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The Influence of “Third Age” Person’s Education on Cognitive Aging and Psychological Well-Being¹

Aging is a fundamental biological process that is inseparably linked with the genetic makeup and metabolic workings of the organism and at the same time is sensitive to environmental influences [8, 12, 1]. In literature, words “old age” and “aging” are often used as close synonyms to describe conditions and processes that can be individual or societal [15]. However, unlike people, societies can become younger, but a person ages over his life course.

Transformations of the aging body are obvious: face becomes wrinkled, the hairs turn white, the steps become heavy and body shape becomes fuzzy. Man becomes ailing, his character changes. Even ancient philosophers noticed significant age transformations. More than two thousand years ago, in his work *An Essay on Old Age*, Cicero wrote: “When

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I consider the several causes which are usually supposed to constitute the infelicity of old age, they may be reduced, I think, under four general articles: it incapacitates a man for acting in the affairs of the world; it produces great infirmities of body; it disqualifies him for the enjoyment of the sensual gratifications; and it brings him within the immediate verge of death." [21]. In Plato's *Republic*, it is also noted that most of the elders complain about their old age, but he puts their troubles down not to old age but to their character [20].

Thus, external obvious signs of aging are described and have been studied over centuries [16, 19]. Aging of cognitive functions is not so obvious [13, 14]. Even Aesculapius and his associates did not find the brain and higher cognitive functions sufficiently important to be included in the list of geriatric troubles [2]. Cognitive aging became an issue of researches in the past three decades of the 20th century. A number of theoretical notions, theories, researches and even new research topics have been suggested. The results of researches have been periodically surveyed and summarized but the results sometimes are partial and contradictory. Although there are numerous studies confirming that different kinds of occupational activity improved successful aging and psychological well-being, less is known about the influence of regular university education on cognitive aging [17, 18]. The goals of the current study was twofold. The first one was to examine the role of elderly adults' education in cognitive aging. The second goal was to investigate the influence of education on person's well-being.

Method

Participants

Older adults ($N=37$) aged 51-63 ($M=57,6$) took part in the research. All respondents were students of a special educational program "Practical psychology". Duration of the program is 2,5 years. All students have first higher education in economy, engineering, education etc. None of them has psychological education and this is a key moment for our program. Thus, psychology was a new sphere for these adults.

Task and materials

The *Worry Domains Questionnaire* (WDQ) was used to study worry across five domains in everyday activity: relationships, lack of confidence, aimless future, work, and financial issues. WDQ consists of 25 items with five point Likert scale [9]. The Questionnaire was adapted for Russian-speaking sample; its psychometric properties were verified, its factorial

structure was confirmed.

The *Metacognitions Questionnaire* (MCQ-30) was used to study the range of metacognitive processes and metacognitive beliefs about worry [10]. The questionnaire consists of five subscales, three of which assess beliefs, including:

- Positive beliefs about worry (*Worrying helps me cope*);
- Negative beliefs about worry (*My worrying is dangerous for me*);
- Cognitive confidence (*I do not trust my memory*);
- A need to control thoughts (*I should be in control of my thoughts all of the time*);
- Cognitive self-consciousness (*I pay close attention to the way my mind works*).

Four-point Likert response scale: 1 (do not agree); 2 (agree slightly); 3 (agree moderately); 4 (agree very much) is used. Russian version of the Questionnaire demonstrates good psychometric properties (satisfactory internal consistency and convergent validity, and had a good test-retest reliability). Confirmatory factor analysis affirmed its five-factor solution.

Three different procedures were used for cognitive abilities measurement. The Embedded Figures Test (EFT) measures perceptual style and analytical ability. The test requires finding simple forms which are embedded in larger figures. The score is the average time in seconds to detect the forms or the number of forms correctly identified. Longer completion times reflect poorer performance in analyzing a part separately from a wider pattern [11]. An example of task is presented at Fig.1.

Cognitive flexibility, the ability to switch from one behavioral strategy to another, was measured by means of Stroop Color and Word Test. Test is applicable for those between the ages of 15 and 90; is quick and easy in administration; and remains a standard measure

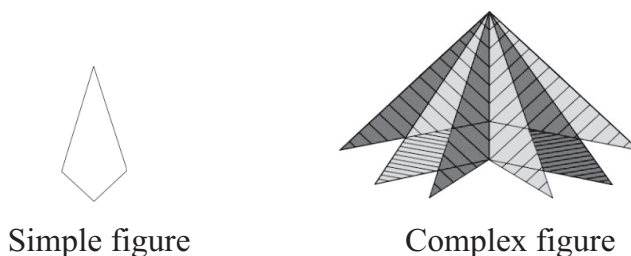


Fig 1. Example of a task from The Embedded Figures Test

in neuropsychological assessment. It assesses cognitive processing and provides valuable diagnostic information on brain dysfunction, cognition, and psychopathology.

The Stroop Color and Word Test is based on the observation that individuals can read words much faster than they can identify and name colors. The Stroop Color and Word Test consists of a Word Page with color words printed in black ink, a Color Page with 'Xs' printed in color, and a color-Word Page with words from the first page printed in colors from the second page (the color and the word do not match). The respondent goes down each sheet reading words or naming the ink colors as quickly as possible within a time limit. The test yields three scores based on the number of items completed on each of the three stimulus sheets. An Interference score, which is useful in determining the individual's cognitive flexibility, creativity, and reaction to cognitive pressures also can be calculated. A stopwatch is required to administer each test. An example of test's stimuli is presented at Fig. 2.

<i>Stimulus 1</i>	RED BLUE YELLOW GREEN
<i>Stimulus 2</i>	XXX XXX XXX XXX
<i>Stimulus 3</i>	RED BLUE YELLOW GREEN

*The task is **to name colour** of the word*

Fig. 2. Examples of the three stimuli of Stroop test.

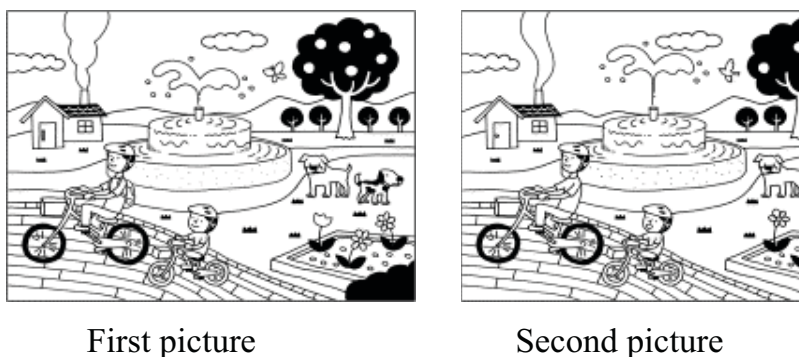


Fig. 3. Stimuli for the Spot the Difference for Cognitive Decline (SDCD) test

For memory assessment the Spot the Difference for Cognitive Decline (SDCD) test was used. The test was elaborated by a group of Japanese scientists and proved its accuracy for the identification of cognitive impairment in older adults [7]. Two pictures are used as stimuli: the “first picture” and the “second picture.” There are 10 differences between the two pictures and participant’s task is to report about differences between the first and the second pictures. The number of correct answers is the SDCD score. Pictures are presented at Fig. 3.

Two above described questionnaires and three experimental tasks were presented to the participants at the beginning of their education; at the end of first term and at the end of second term (their education is not finished at the moment).

Results

For items of The *Worry Domains Questionnaire* summary statistics are presented in Table 1 and Fig. 4.

Table 1.
Summary Statistics for Worry Domains Questionnaire scales

	<i>Average</i>	<i>Standard deviation</i>
<i>Relationships</i>	14,59	4,14
<i>Lack of confidence</i>	15,67	4,27
<i>Aimless future</i>	14,32	3,75
<i>Work</i>	11,08	3,75
<i>Financial</i>	9,45	4,37
<i>Total worry</i>	65,13	9,46



Fig. 4. Comparative analysis of subscales’ means at the beginning of the term

The results show, that our respondents are not confident in their abilities, they consider their future as aimless and they are not sure in their relations. Financial and work issues are not so important for them. The total worry score above 65 indicates that people have problems and even are chronic worries [5]. So we can conclude that upon the whole they worry much enough about their life and therefore, they are rather anxious because worry is considered as the principle component of anxiety disorders and depression [3]. It is impossible to imagine a person with high level of worry and with high level of well-being. Worry is a major detractor from well-being.

By means of *Metacognitions Questionnaire* causes of this worry were revealed. The result are presented at Fig. 5.

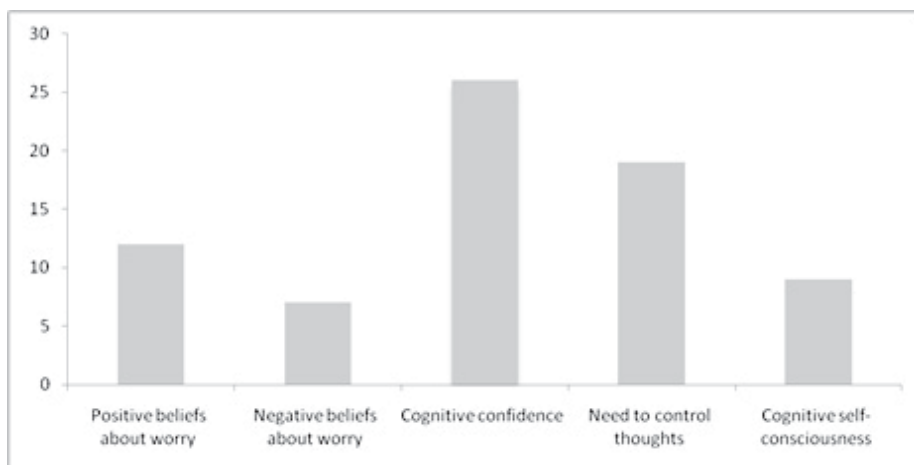


Fig. 5. Histogram of causes of worry

Cognitive incompetence is the main sphere of worry for participants. They acknowledge the necessity to control their thoughts constantly as well. Other spheres are not so important. Thus, at the beginning of education, elderly students worry much and the main sphere was the sphere of cognitive functioning.

By means of The Embedded Figures Test (EFT), The Stroop Color and Word Test and the Spot the Difference for Cognitive Decline (SDCD) test peculiarities of cognitive functioning was studied. We use these results later on.

Summarizing the results of the first stage of research it can be concluded that participants of educational program were rather anxious and unsure of themselves, with cognitive sphere being the main.

The second stage of the research was conducted at the end of their first term. The same tests' battery was given. The results of comparative analysis indicate that the total level of worry decreased, as well as worries in different domains. The results of comparative analysis are presented in Table 2 and at Fig. 6.

Table 2.

Means and Comparative analysis of worry domains

Domain	Mean (1 stage) Beginning of education	Mean (2 stage) End of the 1-st term	Mann-Whitney W test
<i>Relationships</i>	14,59	10,40	-314,5 *
<i>Lack of confidence</i>	15,67	7,29	275,5*
<i>Aimless future</i>	14,32	7,56	-561,0*
<i>Work</i>	11,08	9,18	-170,0
<i>Financial</i>	9,46	9,723	27,0
<i>Total worry</i>	65,14	44,18	-621,0*

* denotes a statistically significant difference, $p \leq 0,01$

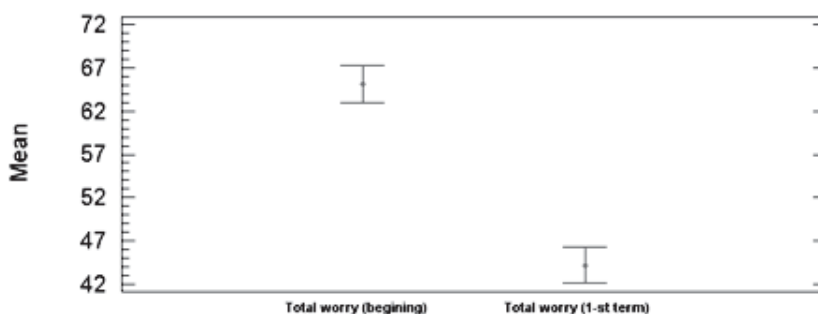


Fig. 4. Comparative analysis of subscales' means at the beginning of the term

At Fig. 7 the results of comparative analysis of causes of worry are presented.

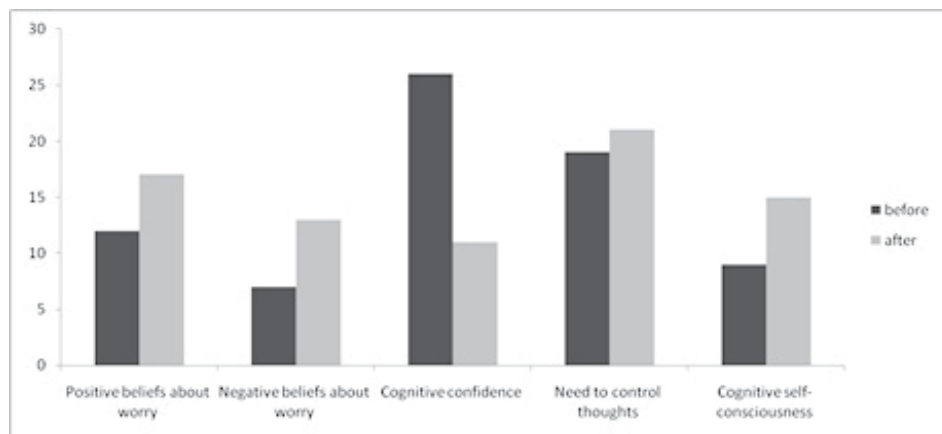


Fig. 7. Histogram of causes of worry

The most significant result of this comparison indicates striking decrease in cognitive confidence. Our participants became surer in their cognitive abilities after five month of regular learning. The most surprising thing is that their real cognitive functioning did not change. Their cognitive abilities, cognitive flexibility and visual memory remained just the same. No significant differences were revealed in the tasks' indices.

As the result of worry decreasing, the participants became less anxious, less depressive, and improved their relationships, considered future not so aimless and became confident in their abilities, especially in cognitive ones. So psychologically they feel themselves better and their subjective well-being increased.

As for cognitive functioning, real improvement was recorded only by the end of the second term of learning. Multiple Range Tests were used to determine which means are significantly different from which others. The results are presented in Table 3.

Students improved their cognitive abilities – the number of right answers in EET test increased significantly. They became more flexible – index of interferential decreased significantly. Their memory became more infallible – the number of correctly identified differences increased significantly.

Table 3.
Multiple Range Tests

<i>Contrast</i>	<i>Sig.</i>	<i>Difference</i>	<i>+/- Limits</i>
EET_before - EET_1st_term		-0,27027	0,561114
EET_before - EET_2_term	*	-2,24324	0,561114
EET_1st_term - EET_2_term	*	-1,97297	0,561114
flexibility_before - flexibility_1st_term		-1,08108	5,1238
flexibility_before - flexibility_2_term	*	25,7568	5,1238
flexibility_1st_term - flexibility_2_term	*	26,8378	5,1238
memory_before - memory_1st_term		-0,162162	0,699107
memory_before - memory_2_term	*	-1,62162	0,699107
memory_1st_term - memory_2_term	*	-1,45946	0,699107

* denotes a statistically significant difference, $p \leq 0,01$

Discussion

The current data and analyses confirms the authors' hypothesis that regular education of elderly people can improve their psychological health, and thereby, improve person's subjective well-being. They select a new goal, organize their lives around the achievement of the goal. They had to visit lectures, read special literature, fulfill practical tasks, and conduct scientific researches – so they had to optimize their efforts toward their goal by using their own resource and asking for the help of others. Some researches consider the orchestration of this processes to be central in achieving adaptive mastery and continued lifelong development [4,6]. Thus, the results of the research reveal the possibilities of enhancement of life satisfaction among those whose age is 55+ through participation in regular education.

Moreover, obtained results confirmed the hypothesis that regular fulfilling of various cognitive tasks can improve cognitive functioning of the elders: our participants improved their cognitive abilities – became more flexible, their memory became more infallible. It looks like it helps to slowdown the cognitive aging and may be a step towards coping with age.

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*Abstracts***ОЛЕНА БЄЛОВОЛ, ЗЛАТА БОЙКО. Вплив «третього віку» учнів на когнітивне старіння та психологічне благополуччя.**

У роботі розглянуто вплив стандартної освіти на психологічне благополуччя і когнітивне старіння літніх осіб. У лонгitudному дослідженні взяло участь 37 дорослих віком 51-63 років. Усі вони брали участь в програмі додаткової професійної освіти «практична психологія». За результатами навчання тільки впродовж одного семестру, значимі зміни було виявлено як у сферах, що тривожать учасників дослідження, так і у їхньому змісті. Попри те, що когнітивна некомпетентність до кінця першого семестру перестала турбувати учасників проекту, значимими об'єктивними змінами в когнітивних процесах суб'єктивно відчутне поліпшення не супроводжувалося. Значимі зміни у бік поліпшення когнітивного функціонування було відмічено тільки наприкінці другого семестру навчання. Результати дослідження дозволяють припустити можливість уповільнення і навіть поліпшення когнітивного функціонування літніх людей у процесі регулярної освіти.

Ключові слова: літні люди, навчання літніх людей, психологічне благополуччя, когнітивне старіння, когнітивне функціонування.

JELENA BIEŁOWOŁ, ZŁATA BOJKO. Wpływ „trzeciego wieku” studentów na kognitywne starzenie się i pomyślność psychologiczną. Tematem niniejszej pracy jest wpływ edukacji standardowej na pomyślność psychologiczną i kognitywne starzenie się osób w późnym okresie dorosłości. W badaniu przeprowadzonym z użyciem strategii porównań podłużnych wzięło udział 37 osób dorosłych w wieku od 51 do 63 lat. Wszystkie one uczestniczyły w programie dodatkowego kształcenia zawodowego „praktyczna psychologia”. W rezultacie odbytych szkoleń już w trakcie pierwszego semestru znaczące zmiany zostały stwierdzone zarówno w sferach, które niepokoiły uczestników badań, jak i w ich treści. Pomimo tego, że kognitywna niekompetentność pod koniec pierwszego semestru przestała niepokoić uczestników projektu, subiektywnemu odczuciu poprawy nie towarzyszyły znaczące obiektywne zmiany w procesach kognitywnych. Znaczące zmiany prowadzące do polepszenia kognitywnego funkcjonowania osób w starszym wieku podczas regularnej edukacji.

Słowa kluczowe: osoby starsze, kształcenie osób starszych, pomyślność psychologiczna, kognitywne starzenie się, kognitywne funkcjonowanie

ЕЛЕНА БЕЛОВОЛ, ЗЛАТА БОЙКО. **Влияние «третьего возраста» учащихся на когнитивное старение и психологическое благополучие.** В работе изучается влияние стандартного образования на психологическое благополучие и когнитивное старение пожилых лиц. В лонгитюдном исследовании приняло участие 37 взрослых в возрасте от 51-63. Все они участвовали в программе дополнительного профессионального образования «практическая психология». В результате обучения только в течение одного семестра значимые изменения были выявлены как в сферах, тревожащих участников исследования, так и в их содержании. Несмотря на то, что когнитивная некомпетентность к концу первого семестра перестала беспокоить участников проекта, однако значимыми объективными изменениями в когнитивных процессах субъективно ощущаемое улучшение не сопровождалось. Значимые изменения в сторону улучшения когнитивного функционирования были отмечены только в конце второго семестра обучения. Результаты исследования позволяют допустить возможность замедления и даже улучшения когнитивного функционирования пожилых людей в процессе регулярного образования.

Ключевые слова: пожилые, обучение пожилых, психологическое благополучие, когнитивное старение, когнитивное функционирование.

ELENA BELOVOL, ZLATA BOYKO. **The influence of “third age” person’s education on cognitive aging and psychological well-being.** The influence of standard regular education of elderly adults (aged 55+) on psychological well-being and cognitive aging is studied. The hypothesis that education can slow down the process of cognitive aging has been verified. By the example of a longitudinal study, the dynamics of worry domains, their content as well as cognitive functioning improvement have been studied.

Key words: elderly adults, education, psychological well-being, cognitive aging, cognitive functioning.

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Natalia Chmil

Professional Training as an Effective Method of Practical Preparation for Theology Students

The current period of Ukrainian society is the period of active change, nation-building, and integration into the European community. This fact defines new landmarks for the organization of training future specialists in higher educational institutions in Ukraine. Nowadays, our state education is changed according to European standards of qualified professionals training of all industries. One of the main landmarks in this problem is the socio-psychological bases of professional formation.

Such transformational period is hardly experienced by society. So, the people need spiritual growth to achieve inner freedom and to believe in better future. And theologians are bound to attract people to spiritual growth.

Many modern researches in education are aimed at problems of educational process development and intensification of the education subject. To resolve these problems, we can use practically-oriented teaching. One of the most effective ways to do this is to apply trainings into the educational process. However, nowadays in science, there is no complete

idea of how to use training to form a competent professional. Therefore, it is essentially topical issue to investigate the organization of trainings in the educational process as a means to development the professionally-oriented specialists.

So, the aim of the article is the theoretical analysis of professional training peculiarities and its advantages, and an offer of the program of such training for Theology students.

The process of professional formation was studied by many russian (E.A. Klimov, S.H. Vershlovskyy, O.A. Dubasenyuk, N.V. Kuzmina, A.K. Markov, L.M. Mitina, V. Orlov, H.S. Pryazhnykov, E.F. Zeyer, N.M. Pylypenko, Y.P. Povarenkov, A.R. Fonarev etc) and foreign (H. Borow, J.O. Crites, H.A. Hesse, J.L. Holland, D.E. Super etc.) scientists. Among Ukrainian scientists the process of professional formation was studied by S.D. Maksymenko, S.I. Moskin, O.M. Kokun, V.I. Yurchenko, V.L. Lapshin, T.Y. Guschina, J.P. True, A.B. Mudrik, T.D. Fedirchuk and so on.

Currently a large number of studies consider different aspects of using training in the educational process (A.I. Averin, V.U. Babaytseva, N.L. Himpel, N.M. Dyachkova, A.R. Ermentaeva, E.V. Ibragimov, Y.V. Makarov, I.V. Orlova, I.A. Rudakov, N.M. Sarajevo, U.V. Ushacheva, T.N. Chernyaeva, A.V. Shcherbakov et al.). Many researchers underline the urgency of implementing training in modern educational process in order to prepare students to future careers.

The first the idea of training was originated by psychologists that were engaged in the education of teachers and social workers in the US (1946). The authors' main task was to solve the problems associated with teaching and social work in groups. Creators of the training were K. Levin, L. Brandfort, and K. Benny. A year later, the first laboratory of training emerged, and established groups of socio-psychological education were allowed to work there. Then an organization known as the "National Laboratory of Training" was created. It took over the patronage of many training groups and began to publish a special magazine with training issues. American scholar and humanist psychologist, Carl Rogers called group training a largest social discovery of the twentieth century [6]. The main training result is positive changes in the interpersonal relationships.

In psychology, training usually understood as "active method of group psychological work for develops communicative competence" as well as "a method of psychological impact." The training purpose is concretized according to its orientation but always points to the acquisition of knowledge and skills of attitudes. These skills determine the behavior

in communication, reflect perceptual abilities aimed at correction and development of the relationship between the individuals (I.V. Vachkov, L.A. Peter, Y.N. Emelyanov) [9, p. 11].

M.R. Bytyanova emphasizes that training in the educational process should be used with the following conditions: for the whole study group; without fail; in the mode of short meetings once a week; in a situation of very low psychological safety that characterizes educational institutions [1].

The term “educational and professional training” first appeared within the contextual approach to training (A.A. Verbitsky). It is interpreted as a form of educational sessions intended for educational and professional students’ activities. The content of such training is based on the logic of studied subject and future professional activity [10].

Training in professional preparation of future professionals is considered by scientists as: a training method of study (N. Nychkalo); the common way of teachers’ and students’ activity that provides the mastering social experience by students and management of teaching and learning activities by the teacher (A. Alekseyuk); tool and path (procedure of actions) to obtain a certain result in the educational work (O.S. Padalka); the way of learning (O. Kuklin, A. Shcherbakov); systematic method of creation, application and determination the process of teaching and learning with the technical and human resources, and their interaction which aims to optimize education (S. Sysoiev, T. Pojasok) [7, p. 121-122].

Researcher A. M. Kocherga investigates the features of using training technologies in the practical components of teachers’ vocational training. He states that the training of future teachers helps to practice, experiment, simulate the situation, check findings, analyze achievement, and improve communication skills and their own behavior. It helps to avoid errors in the real world, helps to quickly make better decisions and overcome difficulties in further professional activity [4, p. 119].

According to A. K. Markova, professional training is a system of influences and exercises aimed at the development and correction of professional skills. The functions of training are transformation, correction and prevention [5, p. 236].

The tasks of professional training are defined as: the formation of integral personality of specialist; formation of certain professional activities or professional communication (eg, training of teaching or research activities); development of motivational sphere as finding a new motives and a new system of goals in professional activity (motivational professional training);

formation of the emotional sphere (emotional professional training); to train operational skills as ownership of a new professional technicians, such as teacher training observation [5, p. 236-237].

Regarding to the process of vocational education in organizational aspect, training considered as a form of group learning process (type of training session) in higher education with professional, practice-oriented purposes. This understanding would fit in with the basic values of the training: "Training – the process of bringing a person to an agreed standard of proficiency by practice and instruction" [3, p. 304]. Student's academic group, thus, becomes educational and training group, where lecture preparation and training exercises are combined with subsequent analysis of situations that arise in the course of their implementation [2, p. 30].

The program of professional training for theology students is created to provide a competitiveness of graduate higher vocational educational establishment. The competitiveness of specialist in today's job market is associated not only with specialist's information and technological resources but with one's ability to continuous professional improvement. Specialist must creatively transform their professional activity; improve the professional environment and ways of professional activity.

Practical preparation of students is usually limited to the internships within the curriculum. In Ukraine, practice usually takes 2-3 weeks and takes place on 4 and 5 courses. This practical experience doesn't give enough knowledge and skills to form a specialist. Therefore, we propose to apply the training of professional development within the study at the university.

The training of professional formation is considered as active method of group learning, aimed at fostering professional orientation and competence, social and professionally important qualities. Training develops the commitment to continuous professional self-development, encourages to the search for optimal methods of quality and creative execution of professional activity in accordance with the individual psychological characteristics of man.

The main advantage of using trainings is that it allows to organize a special educational environment in which future professionals realize their own incompetence to solve simulated situations. The emotional approach helps to define their own limitations in existing knowledge or competence, and ultimately leads to action: students are trying to find alternative options for imaginary situation, the best solutions to the tasks. So, person accumulates professional experience and uses it in future similar situations while solving real professional tasks during practice and in the future

professional activity.

One more advantage of professional formation training is that it takes place in a psychologically comfortable environment that helps students to be active and practically work off the investigated material, shape and develop communication skills, self-reflection and self-assessment. Thus, training courses implement teaching and psychological tasks. It makes the usage of training courses in the student's learning process in high school today especially important (N.L. Himpel, T.N. Chernyaeva, A.V. Shcherbakov et al.).

Professional growth of theology students aimed at forming and strengthening special worldview, values and way of life, promotes tolerance, altruism and respect for people and nature. So mastery and professionalism of theologian involves constant improvement of key knowledge, competence and spiritual growth.

Theologian is a professional with a broad outlook, a specialist in a particular world religion. One should have knowledge in religion, humanities and natural sciences. Theologian's research and methodical work requires analytical and logical thinking, developed language. Theologian's work in education, upbringing and social field requires communication and public speaking skills. Also experts in theology may work in research institutions, publishing houses, archives and media, as translators or editors of religious texts. Theologian may work in the area of religious tourism if one knows foreign languages good. Also, theologian can work in religious organizations where communication and organization of meetings will be key functions.

So, we can underline the main directions of theologian work: scientific research, educational work, expert consultation and service in religious institutions.

This theoretical analysis of the characteristics of professional theologians and professional formation model created by L.I. Shumska [8] became the basis for further development the problem. We created a model of professional formation for theology students, which consists of the university degrees of socialization, factors, criteria and conditions of professional formation. Criteria for professional formation were identified by analyzing features of vocational education, the main directions of the theologian work and the necessary professional skills.

Among the criteria of professional formation of theology students we have identified: professional motivation and orientation of personality, satisfaction and stability of professional choice, personal significance of social

microenvironment and interpersonal relationships between members of academic groups, the importance to students the vocational and educational qualities of lecturer, communicative competence, organizational skills and spirituality as an integral personality characteristics. These criteria are the basis for the training of professional formation for theology students. The purpose of the training is to form practical skills in participants; to develop skills of cooperation, the formation of the student as a professional.

The main tasks of the training of professional formation of theology students are: 1. The formation of students' representations regarding the system of psychological, social and pedagogical content of professional activity; 2. The formation of the students' vocational motivation and value orientation, through analysis and assess of their own life experiences in a process of group interaction; 3. Consolidation of students' academic group; 4. The development of skills which is necessary for planning and implementing a successful professional career. For theologians these are communication and organizational skills and skills of interpersonal interaction; 5. Simulation of the situation for actualization the knowledge and the experience of vocational activity; 6. To help each participant to find their professional identity, the awareness of professional capabilities and the ways of professional growth; 7. Students' spiritual formation as constant desire for self-development and creativity in the professional sphere.

We propose to hold this training program for 2-3 courses of learning when the phase of adapting to university environment is over. This is the phase when the process of purposeful assimilation of socially and professionally meaningful experience occurs. The training of professional formation contains three thematic blocks.

The first block is aimed to bring up the awareness of the holistic view of professional activity and forming of adequate professional motivation. Also, this block is aimed at developing abilities to establish interpersonal relationships with members of the academic groups, the creation of value-orientation group unity to form the comfortable conditions not only for training sessions, but also for the process of professional formation in high school. In this block, the exercises for team building, dance exercises, group discussions and others are actively used.

The second block is aimed at the formation of professional skills. Special attention is paid to the development of psychological possibilities of personality and its social-perceptual and communication skills, analysis of errors in interpersonal communication and development of organizational skills. The main emphasis in this unit is provided by developing skills of

optimal communication. Group members get acquainted with methods of debugging business cooperation and communication with colleagues at work, administration and business partners. To attain these aims we must use role and organizational-activity games.

The third block is focused on the participants' awareness of their place in the system of professional activity. At this stage new behavioral patterns are fixed, introspection skills of professional activity and ways to use creative potential are practiced. In this block it is necessary to define spirituality as integral formation of the person, which consists of values, creativity and religion (transcendence to something higher than person) components. In this part of training sessions, participants get acquainted with short and effective ways to remove internal stress, self-regulation techniques (relaxation and meditation techniques, auto training, etc.).

So, the theoretical analysis allowed to assess all advantages of practice-oriented professional training. Such training is useful for application of knowledge in practice, self-development and self-improvement of future specialists. In order to find the specific of theologian education, we underline the main directions of theologian work: scientific research, educational work, expert consultation and service in religious institutions. So, we created a model of theology student professional formation, which consists of different criteria. These criteria are the basis for the professional training of theology students.

We offered practice-oriented training for theology students that promotes professional and communication skills, and establishment of a professional. This training helps students creatively, qualitatively and effectively perform their functions in their future job. Research prospects include full development and approbation training of professional formation for theology students.

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Abstracts

НАТАЛІЯ ЧМІЛЬ. Тренінг професійного становлення як ефективний метод практичної підготовки студентів - майбутніх богословів. У статті розглядаються особливості професійно-навчальних тренінгів, переваги та умови їхнього застосування у ВНЗ. Здійснено теоретичний аналіз особливостей професійної діяльності богословів, запропоновані критерії професійного становлення

студентів майбутніх богословів. Описані завдання та основні змістові блоки тренінгу професійного становлення студентів-богословів.

Ключові слова: професійне становлення, навчально-професійний тренінг, практична підготовка, богослов.

NATALIA CZMIL. Trening rozwoju zawodowego jako skuteczna metoda praktycznego kształcenia studentów - przyszłych teologów.

W artykule omówiono specyfikę treningów zawodowych i szkoleniowych, ich korzystność oraz warunki umożliwiające stosowanie tego typu metod na uczelniach wyższych. Ponadto przeprowadzono również teoretyczną analizę osobliwości działalności zawodowej teologów, zaproponowano kryteria formacji zawodowej studentów teologii, oraz opisano zadania i podstawowe bloki treściowe treningów rozwoju zawodowego studentów teologii.

Słowa kluczowe: rozwój zawodowy, trening zawodowy i szkoleniowy, kształcenie praktyczne, teolog.

НАТАЛЬЯ ЧМИЛЬ. Тренинг профессионального становления как эффективный метод практической подготовки студентов - будущих богословов.

В статье рассматриваются особенности профессионально-учебных тренингов, преимущества и условия их применения в вузе. Осуществлен теоретический анализ особенностей профессиональной деятельности богословов, предложены критерии профессионального становления студентов-богословов. Описаны задачи и основные смысловые блоки тренинга профессионального становления студентов-богословов.

Ключевые слова: профессиональное становление, учебно-профессиональный тренинг, практическая подготовка, богослов.

NATALIA CHMIL. Professional training as an effective method of practical preparation for students future theologians.

The article considers the peculiarities of professional and educational training, benefits and conditions of their use in high school. The theoretical analysis of the features of the professional work of theologians, suggested criteria for professional development of students of theology are carried out. We describe the objectives and the main conceptual blocks of the training of professional formation of students of theology.

Key words: professional development, teaching and professional training, practical training, theologian.

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Ruslan Chubuk

Constructive social-preventive activity of the social worker: strategies and models

General formulation of the problem. Conceptual bases of future social workers training for social and preventive activities among young people should be based on: fundamental principles of humanization relationships with young people; integrated humanistic-active approach, which includes its social protection; promotion of the principles of self-development, self-determination, education, communication, self-strengthening physical and spiritual health of others.

The current research focuses on the importance of new approaches to understanding professional training on the basis of general humanistic tendencies. In the opinion of I. Ziaziun philosophical understanding is especially important to provide humanistic education, i.e. the change necessary to shape the identity of the student's education means to perfect model, there is a need for sustainable human development; education permeates no idea of dictatorship, "objective" requirements, and the idea of compromise, combining opposition in the society and the individual; pedagogical influence on inferior communication, cooperation, focus on real freedom and dialogue with the person being trained and developed [1].

The aim of the paper is to distinguish strategies and models for meaningful implementation of social and preventive activities among young people.

The task of this article is the theoretical analysis of strategies, nature and models of social and preventive activities among young people.

Analysis of recent studies in which a solution of this problem is initiated. Scientists S. Byelicheva, L. Kondrashova, N. Maksimova, M. Okarynsky, V. Orzhehovska, O. Pylypenko, V. Popov, E. Rangelova, A. Smantser, S. Tolstoukhova and others developed the idea of implementing preventive approach in schools of various accreditation levels, social services, public organizations; defined and interpreted concepts related to preventive pedagogy, preventive activities, prevention in terms of pedagogy, psychology and sociology. Description and features preventive activities were the subject of the research by L. Kondrashova, V. Orzhehovska, O. Pylypenko, A. Smantser and others. In particular, V. Orzhehovska stresses that preclusiveness should be the part of any social and educational activities as it significantly enhances the positive potential of the business cooperation. Preventive activity is a kind of educational activities according to A. Smantser. L. Kondrashova focuses on the features and technologies of preventive activities.

Singling out the unresolved part of the problem which the article is devoted to. Analysis of the Science Foundation shows that scientists pay much attention to the problems of preventive pedagogy, preventive action; exploring nature, technology features and so on. At the same time, the need for the further consideration of this issue exists because the context of exactly constructive exercise by a social worker of social-preventive activities among young people is updated through the distinguishing of strategies and models.

Statement of the main results of the theoretical analysis. Practical introduction of social-preventive activities among young people is one of the important tasks of the ideas of the humanistic paradigm of education. It is important that the training of future social workers to social-preventive activities among young people was provided with such conditions as: creating educational, social and cultural environment for self-development, self-actualization, self-determination, self-fulfillment of youth; multidimensional variant methods of prevention and barring of negative phenomena among youth; conscious decision by youth its capabilities and values.

As the depth study of the Science Foundation on the subject demonstrated, the success of social-preventive action depends on quality, it will be enriched with new content, forms, methods and measures. It should be noted that the impact of social-preventive activities adversely affects the gap between the theory of social-preventive activities that is already designed and practiced in its implementation. Therefore, it is actualized: the need in assessment and analysis of information on the subject; the need to develop and systematize the specific directions, forms, methods and techniques of social-preventive activities among young people.

Considering the problems, risks and challenges in today's youth environment it is especially important. In our view, the implementation of social-preventive action should be directed: not on a direct response to the problem, as to prevent and avoid manifestations of new problems; on the help to that part of young people that is on the verge of unforeseen life crises or predicted problems; on some changes in youth environment that can stimulate and maintain normal life activity of young people to achieve their goals, etc. [2].

Research and Science Foundation analysis showed that researchers distinguish two strategies of negative phenomena prevention among youth: *conflict strategy and normalization strategy*. We support the view of those scholars who believe that such prevention model as deterrence, intimidation, prohibition and affirmation of moral principles don't eliminate the main causes of adverse events, antisocial and dangerous behavior of young people, which consists of the tendency of a person to the negatives and its vulnerability from these effects [4]. These prevention models do not eliminate the youth real personal reasons, they cannot convince it in the inadmissibility establishment on the way of deviant behavior and they do not help it to counteract to the negative impact of internal and external social factors.

In consideration of the initiated research context, we believe that for the implementation of social-preventive activities among youth we have to use such models that cover the content: dissemination and explanations of factual knowledge concerning the deviations from the norms of young people behavior; training courses for positive behaviors' skills formation (affective training); play techniques formation of a young people' healthy lifestyle; group discussions on mental and ethical topics and others to help it in eliminating personal factors of social problems and risky behavior of young people, to prepare it for solving personal and social needs in ways

that do not harm the health, respect the human dignity, and prevent the young person from taking the road of degradation.

Based on the considerations urgent necessity of social-preventive activities to outline common approaches – we have singled out strategies and models of social-preventive activities among the youth environment (Table 1).

Table 1.

Strategies and models of social-preventive activity in today's youth environment

№	Strategies	Models
1	The strategy of moral-psychological personality traits formation	1) the model of motivational and volitional readiness for changing negative behavior; 2) the model of positive socialization ways formation and perceived attitude to negative events and feelings; 3) the model of emotional-volitional quenching nature; 4) the model of changing moral beliefs; 5) the model of social and informational influence (radical model);
2	The strategy of adequate situational awareness	1) the model of distancing and relaxation; 2) the model of positive situation interpretation and its acceptance; 3) the model of emotional reaction and searching support in certain complicated life situations;
3	The strategy of self-awareness, self-actualization and self-control	1) the model of self-awareness; 2) the model of self-control behavior; 3) the model of self-actualized person;
4	The strategy of life socially important skills' formation	1) the model of a healthy lifestyle formation; 2) the model of factual knowledge's versatility adoption and preventive work's skills at all levels; 3) the model of affective learning's obligation (training to positive behavior); 4) the model of life and social competencies formation.

With The strategy of social-preventive activities among young people we mean the general approach (leading direction) on: defining objectives and main tasks of preventive activities aimed at solving problems; creating conditions for proper social protection for that part of the young people who finds themselves in difficult situations because of certain social problems. Therefore, the strategy should combine efforts of social

workers and young people to achieve a common goal. We can add that the social worker in this situation acts as a strategist, provides organizational guidance by social-preventive activity with youth on the way to the final aim, and young people should be prepared to change their determination and motivation and be able to meet the new challenges. However, *the models of social-preventive activity*, in our opinion, are the concrete determinate content, forms and methods of implementing strategic objectives based on the basis of scientific knowledge about the nature of specific needs, problems or adverse effects. It means that the strategy of social-preventive activity can be formed by definite set of models.

Description of the strategies and models identified in the table 1:

1) *The formation strategy of moral and psychological qualities of personality* – provides motivation availability and awareness of the need of essential changes in one's own negative behavior; willingness to attend special classes, trainings; participation in promotions and other occupations in order to create positive behavior skills; perseverance, restraint, mindfulness; ability to show kindness, humanity, tolerance, justice, responsibility and so on. The essence of this strategy is to prevent negative effects by bringing all social and educational institutions to create favorable conditions for creative development of the individual in society, assist it in difficult life situations. The content and methods of this strategy implementation are specified in the following models:

- *The model of motivational and volitional readiness for changing one's negative behavior* is based on the belief that motive of activity is the main reason for what the activity is carried out, in other words, the motif expresses interest in a particular situation and it is the answer to the question of why he did it. At the same time, the ability to achieve conscious goal is strongly characterized by one's will, despite the presence of external and internal obstacles. The main methods are used in: lectures, presentations, discussions, trainings, film and video lectures, demonstrations documentaries on the topics of morality, role playing, and others;

- *The model of positive formation of the socialization ways and reflective attitude to negative events and feelings* – involves the assimilation by a young person of socio-psychological and socio-pedagogical socialization mechanisms [4]. Such methods as social, educational, psychological and sociological can be used in order to achieve this goal. This model is effective for young people who are focused on the values of goodness and those who are easily suggestible. However, in very sensitive individuals it can

trigger intra-personal conflicts, neurotic disorders, therefore correctness and tolerance are required;

- *The model of emotional-volitional quenching nature* is based on the belief that emotions play an important role in motivation, and when they are included in the formation of personal orientation, they determine predisposition to action. Psychologists have shown that emotions are characterized by diversity of species and types – they occur in a particular situation, accompanied by expressive reactions and determine the content. Since the human will is manifested only in the activities, it has a close relationship with motivational and emotional spheres [5]. We can also add that the formation of emotional and volitional youth sphere will contribute to the development of positive socialization; actualization and self-determination;

- *The model of moral beliefs' changes* – the causes of negative phenomena among young people we can see in: depravity of some part of young people; their orientation on immorality, life at somebody else's expense, negative values; unwillingness to learn, to take responsibility and work. Social-preventive activities in this model should be directed to use such methods as: persuasion, suggestion, group psychological impact; conducted through mass rallies, meetings, advertising campaigns in the media (series of articles, television and radio). This model is effective for young people who are focused on values of good and are easily suggestible;

- *The model of social and informational influence (radical model)* is based on the notion that society provokes and promotes negative phenomena among youth. The main means of combating negative phenomena are the prohibition or restriction: malicious advertising (tobacco, alcohol products); violence and negative sexual relations in films and television and so on. It uses methods such as representation and lobbying of youth interests, demonstration of positive social advertising, mass protests and campaigns in the media of social and preventive nature.

2) *The strategy of adequate situational awareness* – based on such behavior of the young person, which is necessary for self-reflection while experiencing a crisis, that is, a young person in one's mind and actions is trying to overcome ongoing efforts to ensure not only the specific requirements, dictated by the situation, but also to be prepared to take these demands and stay ahead of them. In such situation, a young person, for the most part, considers that the requirements for him are certain tests that exceed his capabilities. The process of situational awareness aims

to overcome the negative influences that encourage to the emergence of stress and the purpose of activity subordination. The content and methods of implementation of this strategy are specified in the following models:

- *The model of distance and relaxation* – is based on the tryings of a young person: to prescind or switch one's attention to other things; explain to oneself that all possible complications caused depend on the method of justification of what already happened; direct emotional and volitional efforts to overcome stress, fatigue and excessive anxiety to alleviate the suffering. This model indicates that the reaction to act may not be the only way of the problem solution, but, despite of the circumstances that have developed, and with the aim of distancing, doing pleasant things that person likes (knitting, embroidery, needlepoint, etc.) may be the way;

- *The model of positive interpretation of the situation and its decision* is based on the fact that the young person is trying to look at his problems from the outside in order to make the situation more subjectively tolerant, not so hopelessly-complex. This visualization teaches young people to make quick decisions and implement specific actions to help them ease the crisis character of the situation and see a way out of this situation. It means that the acceptation (agreement) with that does exist, but currently nothing can be done to solve it for some reason – helps to normalize the situation;

- *The Model of emotional reaction and searching support in certain complicated life situations* – means that sometimes the young person needs to grieve, to get angry, to complain and that helps them to achieve catharsis and be able to solve complex situations more efficiently. This model provides that young people can ask their relatives, friends and acquaintances to talk out their problems and have at least a little calm, emotional relax.

3) *The strategy of self-awareness, self-actualization and self-control* – includes: consciousness of one's own motives, goals, and oneself as the subject of one's own life. Self-actualization, as a quality of the individual, appears in the aspiration for complete self-realization and self-actualization; desire to be what a person can be. However, self-control means: control of oneself, one's condition and feelings; evaluation of one's own actions, mental processes and condition; the ability to assess the correctness of one's words, actions and deeds in the process of activity and change them in time according to situation; ability of a person to use willpower to control their own behavior, emotions, thoughts, desires according to the requirements of society. Thus, the formation of the qualities of self-consciousness and self-control for positive youth becomes

very important. The content and methods of implementation of this strategy are specified in the following models:

- The Model of self-awareness – provides: formation of young people' real-conscious attitudes to themselves, their needs, motives, feelings, thoughts, impulses, personal appearance, etc; availability forms relatively complicit "self-concept" and a certain level of self-esteem and measures of self-acceptance. The signs of consciousness are the adequate assessments of their knowledge, skills, abilities, qualities, relationships with other people, place and role in society and so on. Sustainability of formation of these features and qualities helps to form responsible attitude to own behavior; ability to consciously and proactively act not only in a familiar environment, but upon new conditions, that require the adoption of innovative solutions; responsibility for own personal affairs, education, work, etc;

- *The model of self-control behavior* is based on the notion that there are certain limits of behavior, with which it will not result in harmful effects. According to this model, we consider it necessary to conduct enhanced outreach concerning standards of acceptable behavior, using the media; social-preventive actions that involve liberalization of legislation and public awareness about safety norms and self-control behavior learning. However, in our opinion, not all kinds of negative phenomena can be afforded, even in a limited form, especially for young people;

- *The model of self-actualizing personality* – provides formation of the following features: adequate perception of reality, oneself and others as they are; directness, simplicity and naturalness that are not intended to make an impression on someone; autonomy, self-sufficiency, independence of culture and environment that are found in their actions and deeds; availability of social and civic interest in others, which is manifested through empathy, sympathy, love and so on; reciprocity in interpersonal relationships with people of similar character, talent, ability, which greatly narrows the range of communication; love to children, the ability to communicate with them; democratic opinions towards different people, regardless of status, nationality or religion; absence of desire for superiority that does not prevent them from feeling elite; creativity; tendency to analyze situations and doubts and so on.

4) *The formation strategy of the life socially important skills* – the essence of this strategy is to build capacity for positive socialization and adaptation that enables a young person to adapt to the social environment, take its norms and values; adequately classify positive and negative impacts

of youth; create an optimal system of relations with social institutions; integrate into social groups; master stable social conditions; effectively cope with their daily needs and problems. Psychological adaptation occurs through mechanisms such as reflection, identification, empathy, social feedback. An important component of social adaptation is the consistency of assessments, personal capabilities and aspirations of the young person with the goals and values of the social environment. The content and methods of implementation of this strategy are specified in the following models:

- *The model of a healthy lifestyle* is one of the leading in the development of young people's life skills, the essence of which is to teach young people to protect their health and wealth through the formation of positive motivation for a healthy lifestyle, a culture of health; to get young people familiar with the basics of a healthy lifestyle and the theoretical and practical skills of healthy lifestyles; to form a creative personality, capable of self-actualization, self-development and self-education. The main methods here are as follows: distribution of social advertising and organization of young people training for a healthy lifestyle; setting up a sport, travel clubs, sections, creative groups that are convenient for young people who have a different employment;

- *The detailed mastering model of factual knowledge and skills in prevention activities at all levels* – based on the notion that the spread of negative phenomena among young people contributes to the lack of full adequate information. The essence of it is to provide youth with an objective, correct, emotional neutral information about risk behaviors in order to develop ideas and opportunities for free, conscious choice of his own life. It is held in the form of lectures, talks, discussions, distribution of printed materials (leaflets, booklets); placing materials in mass media. Versatility means the orientation of the youth on a complete, full development of the all essential powers, abilities and talents; preparation for responsible and competent participation in different spheres of life; improving personal qualities;

- *The model of binding affective learning (teaching positive behavior)* – proponents of this model insist that the main reasons for the spread of negative phenomena among youth is seen in the young person's inability to meet the needs without injury, to counteract the circumstances, external pressure to solve personal problems. Thus, social-preventive activities in this model should be directed at: social learning positive behavior based on the strengths of character; development of youth skills to meet their

needs and solve their problems in a positive direction, regardless of the circumstances; control of emotions and ability to learn and understand one's own and feelings of the others. It is held mainly in the form of consultations, discussions, lectures, trainings, psychotherapy exercises, role-plays, quizzes, creating TV shows etc.

- *The model of life and social competence* – involves the formation of social-psychological skills of risky proposals' rejection; awareness of the negative effects of certain phenomena; construction of interactive communication and positive relationships with coevals; relationship improvement with paternal family and other relatives; motivation to learn effective communication, developing skills to manage their feelings and emotions; ability to solve their own problems; manifestations of resistance beliefs to make informed decisions. In our view, the development of socially important skills for young people is assisted to: their readiness to modern life conditions; passage of positive socialization and adaptation; formation skills for the purpose of self-help and self-actualization.

Each of these strategies and models has its advantages. The task of the social worker is to choose the most effective combination and its implementation in order to achieve the ultimate results.

Conclusion. Summarizing the results of the conducted work, we can confirm that the vast majority of strategies and models that we have identified are effective for working with different groups of young people as they contribute to solve main problems of social-preventive activities among the youth. The prospects for further consideration are in formation of crucial competences that a future social worker should obtain.

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Abstracts

РУСЛАН ЧУБУК. Конструктивна соціально-превентивна діяльність соціального працівника: стратегії та моделі.

Мета статті полягає у виокремленні стратегій та моделей для конструктивного здійснення соціально-превентивної діяльності у молодіжному середовищі. Завданням даної статті є теоретичний аналіз сутності стратегій та моделей соціально-превентивної діяльності у молодіжному середовищі. Нами були виокремлені такі стратегії та моделі соціально-превентивної діяльності у молодіжному середовищі: стратегія формування морально-психологічних якостей особистості (модель мотиваційно-вольової готовності до зміни негативної поведінки; модель формування способів позитивної соціалізації та усвідомленого ставлення до негативних явищ і почуттів; модель емоційно-вольового загартування характеру; модель зміни моральних переконань; модель соціально-інформаційного впливу); стратегія адекватного володіння ситуацією (модель дистанціювання і релаксації; модель позитивного тлумачення ситуації та її прийняття; модель емоційної реакції та пошуку підтримки при деяких ускладненнях життєвої ситуації); стратегія само-усвідомлення, самоактуалізації та самоконтролю (модель самоусвідомлення; модель самостійного контролю поведінки; модель самоактуалізованої особистості); стратегія формування життєвих соціально-значущих навичок (модель формування здорового способу життя; модель всебічності засвоєння фактичних знань та умінь профілактичної роботи на всіх рівнях; модель обов'язковості афективного навчання (навчання позитивній поведінці); модель формування життєвої та соціальної компетентностей).

Ключові слова: соціально-превентивна діяльність, стратегії, моделі, емоції, негативна поведінка, вольова сфера, моральність.

RUSŁAN CZUBUK. Konstruktywna działalność społeczno-prewencyjna pracownika socjalnego: strategie i modele. *Celem artykułu jest wyróżnienie strategii i modeli dla konstruktywnej realizacji działań społeczno-prewencyjnych w środowisku młodzieżowym. Zadaniem niniejszego artykułu jest analiza teoretyczna charakteru strategii i modeli działań społeczno-prewencyjnych w środowisku młodzieżowym. Wyróżniliśmy następujące strategie i modele działań społeczno-prewencyjnych w środowisku młodzieżowym: strategia formowania moralno-psychologicznych cech osobowości (model motywacyjno-wolitywnej gotowości do zmiany negatywnych zachowań; model formowania sposobów pozytywnej socjalizacji i świadomego stosunku do negatywnych zjawisk i uczuć, model emocjonalno-wolitionalnego hartowania charakteru; model zmiany przekonań moralnych; model wpływu społeczno-informacyjnego); strategia adekwatnego panowania nad sytuacją (model dystansowania się i relaksacji; model pozytywnej interpretacji sytuacji i jej przyjęcie; model emocjonalnej reakcji i poszukiwanie wsparcia w niektórych skomplikowanych sytuacjach życiowych); strategia samoświadomości, samoaktualizacji i samokontroli (model samoświadomości, model samodzielnej kontroli zachowania, model samodzielnie zaktualizowanej osobowości); strategia formowania społecznie ważnych umiejętności życiowych (model zdrowego stylu życia, model wszechstronnego zdobywania wiedzy faktycznej i umiejętności pracy profilaktycznej na wszystkich poziomach; model obowiązkowości afektywnej nauki (model nauczania pozytywnego zachowania) model formowania kompetencji życiowych i społecznych).*

Słowa kluczowe: działalność społeczno-prewencyjna, strategie, modele, emocje, zachowanie negatywne, strefa wolitionalna, moralność.

РУСЛАН ЧУБУК. Конструктивная социально-превентивная деятельность социального работника: стратегии и модели. *Цель статьи: выделить стратегии и модели для конструктивного осуществления социально-превентивной деятельности в молодежной среде. Задание этой статьи: теоретический анализ сущности стратегий и моделей социально-превентивной деятельности в молодежной среде. Нами выделены такие стратегии и модели социально-превентивной деятельности в молодежной среде: стратегия формирования морально-психологических качеств личности (модель мотивационно-волевой готовности к изменениям негативного поведения; модель формирования способов позитивной социализации и сознательного отношения к негативным явлениям и чувствам; модель эмоционально-волевой закалки характера; модель изменения*

моральных убеждений; модель социально-информационного влияния); стратегия адекватного владения ситуацией (модель дистанцирования и релаксации; модель позитивного толкования ситуации и ее принятие; модель эмоциональной реакции и поиск поддержки при некоторых усложнениях жизненной ситуации); стратегия самосознания, самоактуализации и самоконтролю (модель самосознания; модель самостоятельного контроля поведения; модель самоактуализированной личности); стратегия формирования жизненных социально-значимых навыков (модель формирования здорового способа жизни; модель всестороннего усвоения фактических знаний и умений профилактической работы на всех уровнях; модель обязательности аффективного обучения (обучение позитивному поведению); модель формирования жизненной и социальной компетентностей).

Ключевые слова: социально-превентивная деятельность, стратегии, модели, эмоции, негативное поведение, волевая сфера, моральность.

RUSLAN CHUBUK. Constructive social-preventive activity of the social worker: strategies and models. Article aims are to highlight the strategies and models for meaningful implementation of social and preventive activities among youth. Setting this article: a theoretical analysis of the essence of strategies and models of social and preventive activities among youth. We have highlighted these strategies and models of social and preventive activities among youth: strategy for the formation of moral and psychological qualities of the person (the model of motivational and volitional readiness to change negative behavior, model of the way of positive socialization and conscious attitude to negative events and feelings; a model of emotional and volitional hardening character, model changes moral beliefs; a model of social and informational influence); strategy adequate mastery (model distancing and relaxation, model positive interpretation of the situation and its adoption, a model of emotional reactions and find support in certain situations complications); identity strategy, self-actualization and self-control (self-model, the model of self-control behavior, a model personality with Self-actualization activity); strategy of development of life of socially important skills (model of a healthy way of life; a comprehensive model of the actual assimilation of knowledge and skills of preventive work at all levels; effective model of compulsory education (teaching positive behavior) model of life and social competencies).

Key words: social and preventive activities, strategies, models, emotions, negative behavior, volitional, moral.



Iya Kaminska

Training as a means of forming deontological culture in future doctors

Problem relevance. Recently the problem of deontological culture of health workers is highly relevant not only in our country but also abroad. The profession of a doctor includes direct communication and interaction with a person requiring medical care, and as a rule, being in a difficult psychological state. Mostly it depends on a doctor himself to improve or degrade not only the physical but the psychological health of a person as well. In this context the deontological culture of the doctor, his humane attitude to people, professional morality becomes very important. Certain ideals and values which guide the doctor, his ethical principles and ethics provide his relationships with people and characterize him as a specialist. Taking into account the integration of Ukraine into the European educational sphere, we consider that the training of high school medical students should be in the stream of forming in future specialists not only the certain degree of professionalism to provide competitiveness on the job market, but also appropriate moral standards and general personal culture, deontological culture in particular.

Nowadays the problems of forming the doctor personality are in the highlight of deontology, medical ethics and bioethics. Such scholars

consider the items of deontology and medical ethics, as E. O. Vagner, V. V. Verbytsky, O. A. Grando, V. M. Kazakov, P. H. Kostyuk, U. I. Kundiyev, V. F. Matveyev, M. M. Petrov, L. A. Pyrih, V. L. Popov, N. P. Popova, E. I. Tchazov, V. Tcheshko, H. I. Tsarehorodtsev et al. Certain researchers also single out the major place of professional and ethical culture of doctor personality (O.V. Denisova, A. O. Aharkova). However, the forming of deontological culture in future medics in terms of English language education in high schools is not disclosed. We consider that the level of formation of deontological culture of medical students is the utmost marker of success in their professional activities, personal relationships and self-realization.

The article aims at theoretical basement of relevance of using psychological trainings as a means of forming the deontological culture in medical students.

Theoretical analysis of philosophical, psychological and pedagogical concepts that cope with the idea of ethics and deontology in doctor's activities show that ethics deals with a person as a self-sufficient, whole creature. It is believed that the founder of the doctor's ethics was Hippocrates, who systematized rules of medical ethics existing in his time on the basis of long-term medicine experience. His works *The Oath, On Doctor, On Proper Behavior* contain the moral codex obligatory for those who chose treatment as their profession [11].

Ethical culture is a structural component of professional culture of doctor personality, and it coordinates intellectual and cognitive actions on acquiring ethical standards and values, analysis, forming, comprehension; psychological and reflexive actions on rethinking the existing ethical standards, rules, values, self-development; creative actions of personality on forming personally considered ethics on the basis of primary, universal, cultural, ethical, religious, professional; communicative actions; specific actions of ethical judgment, conflict solving and ethical act [2].

Medical ethics became a base to develop psychological ethics and deontology. We consider medical ethics as a study of a place of moral standards in the activities of health workers, of their highly humane attitude to people as a necessary condition of successful treatment of a patient [5]. There is a certain inner link of ethics and deontology, which is absolutely natural, because duty, justice, conscience and honor, idea of the good and the evil are ethical categories. So ethics is a way of education, closely connected to deontology, its purposes and their practical realization.

In general, deontology is an issue of ethical theory which deals on questions of duty, moral requirements and standards [7]. In particular, deontology is considered as a professional ethics for doctors that aims to increase effectiveness of treatment by means of psychotherapy, sticking to medical etiquette etc. Nowadays, deontology is understood as a study of duty, a science of moral, aesthetic and intellectual view of a person who dedicated oneself to the care of people health, of the proper way of relationships between doctors, patients and their relatives, and also between colleagues in the medical collective and the whole institutions, which participate in the struggle for people's life and health [6].

The meaning of deontology is especially important in those issues of professional activities that widely use forms of compound interpersonal intercourses and responsible interactions, where medical activity belongs. The literature analysis (O. Denysova, O. Ivanushkin, B. Yasko et al.) prove that the ethical culture is the central system forming component of the doctor's personality, so that the outlined problem of forming the deontological culture gains a peculiar meaning in the education of doctors.

Concerning this, we should reveal the term of specialist's deontological culture. L. Pereymybidia considers deontological culture of a specialist 'a degree of fulfillment of specialist's duty to the community...' [8, p. 104], simultaneously underlining that 'deontological culture is characterized by complexity and multidimensionality and acts as the subject, the means and the result of activity, in process of which are accepted and expanded certain categories of valuables' [8, p. 105]. S. Khlestova notes that the deontological culture of a specialist is 'a complex of spiritual and intellectual, emotional and valuable, professional and ethic qualities of a personality which define ethical and cultural meaning of his vital functions' [12, p. 82]. I. O. Sheplyakova defines deontological culture of a specialist as a level of assumption of basic professional values that lie in the ground of experience of professional activity [13]. The acquirement of those valuables reveals itself in action as a personal characteristic which proves the maximum level of development of certain qualities and properties of an individual. Herewith deontological culture of a specialist is a part of professional personal culture and appears in a proper performance of professional obligations, fixed in the contents of professional deontological standards. Analyzing different approaches to definitions of the concept of specialist's deontological culture, it is possible to state that this personal formation is shaped in the process of mastering the professional activity and gaining necessary professionally

meaningful qualities on the basis of acquirement by a specialist a certain value system, and it reveals itself in the proper behavior of a professional.

We suppose that the forming of deontological culture should be done throughout the whole period of study of future specialists in high schools, and later on during the professional practice of the specialist. In our point of view, the forming of deontological culture in future doctors is possible through the introduction of the psychological training in the educational process of high school. Training in general is considered as a complex of different ways and means aimed at the development of these or those skills and abilities [4]. Training as an active method of learning may be used in educational groups to model the situations of personal interactions in the process of practice. According to this, we think that in the terms of English language studying in medical high school psychological training would not only improve communicative skills and abilities of students, but also would stimulate their social development, create conditions for self-knowledge, improve various personal qualities, form the general level of culture of the future specialist.

Authors like L. F. Ann, I. V. Vachkov, N. M. Honcharuk, B. V. Kupriyanov, S. V. Kryvtsova, O. H. Liders, H. I. Marasanov, L. A. Petrovska, O. S. Prutchenkov, U. M. Shvalb, T. S. Yatsenko et al deal with the peculiarities of the psychological training. In particular, O. S. Prutchenkov notes that psychological training as a form of specially organized communication allows to solve issues of personal development, forming of communicative skills, providing psychological help and support, which allows to take off stereotypes and solve personal problems of people [9].

Training is a multifunctional method of personal change, teaching certain professional skills and skills of personal effectiveness that is held with the aim of professional or personal development [3].

The special attributes of training include:

- atmosphere of ease and freedom of communication between its participants;
- phasic due to the psychological and social regularities of group development;
- accent on the active interactions between group members;
- using active methods of team work;
- major role of trainer's personality in gaining training purposes;
- certain spatial organization (most often – circle).

The basis of training are active methods of group work. V. Pugachov

names the training methods and includes role plays and planned plays in, as well as method of certain situation, seminar, brainstorming, group discussion, industrial training etc. [10].

The process of training includes three key stages:

1. The destructive elements and behavioral models output from background to foreground.

2. The creation of ideal behavioral model in the foreground.

3. Modification of group members' behavior towards utmost approximation to the etalon and its fixation in the background [4].

Training performs a number of different but closely connected functions. The main function of training is development in general meaning. Training is always a change, moreover, a positive change, which extends personal possibilities. During the training every participant gets not only the set of new knowledge, skills, abilities and ways of acting that extends one's world-view and increases effectiveness in various spheres of life in itself; but he also progresses in self-knowledge. Also training successfully performs diagnostic function. Group interaction wonderfully highlights problem points; it concerns not only skills and abilities, but also the personal sphere. Another function of training is team consolidation. If a training group is not a permanently co-working collective, such effect may not be prior, but still it is quite useful to get a teamwork experience for each participant. It should also be noted, that even in those training groups which do not have psychotherapeutic purposes, psychotherapeutic effect often arises, generated by group dynamics, competent trainer's behavior and development possibilities, provided by the training situation.

Training practice, as any other form of psychological action, requires adaptation of participants to new procedures, ways of working, space organization etc. Thus, it is preferable to introduce certain standards and obligatory procedures at the first meeting and keep them during the whole psychological study. "Basic" structure of a training lesson may be as follows: greeting ritual, warm-up, reflection of the previous lesson, introduction to the current lesson topic, exercises and procedures to maintain the main content of the lesson, reflection of the current lesson, home task or the "bridge" to the next meeting, goodbye ritual [4].

Training group work is characterized by a number of specific principles:

1. Activity principle;

2. Principle of research (creative) position;

3. Behavior awareness principle;

4. Principle of partner (subject to subject) communication.

Step by step realization of these principles is one of the conditions of effective work of socio-psychological group training. It differentiates this work from other methods of study and psychological action.

The effectiveness of training is judged by the degree of accordance of the effect with the given purpose and expenses. The effectiveness of training might be exposed in two components:

- in the changes that occur with the participants, it concerns such personal aspects as cognitive, emotional and behavioral;
- in the satisfaction of group members by the participation in training, it concerns mainly the emotional aspect [4].

Considered peculiarities of training allow treating it as a versatile means of studying and personal growth of people in different spheres of their life. The procedure of the training is rather simple, lessons pass excitingly and the participants remember them for a long time. Thus it is not surprising that recently training gained much popularity and vast usage in the learning process. Due to high intensiveness of learning, relatively small amount of time spent, interactivity and practicality training is very popular among students.

Nowadays training is considered to be one of the most effective ways of studying in the high school. Considering the issues of development, adaptation and conduction of psychological training in the high school it is possible to single out its main characteristics:

1. The first essential characteristic of training as learning method is such students' interaction, which converts a usual student group into a visual model of various social and psychological phenomena, which helps study different social processes in a real, created on the lessons, situation. During the training personal ideas of a student compared with other people's ideas of him and especially the dynamics of changes of those ideas provides a large impulse in development of adequate self-perception and self-development, unlike traditional lessons, where the student's actions are estimated by a teacher. Understanding of own inner world, recognition of ways of interaction with the surrounding, own feelings and their manifestations is an important condition of further development of a personality [1].

2. The second essential characteristic of the training is its versatility. It provides personal success in the conscious desire to change own psychological phenomena, relationships with the surrounding, it develops a student, changes his behavior, assists to form professional competence.

3. The third essential characteristics of training is that it teaches students the most effective ways of communication, develops and fixes in process of training work their communicative skills, which is an essential and necessary condition of professional practice of a doctor.

The considered characteristics of training clearly reveal the possibility to form deontological culture of medical students in advance of those personal changes which take place during the participation in training. With the help of psychological training there takes place learning of behavioral models, but it concerns not only behavior in some certain situations, but also work-out skills of constructive behavior in general. That is, there happens the change in inner personal settings, the knowledge expands, there appears an experience of positive attitude to self and surrounding people. All those factors increase general level of personal culture and, in particular, positively affect the level of development of deontological culture of a professional in the branch of medical education.

Conclusions. The performed theoretical analysis allowed defining the terms of deontology and specialist's deontological culture in the modern psychological science. It was found that the forming of deontological culture should be done throughout the whole period of studying of students in high school, and later on during the professional performance of a specialist. There were considered the peculiarities of psychological training as a method of active learning of students of the high schools, and also grounded the reasonability of its usage as a means of forming of deontological culture in medical students.

Perspectives of further researches in this way consider practical aspect of the reviewed issue, that is, a work-out of a training program, which aims at forming deontological culture in students of high schools in the branch of medical education.

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Abstracts

ІЯ КАМІНСЬКА. Тренінг як засіб формування деонтологічної культури майбутніх лікарів. У статті розглядаються актуальні питання формування деонтологічної культури студентів вищих навчальних закладів в галузі медичної освіти. Теоретично обґрунтована ефективність і доцільність застосування психологічного тренінгу як основного методу формування деонтологічної культури майбутніх медиків.

Ключові слова: лікар, вищий навчальний заклад, деонтологія, деонтологічна культура, фахівець, психологічний тренінг, студенти, етика.

IYA KAMIŃSKA. Trening jako środek tworzący kultury deontologicznego przyszłych lekarzy. W artykule omówiono zagadnienia kształtowania deontologicznej kultury studentów szkół wyższych w zakresie edukacji zdrowotnej. Teoretycznie uzasadniona skuteczność i celowość stosowania treningu psychologicznego jako podstawowej metody kształtowania kultury deontologicznej przyszłych lekarzy.

Wyrazy kluczowe: lekarz, uczelnia wyższa, deontologia, kultura, deontologiczna, specjalista, trening psychologiczny, studenci, etyka.

ІЯ КАМИНСКАЯ. Тренинг как средство формирования деонтологической культуры будущих врачей. В статье рассматриваются актуальные вопросы формирования деонтологической культуры студентов высших учебных заведений в области медицинского образования. Теоретически обоснована эффективность и целесообразность использования психологического тренинга в качестве основного метода формирования деонтологической культуры будущих врачей.

Ключевые слова: врач, высшее учебное заведение, деонтология, деонтологическая культура, специалист, психологический тренинг, студенты, этика.

IYA KAMINSKA. Training as a means of forming deontological culture in future doctors. The article deals with the relevant items of deontological culture formation among students of medical high schools. There is a theoretical base of effectiveness and advisability of using the psychological training as the main method of forming the deontological culture among future doctors.

Key words: doctor, high school, deontology, deontological culture, specialist, psychological training, students, ethics.

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Marius Kikinezhdi

Gender Identification in the Personalized I Image of the Youth

Gender is a basic characteristic of a person that determines his or her psychological and social functioning. Gender relations characterize the degree of democracy in a society, as they determine the division of roles in the political, socio-economic and professional lives.

The goal of this research is to determine gender perceptions among the student youth, specific gender ideals in the self-concept, beliefs about traditional and egalitarian gender roles, and construction of the real and ideal self.

The young age is connected with gender self-determination, establishment of the gender role fitting behaviour and stable image of the "I" of men/women. As Erik Erikson emphasized, "the young age is the most important period of the development when the main crisis of the identity occurs" [5]. Uncertainty and indecision in gender identity is dangerous because it can hamper identity development.

The task of the research are:

1. To establish peculiarities of gender identification and its influence on life choices in young adulthood;

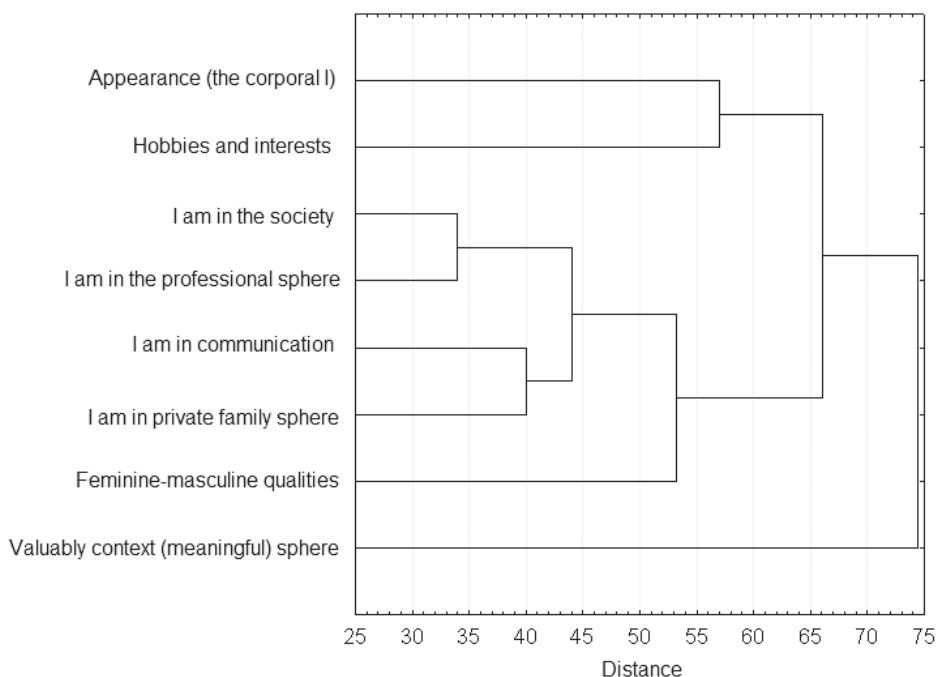
2. To illuminate the determining factors and conditions of the self-determination of young men and women.

The methods for determining gender orientations in the self-concept included the following surveys: ego-identification (D. Marcia), masculine-feminine behavior (S. Bem), goal determination and goal pursuit (M. Rokich), interpersonal attraction (T. Leary), and narratives "Me in 20 years", "Who Am I" (M. Kun, McPartland).

400 students of pedagogical universities in Kyiv, Ternopil and Chernihiv participated in the research; men comprised 38% of the sample.

Our hypothesis was that the student youth is heavily influenced by both the traditional and egalitarian gender orientations in deciding upon their private and public roles. Hypothesis was tested with Fisher coefficient, Mann-Whitney U-criterion, correlation coefficient and factor analysis.

The most influential in the value system and perceptions of the future for both men and women are family roles; such roles are also dominant



Picture 1. Cluster analysis of the narratives «Who Am I»

in the self-concept descriptions. Men view the ideal image of a woman in more traditional terms than women see themselves – women portray an ideal female as more intellectual and socially advanced. The findings show that while there are many similarities in self-views of young men and women, men are more oriented on traditional male values, whereas women maintain values of both traditional and egalitarian nature.

The results of content-analysis of the narrative “Who Am I” show the dominating gender roles in private family and public professional spheres of young men and women (picture 1).

As the cluster analysis shows, **gender belonging is shown through personal qualities**. We initially selected two large clusters. The first one

Table 1.

Average statistical levels of self-descriptive thoughts of young men and women in “Who Am I” narratives

<i>Characteristics of self-description</i>	<i>Mean M</i>	<i>Mean F</i>	<i>t-value</i>	<i>df</i>	<i>P</i>
Appearance (physical I)	0,33	1,43	-3,74	48	0,000488
I am in the society	0,67	0,65	0,04	48	0,97
Feminine-masculine qualities	0,85	0,74	0,42	48	0,68
Interpersonal roles	0,67	0,83	-0,67	48	0,50
I am in the professional sphere	0,11	0,26	-1,21	48	0,23
Hobbies and interests	1,26	0,91	0,96	48	0,34
Valuable context (meaningful) sphere	0,89	1,04	-0,36	48	0,72
Emotional characteristics “positive”	3,26	4,83	-2,17	48	0,03
Emotional characteristics “negative”	0,44	1,43	-1,93	48	0,06
Emotional support of others (ability for emotional sharing)	0,59	0,91	-1,13	48	0,27
Confidence in oneself	0,22	0,78	-2,56	48	0,01
Successes in realization family roles	0,74	1,00	-0,63	48	0,53
Ability for self-opening	8,48	4,39	3,59	48	0,00
Individuality	0,80	1,17	-1,50	48	0,14
Belonging to the group (identified “We”)	0,55	0,68	-0,83	48	0,41

determines the characteristics of the individuality of a person, such as: appearance, interests and hobbies. The second cluster refers to social descriptions, such as: public-political, professional and domestic roles.

We found no meaningful gender differences in such spheres as professional and domestic roles, interpersonal and gender qualities, hobbies and interests, which suggest the prevalence of personal, individual self-determination of the I in the samples of both sexes. At the same time the statistically meaningful (Student's t-criterion) differences were found in such subjective descriptions as the physical I ($t=-3,74$ at $p=0,0004$), emotional sensitivity ($t=2,17$ at $p=0,03$), confidence in oneself ($t=-2,56$ at $p=0,01$) and ability for self-expression ($t=3,59$ at $p=0,00$).

The role of physical attractiveness in descriptions of the physical I is considerably higher (almost 4 times) for young women. Another gender difference in the image of the I is emotional sensitivity (4,86 for young women : 3,26 for young men) that is represented in higher meaningfulness of emotional sphere for personal self-determination of young women. We explain that gender differences with different level of adaptation of young men and women to the new social roles of a student and a future professional. Young women acquire more confidence in themselves, and that, in our opinion, is influenced by a) young women's higher social activity; b) fewer gender expectations in relation to young women's social roles and considerably more expectations in relation to the realization of masculine roles by young men. In this age male students begin to feel the pressure of gender stereotypes of a bread-winner, protector etc. while having few possibilities for financial self-realization. The gender difference in the meaningfulness of self-openness (as for young women, its level reaches the mark of 8,48, while for young men it is 4,39) is possible to explain by the influence of gender socialization, as the society expects more empathy from young women. The statistical analysis of descriptions in the images of the real and future I shows similarities of the personal self-determination in different spheres of vital activities of young men and women (table 2).

In the ratings of meaningfulness of different spheres of self-determination, the sphere of professional self-realization takes the leading place. In the image "I am today" the meaningfulness of professional sphere for young men is lower in comparison with the image "I am in future". At the same time, in the image of the future I for young women the leading place is taken by the emotionally expressive sphere. These findings are confirmed through the analysis of descriptive self-

characteristics presented by young men and women in narratives “Me in 20 years”. The qualities which are marked by young men as necessary for a woman have truly feminine character, for example, “faithful”, “beautiful”, “tidy”, “thoughtful”, “tolerant”, “tactful”, “complaisant”. The responses for young women include unique feminine qualities, for example: tenderness, meekness, love, and children. The anti-ideal qualities are completely opposite to afore-named ones, as, for example, “negative”, “fickle”, “bad hostess”, “has bad habits related to alcohol and smoking”. It is not surprising that 94 per cent of young people think that the image

Table 2.

The meaningfulness of the spheres of self-determination in female and male samples

<i>Characteristics of self-description</i>	<i>Arithm. mean I am today</i>	<i>Arithm. mean I am tomorrow</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Appearance (physical I)	0,27	0,60	-0,84	25	0,41
I am in the society	0,64	0,80	-0,29	25	0,77
Feminine-masculine qualities	0,95	0,40	1,25	25	0,22
Interpersonal roles	0,68	0,60	0,22	25	0,83
I am in the professional sphere	0,05	0,40	-2,44	25	0,02
Hobbies and interests	1,36	0,80	0,84	25	0,41
Valuable context (meaningful) sphere	0,86	1,00	-0,24	25	0,81
Emotional characteristics “positive”	3,27	3,20	0,07	25	0,95
Emotional characteristics “negative”	0,55	0,00	1,19	25	0,25
Emotional support of others (ability for the emotional sharing)	0,55	0,80	-0,52	25	0,61
Confidence in oneself	0,23	0,20	0,11	25	0,92
Successes in realization family roles	0,64	1,20	-1,22	25	0,24
Ability for self-opening	8,05	10,40	-1,12	25	0,27
Individuality	0,82	0,70	0,28	25	0,78
Belonging to the group (identified “We”)	0,50	0,75	-0,91	25	0,37

Table 3.**The meaningfulness of the spheres of self-determination in female and male samples**

<i>Characteristics of self-description</i>	<i>Mean male</i>	<i>Mean female</i>	<i>t-value</i>	<i>df</i>	<i>p</i>
Appearance (physical I)	2,00	1,00	1,99	21	0,06
I am in the society	0,10	1,08	-1,83	21	0,08
Feminine-masculine qualities	0,80	0,69	0,25	21	0,81
Interpersonal roles	0,70	0,92	-0,56	21	0,58
I am in the professional sphere	0,30	0,23	0,30	21	0,77
Hobbies and interests	1,10	0,77	0,67	21	0,51
Valuable context (meaningful) sphere	0,70	1,31	-0,78	21	0,45
Emotional characteristics "positive"	5,20	4,54	0,51	21	0,61
Emotional characteristics "negative"	1,80	1,15	0,61	21	0,55
Emotional support of others (ability for emotional sharing)	0,60	1,15	-1,28	21	0,21
Confidence in oneself	1,10	0,54	1,36	21	0,19
Successes in realization family roles	1,20	0,85	0,44	21	0,67
Ability for self-opening	2,60	5,77	-2,23	21	0,04
Individuality	1,55	0,88	1,72	21	0,10
Belonging to the group (identified "We")	0,58	0,77	-0,72	21	0,48

of an ideal woman has to have traditional nature, and 95 per cent consider that the image of a real man must be of traditional nature, too.

We should note that nothing is mentioned about the wife as a professional, statesman, about her possibilities to take up sports or hobbies. Only 40 percent of young men consider that professional employment of a wife is possible, but not obligatory, and only on the condition of "a good job", "that she is able to devote more time to her family and children".

Similar options are traced in the narratives by young women when they describe their future: "I am cheerful and tidy as I meet my husband when he comes from work. I gave lessons of English to my children, took

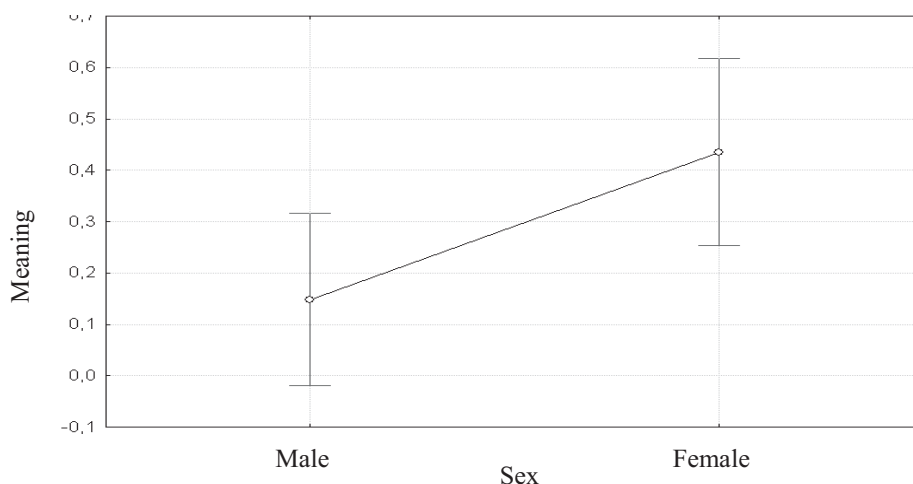
them to the pool, and while they were there, I visited the fitness center”, “I still have slender body and look young. I have time to take care of myself, visit a beauty salon”; “My wife brings me coffee in bed. She has time for sports and to take care of all family members”.

In the research we were interested in the dynamics between professional and private spheres for young men and women in their picture of the future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree (picture 2), while young women show greater dependence on the domestic sphere (picture 3).

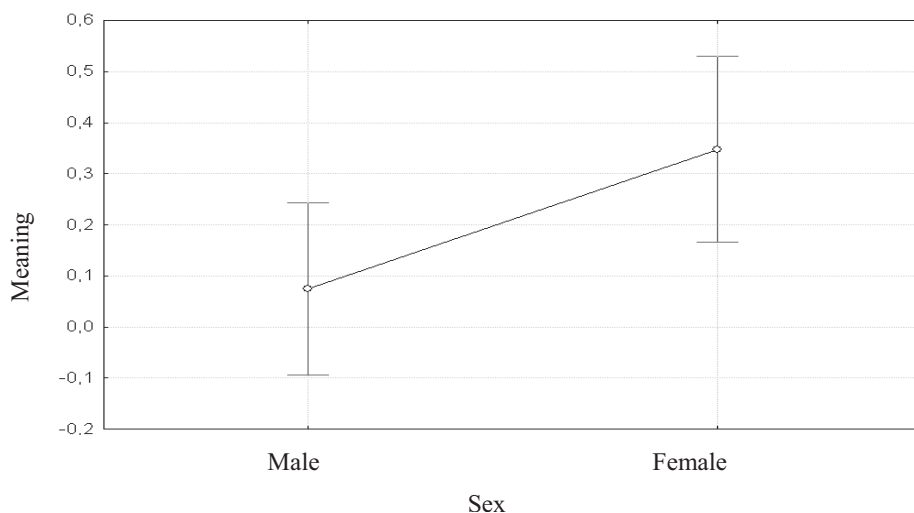
Both in the I-present and in the I-future, the dominant tendency is professional activity for young men and domestic activity for young women.

The general sample was 170 respondents – 86 young women and 84 young men aged 18-21 enrolled in a pedagogical university. The test showed high reliability due to internal consistency: the coefficient of correlation between the scales of egalitarian and traditional values is fold $r=-0,95$ ($p=0,0001$).

Majority of males in the sample agreed with the following statements: “there are a lot of words and phrases that cannot be pronounced by women but they are allowed to be spoken by men” and “women must not visit the same places which are visited by men, and women must not have the same degree of freedom as men”. The students are aware of the myth



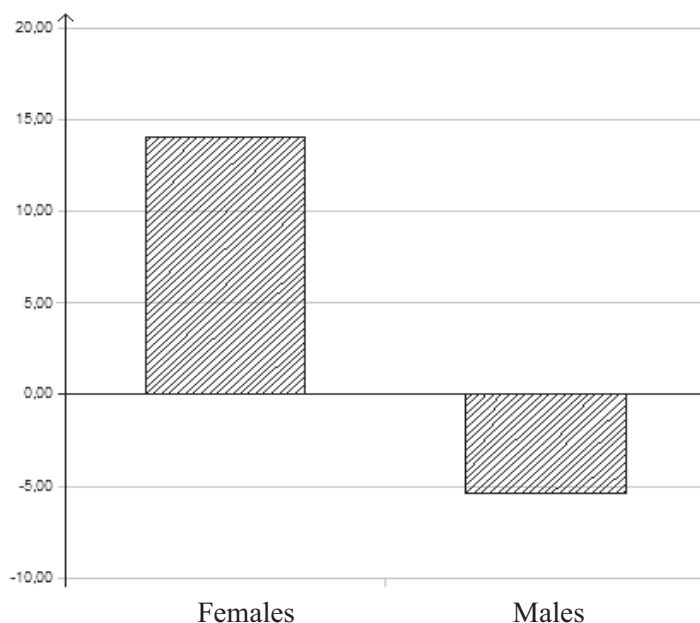
Picture 2. Differences between the sexes in professional activity



Picture 3. Influence of gender on the professional activity

of the “weaker sex” to be a subject to psychical disorders, depression and anxiety more frequently. These beliefs found the confirmation in the agreement with the statement “Women are too sensitive to become good surgeons”. The apotheosis of traditional opinions of young men was their rejection of the professional suitability of women for various types of activities: “Women must recognize their intellectual narrow-mindedness in comparison to men”. Young women showed more egalitarian views than men in relation to physical attractiveness of both sexes to taking care of the figure, keeping a healthy way of life etc. For example, women showed greater agreement with the following statements: “A modern woman is obliged to care about her figure no more than her husband cares about his” and “Youth and beauty of a woman are the main guaranty of her happiness”.

The analysis of results of the questionnaire based on M. Jenkins’ method showed that most young men and women share traditional (patriarchal) values to some degree. However, there were sex differences in gender orientations of young men and women. Young women are more oriented on egalitarian relations in the domestic sphere, in sex behaviour, marriage and pre-marital behaviour. Traditional views of young men refer to the social and politic legislative sphere. Bipolarity of judgments of young men and young women about traditional and egalitarian value are presented in picture 4.



Picture 4. Bipolarity of the division of gender orientations of student youth in sex selections

Traditional values are directed against the expansion of space of a woman in relation to the professional activities. Women students admit egalitarian with men in the domestic sphere, but they share patriarchal opinions in relation to financial and legal responsibility of a husband.

Conclusion. The present research shows that young women are more oriented on the egalitarian relations, whereas young men tend to endorse traditional gender orientations. Gender identity in both samples has perceptibly stereotypical nature, although less so among females.

The development of gender identity at the age of a young adult occurs on the basis of both conscious self-determination in continuum of masculine-feminine behaviour and choice of individual meanings of gender roles (a considerable percent of young men and young women reached the highest degree of individual identity in G. Marcia's test and the androgenic models of gender role behaviour in accordance to S. Bem's questionnaire as well). Number of students that "lag behind" at the level of diffusive identity (most of them are males), which demonstrate the sex-determined behaviour, or show complete confusion in relation to the gender role.

Although the majority of respondents of both sexes showed traditional orientations, the comparative analysis of their structure (from the point of view of the cognitive emotional and behaviour constituents of gender self-determination in M. Jenkins and S. Bem's questionnaires) show the signs of destruction of bipolar gender orientations of student youth. The proof of it appears in the similarity of repertoire of social roles in the self-determination of "I am a man/woman" and also in the context of narratives "Who Am I" (today). The gender roles selected by young men and women do not fit the "Procrustean bed" of their patriarchal division, as they contain quite a lot of egalitarian constructions of self-determination in professional occupations, identification, and communications. The future of students in their gender scenarios of life can also be described from the point of view of the ambivalent.

This research shows the necessity of creating and implementing the gender policies based on the psychological principles of parity and androgyny of sexes, and on self-development and full vital realization of an individual. Development of gender competencies among young Ukrainians will enable to form a fair attitude towards the capabilities and status of a person regardless of his/her sex and create the possibility for maximum self-realization in mastering some sphere of life activities.

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Abstracts

ОКСАНА КІКІНЕЖДІ, ТАМАРА ГОВОРУН, МАРІУС КІКІНЕЖДІ. **Гендерна ідентифікація у персоніфікованому образі Я юнацтва.** У статті представлено концепцію дослідження ідентифікації як соціально-психологічного феномену диференціації статі в онтогенезі. Створено психологічну модель статеворольової ідентифікації; узагальнено соціально-педагогічні чинники та особистісні детермінанти персоналізації гендерного Я. Розроблена та апробована модель гендерно-освітніх технологій як педагогічного супроводу статевої соціалізації особистості у період її дорослішання.

Ключові слова: гендерні ідентифікація, маскулінність, фемінність, андрогінність, образ Я.

OKSANA KIKINEŽDI, TAMARA GOWORUN, MARIUS KIKINEŽDI. **Identyfikacja genderowa w personifikowanym obrazie Ja młodzieży.** W artykule przedstawiono koncepcję badania identyfikacji jako społeczno-psychologicznego zjawiska różnicowania płci w ontogenezie. Stworzono model psychologiczny identyfikacji płciowej; uogólniono czynniki społeczno-pedagogiczne i osobowościowe determinanty personalizacji genderowego Ja. Ponadto opracowano i sprawdzono model technologii genderowo-edukacyjnych jako pedagogicznego uzupełnienia socjalizacji płciowej osobowości w okresie dorastania.

Słowa kluczowe: identyfikacja genderowa, maskulinizm, kobiecość, androgynia, obraz Ja.

ОКСАНА КИКИНЕЖДИ, ТАМАРА ГОВОРУН, МАРІУС КИКИНЕЖДИ. **Гендерная идентификация в персонифицированном образе Я юношества.** В статье представлена концепция исследования идентификации как социально-психологического феномена дифференциации пола в онтогенезисе. Создана психологическая модель полоролевой идентификации; обобщено социально-педагогические факторы и личностные детерминанты персонификации гендерного Я. Разработана и апробирована модель гендерно-образовательных технологий как педагогического сопровождения половой социализации личности в период её взросления.

Ключевые слова: гендерная идентификация, маскулинность, феминность, андрогенность, образ Я.

OKSANA KIKINEZHDI, TAMARA HOVORUN, MARIUSH KIKINEZHDI. **Gender identification in the personalized i image of the youth.** The article deals with the concept of research of identification as a social and psychological phenomenon of gender differentiation in ontogenesis. The suggested psychological model of sex-role identification helps to generalize external (social-educational) factors and personal determinants of the gender "I" personalization. The model of gender-educative technologies, as an educational accompaniment of personal sex socialization in the period of personal maturation, has been developed and tested.

Key words: gender identity, masculinity, femininity, androgyny, I image.



Victoria V. Korneshchuk

Professional resiliency of socionomic sphere specialists as a subject of pedagogical research

The gradual development of any science is known to depend on its successful solution of two types of tasks – theoretical and applied ones. The existence of the first kind of tasks is dictated by the immanent development of the science itself – when one theoretical task is solved, the next one that either adds or keeps the previous one is needed to be stated. If to speak about the problems of applied nature, their origins are different – researchers do not face them spontaneously, they are not caused by the inner logic of the science itself. In relation to the science, they occur from the outside and have their own special logic that is different from the inherent logic of the science. Tasks like that encourage completely new, unknown areas of research. Besides, applied tasks have an important feature: they are an attempt to solve the problem set by one science or practice by means of another science. The problem of professional resiliency of a specialist is the one that concerns such problems.

Taken in a social context, the problem of resiliency arises in connection with the problems of personality, its' activities and behaviour.

Among Ukrainian scientists this problem has been researched in the aspect of a strictly limited activity only: operators (V. Gorbunov); military

radiomen (R. Shpak); operative search officers (Yu. Galimov); officers of sniper groups (S. Lebedeva); pilots (O. Volyanskiy, Yu. Shcherbina). The problem of professional resiliency of socio-economic sphere specialists hasn't yet been researched in any way but pedagogic.

The pedagogic research of professional resiliency of socio-economic sphere specialists we defined number of tasks, such as: theoretical ground of resiliency nature and features of its manifestations; definition of its content and structure, characteristics of manifestation in the socio-economic sphere of professional activity; discovering factors that influence professional resiliency of socio-economic sphere specialists in typical and non-typical situations of their activity and reasons of their manifestation; development of professional resiliency mathematical model; definition of criteria and characteristics of its manifestation; development of the diagnostics model; creation of pedagogical technology in the process of preparation at a higher educational institution.

In the process of the research, professional resiliency of socio-economic sphere specialists was found to be an acquired quality by its nature that depends on certain personal characteristics and peculiarities the profession. The source of developing this quality lies in contradictions between abilities, likings, personal values that the person is trying to realise in the chosen professional activity, and external, social circumstances that determine demands to this activity and the area of its realisation. Taking into consideration that any essence is practically discovered only through its existence or the way of life, professional resiliency of a specialist is detected so far as the circumstances of its professional activity demand.

Professional resiliency is a complicated integral formation that appears in the process of interrelation between people and other objects. As a static characteristic, resiliency is rather abstract and impossible to study. In the present research professional resiliency is studied as a dynamic characteristic that appears in the process of human activity and is to be specially and purposefully formed.

Professional resiliency of a specialist is defined as his peculiar integral quality that is manifested in stability of positive results in his professional activity in the system of "human – human" and is determined by his personal characteristics.

It is possible for resiliency to appear, develop and be steadily kept in the personality structure. Development and formation of professional resiliency as a quality characteristic of a specialist whose properties are manifested in his professional activity ontologically take place in the three

interrelated and interdependent processes. *The first process* is presented by gradual separation of aggregate of professionally important features of a would-be specialist taking into account their qualitative determination and integrity. *The second process* is connected with differentiation of the whole on the quality set of professionally important features in the structure of the specialist's personality into a set of relatively independent parties that determine efficiency and stability of his actions as of a subject of activity. *The third process* provides a generalization, typing within a profession of a set of final professionally important features of a would-be specialist that represent his profession resiliency as a result of which quality turns into quantity. Hence, resiliency is a result of a special purposeful formation.

The structure of professional resiliency of socionomic sphere specialists consists of three units: object-active, subject-providing, evaluative-regulatory. The indicators of the object-active unit are: professionally important features, strategies and models of behaviour to overcome; of the subject-providing unit – flexibility of thinking, strength of excitation, inhibition and mobility of nervous processes, motivation of succeeding and avoiding failures; the evaluative-regulatory unit provides subjective personality control, self-actualisation, capability for self-government etc.

The structural units of professional resiliency are closely connected and integrate each other that prove the integrity of the structure, caused by integrity and indivisibility of the specialist's personality.

The analysis of scientific sources allowed determining the factors that can influence (either positively or negatively) professional resiliency of specialists. The factors are the following: high subjective complexity of the professional task; excessive responsibility; unfavorable functional and mental state; insufficient development of professionally important features; insufficient professional knowledge and skills; lack of experience in the specialty; partial or incomplete success in the activity; unfavourable orientation for a certain type of activity; lack of or no control over the situation etc.

It is experimentally proved that the same factors influence professional resiliency of a specialist in a different way depending on the situation the activity takes place. That is why the factors mentioned above were researched separately for typical and non-typical situations of the activity.

A typical situation of professional activity in the socionomic sphere is caused by the combination of such activity conditions that provide making decisions under the condition of sufficient time limit and consistent information, stereotypical behaviour and, as a result, lack of risk as for the

results of the decisions made in the process of activity, emotionally well-established background of the activity. A *non-typical situation* is caused by such a specific combination of its conditions that are characterized by suddenness, deficit of time and information that is necessary for decision making, emotional intensity, risk, change of activity stereotype that influence the activity results and without special training reduces its effectiveness and resiliency.

The following *criteria of professional resiliency* of socionomic sphere specialists were chosen: predictability – non-predictability of activity results in typical and non-typical situations; sustainability – non-sustainability of the activity while fulfilling professional functions; flexibility – rigidity of human behaviour in the activity process.

The indicators that characterise professional resiliency of specialists in the sphere of “human – human” are the parts of structural units of professional resiliency.

As for professional development of its components, professional resiliency of specialists is characterised by their passive, potential or active manifestation. Passive display of professional resiliency components indicates their actual presence in the personality structure, the potential one indicates the readiness and willingness of the personality to use these components to ensure their professional resiliency in the process of activity, active one indicates the actualization of these components in order to achieve sustainable positive results in typical and non-typical situations of professional activity.

Based on the results of the diagnostic studies a mathematical model of professional resiliency of socionomic sphere specialists in the form of linear multiple regression equation has been built, quantitative characteristics of passive and active areas of potential expression of professional resiliency have been established, factor features in the degree of their influence on the expression of professional resiliency of specialists have been analysed while unnecessary ones have been discarded.

The values of model parameters allowed ranking factor features in their degree of influence on the expression of professional resiliency of socionomic sphere specialists. Strategies and behaviours to overcome have the most impact on the expression of professional resiliency (model parameter equals 0, 145). A subjective control has less impact (model parameter equals 0, 114). Capacity for self-management has significant influence (model parameter equals 0,092). The desire for risk and motivation of achieving the goal and success are equally affecting

the expression of professional resiliency, as well as flexibility of thinking (model parameter equals 0,07). The motivation to prevent failures has but a less impact there, the strength of excitation, inhibition and mobility of nervous processes (0,064) and self-actualization (0,064). Professionally important qualities have the smallest impact (0,009).

The formation experiment is based on the idea of technologization of the professional resiliency forming process. *Pedagogical technology* is understood as a complex of forms and methods of reproducing theoretically grounded personal professional development and organising the would-be specialists' professional preparation for the activity area of "human – human"; the usage of the technology promotes the foundation of the necessary personal features of students due to the professional resiliency structure and guarantees effective achievement, predicting and correcting the preparation result, that is professional resiliency.

The structure components of the developed pedagogical technology of professional resiliency formation are the following: concept basis, content part and technology process.

The concept basis of the pedagogical technology is the provision that professional resiliency forming will be effective on condition the productive professional I-concept is formed. The mechanism of professional I-concept contains reflexion, self-identification, self-control and self-regulation of the students' own activity by themselves.

The content part of the pedagogical technology was determined as the main aim, which is to teach the students to treat their actions consciously within their professional activity. This part predicted mastering knowledge: about the essence, causes of appearing and possible consequences of professional mistakes; the essence of professional resiliency and factors it is influenced by; the means of regulating one's own professional activity. The students had to master the skills of predicting a professional situation development under both typical and non-typical conditions, skills of self-evaluation, self-regulation, reflexion, self-help etc.

The technology process consisted of three stages of the students' professional resiliency forming: self-revelation, understanding and feeling of oneself; realising one's own abilities within the chosen profession; self-development in the profession etc. The main principle of the teaching process forming was situational teaching. The dominant method of pedagogical technology realisation was problematic teaching. Organisation forms as training, game and case teaching were used in the process of students' teaching.

The pedagogical technology was realised in the process and on the material of the special workshop "A Problem of Professional Resiliency of Contemporary Socioeconomic Sphere Specialists".

The researched and introduced pedagogical technology of forming professional resiliency of socioeconomic sphere specialists was tested for effectiveness. Effectiveness of the pedagogical technology is considered to determine the degree of correspondence of the obtained results to the aims of the used pedagogical technology that is the degree of correspondence of knowledge, skills and social features obtained by the would-be specialists to their professional demands, as well as available means (material, psycho-physiological, time resources) that high school possesses to provide. In this case, the effectiveness of pedagogical technology proved to achieve the necessary degree of specialists' preparation in providing their professional resiliency as well as achieving the set aim of forming professional resiliency of would-be specialists.

The effectiveness test of the introduced pedagogical technology of professional resiliency of the would-be specialists in socioeconomic sphere was done according to the methodology that was based on the resiliency mathematical model. The diagnostic methodology of professional resiliency by its zones included the following stages: questioning students; standardization of measurement results; determination of manifestation area of each indicator of resiliency by its numerical value; calculation of quantitative reliability value of professional activity; determination of manifestation area of professional resiliency by its numerical value; compilation, analysis and comparison of the results; validation of the results obtained by mathematical means.

The results achieved by the students of experimental groups met the goals of the forming experiment while professionally important and personal features met the requirements of ensuring their resiliency. This proved the effectiveness of the introduced pedagogical technology of forming professional resiliency of specialists in the sphere of "human – human".

The prospects for further research are seen in:

- developing specific methods, pedagogical conditions of resiliency concept realisation in the process of preparation of socioeconomic sphere specialists independently for different specialities considering their peculiarities;
- integrating the research ideas into professional preparation of the students.

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Abstracts

ВІКТОРІЯ КОРНЕЩУК. Професійна надійність фахівців соціономічної сфери як предмет педагогічного дослідження. Стаття презентує результати педагогічного дослідження професійної надійності фахівців соціономічної сфери, яка, з одного боку, забезпечує ефективність їхньої професійної діяльності, а з іншого – є характеристикою якості підготовки таких фахівців у вищій школі. Автор розкриває сутність і структуру досліджуваного феномена; аналізує зовнішні та внутрішні чинники, що впливають на прояв професійної надійності фахівців соціономічної сфери; будує математичну модель та критеріальний апарат щодо її діагностування; розробляє педагогічну технологію формування цієї інтегративної якості фахівця в процесі його професійної підготовки.

Ключові слова: професійна надійність, соціономічна сфера діяльності, математична модель, типова та нетипова ситуації професійної діяльності, педагогічна технологія.

WIKTORIA KORNESZCZUK. Pewność zawodowa specjalistów dziedziny socjonomicznej jako przedmiot badania pedagogicznego. W artykule przedstawione wyniki badania pedagogicznego pewności zawodowej specjalistów dziedziny socjonomicznej, która z jednej strony zabezpiecza efektywność ich działalności zawodowej, a z innej – jest charakterystyką jakości przygotowania takich specjalistów w szkole wyższej. Autor ujawnia istotę i strukturę badanego fenomenu, analizuje czynniki zewnętrzne i wewnętrzne wpływające na przejaw pewności zawodowej specjalistów dziedziny socjonomicznej; buduje model matematyczny i aparat kryterialny dla jego diagnozowania; opracowuje technologię pedagogiczną kształtowania się tej jakości integracyjnej specjalisty w trakcie jego przygotowania zawodowego.

Słowa kluczowe: pewność zawodowa, dziedzina socjonomiczna

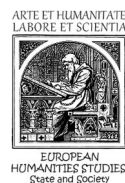
działalności, model matematyczny, sytuacja typowa i nietypowa działalności zawodowej, technologia pedagogiczna.

ВИКТОРИЯ КОРНЕЩУК. Профессиональная надежность специалистов социэкономической сферы как предмет педагогического исследования. В статье представлены результаты педагогического исследования профессиональной надежности специалистов социэкономической сферы, которая, с одной стороны, обеспечивает эффективность их профессиональной деятельности, а с другой – является характеристикой качества подготовки таких специалистов в высшей школе. Автор раскрывает сущность и структуру исследуемого феномена; анализирует внешние и внутренние факторы, влияющие на проявление профессиональной надежности специалистов социэкономической сферы; строит математическую модель и критериальный аппарат для её диагностирования; разрабатывает педагогическую технологию формирования данного интегративного качества специалиста в процессе его профессиональной подготовки.

Ключевые слова: профессиональная надежность, социэкономическая сфера деятельности, математическая модель, типичная и нетипичная ситуации профессиональной деятельности, педагогическая технология.

VICTORIA V. KORNESHCHUK. Professional resiliency of socionomic sphere specialists as a subject of pedagogical research. The article presents the results of pedagogical research, the professional reliability of specialists socionomic sphere, which, on the one hand, ensures the effectiveness of their professional activities, and on the other - is a characteristic of the quality of training of specialists in higher education. The author reveals the essence and structure of the phenomenon under study; It analyzes the external and internal factors affecting the expression of the professional reliability of the specialist socionomic sphere; constructing a mathematical model and criteria based device to diagnose it; develops educational technology of formation of the integrative quality expert in the course of his training.

Key words: professional reliability, socionomic sphere of activity, mathematical model, typical and atypical situations of professional activity, pedagogical technology.

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Natalia Kryvokon

Development of ukrainians' hardiness by means of empowerment

Never before through the years of independence Ukraine has experienced such ambiguous, stormy, dramatic events that shocked not only Ukrainians but the entire world. The confrontation on the Maidan, eliminating the corruption of power, the annexation of the Crimea, separatism, the threat of the terrorism spread, war on the south-east, daily information about the dead, injured, kidnapped compatriots, frightened and dispossessed internally displaced persons, destruction, damages, uncertain future - all this is not a complete list of deeply traumatic events and phenomena that every day holds Ukrainian people in tension, causes stressful reactions, breaks normal existence of most citizens.

In such circumstances, when social and socio-psychological tension in society is increasing sharply due to a systemic crisis, theoretical and applied research acquires the particularly relevant devoted to the hardiness as a combination of qualities and characteristics that endure heavy loads and are the basis of individual endurance. Thus, the development of hardiness is considered as urgent task in the professional communication of social workers and psychologists with clients.

On the other hand, empowerment significantly updated as the another important function in the social and psychological services providing due to the difficulties, very limited state resources and increasing of the responsibility for own life situation. We believe that the result of the empowerment process in psychosocial work is to strengthen the client's position, make one understand one's problems and transform one's needs to solve the problem in a conscious desire to overcome difficulties and gain a new positive experience.

Thus, in our opinion, the foundation of psycho-social support in social work in modern circumstances should be the pursuit for clients' empowerment and promoting the development of their hardiness. Our experience in empowerment training of the individual (not only the client but also the specialist in psychosocial work) allows us to assert about the great possibilities of this methodology that should be actualized in the current difficult times for Ukraine.

This publication is aimed at our opinion expression on empowerment training opportunities for the development of Ukrainian hardiness in a crisis situation.

According to the theory of personality (existential personology) developed by Salvatore Maddi and Suzanne C. Kobasa, «hardiness» means «a pattern of the units and skills structured to transform the surrounding reality changes in human capabilities» [7]. The researchers allocated the three major attitudes groups of hardiness: Commitment, Control, Challenge. Also S. Maddi [8] notes that except the attitudes «hardiness» includes such basic values as cooperation, credibility and creativity.

Russian scientist D. Leontiev describes hardiness as «ability of individual to withstand a stressful situation maintaining internal balance without reducing the activity performance» [5, p. 3]. Developing the concept of the psychology of meaning D. Leontiev introduces the concept of personal potential. The scientist notes that the concept of «personal potential» is the closest in meaning to the concept of «hardiness» in the interpretation of S. Maddi. However, speaking about personal potential D. Leontiev understands not only the basic personality traits or settings but also «a systemic organization features of personality in general, its complicated architecture based on a complex scheme of mediation» [4]. The personal potential acts as integral characteristic of individual maturity, it reflects overcoming defined situations by personality and applied efforts to work on life circumstances.

Ukrainian crisis psychology researcher, T. Titarenko [6] has concluded that hardiness «is not equal to the survival and adaptation» and is needed not only in extreme and stressful conditions, life crisis, but also in everyday life when a person is constantly forced to make responsible decisions, important election and to set vital tasks. We follow the views of T. Titarenko who examines the hardiness not only as physical endurance person possesses but as an important moral and psychological characteristic of personality that determines the way of individual interaction with the world.

Studying the phenomenon of Ukrainian hardiness, authors also use concepts of «stress resistance», «emotional stability», «psychological stability». Stress is associated [1, 2] with genetic and ontogenetic factors while hardiness and psychological stability is more a manifestation of basic personality traits and attitudes, moral and psychological characteristics.

In the context of social work psychology we consider hardiness as a concept that expresses the ability of the individual (biological and psychosocial) for self-regulation that is adequate to circumstances, the ability of the load withstanding, stress and difficulties resistance. Hardy person has (or develops) such traits as poise, confidence, volitional qualities, psychological endurance, healthy critical thinking, responsibility, desire to improvise and find creative solutions etc.

It is important that hardiness can be formed during the life and, in particular, as a result of support from the social environment (or appropriate specialists), it should be supported and fixed by life experience and acted as personal human resources. We can identify biological, psychological (personal) and social components of the hardiness.

Biological components of hardiness are based on a primary stress resistance caused by physiological characteristics of an individual (especially neurohumoral regulation, nervous system, etc.) and included emotional stress resistance as the ability to regulate emotional states.

Psychological components of hardiness include psychological resistance caused by basic personal qualities (level of volitional regulation, moral and psychological characteristics, and personality orientation), personality motivation, its settings, adequate self-concept, coping behaviour strategy and others.

Positive social environment, social support, positive emotional experience in difficult situations, high level of social competence etc. should also be named among the social components of hardiness.

This three-component model of hardiness, in our opinion, makes it

possible to identify specific areas of social and psychological support and contents of clients' support in complex Ukrainian realities. First of all it means the psychosocial services providing to internally displaced persons, participants and victims of warfare (combatants (soldiers) and civilians), released captives and their families, those who experiencing the loss of loved ones or their captivity, volunteers and everyone experiencing high levels of anxiety due to the negative impact of information and different kinds of threats, those looking for both home and earning etc. Note that these groups of potential clients are new to psychosocial work in Ukraine so it is important for us to develop and approve appropriate methods and tools of social and psychological support to these categories of citizens. Moreover, these methods should make a person stronger, more stable and enduring, provide power to find resources and help from outside. These tasks can be implemented through empowerment training.

In previous publications [eg, 3] we described the empowerment in process (as an activity) aspect as reviving of the client's vital position under the influence of a social worker. Actually, the main goal of the developed and repeatedly proven empowerment training is to mobilize the internal personal potential and form the behavioural strategies for finding and updating various types (both internal and external) of resources.

We consider that client empowerment means affecting the person in the special way to make changes in the emotional, cognitive and behavioural aspects of personality. In particular, at the emotional level a sense of self-confidence, energy intensity, some enthusiasm and inspiration should appear. At the cognitive level the opportunities reassessment should occur, positive, convergent thinking should form and potential show up analytical skills should be revealed. Behavioural aspect of personality is characterized by activity, desire to implement plans and specific actions, establishing cooperation with others, building new relationships, finding like-minded etc.

It is important that empowerment supported by a social worker must develop into self-empowerment afterwards. In this aspect, it is worth remembering about prompting and motivation to change as the most important factors of «turning on» the individual activity of the client. Without the client willingness and desire for change we should not even speak about the success of activities to solve humans' problems.

However, to achieve the positive results in the improvement of human life situation and its empowerment not only features of the personality and its social development are important, but also steering, professionally

organized influence of social workers, that use empowerment as the main task and principle. The key function of social workers and practical psychologists in terms of socio-psychological intervention in order to empower the client is, primarily, the organization of motivational process, prompting the person (or group) to active life position, willingness to change, improve quality of life and gain new experiences.

According to the hardiness model and empowerment methodology for assistance to hardiness forming described above, it seems important to solve the following tasks during the training:

- encourage physical activity, vitality, harmonious physical development, maintaining a healthy lifestyle;
- acquire skills of psychoemotional condition regulation and neutralization of negative emotions and feelings of clients;
- promote a higher level of volitional regulation of personality that is going through difficult circumstances;
- assist in the formation of positive thinking by supporting optimistic outlook on life;
- motivate people to develop self-reliance, responsibility, criticality thinking, independence of judgements, resistance to adverse effects, positive perception of the world and life. Create training conditions for the development of these features and characteristics;
- demonstrate and help to realize informational, psychological and other threats and negative influences on the individual, form skills of the active psychological resistance and defence;
- support the self-esteem of client personality; promote skills that help to control the situation;
- induce to changes, adoption of their inevitability and possibility of management;
- direct the activity of individuals to search for and mobilization of all kinds of resources, social and psycho-social support;
- give examples of positive solution of the similar crisis vital situations, create conditions for the experience exchange;
- form an adequate level of social and psychological personality competence in a defined range of issues;
- assist in promoting of a positive social environment, establishing communication systems;
- promote effective strategies and models of adaptation, coping behaviour, active protection and achieving psychological security etc.

Technologically each of the identified areas / tasks can be provided

with various methods, procedures, exercises, depending on the level of psychologist's competence performing the study. Concerning the key provisions of the training, those should be added to the traditional (that are correlated strongly with the principles of hardiness and empowerment): activity, efficiency, involvement in information and activities, inclusion in social groups (eg. community or group of people with similar problems), participation, helping «peer to peer» (exchange of experience), taking into account the experience (even negative), faith in own strength and power, support of the changes importance, their redirection etc.

An interesting and rewarding experience during our empowerment trainings for client groups described above is also in using ethical categories of «belief», «hope», «love» as a source of Ukrainian hardiness.

Thus, self-believing and power possessing strengthens will, inspires resilience, determination, ability to endure. It defines a sense of self-efficiency and performance, inspiring dignity. Belief in yourself is combined with a similar attitude to other close-minded, adding confidence in their integrity, capacity, reliability and confidence that we can rely on them.

Belief can move seamlessly in the hope backed up by it. The hope is opposed to despair and doubt. Hope raises strength; it is active and acting as a regulator of behaviour. Allocating us with inner light, hope and belief reduce anxiety and fear of the unknown future. If belief is hoping, then hope is enjoying.

Love occupies the highest position in the ranking of human values. It inspires, gives tenderness, empathy and responsiveness. Love is varied. But all its forms include a love of life. At the core of this love is the need to realize yourself, update all your strength and abilities.

The notion that «optimistic triad» - belief, hope and love can be a personality resource in empowerment and hardiness is formed during training.

Thus, the development of scientific and applied ideas about the forms and methods of psychosocial work that contributes to the formation of human hardiness is actualized in Ukrainian reality and its crisis characteristics.

Most of the projects currently being implemented in the country (in particular, by the European Union) are directed not only on solution of social and socio-psychologically problems of vulnerable population of Ukraine but also on their empowerment, encouragement to new experience, developing self-responsibility. We consider the development

of hardiness during such training make more effective result of such assistance.

We hope that the materials presented in a paper will help social workers and psychologists to provide truly effective practical support for mobilizing specific personal resources of relevant Ukrainian person.

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Abstracts

НАТАЛІЯ КРИВОКОНЬ. Розвиток життєстійкості українців шляхом розширення прав і можливостей. Публікація присвячена проблемам формування життєстійкості клієнтів психосоціальної роботи в Україні шляхом наснаження. Подано стислий аналіз розуміння понять «життєстійкість» та «наснаження», запропоновано основні напрямки і визначено орієнтовний зміст тренінгу наснаження, що має на меті сприяти актуалізації особистісного ресурсу та становленню життєстійкості.

Ключові слова: життєстійкість, стресостійкість, наснаження, психосоціальна робота.

NATALIA KRIVOKOŃ. Rozwój odporności psychicznej Ukraińców poprzez rozszerzenie praw i możliwości. Niniejsza publikacja poświęcona jest problematyce kształtowania odporności psychicznej klientów korzystających z usług poradnictwa psychospołecznego na Ukrainie z wykorzystaniem metod empowermentu. Została w niej zawarta krótka analiza interpretacji pojęć „odporność psychiczna” i „empowerment”. W artykule przedstawiono również podstawowe kierunki oraz określono przewidywaną treść treningu mającego na celu wspieranie procesów aktualizacji zasobów osobistych i kształtowania odporności psychicznej jednostki.

Słowa kluczowe: odporność psychiczna, odporność na stresy, empowerment, poradnictwo psychospołeczne.

НАТАЛІЯ КРИВОКОНЬ. Развитие жизнестойкости украинцев путем расширения прав и возможностей . Публикация посвящена проблемам формирования жизнестойкости клиентов психосоциальной работы в Украине с использованием методов эмпауэрмента. Представлен сжатый анализ понимания понятий «жизнестойкость» и «эмпауэрмент», предложены основные направления и определено ориентировочное содержание тренинга, имеющего целью способствовать актуализации личностного ресурса и становлению жизнестойкости личности.

Ключевые слова: жизнестойкость, стрессоустойчивость, эмпауэрмент, психосоциальная работа.

NATALIA KRYVOKON. Development of ukrainians' hardiness by means of empowerment. The publication is devoted to the problems of psychosocial work in Ukraine on hardiness development using the methods of empowerment. The training ideas presented are aiming to promote the brief analysis of the concepts of «hardiness» and «empowerment», to suggest the basic directions and define the approximate content of the personal resources and the establishment of the individual hardiness.

Key words: hardiness, stress resistance, empowerment, psychosocial work.

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Svitlana Lytvyn-Kindratyuk

Historical and psychological transformations of etiquette behavior of personality

State of the art. In the globalized age the forms of social interaction become more complicated, but regular and routine practices, numerous ritualizations of everyday behavior still dominate, they are focused mainly on the rules of etiquette and good manners in the domestic and business communication. However, nowadays the idea of “discharming the world” by Max Weber [15] is opposed to the idea of a “return to rituals” [13] that allows to deepen understanding of the historical transformations of rationality types. Thus, contemporary sociological and cultural-anthropological studies deal with the ways of connecting ritual and ritualized practices of individual etiquette behavior of personality that indicates its spiritual origins and involvement not only into the aimed rational, but also into the traditional action. However, this treatment of the etiquette behavior is inhibited by the lack of understanding of this problem in social and psychological terms. In our opinion, the developments of the social constructionism can be useful with its commitment to the historical study of discourse practices, that enables to apply hermeneutical methods of psychological and historical reconstruction in this field. It is a psychological

and historical transformation analysis of ritual and household behavior towards its individualization in form of the etiquette behavior, namely in the context of the social construction on the micro-level "discourse-practice".

The article aims at the psychological and historical transformation analysis of etiquette behavior as a form of ritual everyday person's behavior towards its individualization. We defined the following tasks of our study:

1. To consider interdisciplinary approaches to etiquette behavior in the context of modern everyday life.
2. To determine the pragmatic, ritual and everyday aspect of spiritual origins of the etiquette person's behavior.
3. To analyze by means of psychological and historical reconstruction the changes in ritual and everyday behavior of a personality in terms of the traditional and aimed rational action, particularly in the case of knightly behavior practices of a social small talk taking into account the dialogueness and stereotypicalness.

Analysis of recent research and publications. In the traditional way of life, the ritual and household behavior of an individual are represented mainly in situations of regulated everyday life and those of non-commonness and festivity. According to modern lifestyles, the ritual and household behavior become more individualized, non-stereotypical as well as the nature of communication in changing communicative situations.

The interaction of the latter provides the mutual understanding between the parties of a dialogue not only with regard to their age and gender characteristics, but also – to social status, profession, cultural affiliation, etc. The growing repertoire of speaker's freedom in a discourse is constructed on the basis of the dialogue's diversification (M. Bakhtin) [1], as well as of the transition to coordinating dialogues, non-stereotypical character of manners and more advanced self-control by participants of the interaction as the basis of their subjectivity.

But we consider the rules of behavior, i.e. conventional, regular elements as still being the core of the etiquette, polite communication, good manners of a modern personality. It means that good manners, politeness as a part of the regulatory behavioral etiquette complex are the main embodiment of the ritual everyday person's behavior in the age of modern, but in a much modified form. They appear in public and private life and in more diverse contexts such as international, court, salon, business, table etiquette etc. However, the treatment of the etiquette behavior as a more individualized form of ritual and household behavior requires clarification

of the psychosocial mechanisms of this historic transformation.

Currently, the etiquette behavior is most thoroughly studied within the philosophical and ethical concepts. But experts say about the peripheralism of etiquette issues in science of ethics, lack of its study in the historical, structural and functional aspects. The contrast between the moral educational approach and axiological analysis in the field of behavior's culture allows, according to O. Protsenko, to consider etiquette as the unity of following components: 1) the rules of good tone; 2) tact, style, image, 3) behavior (proper, decent). This etiquette behavior is based on complex regulatory stereotypes, patterns, models and acts as a form of fact (manners, methods, techniques) and form of the process (ritual, ceremonial, procedure and other kinds of collective activity) [12].

This indicates the double-vectoriness of etiquette – its moral normativity and at the same time aesthetic embodiment. In this area there are detailed developments of the category “politeness – non-courtesy” not only as imperative norms of etiquette, but also as the expression of linguocultural mentality (A. Wierzbicka) [16], behavioral strategies, conventions, conversational situationality (P. Brown and S. Levinson, H. Leach) [3; 9]. A significant influence on the development of the recognized today concept of courtesy by Brown-Levinson was made by the E. Hoffmann's idea of social drama [7].

The analysis of basic material. We applied the constructionist social approach to the analysis of spiritual origins of transformation in the etiquette behavior in its history-genesis. We presented examples of historical configurations of the ritual everyday person's behavior on the boundary between traditional and modern everyday life. As the main characteristics of ritual and domestic behavior we define its stereotypicalness and dialogueness, thus we observed transforming of good manners in the course of their trends to increasing rarity, originality and non-stereotypicalness, and also to new forms of a dialogue as well. According to N. Elias, the formation of new, more individualized types of the etiquette, ritualized behavior was constructed in the discourse of power elites on the background of regular practices by lower layers of the traditional society. [5] Later, with the changes, that took place in the organization of modern everyday life, a social diffusion of practices of polite behavior into the life of other states (especially the burghers) also took place, according to the elitist models, it was their relative homogenization taking into account the partial leveling of class characteristics (mature modern). However, modern researchers of the phenomenon of chivalry in Western Europe indicate the earlier sources

of a less radical version of Western individualism. These are the less studied (from the social and psychological viewpoint) knightly practices in the early Middle Age in terms of their impact on the development of modern society etiquette, particularly, phenomena of communicative courtesy and a social small talk.

The changes in the lifestyle of knights (from wandering knights to court chevaliers) are closely associated with the development of medieval society in terms of the demographic crisis, the high level of violence and economic risks. The contemporary society of the Middle Age, as D. Barthelemy says, was influenced by power relations and structurally based on partially ordered competition [2]. This was a universal rule of conflict discourse and that of temporary reconciliation. Along with more individualized practices of the military social layer (knights), that were constructed together with their involvement into the heritage of heroic ancestors and the right to defend their own valor and honor, a source of that kind of practices were also urban communes, which arose from neighboring communities on the basis of their members' equality and commitment to mutual dialogue (Le Gough) [10]. To the latter contributed the establishment and development of medieval cities, the growing urbanization, which eventually lead to mutual attraction between the court and burgher society of the urban community.

Thus, the elements of proto-modern in ritual and everyday behavior of the individual are, in our opinion, the knight practices and those of the early modern – the court practices, which have a clearly social state nature. It is difficult to understand the transformation of the more individualized knight etiquette without a thorough analysis of practices of a knightly behavior. Thus, D. Barthelemy believes that the practices of knightly behavior have their origins in the social construction of extreme behavior of Gallic and Germanic warriors of the so-called "Osts" (troops of soldiers from a particular community) and squads (intertribal troops of soldiers) [2]. Taking into account the opinion of the French medievalist, we observe in these practices the elements of an extreme personal life-constructing in risk situations (T. Titarenko) [14], e.g., those of the war or battle. They were based on a special appreciation of individual "valor" and "heartbreaking courage," the ability to take strategic decisions vis-à-vis to the life circumstances, that were preferred in old Germanic and Frankish communities.

Thus, ritualized practices, defined by D. Barthelemy, show the features characteristic for Germanic knights of the early Middle Age as well as for the ancient Germans in general – respect for the individual "valor and

honor” of the warrior-rider, defender and attacker. The heroic actions of them were initially performed in a fully ritual way, since the initiation of a young man by handing him weapons (adoration of a sword) – by war against the neighbors and traditional feasts with his squad, that formed a youth inner-generation group. An axiology of individual valor of a knight was archaic. It was appropriate only for that soldier, who had a genealogic family tree (the legitimized intergenerational dialogue with ancestors) and reaffirmed it by his coat of arms, family legends, an eloquent ancestral title. In the course of time, the courage of the warrior changed to the gallantry, polite behavior, that takes gaming, demonstration and performative forms by leisure (tournaments, protection of weak persons, the cult of the Grate Lady). The latter takes place on the background of weakening conflict discourse and reallocation of resources for the life support (land and castles). After the age of the Crusades European knights became more secular, preferring courtesy and status nobility.

By ritualization of the new established practices the knightly culture lost such features as extreme spontaneous rudeness, it was a certain “knightly mutation”, that took place in that time. For the knightly behavior the playfulness, decorativeness, aestheticism became inherent, which were summarized by practice of courtesy as a desire for terrestrial pleasure and gallantry, i.e. exquisite manners. The analysis of the history of chivalry from the social structuralist position by P. Bourdieu, allowed D. Barthelemy to argue that chivalry which devoted itself to traditional feats, games, entertainment and good manners in the communication between knights from different countries can be divided into two types – proto-chivalry and classic knights. The first emerged and was gradually formed in the Osts and the courts of regional princes [2]. The second, actually the classic knights, with their tournaments and celebrations, which was reflected in courtly novels and poetry were largely the socially constructed style of behavior, configuration of ritual and “assumed” ritualized practices in situations of reduced violence in the society [ibid].

Without any idealization of chivalry as the social status, one should clarify its axiological orientations, that were declared in the knightly discourse and concerned the knight community, standards of relationship between knights, culture of the knight, who was constantly traveling and away from home, did not appreciate very much the family joy, i.e. of the warrior-rider (chevalier). According to M. Osovska, the knight ethos were the values of strength, courage, fame, generosity, faithfulness [11], in opinion of F. Duby – it was a pleasure of battles and adventures, consolidation of

his power, triumph over the enemy [4]. Initially, the foundation of the knightly culture was laid by “male and military virtues: strength, courage and loyalty to a freely chosen commander” [Ibid, p. 204], when everybody is united by belonging to the noble and heroic ancestors. In fact, at that time only feudal aristocrats (nobles, knights) had the power to assert by means of intergenerational interaction their right for a dialogue with the ancestors. Although most of them were illiterate, but they were involved into the intercultural communication and generally had the foreign language skills.

Subsequently the axiological profile of a knight changed – especially important becomes for him the beauty of appearance, courtesy, gallantry (polite treatment of persons of the opposite sex), as the knight discourse is complemented by new forms of inter-group gender dialogue (only with women of the same social status). This is a cult of the Great Lady, on the factors, that caused it, numerous discussions are still going on. For example, the medievalist historians speak of the growing economic independence and social status of women from higher strata of the society [4], ethicists (M. Osovska) – of compensation in that way of deformations in marital relationships [11, p. 93].

However, S. Zizek after J. Lacan, who considered courtly love as an anamorphosis, also believes that “a courtly image of a man as the servant of his lady was a mask that hides the reality of male dominance” [17, c. 96], and “courtly love is to the great extent just politeness and etiquette, it has nothing to do with some elementary passion that is free from all social rules” [Ibid, c. 81]. However, citing examples of this anamorphosis of the “courtly love matrix” on the material of modern everyday life, S. Zizek does not account for historical changes of phenomena of politeness and etiquette on the background of differences between the proto-modern (knightly) and early-modern (bourgeois) life.

In our opinion, the cult of the Great Lady should not be seen as the archetypal matrix, but as a product of the social construction of gender, i.e. in the context of the knight discourse, when a sexual impulse of the subjugation of women is regulated by means of behavior ritualization and becomes a part of a new gender behavioral pattern. The latter is constructed as a mystery game that involves fighting, racing and at the same time love, care, confrontation with in some way equal (struggle), but somehow uncomparably different (care) opponents. In terms of a knight, the lady as an enemy certainly deserves respect and vassal serving, following the code of honor in the new quality (courtesy).

The legitimization of the vassal service was carried out in the knight

fight, full of dangers for life, that gradually transformed from the group military actions in the 12th – 13th century into duels of genealogically certified noble opponents, carefully regulated by the rules, the Supreme Court over them could only be done by the lady, bringing gifts and prizes (wreath, sword, ring, etc). And after that it was not the victory that became principal, but the gallant behavior in the tournament, besides in the fifteenth century the prevalent sort became a performance, the tournament-play (*Pas d'arm*). So, in our view, the Great Lady is not a faceless “black hole” in the imagination of men and not some kind of an “abstract object” [17] but an equal member of the courtly discourse.

The latter had the ritualized character, a distinct emotional tone and playing background, indicating rare-illusory, spiritual and secret style of these practices, that compensated the deficit of real inter-generational gender interaction in the society. So, J. Dubi said: “in its nature and form of expression the courtly love is, like a holiday, a total escape from reality, where the festival was a gallant game based on poetization of appearance, clothing and was developed as the dialogue between the two sexes” [4, c. 256].

We know, that about the twelfth and thirteenth century in more populated and urbanized South-West France the educated female aristocrats founded their salons. The discourse in the salons was led by some noble ladies, that is why the courtly behavior was constructed at the heart of the medieval way of life – in castles, often far from cities, first of all, in the courts of Mary of Champagne, Eleanor of Aquitaine, where small talks and real “courts of love” were prevalent. At that time, in opinion of J. Dubi, a new form of relations between the sexes, called Western love, was developed. The values significant for the knights – to fight for freedom and to have fun of a free natural life were enriched by a happy courtship [4, p. 251], because the gallant love is not just a sexual chatting, but, above all, personal choice that was disabled by the ritual of marriage.

From that time the knight devoted himself to the loving pursuit of the lady of his social status, because to be in love was his duty, and the long parting – was a test of loyalty. The knight sought not to force a lady, but to win her heart, to serve her. So the whole lexicon of this strategy, this secret game and entertainment was borrowed from the vocabulary of vassalage dependence and enriched by lexicon of loving, giving it a fancy emotionality. It had to denote contrasting emotional states – happiness, sadness, tears, frustration, namely: «*amitie*» – friendship, «*ardeur*» – enthusiasm, «*attachement*» – attachment, «*embarras*» – confusion, «*passion*» – passion,

«tendresse» – tenderness, «trouble» – excitement and more.

We believe that the courtly behavior is a variant of social construction of gender practices on the basis of decorative polarization, allowing to aesthetize the stereotypical discourse of authoritativeness and subordination in this area, thereby to outline the space of innovational playfulness, delayed motivation (illocutivity) for its members. The gradual transformation of the knightly life, which became more settled, contributed to this process and their increased resources toward welfare standards, the highest at that time, did not correspond with the knight mythology, which resulted, according to J. Heisinga, in its artificial preservation [6]. Narrative means of regulating sexual instincts of courtly discourse participants were the court love poetry and epic works ("Parcival," "Tristan", etc.) Not less important were the courtly novels ("Lancelot" by Chretien de Troyes, "The Art of courtly love" by Andreas Capellanus etc.) [8, p. 157]. They convincingly asserted a new style and game strategy of interactions, that involved compliance with the code of honor and gallantry.

In summary, we come to the conclusion that the emergence of court etiquette, which, according to N. Elias, stands for becoming a self-regulated modern personal identity, was introduced by the practice of courtesy, knight serving to the Great Lady, that asserted the new aspects of dialogueness and non-stereotypicalness in ritual and household behavior towards its individualization.

The construction of the new style was completed in the second half of the twelfth century, and its wide spread took part in the fourteenth century. The consensusness and regularity was combined in this style with a focus on individuality, exoticism, that was achieved by the knight due to his knightly perfection (courage), observation and experience of the traveler in lands far and near. Subsequently the rules of a knight and gallant game became the ideal for all those who wanted to belong to the elite.

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Abstracts

СВІТЛАНА ЛИТВИН-КІНДРАТЮК. Психолого-історичні трансформації етикетної поведінки особистості. Етикетна поведінка вивчається у контексті історіогенезу ритуально-побутової поведінки особистості в аспекті індивідуалізації останньої. Опираючись на існуючі у прагматиці та соціальній психології підходи до вивчення ввічливості та гарних манер етикетна поведінка конструюється у просторі регулярних практик як така, що має переважно комунікативну спрямованість. Психолого-історичні трансформації етикетної поведінки особистості аналізуються у річищі соціального конструкціонізму та соціального конструктивізму, методологія яких їй дозволяє простежити конвергенцію типів раціональності та регулярних соціальних практик щодо вивчення ввічливості та гарних манер. В умовах модерного побуту у порівнянні з традиційним укладом життя етикетна поведінка набуває характеру соціально-ілокутивного конструювання з властивими йому діалогічністю та нестереотипністю висловлювань у форматі світської бесіди. Зазначені зміни простежені на прикладі зародження рицарського етикету, куртуазного дискурсу та культу Прекрасної дами.
Ключові слова: етикетна поведінка особистості, ритуально-побутова поведінка, куртуазність, дискурс, ввічливість, соціальне конструювання, історіогенез.

SWIETŁANA LITWIN-KINDRATIUK. Psychologiczno-historyczne zmiany zachowań kurtuazyjnych jednostki. Zachowania kurtuazyjne rozpatrywane są w kontekście historiogenezy zachowań rytualno-obyczajowych jednostki w aspekcie jej indywidualizacji. Wykorzystując istniejące w pragmatyce i psychologii społecznej podejścia do badania zagadnień grzeczności i *savoir-vivre*'u zachowania kurtuazyjne kształtują się w przestrzeni regularnych praktyk jako coś, co jest ukierunkowane komunikacyjnie. Psychologiczno-historyczne zmiany zachowań kurtuazyjnych jednostki analizowane są w kontekście społecznego konstrukcjonizmu i społecznego konstruktywizmu, których metodologia umożliwia obserwowanie konwergencji typów racjonalności oraz regularnych praktyk stosowanych w badaniu zagadnień grzeczności *savoir-vivre*'u. W porównaniu z tradycyjnym stylem życia, w nowoczesnych warunkach zachowania kurtuazyjne nabierają charakteru społeczno-illokucyjnego konstruowania z charakterystyczną dla niego dialogicznością i niestereotypowością wypowiedzi w formie rozmowy towarzyskiej. Wymienione zmiany zostały w niniejszym artykule omówione na przykładzie etykiety rycerskiej, dyskursu kurtuazyjnego i kultu pięknej damy.

Słowa kluczowe: zachowanie kurtuazyjne jednostki, zachowania rytualno-obyczajowe, kurtuazja, dyskurs, grzeczność, konstruowanie społeczne, historiogeneza.

СВЕТЛАНА ЛИТВИН-КИНДРАТЮК. Психолого-исторические трансформации этикетного поведения личности. *Этикетное поведение изучается в контексте историогенеза ритуально-бытового поведения личности в аспекты ее индивидуализации. Исходя из существующих в прагматике и социальной психологии подходов к изучению феномена вежливости этикетное поведение конструируется в пространстве регулярных практик в качестве коммуникативно направленного. Психолого-исторические трансформации этикетного поведения личности анализируются в русле социального конструкционизма и социального конструктивизма, методология которых и позволяет проследить конвергенцию типов рациональности и регулярных практик относительно изучения вежливости и хороших манер. В условиях современного быта в сравнении с традиционным укладом, этикетное поведение приобретает характер социально-иллокутивного конструирования со свойственной ему диалогичностью и нестереотипностью высказываний в формате светской беседы. Указанные изменения прослеживаются на примере рыцарского этикета, куртуазного дискурса и культа Прекрасной дамы.*

Ключевые слова: *этикетное поведение личности, ритуально-бытовое поведение, куртуазность, дискурс, вежливость, социальное конструирование, историогенез.*

SVITLANA LYTVYN-KINDRATYUK. Historical and psychological transformations of etiquette behavior of personality. *The etiquette behavior is analyzed in a context of history-genesis of the ritual-domestic behavior of the personality in the aspect of its individualization. Based on approaches developed in pragmatics and social psychologists - to studying of politeness and good manners, the etiquette behavior is constructed in the practical regular space and has mainly communicative focus. The psychological and historical transformations of the etiquette behavior of the personality are analyzed in terms of the social constructionism and social constructivism, their methodology enables to study the convergence of the rationality types and regular social practice in order to research politeness and good manners. Considering specifics of the modern life in comparison to the traditional tenor of life, polite conversation gains the character of social illocutionary constructing with its characteristic dialogueness and non-stereotypicalness of expression in the form of a social small talk. The specified transformations are traced on the example of the origin of knightly etiquette and to a cult of the Great Lady.*

Key words: *etiquette behavior of the personality, ritual-domestic behavior, courtesy, discourse, politeness, social constructing, history-genesis.*



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Denys Manokha

Mythologem of advertisement: applied axiology or juggling with values

"We are the hybrid of neurology and culture. Language and freedom are social creations. But apart from this direct community human beings consciously strive for living in society because in it they discover great life opportunities for their own benefit..."

J.A. Marina

Modern society, as any other society at any other time, needs its own (preferably universal) "stability elements" for successful and continuous existence, such as ideas, dreams, beliefs, which will permanently predetermine the balance of individual and common movements, aspirations, intentions, actions, transformations, etc. Anything able to "bring movement", "to lose of balance and equilibrium" must have a counteraction, a kind of anti-balance which would level "energy of acceleration and movement", provide "containment and equilibrium". Something always ready, at hand, at a short distance of an eye movement or a hand reaching... What is it so close and at the same time historically so far away? So easily understood and so infinitely complicated at the same time? So simple and again so complex that your heart turns to stone from fright?...

Values?... Well, yes, values...

While making a research on advertising as a public phenomenon and in the beginning our own thinking on the subject, we have to admit that advertising as a public instrument “works” with different groups of values – “individual” and “social” depending on different types of ideas/truths – “individual” and “social” and thus, activates different types of mind/awareness – “individual” and “social” one.

Nowadays the theories (and methods) built on such a notion as social or objective intelligence gain more actuality. They are about the “intelligence phenomena” that exist and appear to be “behind” or “above” an individual intelligence, which is subjective in its content and ways of functioning and disclosure. Among these theories there are the ones of *Jose Antonio Marina* and *Hans Freyer*, some principles of whom we will gratefully use in our research.

If an intelligence pursues private, individual goals, it follows and uses individual, private values. If we mean intelligence in social or public dimension then it will seek for universal truths, it will follow objective values and pursue common (or universal) goals. Social intelligence appears and reveals itself in groups and unions, embodies and reflects incomprehensible (at first sight) intentions, such as “let the chains be” (Spain at the beginning of XIXth century), conquering ambitions (France at the times of Napoleon), advanced industrial society (against naturalness and ecology), etc.

Jose Antonio Marina comments on the need to define such notions as “social intelligence” or “collective intelligence” this way: “What I understand under social or collective intelligence? In the given case it is not about mind ruling social relationships but about intelligence that appears out of such relationships. This phenomenon can be called as “speaking intelligence”. When two people are communicating each one brings into a conversation their own knowledge, talents, the best they have, but a conversation is not a sum of virtues of the two sides. Interaction either increases them or decreases». In some relationships, we create, make something up, make discoveries, dream, act... In others, the communication itself pushes on us, presses on, limits and makes us “full of stupidities” [19].

Received, disclosed or gained “stupidity” provides any social subject – individual, collective, joint – with the corresponding attributes. Continuing the given thought, we can suggest “qualification differentiation” of societies into “rational and irrational” companies of community, societies, cultural phenomena, etc.

This raises the issue of advertising as a natural for nowadays life element of any social interaction: if it has an impact on rational or irrational discourse (individual, collective, organizational one or any other)... Even if we qualify advertising as an "exchange of truths process", can these truths arise as "irrational" too? Is it not the useful suggestion for understanding the issue of successful and effective commercial influence?

As O. Najmushin thinks, "advertising is a paid form of impersonal transfer of information about goods or services aimed at stimulating sales and is provided by clearly stated owner". One more definition of the same author is: "advertising is the information on customer's properties of goods and kinds of services aimed at their realization (sale) and creating demand for them, manufacture popularization, literature, arts and so on".

These are the most pragmatic and concrete definitions of advertisement in fames of system of relationship "manufacturer – product – sales assistant – goods – customer – recipient". However, it is they that demonstrate the full range of dyadics and polyfomation, which directly participate in realization of such a complex process that makes up "advertising interaction".

True, in the center of the given process there is communication and communication process. However, the thing that happens to be the subject of transfer, communication is not the product or the service itself, which is described in advertising message. Let us examine this statement gradually.

It is known that *advertising as a communication process* has a lot of interpretations and explanatory models. Thus, G. Gerbner and then G.G. Pocheptsov name three main stages in communication development: pre-industrial, print era, telecommunications era. *Pre-industrial* stage of communication is characterized by such organization of communicating process that can be expressed in the following formula: face-to-face communication. Such communicating process was characteristic of the whole community and looked like mainly interpersonal communication carried out in the form of a dialogue or monologue.

The next stage, *print era*, is connected with the first industrial revolution, with the beginning of mass communication due to which life became pluralistic. *Telecommunications* stage appeared because of the second industrial revolution when behavioristic models were absorbed before people became literate. It is my belief that industrial revolutions were not so much responsible for changes of stages of communication development as was psychological reconstruction of communicators,

which happened due to different kinds of revolutions and changes in society, of course.

Self-change and appearance of different kinds of communication are the inner demand of a person and society as a whole. This demand is definitely shaped under the influence of external factors of social development. The first external factor, which had changed the manner of communication, was appearance of a written language. *Pre-writing or oral communication* was the only possible way of communication at the early stages of humankind development. Interpersonal and group communication prevailed at the pre-written stage. Communicative process had the direct manner of a dialogical interpersonal communication or communication with small groups or, in other words, group communication. Writing stage of communication had complicated communicative process, made it indirect, discreet in time and space, stimulated appearance of such kind of communication as public; at the same time the foundation of mass communication, which started developing at printed stage, was being laid.

The following stage of *audio-visual communication* enhanced the process of mass communication. At the time of transition to electronic-media stage mass communication experienced globalization process, which becomes the reason for appearance of virtual communication – the kind of communication when the process of transfer and receiving information intermingles in time and space, and the communicant at the same time acts as a communicate. Therefore, advertising development can be closely connected with the evolution of communicative process on the whole and, to be more precise, with the development of market-media communication.

The so called *market-media communication* is the result of development of communication with mass of people on the economic principles when mass is considered as a group of individual customers of information product. In addition to that, social connections with the source of communication are one-sided, market mass of people is not adequately perceived as a potentially possible spiritually-social community.

It is known that *virtual communication* appears in mass communication as a result of globalization of mass communication process, appearance of multimedia systems, which leads to changes of the nature of communicative process itself, *multivector* nature of which becomes so complicated that a communicator simultaneously acts as a communicant and a communicate. This simultaneousness is the product of virtual

(possible) existence in the same time and space of many communicators due to technical possibility to unite physically into global information super-systems.

However, communication as the element of advertising become, in the first place, an instrument, a tool of influence or one of its results. So what is the direct subject of advertising about which and for which advertising communication is carried out?

Value. It is exactly what advertisement makers hunt for, what they long to actualize in every one of us (as in potential customers or users). It is value that acts as the golden key to open the secret doors of anyone's desire – desire to own, which means to buy, to use.

There is multitude of tools of "*advertising as applied axiology*". They all differ from each other in basic mechanisms, ways of realization, intention, etc. However, they are united by one thing – value, which should be felt, activated, caught and implemented, that is, it should be *used*.

One of the most well-known technological methods of "working with values" at the process of generating advertising impact and realization of advertising interaction as such is the *mythodesign*, which even 10 years ago was considered to be a cunning novelty for many (even experts) and nowadays is one of the most cited definition. It is also noted by the inventor-compiler of mythodesign as an advertising technology (or technology of organization and realization of advertising impact) Andrii Ulnovsky himself: "Today the majority of foreign publishers either the United States of America or European countries even don't name the man who has introduced this definition into the field of advertising activity. Mythodesign started its own independent life from its author".

Mythodesign, in the opinion of its author and those who practice it, is understood as the "special kind of design which semantically in creative-psychological sense acts as "intention", "purpose", "design", "intrigue" and has a lot in common with poetry, music, choreography, happening, performance, conceptual and electronic arts, which artistically, vividly models an individual's own characteristics, his inner personal manifestations, interpersonal connections and relationships which arise in complex of provisional standards of an individual for imitational, analytical, pedagogical, etc., including advertising goals" (according to Lazarev).

Mythodesign as technology of advertisement makers actualizes value as it is and creates a number of conditions for its acceptance in this quality. Technology can turn some "phenomenon A" – unknown, not interesting,

not actual into the value of level of necessity in everyday life, if not of the first level. It is because of such “transformation” people by something they were not interested in yesterday; they did not need or did not wish to invest their own money into “this thing’s presence in their life”.

It is considered that mythodesign may create several kinds of connection of some “phenomenon A” with potential customer or user:

- *through memory (the past)*: there are already concepts in customer’s mind/experience, which broadcast to carrier special context of message through causal and temporal connections, through personal characteristics;
- *through asymmetry – unconnected fragment*: advertisement uses some objects not connected with the advertisement’s object. Customer of advertised product/service will not connect “unconnected fragments” with the subject of advertising;
- *through future*: certain concept develops independently “to merge” with the image of the subject in customer’s head at some point of mythodesign project;
- *through synchronization – connection in customer’s today*: a number of attributes of advertised subject are connected with the current circumstances, “elements of today” of the customer.

There can be applied some other technological methods of mythodesign. However, assignment of each of them is to generate *intention of a customer to act*. According to basic rules of mythodesign “in every point of the project communicative-objective field is endowed with intention. The force of intention depends on formal and meaningful characteristics of a message, characteristics of channel, depends on what organs of sense the message acts/impacts upon, which, in its turn, depends on correspondence of customer’s mythology to mythology of the message” (A. Ulyanovsky). Attributes of the field are generated and activated by the myth-designer due to corresponding procedures, which are known as “communication matrix”. These matrices describe experimentally measured changes of emotions, thoughts, attitudes and behavior of a customer as a result of persuasive influence.

It is pertinent to recall theoretic views of *Hovland-Janis* concerning the mechanism of realization of language, text impact and factors of social attitude changes in the process of language interaction – “Communication/Persuasion Matrix” (Hovland, Janis, 1959). Let us demonstrate the main factors of such communication, namely the necessary objective communication characteristics:

1 – message characteristics (static): topic, recommended thought/ attitude, appeal, argumentation, shape;

2 – communicator characteristics: social role, group belonging, intention;

3 – channel characteristics: direct or indirect contact, sensor modality;

4 – situational characteristics: social environment, external (those which hinder perception) factors, external (those which simplify perception) factors.

All these characteristics give birth to corresponding paradigms, instructions, “applied truths”, which, in their turn, *influence* the general persuasiveness of a recipient and in such a way influence his personal characteristics unconnected to the situation, such as attention, understanding and perception. As a result the paradigm changes: there is *change* in thought, vision, affect and behavior. This is the *essence of persuasive communication* at the process of language/textual interaction.

Is it not the *juggling with values* case?

I, being a skillful juggler in bright Harlequin costume, throw “value A” up in the air, demonstrate its attractive shapes and attributes; I let you see that this “attractive value A” can be yours and again demonstrate its attractiveness all around; I pretend to accidentally point out: “look, it is liked by absolutely everybody” and in the moment when you have not yet reached your own conscious conclusion “if you really need it” this “attractive for others” whim, I throw it to you...

Why in 9 cases out of 10 you will catch it?...

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Abstracts

ДЕНИС МАНОХА. Міфологема реклами: прикладна аксіологія або жонглювання цінностями. У статті йдеться про ще один вимір і ще одну міфологему реклами – аксіологічну. Представлений огляд та аналіз окремих аксіологічно орієнтованих пояснювальних теорій реклами. Кваліфікуються маніпулятивні складові рекламного впливу, реалізовані у об'єктному та суб'єктному компонентах взаємодії всіх учасників комунікаційного процесу.

Ключові слова: реклама, комунікація, аксіологія, маніпулювання цінностями, об'єктний і суб'єктний компоненти комунікаційної взаємодії.

DENIS MANOCHA. Mythologem reklamy: aksjologia stosowana czy zonglowanie wartościami? *Niniejszy artykuł dotyczy jeszcze jednego wymiaru/elementu składowego reklamy i jeszcze jednego aspektu mityczności reklamy – aspektu aksjologicznego. Zaprezentowano w nim przegląd i analizę konkretnych zorientowanych na wartości wyjaśniających teorii reklamy. Ponadto dokonano kwalifikacji manipulatywnych komponentów wpływu reklamowego, które są realizowane w obiektywnych i subiektywnych komponentach współdziałania wszystkich uczestników procesu komunikacji.*

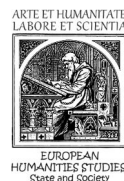
Słowa kluczowe: reklama, komunikacja, aksjologia, manipulacje znaczeniami, obiektywne i subiektywne komponenty współdziałania komunikacyjnego.

ДЕНИС МАНОХА. Мифологема рекламы: прикладная аксиология или жонглирование ценностями. *Эта статья имеет дело с еще одной характеристикой/составной и еще одной мифологемой рекламы - аксиологической. Представлен обзор и анализ конкретных ценностно ориентированных объяснительных теорий рекламы. Квалифицируются манипулятивные компоненты рекламного влияния, которые реализуются в объективных и субъективных компонентах взаимодействия всех участников процесса коммуникации.*

Ключевые слова: реклама, связи, аксиологии, манипуляции со значениями, объективные и субъективные компоненты коммуникативного взаимодействия.

DENYS MANOKHA. Mythologem of advertisement: applied axiology or juggling with values. *This article deals with one more dimension and one more mythologem of advertisement – the axiological one. It presents the review and analysis of particular axiologically oriented explanatory advertising theories. The manipulative components of a commercial impact, which are realized in objective and subjective components of the interaction of all the communication process participants are qualified.*

Key words: advertising, communication, axiology, manipulation with values, objective and subjective components of communicational interaction.



Iryna V. Martynenko

Studies on communication of the children with system speech disorders in the former Soviet Union states

Introduction.

Timely acquired communication skills and ability to build effective communication with other people are important preconditions for successful social integration.

Studies show that communication has complex structural organisation which development begins in early childhood. In early ages the content of structural components of communication changes. Means of communication also improve, with speech becoming the leading means of communication (O. Leontiev, M. Lisina, O. Slyepovych, O. Smirnova et al).

It is well-known that speech as means of communication emerges and develops within communication. Disorders in speech development have negative impact on child's communication development. Language disorder reduces amount of communication interactions, causes particular psychological features (such as restraint, shyness, indecisiveness);

generates specific features of general and language behaviour (reduced sociability, delayed involvement in communication situation, inability to keep the conversation, listen to the speech, inattention to the speaking partner); leads to decrease in communication activity (Yu. Harkusha, O. Mast'yukova, S. Myronova et al.). There is also an inverse dependence – with insufficient communication the rate of speech development and other mental processes slows down (L. Halihuzova, I. Dubrovina, M. Lisina, A. Ruzska, O. Smyrnova).

Nowadays, in the former Soviet Union countries, there is a series of psychological and pedagogical studies on features of communication development of children with normal ontogenesis (T. Babayeva, 2006; S. Bychkova, K. 1999; Voltsys, L., 1975; M. Yelahina, 1985; O. Zaporozhets, 1974; O. Kravtsova, 1991; M. Lisina, 1986; A. Markova, 1974; A. Ruzska, 1989; O. Smirnova, 2000, et al).

There is a number of works studying communication in children with disabilities: children with learning disabilities (O. Ahavelyan, 2000; I. Ambrukaytis, 2003; D. Auhene, 1987; D. Boykov, 2001; H. Kuznyetsova, 2000; N. Sokolova, 1985; M. Shishkova, 2004), visually impaired children (S. Amirova, 2001; K. Glushenko, 2013; M. Zaorska, 1991; S. Pokutnyeva, 1996), children with cerebral palsy (A. Mamayeva, 2009; L. Khalylova, 1990). All children with developmental disabilities demonstrate deficit of verbal communication often compensated by non-verbal communication.

Psychological and pedagogical research allow us to conclude that major attention is paid to communication development of children with profound speech disorders, and with general speech underdevelopment in particular. In English-language specialised literature this developmental disorder is mostly referred as language disorder and is mainly related to inability to comprehend and use language as means of communication.

General speech underdevelopment and system speech disorders.

Speech underdevelopment is widely investigated in special psychological, educational and medical researches (H. Kashe, 1962; V. Kondratenko, 1999; S. Konoplyasta, 2008; R. Lyevina, 1968; N. Manko, 2007; Ye. Sobotovych, 1981; V. Tarasun, 2000; V. Tyshchenko, 2006; N. Traugott, 1964; T. Tumanova, 2005; T. Filicheva, 1998; H. Chirkina, 1998; S. Shahovska, 2009; M. Sheremet 2003, et al.). Psychologists (O. Hrybova, 1995; V. Kalyahin, 2008; K. Kovylova, 2013; O. Pavlova, 1998; L. Solovyova, 1996; Ye. Fedosyeyeva, 1999; T. Fotekova, 2003) describe a number of features typical for communication activity of children

with general speech underdevelopment (hereinafter - GSUD), which they associate with system speech underdevelopment and indicate their secondary nature. Speech therapy studies (B. Hrinshpun, 1998; H. Hurovets, 1985; R. Levina, 1968; V. Kondratenko, 1999; S. Konoplyasta, 2008; N. Pahomova, 2009; L. Spirova, 1980; V. Tishchenko, 2006; L. Khalilova, 2013; N. Cherednichenko, 1999; H. Chyrkina, 1998; S. Shahovska, 1969; M. Sheremet, 2006) provide detailed description of the structure of speech disorders in individuals with various speech pathology, symptoms of various speech disorders (such as alalia, aphasia, dysarthria, rhinolalia etc.).

Among existing classifications of speech disorders the most widespread in national speech therapy practice is the psychological and pedagogical classification, which is used for the purposes of selection of special educational institutions for children with speech disorders. The major purpose of the psychological and pedagogical classification (developed in 1965) is to identify symptoms level. According to psychological and pedagogical classification of speech disorders *general speech underdevelopment* belongs to the means of communication disorders group.

The concept of general speech underdevelopment was pinpointed and theoretically justified by R. Levina and thoroughly studied from different aspects (H. Zharenkova, 1972; N. Zhukova, 1998; H. Kashe, 1962; N. Nikashyna, 1965; L. Spirova, 1980; V. Tyshchenko, 2006; L. Trofymenko, 2004; A. Yastrebova, 1984, et al). Based on comprehensive study of qualitative aspects of phonetic, phonemic, lexical and grammatical sides of speech, psychological schemes and their impact on speech activity, the researchers concluded that the term "general speech underdevelopment" (GSUD) defines various complicated speech disorders, which are not caused by sensory or intellectual disability. However, this category of children suffers from disordered development of all components of speech system, belonging to both phonology and semantics. In addition to general underdevelopment of speech system children with GSUD have developmental delay of all non-verbal communication components. According to clinical classification these are such system disorders as alalia and aphasia, laden with secondary symptoms and signs of dysarthria and rhinolalia.

On the other hand, some researches view these speech disorders from a perspective of systemacity (V. Vorobyova, 1985; Ye. Sobotovych, 1987; N. Trauhot, 1964) noting underdevelopment not only in spoken language,

but also in psycholinguistic schemes of speech generating, motor program for its implementation, so they call them system or total speech disorders (O. Korniyev, 2005).

Taking into consideration main symptomatic features of the described speech disorders and building on the activity-based approach to studying speech disorders, the most accurate and profound term, in our opinion, would be *system speech disorders*. We believe systemacity to be the key feature of speech dysontogenesis, characterised by underdevelopment of all components of oral speech and speech activity in general. As researches show this question remains one of the most important and still is an open question for the theory and practice of Ukrainian speech therapy and speech psychology.

Studies on communication in children with system speech disorders.

The problem of communication development in children with system speech disorders keeps attracting more of researches' attention in the recent years. Difficulties in mastering communication skills were described in the research works by Yu. Harkusha, 2003; B. Hrinshpun, 1998; O. Hrybova, 1995; K. Kovylova, 2013; V. Korzhevina, 2003; I. Kryvoyaz, 1996; O. Pavlova, 1998; L. Solovyova, 1996; O. Fedoseyeva, 1999, et al. According to the scientists, difficulties in communication become apparent due to deficiency of basic forms of communication (V. Vorobyova, V. Hlukhov, N. Usoltseva, shifted hierarchy of communication purposes (O. Hrybova), lessened communication need (B. Hrinshpun, O. Pavlova, L. Spirova, H. Chyrkina), inadequate development of communication skills and means of communication (K. Kovylova, V. Korzhevina, I. Kryvoyaz, O. Pavlova, L. Solovyova, O. Fedoseyeva). Deficiency of verbal means of communication deprives children from abilities to interact, becomes an obstacle for playing activity development (L. Solovyova, O. Kharytonova).

The results of special psychological studies show difficulties and deviations in development of communication skills and abilities in individuals with primary speech pathology at all ages. O. Almazova, L. Khalilova [] state that preschoolers with severe speech disorders demonstrate difficulties in managing own speech behavior, which adversely affect their communication with others.

V. Korzhevina (2006) notes that system speech underdevelopment puts bounds on fully functional development of communication and overall mental development of a preschool-age child [5]. Communication of younger preschoolers with profound speech disorders (PSD) has the

following specific features: ability to come into contact with others only at external instigation, insufficiency of context-related and practically oriented form of communication [5,12,15], lessened interest in communication interactions. These children required support in establishing emotional contact with adults, raising their interest in communication with other children and adults.

According to S. Artamonova (2009), communication disorders in older preschoolers with general underdevelopment of speech of the 3rd level are diverse and vary upon a number of factors, such as abilities to use means of language and limited experience of social interactions with the peers; deficit of eye contact; instability of motivational attitudes; fast exhaustion of motivation for speaking; fugacity of verbal contacts [1].

Studying communication of preschool-age children with general speech underdevelopment during playing activities, L. Solovyova (1996) comes to conclusion about interdetermination of speech and communication skills. In her opinion, specifics in speech development of these children impede valuable communication, which is expressed in the absence of forms of communication (dialogue and monologue speech), behavioural features (absence of interest in contacts, inability to get oriented within communication situation, negativity [14]).

Listed language and communication difficulties, according to the author, prevent children from establishing and maintaining contacts with peers during the games, and from development of playing as an activity. Peculiarities of dialogic behaviour during playing activity are the following: verbiage, tendency to interrupt conversation partners, inability to hear them out. Children use such types of statements that do not allow for feedback from a peer (statements). Therefore they do not develop genuine dialogic communication [4, 8, 12, 15].

Other studies of communications behaviour of children with system speech disorders during playing (B. Hrynshpun, P. Kharytonova, L. Shypitsyna) indicate children's low speech activity during the games, deficient speech accompaniment of the playing actions, difficulties in conducting a dialogue on the topics not related to the daily routine situations, low interest in contacts, disorientation in new situations of communication. According to the research findings, lack of verbal means of communication makes interactions between children during playing more difficult [4, 15, 17].

Difficulties of primary-school-age children with general speech underdevelopment in managing their speech communication were also

described by O. Hrybova (1995). The author looked upon communication activity in the light of the concept «communication ability». The author says there is a direct dependence between maturity of a child's communication abilities and communication competence. It is underdevelopment of communication abilities that impedes the process of educational communication and presents critical precondition for successful learning. Children with general speech underdevelopment have deficient language and communication abilities: one can observe immaturity of speech and thinking processes that can be detected at all structural levels of speech, simultaneously or selectively. This leads to inability to master rules of functioning of different language units: phonemes, lexemes, grammatical forms and structures, which in turn causes difficulties in perception of all the diversity of their combinations and difficulties in manipulating them in order to express their own ideas [12].

O. Hrybova suggests that deficiency of the very language basis causes communication difficulties of children with profound speech disorders, and in severe cases may provoke refusal from verbal communication. Thus, the author concludes that linguistic incompetence is the primary disorder in relation to communication ability disorders. On the other hand, low motivation for communication (in other words deficit of communication purposes or their distorted hierarchy) can lead to insufficiency or irregularity in development of speech and thinking. In this case insufficiency of communication ability becomes a primary disorder in relation to linguistic incompetence [12].

Thus, children with system speech disorders face serious challenges in managing their own communications behaviour, which negatively impacts communication with others, their peers in the first place. Study of the interpersonal relationships in the group of preschool-age children with speech disorders, conducted by O. Slynko (1992), revealed that although there were observed psychological and social patterns typical for children with normal speech development, severity of speech disorder has greater impact on interpersonal relations of children with GSUD. Children with profound speech underdevelopment were mostly referred to the category of isolated children, despite their positive traits and desire to communicate [13].

Analysis of psychological and pedagogical researches revealed dominance of pedagogical approach in the studies on communication of children with system speech disorders, and the accent made on investigating verbal means of communication and related communication

skills, meaning only one component of communication being studied – verbal component. Abovementioned studies indicate communication disorders and difficulties of different origin; however all of them lack consistency and comprehensiveness as they address separate elements of communication activity, often – without taking into consideration interdependence with other communication processes.

At the same time studies on communication of children with system speech disorders, carried out in the 21st century illustrate growing interest to the non-verbal aspects of communication, psychological features and schemes of its realisation.

I. Kovyazina (2010) studied development of the ability to understand emotions, expressions and mimics. The author states that development of emotional extralinguistic means of communication in children with GSUD lies within developmental norms or, due to compensatory processes, even exceeds them. Therefore, there cannot be direct interdependence between speech disorders and non-verbal communication. The author assumes that children with GSUD develop emotional means of communication to compensate for their disability [7].

Integral and systematic studies of communication activity of children with system speech disorders carried out by the Russian researches V. Kovylova (2013) [6], O. Pavlova (1998) [12], O. Fedoseyeva (1999) [16] deserve particular consideration.

When studying communication activity of children with general speech underdevelopment, O. Fedoseyeva directed her attention at special features in development of means of communication, behaviour and activity during communication [16]. According to the level of development of the named features the author divided children with GSUD into two groups.

Thus, 60% of children with GSUD had the first level of communication skills development. These are children with low developmental degree of communication abilities. They lack motivation and purposefulness in communication with the peers and adults and show gross violation of speech means of communication, poorness and cohesiveness of means of communication; prevalence of context-related and practically oriented form of communication.

The second level encompasses 40% of children who took passive position, did not show any initiative or activeness during communication. However they were able to keep the conversation going when somebody addressed them, eagerly reacted to any offers. Their means of

communication were varied; however their speech produce has violated structure and semantics. Interaction with the adults took place without relation to the context and had cognitive motivation.

O. Fedoseyeva came to conclusion that children with general speech underdevelopment do not develop independent communication skills adequately, which implies necessity of the specialised educational intervention into their communication activity along with speech therapy work.

O. Pavlova studied communication of children with GSUD in three areas: communication with peers, in family, and with teachers [12]. Research findings in the field of communication with peers show low comprehension of the reasons why they choose certain communication partners. Children make unstable and short-term grouping during games, face difficulties in arranging cooperation even with welcomed communication partners. Distortion of information transfer process has a negative impact on setting up communication interaction with peers.

Communication of preschoolers with GSUD in the families is characterised by inadequate understanding by the parents, inability and unwillingness of the adults to help children to sort different problems. While the children have surely positive expectations of communication with adults, the real situation is different. Preschoolers with GSUD have no critical perception of their own actions and, as a rule, try to ignore them.

In communication with the teachers children demonstrate context-related and practically oriented form of communication, which is typical for normally developing children at the age of two or three. Children give preference to communication during mutual playing activities. Many children have negative or indifferent attitude to educational interventions, inadequate reactions even at teacher's positive emotions; as well as no understanding of the distance to be kept in communication with adults.

The author notes that communication activity of older preschoolers with system speech disorders (SSD) differs significantly from communication of their peers with normal speech development, according to developmental level and qualitative measures. Limited possibilities of verbal communication, which are typical for preschoolers with SSD, are accompanied by reduced communication motivation, difficulties in using language and linguistic means, comparatively slow concepts development. O. Pavlova assumes that the complex of speech and cognitive disorders significantly impedes communication behaviour

of children with SSD, complicates their speech contacts with adults, and causes isolation from the group of peers [12].

Research done by K. Kovylova was the first attempt to explore the structure of communication activity, and its components in particular:

- motivational and axiological – occurrence of good motivation for communication in preschoolers, willingness to master communication skills;
- cognitive – level of preschoolers' knowledge about rules, regulating interactions with adults and peers in different communicative situations;
- operational – availability of skills to organise communication act, knowledge and skills necessary for its successful implementation, ability to operate these skills in different communication situations;
- estimative – level of reflective skills concerning results of their own communication activity [6].

Thorough research findings analysis allowed the author to identify challenges on every stage of communication process and determine qualitative characteristics of communication development in preschoolers with general speech underdevelopment. These are:

- insufficient activity, lack of initiative in communication;
- extremely low verbal communication activity;
- practically absent ability to formulate and deliver their thoughts using verbal means of communication;
- fear of contacts with peers and adults;
- significant difficulties in managing their own speech behaviour that have negative impact on communication with others, peers in particular.

Such state of communication development of older preschoolers with GSUD gives evidence of needed psychocorrective intervention in every component of communication activity.

At the same time, conclusions drawn from other specialised researches suggest that the communication barrier would not be a speech disorder itself, but a child's reaction and an attitude to it (H. Volkova, O. Orlova., A. Honcharuk, V. Seliverstov). Therefore, degree of disorder fixation is not necessarily directly dependant on severity of the speech disorder.

Conclusions.

Thus, the studies on communication activity of children with system speech disorders conducted in the former Soviet Union countries have

proven timeliness of the raised issue. For today there were defined peculiar features of communication skills of preschoolers with GSUD, difficulties in mastering communication skills by children of preschool and primary school age, deficit of verbal means of communication, developmental delay of the leading forms of communication with adults and peers. Abovementioned investigations address separate features of communication development in children with speech disorders; though do not give a holistic picture of communication development.

At the same time, none of the studies explains the nature of the basic communication functions and aspects: perceptive, interactive, and only some of them describe how informational function of communication is being implemented.

Analysis of the specialised psychological and pedagogical researches has shown a growing interest in studying psychological schemes of managing communication process by the children with system speech disorders. What is notable is the increasing number of researches on communication of children with speech disorders in the field «special psychology», systemacity in selection of empirical research methods.

Summarising outcomes of the psychological and pedagogical studies on communication of children with system speech disorders there were defined a number of specific features:

- lessened need to communicate with adults and peers,
- inability to orient oneself in communication situation, negativity,
- difficulties in planning and predicting communication with others,
- shifted communication purposes (urgent desires replace major purposes),
- communication difficulties within major activity (playing, learning),
- difficulties in using verbal and non-verbal means of communication,
- communication in couples or small groups, its instability,
- deficit of communication tasks implementation, absence of common results.

V. Kalyahin, V. Lubovskyi, T. Ovchynnykova consider communication activity disorders to be one of the specific consistent developmental patterns in children with speech disorders. In their opinion, this deficit in future impedes social integration and predefines social situation for individual's development [4,11].

We believe that the matter of overcoming communication difficulties of children with system speech disorders still has many unsolved

theoretical and practical questions, and the most urgent task is to define developmental state of communication activity structure from the standpoint of communication aspects, such as communicative, perceptive and interactive, further studies on mastering expressive, mimic object means of communication. In our opinion, theoretical analysis of communication in children with system speech disorders should be oriented on implementation of effective psychocorrectional techniques aimed to support social integration, overcome communication barriers and cultivate verbal and non-verbal means of communication.

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Abstracts

ІРИНА МАРТИНЕНКО. Дослідження спілкування у дітей з системним порушенням мовлення у державах колишнього Радянського Союзу. У статті представлено аналіз сучасних досліджень спілкування дітей із системними порушеннями мовлення в країнах пострадянського простору. Зазначено, що в цих країнах використовується психолого-педагогічна класифікація мовленнєвих порушень, відповідно до якої проводиться більшість наукових досліджень. Дослідження спілкування дітей із системними порушеннями мовлення переважно відображають вербальний і педагогічний підхід і спрямовані, насамперед, на навчання комунікативним умінням педагогічними засобами. Однак в останні роки відзначається активізація психологічних досліджень спілкування дітей зазначеної категорії, в результаті чого стали відомі особливості спілкування дітей із системними порушеннями мовлення з ровесниками, в сім'ї і педагогами, а також з'явилися дані про структуру комунікативної діяльності і труднощі в реалізації та розуміння невербальних засобів спілкування цих дітей.

Ключові слова: спілкування, системні порушення мовлення, загальне недорозвинення мовлення, психологічна характеристика спілкування.

IRINA MARTYNENKO. Badania komunikacji językowej dzieci z systemowymi zaburzeniami mowy w krajach byłego Związku Radzieckiego. W artykule przedstawiono analizę współczesnych badań komunikacji językowej dzieci z systemowymi zaburzeniami mowy w krajach byłego Związku Radzieckiego. Autorka zauważa, że w tych krajach wykorzystywana jest psychologiczno-pedagogiczna klasyfikacja zaburzeń mowy, zgodnie z którą prowadzi się większość badań naukowych. Badania komunikacji językowej dzieci z systemowymi zaburzeniami mowy zazwyczaj stanowią odzwierciedlenie werbalnego i pedagogicznego podejścia i ukierunkowane są przede wszystkim na nauczanie umiejętności komunikacyjnych przy pomocy środków pedagogicznych. W ciągu ostatnich lat mamy jednak do czynienia z aktywizacją badań komunikacji językowej dzieci należących do wspomnianej kategorii, dzięki którym została poznana specyfika komunikowania się dzieci z systemowymi zaburzeniami mowy z rówieśnikami, z członkami rodziny, z nauczycielami, a także pojawiły się dane dotyczące struktury działalności komunikacyjnej oraz trudności w realizacji i problemy z rozumieniem wykorzystywanych przez te dzieci niewerbalnych środków komunikowania się.

Słowa kluczowe: komunikacja, systemowe zaburzenia mowy, ogólny niedorozwój mowy, psychologiczne aspekty komunikowania się.

ИРИНА МАРТЫНЕНКО. Исследование общения у детей с системным нарушением речи в государствах бывшего Советского Союза. В статье представлен анализ современных исследований общения детей с системными нарушениями речи в странах постсоветского пространства. Указано, что в этих странах используется психолого-педагогическая классификация речевых нарушений, в соответствии с которой проводится большинство научных исследований. Исследования общения детей с системными нарушениями речи преимущественно отображают вербальный и педагогический подход и направлены, прежде всего, на обучение коммуникативным умениям педагогическими средствами. Однако в последние годы отмечается активизация психологических исследований общения детей указанной категории, в результате чего стали известны особенности общения детей с системными нарушениями речи с ровесниками, в семье и педагогами, а также появились данные про структуру коммуникативной деятельности и трудности в реализации и понимания невербальных средств общения этих детей.

Ключевые слова: общение, системные нарушения речи, общее недоразвитие речи, психологическая характеристика общения.

IRYNA V. MARTYNENKO. Studies on communication in children with system speech disorders in the former Soviet Union States. The article presents an analysis of current research of communication of children with systemic disorders of speech in post-Soviet countries. It is indicated that these countries used psychological and pedagogical classification of speech disorders, according to which the majority of research is conducted. Research of communication of children with speech disorders system mainly reflects the verbal and pedagogical approach and focused primarily on training communication skills teaching means. However, in recent years there has been intensification of psychological studies of communication such children, as a result it became known about features of dialogue of children with systemic disorders of speech with their peers, family and teachers, and there is evidence about the structure of communicative activity and difficulties in the implementation and understanding of non-verbal means of communication these children.

Key words: communication, systemic violations of speech, the general underdevelopment of speech, psychological characteristic of communication.



Kostiantyn S. Nechyporenko

The development of adequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools

Problem.

The problem of the development of self-esteem of deprived teens with psychophysical weaknesses in boarding schools is caused by high demands of the state and society for its citizens. In the modern educational documents ("The Constitution of Ukraine" [6] The concept of national education" [7] and others) it is emphasized on the transition to personal-value model of education whereby a child is the purpose and value, the center of attention for all of the methods and means of influencing the personality.

N. Lavrychenko, in particular, having analyzed numerous studies of foreign and domestic scientists concluded that the pedagogy of education and training obviously begins to turn into a pedagogy of socialization, as social and economic contradictions that emerged in modern society adversely affect the system of values, outlook and priorities in life as adults as the young generation [9, p. 65].

I. Pechenko [11, p. 19], I. Bekh [1, p. 20] R. Popeliushko [12, p. 72] and many others agree with N. Lavrychenko. In particular, I. Pechenko and I. Bekh directly connect the main goal of socialization with the development of adequate self-esteem as its component in the formation of an independent person, able to assume the moral responsibility for society, for themselves, for others, able to work, to perceive adequate fleeting changes in society, show conscious activity aimed at bringing inner reserves in accordance with the external conditions.

R. Popeliushko proves that self-esteem, being a part of a person's behavior, has potential impact on the formation of an image of social reality, and determines the nature of contacts with it, foresees a level of trust various sources of information, provides the organization of feedback in all types and forms of interaction. In addition, the importance of adequate self-esteem is defined by the fact that market relations had revealed a number of contradictions in society and in the educational process, particularly one of them, between the declared desire to "reach everyone" in education, to form an intelligent personality and educational failure to solve these very challenges in today's social and economic conditions.

This causes the social disputes between the needs of society in competent, active and independent citizens and the severe shortage of them in all sectors of the economy in the state, as noted, for instance, A. Boyko [3, p. 47]. These problems are especially difficult in terms of boarding schools, where social contacts are limited and there are no direct interaction between children and their parents due to the specific conditions of life and availability of mental and physical defects. However, studies of domestic and foreign scholars show that even under these conditions it is possible to form adequate self-esteem of pupils with positive attitude to themselves as individuals, despite all the defects, the lack of daily parental care and limited social space.

Adequate self-esteem of adolescents is becoming more important as they grow older and try to understand themselves, but are unaware of ways to do this so they require skilled care in this period of life. During this period, they should be taught to recognize "I am real", to understand themselves as individuals, their importance among others, their capabilities and available capacity for something. On this background the level of self-esteem, self-worth is formed, the need for self-emotions, behavior, relationships, interactions with others appears.

Analysis of latest investigations and publications.

Different aspects of teenagers' self-esteem forming and its importance for children of this age attract the attention of many researchers:

influence on self-esteem of risks, typical for mentioned category of teenagers (H. Kumarina, I. Tokar [8]); importance of formation of skills of self-understanding in relations with other people, organization of cooperation (L. Sapozhnykova [14]); dependence of teenagers' self-esteem from parental deprivation (O. Nasonova [10]); formation of self-respect as the result of adequate self-esteem (I. Bekh [2]); importance of group-work for adequate self-esteem training (H. Buchkivska [4]); value of possibility to operate by wide range of emotions and feelings (T. Riepnova [13]); personal-value model of educational process as the basis for adequate self-esteem training (N. Lavrichenko [9]); impact of adequate self-esteem on independent personality formation (I. Bekh [1], I. Pecenko [11]); importance of adequate self-esteem for the process of formation of an active and independent citizen (A. Boiko [3]); influence of self-esteem on organization of feedback in all forms of relations (P. Popeliushko [12]); influence of adequate self-esteem on the process of training of personal responsibility of a teenager (T. Hurleva [5]) and etc.

Object of the article: formation of positive and adequate self-esteem of teenagers of investigated category towards themselves, characterization of one's own capabilities and abilities, towards positive relations and cooperation with other people, self-respect and respect of other people by providing the program of formation of adequate self-appraisal of teenagers as a necessary part of their successful life-statement.

Results.

According to the results of ascertaining experiment, were discovered such the most important reasons of inadequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools as: insufficient state of comfort among persons they daily communicate and cooperate with in the boarding school (teachers, educators, coevals); subjective feeling of loneliness of some teenagers among a large number of people around them; insufficient knowledge of own peculiarities, capabilities and possibilities because of poor involvement into social important activities, in the course of which they understand their real inner potential and means of its using for further success in life.

Abovementioned reasons of inadequate self-esteem of investigated category of teenagers conditioned by presence of some risks. H. Kumarina and I. Tokar [8, p. 7-28] name such main risks as: risk of social non-adaptation; risk of gradually wastage of health; combined risk, which is the causes of inadequate self-esteem formation.

In connection with the above matter, the program of formation of

adequate self-esteem of teenagers of investigated category has been developed. The aim of the program is to form the sense of comfort of self among the people around them and that will minimize above mentioned risks and the subjective feeling of loneliness, will promote the process of self-knowing of personal qualities, capabilities, abilities, successful life-making.

The program has been formed according to the aspirations declared by us in the boarding school:

1. Early recognition of deviations in self-esteem of teens.
2. Formation of psycho and pedagogical environment, according to the needs of deprived teens with psychophysical weaknesses.
3. Ensuring each teenager has:
 - a) individual approach;
 - b) continual psycho and pedagogical support;
 - c) coordination of efforts of teachers, psychologists, healthcare personnel.

In the course of program realization, psycho-medical and pedagogical personnel has complied generally accepted and special concepts of work with mentioned category of teens:

- concept of clear perspectives of adequate self-esteem;
- concept of life-creation atmosphere, motivation for analysis of own actions, progresses and failures;
- concept of teens' psychological balance saving, in spite of weaknesses and social restraints;
- concept of personal approach and principle of priority attention to those personal qualities of teens, which can provoke inadequate self-esteem;
- concept of educational and non-educational success;
- concept of optimism and focus on the crucial role of teenager's internal resources activation;
- concept of prevention of violence of adequate self-esteem.

At the same time teenagers have been informed about evaluative indicators for their activities:

- 1) activity and initiative;
- 2) attention to and respect for others;
- 3) tendency to changes for the better;
- 4) tendency for collaboration;
- 5) finding of enjoyment from successes (individual and group);
- 6) sense of necessity and effectiveness of the results of own work (educational and cognitive), emotional comfort.

The advices of L. Sapozhnykova were used in the course of program development. At the first stage, she purposes to form skills in self-perception in relations with other people and to organize the act of collaboration when teenagers can demonstrate the results to show the real activity [13, p. 80-81].

The warning of O. Nasonova is considered. She, based on her own investigations, determines direct relation between parental deprivation and attitude of a teenager to himself, specifically self-esteem lowering depends on lack of emotional contact with parents [10, p. 10]. I. Bekh recommends to pay special attention to the value of social-important group-work, in the course of which senses of self-respect and self-pride are training [2, p. 19].

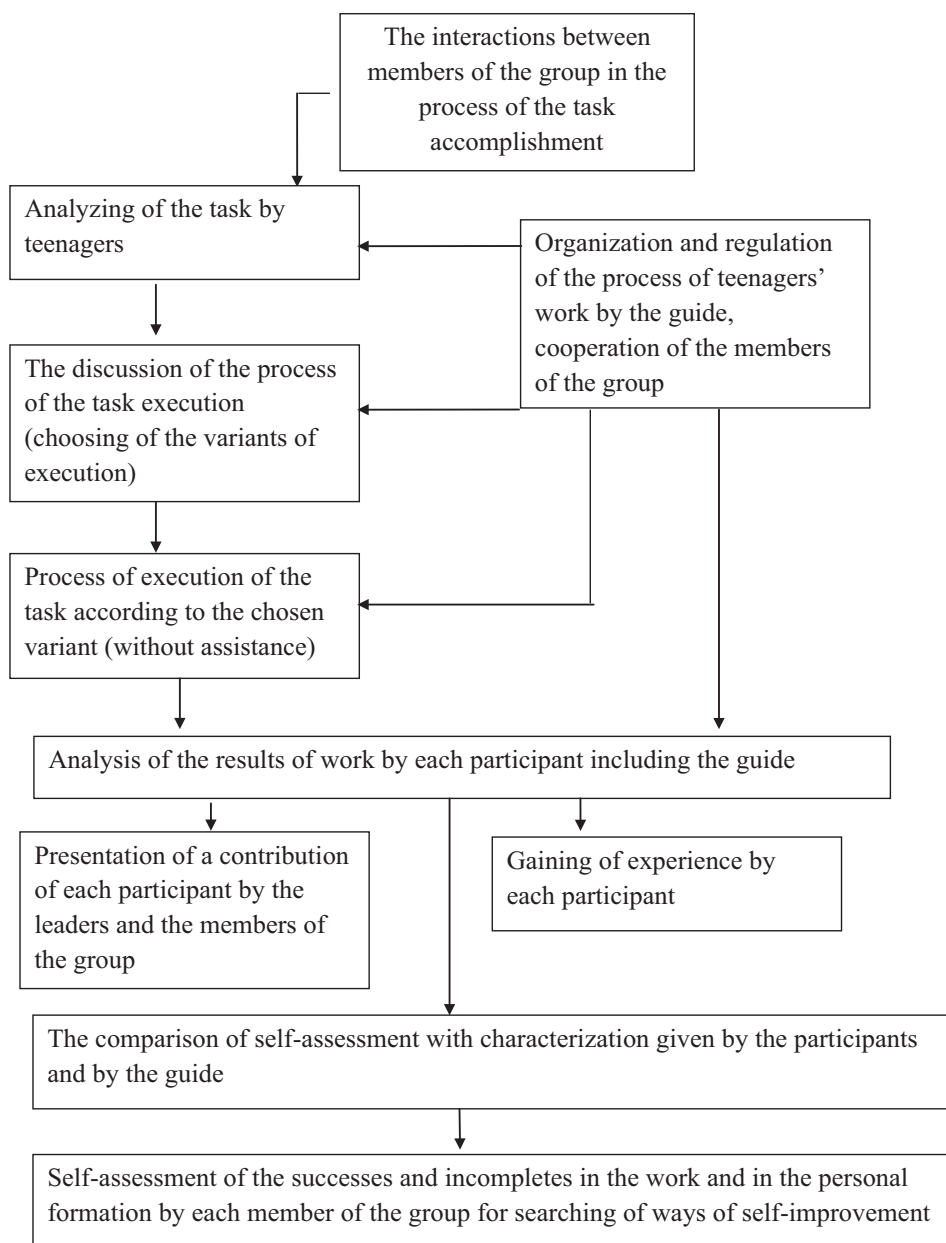
The advice of H. Buchkovska is used. She appeals to experience of V. Sukhomlynskii and confirms that group-work helps teenager to understand something new about oneself and gives an opportunity to compare already gained and newly acquired personal qualities. And this promotes the adequate self-esteem formation.

At determining the concept of concrete types of activity, were considered such psychoemotional peculiarities of deprived teens with psychophysical weaknesses as: self-adjustment of emotions, expressiveness, empathy. The demonstration of abovementioned peculiarities can be immediated and not always adequate. On this subject T. Repnova, in particular, notes that teenagers should be taught to manage a variety of emotions and feelings, because they have an influence to an academic progress and to the process of communication and relations with adults and agemates [13, p. 20].

The program contains different forms of group work (from group to creative work), difficulty of which increases according to the manner of cognitive work (reproductive, reconstructive, part-search, creative) and different social roles (executive, participant, organizer, executive officer) represented by teenagers during the process of program realization.

The detailed study of valuable experience of native and foreign researchers, drew the conclusion that the majority of them offer the course of social lessons, psychological trainings etc., that are oriented to the development of different psychological aspects and help teenagers to understand their capabilities, possibilities, personal skills, make self-examination and form self-esteem.

The problem of development of adequate self-esteem of teenagers of investigated category has been solved by us not only by separate forms of lessons and special trainings, but in the course of educational process by the terms of their natural life: from the moment of awakening to the moment of falling asleep. This gave the opportunity to analyze own actions, make the

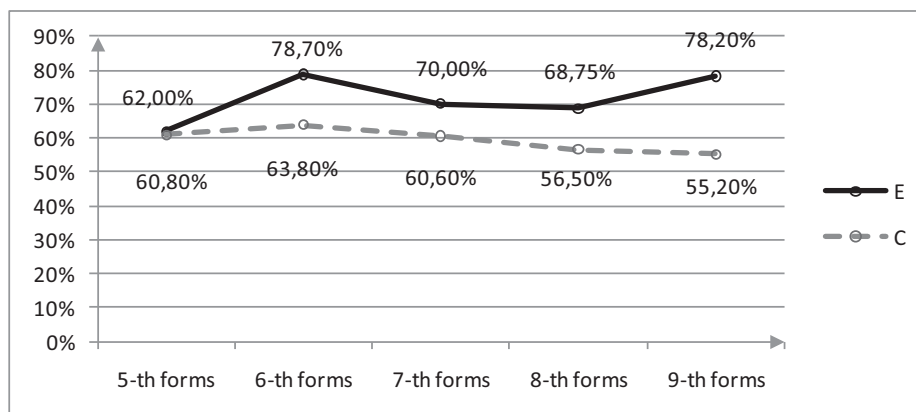


Picture 1. General technology of correction and development of teens' self-esteem, by means of social important activities

conclusions, predict the consequences and to accept the decisions excluding negative effects.

The content of the research is achieved by activity approach and system approach to any action, considering teenagers' aspirations for adulthood, independence, reverence for their thoughts and ideas. On this basis, as T. Hurlieva affirms, the creator of one's own future is formed and this expressed in the process of doings, independence and individuality expressing, self-criticism, in possibility to choose different variants of behavior and forms of self-esteem and self-actualization [5, p. 8].

General technology of adequate self-esteem development of teens of investigated category is illustrated on picture 1.



Picture 2. The dynamic of increasing characteristics of adequate self-esteem of deprived teens with psychophysical weaknesses at the boarding school in the experimental (E) and control (C) groups after the forming experiment

Conclusions.

1. The value of conducted work resides in:
2. The positive influence on the teens' understanding of value of own actions and successes is made.
3. The aspiration to achieve the success basing on teens' own positive experience is formed.
4. Teens realized that they have own abilities and persuasion of necessity of their further development.
5. Teenagers are educated to evaluate own actions according to the

real situations and aspirations of educational and out educational activities.

6. Under the guidance of adults, teens were included in different types of activities and demonstrated wider and deeper discovered individual peculiarities, internals and capabilities, received positive evaluation and advices as to self-developing.
7. As a result of significantly increasing of adequate self-esteem of teens, relations with teachers, educators and coevals became closer and more friendly, the feeling of loneliness has been minimized, increased the level of self-cognition, accumulated the experience of analysis of own actions and the capability to make weighed conclusions upgraded.
8. For effective development of adequate self-esteem of teens it is useful to begin its growth from the elementary school and this can become the theme of social research work.

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Abstracts

КОСТЯНТИН НЕЧИПОРЕНКО. Розвиток адекватної самооцінки депривованих підлітків з психофізичними вадами інтернатних закладів. У статті обґрунтовується актуальність проблеми розвитку адекватної самооцінки депривованих підлітків з психофізичними вадами інтернатних закладів з урахуванням вимог держави і суспільства до своїх громадян, які відображені в освітніх документах Міністерства освіти і науки України, Конституції України. У статті за результатами діагностування виявлено причини неадекватної самооцінки, які обумовлені деприваційними процесами. У зв'язку з цим у статті розкривається технологія розробки програми розвитку адекватної самооцінки в процесі їх життєдіяльності в інтернатному закладі. При складанні програми враховані результати діагностування; розроблені вимоги до учасників реалізації програми; розроблені спеціальні принципи, яких слід дотримуватися в процесі реалізації програми. У статті представлена загальна технологія корек-

ції і розвитку адекватної самооцінки досліджуваної категорії підлітків засобами їх групової соціально значущої діяльності, показана динаміка росту показників адекватної самооцінки підлітків від 5-го до 9-го класів у контрольних та експериментальних групах після формувального експерименту.

Ключові слова: самооцінка, адекватна самооцінка, депривовані підлітки, підлітки з психофізичними вадами, інтернатний заклад.

KONSTANTIN NECZYPORENKO. **Rozwój adekwatnej samooceny nastolatków ze środowisk patologicznych z wadami psychofizycznymi w placówkach opiekuńczo-wychowawczych.** Niniejszy artykuł uzasadnia aktualność problemu rozwoju adekwatnej samooceny nastolatków ze środowisk patologicznych z wadami psychofizycznymi w placówkach opiekuńczo-wychowawczych z uwzględnieniem wymogów państwa i społeczeństwa wobec swoich obywateli, które są zawarte w dokumentach oświatowych Ministerstwa Oświaty i Nauki Ukrainy oraz w konstytucji Ukrainy. W artykule przedstawiono wyniki diagnozowania przyczyn niedostatecznego poczucia własnej wartości, które są spowodowane procesami depriwacyjnymi. W związku z tym ukazana została technologia wypracowania programu rozwoju adekwatnej samooceny podczas ich pobytu w placówce opiekuńczo-wychowawczej. Podczas sporządzania programu uwzględniono wyniki diagnozowania; opracowano wymagania wobec uczestników realizacji programu; sformułowano szczegółowe zasady, których należy przestrzegać w trakcie realizacji programu. W artykule zaprezentowano również ogólne techniki korekcji i rozwoju adekwatnej samooceny badanej grupy nastolatków przy użyciu środków ich społecznie pożytecznej działalności w grupach oraz pokazano dynamikę wzrostu wskaźników adekwatnej samooceny nastolatków od 5 do 9 klasy w grupach kontrolnych i doświadczalnych po przeprowadzeniu eksperymentu formującego.

Słowa kluczowe: samoocena, adekwatna samoocena, nastolatki ze środowisk patologicznych, nastolatki z wadami psychofizycznymi, placówka opiekuńczo-wychowawcza.

KONSTANTIN НЕЧИПОРЕНКО. **Развитие адекватной самооценки депривированных подростков с психофизическими недостатками интернатных заведений.** В статье обосновывается актуальность проблемы развития адекватной самооценки депривированных подростков с психофизическими недостатками интернатных заведений с учетом требований государства и общества к своим гражданам, которые отражены в образовательных документах Министер-

ства образования и науки Украины, Конституции Украины. В статье по результатам диагностирования выявлены причины неадекватной самооценки, которые обусловлены депривированными процессами. В связи с этим в статье раскрывается технология разработки программы развития адекватной самооценки в процессе их жизнедеятельности в интернатном заведении. При составлении программы учтены результаты диагностирования; разработаны требования к участникам реализации программы; разработаны специальные принципы, которых следует придерживаться в процессе реализации программы. В статье представлена общая технология коррекции и развития адекватной самооценки исследуемой категории подростков средствами их групповой социально значимой деятельности, показана динамика роста показателей адекватной самооценки подростков от 5-го до 9-го классов в контрольных и экспериментальных группах после формирующего эксперимента.

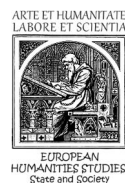
Ключевые слова: самооценка, адекватная самооценка, депривированные подростки, подростки с психофизическими недостатками, интернатное заведение.

KOSTIANTYN S. NECHYPORENKO. Development of adequate self-esteem of deprived teens with psychophysical weaknesses of boarding schools. *The development of self-esteem deprived adolescents with mental and physical disabilities in residential institutions. The article explains the importance of the problem of self-esteem deprived adolescents with mental and physical disabilities in residential institutions, taking into account the requirements of the state and society to its citizens, which are reflected in the educational documents of the Ministry of Education and Science of Ukraine, the Constitution of Ukraine. The article shows the results of diagnosing the causes of inadequate self-esteem, which are caused by depriving processes. In this regard, the article deals with the development of the program of development of adequate technology in the process of self-assessment of their ability to live in boarding schools. In drawing up the program takes into account the results of the diagnosis; developed requirements for the participants of the program; developed specific guidelines to be followed in implementing the program. The article presents a general correction technology and the development of the adequate self-studied category of teenagers by means of group social activities, shows the trend growth rates of adequate self-esteem of adolescents from 5 th to 9 th grades in the control and experimental groups, after forming experiment.*

Key words: self-esteem, self-esteem, deprived adolescents, adolescents with mental and physical disabilities, boarding schools.



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Viktoria Parkhomenko

Economic culture of personality: it's natural and structural components

Problem setting. An important factor in the stability and further growth of the modern economic Ukrainian system is the state personnel policy, particularly the scientific ground for the training of qualified personnel.

The analysis of the economic education has revealed some inconsistencies such as: lack of communication between university and labor market requirements; regulation and economic conservatism of professional education content, its discrepancy to the aim of staff competitiveness providing; lack of branch coordination due to educational institutions interaction both within the system and outside (employers or socio-professional environment); complications according to the graduates employment.

It should be noted that the system of economic education has a significant social and pedagogical potential, providing a new type of specialist to contemporary social and economic reality. It should be targeted to the coherent scientific world view and values, culture, professional activities formation, human relations in various sectors of the population, abilities, experience emotional value attitude to reality and to

others. This will provide a consistent, continuous and gradual student engagement into the process of his professional development.

According to the Concept of economic education in Ukraine economic objective of education is to prepare competent professionals, a competitive one in the labor market, the formation of the personality capable of intellectual and social initiative, productive communication, making creative and innovative solutions, being ready to social and professional mobility, being responsible for self-determination, self-development and fulfilment in the profession and in life in general [6]. Modern worker should take high professional, a comprehensive and cultural level, multifunctional and dynamic training, and versatile personality development. This requires a new economic thinking formation, workers realizing own living standards and future generations living standards depend on one's work results.

The wrong point such as educational system separation from the socio-economic and socio-cultural environment in theory and practice of professional education has not been overcome yet. This detachment from national foundations, national culture, regulation and conservatism of educational content, methods and forms uniformity of the educational process organization, faculty prevention from creative research performing, teacher's separation from the student, the deficit of general and professional culture, lack of skills development in co-creation and collaboration, doesn't makes it impossible to provide real development skills and talents of young people and prospects of their complete socialization. Social and historical processes dynamics has caused the necessary of cultural content, the search of innovative technologies and organizational forms in the educational system. This will facilitate the development of social processes due to humanization and socialization, national identity, economic activities targeting to living standards improvement and welfare of the Ukrainian people. Formation and development of economic knowledge should be based on its historical, cultural, spiritual and moral traditions focused on profound economic processes analysis.

Informative saturation, effective management skills and gained social and economic experience makes the foundation of economic behavior, determines the level of economic culture in society. Modern economist must recognize the necessity of maintaining his own relevance through constant updating and renewal of professionally significant qualities not to be at the "obsolescence".

The purpose of the article. The essence of the concept of “economic culture” of the future specialist in financial and credit sphere based on the analysis of different scientific views is revealed, its basic structural components are determined.

The foundations of theoretical research. Analysis of research due to economic culture of future professionals identifies different approaches for consideration. The economic system of society requires a fundamentally new consideration in the context of social and cultural approach, the awareness of it as an anthropological phenomenon. Culture is strongly shifted to the social life centre and it is regarded as the primary activities in the system and the characteristics of the person. Culture priority begins with the fact that its being an effective factor in the creation and assimilation mechanisms for the multi-faceted world improving, a mean of cultural awareness, cognition and cultural man self-creation as a person, a higher degree of his morality and responsibility, it is an instrumental in establishing contacts and dialogue between the people and the social and economic structures (institutions) of society. Universal context is considered to be the moral health of the entire economic system, it's targeting to people, to assistance to people in the new living conditions formation, in the sustainable forms assertion of spiritual self-determination and self-shaping and strengthening of social and individual consciousness. A new mission of economic education as a widespread social and cultural movement associated with the intellectual, moral and ethical foundation is being performed. The increasing role of cultural approach in the development of economic education due to its focus on the formation of a scientific world view, the foundations of professional ethics, values, culture, professional and human relationship between students. Such economic education understanding proves that the basis of its concept is the cultural identity formation of a specialist. Social and cultural approach, due to research of future specialist economic culture, are serving as integrative factor of whole humanities complex being a methodological basis of human knowledge. Humanistic sounding of this approach manifests itself in the possibility of creating and maintaining an enabling social and cultural society. This concept of cultural task is studying the cultural assimilation of surrounding world by personality, and thus a creation of valuable cultural basis of the economy and society as a whole. A. Arnoldov emphasizes that civilization creates humanity, culture creates personality. A man with his involvement in the surrounding world, with his spiritual yearnings and moral needs and dreams of the

future is in the centre of world cultural movement. Describing the social and economic situation in the Soviet era the author reasonably observes "... the leitmotif of modern life is a social salvation of man, the salvation of his freedom and his moral world, liberation from spiritual servility, social hypocrisy ...; salvation of the poor life with its cares and poverty, meagre wages, with poor nutrition and even more bad environment. ... Human life is drastically devalued, not valued nor for a farthing" [1, 9].

Man can not be understood severing him from the general cultural context of life, ignoring the casual link between his needs and culture direction. Only a person who is endowed with will and aimed to spiritual values achieving can create a micro and macrocosm, to make, according to Berdyaev, "the eighth day of creation," is, to reveal his own creative uniqueness.

On notion defining "economic culture", we have proceeded with the concept of the notion "culture", regarded by us as an integrative quality characterizing the changes and developments in society. Following this position, we have tried to differentiate two related aspects in the development of economic culture. The first aspect provides a general understanding of the economic culture of the society as the embodiment of the total creative activity of people in various spheres of economic life. In this case, the criterion for determining the economic culture in favor of flexibility achieved by man in the process of the material world cognition. The second aspect in the economic culture considering provides empirical emphasizing and its elements description in economic activities both of society and the individual, the manifestation of all social features, norms of everyday behaviour in economic life. Mentioned aspects, both as theoretical as empirical, complement each other. So, discussing the results of the economic culture formation process in the society such empirical indicators such as economic minds of the people, culture management, culture of division and others should be allocated.

Economic culture problem is seen as a holistic socio-economic and socio-cultural phenomenon. Thus, the economic culture of a society is a system of values and motives of economic activity, the level and quality of economic knowledge, estimations and actions performed by the person and the content of traditions and norms regulating economic relations and behaviour. Due to investigations, B. Angelova in "Economic Culture and Labor Activity" indicates that the economic culture is a complete social system, which includes economic consciousness, creative economic activity, social development and human economic values [2, 13].

The notion "economic culture" in economic dictionary is presented as a system of values and motives to economic activity, respective attitude to any form of property and commercial success as a great social achievement, success and failure refusing feelings of "leveling" the creation and development of the social environment for entrepreneurship, etc. [4].

It should be noted that research on the economic culture in the context of social science are currently dominating (L. Asa, D. Bohinya, W. Wroblewski, E. Golovakha, T. Zaslavskaya, T. Efremenko, V. Pylypenko, R. Ryvkina, E. Suyimenko and others). The authors highlight that economic culture can not be regarded indifferently as separate individual part of culture, because it is a projection of culture in its broadest sense, the sphere of social and economic relations. T. Efremenko in her scientific work "Economic Culture as a Sociological Concept", analyzes the theoretical concept of economic culture as an important category of economic sociology. The author formulates the basic theoretical and methodological principles that form the basis of a complex multifaceted concept. Economic culture is seen as a unity of economic knowledge, the ability of their using and values regulating economic behaviour. [5]. In general sociological approach economic culture is represented as a set of social norms and values, which is a behaviour regulator and acts as social memory of economic development. They affect the translation, selection and values updating, norms and requirements functioning in the economy and steer its subjects to various forms of economic activity. Among the valued standards of economic culture leading place belongs to the value of work and related to it professional ethics, which is understood as the ratio of people to work (norms and values of prevailing morality in society, reproduced in samples of culture and implemented in the field of professional activity).

According to the statement of M. Weber's world religions in many ways define the essence of economic activity, but labor morality occupies an important place in the system of religious values. According to this view, the Protestant ethic, which originated in some countries of Western Europe in the XVI-XVII centuries after the Reformation, emphasized the role of good work, careful attitude towards economic activity, it became a moral impetus for the emergence of "rational spirit of capitalism."

The main problems of modern economic culture at the level of values –is the uncertainty of market ideology foundations uniting society around the ideas of economic efficiency, liberty and private property. The economic culture level associated with normative regulation of economic

activity has certain peculiarities. Thus, institutionalized valuable and normative complex regulating status and role behaviour of different social and professional groups includes the following interrelated areas: professional standards and professional ethics; role guidelines referring to different types of economic behaviour (business, banking, advertising, etc.); market mechanism.

The works of Russian scientists (A. Arnoldov, L. Buyeva, V. Mezhujev and others) are of particular interest because they reveal various aspects of economic culture (its nature, structure, function), they deal with the development of consciousness and culture of a person's behaviour. At the same time the issue of the future professionals economic culture forming in the economic sphere is considered fragmented. There is no comprehensive analysis of the transformation mechanism of the economic culture of the society in economic personal culture.

The economic culture of personality represents an organic unity of consciousness and practice. It defines the creative direction of economic activity of man in the production, distribution and consumption. The economic culture of the individual can correlate with the economic culture of the society, being ahead of it, but it can fall behind, slowing its development.

Analysis of contemporary research on economic culture of future professionals can identify different approaches to be considered, particularly in the social and cultural context. Most scientists (V. Zorina, F. Sokolova, V. Hmil, V. Tsvetkov, G. Schekin et al.) associated this problem solution with the necessity to study the basics and trends in society's culture, accepting that economic education is provided in difficult conditions of economic, political, social and cultural reality. Thus, the study of economic sociology (S. Matveeva, L. Lyasota) observes economic culture as a set of ideas, beliefs, attitudes and habits of behaviour implemented in the economic sphere of society and connected with economic activities. These cultural patterns, traditions, social ceremonies help to reproduce designs and models of socio-economic activities existing in society. Simultaneously, the authors underline the fact of the economic culture not only in economics but also in social relations. "Market relations is both economic and social, when people realize their own behaviour on the market of goods and services and make purchases of various goods; on the labour market; when taking part in competition for new work places for their self-determination and getting income; on finance market, when money operations are performed., etc. "[7]. In psychological and

educational research (J. Balyahina, M. Bogorad, G. Kovalchuk , etc.) economic culture is defined as the reflection of economic life, a set of acquired knowledge and skills, gained social and economic experience of society in the minds of people. The major structural constituents are the level of economic knowledge and skills of management, economic thinking and economic awareness, social and economic experience [3, 34].

Some scholars (J. Stasiuk, A. Krupsky, S. Medyantseva) the concept of economic culture are trying to reveal through its structural elements, national stereotypes and norms lifestyle, level and structure of needs, organizational forms of business culture, values and motivational attitude to work and wealth degree of realization of economic goals and intensity of economic space awareness. Thus, S. Medyantseva characterizes economic culture of students as structural quality, developing in the process of training and bringing up and it synthesizes some knowledge of the economy basic and the individual ability to use that knowledge in the life [8, 74].

Economic culture is represented as “axiological unity, technological, creative and personal components that enable productive professional activity in the economic sphere” in the scientific research of L. Tandoor [10, 60].

Analysis of the survey findings. These mentioned elements by different authors in different combinations reveal the concept essence of economic culture. All scientists share a common vision that “... a person is simultaneously acting as product, carrier and creator of the economic culture” [10]. On the basis of theoretical concepts and results of the experimental work nature and content of economic culture of students of economic specialties as integrative personal growths made up of professional and personality traits and specialist characteristics, providing effective professional activity in the economic sphere are specified. We have developed economic structure of cultural identity, which consists of motivational, cognitive, technological, communicative and intellectual components containing certain qualities and properties of the individual:

- cognitive component, as a basic element of economic culture including special economic knowledge (knowledge of economic laws of the market economy, the characteristics of a market economy, competence in economic changes in the country and understanding of economic phenomena and their relationship) and economic values (commodity-money relations, property that defines the state as an individual, and the state of the world, moral

and ethical values of professional activities, etc.);

- technological component - describes the availability of essential skills and knowledge of economic activity and contributes to economic behavior (active participation in economic activity, the ability to efficiently organize their activities, search for the optimal solution of problems, etc.).
- motivational component - encourages professional activities aimed at meeting the requirements of the individual due to the formation of economic culture. Educational reasons should be allocated particularly as a system of attitudes to various aspects of the educational process, economic requirements, interests and social prospects. These motifs serve as a means of cognitive activity, forming volitional qualities, behavioural image of attitude toward economic culture as a value.
- communicative component - describes the students ability to establish the relationship between the subjects of business and it includes the ability to communicate clearly, to express ideas, to listen, to argue, to prove position, to participate in meetings, perform presentations, reports.
- intellectual component - economic thinking and economic consciousness (a process denoting mediated and generalized reflection of economic phenomena and economic development of their essential properties and relations, the ability to economic analysis, economic values accepting and their correlation with the universal, critical attitude to reality etc.). The development of future professionals' productive economic thinking is determined to be important where the intellectual abilities of the individual, its creative possibilities are revealed.

Thus economic culture is considered as a system of education, containing professional knowledge, abilities, skills, special abilities and intellectual qualities, moral principles and values of the individual standards required for professional adaptation in the current economic environment.

Conclusions and prospects for further research. Theoretical analysis of reference sources and studying the experience of specialist in economy sectors has envisaged the following conclusions:

- economic culture of the individual is an individual form of reflection state of economic life and the results of the social and economic impact of society on the individual in his mind, as well

as the results and the degree of assimilation of his universal and national cultural values gained social and economic experience level lessons of economic knowledge, beliefs, skills and acquiring methods and means of individual social and economic activities..

- economic culture acts as an development indicator of social and cultural characteristics and qualities formed during the life of the individual in terms of macro and micro socio-economic environment. As cumulative formation, economic culture provides specific forms quality in the individual activity and behaviour, level, completeness and integrity. The defining qualities of the individual is the internal organization, discipline, responsibility to the community, as well as being adventurous, thrift, to respond quickly to the social and economic changes and external circumstances.
- economic culture of students determines the concrete historical forms of relationship between the concepts “Economics and identity” options for the modification and differentiation, and it is a constituent of professional training and at the same time being a condition as for effective economic activity as for future professionals improvement that determine the level and forms of individual revealing in professional education.

Considering the economic culture as the foundation and regulatory factor of economics it should take into account a wide range of social and practical sphere of personality in the socio-political, socio-cultural and professional areas. In this regard, the structure of economic culture ethical and psychological components of professional orientation must be supplemented.

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Abstracts

ВІКТОРІЯ ПАРХОМЕНКО. Економічна культура особистості: сутність та структурні компоненти. На основі аналізу різних наукових поглядів у статті розкрито сутність поняття «економічна культура» майбутнього фахівця фінансово-кредитної сфери, розроблено структуру економічної культури особистості, яка складається з мотиваційного, когнітивного, технологічного, комунікативного та інтелектуального компонентів, які містять певні якості та властивості особистості.

Ключові слова: економічна культура, мотиваційний, когнітивний, технологічний, комунікативний, інтелектуальний компоненти економічної культури.

WIKTORIA PARCHOMENKO. Kultura ekonomiczna osobowości: istota i komponenty strukturalne. Na podstawie analizy różnych poglądów naukowych w niniejszym artykule ukazano istotę pojęcia «kultury gospodarczej» przyszłego specjalisty sektora finansowego i kredytowego oraz opracowano strukturę kultury ekonomicznej jednostki składającą się z komponentów motywacyjnych, poznawczych, technologicznych, komunikacyjnych i intelektualnych, które zawierają pewne właściwości i cechy osobowości.

Słowa kluczowe: kultura gospodarcza, poznawcze, motywacyjne, technologiczne, komunikacyjne, intelektualne komponenty kultury gospodarczej.

ВИКТОРИЯ ПАРХОМЕНКО. Экономическая культура личности: сущность и структурные компоненты. На основе анализа различных научных взглядов в статье раскрыта сущность понятия «экономическая культура» будущего специалиста финансово-кредитной сферы, разработана структура экономической культуры личности, состоящая из мотивационного, когнитивного, технологического, коммуникативного и интеллектуального компонентов, которые содержат определенные качества и свойства личности.

Ключевые слова: экономическая культура, мотивационный, когнитивный, технологический, коммуникативный, интеллектуальный компоненты экономической культуры.

VICTORIA PARKHOMENKO. Economic culture of personality: it's natural and structural components. Economic Culture of person: the essence and the structural components. On the basis of the analysis of various scientific attitudes in article disclosed the essence of the notion of «economic culture» for future specialist financial and credit sphere, developed the structure of economic culture identity, consisting of motivational and cognitive, technological, communicative and intelligent components which contain certain quality and the properties of the individual.

Key words: economic culture, motivational, bases, technological, communicative, intelligent components of economic culture.



Vitaliya Polyakova

Gender tolerance of teaching staff: basic conceptual approaches to research

The formulation of the problem.

The topicality of the research problem. The world community sees the creation of a society based on the principles of class, ethnic, racial and gender equality as one of the main tasks of today. A state's attention to gender problems and particularly their willingness to introduce the gender equality in the social life is judged as one of the core features of a state's development level.

At the same time, the complicated circumstances of a modern life cause intolerance manifestations in interpersonal relations, as well as in the relations of a person with the surrounding world in general, and in gender aspect especially. Intolerance of teachers, whose vocation is to manage the learning process, develop the personality and bring up the coming generations, is seen as particularly negative.

Besides a school as an important institution of socialization that has a function of transferring values, norms and roles to coming generations, often demonstrates the examples of gender relations characterized by gender asymmetry and as a result gender intolerance (A. Mudryk, L. Shustova etc.).

This calls for new requirements to gender tolerance of teachers and their preparation in order to realize and reassess those psychological problems of their profession that have gender nature, to choose adequate means and strategies of their solution.

Analysis of the latest publications.

It should be mentioned that different aspects of the stated problem have already been under attention of researchers. In particular, the psychological-pedagogical aspects of the process of gender socialization of a personality have been studied in general (S. Bem, T. Bendas, S. Bern, I. Klyotsyna etc.) as well as in the educational sphere (T. Govorun, O. Kikinedgi, A. Clerk, S. Maksymenko, E. Millard etc.). Gender tolerance as an integral characteristic of a personality has been studied by a number of scientists (G. Bardier, G. Verdgybok, M. Matskovsky, E. Chernyshova, L. Shustova etc.), but the main attention of the researchers was drawn to its development among children and youth. On the other hand, the types, components and levels of tolerance have been studied in general (O. Asmolov, G. Bardier, G. Soldatova, K. Waine, M. Waltser etc.) and of the teaching staff of schools and higher educational institutions in particular (N. Karabushchenko, E. Nazarova etc.). Moreover, the issues of national, religious and racial impatience, xenophobia (T. Adorno, T. Nelson etc.), morality (L. Kolberg etc.), cross-cultural psychology (G. Berry, D. Matsumoto, L. Pochebut etc.) and others, which are so close to the tolerance/intolerance problem, have also been investigated.

The variety of approaches to the research of the problem of a personality's tolerance in general, and gender tolerance in particular, causes the necessity of their analysis with the aim to define the essence of the gender tolerance of teachers. This has formed the **aim** of this work – to define and analyze the main approaches to the research of gender tolerance of teachers.

Main part.

The analysis of a personality's gender tolerance problem shows the absence of a common definition of "gender tolerance", thus the approach to define this concept through the analyses of its components' contents, i.e. "tolerance" and "gender", is seen as reasonable.

It should be mentioned that the concept of "tolerance" has been used in philosophical, pedagogical, sociological, legal and psychological literature for a long time already. Lately the interest to tolerance has

significantly increased due to the modern challenges that promote both tolerance and drastic intolerance manifestations (xenophobia, terrorism etc.).

This gives the scientists the reasons to define three aspects of understanding tolerance in today's circumstances: 1). a normative aspect, when tolerance is regarded as a socially approved legal norm though its link to universal humanistic values and corresponding principles of interaction, which is particularly stated in the "Declaration of Tolerance Principles" adopted by UNESCO in 1995; 2). a preventive aspect, caused by the need to prevent extreme intolerance manifestations; 3). an instrumental aspect, when tolerance is seen as a means to provide social agreement among people with different values, and correspondingly the techniques of its acquisition are also discussed¹.

The term "tolerance" is usually used in situations, when there is a possibility to judge a person or a group of people for having a different opinion, but a deliberate decision to avoid this is taken showing the example of a nonviolent behavior. On the contrary, the term "intolerance" is used to characterize situations of discrimination, human rights violation, violence etc.

In terms of *philosophy* tolerance has been regarded as patience linked to a certain inner state (Aristotle) and social grouping (Plato); a degree of agreement (G. Leibnitz), kindness (E. Kant), awareness of all people's equality (M. Trubetskoy, M. Berdiayev etc.). In modern philosophical conceptions tolerance is remembered in the connection to such problems as multiculturalism, liberalism (M. Waltser, M. Khomyakov), defining the limits of tolerance (K. Popper) and others (quote philosophy of nonviolence (V. Lektorsky, L. Tolstoy etc).

In the regard of the latter V. Lektorsky gives possible definitions of tolerance as: 1) indifference in the terms of liberalism, which states that the problems of a society in general are more important than the misunderstanding among certain people; 2) impossibility of mutual understanding (if we cannot understand another culture or behavior, we cannot a priori be hostile to it); 3) leniency to others' weaknesses; 4) expanding of personal experience and critical dialogue². The very last one is judged by the scientist as a true understanding of tolerance.

1 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

2 Лекторский В. А. О толерантности, плюрализме и критицизме / В. А. Лекторский // Вопросы философии. — 1997. — № 11. — С. 46–54.

Sociology perceives tolerance as a social reality, which is observed in situations, when social aspects of differences between people or groups become actual, are realized and structured³.

An important aspect of studying tolerance, essential in terms of the topic of this research, is its understanding as a value and means of conflict resolution. In this regard it is impossible to avoid talking about the classical research of T. Adorno and his colleagues that proves the existence of an authoritarian personality of a special type prone to prejudice. The main features of such a personality are conservatism, need for a strong leader, authoritarian aggression, caused by a need in an external object for release, stereotypes, superstitions, destructivity and cynicism⁴. As a result tolerance is defined as one of the core democratic principles, linked to the social freedom and human rights. In this respect, there is a stated difference between patience as passive behavior and tolerance as active social behavior, which is freely and deliberately chosen by a person, often with a lot of effort⁵.

Pedagogical studies regard tolerance as an important goal of the education process, as a means of reaching learning and up-bringing aims, and correspondingly as a requirement to a teacher's personality and work (B. Vulfov, B. Gershunsky, K. Waine etc.). In this respect K. Waine states that tolerance provides not only the recognition and respect to beliefs and actions of other people, but also the recognition and respect to these people⁶. Tolerance has the following characteristics: 1) *systematization*, as tolerance is a complex of elements, which form a unit being interlinked with each other, characterized by integrity, structural and hierarchical properties, interdependence with the surrounding, and plurality of description, i.e. all features of a system; 2) *subjectivity*, as both the subject and the object of tolerance are in active state in the process of activity; 3) *objectivity*, as tolerance is fulfilled only when there is a field of interests coordination and search for compromise; 4) *contextuality*, as the choice of the tolerance level depends on definite situations of interaction.

In terms of psychology as a result of theoretical analysis of literature

- 3 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.
- 4 Адорно Т. Исследования авторитарной личности / Т. Адорно // Актуальные аспекты проблемы толерантности в современном мире ; под науч. ред. И. Л. Первой. — СПб. : Изд-во С.-Петербург. ун-та, 2004. — 240 с.
- 5 Сорокин П. А. Человек. Цивилизация. Общество / П. А. Сорокин ; пер. с англ. ; общ. ред., сост. и предисл. А. Ю. Согомонов. — М. : Политиздат, 1992. — 543 с.
- 6 Уэйн К. Образование и толерантность / К. Уэйн // Высшее образование в Европе. — 1997. — Т. XXI. — № 2. — С. 14–28.

several *approaches to the research of tolerance* can be defined: humanistic, cognitive-behavioral, activity, acmeology and ecofacilitative approaches.

The mentioned approaches are about direct or mediate correlation of tolerance with well-known phenomena. In particular, in terms of *psychoanalytical* approach tolerance is regarded in the context of self-identification and inner conflict with the surrounding, and correspondingly with psychological defense or coping-strategies of behavior (Z. Freud, E. Ericsson etc.).

Conceptual aspects in terms of *cognitive-behavioral approach* are the basis for understanding the mechanisms of tolerance formation and manifestation, the ability of understanding of others' personal constructs (G. Kelly), in particular social categorization (G. Turner), cognitive dissonance (L. Festinger), stereotypes formation and attribution (F. Hayder), social representations (S. Moskovichi) and so on.; studying separate tolerance manifestations in behavior, especially social fears (G. Volpe), adequate self-understanding and acceptance (V. Romek), aggressive behavior (R. Beron, D. Richardson) etc.

A special attention is given to tolerance in *cross-cultural research* in the context of identification, intercultural adaptation and culture shock (G. Berry, D. Matsumoto, L. Pochebut, G. Triandis etc.). As a result it was confirmed that a positive self-acceptance (identification) fosters the positive acceptance of others (tolerance) and vice versa⁷. Moreover, it is shown that the basis of tolerance is the readiness to change⁸.

In *humanistic approach* the attention of researchers (A. Maslow, K. Rodgers etc.) is drawn to normative, value-oriented and personality-conceptual aspects of tolerance. G. Allport defines two ways of personality development: tolerant and intolerant. A tolerant person is free, kindhearted, responsible, democratic, self-aware and self-accepting. An intolerant person is characterized by the idea of self-uniqueness, desire to put the responsibility on others, authoritarianism, need for social order, desire of a strong power, willingness to belong to a certain external institution, group etc.⁹ Among the characteristics of a person who functions to the utmost, K. Rodgers defines a so-called «organismic trust», which is a self-trust of a person. People who have such a quality will also accept, respect, appreciate others, and in other words feel tolerant to them¹⁰.

7 Почебут Л. Г. Социальная психология / Л. Г. Почебут, И. А. Мейжис. — СПб. : Питер, 2010. — 672 с. — (Серия «Мастера психологии»)

8 Triandis H. C. Culture and social behavior / Harry. C. Triandis McGraw Hill Custom Publishing, 2004. — 330 p.

9 Олпорт Г. Становление личности: избр. труды / Г. Олпорт. — М. : Смысл, 2002. — 462 с.

10 Роджерс К. Свобода учиться / К. Роджерс, Дж. Фрейберг ; пер. с англ. — М. : Смысл, 2002. — 527 с.

In the frames of *activity approach* the main attention is paid to the research of the specifics of tolerant awareness and behavior formation (O. Asmolov, Y. Kolominsky, G. Soldatova etc.). For the development of conceptual basics of this approach D. Leontiyev offers to regard tolerance in terms of cultural-historical non-classical psychology as an integral phenomenon, that defines the position of acceptance of other values, views, customs as equal to own values, views, customs regardless of the degree of agreement with them. In the context of our research, the following idea of the scientist is very interesting: the problem of tolerance appears concerning any differences that can be a base for a personality's identity¹¹.

The representatives of the *acmeology approach* (B. Ananyev, N. Kuzmina (Golovko-Garshyna) etc.) see tolerance as an indispensable aspect of professionalism and maturity of a personality, whose sphere of activities is the interaction in the system "human-human". Basing on the conceptual grounds of this approach tolerance can be defined as an integral feature of a holistic personality in the unity of her personal, subjective and individual characteristics.

The *ecofacilitative approach* analyses tolerance in the process of living through a situation of uncertainty in case of the tendency to continue the process of transferring to a new stage or system of development in the conditions of absence of the basics of future development in the consciousness of the personality. Tolerance in the conditions of a new identity formation and absolutely new development possibilities serves as the main means of positive perception¹².

In terms of a complex *social-psychological approach* G. Bardiyer regards tolerance as the ability of a person to react positively to social differences that surround us and are revealed in the sphere of social relations, social experience and social behavior. The intensity of reaction to the differences is caused by the degree of their social and personal meaning in relation to social context and position towards the representatives of the differences. The researcher considers that the direction and quantitative image of tolerance/intolerance are determined by a specific complex of psycho-physiological, psychological and social attributes, as the differences that arouse tolerance or intolerance can be caused biologically, culturally-

11 Леонтьев Д. А. К операционализации понятия «толерантность» / Д. А. Леонтьев // Вопросы психологии. — 2009. — № 5. — С. 3–16.

12 Лушин П. В. Личностные изменения как процесс: теория и практика / П. В. Лушин. — Одесса : Аспект, 2005. — 334 с.

psychologically or socially¹³.

Thus, tolerance interacts with almost all social-psychological phenomena, is a multifaceted and complicated phenomenon, in which the following dimensions are identified: 1) orientation, which is correlated to unconscious samples of self-position, interpersonal, inter-grouped relations; 2) cognitive – through the understanding of personal constructs as a possibility to understand someone's system of constructs; 3) relations dimension, where relations are conscious and active interactions of a person with the world, primarily with other people; 4) behavioral (as skills to make contacts, resolve conflicts and assert); 5) volitive (as a complex of formed skills of self-regulation in the situations of frustration); 6) reflexive (as an ability to rebuild inadequate orientations, relations, constructs and actions)¹⁴.

Therefore, tolerance can be defined as an integrated personal characteristic that shows an active social position of a personality towards recognition of interests, values, views, customs of others that are different from the own ones, that do not contradict the morality, acceptance of the value of difference, openness towards a different experience, readiness to a dialogue and expanding of the personal experience on these grounds.

The kinds of tolerance (intergeneration, gender, interethnic, inter-confessional, professional, socio-economic, political) are connected to those socio-psychological phenomena which it deals with¹⁵.

Thus, researching the concept of "gender tolerance" it is rational to analyse the concept of "gender" as a socio-psychological phenomena of sex construction by means of social practices, defining the role and status of men and women in the society and its institutions¹⁶.

The traditional model of gender socialization is based on the polarity and opposition of people of different sex, forms asymmetric cultural judgments and expectations, which are addressed to a personality depending on their sex, traditional gender stereotypes and prejudice.

13 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

14 Гриншпун И.Б. Понятие и содержательные характеристики толерантности: к вопросу о толерантности как психическом явлении/ И.Б. Гриншпун // Толерантное сознание и формирование толерантных отношений: теория и практика : сб. науч.-метод. ст. — М. : МПСИ ; Воронеж : Модек, 2003. — С. 19–24.

15 Бардиер Г. Л. Социальная психология толерантности : автореф. дис. на соискание учен. степ. д-ра психол. наук : 19.00.05 «Социальная психология»/ Г. Л. Бардиер, С.-Петербургский государственный ун-т. — М., 2007. — 45 с.

16 Бем С. Линзы гендера: трансформация взглядов на проблему неравенства полов / С. Бем. — М. : РОССПЭН, 2004. — 336 с.

Therefore there is a threat of intolerance manifestations in the relations with people of the opposite sex, in other words – gender intolerance. The modern approach to the understanding of gender is based on the ideas of gender equality and is linked to the statement of equal rights and opportunities of a person, conditions of their self-realisation regardless of their sex attribution¹⁷.

It is mainly in this approach that *gender tolerance* is viewed as a socio-psychological characteristic of a person that enables them to be effective in situations of interpersonal relations, showing respect to the rights and individuality of any person regardless of their sex².

Gender tolerance of a person is a sign of their gender competence, which foresees that a person possesses: 1) knowledge of the existing situations of gender inequality, factors and conditions that they are caused by; 2) a skill to notice and give an adequate assessment of the gender inequality situations in different spheres of life; 3) an ability not to reveal in one's behavior any gender-discriminative practices; 4) an ability to resolve constructively personal gender problems and conflicts in case of their emerging¹⁸.

Therefore, we can define gender tolerance of teachers as a personal characteristic that enables to recognize the situations of gender intolerance in the learning process, to stand against any discriminative influence in terms of gender, not to create any situations of gender intolerance by personal actions. Gender tolerance stands for an active moral position of a teacher as a subject who makes a deliberate choice of peculiarities of communication with pupils of different sex on the grounds of gender equality.

On the contrary, in case of gender prejudice, which means social orientation with negative and perverted ideas towards people of the opposite sex, this is called gender inequality in relations and, correspondingly, gender intolerance.

Unfortunately, socio-cultural conditions of today's society foster intolerance manifestations in interpersonal relations of the participants of the educational process. Thus, the following stereotyped tendencies of teacher's relations with pupils are identified: 1) different explanation of children's success or failure depending on their sex, in particular, boys'

17 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

18 Нежинська О. О. Психологічні умови формування гендерної компетентності керівників загальноосвітніх навчальних закладів : автореф. дис. на здобуття наук. ступ. канд. психол. наук : 19.00.07 «Педагогічна та вікова психологія» / О. О. Нежинська ; Університет менеджменту освіти НАПН України. — К. : ДВНЗ «УМО» НАПН України, 2011. — 21 с.

failure is often explained by the lack of effort in a certain subject, and girls' failure is usually explained by the lack of abilities; this approach can cause a bigger motivation growth among boys, rather than girls; 2) teachers' primary reaction to boys' questions, giving them more time for answers, and general bigger attention (in positive as well as negative aspects) to boys in comparison with girls on all stages of education; 3) girls' orientation at the interpersonal relations with other people, which forms their sensitiveness to other people's expectations, especially teachers, and as a result behavioral models aimed at being obedient and corresponding to social requirements; 4) approval of boys' initiative and activity, which gives them the models of behavior oriented at their achievements' demonstration; if a boy is not interested in a lesson because of its easiness and complexity, he gets distracted, breaks the discipline more often than a girl¹⁹.

These tendencies can be explained on the base of the theory of causal attribution, according to which success or failure in any sphere are seen differently, depending on whether they are unexpected or on the contrary expected and quite probable. An expected behavior is usually explained by stable reasons, and unexpected – by unstable reasons. Thus, according to gender-role stereotypes, a high performance in some activity, good completion of a task achieved by a boy or a man, is most often explained by their abilities (which is an example of a stable reason), while the same result achieved by a girl or a woman is usually explained by their effort, luck or other unstable reasons. As a result, some personality displays that correspond to the stereotypes are strengthened, others – are weakened²⁰.

In this respect it is possible to assume that being oriented at the development of leader's features since their childhood (such as activity, initiative, self-confidence, independence etc.), men in future are more inclined to leadership than women, and this is one of the reasons why they represent the majority of the administration staff. Besides, because of the fact that women live in a more structured and directed world than men, they may become more conservative in their beliefs and use assimilative strategies, while men in the situations of problems resolution tend to follow accommodative strategies^{21 22}.

19 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

20 Горностай П. П. Гендерна соціалізація та становлення гендерної ідентичності / П. П. Горностай // Основи теорії гендеру : навч. посіб. — К. : К.І.С., 2004. — С. 132–156.

21 Бондарчук О.І. Соціально-психологічні основи особистісного розвитку керівників загальноосвітніх навчальних закладів у професійній діяльності : моногр. / О.І. Бондарчук. — К. : Наук. світ, 2008. — 318 с.

22 Практикум по гендерной психологии / ред. И. С. Клецина. — СПб. : Питер, 2003. — 480 с.

That is why the organization of a tolerant educational ambience on the grounds of gender approach is an important task of a modern teacher.

Conclusion.

Therefore, concluding from all abovementioned, gender tolerance of a teacher should be understood as a systematic personal feature, that reveals itself in self-acceptance and the acceptance of others as representatives of a certain sex, recognition of personal and others' gender identity; absence of any gender prejudice in the assessment of personality characteristics of people of opposite sex, skill to form partners' relations on the bases of active moral position. On the opposite pole there is gender intolerance, which is based on the prejudice as for the advantage of one sex over the other. The extreme degree of gender intolerance is sexism as discrimination of a personality as for their rights to take a full part in professional and social life depending on the sex.

The analysis of literature on the problem of gender tolerance allows to conclude that its development is influenced by society and culture, and in particular, fixed images of the contents and specifics of gender roles and stereotypes, which are transmitted to future generations through different socialization institutions, including educational establishments. Thus the definition of contents and components of gender tolerance of teachers is considered to be of high priority.

Perspective directions of future research.

The definition of contents, components, features of gender tolerance of teachers. Research on the levels and manifestations of gender tolerance of teachers. The study of psychological conditions of the development of gender tolerance of teachers in the system of postgraduate pedagogical education.

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Abstracts

ВІТАЛІЯ ПОЛЯКОВА. Гендерна толерантність педагогічних працівників: основні концептуальні підходи до дослідження. Статтю присвячено висвітленню основних концептуальних підходів до дослідження гендерної толерантності педагогічних працівників, виходячи з аналізу складових поняття «гендер» і «толерантність». Проаналізовано основні підходи до розуміння поняття «толерантність» у межах гуманітарних наук. Головну увагу приділено аналізу підходів до дослідження толерантності у межах психології. Здійснено аналіз поняття «гендер» як соціально-психологічного феномену конструювання статі засобами соціальної практики, яка зумовлює становище і роль жінки чи чоловіка в суспільстві та його інституціях. Висвітлено роль гендерної толерантності у діяльності педагогів. Наведено приклади проявів інтолерантності в міжособистісних стосунках педагогів з учнями.

Ключові слова: гендер, толерантність, інтолерантність, терпимість, гендерна толерантність, гендерна компетентність, педагог, гендерна рівність, гендерний підхід.

WITALIA POLAKOWA. Tolerancja genderowa pracowników oświaty: podstawowe konceptualne podejścia badawcze. W niniejszym artykule ukazano podstawowe konceptualne podejścia do badań nad tolerancją genderową pracowników oświaty oparte na analizie elementów składających się na pojęcia „gender” i „tolerancyjność”. Przeanalizowano podstawowe interpretacje pojęcia „tolerancyjność” z punktu widzenia nauk humanistycznych. Szczególną uwagę poświęcono analizie podejść do badań nad tolerancyjnością z punktu widzenia psychologii. Przeprowadzono analizę pojęcia „gender” jako społecznie-psychologicznego fenomenu kształtowania się płci poprzez środki praktyki społecznej określające rolę i stanowisko mężczyzn i kobiet w społeczeństwie i jego instytucjach. Pokazano rolę tolerancji genderowej

w działalności pracowników oświaty oraz podano przykłady przejawów nietolerancji w stosunkach osobistych między nauczycielami i uczniami.

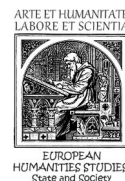
Słowa kluczowe: gender, tolerancyjność, nietolerancyjność, seksizm, wyrozumiałość, tolerancja genderowa, kompetencja genderowa, nauczyciel, równość genderowa, podejście genderowe.

ВИТАЛИЯ ПОЛЯКОВА. Гендерная толерантность педагогических работников: основные концептуальные подходы к исследованию. Статья посвящена раскрытию основных концептуальных подходов к исследованию гендерной толерантности педагогических работников, исходя из анализа составляющих понятия «гендер» и «толерантность». Проанализированы основные подходы к пониманию понятия «толерантность» в русле гуманитарных наук. Особое внимание уделено анализу подходов к исследованию толерантности в русле психологии. Проведен анализ понятия «гендер» как социально-психологического феномена конструирования пола средствами социальной практики, определяющими роль и положение мужчины и женщины в обществе и его институтах. Показана роль гендерной толерантности в деятельности педагогов. Приведены примеры проявлений интолерантности в межличностных отношениях педагогов с учениками.

Ключевые слова: гендер, толерантность, интолерантность, сексизм, терпимость, гендерная толерантность, гендерная компетентность, педагог, гендерное равенство, гендерный подход.

VITALIYA POLYAKOVA. Gender tolerance of teaching staff: basic conceptual approaches to research. The article is devoted to the basic conceptual approaches to the study of gender tolerance of teachers, based on the analysis of the components of the concept of «gender» and «tolerance». The basic approaches to understanding the concept of «tolerance» in the humanities are analyzed. The main attention is paid to the analysis of approaches to the study of tolerance in psychology. The analysis of the concept of «gender» as a socio-psychological phenomenon of sex construction by means of social practices, defining the role and status of men and women in the society and its institutions, is performed. The role of gender tolerance in the work of teachers is shown. The examples of intolerance manifestations in interpersonal relationships of teachers and students are offered.

Key words: gender, tolerance, intolerance, gender tolerance, gender competence, teacher, gender equality, gender approach.

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Andrey Savytsky

To the problem of individualization in education of children with Down syndrome

The problem of individualization of primary education is one of the most actual problems in modern comprehensive school reform. She focused on the humanization of educational processes and is based on the requirements which are expressed in the principles of individualization and differentiation in education. That means to take into account individual and typological peculiarities of students.

In the reformation of the education system based on person-centered learning scientists pay special attention to the individualization and differentiation of education in primary classes, because during this period differences in the development of the students are most noticeable, and it serves as a basis for further training and education.

Especially in this situation individualization in education of primary school children with Down syndrome reveals in the circumstances of comprehensive system of education. The process of teaching children with this genetic pathology is less studied and requires further researches.

The problem of teaching children with peculiarities of psychophysical development at the present stage involved experts in the field of correctional

pedagogy (V. Bondar, Y. Briskin, T. Gavrilova, O. Globa, B. Lipa, V. Sinov, E. Sobotovich, N. Stadnenko, V. Tarasun, M. Sheremet).

Because of the difficulty of the nature of Down syndrome, ambiguity manifestation of difficulties in education and searching ways to organize pedagogical support for children with this disease, maintenance carried out by specialists of related disciplines: psychology (Y. Gilbuh, I. Kulagina, N. Menchinskaya), defectology (T. Vlasova, K. Lebedinskaya, V. Lubovsky, M. Pevzner), general pedagogy (G. Kumarina, E. Rabunsky, V. Tsetlin), neuropsychology (N. Korsakova, I. Markovaya, Y. Mikadze Yu), physiology (M. Bezrukikh, S. Efimov).

Psycho-pedagogical foundations of individualization have been covered in the works of A. Kirsanov, G. Kumarina, E. Rabunsky, I. Unt.

The problem of individualization in learning as the problem of general didactics occurred a long time ago and has its own history of development connected with the names of many prominent scientists. The origins of the studying of this problem refer to the ancient times, to the first attempts to study students's individually-typological peculiarities. But scientific and theoretical understanding of this problem started recently, caused by popularities of mass forms of learning. [2, p.29]

The individualization and differentiation in teaching have been declared as the main principles in comprehensive schools in the concept of general education. In the modern school education pedagogical technologies, based on these principles, are considered by scientists (V. Bondar, V. Volod'ko, M. Golovko, L. Lipova, L. Momot etc.) among the most promising technologies.

The official approval of the principles of individualization and differentiation as the leading principles of educational institutions requires deep comprehension and further development of problem of individualization and differentiation in teaching at a higher theoretical level. The studying of the peculiarities of teaching children with psychomotor developmental disorders, in this case, children with Down syndrome acquires particular importance. [4]

For better understanding of those reasons which underlie problems of teaching children with this genetic disease we shall discuss the main features of their psychomotor profile. In the organization of correctional individualized teaching of children we need to take to account risk factors that underlie the peculiarities of their development. Namely:

- children ascertained hearing loss that is often a problem of perception of the speech of others;
- vision problems do not allow children to view full articulation of

adults and inherit it;

- low tone, disturbances of tactile sensitivity do not allow children to make kinesthetic control the movements of organs of articulation;
- anatomical peculiarities in construction of the articulatory apparatus influence the formation of the correct pronunciation, imbalance of the oral and nasal cavities affect the melodic components of speech;
- thyroid dysfunction affects the timbre and pitch of the voice. [3, p.72]

Modern approaches in the formation of speech of children with Down syndrome are based on the peculiarities of their psychomotor profile, that suggests to consider the strengths and weaknesses of their development.

Strengths of this category of children can be a positive factor in the formation of social skills and speech. Such a strong points of the development can include:

- high simulation capabilities that allow inherit for adult some speech and non-speech signals;
- visual perception and visual memory, which make the basis for the usage of visual clues;
- high sensitivity to tactile-motor stimulation, which make the basis for the formation of general and fine motor skills;
- interest in the interaction with the adults.

Here are some possible options for the implementation of individualized teaching of children with this genetic pathology in a secondary school. So individualization in pedagogical literature reflects different situations in the learning process:

1. The student is given special attention - he gets individualized task chosen for him. As a result, a pupil at a particular time is disconnected from the overall work of the class (student activity is individualized against the overall work of the class).

Everyone in the class perform tasks of different levels and one individual student works on the task of the level at which no one else in the class works - such a task is called individualized, but, in fact, it is differentiated (reflects multilevel training). [6, p.64]

During studying forms of educational activity of younger pupils, we came to the conclusion that all forms can be divided into two groups: collective and individual. Because of it, we select several types of form of work: individual, individual-group, individual-frontal, collective-group, collectively-front. Individual form - is an independent work of the student with individualized task; individual-group - is an independent work of the student with differentiated tasks within the class; individual-front

– student's work with overall tasks for the entire class; collective-group - students work together on overall and differentiated tasks within the group; collective-front – students' teamwork entire class on overall tasks.

The analysis of approaches to individualization and differentiation in a class allowed to identify the following key elements of organization in individualized and differentiated work:

1. Types of tasks according to the degree of individualization (based on the differences and similarities of students in class):

- the common task – the total for the entire class, based on a similar peculiarities, which have all the students;
- differentiated – the total for the students of one homogeneous group and different from tasks of other homogroup, orientated on typological features of students;
- individualized – individual task for an individual student, that is chosen according to his individuality.

2. The main forms of work organization:

- front - involves simultaneous execution of all students (of a whole class or a single group) of the same task under the guidance of a teacher;
- group - a group of students do a task, it is characterized by cooperation of students within a group; this task can be both total and differentiated for all students from class; the task, that is done by particular student within the group, can be both total and differentiated for students of his group;
- individual - student do the task by himself without cooperation with other children, while he can use direct or indirect help of a teacher (help from other students is also possible); a task that student do by himself can be for whole class, differentiated and individualized. [2, p.24]

3. Focus of teacher's work on students:

- on the whole class;
- on the homogeneous groups (homogroups) - typological groups which are underlined in the classroom according to certain criteria; each homogroup is relatively homogeneous (has students of the same level);
- on the heterogeneous groups (heterogroups) - groups of students purposefully formed from different homogroups; each of the heterogroup is heterogeneous (we do not considered here heterogroups, which are formed outside accounting students'

peculiarities that is not a manifestation of individualization and differentiation in teaching process);

- on the individual students.

4. Cooperation while doing the tasks:

- teacher with class;
- between teacher and individual students;
- between teacher and a group of students;
- between individual students;
- between groups of students.

Analysis of scientists' researches and practitioners identify the following necessary to organize explicit individualization and differentiation of training into a class conditions:

Knowledge of students' peculiarities in a class (differences and similarities).

Analysis of a teaching material.

Setting goals of individualized and differentiated work and its results for each student.

Presence of a system of differentiated (individualized) tasks.

Presence of a system on differentiated (individualized) tasks, combined with the overall work of a class. [4]

There are two main stages of organization of work within the class in individual and differentiated forms: 1) a preparatory stage; 2) a stage of implementation of individualization and differentiation within the class. During the first stage a teacher diagnoses class in order to determine the levels of children's readiness to learn, diagnoses teaching material to anticipate the difficulties which can have a place in children with such levels of readiness when study it. On this basis there is a differentiation of class according to the typological peculiarities into groups and according to specific features - on the individual students. For homogroups and individual students of a class teacher provides the system of specific tasks, which should ultimately lead to the understanding of material by each student. According to peculiarities of children, educational material, tasks that students should to do, teacher previously considers and make a system for optimal work on the current lesson or in the lessons' system for each student. This system of work may include any form of work (frontal, group, individual) and their combinations which are suitable at this stage of studying. [7, p.65]

On the second stage the direct implementation of ideas has a place - organization of individualized and differentiated studying work in a class. During it each student performs tasks corresponding to his abilities,

he is involved in collective and individual forms of work. As a result, the individual development of each student and mastering of studying material should be at a satisfactory or a higher level. [4, p.58]

Analysis of different approaches to the organization of individualized and differentiated studying in the class showed that there is not a common terminology that allows to build a theoretical system of work within a class with individualized and differentiated teaching. There are differences in key concepts of individualization and differentiation and in the understanding of the forms of organization of teaching in destination of individualized and differentiated tasks.

Developing correction-developmental methods of education of children with Down syndrome we should take to account some peculiarities of their development. For example, the basis of their correctional teaching can consist of:

1. the organization of the conditions for the formation of children's communication skills with others, support for non-verbal means of communication;
2. the organization of proper nutrition as an effective way to stimulate the organs of articulation.
3. the formation of children's social skills and interaction with adults at home and during the game;
4. the formation of children's abilities to understand the speech of others;
5. Additional methods of speech's stimulation (facial and organs of articulation massage, exercises for the development of fine motor skills, the development of speech breathing);
6. particularities of attention, perception, memory and thinking of children with Down syndrome dictate the need to ensure their educational process with a large number of visual aids.

Studies and observations of the development of children with Down syndrome indicate the need for long-term rehabilitative lessons to build communication skills and speech development that requires a careful approach to the selection of preschool and then the school educational institution, taking into account the individual peculiarities of each child with this genetic disorders. [3, p.115]

Studying of features of the development of problem of individualization and differentiation in primary education, we obtained the following conclusions:

1. Conceptual background of the development of frameworks problem requirements: mandatory accounting individually-typological features of

pupils; development of special abilities and talents; participation of each student in the classwork; developing training; comprehensive development and maximize the impact of education of each student; understanding of a common educational material. New theoretical level of development of the problem was caused by the development of theory and method to optimize the learning process, the emergence of pedagogy of cooperation, activated and technological approaches to learning, conception of student-centered education.

2. The main directions of development issues in the theory and practice of teaching younger schoolchildren were: individualization and differentiation according to learning content, level and profile individualization and differentiation (according to the differences caused by the content of education and to the presence of differences in the capabilities and needs of its assimilation in children); as well as the creation of a system of individualized and differentiated forms and means of education, both at the micro-, meso- and macro- levels (according to the nature of teaching, learning; to the rate of progress in studying; to interests/special abilities). The development of the problem within the class was conducted in three main areas: accounting differences of students in training, learning and educational interests. [6]

3. On the base of the analysis of scientists' approaches (H. Kobernik, Y. Malevany, Z. Onyshkiv, V. Rymarenko, A. Savchenko, O. Yaroshenko etc.), we have identified and summarized the achievements in the theory and practice of elementary education in the organization of individualization and differentiation within a class: methods of individualization and differentiation of tasks (for all the class, for a group and individual) for the individual work of students; individualized and differentiated variants of group work; ways of organizing of learning in heterogeneous classes are possible (as the "primary" and "secondary" differentiation); peculiarities of teaching practices in the form of the characteristics of the implementation of individualized and differentiated education (both "closed" or "open" for students; "absolute" or "limited" according to the coverage of students by differentiated approach); various forms of cooperation in carrying out educational tasks and organization of academic work on educational tasks (general, individualized, differentiated) in terms of "manifest" and "latent" individualization of education; basic elements and conditions of "manifest" individualization of learning, stages of . [4, p.34]

In the results of research the main trends of development of the problem of individualization in correctional pedagogy are identified:

Active learning and the implementation of foreign and native experience

of education, the search for new content, forms and methods of training, a comprehensive studying of the individual peculiarities of primary school children;

- the development of forms of external and within a class individualization and differentiation of primary education in three main directions, taking into account the nature of teaching and learning of younger students, a rate of advancement of children in studying, their interests and special abilities;
- the dominant development of the forms within a class individualization and differentiation of primary education in a class-lesson system: techniques of individual and differentiated approach to students at different stages of the lesson; methods of individualization and differentiation of homework and learning activities during the lesson; ways of organizing of self study in schools and day-care groups, circles groups' work;
- purposeful development and implementation in practice of the initial studying of forms of external individualization and differentiation of learning: opening of schools and classes alignment; creating classes with accelerated training, specialized schools and classes with in-depth studying of certain disciplines, specialized groups and classes in schools with day-care groups, electives;
- approval of the directions in the development of the problem of individualization and differentiation of learning process, focused on differences in the content of education, differences in the peculiarities and needs of younger students: level and profile individualization and differentiation of training; individualization and differentiation in the content of studying. [2, p.67]

The analysis does not cover all aspects of this multifaceted problems. The prospect of its further research consist of the detailed studying and analysis of best practices of individualization and differentiation of teaching of primary school children with Down syndrome in Ukraine, influence of the foreign psycho-pedagogical concepts on the development of ideas based on individual-typological peculiarities of students with psychomotor features of development in native theory and practice of correctional education.

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Abstracts

АНДРІЙ САВИЦЬКИЙ. До проблеми індивідуалізації навчання дітей з синдромом Дауна. У статті на основі аналізу наукових праць вітчизняних та зарубіжних дослідників розглядається проблема організації індивідуалізованого навчання дітей з синдромом Дауна; аналізуються дані щодо психофізичного профілю дитини з даною генетичною патологією, здійснюється дослідження анатомічних та біологічних складових розвитку психічних процесів дітей з синдромом Дауна; виявляються особливості в переважній обробці зорово-просторової інформації та відповідних можливостей експресивного мовлення; робиться психофізичне обґрунтування застосування індивідуалізованого навчання в процесі розвитку дітей з синдромом Дауна; виявляються фізіологічні основи розвитку психіки цих дітей та вивчаються слабкі і сильні сторони навчальної діяльності дітей з даною генетичною патологією. У статті висвітлюються концепції індивідуалізованого навчання дітей з синдромом Дауна в умовах інклюзивної освіти. Детально розглядається

психомоторний розвиток дітей з даною генетичною патологією і пов'язані з ним основи здобуття освіти в молодшій школі. Здійснено аналіз сучасної спеціальної літератури щодо особливостей застосування форм і методів індивідуалізації в процесі розвитку дітей з синдромом Дауна в освітніх закладах. Визначено основні методологічні положення навчання цих дітей в умовах інтеграції до загальноосвітніх навчальних закладів. У статті обґрунтована необхідність розробки індивідуалізованої системи навчання дітей з синдромом Дауна. Визначено основні напрямки організації спеціального навчання дітей з даною генетичною патологією в умовах загальноосвітніх навчальних закладів.

Ключові слова: діти з синдромом Дауна, індивідуалізація, індивідуалізоване навчання, інклюзивна освіта, психомоторний профіль.

ANDREJ SAWICKI. Problem indywidualizacji nauczania dzieci z zespołem Downa. W niniejszym artykule na podstawie analizy prac naukowych badaczy ojczystych i zagranicznych rozpatrzono problem indywidualizacji nauczania dzieci z zespołem Downa; przeanalizowano również dane dotyczące profilu psychofizycznego profilu z patologią genetyczną; zbadano cechy charakterystyczne anatomicznych i biologicznych komponentów rozwoju psychicznego dzieci z zespołem Downa; określono właściwości dominującego wzrokowo-przestrzennego opracowania informacji; przedstawiono psychofizyczne uzasadnienie zastosowania zindywidualizowanego nauczania w procesie rozwoju dzieci z zespołem Downa; ukazano fizjologiczne podstawy rozwoju psychicznego takich dzieci oraz przeanalizowano badają mocne i słabe strony działalności edukacyjnej dzieci z tą patologią genetyczną. W artykule zaprezentowano koncepcje zindywidualizowanego nauczania dzieci z zespołem Downa w edukacji inkluzyjnej. Szczególną uwagę poświęcono psychomotorycznemu rozwojowi dzieci z tą patologią genetyczną i związanym z nim podstawom nauczania w nauczaniu początkowym. Określono główne zasady metodologiczne nauczania tych dzieci w warunkach ich integracji w zwykłych szkołach ogólnokształcących. W artykule przytoczono również teoretyczne i praktyczne zasady specjalnego nauczania dzieci z zespołem Downa w młodszym wieku szkolnym wieku na podstawie zastosowania specjalnych metod edukacyjnych. **Słowa kluczowe:** dzieci z zespołem Downa, indywidualizacja, indywidualizacja nauczania, profil psychomotoryczny.

АНДРЕЙ САВИЦКИЙ. К проблеме индивидуализации обучения детей с синдромом Дауна. В статье на основе анализа научных работ отечественных и зарубежных исследователей рассматривается проблема индивидуализации обучения детей с синдромом Дауна; также анализируются данные относительно психофизического профиля детей с генетической патологией; исследуются особенности анатомических и биологических составляющих психического развития де-

тей с синдромом Дауна; определяются особенности преимущественной зрительно-пространственной обработки информации; делается психофизическое обоснование использования индивидуализированного обучения в процессе развития детей с синдромом Дауна; выявляются физиологические основы психического развития таких детей и изучаются сильные и слабые стороны учебной деятельности детей с данной генетической патологией. В статье освещаются концепции индивидуализированного обучения детей с синдромом Дауна при инклюзивном образовании. Детально рассматривается психомоторное развитие детей с данной генетической патологией и связанные с ним основы образования в младшей школе. Определены основные методологические положения обучения этих детей в условиях интеграции в общеобразовательные учебные заведения. В статье приводятся теоретические и практические основы специального обучения детей младшего школьного возраста с синдромом Дауна на основе применения специальных образовательных методик.

Ключевые слова: дети с синдромом Дауна, индивидуализация, индивидуализация обучения, психомоторный профиль.

ANDREY SAVYTSKY. **To the problem of individualization in education of children with Down syndrome.** In the article on the basis of an analysis of the scientific works of domestic and foreign researchers addressed the problem of the individualization of the education of children with Down syndrome; also analyzed the data on the psychophysical profile of children with genetic pathology; investigated anatomical and biological components of mental development of children with Down syndrome; are determined by the particular precedence visually-spatial information processing; done strategy and methods of combating justification for the use of customized training in the process of development of children with Down syndrome; identifies the physiological basis of mental development of such children and examines the strengths and weaknesses of the training activities of the children with this genetic pathology. The article highlights the concept of customized training for children with Down syndrome in the inclusive education. Detail is considered the psychomotoric development of children with this genetic pathology and related basic education in a minor school. Identified the main methodological provisions of the education of the children in the context of the integration of the educational institutions. In the article are the theoretical and practical basis for the special education of children in primary school age children with Down syndrome on the basis of the application of the special educational methodologies.

Key words: children with Down syndrome, the individualization and individualization of learning, psychomotor profile.

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Nina Shilova

Peculiarities of teenagers' goal orientation based on sports tourism

Defining a problem. The problem of adolescent personality has always been relevant in a variety of sciences, especially psychology. One of the characteristics of our time is a desire of the individual to reach success. Nowadays success correlates with purpose, values, and an important criterion for evaluation. Regarding these the issue of the formation of goal orientation in the young generation, namely teenagers, has been relevant lately. L.S. Vygotsky believed that psychologists would never understand the human personality being viewed only in connection with the past (according to Z. Freud), present (according to the views of the behaviorists), abstracting from the final behavior orientation.

An individual's world is not built without a focus on the stated purpose. The relevance of the research is based on the desire to understand what characterizes the concept of "goal orientation" which helps a person gain self-fulfillment and self-realization. The formation of goal orientation in adolescents while playing sports tourism is of particular interest. After all, sports tourism promotes activation of the formation process due to the use of roles (positions) while camping and competing.

Analysis of recent research and publications. Ukrainian psychology has several scientific schools and directions in the study of personality orientation: theory of setting (D.N. Uznadze) individual's relationship (V.N. Myasishchev, B.F. Lomov), theory of significance (N.F. Dobrynin), needs and motives (S.L. Rubinstein, A.N. Leontiev, L.I. Bozhovich). The question of goal orientation was first described by Y.V. Vasiliev.

The concept of "orientation" was coined by S.L. Rubinstein who pointed out that "in the psychological study of a person it is very important to understand what he/she wants to get from life. Taking into account the dominant motives the following kinds of individual orientation are defined: on him/herself, on other people, and on activity. The issue of orientation is primarily a question of dynamic tendencies that being the motives determine human activity and, thus, the tendencies themselves are defined by its goals and objectives." [8, p. 48]

Leontiev determines the orientation as "a set of stable motives that guide the activity of the individual and relatively independent of the current situation" [5, p. 117].

K.K. Platonov determines the orientation of the individual as a component of personality structure that includes a few related hierarchy forms such as beliefs, longing, interest, desire, and outlook.

L.I. Bozhovich determines the orientation as "steady guidance, direction of thoughts, feelings, desires and actions resulted from the dominance of the main, preferred, leading motives that dominate all other motives." [1, p. 96] She claims: "The presence of constantly dominant motives of a child's behaviour and activity creates the orientation of his/her personality" [1, p. 97].

Ukrainian psychologist V.A. Semychenko focuses on the issue related to the relation of the motive and goal. She believes that "the object itself in its material form does not stimulate the activity (motive-goal), and the potential ability of the subject is a means to meet a specific need, i.e. its value for the subject" [9, p. 58].

K. Levin paid special attention to the individual orientation considering the goal in the context of field theory. He declared: "Almost every set of psychological problems especially in the field of motivation and personality includes, if necessary, an issue of the goal and goal-oriented behavior." [4, p. 86]

According to A. Maslow, content theories of motivation describe the structure and content of needs, their connection with the human motivation to the activity; and try to answer the question of what inside

factors motivate human to the activity. A. Maslow states "motivation explains the orientation of an action, organization and sustainability of an integrated activity aimed at achieving a certain goal" [7, p. 81].

In theoretical terms B.F. Lomov contributed significantly to solving the problem of the goals and motivation. As he states, "the activity comes from these or those motives and is aimed at achieving a certain goal" [6, p. 94].

Y.V. Vasiliev was the first to consider the components of goal orientation. He also developed the problems of component of an individual's goal orientation, highlighted a new function of orientation which is a degree of remoteness of goals from the present situations, and developed a method of "Goal orientation of an individual" that was applied in this research.

The purpose of this article is to identify psychological characteristics of the formation of the teenagers' goal orientation in the process of performing roles (tourist positions) at the classes of sports tourism.

The body. S.L. Rubinstein claimed an important role of need and motivation as the main factors that motivate human orientation. Adolescence is associated with the restructuring of the entire body of a child and changes in one's interests. Renewal of the activity causes intense physical and physiological development. There are significant motivation changes in adolescents: the key motives are related to the formation of interests, and future life plans. The structure of motives is characterized by a certain system of subordinate motivational tendencies on the basis of leading socially important motives that have become valuable for an individual.

In social psychology the concept "role" is defined as "the social function of an individual; appropriate human behaviour in the accepted norms according to their status or position in the society, in the system of interpersonal relations" [3, p. 126]. Individual role performance by a teenager has a certain personality specification which depends on his/her knowledge and skills to be in this role, the importance of the role for a human, a desire more or less to meet the expectations of the surroundings. The range and number of roles are defined by diverse social groups, activities and relationships and a personality being a part of it, and his/her needs and interests. The variety of roles in sports tourism depends on the types of activities and complexity of the position.

The forming experiment involved twenty teenagers who were a part of the experimental group. Tourist activity of the study subjects consisted of several kinds of sports tourism. The first and the most important kind

is to be involved in trips. Each has its own characteristics. According to the arrangement, the route, and the means of transportation trips can be attributed to a particular type of tourism such as hiking, mountain, ski, water, and cycling tourism.

Each type of tourism used in the study is divided into two types of events. The first type characterizes the events which are based on sports trips through a classified route. In competitive terms, this type of events is implemented in the form of trip competition, tourist quiz or championship in the same geographic area and absentee championship. The participants of these events can be groups that passed a route in any place in the world. The second type of events is a tourist all-around which is held in a form of a rally, a cup, a championship, performances or a complex event in multiple types of tourism. All-around tourism competitions may precede the tourist quiz and a trip championship in one area and naturally complement each other. The teenagers as subjects are involved in 7 types of a tourist all-around during a year. All the types are organized and held by Mykolaiv regional center for tourism, local history and excursions for students. The types include personal obstacles, general physical preparation, connections technique, sports orienteering, relay of connections, and cross hiking.

A system of variable positions was applied to assign roles to teenagers. The system of variable positions is a system of self government that operates during the preparation and conduct of trips and competitions. All participants take certain positions, and some positions can be changed while going on trips. The change of positions is made after the group leaves the place of staying for a night. The positions include a navigator who is responsible for the technical description of the route, people on duty, a photographer responsible for local lore task, a repairman, a doctor who is in charge of food while hiking.

A task of a navigator is using a compass and a map to lead a group according to a scheduled route for this day. The task of a person responsible for the technical description of the route lies in marking the main areas of a track, time and speed of passing it, the distance between them, overcoming obstacles, and their degree of complexity in a special notebook. Teenagers who are on duty acquire basic skills of self-service work. The task of those who are on duty is to take care of fire, firewood, breakfast, lunch and dinner. A photographer is a person who is responsible for photographing groups in certain strategic locations throughout the route. These photos will be necessary for reporting about the route and

identifying the category of its complexity. The task of a person responsible for local history task lies in keeping track of landmarks which a group passes by, preparing necessary information for a trip about the historic places of interest in a special diary. A doctor is a person who is responsible for the first-aid kit and has the skills of providing first aid. A person responsible for food has to make a menu for the whole trip, arrange the purchase of food and arrange a delivery of products to the people who are in charge of preparing meal.

There were classes in tourism with an experimental group of teenagers for two years. The teenagers attended the classes three times a week within one academic year and once a week in the summer. The subjects received the skills not only about being ready for different types of trips (hiking, cycling, caving, water), but also were preparing to take part in city and regional competitions. The teenagers also learned how to write reports on completed trips to participate in the All-Ukrainian absentee championship in trips of different categories of difficulties among students.

The use of variable positions by the teenagers in the trips and successful performance were described in the diaries which were filled out after every trip.

Further steps in the study were associated with a quantitative test of the results in a forming experiment. There were held special checking situations at the end of each year. The focus of our experiment is in using a "technique to study individual goal orientation" developed by Y.V. Vasilyev [2, p. 108].

This technique reveals the main goals that teenagers set for themselves. A number of goals were limited to twenty and it took time to decide on a major life goals within ten minutes. Obtained goals reflected unconscious mental activity of the subjects as no other instructions were given except for completing twenty sentences. That is why the teenagers could complete them in any sequence. The only condition that limited the respondents is lack of time. Limited time and spontaneity encouraged getting true goals that at the time of conducting the study were of high importance for students. Also, the technique allowed to see the distance of a goal, which made it possible to characterize the subject according to one's being ready to pursue one's goal and one's ability to put this goal into reality. This factor showed that distant goals are the highest in the humanistic, moral and ethical terms.

The main objective of the study at this stage was to identify the entire range of possible goals that can be set by the subjects at the beginning of

classes in tourism activity. The next step was providing an experimental observation and interviewing people who had influence on teenagers while attending classes in tourism as for the changes at psychological, moral and social levels.

After providing empirical study among teenagers who were part of the experimental group to identify the orientation of set goals, it was possible to see how a subjects' position changed in social environment, what actions and efforts they made to implement the set goals, how their behavior, worldview and self-image changed while achieving the goals; what emotions they had after realizing their success and failures, whether they managed to achieve their goals, and how vital goals changed within two years. The technique applied to the study implied goal orientation in seven areas such as personal, intimate, family, friendly, educational and professional, social, and amateur.

Personal sphere of goal orientation includes goals related to self care, orientation to one's own ego. The second sphere is intimate where goals are focused on relations with the opposite sex. They relate to issues of love, starting own family, wedding and marriage. The third sphere of the goal orientation of the individual is family-oriented. It concerns the goals related to parents, grandparents, brothers and sisters, home. The fourth sphere of orientation is friendly. It contains goals connected with friendly communication, friends and others. The fifth sphere is about education and profession which covers the issues related to gaining knowledge and a future profession. The sixth sphere of individual's orientation is public. It includes all issues concerning society in general. Its content of the goals relates to universal values, political and ideological views. The last sphere is of amateur type. This sphere includes goals that are associated with individual activity that is not imposed from outside and is carried out on its own initiative. This sphere is different from leisure which is of entertaining nature.

Provided methodology incorporates several components. The first column is the original list of goals which is essential because all the further work is based on it. This list displays spontaneous and unconscious activity of an individual because the subjects have not been set any other goals except for being required to be frank and continue a statement within a limited time.

The next column is a column of the significance of goals. Unlike the previous list that reflected unconscious activity of the individual, the list is reconstructed basing on the importance of the objectives for the subject.

The comparison of these two lists shows the correlation of unconscious and conscious processes in the structure of the goal orientation of the individual.

The column "Date" displays the time when each separate goal will be achieved. This indicator helps determine how far the goals are taken in the future from the present situation.

The column "goals implementation" shows assessment by subjects themselves regarding every desire from a position of its implementation at the moment.

The column "Dependence on ego" reflects the evaluation of every desire from the position of how achieving it depends on own efforts. These two columns are almost identical because they reflect the implementation of self-esteem and personal influence opportunities to achieve goals. Implementing the goals we determine how the subjects assess the done part on the way to the goal.

The second indicator is the dependence of achieving the goal on one's own efforts, an important indicator of confidence in one's abilities and opportunities important for the future. The following figures reflect emotional and volitional attitude toward each goal.

The column "emotional attitude" and the column "willpower" show how upset a person will be if the goal is not achieved and how many efforts the students will make, if there are any obstacles in achieving goals.

After receiving the results of the study, the next step was to conduct a statistical tabulation of the results. The main task was to identify the number of goals in each of seven spheres, distance of goals, and correlation of unconscious and conscious lists of each subject. It was also necessary to conduct a psychological analysis of goals. As a result this analysis shows that there have turned out levels of the individual and their type.

"Research technique of the goal orientation of the individual" reflects the results obtained within the period of two years in Table 1 and Table 2.

In the first table you can see that most of the goals are associated with a personal sphere representing 25% of all goals. Amateur sphere takes the second place and represents 20.5%. This indicates that the investigated teenagers are more focused on their own "ego". Most of their goals are related to meeting their own needs, spending their leisure time, and self-development.

Educational and professional, intimate and friendly spheres have close results regarding the number of goals. Such a situation shows that these spheres are less important.

Table 1.

Quantitative results in the spheres of goal orientation in teenagers of the first year classes in sports tourism

Spheres of orientation	Total amount of the goals	% to the general amount of goals	Initial list of goals	Significance of goals	Time of fulfilling goals	Implementing goals	Dependence on ego	Emotional attitude	Willpower
Personal	100	25	7,8	7,2	4,7	3,2	6,3	6,4	5,3
Intimate	44	11	12	11,6	8,6	4,1	4,2	7,8	4,8
Family	35	8,8	5,3	5,1	6,9	6,8	5,7	5,3	5,9
Friendly	48	12	8,4	7,2	5,2	5,4	7,3	8,2	7,2
Educational and professional	55	13,8	7,9	8,5	4,9	4,9	8, 1	6,1	6,4
Social	36	9	11,8	12,7	5,7	5,6	3,9	5,7	5,7
Amateur	82	20,5	6,6	6,1	4,6	4,1	4,5	7,3	8,1
Total	400	100	8,5	8,5	5,8	4,9	5,7	6,7	6,2

The remaining spheres are family and social ones. It is caused by the peculiarities of teenager development. Family relationships take the second place comparing with the communication with peers. It is important for teenagers to be accepted into the group, to feel unity in communication with others. The graph of emotional attitude shows this. According to the survey most respondents experience despair when the goals within friendly sphere cannot be achieved. The average assessment of this criterion is 8.3 points according to the ten-point scale. The column "willpower" is interesting for our study. It gives a chance to see how many efforts teenagers will make to implement their set goals. Classes in tourism will have a considerable impact on the results. Performing roles in trips and competitions will strengthen willpower and orientation of teenagers to the set goal. The first table shows that most teenagers will make more efforts to achieve goals within friendly and amateur spheres. In general the average result of volitional effort after the first year of

Table 2.

Quantitative results in the spheres of goal orientation in teenagers of the second year classes in sports tourism

Spheres of orientation	Total amount of the goals	% to the general amount of goals	Initial list of goals	Significance of goals	Time of fulfilling goals	Implementing goals	Dependence on ego	Emotional attitude	Willpower
Personal	92	23	7,8	8,3	5,2	6,9	7,1	6,2	6,7
Intimate	27	6,7	10,6	11,1	7,6	5,2	3,6	7,4	5,8
Family	41	10,2	7,3	6,8	7,2	6,9	5,2	6,9	7,3
Friendly	54	13,5	6,6	6,2	4,9	7,8	6,4	8,3	8,4
Educational and professional	57	14,3	8,2	7,9	7,7	7,2	8,6	7,1	8,1
Social	46	11,5	9,4	10,1	6,3	6,4	5,3	5,9	6,9
Amateur	85	20,8	6,9	6,2	4,1	5,3	5,9	7,5	8,4
Total	400	100	8,1	8	6,1	6,5	6	7	7,4

training is above average but is not high. That shows a lack of stability and focus on achieving results.

The second table shows some changes in terms of all spheres of teenagers' orientation. The second control of respondents shows the increased number of goals within family, friendly, educational and professional, amateur and social spheres. The number of goals within personal and intimate spheres has decreased. During the second year of training the teenagers put friendly, amateur and family spheres to the first place. This was caused by the communication in a team, testing situation while traveling that demanded maximum of team work and trust. As for the emotional attitude, the most vulnerable spheres turned out to be friendly, intimate, amateur, and educational and professional. This indicates that the teenagers realize the importance of learning and self-realization in a professional life. This figure has been greatly affected by the system of variable positions. It was the very model of the future

adult life. Teenagers acquired knowledge, they were assigned the tasks and they had to cope with them successfully. This model made them think about how important the knowledge is to fulfill their professional potential. The last column showed qualitative and quantitative changes in teenagers. The overall rate of volitional effort has increased by 1.2 points. This indicates an increase in volitional qualities of teenagers, and that they will make more efforts to realize their goals. That is by no means a good result. It is also noteworthy to mention an increase in willpower rate in social sphere because these purposes are more distant and noble. Speaking about orientation on something in most cases it is implied that there is a remote goal, although it is not explicitly indicated. However, to illustrate the goal orientation and willpower the examples connected with long duration of achieving a goal are given. No wonder L.S. Makarenko stated that "a person who defines his/her conduct within a short term perspective is the weakest one" [3, p. 117].

Conclusions. Conducting empirical research and findings helped to highlight the characteristics of goal orientation. Due to these features it takes an important place in volitional activity of an individual. Goal orientation is determined primarily by the setting of a clear objective; in this case it is meant not only the understanding of what should be achieved, but also the ability to predict the ways and means to achieve the goal. Another specific feature is the ability of a person to control all his/her actions, thoughts and actions in achieving a chosen goal. The third feature of goal orientation is the steady focus, persistent desire to achieve the goal. This commitment is seen in the ability to maintain a long-term goal and to behave properly in order to achieve it. Sports tourism helps to activate the forming process in teenagers highlighting the goals in most valuable spheres (friendly, family, social) and strengthening willpower on the way to achieving the goal.

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Abstracts

НИНА ШИЛОВА. Особливості рольових орієнтацій підлітків, що займаються спортивним туризмом. У даній статті розглядається формувальний аспект цільової направленості підлітків у процесі засвоєння ролей та використання системи змінних посад у походах під час занять спортивним туризмом. Представлені результати дослідження та порівняльна характеристика сфер цільової направленості особистості за два роки занять.

Ключові слова: підлітковий вік, цільова спрямованість, спортивний туризм, рольова поведінка, система змінних посад, особистість, сфери цільової спрямованості.

NINA SZYŁOWA. Właściwości orientacji celowej nastolatków zajmujących się turystyką sportową. Niniejszy artykuł poświęcony jest formującemu aspektowi celowego ukierunkowania nastolatków w procesie przyswajania ról i wykorzystania systemu zmiennych stanowisk podczas wypraw turystycznych.. Są w nim przedstawione wyniki badań i porównawcza charakterystyka aspektów celowego ukierunkowania osobowości w ciągu dwóch lat zajęć.

Słowa kluczowe: wiek nastoletni, celowe ukierunkowanie, turystyka sportowa, zachowanie społeczne, system stanowisk zmiennych посад, osobowość, aspekty celowego ukierunkowania.

НИНА ШИЛОВА. Особенности ролевых ориентаций подростков, занимающихся спортивным туризмом. В данной статье рассматривается формировочный аспект целевой направленности подростков в процессе усвоения ролей и использования системы сменных должностей в походах во время занятий спортивным туризмом. Представлены результаты исследования и сравнительная характеристика сфер целевой направленности личности за два года занятий.

Ключевые слова: подростковый возраст, целевая направленность, спортивный туризм, ролевое поведение, система сменных должностей, личность, сферы целевой направленности.

NINA SHILOVA. Peculiarities of teenagers' goal orientation based on sports tourism. In this article is considered the forming aspect of the Task Force direction of adolescents in the process of assimilation of the roles and the use of replacement posts in the camping during classes sports tourism. The results of the study and the Comparative characteristic of the areas of focus of the task force the identity for the two-year occupation.

Key words: adolescence, task force thrust, sports and tourism, role-based behavior, system replacement posts, identity, the scope of the Task Force focus.

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Nina Sungurova
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Psychological Features of the Interaction of Students in Information Educational Space

Variety of present-day use of information and computer technologies in practice of a higher educational institution is caused by their different mission and opportunities in the solution of educational tasks. Information and computer technologies in training conduct to changes of the contents, methods, receptions and means of educational activity.

The information environment of modern educational process includes educational portals of the Internet, specialized sites, textbooks with multimedia maintenances, electronic textbooks and grants, electronic educational and methodical complexes, computer laboratory practical works, control testing sets, training computer programs, educational video movies, audio recordings. As an electronic resource information databases that includes funds of the main educational and methodical literature, periodicals, scientific literature are applied in educational process.

Network interaction, communication of virtual reality technologies with the Internet opportunities form the basis of the new educational

spaces and environments of higher educational institutions and define openness of modern education. Virtual design in the form of visual and sound representations, simulation feelings, interactivity allow to realize educational projects of essentially new type [4].

Application of information technologies largely defines dynamics and a structure of educational and professional activity. Information technologies can be considered as special qualitatively new means of the activity, causing profound changes of this activity [12]. Application of information technologies in educational process strengthens a positive motivation of training, stirs up informative activity that allows to attract bigger quantity of a didactic material, to give classes at high emotional and aesthetic level. High extent of differentiation of training is reached, there is an additional possibility of an individual approach. Possibility of independent activity extends; skills of research work and receiving access to various information systems and improvement of learning efficiency quality are formed. Interaction with informational technologies change and involve indicative and operational-technical components of activity, transform spatial and temporary borders, form the motivational system including informative, communicative, social and standard and creative motives. As a context of activity of the subject the information and computer environment become a new source of the mental changes leading to the development which are formed in personal, cognitive, operational fields of activity.

Modern information and communication technologies allow to combine long-term storage with instant delivery of the partner or a situation (more precisely, "phantom") to another partner in communication, creating, thus, potentially inexhaustible opportunities for different re-mediations in communicative situations and changes in character of communicative events both in real time and in a mode of the delayed communication. Use of these technologies generated the whole scale of new receptions of emotional conditions transfer, including non-conventional use of symbols, diacritical badges, pictures, etc., in other words, created elements of new reality in the mediated interaction [5], [15].

The sociocultural environment formed in information educational space, and also technical capabilities of the communication mediated by a network, create conditions of variability of self-presentation of the personality [8].

Communicating in virtual educational space participants can accept new social roles. Thus the form of educational interaction can directly be

broadcast from real life, can partially change, and can be generated in the form of a new point of view and unusual from the point of view of the developed habits and traditions of a form.

All participants of network educational interaction are active and as independent units are unpredictable. Sites, autobiographies, opinions, own publications, spontaneous discussions, forums and conferences is an opportunity to tell and be heard: differentiation of roles "communicator"- "recipient", status distinction are erased, becomes conditional. In virtual space the interrelation of participants of communicative process becomes not bilateral and unidirectional, and multilateral. It is a question of formation of the person's new sphere of existence of the personality – "public subjectivity" which is realized in numerous options of "virtual identity" and becomes addition and way of development of the personality [8], [11], [13], [14].

Openness and branching of a network situation give the chance of simultaneous finding of the subject in different communicative structures, increase its ability to imitation, transformation, a social mimicry [17].

At the same time it isn't necessary to overestimate possibilities of information technologies. The Internet only in a certain degree allows to model interpersonal communication of teacher and pupil which essence the relations of mentoring make, cooperation and supports, nonverbal components of human communication.

Information technologies create essentially new opportunities for the organization of educational process, promote formation of special information environment in educational institution, intensify communicative communications of subjects of educational process, supplement direct communication by the mediated interaction by means of the Internet [1], [9], [10].

Virtual networks help to create the personalized environment of training, self-training and joint activity. In its turn it can provide not only different types of activity on the Internet, but also manifestation of various personal qualities of its users, creating preconditions for a communication intensification at a personal level that becomes both addition and way of development of the personality.

Internet features and communication mediated by it helps to show personal qualities of the user: existence of an appropriate level of motivation, various installations, creative activity. It creates exclusive opportunities for each user to form his or her own position. Thus there are various ways to publicity manifestation, self-expression, self-

manifestations and identity, there are conditions for any sort of designing that in reality can cause the need to design social relations and own image of "I" [8], [14].

Considering specifics the Internet technologies not only as a way of education, but also as a unique opportunity for development of communicative abilities, an important feature comes to light. It becomes real to create not only of communicative situations, but also to create development, to plan and implement such educational tasks which can answer as much as possible to the personal, educational and professional purpose of students.

Thus, on the one hand, it is possible to use quickly and easily the most different information in the Internet environment, to increase informative activity of the trainee, to realize individual educational trajectories. But on the other hand, the detailed psychological analysis of "Internet addiction disorder", characterized by duration of use, high degree of an involvement, low level of control over the actions is necessary. This phenomenon leads to family problems, social isolation as psychological consequences [2], [16], [17].

Intensive introduction of information technologies in education comprises not only the huge developing potential, but also a number of the negative moments [6].

In a number of software products, there is a mismatch of the on-screen media (its structure, logical construction, aesthetic design, the feed rate of educational material and so on.) to individual abilities and age features of students.

Information and computer environments of training give easy access to information, develop erudition, but don't promote independent development of new knowledge. The side between knowledge and information is more and more erased.

In traditional system of training it is the system and conjunctive thinking that develop. The computer program works by the principle of a choice of option among available alternatives. The emphasis is placed on formal subject knowledge out of a context and a situation.

Educational interaction within realized information and computer activity during which there is an intellectual and emotional and strong-willed development of students has no due development either.

Information and computer interaction leans generally on the visual canal of perception of an information that deprives of opportunity to develop acoustical and kinesthetic channels that's how the individual

approach in training is realized.

Serious problem is that the saturation of the software leads to difficulties with the letter, perception, understanding of the text, to difficulties with the speech [6].

We call attention to another aspect of the psychological consequences associated with the phenomenon of "ekzution", in other words an exception, dying formed, but unnecessary abilities, skills, types and forms of activity. The literature contains already data about the expiring arithmetic skills, oral reading skills.

The use of information and computer technology education should be viewed in the context of the phenomenon of synergy pedagogical influence. It is understood as the result of mutual actions of its constituent factors, besides; the cumulative effect exceeds the action exerted by each of these factors separately.

We present the results of empirical studies of students' person in the context of network activity. Students of Moscow universities took part in research. The sample size was 270 people.

Psychodiagnostic complex of research included the following methods: questionnaire of behavior on the Internet" (AE Zhichkina); questionnaire of attitudes towards the Internet (E. Hubenko) questionnaire "I'm in Internet communication" (I. Shevchenko) [3], [7], [12].

The main areas of using the Internet by participants of study: search activity, communicative activity and creative and utilitarian activities. The percentage is shown in figure 1.

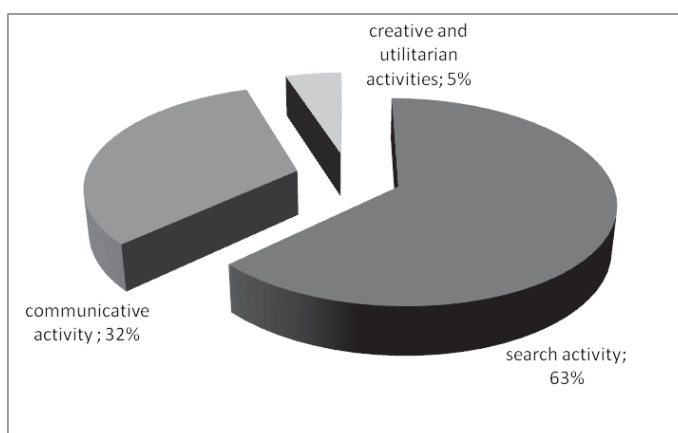


Fig.1. Areas of use of the Internet

63% of students use the Internet to search for information related to training, work or hobby; to download various programs; to find people in the region of interest. 32% of the students are directed to communication activities. About 5% of respondents have demonstrated on organizational and creative activities (website development, project support).

Three types of network activity students were identified by the nature of Internet interactions. «Activity in the perception of alternatives» that is characterized by respondents with expressed desire to search for their identity and the desire to live through a new experience that is impossible to feel in real life. This is manifested in the interest to read other people's messages, view websites, portals of different content, to express evaluative attitude to the photo or video material. «Activity in Action» is typical for people with weak social and role-playing component. In the network, they are often the first to get to know; offer their topic; they are usually online to present their personal status. «Internet addiction» is associated with the perception of the Internet as an environment capable of giving emotional support to cope with grief and loneliness, provide an opportunity self-expression and self-presentation. These are people with hypersensitivity to social constraints.

The ratio of the average tendencies attitude of students on the attitude to the Internet distributed as follows: «social comfort» (29.03), «reduction of self control» (25.8), «diversion» (24.3), «loneliness / depression» (14.5). Mathematical processing using the Friedman test has identified statistically significant differences between the scales ($\chi^2 = 111.77$; $p = 0$).

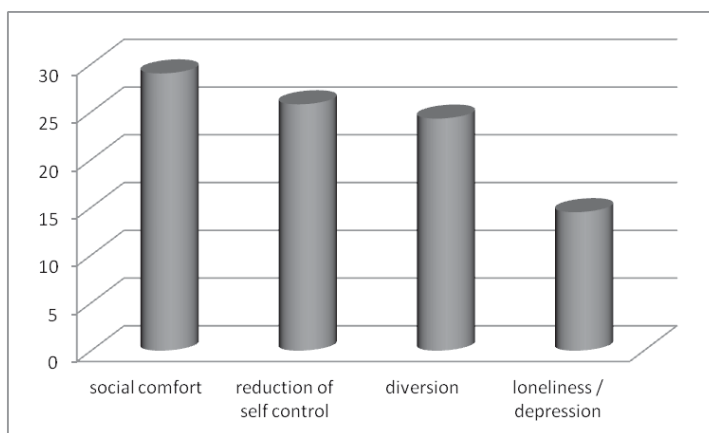


Fig. 2 «Attitude of students on the relation to the Internet»

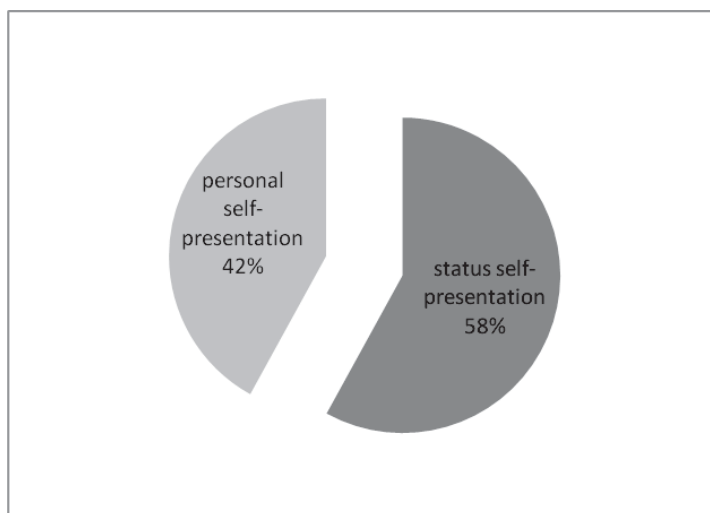


Fig. 3. «Image» I «in Internet communication»

The Internet as means of communication leads to a variety ways of students' self-presentation. The virtual space provides comfort, allows to realize the need for social support, somewhat gives a sense of tranquility and security. It is shown that the more students use the Internet as a distraction from the real work, the more they have difficulties in the organization of their activities and in the management of real communication in their environment. The high level of moral variability, observance of moral rules of behavior in the Internet environment leads to a comfortable social interaction in virtual space.

«Status self-presentation» and «personal self-presentation» are also indicated in the study of personality expression features in network resources.

Expression of different social roles, use and variation of their personal and social status, personal style is typical for the respondents' "I" image in "I'm in Internet communication". Students emphasize their personal status, vary with their social position giving the impression of themselves in the Internet communication. There are cases of representations of the other sex, another age or profession. Students tend to give special value style, content of communication, depending on the role they occupy in the dialogue. A high level of moral variability, observance of ethical rules of behavior in the Internet environment leads to a comfortable social interaction in virtual space.

Students master the information and computing environments, which can lead not only to the positive side, from the perspective of student psychology and psychology of learning, but also cause negative personality changes, unwanted transformation of educational activity. But since the informatization of education becomes a huge scale, it requires serious study of the psychological consequences of this process.

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Abstracts

НІНА СУНГУРОВА, НАТАЛІЯ КАРАБУЩЕНКО. Психологічні особливості взаємодії студентів в інформаційному освітньому просторі. У статті аналізується проблема психологічних особливостей взаємодії студентів в інформаційній освітньому середовищі. Інформаційні технології розглядаються як особливе якісно новий засіб опосередкування навчальної діяльності. Автори виділяють позитивні і негативні сторони реалізації процесу навчання з використанням інформаційно-комп'ютерних технологій. Мета емпіричного дослідження виявити психологічні особливості варіативності поведінки у віртуальному просторі, установок особистості по відношенню до Інтернету.

Ключові слова: психологічні наслідки, інформаційно комп'ютерна освітнє середовище, взаємодія, Інтернет-навчання, установки по відношенню до Інтернет.

NINA SUNGUROVA, NATALIYA KARABUSCHENKO. Psychologiczne cechy interakcji z uczniami w przestrzeni informacyjnej edukacyjnej. W artykule analizuje się problem psychologicznych właściwości współdziałania studentów w informacyjnym oświatowym środowisku. Informacyjne technologie rozpatrują się jak szczególne jest jakościowe nowy środek upośredniania ćwiczebnej działalności. Autorzy wydzielają pozytywne i negatywne strony realizacji procesu nauczania z użyciem informacyjny-komputerowych technologii. Cel empirycznego badania ujawnia

nić psychologiczne właściwości wariantowej zachowania w wirtualnym obszarze, ustawień jaźni w stosunku do Internetu.

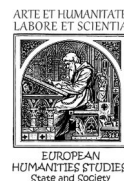
Słowa kluczowe: psychologiczne skutki, informacyjne komputerowe oświatowe środowisko, współdziałanie, Internet-nauczanie, ustawienia w stosunku do Internetu.

НИНА СУНГУРОВА, НАТАЛИЯ КАРАБУЩЕНКО. **Психологические особенности взаимодействия студентов в информационном образовательном пространстве.** В статье анализируется проблема психологических особенностей взаимодействия студентов в информационной образовательной среде. Информационные технологии рассматриваются как особое качественно новое средство опосредствования учебной деятельности. Авторы выделяют положительные и отрицательные стороны реализации процесса обучения с использованием информационно-компьютерных технологий. Цель эмпирического исследования выявить психологические особенности вариативности поведения в виртуальном пространстве, установок личности по отношению к Интернету.

Ключевые слова: психологические последствия, информационно-компьютерная образовательная среда, взаимодействие, Интернет-обучение, установки по отношению к Интернету.

NINA LVOVNA SUNGUROVA, NATALIYA BORISOVNA KARABUSCHENKO. **Psychological features of the interaction of students in information educational space.** The problem of psychological features of the interaction between students in the information educational environment is analyzed in this article. Information technologies are considered as special qualitatively new means of a mediation of educational activity. Authors allocate positive and negative sides of realization of the learning process which uses information computer technologies. Information technologies create essentially new opportunities for the organization of educational process, promote the formation of special information environment in an educational institution, intensify communicative communications of subjects of the educational process, supplement direct communication by the mediated interaction by means of the Internet. The purpose of the empirical study reveals psychological characteristics of student personality in network interaction, the variability of behavior in the virtual space, attitude toward the Internet.

Key words: Psychological consequences, Information computer educational environment, Interaction, Internet training, attitude toward The Internet.

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Yulia Tsos

Speech styles in socio-psychological approach

In modern terms the knowledge of the effective communication secrets is relevant. The success of interpersonal interaction depends greatly on them. Speech styles of people occupy an important place here. Their use provides an understanding or misunderstanding among interlocutors at the unconscious level. The study of speech styles is a new direction of human communication study in social psychology and psycholinguistics.

The given study of language and speech styles with the help of socio-psychological method uses the works of such scientists as T. Holtgraves, A. L. Gonzalez, W. Gudykunst, S. Ting-Toomey, J. W. Pennebaker, L. V. Zaslavskaya and others.

James Pennebaker (The University of Texas at Austin) is one of the developers of Linguistic Inquiry and Word Count (LIWC), a text analysis software program, that helps to analyze speech styles [4].

A. L. Gonzalez studies language styles matching as a predictor of social dynamics in small groups. According to her investigation, language style is an unconscious verbal coordination that allows us to establish effective interpersonal interaction [4].

In T. Holtgraves opinion, speech style is a set of linguistic and pragmatic specific features that are grouped together. [9]. His primary research program investigates the social psychological factors involved in the production and comprehension of language.

W. Gudykunst and S. Ting-Toomey are the authors of the speech style classification according to the communicative features in interpersonal interaction within different cultures and nationalities. They distinguish

four stylistic modes: direct versus indirect style, elaborate versus succinct style, personal versus contextual style and instrumental versus affective style [7, 100-115].

L. V. Zasyekina is another author of the speech style classification according to such main criteria as conscious / automatic speech, concentration on novelty / data information, strength / weakness of speech connectivity [12]. Language styles, on the one hand, express similarities in communication by using the same form-words and, on the other hand, under condition of their intersection simultaneously construct and express the harmonious interpersonal relationships between people [12].

The purpose of the article is to represent the essence of socio-psychological study of students' speech styles.

The object of the study is the identity of the student.

The subject – students' speech styles.

The tasks of the article:

- to identify psychological manifestations of speech styles in student's communicative behavior;
- to define the ethics of the empirical socio-psychological research (Ukraine, Europe, USA).

We have chosen a real field experiment to study the students' speech styles. Experiments of this kind are carried out to obtain empirical evidence using a minimum of equipment in a situation that is close to natural.

The study took place in the Lesya Ukrainka Eastern European National University (Lutsk, Ukraine). Participants were 342 students enrolled to the 1st year on different courses: psychology, economic geography, physical geography, hotel business and tourism, geodesy and land management, physics, pre-school education, primary education, social pedagogics. The research was anonymous and took place in November 2014.

Procedure: the first stage of the study the students were asked to complete a questionnaire (with serial number) designed to diagnose their personal qualities. The questionnaire included: Eysenck's personality Inventory EPI (diagnosis of the type of temperament); questionnaire «Goal-Means-Result» (A. O. Karmanov) (diagnosis of structural features of activity); questionnaire «Free words sorting» (O. V. Kolha) (definition of the cognitive style: analyticity-synthetism); test of included figures (Hotshield) (diagnosis of the personal perceptual style); questionnaire «Emotional Intelligence» (N. Hall) (definition of the emotional profile); questionnaire «The assessment of communication skills» (V. F. Ryakhovskiy); motivational profile (V. Herbachevskiy); TAS – attributive

style test (L. M. Rudin) (diagnosis of the optimism-pessimism orientation); questionnaire «Life Style Index» (Plutchik, Kelerman, Conte) (diagnosis of the protectional personality styles); test of interpersonal relationships (T. F. Leary).

The next stage of the research was audio recording students' dialogues on the theme: «Your impressions of the celebrations, which were held at the university (within last six months)». The recording was carried out in real conditions of the students' social interaction (at the university). The participants could withdraw from the research at any time.

Analysis of the results will be made by using the methods of mathematical and statistical data processing method (SPSS for Windows), and transcription of audio recordings. The detection of students' speech styles will be based on the relevant semantic markers.

Direct speech style includes: explicit words such as «absolutely», «certainly», «positively»; personal pronoun «I»; words that express the subject-predicate relation; expressiveness, heterogeneity intonation. Indirect speech style includes: implicit words «maybe», «perhaps», «probably», «somewhat»; collective pronoun «we»; semantically differentiated words “all”, “nobody”, “always”; neutral intonation [7].

Elaborate speech style includes: verbosity; verbal exaggeration; complicated rhythms; metaphors, proverbs, idioms. Succinct speech style includes: brevity; indirect use of speech; omissions; pauses, silence [7].

Personal speech style includes: tendency to firstly provide the topical thesis of the story; words that connect the meaning of the text, «in view of the fact that», «to begin with», «in conclusion»; first name basis and direct address; lack of life roles. Contextual speech style includes: contextual point of a story are before the thesis of the story; context-oriented words: «because», «as», «so»; formality; representation of life roles [7].

Instrumental speech style includes: lack of stylistic devices; clear, logical expressions; interjection; lack of humor. Affective speech style includes: stylistic devices; unclear, vague phrases; lack of interjection; humor [7].

In order to determine the ethics of this socio-psychological research we should refer to the Code of Ethics for Psychologists of the Ukrainian Psychological Society, the Statement of ethical principles of the European Association of Psychotherapy, the Ethical Principles of Psychologists and Code of Conduct of American Psychological Association (Table. 1).

Let's consider the compliance of this socio-psychological research of students' speech styles to the requirements of its organization in each of ethics codes.

Table 1.**Comparative Analysis of Ethical Code of the psychologist in Ukraine, Europe, USA**

Ethical principles	№	Ukraine	Europe	USA
	1	Responsibility	Responsibility	Resolving Ethical Issues
	2	Competence	Competence	Competence
	3	Protection of the client interests	Moral & Legal Standards	Human Relations
	4	Confidentiality	Confidentiality	Privacy and Confidentiality
	5	Ethical rules of psychological research	Welfare of the Consumer	Advertising and Other Public Statements
	6	Qualified promotion of psychology	Professional Relationships	Record Keeping and fees
	7	Professional cooperation	Public Statements	Education and Training
	8	–	Assessment Techniques	Research and Publication
	9	–	Research	Assessment
	10	–	–	Therapy

Unit 5. «Ethical rules of psychological research» in the Code of Ethics for Psychologists of the Ukrainian Psychological Society includes 4 main points. The research corresponds to subparagraph 5.1 «Planning psychological research». The object, goal, objectives of the research have been identified. Participant population and the possibility of using the results were also defined. The conditions of point 5.2 are also observed – ensuring the reliability of experiment results, responsibility for correct and accessible explanation of psychological methods. Subparagraph 5.3 was also carried into effect to minimize the risk of unintended negative impact on the participants in the experiment. The basic condition of sub 5.4 is voluntary – participants could withdraw from the experiment at any stage [5].

In the Statement of ethical principles of European Association of Psychotherapy, unit 9 regulates the research. It consists of general principles and 10 subparagraphs. In planning the study a careful evaluation of its ethical acceptability was made (compliance with sub a). The participants in the study were a «subject at minimal risk», according to the recognized standards. It is the primary ethical concern to the investigator (compliance with sub b). Subparagraph c corresponds to 5.2 in Ukrainian Code – the

investigator always retains the responsibility for ensuring ethical practice in research. According to the sub. d – the investigator established a clear and fair agreement with research participants, prior to their participation, that clarified the obligation and responsibilities of each (complies with sub 5.4). The use of concealment or deception wasn't necessary (sub e). According to the sub f, the individual's freedom to decline to participate in or withdraw from the research at any time was taken into account (similar with 5.4). The protection of the participants from physical and mental discomfort, harm, and danger that may arise from research procedures was carried out (compliance with sub g). After the data were collected, the investigator provided the participants with information about the nature of the study and attempted to remove any misconceptions that could arise (compliance with sub h). The research procedure did not lead to undesirable results for individual participant (sub i). The sub j, which declared confidentiality had been considered. The research was anonymous (anonymous questionnaire with a serial number) [11].

In the Ethical Principles of Psychologists and Code of Conduct of American Psychological Association unit 8. «Research and Publication» regulates the research. It consists of 15 subparagraphs:

8.01 Institutional approval – the approved research protocol was not required.

8.02 Informed consent to research – The participants were informed about: the purpose of the research, expected duration, and procedures; their right to decline to participate and to withdraw from the research once participation has begun; the foreseeable consequences of declining or withdrawing; reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; any prospective research benefits; limits of confidentiality; incentives for participation; and whom to contact for questions about the research and research participants' rights. The participants also had an opportunity to ask questions and receive answers during the research. The consent was not documentally signed.

8.03 Informed consent for recording Voices and Images in Research – the oral agreement from research participants prior to recording their voices was received.

8.04 Client/patient, student, and subordinate research participants – the steps to protect the participants from adverse consequences of declining or withdrawing from participation have been taken.

8.05 Dispensing with informed consent for research – there were used

anonymous questionnaires with a serial number.

8.06 Offering inducements for research participation – the incentives for participation in the study were not offered.

8.07 Deception in research - there was no deception in the research.

8.08 Debriefing – participants were warned about the date of information about the research results.

8.09 Humane care and use of animals in research – animals were not used in the study

8.10 Reporting research results – the lack of data fabrication.

The principles 8.11 Plagiarism, 8.12 Publication credit, 8.13 Duplicate publication of data, 8.14 Sharing research data for verification and 8.15 Reviewers have been taken into account [3].

Conclusions

1. The analysis allowed to assess the current state of speech styles research and to make a comprehensive picture of the way of their socio-psychological research.

2. Empirical examination of the personality speech styles allows isolated semantic markers. To achieve the objectives of the study, it is necessary to use real, field experiment.

3. In order to determine the ethics of this socio-psychological research we analyzed the codes of ethics of psychologists in Ukraine, Europe and the United States. It showed compliance of the speech styles research to all ethical rules of code of ethics in Ukraine. The compliance to almost all the principles of psychological research in Europe, and to many points of ethics in the United States was also shown.

Summarizing, we can confirm the validity and ethics of this type of experimental research. Prospects for further research include mathematical and statistical data processing.

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Abstracts

ЮЛІЯ ЦЬОСЬ. МОВНІ СТИЛІ В СОЦІО-ПСИХОЛОГІЧНОМУ ПІДХОДІ.
У статті проаналізовано поняття «мовленнєвий стиль». Розглянуто сучасні класифікації мовленнєвих стилів особистості. Співвіднесено чотири стилістичні моделі мовлення з їхніми семантичними маркерами.

Також описано етапи дослідження мовленнєвих стилів в комунікативній поведінці студентів та проаналізовано його відповідність положенням етичного кодексу Українського психологічного товариства, Європейської асоціації психотерапії та Американського психологічного товариства.

Ключові слова: мовленнєвий стиль, семантичні маркери, комунікативна поведінка, етичний кодекс.

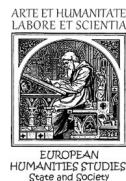
JULIA COŚ. Style językowe w podejściu społeczno-psychologicznym. W niniejszym artykule zostało przeanalizowane pojęcie „stylu językowego”. Rozpatrzono współczesne kwalifikacje stylów językowych osoby. Porównano cztery stylistyczne modele językowe wraz z ich markerami semantycznymi. Ponadto opisano również etapy badań nad stylami językowymi w zachowaniu komunikacyjnym studentów i przeanalizowano jego zgodność z przepisami kodeksu etyki Ukraińskiego Towarzystwa Psychologicznego, Europejskiego Stowarzyszenia Psychoterapii oraz Amerykańskiego Towarzystwa Psychologicznego. **Słowa kluczowe:** styl językowy, markery semantyczne, zachowanie komunikacyjne, kodeks etyczny.

ЮЛИЯ ЦЕСЬ. Речевые стили в социально-психологическом подходе. В статье проанализировано понятие «речевой стиль». Рассмотрены современные классификации речевых стилей личности. Соотнесено четыре стилистические речевые модели с их семантическими маркерами. Также описаны этапы исследования речевых стилей в коммуникативном поведении студентов и проанализировано его соответствие этическим кодексам Украинского психологического общества, Европейской ассоциации психотерапии и Американского психологического общества.

Ключевые слова: речевой стиль, семантические маркеры, коммуникативное поведение, этический кодекс.

YULIA TSOS. Speech styles in socio-psychological approach. In article analyzed the notion of «Voice style». Considered by the modern classification of Voice styles of the individual. Leveraged four stylistic voice models with their semantic markers. Also describes the stages of the study of voice styles in boarding schools the behavior of students and analyzed its conformity with ethical codes of the Ukrainian psychological Society, European Association of psychotherapy and the American Psychological society.

Key words: voice style, semantic markers, thus influencing behavior, the code of ethics.



Anna Ulunova

Functional and structural aspects of civil servants' professional communication culture

Empirical research of the problem of civil servants' professional communication culture requires the building of the model of this sociopsychological phenomenon, which in turn determines the actuality of the definition of civil servants' professional communication culture aspects. Various models for studying of such sociopsychological phenomena were defined and described in the modern scientific studies. The most common and experimentally justified is the functional-structural approach which defines the functional and the structural aspects of a system.

1. THE FUNCTIONAL ASPECTS OF CIVIL SERVANTS' PROFESSIONAL COMMUNICATION CULTURE

In the functional approach a given system is observed only from an external point of view and only its relationships with other external objects are taken into consideration. Thus, the function or the behavior of a system can be called everything which can be learned about the system

without reference to its internal aspects (content) and by disregarding them (Markov, 1982).

Taking into account the fact that civil servants' professional communication culture is an invariant of civil servants' psychological culture and their psychological culture is in turn an invariant of civil servants' professional culture, the functions and the structural components of the civil servants' professional communication culture must, therefore, be defined in accordance with the functions and structure of their professional culture as well as of their psychological culture.

1.1. Approaches to determining the functional aspects of civil servants' professional communication culture in psychological-pedagogical studies

N. Kuz'minov defines the following functions in civil servants' professional culture: **gnoseological** (which provide cohesion between the civil servants' perception of their professional occupation and their actual ways of knowing and learning), **adaptive** (which create devotion to existing values and norms of previous civil servants as well as neutralization of behavior patterns formed in their previous work environment, which are incompatible with the professional culture of civil servants) and **normative** (which maintain balance in the civil servants' professional occupation system, reducing the influence of destabilizing factors in the professional environment) (Kuz'minov, 1999).

E. Selezneva noted the following functional components of the civil servants' acmeological culture which are displayed in the skills-competence system: **cognitive** (the acmeological self-consciousness which is a complex set of ideas about oneself as a self-developing subject, of oneself as an individual entity, a person and as a subject as well as the system of relations and attitudes towards oneself as a living subject), **motivational and goal-oriented** (the integrated content and dynamic processes of the acme-motivation as well as the formation and setting of goals for self-development), **emotional** (general emotional attitude towards oneself and towards one's personal values) and **operational** (the system of psychotechnologies aimed at achieving of the acme-oriented goals of self-development, including psychotechnologies for self-knowledge, self-awareness, self-control and self-correction) (Selezneva, 2005).

According to L. Nesterenko the main functional components of the civil servants' psychological culture are: **regulative** (acceptance of

responsibility for one's own actions and choices, for control over life events, for the localization of internal control, for the maintenance of good physical and mental health and also the development of moral qualities and values); **cognitive** (the development of one's own view of ways to solve problems without imitating others' approaches, searching for new ways and behavior patterns, knowledge of oneself, of one's own individual psychological characteristics, capabilities and qualities and the awareness of the role of psychology in civil servants' professional occupation); **integrative** (readiness for self-education, self-improvement, reflecting on personal experience of self-realization, the availability of personal tasks for developing positive psychological qualities that improve quality of life in general and quality of administrative activities in particular, the absence of frustration about the lack of perspectives in life), **communicative** (the possession of basic communication skills, flexibility in dealing with complex professional tasks and in the communication process, the ability to critically assess conflicting information) (Nesterenko, 2007).

According to A. Derkač civil servants' psychological culture is an integrative characteristic on the highest level of the civil servants' personality development, which is represented through the professional self-concept and includes five functional components: **diagnostic** (the acquisition of psychological information for problem solving in civil servants' real-life professional situations); **goal-setting** (the formation of goals or reaching of decisions for psychological self-development aimed at the optimization of psychological aspects in civil servants' professional tasks); **modeling** (defining of the self and of one's professional development process, ranging from value-orientation and motivation to their implementation in their respective professional situations); **interpreting** (analyzing one's experience of psychological self-development); **regulatory** (one's control over mental states, processes, functions, patterns of mental behavior, activities, cognition and communication as well as correction methods for personality or certain mental qualities, for the prevention and elimination of mental disorders and for methods of maintaining mental health, etc.).

Methods of connection and regulation of functional components are represented in qualitative changes in professional identity, value relationships and the realization of creative abilities in professional positions of responsibility (Derkač, 2004).

O. Davydova distinguishes the following functions of the civil servants' professional communication culture: **instrumental** (characterize professional communication culture as a social control mechanism that

allows for the receiving and transmitting of the information necessary for the realization of communicative intentions); **expressive** (help the understanding of emotions and feelings of the communication partner); **integrative** (are used to bring partners together for joint problem solving); **broadcasting** (for the communication of concrete ways to act, evaluate, make opinions and judgments); **controlling** (regulate behavior and communication); **socialization** (develop professional communication skills and culture and business etiquette); **communicative** (provide understanding between employees and allow for interaction on the basis of the general ethical principles and principals of moral behavior) (Davydova, 2003).

1.2. Authors' approach to determining of the functional aspects of civil servants' professional communication

On the basis of analysis and generalization of the functions of the civil servants' professional culture, of civil servants' psychological culture and of civil servants' professional communication culture, the following functional aspects of civil servants' professional communication culture can be defined:

- a) perceptive-analytical,
- b) broadcasting-public,
- c) regulatory-coordinative,
- d) personal and professional self-development.

The perceptive-analytical component of the civil servants' professional communication culture ensures the development of a conceptual model of the civil servants' professional occupation which is determined by the perception of another person as an object of professional psychological operations and the perception of oneself as a subject of professional psychological activities during interaction. The broadcasting-public component of the civil servants' professional communication culture ensures the transfer of professional experience (information, social values, norms, preferences, needs and motives etc.) between the civil servants as well as between the civil servants and citizens. The regulatory-coordinative component of the civil servants' professional communication culture refers to entrepreneurship, organization and self-organization of professional activities, the promotion of development of self-government, the upholding of internal regulation rules and the employees' motivation to work efficiently etc.. The component of personal and professional

self-development refers to the continuous process of realization of professional potential of a civil servant which positively influences their overall professional activity.

2. THE STRUCTURAL ASPECTS OF CIVIL SERVANTS' PROFESSIONAL COMMUNICATION CULTURE

A function, regardless from its nature, can only exist within a structure. A function realizes itself through such a structure and can be explained by virtue of the structure (Markov, 1982). In scientific research structures can be observed when the type of task being investigated requires separation of the subject of study into individual parts or elements, i.e. its components. O. Lange describes a number of related operating elements and the structure is determined by the set of relationships between these elements (Lange, 1980). Therefore, in analyzing the structure, it is important first of all to identify the relationship between its elements, i.e. how elements have an impact on one and other.

2.1. Approaches to determining the structural aspects of civil servants' professional communication culture in psychological-pedagogical studies

S. Alieva defines the following elements included in the civil servants' and municipal employees' professional culture: the **cognitive** block (knowledge required for the completion of professional tasks; the **axiological** block (organizational and administrative relations which are realized in knowledge, norms, patterns and values); the **conative** block (stable personality traits, behavior, motivation and commitment, propensity to work in public and municipal services) (Alieva, 2007).

The structure of professional culture of civil servants at customs offices which was developed by N. Kuz'minov is more extensive. This researcher defines the **cognitive** component (knowledge of professional ethics, cultural norms and requirements) and the **activity** component (regulatory-operational) in a traditional way, however, this is followed by a groundbreaking development. He expands the structure of the professional communication and adds the following components: **motivating** (positive attitude towards the profession, professional disposition, interests); **gnostical** (possession of methods and techniques necessary for understanding of the meaning of cultural norms and

requirements); **emotional-volitional** (capacity for empathy, the ability to feel satisfaction from work, creativity, randomness and responsibility); **reflexive-evaluative** (self-esteem and seeing oneself as being capable for self-development); **informative** (evident-cognitive) (Kuz'minov, 1999).

E. Selezneva had proved that the acmeological structure of civil servants' culture includes a **mental** component (acmeological mentality and acmeological mindset), a component of **values** (higher personal ideals, values and value orientations which act not as an important objective which is pursued, but as a basis for self-development and criteria for evaluation of its realization) and a **creative** component (creativity as an activity which determines an acme-oriented way of life, and creativity as a personal quality which ensures the efficiency in creativity) (Selezneva, 2005).

According to A. Derkač the psychological culture of public service employees is an integrative characteristic on the highest level of the civil servants' personal development, which is represented through the professional self-concept and includes five structural components: **axiological** (professional values and norms which are the product of the collective consciousness and culture), **social** (settings and stereotypes of cultural behavior, skills and social interaction skills that have been developed, social activity, patience with people, courtesy, diplomacy, integrity, inner dignity etc.), **psychological** (willingness and ability to reflect on mental tasks, to change personality traits and behavioral characteristics, ability of an individual to develop and use their own mental resources, ability to create a favorable situation for tasks by changing one's internal state, the ability to navigate in the intrapsychological space), **cognitive** (system of scientific psychological knowledge about people and about human social interaction and a system of adequate representations of one's own inner mental world and personal-individual qualities), **professional** (system of professional skills and competence) (Derkač, 2004).

According to M. Kalashnikova, business communication culture includes elements which are characteristic to all types of culture, namely: **cognitive** (professional knowledge and beliefs), **emotional-evaluative** (ethical norms and rules) and **activity** element (communicative competence) (Kalashnikova, 2009). O. Davydova examines the structure of civil servants' business communication culture as a unified whole composed of the following components: **motivating** (motivation to explore the culture of business communication associated with the satisfaction of needs for knowledge and the mastery of effective methods of business

communication), **cognitive** (scientific and theoretical knowledge of business communication and the role of business communication culture in the civil servants' profession), **communicative** (the leading component, as correlated with all the functions of business culture communication and reflects the complex structure of human interaction), **psychological** (psychological elements of the communication process: needs, motives, perceptions, understanding, interaction and psychological qualities of the subjects of communication: communication skills, intellect, emotions, feelings and temperament etc.), **ethical** (associated with the functions of control and socialization and includes the external form of behavior, which only becomes of part of the existing culture as a method of measurement when it is filled with moral content, it is an external expression of sincere respect towards another person and their personal dignity through willingness to help and to provide support), **reflective** (the ability to consciously monitor one's performance and level of personal development and personal achievement; the formation of important public servant qualities and characteristics such as creativity, initiative, focus on cooperation and self-confidence, the tendency for introspection, the abilities of improvisation, foresight, taking initiative and of critical and innovative reflective ability; forecasting the outcomes of actions and relationships, imagination and professionally important knowledge and skills; creative imagination as well as relevant professional knowledge and skills) (Davydova, 2003).

2.2. Authors' approach to determining of the structural aspects of civil servants' professional communication

The analysis of the structural elements of civil servants' professional culture, professional psychological culture and professional communication culture described above proves that in most classifications functional and structural approaches to invariant aspects of culture were incorrectly mixed.

On the basis of the analysis and of generalization of the structural components of civil servants' professional culture, civil servants' psychological culture and civil servants' professional communication culture the following structural components of the civil servants' professional communication culture were defined:

a) **civil servants' psychological readiness for professional communication** (as a combination of motives, attitudes, values of civil

servants on professional communication, integrated into their professional identity);

b) **psychological preparedness of the civil servants for their professional communication**, including their psychological literacy ("the basics" of the professional communication culture, mastery of psychological knowledge, abilities, skills, etc.) and competence (effective application of knowledge and skills for dealing with practical activities);

c) **acmeological invariants of the civil servants' personal professionalism in the professional communication** (as communicative skills which became personal professional qualities).

At the same time the psychological preparedness of civil servants for the professional communication correlates with the motivating-value aspect of professional communication culture which, in certain variants, had been singled out by practically all researchers in the structure of professional culture, in the structure of professional psychological culture and in the professional communication culture of civil servants. Psychological literacy and competence correlates with cognitive and instrumental aspects respectively. The acmeological invariants of the personal professionalism in professional communication correlate with creative, reflective and other aspects.

The functional components of the civil servants' professional communication culture are irreversibly unified with its structural aspects. When considering culture of professional communication public servants, the unity of functional and structural aspects can be seen as a unity of external and internal aspects.

Therefore, the functional components of the civil servants' professional communication culture (perceptive-analytical, broadcasting-public, regulatory-coordinative, personal and professional self-development) have identical structural features: psychological readiness for professional communication, psychological preparedness of the civil servants for their professional communication, including their psychological literacy and competence and acmeological invariants of the civil servants' personal professionalism in professional communication. For example, all functional components mentioned above are determined by the formation of the structural aspect, namely the civil servants' competence in professional communication.

Thus, the perceptive-analytical component of the civil servants' professional communication culture is manifested in the formation of social-perceptual and reflective, empathic abilities, which provides fast

orientation in situations of professional interaction and also provides adequate, impartial and accurate perception of the personal properties and actions of the communication partners. Understanding of the motives and emotional states of the interlocutors, their individual, social, age-related and role-related features is also provided by this component.

The broadcasting-public component of the civil servants' professional communication culture is manifested in the following indicators: formation of verbal skills (speech, rhetorical, polemical) and nonverbal skills which ensure a successful exchange of information in professional communication management based communication goals, tasks, situations and the character of the management interaction.

The regulatory-coordinative component of the civil servants' professional communication culture is manifested in the formation of gnostical, forecasting, strategic, visual-representational and etiquette skills which provide forecasting, modeling, implementation, analysis as well as evaluation of the professional communication efficiency.

The personal and professional self-development component of the civil servants' professional communication culture is manifested in the ability to adjust their personal and professional characteristics, as a subject of professional communication, based on communicative feedback and reflection.

Therefore, based on the analysis of the functions of civil servants' professional culture, their professional psychological culture and professional communication culture the following functional aspects of civil servants' professional communication culture were defined:

- a) perceptive-analytical,
- b) broadcasting-public,
- c) regulatory-coordinative,
- d) personal and professional self-development.

Based on the analysis of the structural components of civil servants' professional culture, their professional psychological culture and professional communication culture the following structural aspects of civil servants' professional communication culture were defined:

a) civil servants' psychological readiness for professional communication (as a combination of motives, attitudes, values of civil servants on professional communication, integrated into their professional identity);

b) psychological preparedness of the civil servants for their professional communication, including their psychological literacy

(“the basics” of the professional communication culture, mastery of psychological knowledge, abilities, skills, etc.) and competence (effective application of knowledge and skills for dealing with practical activities);

c) acmeological invariants of civil servants’ personal professionalism in the professional communication (as communicative skills which turned into personal professional qualities).

Functional components of civil servants’ professional communication culture are in indissoluble unity with the structural aspects. Functional aspects of civil servants’ professional communication culture have identical structural features.

The level of structural aspects of civil servants’ professional communication culture determines the development level of the functional aspects of civil servants’ professional communication culture, and the latter, in turn, characterizes the culture of professional communication of civil servants in general.

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Abstracts

АННА УЛУНОВА. Функціональні та структурні аспекти професійної культури спілкування державних службовців.

Стаття присвячена функціонально-структурному аналізу культури професійного спілкування державних службовців як інваріанта професійної психологічної культури. Функціональними аспектами культури професійного спілкування державних службовців є: 1) перцептивно-аналітичний; 2) трансляційно-публічний; 3) управлінсько-координаційний; 4) професійного саморозвитку. Структурними аспектами культури професійного спілкування державних службовців є: 1) психологічна компетентність; 2) психологічна го-

товність; 3) акмеологічні інваріанти культури професійного спілкування.

Ключові слова: культура професійного спілкування, функціональні аспекти, структурні аспекти.

ANNA ULUNOVA. Funkcjonalne i strukturalne aspekty kultury zawodowej komunikacji urzędników służby cywilnej. Niniejszy artykuł przedstawia funkcjonalno-strukturalną analizę zawodowej kultury komunikacji urzędników państwowych jako invariant ich zawodowej natury psychologicznej. Wśród zawodowej kultury komunikacji urzędników państwowych możemy wyróżnić następujące aspekty funkcjonalne: 1) percepcyjno-analityczne, 2) medialno-publiczne, 3) regulacyjno-koordynacyjne, 4) dotyczące rozwoju osobistego i zawodowego. Wśród zawodowej natury psychologicznej urzędników państwowych możemy wyróżnić następujące aspekty funkcjonalne: 1) psychologiczną gotowość do profesjonalnej komunikacji, 2) przygotowanie psychologiczne urzędników państwowych do komunikacji zawodowej, łącznie z odpowiednimi umiejętnościami i kompetencjami psychologicznymi, 3) psychorozwojowe invarianty indywidualnego profesjonalizmu urzędników państwowych w komunikacji zawodowej.

Słowa kluczowe: urzędnicy państwowi, komunikacja zawodowa, kultura, aspekty funkcjonalne, aspekty strukturalne.

АННА УЛУНОВА. Функциональные и структурные аспекты профессиональной культуры общения государственных служащих. Статья посвящена функционально-структурному анализу культуры профессионального общения государственных служащих как инварианта профессиональной психологической культуры. Функциональными аспектами культуры профессионального общения государственных служащих являются: 1) перцептивно-аналитический; 2) трансляционно-публичный; 3) управленческо-координационный; 4) профессионального саморазвития. Структурными аспектами культуры профессионального общения государственных служащих являются: 1) психологическая компетентность; 2) психологическая готовность; 3) акмеологические инварианты культуры профессионального общения.

Ключевые слова: культура профессионального общения, функциональные аспекты, структурные аспекты.

ANNA ULUNOVA. **Functional and structural aspects of civil servants' professional communication culture.** *The article is devoted to a functional-structural analysis of the culture of the professional communication of public servants as an invariant professional psychological culture. The functional aspects of the culture of the professional communication of public servants are: 1) perceptual -analytical; 2) transient-public; 3) the managerial and coordination; 4) professional self-development. The structural aspects of the culture of the professional communication of public servants are: 1) psychological competence; 2) psychological readiness; 3) акмеологические invariants of a culture of communication.*

Key words: *the culture of the professional communication, functional aspects, structural aspects.*

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Zhanna P. Virna

Social orientations of the future specialist of socionomic professions: axiological projecting dimensions

In conditions of informational and socio-cultural globalization, the role and importance of human factor grows and the strengthening of human values in all spheres of life activity appears. The rapid development of Ukrainian society raises new tasks for higher education system, first of all, as for changing the orientation of future specialists of socionomic sphere professional training, and puts forward qualitatively new demands not only to their professional knowledge and skills but also to their personal qualities.

Considering the importance of these aspects in the structure of qualification characteristics of socionomic specialties, the component of the social orientation, as a system of stable dominating tendencies of the subject that are defined in the context of effective education, must be necessarily included. Exactly orientation, as an element of the personality values structure, allows estimating events and phenomena, forming attitude of personality to oneself and to others and determining the

orientation of own actions for achieving personal and meaningful results.

In presented work we follow the definition of social orientations as psychological continuum of integrated psychological variables of social orientation and social typology of personality in such characteristics as social qualities, emotional competence and social orientation. The psychological content of the emphasized components forms the so-called "functional circle" of manifestation of social orientations of future socio-economic specialists. It is important for us to emphasize this functional integrity that enables to build axiological project of social and professional growth for the future employees in the socio-economic sphere.

The emotional competence of future employee can consistently enforce the specific actions of personality demonstrating personal intention of mental life arrangement. Just energetic and dynamic content of this structural component is specific area of general individual emotional activity. The interaction of internal and external processes of reflection and self-development of personality unfolds here. Acquiring emotional balance that is manifested in the ability of emphatic reaction, interest, concentration and mental adaptability, allows really understand the significant phenomena of mental life. Emotional competence may be considered not only as a property, but also as a main tendency which is energetic and dynamic by nature, develops and developing initiates and forms behavioral qualities of personality. In the functioning basis of emotional competence lies the mechanism of *activity*, that initiates the process of mobilization of internal capabilities of individual to resolve contradictions of objective situations of life. In general, activity is initiated by terms of specific manifestations of life, peculiarities of personality structure and level of development of its emotional sphere. The observed component of emotional competence serves as peculiar frame (base) of superstructure of other personality formations. The functional essence of its manifestation is to build *emotional balance* of human interaction with the social environment.

The functional feature of *social orientation* is manifestation of personal motivational responsibility of future socio-economic sphere specialist. Clarification of the essence of this functional feature concerns the peculiarities consideration of formed needs and motivational sphere, in which in complex hierarchical subordination the needs and interests, goals and settings, ideals and values are located. In the core of functioning of social orientation lies the mechanism of *internalization* – a complex process, which implies conscious and active perception of the surrounding world

and also active personal internal reproduction of accepted standards and values in own activity. Moreover, just this component suggests the assumption of own responsibility, interpretation of significant events as the result of own life activity. Therefore, as a whole, its functional essence will be considered in manifestation of *motivational responsibility* of future socionomic specialist.

The component of *social qualities* of future socionomic sphere specialist demonstrates psychological fact of ensuring stable and arranged qualities, which in socio-behavioral form reflect the human interaction with the social environment. Therefore, the functional essence of formed social qualities of future socionomic specialists will be considered in manifestation of *professional relevancy* which is determined by how the subject is able to freely orient and realize oneself as the subject of professional activity. In the basis of manifestation of personal social qualities of specialist lies the mechanism of *reflexivity*, which is to identify the subject with own chosen alternative perspective of activity implementation, that ensures realization of own professional skills. Professionals, who take their profession as the way of life, acquire special vision of the surrounding world, special attitude to professional objects and special qualities due to which the effective interaction with these objects is possible. Like any sphere of activity, socionomic activity provides a lot of opportunities for the development of personality potential of future specialist. For the work in the "human - human" field, it is, first of all, necessary to possess certain personal qualities (tactfulness, organization, observation, curiosity, ability to solve problems, analyze and evaluate information, etc.), to possess not only theoretical knowledge and skills, but to have abilities to catch the moods of people subtly, to understand the complex plexus of interpersonal relationships properly and desire to take the enormous responsibility on oneself. The awareness of responsibility for another, the willingness to self-sacrifice manifests the love of another is of main importance.

Accordingly, the proposed "functional circle" of manifestation of social orientations of future socionomic specialists, once more allows to confirm the position that the problem of formation of social orientations is localized into the problem of integrity development of continual value-semantic sphere, which includes informational and cognitive, operational and dynamic personality characteristics. Confirmation that social orientations are presented by set of various regulative and volitional, emotional and evaluative features, and are shown in certain personal

properties through needs and motivational and generalized semantic characteristics, defines the main dimensions of axiological project of social and professional growth of future socionomic sphere specialist.

Proceeding from the structural and functional components of social orientations of personality, respectively, such three dimensions of axiological project of social and professional growth of future socionomic sphere specialist can be outlined:

emotional and evaluative - in which human adaptation to the professional circumstances with the growing emotional competence that determines the emotional and evaluative attitude to the profession and to oneself as a professional. Emotional competence has the ability to regulate all spheres of human mental life, forming the basis for the foundation of professional identity.

This dimension of axiological project of social and professional growth of future specialist concerns the formation of emotional balance, which characterizes not only the ability to bear various emotional problems and stresses, but also promotes the successful activity implementation and is characterized by capacity increasing in emotional situation. Vectorization of emotional and evaluative dimension aimed at emotions stability manifestation, effectively reasonable stability, lack of inclination to frequent changes of intensive negative emotions and reliability in executing difficult emotional and intensive tasks. Emotional balance is defined by the ability of the subject to mobilize the capacity of own organism to overcome negative emotional reactions and states, and to transform them into emotional acceptance of another person, that is very important basis for personal tolerance. Its essence lies in activation of another to individual space of personality through understanding, empathy and assertiveness. So the ability to accept another can be viewed as an emotional perfection of personality, that person is more mature, the more able to accept others the way they are, to respect their originality and the right to be themselves. Thus, a single mechanism of emotional engagement of human to experience another forces even in primitive act to perceive any emotions, to feel certain emotions and, by E. Frome, is the condition of appearance of full interpersonal relationships in compliance with the requirements of psychological equality and self-realization. Produced emotional competence of socionomic sphere specialist gives confidence in oneself and creates readiness to accept responsibility for own actions, realizes constructive approach to the solution of various social and professional problems and satisfies the desire not to violate

the moral rights of another person by means of the ability to develop permanent sensitivity to one's feelings:

motivational and evaluative - which determines the needs and motivational vector of social and professional behavior of personality and the efficiency of personal life activity through the formation of social orientation as component of personal axiosphere, where reflects the human internal readiness to implement chosen profession and maximum realization of professional, personal and social ideals in life and professional activity.

Motivational and evaluative dimension of axiological project of social and professional growth primarily concern the system of social and values orientations, which indicate the strategic models of complete professional self-realization and determine the way of conferring the spiritual potential of society, the transformation of cultural values into incentives and motives of behavior. Social orientation reveals conscious human relation to social reality and thus defines broad motivation of social and professional conduct. We should mention the determining importance of values concerning in aspects of the formation of adequate, socially accepted behavioral reactions as the most important formation in the sphere personal consciousness growth, and therefore self-regulation of own activity. The system of recognized values focuses the worldview, beliefs and judgments into the channel of humanized attitude to the environment, promotes the most efficient development and personal self-improvement.

The values represent the higher level of human needs, consequently personal, individual needs, acquiring social significance and realizing by personality, transform into values and regulate human social behavior. Through the system of values the subjectivation of relations with the surrounding and social environment and effective interaction of personality with the world takes place. These psychological formations lead to restructuring of the entire psychological structure, changing its system of attitudes to own activity and to oneself. The formed ideals, feelings, social aspirations, social interests and estimations in its harmony arrange the social orientation of personality around the values and semantic sphere:

reflexive and evaluative - unfold the formation of specific social and professional skills, behavioral and reflexive abilities of future socionomic sphere specialist, forming the basis for productive thinking, panoramic worldview and system of humane values.

Reflexive and evaluative dimension of axiological project of social and professional growth concerns the rethinking of one's own experience by means of professional reflection, which enable to modify, improve, rethink and transform own experience of professional realization by means of social and behavioral position formation, awareness of own behavioral norms and outgoing abstractions on explication of standards and actions control estimation, selection of guidelines and activity invariants of constructive search of professional growth. In this way future specialist gets the opportunity to independently choose and develop the values system of own life coordinates and respectively to build the own life trajectory. Developed reflexion determines the tendency of continuous searching for own life models, that enables to see the logic of discovering the world in a certain substantive self-deployment. And this, in its turn, implies the formation of behavioral position in view to oneself, awareness of own norms, outgoing abstractions, thinking categories on explication of evaluation and actions control standards, selection of guidelines and invariants of search, experiencing reflexive states. This connotative position allows to reorganize available experience, which is real life material for expression of values and semantic abilities and meaningfully provides reflexive process of thinking, rethinking and effective transformation of inner circle. Personality reflexion well coincides with the analysis function of future professional activity, everyday behavior, forecasting probable results and consequences. Among its main behavioral characteristics are: detailed life plans and projects, the frequent appeal to the future events, focus on successful personal future and effective professional career.

Hence, reflexive and evaluative dimension of axiological project of social and professional growth of future socionomics specialist envisages the formation of individual ability to rebuild inadequate settings, attitudes, constructs and simultaneously the ability to socially normalized behavior and humane actions.

Vectorization of emotional and evaluative, motivational and evaluative, reflexive and evaluative dimensions of social and technological competence of the future socionomic sphere specialist confirms its understanding as psychological entity, that gives definite system for providing information, analytical and prognostic activities at all levels of management, deepen and comprehensive knowledge of objects of social work, their typology and peculiarities to work with them. The formed axiological project of social and professional growth of future socionomic sphere specialist demonstrates its professional culture including the

required skills, rules, knowledge and abilities, which is realization indicator of verbal and nonverbal communication art, ability to organize activity, to listen and to empathize, to think logically and correctly and convincingly convey own thoughts and intentions to the client, skills of self-improvement, operational activity and readiness to organizational activities with different categories of population.

At the end of the substantiation of dimensions of axiological project of social and professional growth of future socioeconomic sphere specialist, it is worth noting that the formation process of social orientations is inseparably connected with the general laws of social development and happens through the development of values and semantic orientations, connected with standards of mutual relations between humans and through standards of interaction between subject and objects of the surrounding world. The involvement of individual in society comprehensively mediates its relations with the world; the intensity of this engagement varies differently: from purely formal belonging and orientation to the full acceptance of group norms, values, rituals, leading to their assimilation as interiorization mechanisms of personality activity regulation.

Each of the proposed dimensions clearly draws the axiological project of social and professional growth of future socioeconomic sphere specialist through the outlining of such psychological aspects as: awareness of the importance of subjective significance of profession, formation of emotionally positive attitude to the profession and to oneself in this profession; active interaction with the carriers (broadcasters) of professional norms, values and behavior patterns; formation of subjective personal position concerning attitude to the social reality.

This gives grounds to assert, that the identified social orientations of socioeconomic professions students can be regarded as the property of personality, which continue after graduation to ensure the successful professional adaptation, and later on also will become the dominant factor in the professional career of these specialists, that based on emotional competence, social orientation and already formed social qualities.

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Abstracts

ЖАННА ВІРНА. Соціальні орієнтації майбутнього фахівця соціономічних професій: виміри аксіологічного проектування. Стаття присвячена теоретичному обґрунтуванню соціальних орієнтацій фахівців соціономічних професій. Центральні конструкти поданого матеріалу стосуються розкриття соціальних орієнтацій в межах побудови аксіологічного проекту соціально-професійного становлення майбутнього соціального працівника. Психологічний зміст структурних складових соціальних орієнтацій (емоційна компетентність, соціальна спрямованість та соціальні якості) відображено у функціональній цілісності їх прояву

через набуття емоційної рівноваги, мотиваційної відповідальності та професійної релевантності, що відбувається за допомогою механізмів активності, інтерналізації та рефлексивності. В межах побудови аксіологічного проекту соціально-професійного становлення майбутнього соціального працівника конкретизовано відповідно емоційно-ціннісний, мотиваційно-ціннісний та рефлексивно-ціннісний виміри, констатація змісту яких дає змогу зазначити, що процес формування соціальних орієнтацій неподільно пов'язаний із загальними закономірностями соціального розвитку й відбувається шляхом розвитку ціннісно-смыслових орієнтацій особистості майбутнього фахівця.

ŻANNA WIRNA. Orientacje społeczne przyszłego fachowca w dziedzinie socjonomicznej: wymiary projektowania aksjologicznego. W artykule zbadano podstawy teoretyczne orientacji społecznych fachowców w dziedzinie socjonomicznej. Centralne konstrukcje opracowanego materiału dotyczą przedstawienia orientacji społecznych w ramach budowy projektu aksjologicznego ukształtowania przyszłego pracownika socjalnego. Psychologiczna treść składników strukturalnych orientacji społecznych (kompetencja emocjonalna, skierowanie społeczne i jakości społeczne) są ukazane poprzez funkcjonalną jednolitość ich przejawu i uzyskania równowagi emocjonalnej, odpowiedzialności motywacyjnej i relewantności zawodowej. Na nie wywierają wpływ mechanizmy aktywności, internacjonalizacji i refleksyjności. W ramach budowy projektu aksjologicznego kształtowania się tożsamości przyszłego pracownika socjalnego odpowiednio zostały uściśnione wymiary emocjonalno-wartościowy, motywacyjno-wartościowy i refleksyjno-wartościowy. Ich porównanie pozwala zauważyć, że proces tworzenia się orientacji społecznych jest nierozzerwalnie związany z ogólnymi prawami rozwoju socjalnego. Dzieje się to poprzez rozwój orientacji wartościowo-semantycznych tożsamości przyszłego fachowca.

ЖАННА ВИРНА. Социальные ориентации будущего специалиста соционимических профессий: измерения аксиологического проектирования. Статья посвящена теоретическому обоснованию социальных ориентаций специалистов соционимических профессий. Центральные конструкты представленного материала относятся к раскрытию социальных ориентаций в рамках построения аксиологического проекта социально-профессионального становления будущего социального работника. Психологическое

содержание структурных составляющих социальных ориентаций (эмоциональная компетентность, социальная направленность и социальные качества) отражено в функциональной целостности их проявления через приобретение эмоционального равновесия, мотивационной ответственности и профессиональной релевантности, которые находят реализацию через механизмы активности, интернализации и рефлексивности. В рамках построения аксиологического проекта социально-профессионального становления будущего социального работника соответственно конкретизированы эмоционально-ценностный, мотивационно-ценностный и рефлексивно-ценностный измерения, констатация содержания которых позволяет отметить, что процесс формирования социальных ориентаций безраздельно связан с общими закономерностями социального развития и происходит путем развития ценностно-смысловых ориентаций личности будущего специалиста.

ZHANNA P. VIRNA. Social orientations of socionomic professions future specialist: axiological projecting dimensions. *The article is devoted to theoretical substantiation social orientations of socionomic professions future specialist. The central constructs of the material presented concerning the disclosure of social orientations within value construction project of social and professional formation of the future social worker. The psychological content of the structural components of social orientations (emotional competence, social orientation and social skills) reflected in the functional integrity of their manifestation through the acquisition of emotional balance, responsibility and professional motivational relevance, which occurs through mechanisms of activity, internalization and reflexivity. Within the construction project value social and professional formation of future social workers under specified emotional value, motivational value and reflexive-value measurements, a statement which enables content to note that the formation of social orientations is inseparably connected with the general laws of social development and is through the development of value-semantic orientations of a future specialist.*

Key words: social orientations, socionomic professions, future specialist, axiological projecting dimensions, development of value-semantic orientations.

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Maryna Voloshenko

Preventive and corrective work against deviant adolescent behavior and preparation for it

Problem statement. Complexity of upbringing children and adolescents has its own peculiarities and certain inconsistencies, especially in the period of social, political and socio-economic crisis. Existing problems in the country, a rise in crimes, moral decline cause different deviation among young people, particularly among adolescents, that affect their attitude towards social norms and society as a whole, their actions and attitude to themselves. A growing number of adolescents with deviant behavior indicates the urgent need for its prevention and correction by different specialists of social, psychological, educational, medical, legal and some other fields. Prevention of adolescent behavior that deviates from accepted social norms, is one of the tasks of social work.

Analysis of current research. Today there has been accumulated considerable theoretical and empirical material on the problems of deviation: the general principles of deviant behavior are highlighted (A. V. Demicheva, L. V. Kucheriavenko, T. Y. Maltseva, A. V. Nikitin and others); analyzed the possibility of correction and prevention (T. A. Androniuk,

N. M. Apetyk, V. V. Afanasieva, O. V. Dorogina, A. R. Dosin, N. Y. Zavatska, N. A. Zobenko, G. D. Zolotova, G. L. Korchova, L. M. Lynnyk, T. P. Malykhina, S. G. Nemchenko, T. K. Okushko, N. P. Onyshchenko, L. Yu. Prosandeeva, O. O. Serdiuk, I. I. Sydoruk, O. A. Udalova and others); investigated the preparation of future social workers and teachers in order to work with adolescents with deviant behavior (L. V.-V. Veilande, M. O. Malkova, I. M. Ostrovska-Bugaichuk, N. P. Pykhtina, M. M. Yaroshko and others).

Purpose of the article according to the results of the survey to analyze the need of future social workers for special preventive and corrective work training against adolescent deviant behavior.

Presentation of the basic material. Prevention and correction is an integral part of social work, the nature and specificity of which is disclosed in numerous scientific studies. Thus, prevention of deviations the scientists viewed as a "process of elimination and neutralization of social conditions and factors causing deviation ..." [2; P.7]; "A set of social, pedagogical (educational), medical and psychological and legal measures aimed at identifying and eliminating the causes (conditions) that promote deviant behavior among adolescents" [1; P. 10-11]; "The set of purposeful collective and individual effects on the mind and subconscious of the students ... forming their skills and habits of moral behavior in order to develop immunity to the negative influences of the social environment, the prevention of juvenile antisocial orientation, their anticivil behavior and attitude adjustment to the surrounding reality in the process of reeducation" [7; P. 10].

As for adolescent deviant behavior correction, N. P. Onyshchenko determines it as "Continuous process of short-time effects designed to detect, and reduce negative deviations in the behavior of the students" [6; P. 10]; According to T. Okushko "somehow planned and organized educational process, implemented with teenagers aiming to not only correct existing abnormalities in behavior but also the creation of preconditions for the further development of their positive socialization and integration into society" [5; P. 16]; S. Nemchenko determines as "systemic joint activity of teacher and senior high school student regarding leveling and overcome this behavior, the formation of the ability to solve problems that arise in real-life situations, using knowledge, skills, life experience" [3 .; P. 8].

Thus, preventive and corrective work against adolescent deviant behavior is understood as type of professional activity of social

workers aimed at correcting existing and prevent possible deviations in the behavior of adolescent enhancing its social adaptation, which includes: reorientation of her/his motivational sphere and values; disclosure of personal potential; expansion of social relations; creating a positive social experience; involvement in the implementation of social standards. Preventive and corrective work also involves preventing the transformation of deviant behavior among adolescents into criminal.

Functions of preventive and corrective work against adolescent deviant behavior are:

- diagnostic – studying personality of the pupil/student: one's age and mental characteristics, abilities, one's state of physical and psychological health; the degree and direction of microenvironmental influence; structure of the educational community; the nature of group interaction;
- organizational – organization of socially significant activity in an open environment, entering of an adolescent into it as an active subject; coordination and intermediary – coordination of the efforts of all medical, cultural, sport, legal institutions, public and charitable organizations, the team of teachers and students in the joint resolution of the social formation of an adolescent;
- preventive – the use of special legal, juridical, psychological and pedagogical mechanisms of prevention and correction of negative effects capable to have anti-pedagogical impact on protection of the rights of the child;
- prognostic – prediction of development of the personality during training; conflict preventing and protective – warnings and conflict resolutions in groups of pupils, teachers, in families, etc.;
- psychological support – assistance in the solution of personal problems, removals of a nervous tension, a status of uneasiness, different types of “complexes” by means of psychocorrectional and other influence methods [4 ; P. 4].

Thus, preventive and corrective work against adolescent deviant behavior is rather peculiar variety of social work, requires, in our opinion, special training of social workers for such operation. For verification of this assumption it was carried out pilot diagnostic of operating social workers by means of specially developed questionnaire. There were selected 10 social workers of Odessa City Center for Social Services for the Family, Children and Youth (OCCSSFCY); 10 social workers from “Road to the Home” (“Shliakh Dodymy”), charity fund (RH) and 8 social workers

from “Live Hope” (“Zhyva Nadiya”), charity foundation (ZhN). In total 28 social workers took part in questioning. The choice of respondents was realized according to the criterion: experience of practical operation with clients of social services.

On the basis of own self-assessment respondents shall answer 12 questions of the questionnaire.

The first of them provided instructions of the name of establishment in which the respondent works. The second question of the questionnaire isn't enough to define work experience of respondents in social services. The received data are provided in Table 1.

Table 1.
Results of determination of work experience of respondents – social workers

	OCCSSFCY		“Live Hope” (“Zhyva Nadiya”)		“Road to the Home” (“Shliakh Dodomy”)		Total	
Less than 1 year	2	20%	0	0%	0	0%	2	7,2%
from 1 to 3 years	6	60%	1	12,5%	1	10%	8	28,7%
from 3 to 5 years	0	0%	3	37,5%	1	10%	4	14,2%
from 5 to 10 years	1	10%	2	25%	6	60%	9	32,2%
More than 10 years	0	0%	2	25%	2	20%	4	14,2%
Difficult to answer	1	10%	0	0%	0	0%	1	3,6%

The third question was sought to identify qualifications gained by social workers. Proposed by the respondents chose the response options are: specialist in social work – 10 (32.1%); social teacher – 4 (14.3%); psychologist – 4 (14.3%); lawyer – 4 (14.3%); another answer – 7 (25%). Among other responses there were also the following qualifications mentioned: rehabilitation specialist, sociologist, social journalist, assistant teacher, volunteer.

According to the fourth question, respondents indicated whether they have practical skills in working with adolescents deviant behavior. 23 respondents out of 28 (82.1%) gave a positive response and 5 (17.9%) – gave a negative response. Among those who responded negatively to this question there are three lawyers, one social work expert and one social pedagogue (all of them are working in OCCSSFCY).

The fifth question involved identifying opportunities for gaining practical working skills (concerned those who responded positively to the fourth question). Possible answers were: A) during study in high school; B) through training in social organizations, professional development; C) independently, as a volunteer; D) directly in the course of professional activities in social institutions; E) your answer. Respondents had an opportunity to choose several answers (responses given are summarized in Table 2).

Table 2.
Results of identifying opportunities for gaining practical working skills by social workers

	OCCSSFCY		“Live Hope” (“Zhyva Nadiya”)		“Road to the Home” (“Shliakh Dodomy”)		Total	
A	1	20%	3	37,5%	0	0%	4	17,4%
B	1	20%	2	25%	2	20%	5	21,7%
C	0	0%	5	62,5%	3	30%	8	34,8%
D	3	60%	4	50%	7	70%	14	60,9%
E	1	20%	0	0%	1	10%	2	8,7%

Giving their own answer, the respondents – social workers, noted that the practical working skills were directly acquired in the course of professional activities, working with adolescents because of life experiences etc.

The next question, “Have you ever come across within your professional activities with adolescent deviant behavior?”. Positive response was given by 23 (82.1%) respondents, negative – by 2 (7.1%). 3 (10.8%) social workers almost haven’t work with adolescent deviant behavior.

The seventh question involved the determination of social workers’ opinion regarding personally and professionally important qualities necessary for working with adolescents deviant behavior. Respondents referred to such qualities the following: the ability to find contact with adolescents, seriously treat their problems, tolerance, education, listening skills, patience, knowledge of psychology, kindness, empathy, honesty, altruism, patience, openness, working skills in treating ‘difficult’ children, empathy, critical thinking, professionalism, communication

skills, dedication, desire for learning, humanity, temperance, integrity, competence, determination, wisdom, be a role model. As you can see, the answer mentioned covers not only personal and professionally important qualities necessary for social workers to manage with adolescents deviant behavior but also certain knowledge and skills.

The eighth and the ninth questions were closely related: "Do You have within your professional activity to perform corrective and preventive work against adolescents deviant behavior?", "If yes, please indicate which functions within corrective and preventive work directed against adolescents deviant behavior are implied by you." It was found that 18 of 28 respondents, representing 64.3% of respondents perform corrective and preventive work against adolescents deviant behavior. They pointed out the following functions within this work: consulting, support, training and corrective classes, developing and organization of the events, conducting research among the target group, conversation with adolescents, art-, fairy-, dance, movement therapy, psychological support, social and pedagogical consulting, help in overcoming bad habits, prevention of negative phenomena. 6 respondents (21.4%) are not to perform corrective and preventive work within their activity, and four (14.3%) – almost not necessary to carry out such work.

The tenth question "Do you consider yourself prepared for the implementation of corrective and preventive work with adolescents deviant behavior?" The following answers were given: definitely prepared – 4 respondents (14.3%); more prepared than do not – 16 respondents (57.1%); difficult to answer – 6 respondents (21.4%); more unprepared than prepared - 2 respondents (7.2%); not prepared – 0 respondents (0%).

As it can be seen from the responses to this question, the majority of respondents consider themselves most prepared to implement corrective and preventive work against adolescents deviant behavior. Besides there are any certain visible dependence of such a response from working experience in the social services. For example, the choice of the variant "difficult to answer" were made by respondents with short (half a year, year) experience as well as with long enough working experience (7 years), and the answer "definitely prepared" was given by the respondents with experience from two to eleven years.

The eleventh question "In your opinion do future social workers need special training to interact with adolescents who have deviant behavior and to implement corrective and preventive work against adolescents deviant behavior?" Without exception, respondents gave positive answer.

As for the twelfth question of the questionnaire, the respondents had to specify how exactly, in their opinion, should be special training of future social workers towards corrective and preventive work against adolescents deviant behavior carried out. Among the proposed options in the questionnaire the views of respondents have been as follows (one could choose multiple answers): directly during study in high school – 17 (60.7%); by advance training – 13 (46.4%); independently, as a volunteer – 13 (46.4%); in the further professional activities in social institutions – 18 (64.3%); your own answer – 5 (17.8%);

Conclusions. Analysis of the received answers indicates a need for special focused training of future social workers for corrective and preventive work to prevent adolescents deviant behavior. Such training should be carried out primarily during the study in higher educational establishments, in the further professional activities of social workers in social institutions and in the future by advance training and self-education, volunteering etc. This conclusion requires qualitative new approaches to the organization of training of specialists in higher educational establishments, including improving its practical component, including games and skills development workshop that are aimed at forming practical skills and abilities of preventive and corrective work directed on prevention against adolescents deviant behavior.

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Abstracts

МАРИНА ВОЛОШЕНКО. Профілактично-корекційна робота с девіантною поведінкою підлітків і готовність до неї. У статті розкрито сутність і функції профілактично-корекційної роботи з девіантними підлітками як різновиду соціальної роботи. Проаналізовано результати анкетування працівників соціальних служб, які підтверджують необхідність спеціальної підготовки майбутніх соціальних працівників у ВНЗ до виконання профілактично-корекційної роботи з підлітками, чия поведінка відхиляється від суспільних норм.

Ключові слова: підліток, девіантна поведінка, соціальна робота, профілактично-корекційна робота.

MARYNA WOŁOSZENKO. Profilaktyczna praca korekcyjna z nastolatkami zachowania dewiacyjnego i przygotowanie do niej. W artykule wyjaśnione sedno i funkcje profilaktycznej pracy korekcyjnej z

nastolatkami dewiacyjnymi jako rodzaju pracy socjalnej. Przeanalizowane wyniki ankietowania pracowników służb socjalnych, którzy potwierdzają konieczność specjalnego przygotowania przyszłych pracowników socjalnych na uczelniach do wykonania profilaktycznej pracy korekcyjnej z nastolatkami, czyje zachowanie odchyła się od reguł społecznych.

Słowa kluczowe: *nastolatek, zachowanie dewiacyjne, praca socjalna, profilaktyczna praca korekcyjna.*

МАРИНА ВОЛОШЕНКО. Профилактико-коррекционная работа с подростковым девиантным поведением и подготовка к ней. В статье раскрыты сущность и функции профилактико-коррекционной работы с девиантными подростками как разновидности социальной работы. Проанализированы результаты анкетирования работников социальных служб, которые подтверждают необходимость специальной подготовки будущих социальных работников в ВУЗах к выполнению профилактико-коррекционной работы с подростками, чьё поведение отклоняется от общественных норм.

Ключевые слова: *подросток, девиантное поведение, социальная работа, профилактико-коррекционная работа.*

MARYNA VOLOSHENKO. Preventive and corrective work against deviant adolescent behavior and preparation for it. In article disclosed the nature and function of preventive and corrective work with deviant adolescents as well as the variety of social work. Analyzed the results of a survey of social workers, which confirm the need for special training of future social workers in universities to preventive-correctional work with adolescents, whose behavior deviates from social norms.

Key words: *teen, deviant behavior, social work, preventive-correctional work.*

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Natalia Zabolotna

Cognitive styles in the context of learning activity of students

Issue statement. On the background of intensive implementation of information-communicative technologies, the issue of the style phenomenology for solving educational tasks comes to the fore. Present-day education is guided by the values and importance of competency thus makes the call for teaching ways that are topical from the perspective students become subjects in accordance to their own cognitive activities.

Nowadays, the rapid changes in society and future education require not only world lore as the eventual educational outcome but personal concern about knowledge that is formed on the ground of critical treatment of information. Resolving the like tasks develops the necessity of multifunctional implementation of different storage medium. The use of diverse forms and degrees of intensity of information-communicative technologies increases information realm which enables cognitive processing to a mighty degree. Besides it guarantees the students to have a potential advantage with the aim to mainstream intellectual activity. However, potentialities may not become realities if a student

does not have corresponding cognitive approaches which enable him to select, adapt and code information effectively. The necessity to take into account personal-psychological peculiarities of an intellectual activity of a student appears. It becomes a kind of arrangement of interpersonal behaviour between the objective and communicatory medium. No less important is the issue of strategy and tactics research that is used by students in the process of knowledge assimilation which can be considered as specific-individual means of cognitive activity organization.

The review of recent researches and thematic publications. A review of the researches indicates that cognitive-educational realm and specific individual ways of information learning in particular are the very important index of intellectual activity control that directly affects grades rate at college. Besides it is a factor which proximately forms specific individual approaches of mastering

a profession and models possible styles of interpersonal behaviour (D. Kolb, James F. McKenney, M. O. Kholodna, V. A. Kolha, Craig R. Stenberg, M. S. Yehorova, I. P. Shkuratova).

The conceptual principles of the research on cognitive-style issue are closely connected with works of R. Hardener, Donald Kagan, Duard G. Kleyn, Gordon Allport, H. Witkin. The matter of cognitive-style influence on different behaviour patterns of a person are extensively studied by O. H. Asmolova, V. Kolha, Eilat Gordin Mastwilisker, O.V. Libin, I. M. Paley, M. V. Smirnov, Y. T. Sokolova, M. O. Kholodna, I. P. Shkuratova, A.L. Yuzhaninova and others. The general idea of a personal unique character and specific firm conviction in all particularly individual ways of reality treatment is of main concern for cognitive-style researches. The matter of cognitive styles is the object of study of two facets of science: cognitive psychology and individual psychology. The research on personal style arrangement was first carried on by Alfred Adler and G. Allport, the representatives of the psychological analytical school. The peculiarity of foreign research is empiric approach to the study of cognitive-style phenomenon. The researchers who developed style approach (V. A. Kolha, I. M. Paley, M. O. Kholodna and others) were concentrated on theoretical demonstration of the part, role and importance of style in the integrity of a personality which is still developing, as well as on the subject of an activity. They studied development of style peculiarities in the form of integral individuality in accordance to the notion of

“individual style of activity” (Y. O. Klimov, V. S. Merlin, V. O. Tolochek and others). Psychologists distinguish various cognitive styles and their characteristics. The principle of their differentiation is the peculiarities of perception, notions formation, classification, decision making or on matter reflection.

The purpose of the research is to compare the peculiarities of style characteristics of an intellectual activity, field-dependent or field-independent cognitive styles of Mathematics School and Arts School students in particular.

Basic research presentation. Since 50s of the 20th century there have been fundamental changes in psychology that led to acknowledgement of the right and ability of a person to be an active subject of personal life-sustaining activity. That means a person can independently choose values and keep to them, to manage one’s own professional activity and life in general in one’s own way. Personalization of new estimation of a personality and its attitude toward social medium has been realized in style differentiation. In cognitive psychology the phenomenon of “style” was introduced as cognitive styles and cognitive controls (Broverman, Kagan, Witkin, Godenough), in socio-psychology and psychology of management it is presented as leadership styles (Fiedler, Levin, Likert, Tannenbaum), in sociology it acts as life styles and behavior styles (Levin, Barker), in labour psychology it is called individual activity styles (Klimov, Merlin).

H. Vitkin, R. Hardener and James Kleyn interpreted cognitive styles (controls) as steady symptom-complexes, personality-determined, individual and age-determined in cognitive activity.

Currently on the matter of styles, cognitive in particular, the following key principles can be distinguished:

1. A personality’s success (either social, or professional, or educational) is determined not by particular characteristics, but by their implementation into a special psychological system.
2. Persons with different individual characteristics are potentially equal as to adjustment to social medium.
3. Style forming can happen both spontaneously, as well as purposefully; it can be a consequence of subconscious arrangements as well as conscious regulating.
4. Psychological style arrangements appear through integration of individual characteristics that leads to coming forward and

- developing some of them, replacement and liberalization of others and eventually compensation of less-developed characteristics.
5. Style essence is such arrangement of personal individuality, energy, inner and outer activity by a human oneself that brings to successful managing obstacles, effective resolving social tasks having limited resources.
 6. Specific to a personality style allows not only to resolve of social tasks effectively but to bring satisfaction, as well as to work sparing less psycho-physiologic energy, to save professional health and longevity.
 7. The difference of individual styles of people does not prevent their common social activity and their effective cooperation [4, 35].

Let us consider cognitive style field-dependent, field-independent closely. The notion of differential field was introduced by H. Vitkin who defined it as bipolar dimension of a personality characteristic within the notion of field-dependence (FD) and field-independence (FID) [11]. The tendency to control visual field by virtue of relying on inner personal experience and to separate a part from a complex form was defined as field-independence; but the tendency to rely on external visual field and to undergo difficulties while distinguishing parts from integral whole was defined as field-dependence. Quick distinguishing a simple form from a complex one is a characteristic to field-independent style, while slow distinguishing is common for field-dependent style. Field-independence appears in analyticity of cognitive images: habitus to specify one's own cognitive impressions. Field-independence style of typical behaviour is distinguished by structuring and arranging semantic information: representatives of this pole can structure any text better; their synopses are distinguished as rather distinct and clear [9]. Field-independent come out of pressure of external interrelations, perceive and work over stimuli irrespective the context, so they are capable to separate the form from the background quickly and safe-perceptively. The researches of K. Jackert and R. Bugner identified the influence of evident field-dependence and field-independence style on educating process. Especially it concerns assignments which are related to perception [1, 98]. K. Klaus believes that at very early stages of ontogenesis this style takes part in structuring inner representations of visual impressions. It may come in useful for individual adjustment

to the received sensitive experience, its semantic adaptation and use in the thinking activity, thus for spiritual evolution of a child in general [1, 100]. This cognitive style makes an essential influence on behaviour of a person in the realm of communication. In their researches H. Vitkin and D. Gudina found out that field-independent individuals mainly try to distance themselves while speaking, demonstrate less inclination to reveal their feelings and traits of character in the conversation; show less sentimentalism to different kinds of social hints and display worse memory countenance [10].

Research methods and the outcome of the study. An attempt is made to compare and analyse the peculiarities of cognitive-style field-independence, field-dependence of the students of different University Schools.

For recognizing style characteristics of mental power the psychognostic methods of “Included men” by Owen K. Gottshald were used. The methodology was applied for experimental study of the cognitive-style field-dependence field-independence. The measurements: overall time of all tasks fulfilment (min.); total number of mistakes; proportion between the number of correct answers and time of test fulfilment, shown as efficiency (index FD/FID); integral test rating (overall time spent on test doing and doubled sum of mistakes number and skips).

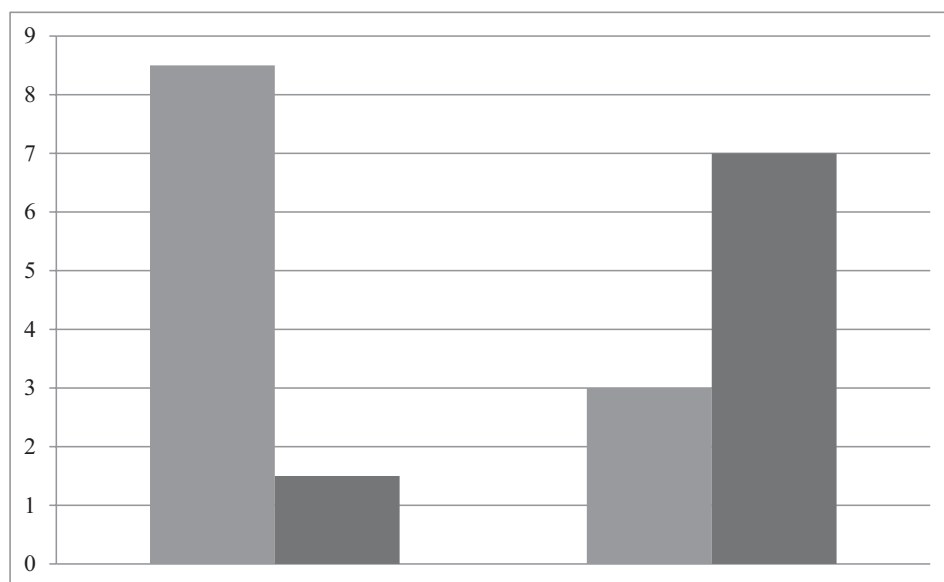
University students of “mathematics” profession (Sciences School) and of “psychology” profession (Social Sciences School) took part in the experimental study. Selection made up 47 people.

The average performance of the cognitive-style field-dependence,

Table 1.

The average performance of the cognitive-style field-dependence field-independence and ‘impulsivity-reflexivity’ property displayed by students of Sciences School (SS) and Social Sciences School (SSS)

School	Field-dependence, field-independence			
	ITI	Mistakes number	Time (min.)	IFD / FID
SS	23,2	7,4	8,4	2,8
SSS	29,5	7,7	14,1	1,7



Picture1. Proportion between the students which belong to different style groups of the cognitive-style 'field-dependence, field-independence' of Social Science School and Sciences School according to Owen K. Gottshald.

field-independence of the participants from Sciences School and Social Sciences School is given in table 1.

The two groups of students of different University Schools show differences according to the cognitive-style index "field-dependence, field-independence": there are slight differences as to the average number of mistakes (7.4 and 7.7 respectively) and there are great differences as to the time spent on test doing (8.4 and 14.1 respectively). Critical difference is observed in integral test index as well (ITI) (23.2 and 29.5 respectively). Consequently, the students of "psychology" profession made almost the same number of mistakes as the students of "mathematics" profession, nevertheless they spent twice more time on quiz doing.

In the student group of Sciences School according to the FD/FID index (which is productivity as a proportion between the number of correct answers and time spent on quiz doing) field-independent students turned out to make up 70% and field-dependent students make

up 30% out of the total number of students.

In the student group of Social Science School according to the FD/FID index field-independent students make up 15% and field-dependent students make up 85% out of the total number of students (picture 1).

Besides every participant of the study experiment was offered a "differential- diagnostic questionnaire" (Klimov Y. O.) that shows advantages in profession choice (according to Y. O. Klimov typology: "man-nature", "man-mechanic", "man-man", "man-sign", "man-artistic image"). The participant should choose one option of the suggested pairs. The number of pairs is 20. The outcome: rating of choices on every type of profession.

The students of Social Science School in their majority chose the profession of "man-man" type (65%). Taking into consideration that the major part of this sub-group is field-dependent, we can suppose field-dependent people are more attentive to social factors, they are more sensitive to social influences, more embarrassing in communication, they are less aggressive thus resolve conflict situations easier [5].

Most of above listed characteristics are essential for representatives of the "man-man" profession, as "the most important qualities of the representatives of this type of profession are emotional determination of the psyche, watchfulness referring emotions and behaviour display, ability to imagine and model the inward man mentally, empathetic range, tolerance and forgiveness while witnessing outrageous behaviour situations, unusual outlook or way of thinking of a stranger" [3].

The students of Sciences School gave preference to the "man-sign" profession (58%) and the "man-mechanic" (63%).

Most of the rates of the group are field-independent people. Field-dependence in these people is expressed by means of a tendency to structure and combine information they get, by ability to overcome visual field and to structure it. A person with a high index of field-independence has a nice opportunity in distinguishing, segregating a situation as well as distinct and quick taking apart the elements of entire field. All these qualities are necessary to make clear way in the identifying code, language system (both natural and artificial) [2].

Standards set up for perfect developing of productive memory, ability to manage technical drawings, different schemes and charts are predominant characteristics of the cognitive-style field-independence in the students of Sciences School. It is proved by the experiment that

“cognitive images of field-independent people are more movable which resulted in high effectiveness of the tasks done by students involving nonlinear restructuring. Field-independence correlates with the tendency to structure and combine received information” [7, 63].

The dominating part of field-independent in the group participants in the study experiment of Sciences School students agrees with the other data. The well-known fact is field-independence appears in interpersonal relations. Field-independent people are more self-sufficient, they live a consistent way of life, express a low level of social interest to other people, they display more aggressive, more impartial approach to a problem, they are resistant to the situations of distracting, they are more critical, self-supporting, self-reliant and self-determined [6; 8], they are distinguished by joining self-control over affective states.

Characterizing representatives of “man-mechanic” type Y. O. Klimov mentions that emotional control, stability in extreme situations, an ultimate sense of responsibility, an ability to work by oneself at limiting cooperation with colleagues are prior necessities for field-independent people. Those who active, nimble, impatient and who need constant communication at work will not get contentment working with minimum companionship in this type of profession [2].

As long as cognitive styles are connected with a wide range of personal traits and particularities of social behavior their expert studying and further learning opens potentialities for developing and even changing a personality, student in particular. Cognitive styles adjust educational abilities of a person to the calls of its present-day medium which is exceptionally important for professional training of students against the background of unstable life and constant adjustments in all realms of life of the society.

Conclusions. Awareness of cognitive styles of intellectual activity of students opens the way to purposeful forming competency and skills of arrangement assimilation of educational information. Researching relations of the cognitive styles with personal qualities in the individual structure of a student forms possibilities of perception peculiarities of creating objective and diverse world view by a student. In its turn it allows making the learning process more individual and eventually brings its effectivity.

Close study of cognitive styles of students of different schools has proved there are more field-dependent students in the sub-group of

students learning psychology, and there are more field-independent students in the sub-group of students learning mathematics (according to Owen K. Gottshald). The students learning psychology made almost the same number of mistakes as the students of Sciences School, nevertheless they spent twice more time on quiz doing.

Choosing occupations students learning psychology preferred a profession of the “man-man” type, which has requirements that agree with the qualities of field-dependence. The group of students learning mathematics more often chose the professions of the “man-mechanic” and “man-sign” type, which have the requirements that agree with the qualities of field-independence (according to Y. O. Klimov’s methodology).

Therefore in accordance with the findings of the research we can make a conclusion as to existence of interrelation between the cognitive-style “field-dependence”, “field-independence” and the type of profession chosen by the students of different University Schools.

Every student has a great creative potential. To put it into practice it is important to select such ways of arrangement of educational process that would take into account either the general laws of cognitive development or the laws of individual peculiarities of information assimilation, or cognitive possibilities of every participant of the process, considering their ways of cognitive functioning.

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Abstracts

НАТАЛІЯ ЗАБОЛОТНА. Когнітивні стилі в контексті навчальної активності студентів. У статті розглядаються стилеві характеристики інтелектуальної діяльності, здійснено детальний аналіз особливостей когнітивного стилю «полезалежність-полenezалежність». Подано результати емпіричного дослідження когнітивного стилю «полезалежність-полenezалежність» та вибору типу професій у групах студентів різних спеціальностей університету.

Ключові слова: когнітивні стилі, полезалежність-полenezалежність, типи професій.

NATALIA ZABOŁOTNA. Style kognitywne w kontekście działalności edukacyjnej studentów. W niniejszym artykule przedstawiono cechy stylowe działalności intelektualnej, przeprowadzono dokładną analizę właściwości stylu kognitywnego stylu «polezależność - poleniezależność». Zaprezentowano również wyniki empirycznego badania stylu kognitywnego stylu «polezależność - poleniezależność» oraz wyboru typu zawodów w grupach studentów z różnych kierunków.

Słowa kluczowe: style kognitywne, «polezależność – poleniezależność», typy zawodów.

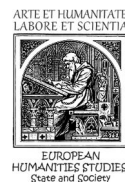
НАТАЛИЯ ЗАБОЛОТНАЯ. Когнитивные стили в контексте учебной деятельности студентов. В статье рассматриваются стилевые характеристики интеллектуальной деятельности, де-

тально проанализированы особенности когнитивного стиля «полеза-
висимость-поленазависимость». Представлены результаты эмпи-
рического исследования когнитивного стиля «поленазависимость-по-
леназависимость» и выбора типа профессии студентами разных
специальностей университета.

Ключевые слова: когнитивные стили, поленазависимость-полена-
зависимость, типы профессий.

NATALIA ZABOLOTNA. **Cognitive styles in the context of learning activity of students.** *The work explores characteristics of the style of intellectual activity, reseaches in details the peculiarities of cognitive style "field-dependent and field-independent". The outcome of the empiric examination of the cognitive-style "field-dependent or field-independent" as well as the results of profession choice by the students of different Schools of University is presented.*

Key words: cognitive styles, field-dependence, field-independence, types of professions.

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Vitaliy Zaika

Initiation of personal transformations as possibility of manifestation of man`s freedom

The state of crisis that characterize the development of modern society and civilization needs a more precise studying. "Evolution in development of the person is presented by alternation of resistant (stages) and transitional (unstable) states" [2]. So I.P. Manokha specifies that during certain periods of human life there are moments "to answer to own being" which have a certain measure of intensity, uncertainty and actualize a need to act. They are defined as "critical conditions of being" and are absolutely natural, "as criticality - an intrinsic sign of life of the person, as well as being in general" [3, page 239]. Critical conditions of being of the person need in overcoming of contradictions of development to what certain strategies and tactics of behavior which lead to self-change of the personal sphere are applied. For R. May: "The suffering is a method of the instruction by the nature of wrong installation or behavior, and for the objective and not egocentric personality any moment of suffering is opportunity for growth" [5, page 164]. Such experiences are capable to transform an interior completely. The person who does not feel mental anguish is not capable to grow. And having only passed through his own difficulties of life, a person can understand the real values of human life and its sense. "It is about the highest personal sense for which the person who saw stars over himself always strove and felt

presence of the moral law at himself" [2, page 23].

Initiation of personal changes of the person is especially individual phenomenon which has the regularities, features of development and a certain resulting effect. The first attempts of initiation of own changes of the individual are traced at initial stages of ontogenesis when age crises start being solved. During these periods of development the ability to alter the mental sphere is formed, adapting to requirements of the environment. Changes which happen during the solution of age crises are well-known and carry the name of "new growths". Their emergence promotes elimination of a condition of crisis and opens prospects to the subsequent development of the person. The same happens to the identity of the person in the time of so-called substandard crises which are unexpected and unnatural. But acquired in previous years of developments certain models of initiation of personal transformations give possibilities of application them in actual situations of life. For expansion of sides of understanding of the specified phenomenon and use of the gained knowledge in practice, it is necessary to take out it from limits of single to the space of its general essence. As I.P. Manokha specifies, in a paradigm of studying of potential of individual being of the person "... establishment and definition of typological signs of expansion of the individual world "Me" in the total of its semantic and dynamic characteristics is necessary" [3, page 245]. Exactly for this purpose, in our opinion, it is necessary to apply a typological method of studying of ability of the person to initiate personal transformations in the conditions of overcoming of critical conditions of being.

Application of the specified method is possible on the basis of synthesis of the following theoretical provisions: 1) subject approach to the personality who adapts (G. O. Ball, E. V. Vittenberg, E. K. Zavyalova, O. G. Maklakov, A. A. Rean, O. A. Reznikova, O. G. Solodukhova, etc.) [7]; 2) initial psychology which is based on the basis of "new personal experience" generation (K. Durckheim, M. Gippius). [1]; 3) the cultural and historical branch of psychology (L. S. Vygotsky, A. M. Leontyev, O. R. Luriya) in which the individual consciousness depends on the history of development of culture and society of world around; 4) monistic concept of multidimensional development of the personality of V. F. Morgun [4].

We offer to consider that certain types of the personality are predetermined by socially historical prerequisite of their formation. Let's call them typological models of initiation of personal transformations, recognizing that concept initiation (from Latin *initium* - the beginning)

means establishment, assistance to emergence or development of something. Respectively, any critical situations in life of the individual demand from them a search of ways of overcoming, establishment of control over a situation thanks to which the person realizes and solves one's own problematic, changes one's status and rises by the other step of his development. And formation of initial type of the personality happens in the course of its ontogenesis, during the solution of difficult situations in life. As it is known from history of primitive cultures, initiations happened with attraction of all social environment of the individual and surely demanded observance of a certain ritual or a ceremony (traditional actions which accompany important points of human life). Most of those, except for the ones of multidimensional sacral sense, were carrying out psychological function of signs, "incentives - means" which were used for entry of the person into a new social role and mastering it [8]. In the subsequent socialization, rituals interiorize, become unconscious and become a fundamental principle of the formation of the initiating types.

A variety of application of primitive and modern rituals in different spheres of human life can indicate the psychological importance of the symbolical collective experience presented in mankind's mentality. But for us the rituals which bear function of the transformation of the personality are interesting. It is possible to distinguish initiation rituals from them. So initiative ritual symbolizes death of the former person and the birth of new, allocated with knowledge and the highest wisdom. Different stages of initiative game serve for a social objectification of change of the person and for an interiorization of access to new mental depths through test with strong numinous coloring [6; 9]. This transition happens usually in three stages which characterize a regeneration of the personality: 1) ritual of a distance from the habitual world, 2) symbolical death, 3) ritual of rebirth. The neophyte allocated with new knowledge and force, having passed test by the contact with sacral, receives the signs and privileges connected with his new social status (changing a name, a tattoo, and special clothes).

All specified tests of the person at ritual of initiation are well reflected in experience of critical condition of being. It is and a distance from public life (immersion in the inner world), and symbolical death which affects in depressive symptomatology, and rebirth with personal transformation and emergence of new opportunities of development.

In our opinion, creation of the initiating typology of the personality has its own terminology where names of types bear usual practical being meaning

which separates them from clinical options of personal manifestations and gives features of an existential orientation of the personality:

1. Existential orientations of the personality define "situational" type which is focused only on the real moment. This type is active; it looks for an exit from a crisis situation, considering the available opportunities. On the past is focused "nostalgic" type which is protecting by memories of the pleasant past from understanding of threat to the Me. The "dreamy" type of the personality postpones resolute actions for later, for the future, imagining how without serious consequences he will solve everything, but this moment can never come. The last two types belong to passive and are not productive.

2. Desire-willed experiences are a basis for such types: "avoiding" which endures the mass of the unpleasant emotions connected with the solution of a crisis situation, changing of the existing state and therefore aspires to an initiation delaying; "patient" type which having high frustration tolerance will be slowly, phlegmatically move ahead to a goal, at the same time satisfying the urgent requirements, conditions of crisis will not significantly disturb his existence; "heroic" type which on the contrary, will perceive any difficult life situation as a destiny call, and with inspiration will solve it, taking a pleasure from it.

3. On a substantial orientation of the personality it is possible to allocate types: "organizing" which directs all the efforts to management for the purpose of the solution of the problem; "socially dependent" looks for support addressing to natives, friends, experts to share the problems that leads to an emotional discharge, calm; "independent" shows independence in attempts to solve a difficult situation, aspires to a privacy in order at rest re-think about his actions, assuming all responsibility for consequences.

4. Behind the level of assimilation of initial behavior it is possible to speak about three types of the personality: "beginner" who by means of tests and mistakes looks for a constructive exit; "reproductive" having a certain experience of the solution of crisis situations, works behind a certain algorithm which he has developed, or repeats acts of people famous to him; "creative" type capable to turn a situation on his advantage and not only to solve a contradiction and to remove criticality signs, but also to derive a certain benefit from this.

5. In a form of initial activity it is possible to allocate such types of the personality: "practical" which actively looks for solutions of a painful problem, using his determination and mobility; "intuitive" who is directed

on expectation of the subsequent succession of events, the introspective attitude towards itself, attempt to see the problems in other light; "analytical" who finds the necessary decision by means of the problem analysis of crisis.

6. We added the sixth invariant of "productivity of activity" which gives the chance to track initiation of changes of the personality in dynamics. According to it, the "involutional" type is characterized by the self-striking behavior forms which reject the personality in it's development far back (alcoholism, narcotization, mental disturbances, a suicide and so forth); the "getting stuck" type cannot change the existing state in any way and leaves status quo that conducts to neurotic development of the personality; the "evolutional" type is directed on the productive solution of a critical situation which leads to its personal growth.

Conclusions. Analyzing the basic types of difficult situations (stress, frustration, conflict, crisis), in which a person can be involved in everyday life or at work, we found out that they are characterized by the signs of criticism and interfere with effective implementation of any activity. Applying the different forms of behavior for the solving of present problem, a person tries to save the state of equilibrium by transformation of situation, by adaptation to it or by escape. Experience of meeting with such situations in the past creates the proof type of reacting of personality which becomes usual for a person. We named it the initial type of personality, because it gives an opportunity to understand behavior of the person in critical situations, coming from the concept of his subjectness, initialness, multidimensionality and cultural-historical development.

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Table No 1.
Classification of ceremonies and rituals of initiation in old cultures on the basis of conception of multidimensionality of personality

1. Space-temporal orientations	2. Desire-willed experiences	3. Substantial direction of personality	4. Levels of mastering of activity	5. Forms of realization of activity	6. Effectiveness of activity
1.1. On past	2.1. Negative ceremonies that symbolize the doom of life to suffering (self-torture, abandonment from pleasures, mockery, beating, offense, bringing of victim)	3.1. Business ceremonies conclusion of agreeing, agreement, betrothing	4.1. Study ceremonies of implementation of duties of servant, novice	5.1. Active rituals of tests (implementation of exploits, ritual dances)	6.1. Regression rituals of punishment (banishment, curse, imprisonment, privation of rights, life)
1.2. On present cleansing ceremonies (ritual washing, water affusion, sometimes by blood, fumigation)	2.2. Ambivalent ceremonies of redemption, payment of mortgages, participle, confirmation	3.2. Communicative rituals of conduct of dispute, defending of own point of view, ceremonial singing	4.2. Re-creation rituals of receipt of the new or additional name, new role	5.2. Perceptive receipt of revelation of divine forces, lighting up, prophecies	6.2. Absence of changes illusive ceremonies-deceptions (there is previous status) a search of flower of fern
1.3. On future	2.3. Positive ceremonies of receipt of the special signs (clothing, tattoos, scars, pictures, amulets, objects that have a symbolic value)	3.3. Avocational ritual of temporal isolation	4.3. Creativity ceremonies that symbolize death and revival in new quality	5.3. Speaking-thinking rituals bringing into secret knowledge, truth	6.3. Improvement rituals of dedication (receipt of new social status, functions, rights and duties)

Table No 2.
Classification of initial types of personality on the basis of conception of multidimensionality of personality

1. Space-temporal orientations	2. Desire-willed experiences	3. Substantial direction of personality	4. Levels of mastering of activity	5. Forms of realization of activity	6. Effectiveness of activity
1.1. On past	2.1. Negative	3.1. Business	4.1. Study	5.1. Active	6.1. Regression
<i>nostalgic type</i> (escape in memories)	<i>avoiding type</i> (experiencing of protest, indignation, spite, irritation of opposition to the crisis)	<i>organizing type</i> (practical activity, indemnification)	<i>beginner type</i> (method of attempts and errors)	<i>practical type</i> (distraction)	<i>involutional type</i> (narcotization, alcoholism, psychosomatization, suicide, surrender)
1.2. On present	2.2. Ambivalent	3.2. Communicative	4.2. Re-creation	5.2. Perceptive	6.2. Absence of changes
<i>situational type</i> (emotional expression, acceptance of crisis)	<i>patient type</i> (keeping head, equilibrium, self-control, ideal status)	<i>socially dependent type</i> (passive cooperation, active cooperation, search of emotional support, altruism)	<i>reproductive type</i> (an acceptance of role, comparing to others)	<i>intuitive type</i> (religiousness, new interpretation of crisis)	<i>getting stuck type</i> (active avoidance, deviation, ignoring of problem)
1.3. On future	2.3. Positive	3.3. Avocational	4.3. Creativity	5.3. Speaking-thinking	6.3. Improvement
<i>dreamy type</i> (envisaged sadness, anticipated capture)	<i>heroic type</i> (relaxation, sense of humour, focusing on positive emotions)	<i>independent type</i> (self-esteem or self-accusation, solitude, isolation)	<i>creative type</i> (finding of new possibilities of existence, search of own benefit from a crisis)	<i>analytical type</i> (comprehension of crisis, problem analysis of crisis)	<i>evolutional type</i> (capture of situation, receipt of new experience, decision of problem)

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Abstracts

ВІТАЛІЙ ЗАЙКА. Ініціювання особистісних трансформацій як можливість прояву свободи людини. У статті розкрито розуміння кризових станів людини, трансформацій її особистості в результаті їх ініціювання. Представлено модель ініціюючої типології особистості на основі концепції багатовимірного розвитку особистості. Запропонована теорія може бути корисною практичним

психологам з метою виявлення особливостей самотрансформації клієнтів.

Ключові слова: особистість, криза, адаптація, суб'єктивний підхід, культурно-історичний підхід, багатовимірність, ініціація, ритуал, ініціюючі типи особистості.

WITALIJ ZAIKA. **Inicjowanie transformacji osobowości jako możliwość manifestacji wolności człowieka.** Niniejszy artykuł dotyczy rozumienia stanów kryzysowych człowieka, transformacji jego osobowości w wyniku ich przezwyciężenia i ich zainicjowania. Został w nim przedstawiony model inicjującej typologii osobowości na podstawie koncepcji wielowymiarowego rozwoju osobowości. Praca ta może być wykorzystywana przez psychologów w celu określenia specyfiki autotransformacji klientów.

Słowa kluczowe: osobowość, kryzys, adaptacja, podejście subiektywne, podejście kulturalno-historyczne, wielomiarowość, inicjacja, rytuał, inicjujące typy osobowości.

ВИТАЛИЙ ЗАЙКА. **Иницирование личностных трансформаций как возможность проявления свободы человека.** В статье раскрыто понимание кризисных состояний человека, трансформаций его личности в результате их преодоления и их иницирования. Представлено модель иницирующей типологии личности на основе концепции многомерного развития личности. Данная разработка будет полезна практическим психологам с целью выявления особенностей самотрансформации клиентов.

Ключевые слова: личность, кризис, адаптация, субъективный подход, культурно-исторический подход, многомерность, инициация, ритуал, иницирующие типы личности.

VITALIY ZAIKA. **Initiation of personal transformations as possibility of manifestation of man's freedom.** In article solved understanding crisis statuses rights, the transformation of its identity as a result of overcoming them and their initiation. Submitted by initiating the model typology of identity on the basis of the concept of the multidimensional development of the individual. This design will be useful practical psychologists with a view to identifying the characteristics of self-transformation customers.

Key words: identity, crisis, adaptation, subjective approach to cultural and historical approach, valid approach, initiation, ritual, initiating the types of cards.

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