investigate reactions to successes and failures characteristic for primary school children having different levels of academic achievements, the «Unfinished Sentences» technique was used.

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The study covered schoolchildren of the second-fourth forms of primary school. Depending on their academic achievements, the studied schoolchildren were divided into three groups: with high, medium and low educational achievements.

The results of the research. *The article shows that the most common reaction to success is a positive emotional experience and expectation of reward. The schoolchildren with low educational achievements even in case of success act in a non-constructive manner, their self-control skills are not developed enough, which provokes «background» undifferentiated anxiety. The schoolchildren characterized by often failure (low academic achievements) or often success (high academic achievements) react almost equally to failure: they show negative, particularly aggressive, reactions. At the same time, with the increase of children's age, schoolchildren form more constructive behaviour in situations of failure; we recorded their attempts to solve problems actively and effectively. The expediency to involve parents in the system of corrective and developmental influences on their children in order to ensure their constructive personal development is substantiated. The principles and rules of effective parent-child interactions are proposed.*

Conclusions. *The study of such a psychological phenomenon as the level of aspirations at different ages, and especially at primary school age, is of particular importance. This is necessary to develop individualised tactics of psychological influences and thereby to promote each child's harmonious personal growth. Differences between aspirations and opportunities, success or failure in different activities have a significant impact on a child's perception of his/herself, his/her self-assessment, and also on effectiveness of his/her activities, in particular, his/her learning. Our research has determined that children experiencing academic failure for a long time become indifferent to learning, their emotions toward learning become negative, learning loses personal significance, and therefore, children do not feel responsible for own academic results. Taking into account the individual and group characteristics of primary school children with different academic achievements, reliance on the above-mentioned principles and rules of interactions will allow teachers and psychologists to choose optimal forms and methods of corrective work with such children and their parents.*

Key words: *primary schoolchildren, levels of academic achievements, reaction to success / failure, parents, parent-child interactions.*

Introduction

The personalized approach to education, understanding of a schoolchild as an integral personality, which is a source of his/her dignity and value (Król 2014), revealing of potential capabilities of each child, stimulating his / her inner activities, when a student remains an agent of his/her own development and activities (Maksymenko & Serdiuk, 2016) are possible only on the basis of a deep and many-sided study of a child's personality, the system of his/her attitudes, including ones toward learning, people around him/her, and him/herself. Information about such personal characteristics that reveal most fully these attitudes is really important. An individual's level of aspirations is of particular importance.

In order to make a sufficiently complete picture of an individual's aspirations, it is necessary not only to reveal their character and peculiarities, but also to identify those factors that determine their level. Achievements that an individual has, their stability, the individual's self-assessment and his/her evaluation by others ultimately lead to the formation of certain perceptions of him/herself, own capabilities and characteristics, goals and life aspirations, which means a certain level of aspirations (Бороздина, 2011; Дмитрієва & Бутузова, 2016; Зинько, 2006; Меднікова, 2002; Ушакова & Курбанов, 2011; Janke & Dickhäuser, 2019). These perceptions determine an individual's behaviour, forcing him/her to maintain achievements at a certain level, accustomed to the individual.

It should be noted that a level of aspirations is manifested most clearly in a significant activity. Activity significance («Self-inclusion») is determined by a degree with which this activity brings an individual closer to his/her life plans and intentions, satisfies his/her needs, in particular those on which the individual's self-concept depends. R. Holt, by studying dependence of a level of aspirations on Self-inclusion and achievement motivation, experimentally proved that if Self-inclusion

is minimal, the level of aspirations has a small motivational value, but if Self-inclusion exceeds a certain limit, the level of aspirations becomes a way of protecting of an individual's Self from failure (Сидоров, 2014).

A level of aspirations is closely related to an individual's self-attitude and the motivational tendency to success or to failure avoidance. The effect of success pursuit or failure avoidance was studied for various activities, as well as success or failure influence on an individual's level of aspirations, internal attitudes and perfectionist tendencies ((Fessel, 2010; Stoeber, Hutchfield & Wood, 2008). It was found that self-attitude changes positively at success; and self-attitude, social interest, and ambitions become lower at failure.

At the young school age, aspirations begin to play a significant role in a child's psychological individuality. Aspirations manifest an individual's numerous attitudes, as well as some fundamental formations, in particular, self-consciousness and its component – the idea of Self, which is actively developing at this age. The discrepancy between aspirations and an individual's abilities, both an overestimation and downplaying, is the result of him/herself misunderstanding and wrong self-estimation. This, in turn, can lead to inappropriate behaviour, emotional breakdowns, increased anxiety, and, subsequently, to deficiencies and defects in personality formation (Чопик, 2012). The problem is particularly important for schoolchildren with low educational achievements. Therefore, one of the aspects of our research on aspirations of schoolchildren with different academic achievements was to study their reactions to success and failure at fulfilment of educational tasks and the possibility of parents' assistance to their children.

The research **purpose** is to analyze the peculiarities of young schoolchildren's reactions to success or failure if they have different academic achievements.

The tasks of the research

1. To characterize the peculiarities of young schoolchildren's reactions to success or failure if they have different academic achievements.

2. To discuss the principles and strategies of effective interactions between parents and children with educational difficulties.

Methods of the research

In order to investigate reactions to success and failure characteristics of primary school children having different levels of academic achievements, the «Unfinished Sentences» technique was used. The tasks were aimed at updating an experience of success or failure during training. We asked schoolchildren to complete the sentences: «When I successfully complete a task, then I am...» and «When I am unable to cope with a task, then I am...» and examined their reactions to success and failure, and this data, especially their reactions to failure, allowed us to make conclusions about their locus of control, their ability (or inability) to accept responsibility for results of their actions, in particular, results of learning.

The research was attended with 153 children studied at the second – fourth forms of primary school. Depending on their academic achievements, the children were divided into three groups: Group I – children with high academic achievements, Group II – children with average academic achievements, Group III – children with low academic achievements.

Results and their discussion

Based on the performed content analysis of the endings of the sentence «When I successfully complete a task, then I am...» we divided all received answers into five groups of characteristics (categories).

Table 1

Categories of answers of the second – fourth-form schoolchildren regarding their reactions to success

Categories		Illustrative statements
I. Feelings of joy, satisfaction, self-approval		«glad», «smile», «very happy», «well done», «I do everything correctly»
II. Anxious feelings about a possible mistake, perfectionist tendencies		«checking what I did wrong», «worried to write correctly», «a little scared», «I want to do even better»
III. Orientation to others' reactions		«feel affection», «my mom will be happy», «I will be praised»
IV. Focus on award	A) getting a high score	«I will get 12», «my good mark will be put into records»
	B) getting an opportunity to do other things	«I go for a walk», «I can do my own business», «I play games»
V. Undefined answers		

The data on the answers distribution for the groups of schoolchildren with different levels of academic achievement are presented in Table 2.

Table 2

Distribution of the second – fourth-form schoolchildren's answers about their reactions to success depending on the levels of their academic achievements (in %)

Groups, forms		Statement categories					
		I	II	III	IV		V
					A	B	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	
Group I	II form	58.3	–	–	33.3	–	8.3
	III form	50.8	15.8	–	9.5	23.8	4.8
	IV form	69.1	7.2	21.4	16.7	–	7.2

	1	2	3	4	5	6	7
Group II	II form	26.9	–	3.9	31.6	7.7	29.9
	III form	67.9	7.1	–	3.3	25.0	6.7
	IV form	56.7	23.3	6.7	3.3	13.3	3.3
Group III	II form	–	–	–	25.0	–	75.0
	III form	56.7	–	2.8	2.8	–	36.1
	IV form	56.7	33.3	–	–	27.8	22.2

The data analysis shows that the most common reaction to success – and it is a natural reaction – is an emotional experience: joy, satisfaction, pride in oneself, self-acceptance, self-esteem («I am great», «I start thinking well about myself»). The percentage of such responses is the highest in all age and achievement groups (Fig. 1).

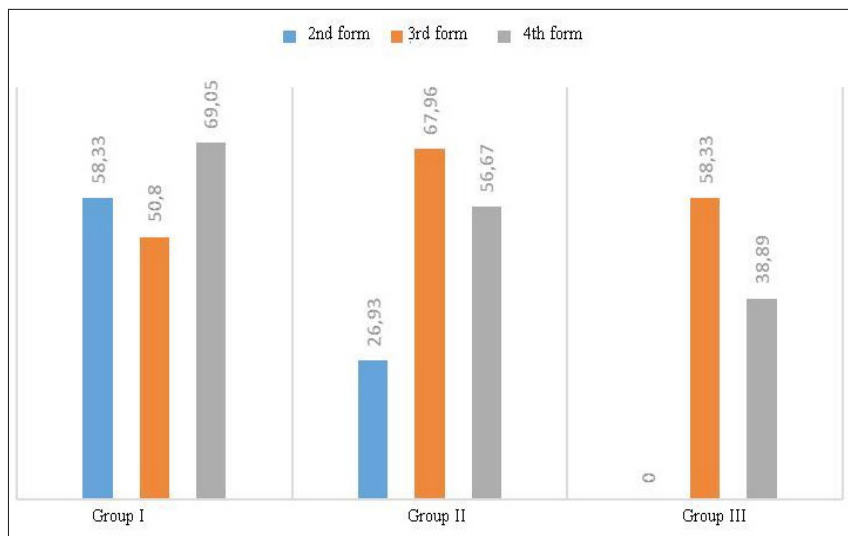


Fig. 1. Expressiveness of positive emotional reactions to success, characteristic for schoolchildren with different academic achievements

As for the low-performing schoolchildren from the second-form, they had difficulties in completing this sentence: they did not understand meaning of «successful» world, showed confusion, uncertainty, and embarrassment. This obviously indicates their very little, or even absent, experience of achievements, and it is true not just for learning. Most of their statements (75.0%) are vague, undifferentiated, «off topic». That is, we can say that some of these children have little experience in success, and therefore do not have motivation to achieve them.

The second most important reaction to success is expectations of rewards – in the form of a high mark or a well-earned rest. Moreover, if statements about assessments were mentioned by virtually all groups (except for low-achieving fourth-form schoolchildren), children with average achievements are often oriented onto rest and other out-of-school activities: 7.7% of the 2nd-form children, 25.0% of the 3rd-form children, and 13.3% of the 4th-form children. A significant percentage of such statements were also recorded for the 3rd-form children with high achievements (23.8%) and the 4th-form children with low-achievements (27.8%). This may indicate that some children have strong out-of-school priorities, which can become overwhelming against the background of the lowered learning efficiency. At the same time, as conversations showed, out-of-school activities of children with average achievements are mainly additional lessons, attending children's clubs (sport, dancing, musical), but schoolchildren with low achievements answered that they just «go outside» or «play in computer games».

The orientation onto assessments is most characteristic of the 2nd-form children (33.3% in Group I, 31.6% in Group II, 25.0% in Group III). That is, the assessment of their work by their teacher, socially significant success is one of the important motives at this initial stage of learning. Good marks become even more important to the 4th-form children with high achievements (16.7%). Thus, if teachers and parents orient

their children to the end-of-primary-school exams, high marks for current tests become more important for the primary school graduates.

Attention should be drawn to data on anxiety as for possible mistakes, perfectionist tendencies shown by the 3rd and 4th-form schoolchildren (the 2nd-form children did not mention such statements) (Fig. 2).

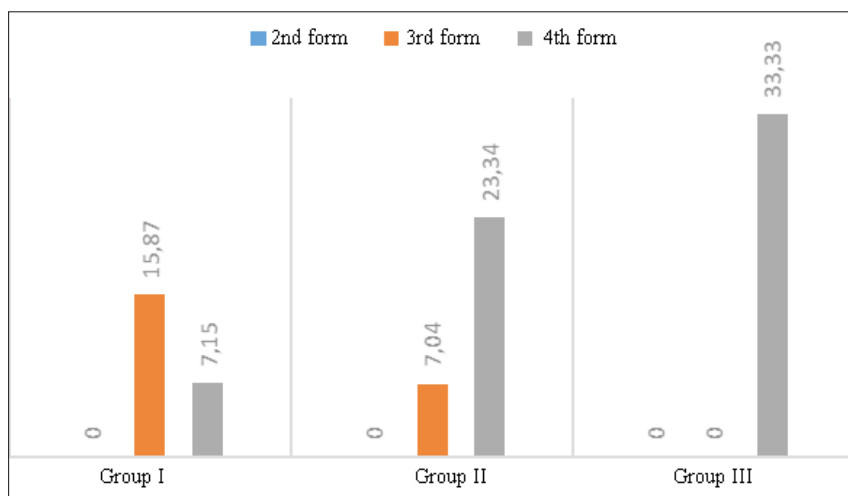


Fig. 2. Negative emotional reactions to success of schoolchildren with different academic achievements

The performed substantive analysis shows that anxiety experiences of the third–fourth-form schoolchildren with average academic achievements are more constructive: they check their work to correct possible mistakes; but schoolchildren with low achievements often experience undifferentiated anxiety: «worrying», «wanting something», «I also feel anxious». Thus, with age and learning experience, children with developed control and self-control skills at learning are less anxious and more constructive about their work. Low-performing children act unconstructively, their self-control skills are

underdeveloped, provoking, even at a success, a «background» undifferentiated anxiety.

The percentage of uncertain reactions to success is quite significant (Fig. 3).

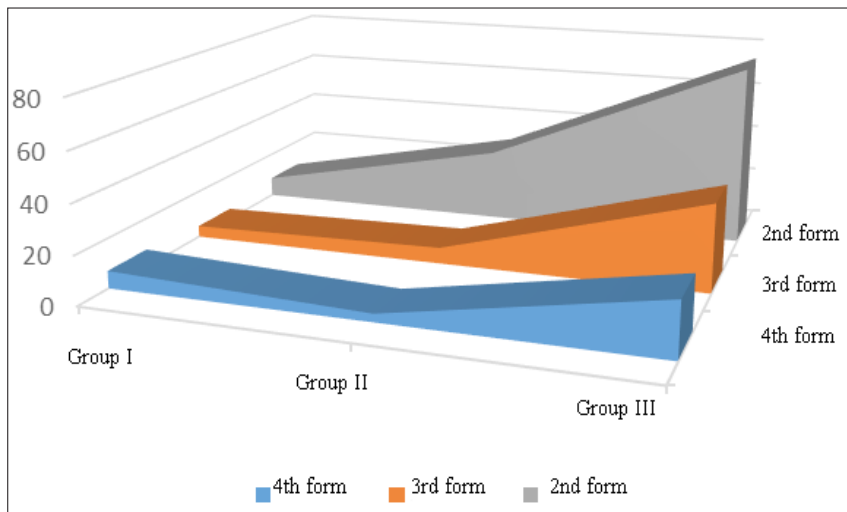


Fig. 3. Dynamics of uncertain reactions to success of schoolchildren with different academic achievements

Moreover, as the above data show, the percentage of such statements increases with academic performance worsening. This confirms the idea that some poorly performing schoolchildren do not have sufficient experience of success, its achieving and experiencing, so they do not know how to respond at the situation of success. And this, in turn, affects their motivational structure, the proportion of motivation to avoid failure rises and motivation for success lowers.

By performing the content analysis of the endings for the sentence «When I cannot cope with a task, then I am...», we divided all received answers into six groups of characteristics (categories).

Table 3

Categories of the answers given by the second-fourth form schoolchildren regarding their reactions to failure

Categories		Illustrative statements
I. Emotions	A) sadness	«feel sorrow», «not happy», «regretful», «crying»
	B) aggressive feelings	«angry», «go crazy», «nervous», «yelling at my mom»
II. Asking for help		«ask my teacher», «ask mom for help»
III. Statement of error, indifferent-passive response		«crossing out», «admit my mistake»
IV. Refusal to perform the task		«I do not do this task», «I refuse to do this»
V. Attempts to correct mistakes, to finish the task		«start over», «trying», «will rework», «think how to correct», «I am thinking until I find a solution»
VI. Indefinite answers		

The answer distribution for the groups of schoolchildren with different levels of academic achievement is presented in Table 4.

Table 4

Distribution of the second – fourth-form schoolchildren's statements on their reactions to failure depending on the levels of their academic achievements (in %)

Groups, forms		Statement categories						
		I		II	III	IV	V	VI
		A	B					
<i>1</i>		<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Group I	II form	16.7	16.7	10.0	20.0	–	18.3	18.3
	III form	19.1	38.1	14.3	9.5	–	23.8	–
	IV form	7.2	50.0	7.2	7.2	–	28.6	7.2

	1	2	3	4	5	6	7	8
Group II	II form	17.9	37.7	5.6	16.7	–	25.8	5.6
	III form	27.3	29.4	7.5	15.0	–	30.7	3.3
	IV form	23.3	16.7	23.3	10.0	6.7	26.7	–
Group III	II form	–	50.0	–	50.0	–	–	–
	III form	21.7	6.7	8.3	23.3	11.1	26.1	9.4
	IV form	11.1	22.2	5.6	11.1	–	33.3	22.2

The range of reactions to failure is broader – 6 categories of statements were identified. In this case, the largest percentage belongs also to emotional reactions, which, however, are divided into two groups: A) sadness (as a more passive, stating reaction to a failure) and B) aggressive feelings and experiences (as a reaction effective, active). Moreover, the second type of reactions appears more often.

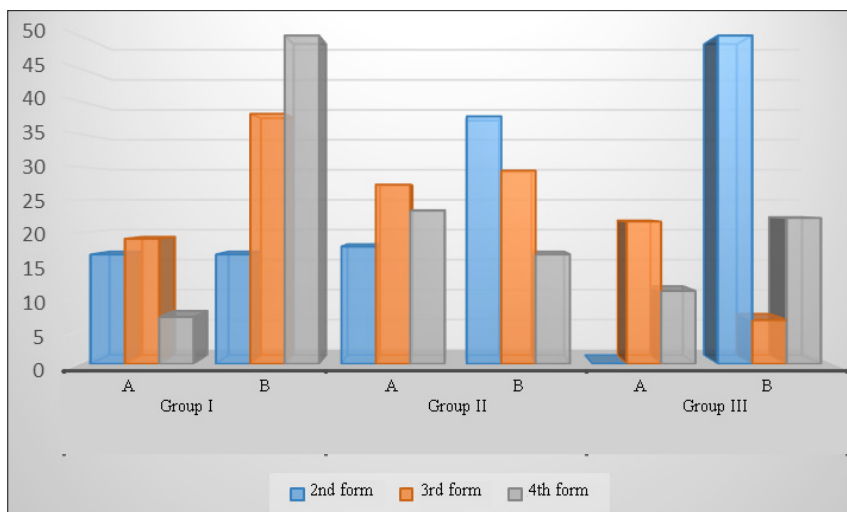


Fig. 4. Expressiveness of emotional reactions to failure characteristic for schoolchildren with different academic achievements

Quite significant increase of aggressive reactions was recorded for the second-form schoolchildren from I group to the III group (from high to low academic achievements). The same reactions (anger, nervousness, fury) were most often expressed by the fourth-form children with high academic achievements. Consequently, children who often have failures and are often successful react almost in the same way. That is, children who fail are not able to respond to it properly. In our opinion, the phrase «to be a good loser» is quite relevant for school. After all, development of the ability to analyze and control a situation, to draw conclusions will lead to a more constructive, creative attitude to failures, and will form the ability to overcome them.

From this point of view, it is very encouraging to see the dynamics of the statements expressing efforts to finish a task, to correct mistakes, to make other efforts to succeed (Fig. 5).

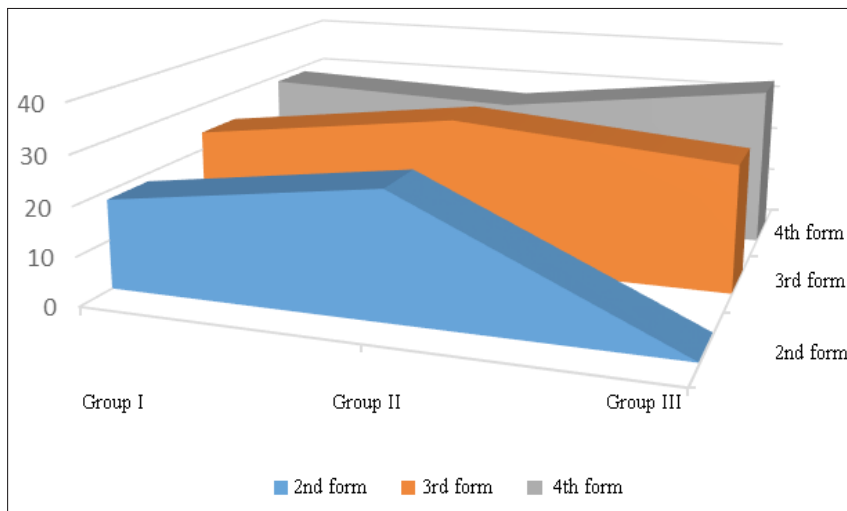


Fig. 5. Dynamics of the number of statements regarding constructive solutions of failure for schoolchildren with different academic achievements

This number grows with age (from the 2nd to the 4th-form) and is characteristic for practically all groups as for academic achievements (except for the low-achieving second-form children). The percentage of vague statements (compared to the previous data) mainly decreases also, so we can talk about development of children's more constructive behaviour at failure; children begin to focus on effective, active problem solving.

Schoolchildren see one of the solutions at failure that is asking for help to their teacher or parents (that is more often). The percentage of such statements in the obtained data is from 5.6% to 23.3% and this result is unstable. That is, we can conclude that asking for help is not a usual way out at a difficult situation, especially for low-achieving schoolchildren (2nd-form children did not mention such reaction, 8.3% of the 3rd-form children and 5.6% of the 4th-form children react this manner). Therefore, many children try to cope with the difficulties themselves, without support of adults or peers. By the way, appealing for help to classmates did not sound in any answer. Here, we can see a quite important problem in the dyads of «child – adult» and «schoolchild – other schoolchild». So, in situations of failure, everything depends on good parent-child relationships and a favourable, informal attitude to children of their teacher. This was clearly evident in the performed study: the percentage of asking for help is higher in the forms where teachers adhere to a more democratic, «soft», friendly attitude.

Another way out of a failure is to refuse to complete a task. Such statements were mentioned by the fourth-form children with average achievements (6.7%) and the third-form children with low achievements (11.1%). Such behaviour is characteristic of people with excessive or low levels of aspirations, who, while trying to support their existing «Self», avoid situations of failure as much as possible. This proves once more that low-achieving schoolchildren have motivation to avoid failure, up to the rejection of a proposed activity.

The alarming result is that rather high percentage of all statements showed indifferent, passive attitude to failure, there were simple statements of errors: (the 2nd-form: 20.0% at the Group I, 16.7% at the Group II, 50.0% at the Group III; the 3rd-form: 9.5% at the Group I, 15.0% at the Group II, 23.3% at the Group III; the 4rd form: 7.2% at the Group I, 10.0% at the Group II, 11.1% at the Group III). As we can see, the highest percentage of such statements is in the low-performing groups in all forms, compared to the high- and average-performing groups. In our opinion, this is another manifestation of a chronic social failure. Children with low academic achievements are unsuccessful for a long period of time as for their learning. Over time, they form a passive attitude to learning, their emotions concerning learning obtain negative colours, learning loses personal significance, and therefore, children do not feel responsible for the results.

The identified peculiarities of primary schoolchildren's reactions to successes and failures depending of their academic achievements show the need to help parents to influence on their children with corrective and developmental aims in order to ensure children's constructive personal development. This view is based on understanding of family as a societal resource based on close relationships, mutual feelings, cooperation and mutual responsibility with the aim to strengthen internal ties and interactions (Bokał & Koperek, 2014). The key task of such influences and interactions is to create an «image of subjectivity», which is reflected in certain aspects of activity, such as: the conditionality of the mental image of past experiences, needs, attitudes, emotions, goals and motives that determine controllability and selectivity (Терновик & Славина, 2020).

In addition to work directly with schoolchildren, counselling was proposed for their parents, which included acquaintance with the schoolchildren's age and psychological characteristics identified during the performed experimental study;

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analysis of various situations of parent-child relationships; discussion of problematic issues appeared because of existing differences between parents' ideas about an «ideal schoolchild» and the real child. After all, researchers have proved that a constructive solution to contradictions reduces the frustrating load, strengthens the strength of the self, the transition to a new level of personal development (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020).

The basic principles that should use parents having school-children with different academic achievements are the following (Вологодина, 2008; Сартан, 1998):

Try to keep a positive picture on your children. Believe that your child is positive, responsible, kind and that he/she, like everyone else, wants justice, love, mutual help in his/her life. Tell the child whom you would like to see him/her and what you would like to achieve when interacting with him/her.

Learn to keep your goals in mind. When experiencing difficulties in dealing with your child, remember that your main goal is to be happy and to see that your child is a responsible and respectful person. Despite failures, remember what you are really striving for, which is the ultimate goal of your actions towards your child.

Try to change your attitude. Take responsibility for creating a dominant mood or atmosphere in a relationship with your child and do not allow yourself to be involved in the «Who Wins?» game. Remember that only a positive attitude towards your child will have a positive effect on the problem that exists between you and him/her.

Think of relationship levels. Make a Declaration of Parents' Rights for yourself and decide to protect it. This declaration can take the following form: «My child and I – as individuals – have equal rights. My child is responsible for taking care of his/her needs and his/her happiness, and I am responsible for taking care of his/her needs and his/her happiness. My main task is to remain faithful to my inner self. In doing so, I will

also benefit those around me. The best I can give my children is an example of the fact that it is quite possible to take care of own feelings, ideas and be happy».

Determine your rights. If you decide to have more equal relationships with your child, then you should determine your rights and begin to assert them. For example, it is possible to state such rights: «Right to be alone. Right to have personal time. Right to respectful treatment. The right to equal relationships. Right to be free from the fear of violence. Right to normal, reasonable peace and quiet. Right to feel safe about property». Parents must make sure their children's rights are equivalent to what parents have, so that the relationships are truly equal.

Discussions were held with parents of low-efficient children named the «Rules of safe making of assessments». Primary school children with any degree of school failure need «psychotherapy against failure», aimed at emotional overcoming of a traumatic situation, reducing of failure, changing of children's attitudes to learning, their capabilities and perspectives. Its basic rules are the following (Цукерман, 1994):

«Rule One: Do not beat the one who lie». Bad mark is enough punishment and you should not punish twice for the same mistake.

«Rule Two: Mention no more than one drawback at a time to overcome it». Whenever possible, you should choose only one drawback of your child, and talk only about it. All others will then be overcome later or will become unimportant.

«Rule Three: Not all at one». When you do not know where to start, consult with your child and begin addressing the learning problems that are the most important to him/her.

«Rule Four and central: praise the performer, but criticize the execution». Children are inclined to perceive any assessment globally and think that their entire personality and all work are evaluated. They need to be helped to separate assessments of their personality from evaluations of their work. A

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positive assessment should be addressed to a schoolchild to help him/her become better and more skilled. But along with such personal praise, criticism should be as impersonal as possible. This form of a negative evaluation stimulates error correction but does not affect the child's attitude to schoolwork, his/her belief in self-power and success in activities.

«Rule Five, the hardest one: an assessment should compare a child's success today with his/her own yesterday's failure, not just with the state assessment norms and not the results of other children». Even the smallest success of a child is a real success, a victory over him/herself, and he/she must be judged on his/her merits.

«Rule Six: Be generous with your praise». It must be remembered that there are already a child's qualities that should be praised, and they will not appear later as a result of systematic trainings and work on him/herself. And this should be reflected in assessments made today.

«Rule Seven, dedicated to the art of finding, in a sea of errors, an island of success where a child's faith in him/herself and his/her learning success may take root». At differentiated assessments, children have neither an illusion of complete success nor the feeling of complete failure. There is a business motivation: I do not know yet, but I can and want to know. Parents may replace the school marking with a finer one, such as a hundred-mark scale. Or, they may evaluate separately each academic skill, knowledge of one rule, cleanliness of execution, attentiveness, accuracy of handwriting, etc.

«Rule Eight: Set of specific and realistic goals for your child, and he/she will strive to achieve them». Excessive, unattainable goals can push a child into the path of deception, lower self-esteem, and undermine his/her self-belief and his/her potential for success.

«Rule Nine, making all the previous ones effective: a child should not be an object, but a co-partner in assessments, and

he/she should be taught to evaluate own achievements». The ability to evaluate oneself is a necessary component of the ability to learn – the main means for overcoming of learning difficulties.

Conclusions

The study of such a psychological phenomenon as the level of aspirations at different ages, and especially at primary school age, is of particular importance. This is necessary to develop individualised tactics of psychological influences and thereby to promote each child's harmonious personal growth. Differences between aspirations and opportunities, success or failure in different activities have a significant impact on a child's perception of his/herself, his/her self-assessment, and also on effectiveness of his/her activities, in particular, his/her learning. Our research has determined that children experiencing academic failure for a long time become indifferent to learning, their emotions toward learning become negative, learning loses personal significance, and therefore, children do not feel responsible for own academic results.

Taking into account the individual and group characteristics of primary school children with different academic achievements, reliance on the above-mentioned principles and rules of interactions will allow teachers and psychologists to choose optimal forms and methods of corrective work with such children and their parents.

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Яворська-Ветрова Ірина. Особливості реакцій на успіх і неуспіх молодших школярів у навчальній діяльності

АНОТАЦІЯ

Мета дослідження – аналіз особливостей вияву реакцій на успіх і неуспіх молодших школярів із різними рівнями навчальних досягнень.

Метод дослідження. Із метою дослідження особливостей вияву реакцій на успіх і неуспіх молодших школярів із різними рівнями навчальних досягнень було використано методика «Незакінчені речення». Дослідження проводилося з учнями других-четвертих класів школи. Залежно від результативності навчальної діяльності учні були поділені на три групи: з високим, середнім і низьким рівнями навчальних досягнень.

Результати дослідження. Констатовано, що найпоширенішою реакцією на успіх є позитивне емоційне переживання й очікування винагороди. Доведено, що учні з низькими навчальними досягненнями навіть у разі успіху діють неконструктивно, їх навички самоконтролю розвинені недостатньо, що провокує «фоновою», недиференційовану тривожність. З'ясовано, що школярі, які мають переважно постійний неуспіх (із низьким рівнем навчальних досягнень) або постійний успіх (із високим рівнем

навчальних досягнень), у ситуації неспіху реагують майже однаково: збільшенням негативних, зокрема агресивних, реакцій. Водночас, зі збільшенням віку дітей, зафіксовано становлення більш конструктивної поведінки школярів у ситуаціях неспіху, появу орієнтації на дійове, активне вирішення проблем. Обґрунтовано доцільність залучення батьків до системи корекційних і розвивальних впливів на дитину з метою забезпечення її конструктивного особистісного становлення. Запропоновано принципи і правила ефективної батьківсько-дитячої взаємодії.

Висновки. Вивчення такого психологічного феномену, як рівень домагань, на різних вікових етапах, а особливо у молодшому шкільному віці, має особливе значення. Це необхідно для того, щоб максимально індивідуалізувати тактику психологічних впливів і тим самим сприяти гармонійному особистісному зростанню кожної дитини. Розходження між домаганнями і можливостями, успіх чи неспіх у різних сферах діяльності справляють значний вплив на уявлення дитини про власне Я, її оцінку себе, а також на результативність її діяльності, зокрема учінневої. Установлено, що у школярів, які впродовж тривалого періоду переживають невдачі в навчанні, з часом формується байдуже ставлення до цієї діяльності, вона набуває негативного емоційного забарвлення, втрачає особистісну значущість, а отже, втрачається відповідальність за її результати. Урахування індивідуальних і групових особливостей реагування на успіх і неспіх молодших школярів із різним рівнем навчальних досягнень, опора на зазначені вище принципи та правила взаємодії дозволяють вибрати оптимальні форми і методи корекційної роботи з учнями цієї вікової групи та їх батьками.

Ключові слова: молодші школярі, рівні навчальних досягнень, реакція на успіх / неспіх, батьки, батьківсько-дитяча взаємодія.

Яворская-Ветрова Ирина. Особенности реакций на успех и неуспех младших школьников в учебной деятельности

АННОТАЦИЯ

Цель исследования – анализ особенностей проявления реакций на успех и неуспех младших школьников с разными уровнями учебных достижений.

Метод исследования. С целью исследования особенностей проявления реакций на успех и неуспех младших школьников с разными уровнями учебных достижений использована методика «Незаконченные пред-

ложения». Исследование проводилось с учащимися вторых-четвертых классов школы. В зависимости от результативности учебной деятельности учащиеся были распределены на три группы: с высоким, средним и низким уровнями учебных достижений.

Результаты исследования. Констатировано, что наиболее распространенной реакцией на успех является позитивное эмоциональное переживание и ожидание награды. Доказано, что учащиеся с низкими учебными достижениями даже в случае успеха действуют неконструктивно, их навыки самоконтроля развиты недостаточно, что провоцирует появление «фоновой», недифференцированной тревожности. Выяснено, что школьники, имеющие постоянный неуспех (с низким уровнем учебных достижений) или постоянный успех (с высоким уровнем учебных достижений), в ситуации неуспеха реагируют почти одинаково: увеличением негативных, в частности агрессивных, реакций. В то же время с увеличением возраста детей зафиксировано становление более конструктивного поведения школьников в ситуациях неуспеха, появление ориентации на активное решение проблем. Обосновано целесообразность привлечения родителей к системе коррекционных и развивающих влияний на ребенка с целью обеспечения его конструктивного личностного становления. Предложены принципы и правила эффективного родительско-детского взаимодействия.

Выводы. Изучение такого психологического феномена, как уровень притязаний, на разных возрастных этапах, а особенно в младшем школьном возрасте, имеет особенное значение. Это необходимо для максимальной индивидуализации тактики психологических влияний и способствования гармоничному личностному росту каждого ребенка. Расхождения между притязаниями и возможностями, успех или неуспех в различных сферах деятельности оказывают значительное влияние на представления ребенка о собственном Я, его оценку себя, а также на результативность деятельности, в частности учебной. Установлено, что у школьников, переживающих неуспехи в обучении на протяжении длительного периода времени, формируется равнодушное отношение к этой деятельности, она приобретает негативную эмоциональную окраску, теряет личностную значимость, а значит, снижается ответственность за ее результаты. Учет индивидуальных и групповых особенностей реагирования на успех и неуспех младших школьников с разными уровнями учебных достижений, опора на указанные принципы и пра-

вила взаємодія дозволять вибрати оптимальні форми і методи корекційної роботи з учасними цього віку і їх батьками.

Ключевые слова: *младшие школьники, уровни учебных достижений, реакция на успех / неуспех, родители, родительско-детское взаимодействие.*

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