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IMPORTANT COMPONENTS OF ADAPTATION OF INTERNATIONAL STUDENTS FOR STUDYING AT HIGHER EDUCATIONAL INSTITUTIONS

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The article highlights results of the most topical problems study in international students, which complicate their social and psychological adaptation. Typical ways of solving these problems, by students are revealed. Negative social phenomena which are common among students are determined. The level of need among international students in psychological support and the degree of its awareness was studied, the most important and interesting forms and methods of work in carrying out psychological support for them are determined.

Key words: adaptation, maladjustment factors, negative phenomena, international students, psychological support, training.

У даній статті висвітлені результати дослідження найбільш актуальних проблем іноземних студентів, що ускладнюють їх соціально-психологічну адаптацію. Виявлені типові шляхи вирішення студентами власних проблем. Визначені й описані негативні соціальні явища, що є розповсюдженими в студентському середовищі. Вивчено рівень потреби іноземних студентів у психологічному супроводі й ступінь її усвідомленості, визначені найбільш важливі й цікаві для них форми та методи роботи при здійсненні психологічного супроводу.

Ключові слова: адаптація, фактори дезадаптації, негативні явища, іноземні студенти, психологічний супровід, тренінг.

В статье освещены результаты исследования наиболее актуальных проблем иностранных студентов, осложняющих их социально-психологическую адаптацию. Выявлены типичные пути разрешения студентами этих проблем. Определены негативные социальные явления, распространённые в студенческой среде. Изучен уровень потребности иностранных студентов в психологическом сопровождении и степень её осознанности, определены наиболее важные и интересные для них формы и методы работы при осуществлении психологического сопровождения.

Ключевые слова: адаптация, факторы дезадаптации, негативные явления, иностранные студенты, психологическое сопровождение, тренинг.

These days, the number of young people receiving higher education outside the country is constantly growing. The success of studying of international students and their level of professional training to a large extent depend on adaptation in the receiving country [4], which main directions are social and cultural, social and psychological and pedagogical adaptation [2, 5, 7, 8].

Social and cultural adaptation is an active process of interaction of other culture representatives and the environment, the process of acquiring work skills and knowledge necessary for life, mastering the basic rules by the student and samples of new environmental reality, so-called phenomenon of "entering the culture" [3].

Social and psychological adaptation is the entry of international student into the system of interpersonal relations, building relationships in the group, formation of personal behavior in it [5, 7].

Pedagogical aspect of adaptation is connected, first of all, with learning rules and regulations of professional environment, adaptation to nature, content and conditions of educational process, formation of skills of independent study and research work among students.

There is a strong interrelation between the nature of adaptation evaluation to the student life and social well-being of a student: as difficult and long was the process of adaptation for students, so lower will their social well-being be [1].

The success of adaptation to a new cultural environment is largely dependent on the achievement of effective interpersonal relationships with representatives of other nation. A necessary condition for such relationships is a mutual understanding between people, which depends on the success of intercultural communication.

Under the conditions of escalation of interethnic conflicts, it becomes particularly relevant to search for ways to optimize social and cultural and social and psychological adaptation of international students to learning environment in Ukraine. An important role in this work on the part of higher education institution can be played by psychological service of the university, the aim of which is the selection and creation of the most effective methods of individual and group work with students and teachers, which should be "focused on self-development, self-actualization and self-realization of personality, which will contribute to the process of social and psychological adaptation of students" [6, p.39].

In order to identify characteristics and problems of social and psychological adaptation of international students and determine the presence and specificity of their needs in psychological support of educational and scientific psychological service of V.N. Karazin Kharkiv National University in cooperation with the Department of Language Training for foreign citizens, a research was conducted on adaptation of international

students of different University Schools (of Medicine, Geology and Geography, Philology, Sociology, History, Law, Economics, Foreign Languages, International Economic Relations and Travel Business).

Objectives of the study were:

1. To investigate the most topical problems of international students as potential factors of social mal-adjustment and typical ways of their solving.

2. To determine the prevalence of negative social phenomena among students and their structure.

3. To investigate the presence of need of international students in psychological support and the degree of its awareness.

4. To determine the most preferable for international students forms and methods of work in the carrying out psychological support.

As research methods in the work there were used: questionnaire method to collect empirical data, mathematical methods (Fisher's angular transformation, U-Mann-Whitney test) for statistical data processing.

The questionnaire, used in the study, was divided into two substantive parts: 1) topical problems of international students, basic ways of their solution, and the prevalence among students of certain negative phenomena; 2) the presence of need of international students in psychological support and the desired forms of psychologists' work.

Task was performed anonymously, respondents indicated name of the university, course, age and gender. During questionnaire 227 international students were interviewed of 1, 2, 3 and 4 courses of nine schools of V.N. Karazin Kharkiv National University.

Research results

Data analysis of the first substantive part of questionnaire - topical problems of international students, basic ways of their solution, and the prevalence among students of certain negative phenomena - has allowed to reveal structure and nature of problems in life and study of international students, and to determine the main possible solutions. Below are quantitative indicators of problem relevance of international students of five schools in which the number of respondents was statistically valid for mathematical analysis. Results of data processing for other schools, where the number of respondents was insufficient, were included in the total sample.

Group of the most topical problems, according to the estimation of international students constitute issues relating to areas such as everyday life in Ukraine, educational process, interpersonal relations with Ukrainian students. So, based on a sample as a whole, a significant majority of students consider the most relevant problems for them such as conflicts with police – 48% (Fisher's ratio test: $\varphi=3,924$; $p \leq 0,1$), understanding of educational material at the lectures – 43% ($\varphi=3,21$; $p \leq 0,1$), understanding of educational material in textbooks – 33% ($\varphi=1,754$; $p \leq 0,05$), communication with Ukrainian friends – 32% ($\varphi=1,656$; $p \leq 0,05$) of respondents.

Among topical problems international students point out problems such as organization of educational process (22%), financial problems (22%), problems of domestic nature in a hall of residence (20%) and social and cultural adaptation and personal adjustment to a new city and country (19%).

Less relevant for the total sample of international students are the following problems related to mutual relations with roommates, interaction with professors and administration of a hall of residence, etc.

A comparative analysis of topical problems of international students in schools discovered that indicators of presence of topical problems of international students from different schools have unequal distribution. The level of relevance of some problems of international students from different schools is similar (there are no significant differences between indicators): it concerns such issues as relationships in parental family, relationships in their own family, interaction with professors and social and cultural adaptation and personal adjustment to a new city and country. All other mentioned problems for international students from different schools have different levels of relevance.

Thus, the problem of conflicts with the police is significantly more important for international students in Geology and Geography School - 70%, than for international students of Medicine School – 49% ($\varphi=3,048$; $p \leq 0,1$) and the School of Foreign Languages ($\varphi=3,472$; $p \leq 0,1$). For students of the School of Law, this problem is less relevant – 12% ($\varphi=9,016$; $p \leq 0,1$).

A significant majority of international students in Geology and Geography School consider understanding of educational material at the lectures as the most topical problem – 70% ($\varphi=9,016$; $p \leq 0,1$) and in the School of Foreign Languages – 71% ($\varphi=9,171$; $p \leq 0,1$), compared with international students of the School of Law (12%), for which this problem is not significant.

The lowest level of problem relevance of understanding of educational material in the textbooks, seminars and practical classes found among international students of the School of Law (6%), while for students of Economy and Geology and Geography Schools the problem of understanding of educational material in textbooks is – 44% ($\varphi=6,76$; $p \leq 0,1$) and 40% ($\varphi=6,18$; $p \leq 0,1$) respectively, and the problem of understanding of educational material at seminars and practical classes is – 63% ($\varphi=9,468$; $p \leq 0,1$) and 65% ($\varphi=9,758$; $p \leq 0,1$) respectively are significantly more relevant and included to the most important problems of international students of these schools.

International students from the School of Medicine consider communication with Ukrainian friends as the most topical problem – 40% of respondents, a significant minority of students from Economy School – 19% ($\varphi=3,302$; $p \leq 0,1$) and Geology and Geography School consider this problem important for them – 15% ($\varphi=4,059$; $p \leq 0,1$); according to estimation of international students from the School of Law this problem does not exist at all (0%).

Thus, international students from different schools have determined a range of problems, some of which are common to most foreigners, some of which are not.

The next step of research was to study typical ways of solving existing topical issues for international students. Among the major means of solving own problems of international students, according to the general sample, the top place is independent solution of problems (70%) emerging both in learning process and in social interaction.

Significantly more international students from Law School – 94% (φ=5,897; p≤0,1), School of Foreign Languages – 92% (φ=5,339; p≤0,1) and the School of Economics – 81% (φ=3,019; p≤0,1) try to solve their problems independently than international students from the School of Medicine, where this rate is significantly lower in comparison to other schools, but is also generally high – 62%.

The next place according to the general sample as a whole are such means of solving problems as asking for help from friends from their country (65%) and from professors (63%); there are no significant differences between rates of international students in different schools.

Quite popular way to solve own problems among international students is asking for help from parents (55% of respondents according to the sample). Major quantitative indicators of asking for help from parents are determined among international students of the Law School - 76%, the lowest - among international students of the School of Foreign Languages – 54% (φ=3,302; p≤0,1).

Large majority of international students are more likely to ask for help from friends from their country - 65% than from Ukrainian friends - 52% (φ=1,867; p≤0,05), but it›s nice to note that the percentage of asking for help from Ukrainian friends also is not low. Most often international students from the School of Economics ask for help from Ukrainian friends – 88% (φ=6,527; p≤0,1), the lowest number of asking for help from Ukrainian friends is at the Law School – 47%.

Also very popular among international students according to the sample as a whole, were attempts to find ways to solve problems through literature and the Internet (52%); significant differences between rates of different schools were not found.

International students were asked to identify by 10-point scale the structure of widespread negative social phenomena among students.

The most common negative phenomena among students, according to respondents, are the Internet addiction (4.7 points), tobacco smoking (3.9 points), regular drinking of low-alcohol drinks (3.7 points) and strong alcoholic drinks (3.4 points) and problem gambling (3.2 points).

It should be noted that all prevalence indicators of negative phenomena among international students in general are not high, because assessment was held by ten-point scale.

According to the second substantive part of a questionnaire - the need of international students in psychological support and desirable forms of psychologists for them - the following results were obtained: 29% of international students find necessary the work of a psychologist at the University and in hall of residence, 35% of respondents answered in the negative, 36% of respondents found it difficult to answer this question.

These results probably reflect rather the degree of awareness of international students of need in psychological support than unwillingness to cooperate with a psychologist or negative attitude towards any type of psychological work. This is evidenced by the following results of the study of desirable forms of a psychologist at the university, according to many international students (50% and more), they noted almost all proposed in the questionnaire forms of work as useful and interesting for them. Thus, interviewed students consider necessary and interesting forms of a psychologist's work with students: group practical classes (trainings) - 59%, individual psychological counseling - 53%, seminars - 52%, lectures - 51% conferences - 46% of respondents.

Analysis of the research results allows the following conclusions:

1. International students consider the following own the most topical problems: conflict with the police, understanding of educational material at lectures and in textbooks, and communication with Ukrainian students.

2. Among key ways to solve topical problems most common for international students were attempts to independently solve them, asking for help from friends from their country, from teachers and parents.

3. The most common negative phenomena among students, according to respondents, are Internet addiction, tobacco smoking, regular drinking of low-alcohol drinks and strong alcoholic drinks and problem gambling (computer games, slot machines, casino), but in general all indicators of negative phenomena among international students are low. It is worth emphasizing the prevalence of Internet addiction among student and youth, but it should be noted that the results of our study do not allow to differentiate Internet avocation and Internet addiction, which has to become the object of special studies.

4. A low level of awareness among international students of need in psychological support was found.

5. Together with preliminary results the high level of readiness among international students to participate in various psychological activities was determined. Thus, interviewed students considered for themselves nearly all proposed in the questionnaire forms of work necessary and interesting forms of a psychologist's work with students: group practical classes (trainings), individual psychological counseling, seminars, lectures and conferences.

Results of the study show that the majority of international students on arrival in Ukraine faced difficulties of social and psychological nature (adaptation to environmental conditions and requirements of educational activities) and require psychological and pedagogical attention and support.

Discovered in the study desirable forms of work in carrying out psychological support claim possibility of practical classes (trainings) for international students aimed at adapting to learning process in the new country for them. Trainings in common groups with Ukrainian students are able to help international students to get to know better fellow students, features of culture and life of Ukrainian students, adapt to the foreign student group, improve their spoken Russian, acquire new friends, and, in general, create favorable conditions for further education at the University.

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HIERARCHY OF VALUES IN FIRST YEAR STUDENTS DUE TO FAMILY BRINGING UP STYLE

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The article contains the research of values' hierarchy of first year students girls and boys due to mother's and father's bringing up style. It's revealed that the most significant values are hedonism, self-direction and security; Culture Specific values have the least significance. Girls and youths see the prevailing mother's bringing up style is positive interest, but father's bringing up styles combines positive interest and autonomy. Correlations between values and family bringing up styles were obtained for girls and boys separately.

The key words are: hierarchy of values, bringing up style, first year students, youth age and correlation.

Статья посвящена вопросу иерархии ценностей у студентов-первокурсников юношей и девушек в зависимости от стиля воспитания матери и отца. Выявлено, что наиболее значимыми являются ценности гедонизма, самостоятельности и безопасности, наименее – ценность социальной культуры. Преобладающим стилем материнского воспитания является позитивный интерес, отцовский стиль объединяет позитивный интерес и автономию. Получены корреляционные связи между ценностями и стилями семейного воспитания, специфичные для девушек и юношей.

Ключевые слова: иерархия ценностей, стиль воспитания, студент-первокурсник, юношеский возраст, корреляция.

Статтю присвячено питанню ієрархії цінностей у студентів-першокурсників дівчат й хлопців залежно від стилю виховання матері й батька. З'ясовано, що найбільш значущими є цінності гедонізму, самостійності й безпеки, найменш – цінність соціальної культури Переважним стилем виховання матері є позитивний інтерес, стиль виховання батька поєднує позитивний інтерес й автономію. Отримані кореляційні зв'язки між цінностями й стилями сімейного виховання, специфічні для дівчат та хлопців.

Ключові слова: ієрархія цінностей, стиль виховання, студент-першокурсник, юнацький вік, кореляція.

Personal development is a diversified and heterochronic process because each period acquires certain line relevance. The full personality functioning is impossible without the prevailing world outlook, which, in turn, needs a stable values system. This causes impotence of studying of values system features and its formation factors.

The most intense regulatory and valuable aspects of personality develop in adolescence and are the prerequisite for such important achievements as of life perspective birth and personal self-determination [3]. It is clear that the primary terms of socialization, such as intrafamily relationships, play important role in the development of personal values system [4], but concerning youth age they are still not fully explored.

So the aim of our research has been to study value orientations hierarchy in youth age boys and girls first year students depending on the family bringing up style.

To achieve the aim we have set out the following tasks: 1) study of value orientations hierarchy in youth age boys and girls first year students; 2) study of father and mother bringing up styles, how boys and girls identify them; 3) find interconnections between father and mother bringing up styles and value orientations hierarchy in youth age boys and girls first year students.

The subjects were students of first year of Economic, Mechanics and Mathematics and the Faculty of Psychology of Kharkiv National University. Age of subjects was 17-18 years, the number of subjects: 37 boys and 37 girls.

To collect data, we used such psychodiagnostic methods: value questionnaire by S.Schwartz, questionnaire «Parents behavior and attitudes of adolescents to them» in adaptation by L.I.Vassermana, I.A.Horkovoyi, Ye.Ye.Romitsynoyi. Student's t-criterion of significance differences and Pearson correlation coefficient were used for statistical analysis.

According to the S. Schwartz questionnaire there were considered such scales as: Hedonism (sense pleasure), Achievement (personal success according to social standards), Social Power (social status, dominance over people and resources), Self-Direction (independence of thought and action), Stimulation (desire excitement and novelty), Conformity (actions and motives restriction that may make harm to others and do not meet social expectations), Sociality (Universalism[1]) (understanding, tolerance and protection of the welfare of all people and nature), Security (stability of society, relationship and yourself), Spirituality (Benevolence[1]) (preserve and improve the welfare of loved ones), Traditions Maintenance (respect and responsibility for cultural and religious customs), Culture Specific values (adequate perception of own environment cultural norms), Maturity[2] (abilities development, constructive dialogue, adequate perception of reality, the needs of socially acceptable way).

Questionnaire «Parents behavior and attitudes of adolescents to them» studies attitudes, behavior and methods of bringing up separately by mother and father as they see teens: style positive interest (scale POZ, psychological child adoption, warm friendships, consistency in requirements), style hostility (scale HOS,

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1 - values that are not in Karandashev's adaptation
2 - values that are not in Karandashev's adaptation

aggression and excessive severity in a relationship with a child), style autonomy (scale AUT, full parents dictation), style directivity (scale DIR, control and correction of the child's behavior in that case despotism), style inconsistency непослідовності (scale NED, alternation of display of strength and ambitions, then obedience; delicacy and superaltruism, then disbelief and suspicion. If the scale amounts 1-2 standardized points, this style is weak, 3 points – expressed medium degree, in case of 4-5 points – the style is expressed largely distinctly.

This article provided empirical data obtained in the diploma investigation of Psychological department student Novytska Y.O., which was carried out under our direction.

Summary data, obtained in groups of girls and boys first course students by S. Schwartz's questionnaire, are presented in table 1.

Table 1

Average data on S. Schwartz's questionnaire indicators of value orientation

Values	Girls	Boys	p
Hedonism	5,20	5,31	
Achievement	4,12	4,58	<0,05
Social Power	3,45	4,11	<0,05
Self-Direction	5,10	4,93	
Stimulation	4,64	4,20	
Conformity	3,56	3,57	
Traditions Maintenance	4,15	3,72	
Sociality	4,46	3,98	
Security	5,03	4,97	
Spirituality	4,24	3,97	
Maturity	4,89	4,49	<0,05
Culture Specific values	3,18	3,19	

On the assumption of the obtained data we can note, that in values system both girls and boys the most important was Hedonism, pleasure. Then in girls there are arranged values of Self-Direction, Security and Maturity, but in boys there are disposed values of Security and Self-Direction. These values are significant on above average level. Average in importance for girls are values of Stimulation, Sociality (Universalism), Spirituality (Benevolence), Traditions Support and Achievement, for boys – values of Achievement, Maturity, Stimulation, Social Power, Sociality, Spirituality and Traditions Maintenance. For girls relatively weak importance have values of Conformity and Social Power, for boys – Conformity. In both groups Culture Specific values were the least significant.

Thus the value orientation of Hedonism in boys and girls in adolescence is expressed most strongly. This means that they are aimed at getting joy from life, saturation of positive emotions and experiences that bring them pleasure: «and hurry to live, both hasten to feel». Values of Self-Direction and Security are very important too. Note, values of Hedonism and Security recall lower levels of Maslow's pyramid, and their strong expression means dominating correspondence needs, which is natural for early stages of personality development. As to value of Self-Direction that significance is displayed in young wishing for independent thinking and choice of action modes associated with age task to emancipate from parents. Self-Direction as self-determination is also connected with another age task to find own identity. In their turn value of Security is connected with identity functioning because it consists of own stability aspect.

However, the trio of values that the young put on the first three positions – Hedonism, Security and Self-Direction – testifies about tendency towards consumer-type existence. Boys and girls tend to consume life benefits, for having easy, secure life, to possibility to act at their own discretion without following anyone else's rules, and at the same time they want to be protected from all adverse consequences of their actions. Instead, in girls that tendency slightly softens Maturity location in the hierarchy of values in a fairly signified position.

Along with this, lower average importance value of Conformity is quite characteristic: youth doesn't care about the matter of social expectations and the consequences of own actions to others very much. There are also model in terms of gender that girls are relatively little measure oriented to dominance, then boys – to support the traditions and customs.

It is important, that youth are not interested in social culture, and it is not an essential element in their system of values. This is evident that young people are not very concerned about the problems of culture and society understanding norms. Nowadays more attraction is drawn to focus only on themselves and detachment in socio-cultural terms. On the one side, this trend of our time was still discussed by E.Fromm, on the other side this coincides with the position of Conformity and Traditions Maintenance values, and youth tendency to negativism.

For Student's t-criterion in girls, compared with boys, value of Maturity is significantly more important, and values of Achievement and Social Power are more important for boys. That is a girl is more focused on self-development, openness to experience, partnership, and social acceptability. Boys are more interested in personal success, opportunity to conquer people and circumstances, high social status. It seems that this

difference coincides with certain gender institutions: young men focused on the image of an ambitious and dominant masculine man, and girls - in the image of sociable and versatile advanced androgynous woman.

Summary data, obtained in groups of girls and boys first course students by questionnaire «Parents behavior and attitudes of adolescents to them», are presented in table 2.

Table 2

Average data on questionnaire «Parents behavior
and attitudes of adolescents to them» scales

Scales		PZO	DIR	HOS	AUT	NED
Girls	father	3,7 [1,3]	2	1,4	3,7	2
	mother	4,3 [1]	2,3	1,4	3,4	1,9
Boys	father	3,1 [2,3]	2,3	1,5	3,1	1,9
	mother	3,9 [2]	2,5	1,6	3,4	1,7

– [1,2,3] – indices displays between which parameters are significant differences.

For Student's t-criterion girls perceive mother's bringing up style as significantly more positive, than in father ($p<0,05$), boys also feel significantly more interest and warm care from mother, than from father ($p<0,05$). However, if to compare boys with girls, the girls appreciate the father's style of positive interest as expressed significantly more ($p<0,05$), than boys. That father shows more kindness and tenderness to a daughter, but to a son – more severity and demands. This may be caused by gender attitudes in bringing up: boy should follow his father and be a role model in any situation, therefore he feels more pressure.

On a scale of autonomy girls feel more of such style of relation from father, than from mother. Boys, on the contrary, see more autonomy from mother, than from father, although this difference is not significant. As to directivity, both boys, and girls again see declining to this style of bringing up in mother more, than in father. Inconsistent bringing up style both in girls, and boys is marked more in father, than in mother. Regarding the scale of hostility, both girls, and boys note this bringing up style as weakly expressed from both parents. More detail parenting styles are discussed in our other materials [1].

Data of correlation analysis of relations between father's and mother's bringing up styles and values that support girls and boys are presented in table 3 i 4.

Table 3

Significant correlations between scales of bringing up styles
father and mother and values in girls' group

Scales	Mother's **DIR**	Mother's **HOS**	Mother's **NED**	Father's **HOS**	Father's **DIR**	Father's **NED**
Social Power	,481 $p<0,01$	,532 $p< 0,001$	,479 $p< 0,01$	,532 $p< 0,001$	,481 $p< 0,01$	,479 $p< 0,01$

In girls, as it appeared, value of Social Power is connected with parents bringing up styles only (table 3). That girls' orientation on dominance over people and material resources, on achievement of certain social position is formed in connection with hostile, directive and inconsistent styles both of mother, and father. The strongest aspiration of the authorities is associated with the hostility of both parents. Probably that severe restrictions, punishments, authoritarian demands are combined with cold estrangement of daughter, which also alternated with flashes of indulgence, lay the basis for a similar model of girls interaction with the world. The second, it causes problems with control function, because the behavior and attitude of parents in some respects appear unpredictable, while the others which a child can not influence them, due to which a girl can form an exaggerated compensatory desire to dominate, manage all other people and other circumstances of her life.

In boys correlations appeared somewhat different (table 4). Value of Social Power is connected with hostile, directive and inconsistent styles of a mother, as in girls, but it is connected inversely with hostile style of a father. That is, unlike girls, father's restrictions and punishments suppress aspiration to dominate in boys.

Table 4

Significant correlations between scales of bringing up styles
father and mother and values in boys' group

Scales	Mother's **POZ**	Mother's **DIR**	Mother's **HOS**	Mother's **AUT**	Mother's **NED**	Father's **NED**	Father's **HOS**
Hedonism			,340*			,382**	,479**
Achievement			,515**		,659***		
Social Power		,532***	,450**		,467**		-,408*
Stimulation	,514**	,555***					
Conformity	,422**	,385*	,410*	,409*			
Sociality					-,335*	-,424**	-,419**
Security			-,327*		-,431**		
Maturity	,328*						
Spirituality			-,446**		-,476**		

– * – $p<0,05$, ** – $p<0,01$, *** – $p<0,001$

In boys value of Achievement is directly connected, but value of Security and Spirituality is connected inversely with hostility and inconsistency of a mother. Value of Sociality is connected inversely with inconsistency of a mother and with inconsistency and hostility of a father. Value of Stimulation is connected with positive interest and directivity of a mother, value of Conformity – with positive interest, directivity, hostility and autonomy of a mother. Value of Hedonism in boys is connected with hostility of a mother and hostility and inconsistency of a father. Finally, value of Maturity is correlated with positive interest of a mother.

Actually, most of the correlations in this structure are rather predictable and understandable, and only some require comments. Thus mother's excessive tendency to command over the son (style of directivity) simultaneously forms connections with the desire of power, novelty and conformism, for which control function can be an integrating factor. Only in some cases, control is directed outward (to power), in the others – by himself (conformism), but in the third case control serves as superfluous (novelty). The positive interest from the mother correlates simultaneously with attitudes on the maturity, conformity and excitement and novelty, which combines sensitivity to different aspects of life: or to relations, social expectations, or something unusual.

But the most interesting is that, in boys connections value orientations with mother's bringing up styles is three and a half times greater, than that of the father. This makes us suggest that mother, even in adolescence, not only loses her influence, but possibly also enhances its in comparison with father. That is boys are a lot more, in sense of assimilation of values and formation of attitudes, related (if not dependent) with mother.

Conclusions.

1. In values system of first year students the most important is Hedonism, followed by values of Security and Self-Direction, which are significant on above average level. On the one side, such set of more expressed values characterizes early stages of personality development and corresponds to age task of youth: emancipating from parents, determination own identity and rooting in life. But it means that there is a tendency of somewhat infantile, consumer-type existence in modern youth. This tendency is more inherent for boys, because in girls Maturity in the hierarchy of values is expressed fairly significantly too.

Values of Stimulation, Achievement, Sociality, Spirituality and Traditions Maintenance appeared to be moderately important for both groups first year students, besides values of Maturity and Power have moderate importance for boys. Value of Conformity is relatively little important for first year students, in addition values of Social Power is relatively low important for girls. The least important values for both groups are Culture Specific values.

Girls are significantly more oriented on value of Maturity, and boys more oriented on values of Achievement and Social Power, which obviously coincides with modern attitudes according to androgyny and masculinity.

2. In relation both girls and boys leading mother's bringing up style is positive interest. Mother's style autonomy is expressed at a lesser extent, but quite markedly. Mother's style directivity is expressed lower then at average level; styles inconsistency and hostility are expressed weakly.

There are some contradictions in the relationship with father both in girls and boys, because his style combines autonomy with positive interest.

It is revealed that both girls and boys see significantly more positive interest from mother than from father. However, girls perceive the expressiveness of father's positive interest as more significant than boys. As to the others styles, both on a father, as in a mother, style directivity is expressed below average, but styles inconsistency and hostility are expressed weakly.

3. In girls value of Social Power as dominance in position of a certain social status is connected with hostile, directive and inconsistent styles both mother, and father, that is, most likely, based on the mechanism of compensation.

In boys structure connections values with family bringing up styles are much more diverse. So mothers' bringing up styles appeared to be more significant, forming more numerous and stronger connections, comparatively with father's styles.

Thus, we have shown that system of values of first year students is connected rather clearly with styles of family bringing up, that offers the prospect of further study of this issue.

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SELF-REGULATION AS A METHOD OF ACHIEVING PSYCHOLOGICAL WELL-BEING

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The article is devoted to the problem of self-regulation and psychological well-being. Self-regulation is understood as a conscious process of human mental activity that constructs, maintains and manages its arbitrary activity aimed at achieving the goals. Psychological well-being is treated as a set of personal resources, which provide a harmonious relationship as a system «subject-environment». The relevance of the phenomenon of self-regulation research is examined, the examples of foreign and domestic researches are given, the key scientific positions on the issue of self-regulation and psychological well-being are presented. The need for further theoretical and experimental studies of the phenomenon of self-regulation is stressed.

 Key words: self-regulation, arbitrary activity, psychological well-being, mental health

Статтю присвячено проблемам саморегуляції та психологічного благополуччя. Саморегуляція розуміється як усвідомлений процес психічної активності людини з побудови, підтримці та управління своєю довільною активністю, яка спрямована на досягнення цілей. Психологічне благополуччя трактується як сукупність особистісних ресурсів, які забезпечують гармонійність взаємин у системі «суб'єкт-середовище». Розглянуто актуальність дослідження феномену саморегуляції, наведені приклади зарубіжних та вітчизняних досліджень, висвітлені основні наукові положення з проблем саморегуляції та психологічного благополуччя. Наголошено на необхідності в подальших теоретичних та експериментальних дослідженнях феномена саморегуляції.

Ключові слова: саморегуляція, довільна активність, психологічне благополуччя, психологічне здоров'я.

Статья посвящена проблемам саморегуляции и психологического благополучия. Саморегуляция понимается как осознанный процесс психической активности человека по построению, поддержке и управлению своей произвольной активности, направленной на достижение целей. Психологическое благополучие трактуется как совокупность личностных ресурсов, обеспечивающих гармоничность взаимоотношений в системе «субъект-среда». Рассмотрена актуальность исследования феномена саморегуляции, приведены примеры зарубежных и отечественных исследований, освещены основные научные положения по проблемам саморегуляции и психологического благополучия. Отмечена необходимость в дальнейших теоретических и экспериментальных исследованиях феномена саморегуляции.

Ключевые слова: саморегуляция, произвольная активность, психологическое благополучие, психологическое здоровье.

In conditions when socio-political and economic situation of the social development is quite volatile, actualize the problems, which are connected with psychological well-being preservation. Psychological well-being is understood as socio-psychological formation, which characterizes the positive operation of the personality and is expressed in indirect dominant relationship (with other people, the world and themselves), in the subjective sense of life satisfaction, the realization of their own potential and a high degree of integration [18]. Psychological well-being is a totality of personal resources, which provides harmonic relations in the system «subject-environment». The totality of personal resources often exposes to changing depending on degree of influence of outward things. Therefore for maintaining harmony of the system «subject-environment» in different conditions of vital functions clear self-control, high self-possession, the ability to control their behavior and emotions are essential. In this regard, there is a critical problem of research of self-regulation as a method of achieving mental health.

The aim of the article is to cover some theoretical aspects of the concept of self-regulation in the context of maintaining psychological well-being of personality.

The concept of "well-being" in western psychology is determined in broad meaning, as a multifactorial construct, which is a complex interrelation of cultural, social, psychological, physical, economic and spiritual factors [26].

In foreign literature psychological well-being is determined as a dynamic characteristic of the individual, which includes subjective and psychological components, and is also connected with adapted (healthy) behavior. To this issue devoted works of foreign researchers N.Bradburn, E.Diener, C.Riff and others, and in native psychology there were A.A.Kronik, I.V.Dubovina, A.V.Voronina, P.P.Fesenko, T.D. Shevelenkova and others.

The beginning for studying of psychological well-being was laid by N.Bradburn, who introduced this concept to the academic community. He considered, that psychological well-being is determined by state of happiness or unhappiness, subjective feelings of satisfaction or dissatisfaction with their lives.

The structure of psychological well-being according to N.Bradburn consists of two interacting affects: positive and negative. The positive affect is all that events, which make a person happy, feeling of satisfaction. The negative affect is vice versa the events that negatively stained - anger, fear, frustration. The index of psychological well-being is a difference between positive and negative affects. In this way, the high

level of psychological well-being is observed, if the positive affect exceeds the negative one, and this is characterized by feeling of happiness. The low level of psychological well-being is observed in case, when the negative affect exceeds the positive experiences [8].

The concept of psychological well-being is described most extensively by C.Riff, who interprets it as basic subjective construct, which reflects perception and estimation of its operation, from the point of view of the top of the potential human capabilities. Also, C.Riff marks out the structure, which consists in six factors of psychological well-being [13]:

1) Positive relationships with others – trust and care, empathy;

2) Autonomy – the independence from social pressure and self-regulation, the ability to follow own persuasion;

3) Environmental Mastery – the presence of self-control feeling, the ability to choose and create situations, which agree with own needs and values;

4) Purposein Life

5) Personal Growth – the believe in own ability to realize the personal potential, self-realization.

6) Self-Acceptance – the positive attitude to yourself and your past.

Further E.Diener was actively engaged in study of the phenomenon of "psychological well-being", and he introduced and used for the first time the concept of "subjective well-being", which consists of three components: pleasure, pleasant emotions, and unpleasant emotions. These three components form in total the index of subjective well-being [9]. In its turn, each of three components of subjective well-being structure can be divided into separate components. Total pleasure divides into satisfaction with a variety of individual areas of life: family, friendship, work, etc. Pleasant emotions can include happiness, love, joy, and unpleasant emotions can appear grief, guilt, anxiety and others. E.Diener considers, that subjective well-being is only a part of psychological well-being, despite the similarity of the treatment of these ideas.

Deeply discussed the concept of psychological well-being in the concept of tiered model developed A.V.Voronina [10, 11]. In her opinion, the concepts of "psychological health" and "mental health" are grades of psychological well-being, which in its turn, reflects the inner integrity of a person, his agreement with himself is a system quality of a person, which he finds in the process off life.

For N.A. Baturin and co-authors [5] psychological well-being of personality is a factor of personal self-regulation, the result of self-regulation of mental states, perception of life.

P.P.Fesenko and T.D. Shevelenkova distinguish the relevant psychological well-being (the degree of main components of positive functioning feasibility) and perfect psychological well-being (the degree of focus on the implementation of positive functioning components). The authors also point out that the structure of psychological well-being is unique for each person [21].

Generally, psychological well-being can be understood as a conscious state, reflecting the cognitive and emotional evaluation of satisfaction with different aspects of life. According to many researchers, it is expressed in the subjective sense of happiness and inner balance and general life satisfaction.

In various psychological approaches authors identify the components that determine psychological well-being achievement. For example, in psychoanalysis the components that contribute to the achievement of psychological well-being are the presence in human healthy and constructive interpersonal relations of life, awareness of the value of self and other, social interest, initiative and self-realization (A.Adler, J.Bowlby, D.Winnicott, H.S.Sullivan, E.Fromm, K.Horney and others). Within the framework of existential and humanistic approaches it's distinguished: healthy, open and sincere interpersonal relations (C.Rogers), the presence of meaning and goals in life (DA Leontiev, V. Frankl) and so on.

In native psychology a person is considered to be psychologically safe, when he actively transforms reality and has an ability to personal development self-determination and the ability to self-management his own resources (K.A.Abulhanova-Slavskaya, BG Ananiev, Bozhovich, A.M.Leontev, V.F.Petrenko and others).

It is significant that some reseaches [21] in their works point to the following things: people with high level of psychological well-being differ from people with low level of psychological well-being, that they have a higher level of life meanfulness and orientations sapidity, as well as their structure of important terminal values is characterized by a more specific and has in advance more easily realized character.

In summary, we conclude that modern researchers consider it possible to achieve psychological well-being through: 1) physical and mental health; 2) knowing and understanding the world; 3) good job: 4) material well-being; 5) freedom and self-definition; 6) satisfactory interpersonal relationships [18].

The specific role in achieving psychological well-being plays self-regulation, which is in general understood as a process of a person managing his own psychological and physiological conditions and actions [14, 18, 24]. The success of activity is provided by a complete and formed system of self-regulation, which includes: planning, modeling, programming, evaluation, flexibility, independence. The most important characteristic of each self-regulation component is flexibility, as a possibility of making corrections into different regulatory blocks functioning, when it's demanded by activity conditions.

The phenomenon of personality self-regulation takes one of the central positions in health psychology, psychology of personality and social psychology. The problem of self-regulation was actively studied by O.A.Konopkin, V.I.Morosanova, A.K.Osnitsky, K.A.Abulhanova, T.V.Kornilova and others.

Self-regulation in the context of health psychology is understood as psychological mechanisms of human activities, which are aimed at maintaining and improving health, as well as the rapid recovery in the situation of the disease [20].

According to P.K.Anohin, self-regulation is a universal feature of organism, which determines the adaptive and protective attitude towards outside extreme influences [2]. So, self-regulation is a physiological basis of many rehabilitation programs, which are aimed at helping people who exposed stress influences. On the physiological side self-regulation is pointed to balance the ratios organism-environment. In the research [23] it was shown, that because of engaging self-regulation in the rehabilitation process, rearrangement in system mechanisms of the whole organism happens, for example, autonomic function normalizes, decreases the level of emotional stress.

Traditionally, self-regulation is treated as a person's ability to ensure stable functioning during the different conditions of life. This is a compound, multi-function, multi-level and dynamic complex.

Studies of self-regulation explain patterns of construction and realization by human any voluntary activity, decision-making and achieving their goals. For example, I.S.Kon [6] explained the features of self-regulation, that it not only fits a person to certain conditions, but also contributes to the development of effective life orientation, a sense of integrity and self-esteem.

The psychological literature identifies several types of self-regulation. For example, Bandura excreted personal self-regulation as a separate unit of human mental activity. He denoted that there are two groups of self-regulation factors: external and internal. The man, in his turn, can only affect the external factors and evaluate his own behavior in pursuit of his goals. External regulation factors include the standards and reinforcements. The standards allow the person to assess his behavior and reinforcement is a stimulus from the environment, "more than self-satisfaction" [22]. These incentives, for example, may be the approval and encouragement from other people, moral and material assistance, etc. Personal factors of self-regulation the author (A. Bandura) binds with three conditions: self-observation, the process of making judgments, the active self-reaction.

In the Soviet psychology the understanding and idea of self-regulation developed gradually. The problem of self-regulation was studied by L.S.Vygotsky, A.N.Leontiev, S.L.Rubinstein, B.V.Zeygarnik and others. In their scientific works, they described the role of conscious human activity in self-regulatory activities [16]. Ya.Reykovskaya, A.Chebykin described the emotional self-regulation, and P.M.Yakobson B.S.Bratus – the moral one. V.A.Ivaknnikov, V.I.Selivanov, A.A.Fayzulaev in their works observed volitional and motivational regulation of behavior. Volitional self-regulation examined in detail by K.A.Abulhanova-Slavskaya, N.V.Nemova. E.P.Ilin, Yu.Ya.Strelkov, V.I.Medvedev and others, who involved mental self-regulation in the structure of activities, and treated it as a human activity, aimed at the transformation of its state. S.I.Krapivnitseva considered self-regulation as an activity aimed at enhancing human resources and the restoration of human power. A.A.Konopkin [14] within the structured approach developed the concept of conscious self-regulation of any random activity of a person in achieving their goals in a variety of activities, which is based on subjective human integrity and purposeful activity and has some personal meaning in relation to which a person acts as a the initiator, the creator. From the activity approach point of view (M.Bobneva, E.Shorohova, V.Yadov) [16] self-regulation is a system-organized process of internal mental activity of man of construction, maintenance and management of various types and forms of any activity, directly aimed at achieving the human purposes. V.P.Boyarintsev [16] understood self-regulation as a mechanism for internal human mental activity with various means, where activity and self-regulation provide the stability and steadiness of this activity. N.I.Yarushin said, that "social human behavior is controled by the processes of self-regulation, where self-regulation provides social and psychological adaptation of personality and self-organization does its relative autonomy, independence and self-organization". V.I.Morosanova [17] actively develops the problem of individual style of person self-regulation. Self-regulation is seen as a conscious process of internal mental activity of man, by construction, maintenance and management of various forms and any activity that directly implements the achievement of goals. The concept of self-regulation by V.I.Morosanova represents such regulatory processes as planning, modeling, programming and evaluation, as well as regulatory and personal characteristics like flexibility and independence [17]. The author also highlights three self-regulation styles: independent in planning and monitoring, flexible in accounting conditions and actions programming, sustained in the evaluation of results.

O.V.Konopkin noted that certain manifestations of self-regulation were studied in isolation from an integrated regulatory system, with the result that it is difficult to understand the true relationship of the structural elements. He managed to describe the most general model of person self-regulation [14, 19]:

1) The accepted by a subject aim of activity:
2) The subjective model of its significant conditions:
3) The program of performing actions:
4) The subjective system of criteria of successful activity:
5) Control and evaluation of real results;
6) The decision of self-regulation system correction.

Self-regulation is implemented by various mental components: images (S.D.Smirnov, N.D.Zavalova), concepts and feelings (E.A.Klimov, E.L.Yakovleva), plants (E.V.Shorohova, VV Novikov), values of significant others (D.A.Leontev) and others. Based on that we can say that self-regulation is a system that ensures consistency and coordination of mental tools and identity systems, and is a "specific form of human activity, which implements the prevailing influence of personality structures of different levels of personality features on a purposeful activity" [16, 20]. The feeling of subjective well-being shows the effectiveness of the interaction of mental means of self-regulation.

So it should be noted that self-regulation is one of the most effective methods of achieving and maintaining psychological well-being.

Self-regulation is carried out at both the physiological and the psychological levels. At the physiological level, for example, negative emotions that undermine the psychological well-being, well being overcome by physical self-control, which helps to restore calm state: relaxed posture, slow, deep breathing, relaxation of muscles of the face and body. All such relaxation techniques are based on conscious relaxation of muscles, and as increased muscle tension leads to mental stress, so relaxation of muscles in its turn, leads to reduction of emotional stress.

Psychological self-regulation covers all mental phenomena which are peculiar to person. For example, self-regulation of mental processes: sensation, perception, thinking; self-regulation of emotional processes; self-regulation of their status and the ability to manage them; self-regulation of social behavior.

As a result, we can say that, depending on at what separate component of psychological well-being should be directed self-regulation, different methods are used: the emotional and volitional, motivational, corrective ones.

If person's stress is associated with emotional and volitional areas, then to eliminate it and to achieve harmony, well-being, the following methods of self-regulation will be used: self-confession, self-persuasion, self-hypnosis and others.

The keeping of psychological well-being is possible also through motivational sphere. Self-regulation will be implemented through unmediated and indirect methods. The unmediated methods of self-regulation include self-hypnosis, autogenic training. And, as mediated method of self-regulation will be the meditation.

A.A.Kronik [11], describes the psychological well-being as a form of fullness of life experiences, linked with self-realization, which occurs in case of the transformation the world motivation of human into the greatest quantity. In this case, the way for achieving psychological well-being is a man self-regulation of motivation to the world. The author identifies two forms of self-motivation to the world: increasing importance of human peace and strengthening its capabilities.

Maintaining of psychological well-being is possible with corrective methods of self-regulation: self-organization, self-assertion, self-actualization.

As a result of self-regulation three major effects should occur: calming effect (elimination of emotional tension); restoration of psychic powers (weakening of the manifestations of fatigue and stress); activation effect (increase in psycho-physical activity).

Therefore, self-regulation is one of the basic means, which prevents emotional tension, stress, directs human activity on the implementation of the plans, support of significant values and, thus, creates and maintains psychological well-being of man.

The necessity for further studying of the problem of self-regulation is the formation of the complex techniques, which allow realizing self-regulation in the context of psychological well-being.

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INTELLECTUAL-PERSONAL POTENTIAL AND THE DYNAMICS OF STUDENT'S STATE OF ANXIETYIN CONDITIONS OF EXAMINATION STRESS

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The article discusses the results of a longitudinal study of anxiety state dynamics in students in a situation of examination stress. With the help of a of modeling method the latent changes revealed non-linear form of changes individual trajectories in the state of anxiety. Intellectual and personal potential is considered as a covariate to explain the dispersion at the initial level and the speed of changes in the state of anxiety among students.

Key words: state anxiety, intellectual - personal potential, latent growth modeling.

У статті розглядаються результати лонгітюдного дослідження динаміки стану тривожності студентів в ситуації екзаменаційного стресу. За допомогою методу моделювання латентних змін виявлено нелінійну форму індивідуальних траєкторій змін стану тривожності. Інтелектуально-особистісний потенціал розглядається як коваріата, що пояснює дисперсію як на початковому рівні, так і швидкість змін стану тривожності серед студентів.

Ключові слова: стан тривожності, інтелектуально-особистісний потенціал, моделювання латентних змін.

В статье рассматриваются результаты мини лонгитюдного исследования динамики состояния тревожности студентов в ситуации экзаменационного стресса. С помощью метода моделирования латентных изменений выявлено нелинейную форму индивидуальных траекторий изменений состояния тревожности. Интеллектуально-личностный потенциал рассматривается как ковариата, объясняющая дисперсию как на начальном уровне, так и скорость изменений состояния тревожности среди студентов.

Ключевые слова: состояние тревожности, интеллектуально-личностный потенциал, моделирование латентных изменений.

The psychical states of students in conditions of examination stress have been the subject of many studies [7, 10, 11]. They show that the examination stress causes the students`psychical state, the subjective aspect of which is characterized by a sense of tension, anxiety, gloomy apprehension, and the objective aspect of stress is expressed in the increase of pulsus and blood pressure, as well as in significant changes in the cardial rhythm. Described condition is commonly believedas the state of anxiety [8]. Consequently, the situation of exam requires a high exertionof self-regulation resources of the subject of educational activity.

As the resources of self-regulation of the activity subject are most commonly considered a variety of integrative qualities of personality: the personal adaptive capacity [5], the personal potential [1, 4], the intellectual-personal potential [2, 6], the intellectual resource [9].

The term «potential" has become widespread in the psychology in the past decade. Its implementation is due to the need for such an integral representation of the person that would be: 1) theoretically justified, 2) was the subject to operationalize, 3) have quantitative expression. The person in the concept of "potential" is regarded, on the one hand, as a resource of consumption, but a special kind of resource, which is capable of detecting the non-deterministic activity.

D. A. Leontiev proposed a theoretical model in which the number of variables, which are the components of personal potential, correlatewith different levels of responsiveness to external negativeinterferences such as resistance, psychological defenses, coping [4].

The studies of M.A. Holodnaya and A.A. Aleksapolskiy had found out that individuals with a high level of intellectual resources are characterized by greater flexibility and variability in the choice of a wide range of coping strategies [9].

T.V. Kornilova had shown that intellectual-personal potential is a resource, actualized in styles and coping strategies, which manifests itself in the choice of its focus and methods of actions in difficult situations [2].

In this way, the analysis of works shows that the integrative individual constitutives are predictors of the stress. At the same time, the unknown question is how these variables are related to stress dynamic, in particular, its initial level and individual variability in time.

The Object of the research is to study the impact of the intellectual-personalpotential on the interindividual variability of the initial status and trajectories of change in the state of anxiety of students in the conditions ofexamination stress.

Method

The study involved 98 test persons (52 males and 46 females) agefrom 17 to 26 years (M = 20,6, SD = 1,18). Previously, they were participants in the study of verification of the intellectual-personal potential [6], which made it possible to recieve factor scores for each test persons.

The study was organized by the mini longitudinal scheme. To measure the anxiety state Spielberger scale was used. The measurement was carried out for four times: the first time was for 2.5 weeks before the examination session, the second was before the first exam, the third was after the end of the final exam, but be-

fore the announcement of grades, and the fourth was after 2.5 weeks after the exam session. All four "waves" of measuring of anxiety state were carried out with the same time interval.

In the data processing and statistical hypothesis revision descriptive statistics methods were used, correlation analysis, the method of latent growth modeling (LGM) [13]. LGM method allows to describe the dynamic process of changing of one or more variables in a complex in the presence of a small number of time samples. The calculations were carried out by means of a package SPSS 21.0 and AMOS 21.0. for Windows [12].

Results and Analysis

The results shown in table 2 are saying that the indicators of state anxiety are positively correlated with each other from stage to stage of measuring. Correlation coefficients are in diapason from 0,508 to 0,582 (p < 0,05). Intellectual-personalpotential is negatively correlated with anxiety state at all stages of measurement (p <0,05).

Table 1

Descriptive statistics and correlations between indicators of the state of anxiety and personal-intellectual potentialover the period of four "waves" measurement

	S_Anx1	S_Anx2	S_Anx3	S_Anx4	IPP
S_Anx1	1				
S_Anx2	,576	1			
S_Anx3	,535	,582	1		
S_Anx4	,508	,518	,580	1	
IPP	-,351	-,398	-,388	-,341	1
SD	5,202	5,945	5,606	5,435	,450
M	38,516	43,335	42,780	37,340	,500

Note. S_Anx1 – S_Anx4 – state of anxiety over the four "waves" measurement.

An additional point is that, the individual averaged trajectories of students` anxiety stateallow us to suggest thequadratic functional form of growth.

Before modeling the primary data were tested for normal multivariate distribution. Asymmetry estimates ranged from -0,006 to 0,173, and kurtosis estimates ranged from -0,345 to -0,769. These values do not reflect the strong deviations from normality. Normalized score of multidimensional kurtosis was equal to 0,817. Considering that it is less than the critical value of 1,96 we can assume that multivariate distribution of theresearchdata does not deviate from the normal. It allowed us to use the method of maximum believability for the receiving of values of model parameters.

Fig. 1 shows the basic model of LGM, which was used to evaluate the hypothesis of a quadratic form of the growth of anxiety state during the four measurement stages. The first factor (F1) is the initial status (intercept) and contains information about the selectiveaverage values(Mi) and the variance (Di) of plurality of individual intercepts. In each of the four observed variables of the state of anxiety during four "waves" of measurement (S_Anx1–S_Anx4) the factor loadings were fixed to 1 in F1 to limit the height of the initial status of the growth curve. Factors 2 (F2) and Factor 3 (F3) are components of forming trajectories of growth for anxiety statesthrough time. F2 is a factor which is the linear component of individual trajectories growth and F3 is the quadratic component of the trajectories of anxiety state. Each of these factors also have two parameters, Ml and Dl,Mq and Dq, respectively, which represent the average value and variances of total individual linear and quadratic components, which are describing the growth curve of each test person. The linear component in the model was set by fixing the linearly increasing forces of observed variables: 0; 1; 2; 3. In the quadratic component of the model the forces of the observed variables were increasing in accordance with a quadratic dependence: 0; 1; 4; 9. Factors are correlated with each other (rF1F2, rF1F3 and rF2F3). The remaining members (from E1 to E4) are measurement errors associated with the four indicators of the state of anxiety.
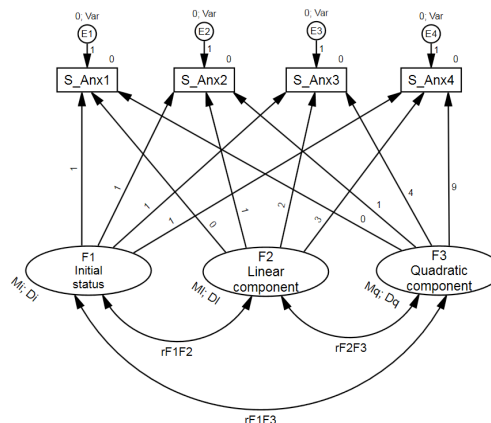
Fig. 1. The model of the latent growth of student's state of anxiety in conditions of examination stress.

The first research question was focused on the LGM form for the state of anxiety and the adequacy of the proposed quadratic form of growth. The results showed that the assumed quadratic form of growth of anxiety state of latent growth model provided an acceptable match on sample data. Minimum value $\chi^2 = 3,380$; df= 4; p = 0,496, CFI = 1,00, RMSEA = 0,000 with a lower limit of 90% of bilateral confidence interval 0,00 and the top of 0,094.

Estimated average values associated with each of the latent factors (i.e., intercept, linear and quadratic components), were statistically significant (see table 2). The average value for the intercept is equal to 38,540 (p < 0,0001). The latent average value for linear component is equal to 7,286 (p < 0,0001), and quadratic is equal to 2,565 (p <0,0001). Intercept points to a statistically significant average value of anxiety state before the exam. The average slope (linear component) indicates a significant average increase through the linear functional form of anxiety state values, and the average value of the quadratic component of the model shows its significant change according to the quadraticfunctional form over four «waves» measurement. According to the model, the value of students'state of anxietywill increase on 7,286 units for the linear component and on -2,565 units for quadratic component from phase to phase of measurement starting from the average value of 38,540.

Table 2

Estimates of the average values of the factors in the model of the latent changes in the student's state of anxiety

	Estimate	S.E.	C.R.	P	Label
Initial status	38,540	,350	110,047	,000	Mi
Linear Components	7,286	,386	18,859	,000	Ml
Quadratic component	-2,565	,125	-20,520	,000	Mq

The next question concerns the extent to which the individual values of the state of anxiety in the sample vary around the trajectory of their group average value. The dispersion of the latent factors was found out statistically significant only for the initial status and point to interindividual variability, which is evident at the primary level.

In addition to the estimation of parameters of average values and variance parameters of the model of the latent changes in the student's state of anxiety there were assessed the correlations between the latent factors. Statistically significant associations were found between factors 1 and 2, 1 and 3. Correlation of Factor 1 and Factor 2 is 0,98 (p <0,05) and is indicating that a high average initial status of situational anxiety corresponds to a faster average growth rate throughout the study, according to the linear component. Correlation of Factor 1 and Factor 3 is -0,89 (p < 0,05) and it indicates that the highest average initial status of anxiety condition is associated with a slow rate of growth, according to the quadratic component of the model of the state of anxietychanges. Calculated according to the model, the correlation between the linear component (Factor 2) and a quadratic component (Factor 3) was -0,80 and indicates that higher average levels of anxiety states, obtained according to the linear growth, associated with its slow decrease according toquadratic component during the study. In other words, this correlationindicates that students with higher initial levels of anxiety state are prone to its higher growth before the start of the exam and a slower decline in the after examination period.

A modified model of anxiety state dynamics complemented by variable predictor which is calledintellectual-personal potential.Its visual image along with estimates of the parameters is shown in Fig. 2. The indexes of correspondenceof the growth model of anxiety state to sample data show its adequacy. Minimum value $\chi^2 = 7,311$, df= 2, p = 0,525, CFI = 1,00, RMSEA = 0,000 with a lower limit of 90% of bilateral confidence interval 0,00, and the top of 0,073.

This model shows the fact that the higher the level of intellectual-personalpotentialis, the lower the initial level of the student's state of anxiety is before an exam (β= -0,47; p <0,0001). Also, students with high levels of intellectual-personalpotentialare characterized by slower average growth rate of anxiety states (β = -0,89; p <0,101) and more rapid decline tothe initial level (β = 0,80; p <0,082).
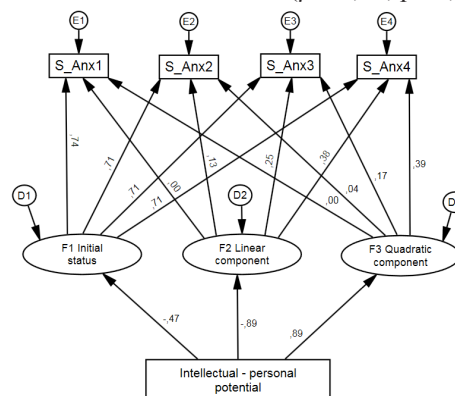
Fig. 2. The modified model of latent changes in the students'state of anxietyin conditions of examination stress.

To obtain the expected average value of the state of anxiety E (M), during each stage of measurement, we have the following:

$$E(M_t) = E(M_{int}) + E(M_{slp}) \times \alpha_t + E(M_{qdr}) \times \alpha^2_t$$
$$E(M_1) = 38{,}54 + 7{,}29 \times 0 + -2{,}26 \times 0 = 38{,}54$$
$$E(M_2) = 38{,}54 + 7{,}29 \times 1 + -2{,}26 \times 1 = 43{,}26$$
$$E(M_3) = 38{,}54 + 7{,}29 \times 2 + -2{,}26 \times 4 = 42{,}55$$
$$E(M_4) = 38{,}54 + 7{,}29 \times 3 + -2{,}26 \times 9 = 37{,}32$$

Projected values are shown in Figure 3, and they show a non-linear growth trend of the students'anxiety state during the four "waves" of measurement.
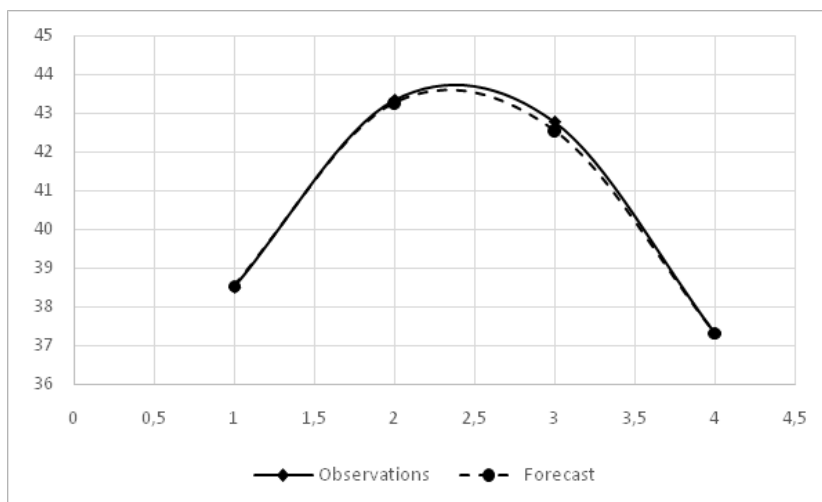
Fig. 3.The observed and predicted by the model assessments of student's anxiety state

The discussion of the results

Based on the developed structural model of intellectual-personalpotential, we obtained estimates of its latent variablefor each tested person, so this allowed us to include it as a predictor in the latent growth model (LGM), predefining the nonlinear dynamics of the students'state of anxiety under exam conditions. In fact, the regulate impact of intellectual-personal potentialon the state of students in the conditions of intense learning activityhas been proven.

Based on these data, we were able to accept the hypothesis of a non-linear (quadratic) functional form of anxiety state changes during four "waves" of data collection in a situation of examination stress.

The results largely confirm the published data about the increase of mental tension of students in a situation of assessment. However, our study allowed us to obtain much more information about the impact of stress on the mental state of students during the examination process. Firstly, the differences were identified in the initial level of anxiety state among the students that raised the question also about the reason of these differences. It has been shown that the students'intellectual-personal potentialexplains the variance of the initial level of anxiety state in the exams conditions. The higher level of intellectual-personal potential, the lower level of anxiety state, i.e., intellectual-personal potentialcan be considered as a factor in stress stability. Secondly, we received theanswer to the question, what is the average rate of change in the state of anxiety, and whether there are differences in the growth rates of different students. Thirdly, it is shown that students who have a higher initial level of anxiety state also have its higher growth rates, and students with lower initial levels, respectively, lower average growth rates.

The model of latent changes of anxiety state allows us to predict the level of mental tension of students in a given period of examinations and to carry out the corrective arrangements on this basis.

Conclusions

1.It was revealedthe quadratic functional form of the temporal dynamics of the students'state of anxi-etyin conditions of examination stress.

2. It has been shown the influence of the intellectual-personal potentialboth to the initial level of the students'state of anxiety, and also on the average rate of its growth.

3. It was found the influence of the initial status of students' anxiety state on the average rate of its growth. Students with a higher initial level of anxiety state also have a higher growth rates of anxiety and vice versa.

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STRUCTURE OF EMOTIONAL AND DEFENSIVE PATTERNS AMONG PEOPLE WITH DIFFERENT LEVELS OF EMOTIONAL MATURITY

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The article investigates features and manifestation of psychological defense mechanisms and stable emotional characteristics among test persons with different levels of emotional maturity. The dominant psychological defense mechanisms in both groups are considered. The differences in terms of psychological defense mechanisms in groups of people with high and low emotional maturity of personality are show. Four-factor structure of emotionally protective patterns in emotional maturity of personality is presented. The specific manifestation of the emotionally protective structure depending on the severity of the studied phenomenon is found.

Key words: emotional maturity, personality, stress factors, psychological defense mechanisms.

Стаття присвячена дослідженню особливостей прояву механізмів психологічного захисту та стійких емоційних рис у випробовуваних з різним рівнем емоційної зрілості. Розглянуті домінуючі механізми психологічного захисту в обох групах. Показані розбіжності в показниках механізмів психологічного захисту в групах осіб з високим та низьким рівнем емоційної зрілості особистості. Представлена чотирьохфакторна структура емоційно-захисних патернів емоційної зрілості особистості. Виявлена специфіка прояву виділеної емоційно-захисної структури залежно від рівня вираженості досліджуваного феномену.

Ключові слова: емоційна зрілість, особистість, стресові фактори, механізми психологічного захисту.

Статья посвящена исследованию особенностей проявления механизмов психологической защиты и стойких эмоциональных черт у испытуемых с разным уровнем эмоциональной зрелости. Рассмотрены доминирующие механизны психологической защиты в обеих группах. Показаны различия в показателях механизмов психологической защиты в группах людей с высоким и низким уровнем эмоциональной зрелости личности. Представлена четырехфакторная структура эмоционально-защитных патернов эмоциональной зрелости личности. Выявлена специфика проявления выделенной эмоционально-защитной структуры в зависимости от уровня выраженности исследуемого феномена.

Ключевые слова: эмоциональная зрелость, личность, личностные особенности, социально-психологическая адаптация.

Significance. Investigation of the emotional maturity and its components is driven by purely theoretical and practical aspects of modern psychological science. Obviously, the high level of emotional maturity contributes to effective social functioning of people. Their adaptation in society affects the establishment of constructive, mutually productive, open interpersonal relations that are implemented in a mature form of friendship, love and the ability to create emotionally close harmonious family relationships. At the same time immaturity contributes to the creation of infantile phenomena of communication, such as interpersonal dependence/counter dependence [6], the devaluation of maturity and inflation of courage [4], the fear of psychological intimacy [2], the syndrome of «emotional cold» among girls [1], loneliness and other. Therefore the concept of emotional maturity can be a key to create the best quality of life.

Problem analysis.

Based on our theoretical analysis of the most popular psychological concepts the following basic models of individual emotional maturity were allocated: a) partial models (identification of emotional maturity and emotional competence; emotional maturity versus emotional intelligence; emotional maturity as a feature of a certain age, emotional maturity as a social norm); b) generative models (emotionally mature identity as a «fully functioning person», as a man who goes to self-actualization, as a genuine person, a child, as an adult, as a person, which is included in the transpersonal structures).

The most thoroughly and comprehensively the problem of emotional maturity is presented in the works among representatives of humanist paradigm, namely – client-centered approach [10]. Emotionally mature person, according to Rogers is a man who is open for understanding of his own feelings and reasons that caused them, and their contents; who trusts his feelings, accepts them; who is able to experience emotions of different range, depth and intensity; who can express in words his own emotional experiences; who is capable of empathy.

In our opinion (O.S.Kocharyan [5]) emotionally mature person is sensitive to his emotions and understands them. The emotionally mature person is able to see the depth of his experience, he has the courage to come into contact with his own emotions and keep those emotions and experiences that are authentic. Also, emotionally mature person is able to move away from the usual strategies for infantile emotional response that is a response to a traumatic situation, herewith the response becomes habitual and spontaneous and determined situation. Emotionally mature human has «fluid» and not static emotions which are dynamic in nature. If the fixation of emotions in one form or another happens it shows their absence in the expanded sense. It is the evidence that the man faced a traumatic experience since childhood.

Such characteristic of emotionally mature person was the theoretical model to introduce the concept of «emotional maturity», which we define as a certain level of adult personality, characterized by openness of emotional experience, awareness of his own feelings and accepting them, developed emotional sphere and emotional self-control, the ability to show and express emotions and feelings adequately and according to situation and experiences.

Based on model of emotionally mature person as a «fully functioning person» one stands five main structural components of emotional maturity in personality: reflection of emotions, emotional self-regulation, empathy, emotional expressiveness and accepting your own emotions.

According to this concept, it is considered necessary to study features and manifestation of psychological defense mechanisms and stable emotional characteristics among test persons with different levels of emotional maturity.

The aim was to analyze the patterns of emotional protection among persons with different levels of emotional maturity.

For empirical study we used the following methods and techniques:

1.Testing method of individual emotional maturity TMIEM (O.S.Kocharyan, M.A.Piven);

2.Testing method of typologies in psychological defense, R. Plutchik (adaptation of L.I.Vasserman, O.F.Yerysheva, E.B.Klubova, and others).

3.Scale of differential emotions by K. Izard.

We used procedure of dimension reduction for mathematical and statistical data –factor analysis (method of principal components, rotation of Varimax raw) and reliability evaluation of differences (t-Student criterion and U-criterion of Wilcoxon-Mann-Whitney for large samples).

The research sample was 197 people (114 women, 83 men) – students of humanitarian and technical specialties in National Aerospace University named by N.E. Zhukovsky «HAI»,who have 4 and 5 year of study and aged 20 to 23 years. To achieve this goal there were created two research sections by extreme groups, using techniques TMIEM of this sample. So the first group consisted of 65 people with high emotional maturity (33 men, 32 women), the second group consisted of 65 men with low emotional maturity (24 men, 41 women).

Research results.

We know that the idea of psychological defense is one of the fundamental concepts when describing individual adaptation to difficult situations. It has great explanatory power tools in the study of coping and adaptive personal reserves which allow optimal social and personal adaptation.

For clarity, the severity of psychological defense mechanisms in groups of test persons with high and low levels of emotional maturity is presented as a graphic image (Fig. 1).
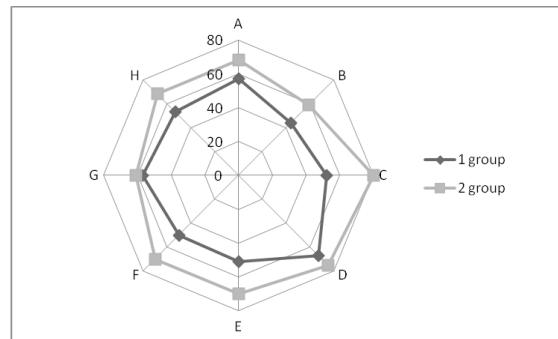
Fig.1. The intensity of the main psychological defense mechanisms among groups of people with high (group 1) and low (group 2) severity level of emotional maturity.

Note: A – denial, B – displacement, C – regression, D – compensation, E – projection, F – substitution, G – intellectualization, H – jet formation.

The figure shows that PDM indices dominate in a group of people with a low level of emotional maturity, so they are characterized by a high degree of general Ego-intensity defense, which may indicate a significant state of psycho-emotional stress and anxiety.

The most evident protective mechanism in the first group is compensation, defined as the person's ability to get rid of feelings about their own shortcomings by developing their strengths. This protective mechanism is a conscious action in support of self-importance and self-worth. In psychoanalytic literature [7] people who use mostly mature PDM and means of the emotion processing, defined as more emotionally and personally mature.

The main psychological defense mechanism among the test persons of the second group is a regression that is the protection of manipulative type. Regression is a return to the earliest infantile behavior strategies that appear to demonstrate vulnerability and dependence to reduce anxiety [9]. Perhaps the expressive regression only enhances emotional immaturity, as a small child is unable to control his emotional background, to recognize and analyze his feelings, to enter the emotional world of another person; he just spontaneously reacts to what happens.

U-criterion of Wilcoxon-Mann-Whitney helped to set significant difference between the groups in

terms of severity among defense mechanisms. Test persons with low emotional maturity in contrast to the first group people have the highest level of severity indicators such as psychological defense mechanisms: denial (U=952,5, p≤0,0001), displacement (U=1490, p≤0,003), regression (U=801, p≤0,0001), compensation (U=1619,5, p≤0,02), projection (U = 1333,5, p≤0,0001), replacement (U=1138,5, p≤0,0001) and jet formation (U=1440,5, p≤0,002).

According to the psychoevolutionary theory of personality by R. Plutchik and structural theory of personality by H.Kellerman, there is a specific network of relationships between emotions, defense mechanisms and personality dispositions (hereditary predisposition to mental illness) [1]. In order to understand the interaction between structural features and mechanisms of psychological defense and persistent emotional traits we have done factorization feature of space data in lifestyle techniques [8] and the data in scale of differential emotions by K. Izard [3]. The resulting four-factor matrix explains 69,6% variance (Table 1).

Table 1

Factor structure of the emotional and defensive patterns among people with different levels of emotional maturity

Indexes	Factor 1 «Immaturity PDM»	Factor 2 «The release of protection»	Factor 3 «Projection»	Factor 4 «Interaction of protection»
Interest			0,50	
Joy		0,65	0,43	
Surprise		0,64		
Grief	0,69		-0,39	
Anger	0,66			
Disgust	0,63			
Contempt	0,41		0,47	
Fear	0,64			
Shame	0,48		-0,50	
Guilt	0,58			
Denial				0,51
Extrusion	0,68	-0,40		0,64
Regression	0,68			
Compensation				
Projection	0,57		0,33	
Substitution				
Intellectualization		-0,53		
Jet formation				-0,42
Factor value	29,60%	18,19%	13,58%	8,23%

Note: Table includes only meaningful load factor (from 0,40)

The first monopolar factor that explains 29,6% of variance is designated as «Immaturity PDM» and includes the following indicators: grief (0,69), anger (0,66), disgust (0,63), contempt (0,41), fear (0,64), shame (0,48), guilt (0,58), extrusion (0,68), regression (0,68) and projection (0,57). In this factor, combined are immature psychological defense mechanisms, sthenia and asthenia negative emotions, and emotions aimed at criticism of one's own ego. In our view, it is evident that increasing negative emotional experiences activate protective defense mechanisms (which do not allow the flow of conflict and traumatic information to the consciousness of the individual). It means that such test persons inherent complexity to be faced with negative emotions and to experience their depth, so they may unknowingly suppress them, demonstrate helplessness, dependency, child behavior and replace their unacceptable internal desire for other people to reduce anxiety. At the same time, we can assume that the activation of these protections does not fully ensure the avoidance of negative emotions.

The second factor with 18,19% value is bipolar and called «The release of protection». It combines the following components as joy (0,65), surprise (0,64), extrusion (-0,40), intellectualization (-0,53). Combining these components into a single factor indicates that control over impulses and emotions, which happens when thinking about them instead of direct experience and suppressing of unacceptable for individual signals block the experiences of positive emotions, which are activated spontaneously. The decrease in intensity of psychological defense mechanisms involves the emergence of joy and wonder, and conversely the presence of these experiences eliminates the effect of defense mechanisms.

Third bipolar factor that explains 13,58% variance is called «Projection». In this factor, we have the following indicators: interest (0,50), joy (0,43), grief (-0,39), contempt (0,47), shame (-0,50) and projection (0,33). This factor shows the interaction of positive and negative emotions and contains a projection. We can assume that positive emotions constitute appropriate self-image for individual. Contempt, painted as a negative emotion, arises among test persons with respect to a man who demonstrates in their opinion bad characters or behavior. Projection is a protection from contempt when the individual has difficulty to admit his own feelings as for significant advantage over others.

The fourth bipolar factor with the value of 8.23% is called «Interaction of protection» includes the following indicators: denial (0,51), extrusion (0,64) and jet formation (-0,42). When denial there appears disregard of painful reality for human, the information that is countered to the individual is not accepted at all. Extrusion is aimed at leveling the negative experiences by removing them from consciousness. Jet formation involves the transformation of

unacceptable impulses in consciously acceptable appearance. We can assume that this factor grouped psychological defense mechanisms by setting their polarity and complexity. Thus, denial and repression are polar mechanisms of protection against the jet formation; it is noted in the opposite signs of factors. Thus, the person cannot use both protective and defensive protection mechanisms.

Table 2

The difference in severity of selected factors among representatives in groups with high and low emotional maturity

Factors	Average value (Group 1)	Average value (Group 2)	t-criterion	Level of significance, p (df=128)
Factor «Immaturity PDM»	-0,41	0,41	**5,62**	**0,001**
Factor «The release of protection»	0,37	-0,37	**-4,54**	**0,001**
Factor «Projection»	-0,13	0,13	1,42	0,183
Factor «Interaction of protection»	-0,38	0,38	**-4,79**	**0,001**

Checking the authenticity of the differences in highlighted factors between research groups using Student t-criterion showed that specific for test persons with high levels of emotional maturity is «Release from protection» factor and for subjects with low levels of emotional maturity specific are factors of «Immaturity PDM» and «Interaction of protection». Factor «projection» does not reach the significant level in differences and can be considered as part of the emotional sphere, equally expressed in the structure of the emotional sphere among emotionally mature and emotionally immature individuals.

Conclusion

1.   The most significant protective mechanism among the representatives with the high level of emotional maturity is compensation, defined as the person's ability to get rid of feelings about his own shortcomings by developing strengths. The main psychological defense mechanism among people from the second group is a regression that is the protection of manipulative type.

2.   People with low emotional maturity have advantage of such psychological defense mechanisms as denial, repression, regression, compensation, projection, replacement and jet formation.

3.Emotionally protective space of personal maturity is represented by four factors: «Immaturity PDM», «Release of protection», «Projection», «Interaction of protection». These components reflect the peculiarities of the emotional sphere among both emotionally mature and emotionally immature personality.

4.The specific component of emotional maturity phenomenon for people with high level of emotional maturity is the «Release of protection», i.e. low intensity of psychological defense mechanisms involves the emergence of positive emotions.

5.The specific component of emotional maturity phenomenon for subjects with low level of emotional maturity is «Immaturity PDM» and «Interaction of protection». Factor «Immaturity PDM» highlights that the increase in negative emotional experiences activates primitive defense mechanisms that cannot fully balance primitive negative emotions. The factor «Interaction of protection» reflects the tensions in sphere of protection and shows the impossibility of simultaneous use of protective and defensive mechanisms of maintenance.

The prospect of further studies may be connected to the expansion of ideas about factors that crystallize and support the functioning of individual emotional maturity for further creation of a system including psycho measures to eliminate already existing violations of the studied phenomenon.

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Psychology of Cognitive Processes

COLLECTIVE MEMORY OF THE HOLOCAUST AND NATIONAL IDENTITY OF THE STUDENTS YOUTH IN UKRAINE

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This article was written according my presentation at Danyliw Seminar in Contemporary Ukrainian Studies, 2007, Canada.

The goal of this article was to explore collective memory of the Holocaust and its connections with the national identity in the students youth of Ukraine. A theoretical analysis of the concepts of collective memory and national identity and their characteristics was conducted. Writing essays as a methodology of collecting empirical data was provided and sample peculiarities were described. Discourse analysis was chosen as a methodology of empirical data analysis. It was proved that one can make some suggestions about national identity on the basis of collective memory. Civil, ethnic and victimized types of identity which have regional peculiarities were singled out.

Key words: collective memory, national identity, Holocaust, discourse analysis, regional peculiarities.

Метою даної статті було дослідження колективної пам'яті про Голокост і її зв'язок з національною ідентичністю української студентської молоді. Був проведений теоретичний аналіз концепції колективної пам'яті і національної ідентичності і подані їх характеристики. Було обґрунтовано, що як метод збирання емпіричного матеріалу може бути використане написання есе; були подані особливості вибірки. В якості аналізу емпіричних даних був вибраний і описаний дискурс-аналіз. Було доведено, що можна зробити деякі висновки щодо національної ідентичності на базі колективної пам'яті. Були виділені громадянська, етнічна й ідентичність жертви і їх регіональні особливості.

Ключові слова: колективна пам'ять, національна ідентичність, Голокост, дискурс-аналіз, регіональні особливості.

Целью данной статьи было исследование коллективной памяти о Холокосте и ее святи с национальной идентичностью студенческой молодежи Украины. Был проведен теоретический анализ концепций коллективной памяти и национальной идентичности и выделены их характеристики. Было обосновано, что в качестве метода сбора эмпирического материала может быть использовано написание эссе; были описаны особенности выборки. Для анализа эмпирических данных был выбран дискурс-анализ и дано его описание. Было доказано, что можно сделать некоторые выводы относительно национальной идентичности на основе коллективной памяти. Были выделены гражданская, этническая и идентичность жертвы и их региональная специфика.

Ключевые слова: коллективная память, национальная идентичность, Холокост, дискурс-анализ, региональные особенности.

In the turning points of existence and changing orientation toward the future every state faces a task of constructing a new version of the history and people's collective memory, because as G.Orwell noted those who control the past also control the future. This new version is constructed in several directions. Well known events are interpreted in another way and a new narrative about them is created. Events that were less important before are emphasized. And finally, those events which were tabooed before, not kept in the official memory and which the authorities tried to remove from unofficial memory begin to enter official and collective memory. It is typical for post-totalitarian countries first of all. Thus a new grand narrative of a national history is constructed. These "new" events, new interpretations, new narratives create and support national identity since representations of the historical past are very important in this process.

Memory and identity (both individual and collective) interact tightly and constantly influence each other. It should be mentioned that history determines their relations [4, p. 5]. Both memory and national identity are not immutable but they are constantly constructed and reconstructed depending on political and ideological goals, distribution of power, etc. [4].

The goal of this article is to explore collective memory of the Holocaust and its connections with the national identity in the students youth of Ukraine.

It should be solved by the accomplishment of the following tasks:

1. To conduct a theoretical analysis of the concepts of collective memory and national identity and their characteristics;

2. To provide a methodology of collecting empirical data and the sample peculiarities.

3. To discuss the results about collective memory of the Holocaust and its connections with national identity.

4. To analyze regional features of national identity.

Concept of Collective Memory

A concept of collective memory was introduced by M.Halbwachs [5]. In his views collective memory is a socially constructed phenomenon. It is constructed by various social groups and institutions, and there can be as

many versions of the collective memory in the society as many groups it has. Certainly it is separate individuals who remember and recollect but their memory and recollections are determined by a group context and collective memory of a definite group is shared by its members. Thus, different social groups create their different versions of collective memory. But even within the limits of one group collective memory about some event can vary and differ. To analyze this phenomenon it is productive to use the notion of "distributed" collective memory introduced by J.Wertsch [11, p.23-24]. According to him collective memory is not identical, it is distributed between the members of the group. The simplest version of the distributed collective memory is the so called "homogeneous" memory, mainly identical for each member of the group. In fact it can be met rather rarely. Wertsch named the second version of the distributed collective memory as "complementary". In this case different members of the group remember different things and events but these memories are not contradictory, they can supplement each other forming a general picture. The third version is characterized by Wertsch as "contested". In contested memory different members of the group remember different events as in complementary memory but their memories contradict and oppose each other. Many historians and sociologists who write on collective memory and use other terms describe frequently just this "contested" version of collective memory [1], [2], [3], [8], etc.

Collective memory has a number of characteristics: it inclines to create a simple and clear version of an event (P. Novick), it is determined not only by a group that creates and shares it but also by the place and time of its creation (P.Burke), it is able to constant development (P.Nora). The content of memory can be kept and forgotten, unconsciously distorted, being manipulated and appropriated; memories can be latent for a long time and then to "wake up" for life again. Memory is a phenomenon of the present and it is changed being influenced by a current life. It agrees with M. Halbwachs idea that in many respects the past is a changeable social concept adjusted for the needs of the present [5, p.25]. Being emotional, collective memory keeps only those facts that "fit" it. It is subjected to transfer, defense, censorship and projection of all kinds. Being filled with emotions collective memory can be a "burden" of the past. At the same time collective memory develops narratives addressed to contemporaries using for it the language and the system of ideas of the present, not of the past [9, p. 9].

M. Halbwachs considered that supporting a stability and wholeness of the group is a significant characteristic of the collective memory. Developing this thought H. Rousso mentions that both individual and collective memory support identity. He also underlines the fact that individual memory always enters collective bounds of the family, school, working place or country. People do not remember by themselves; they always remember in the context [9, p. 6]. Thus collective memory supports not only local group identity but also ethnic, national or civil and other identities.

National Identity and its Connections with Collective memory.

Many scholars note many difficulties in defining a notion of national identity. It is used in various fields of knowledge and each field puts its own somewhat different content in this notion without giving it accurate definitions at the same time. The most general characteristics of this notion are the following.

National identity is a kind of a more general notion of social or collective identity. When an individual learns essential elements of a group culture in a wide sense including norms, ideas, political views, etc., considers them own, identifies with them, has a feeling of belonging to a definite group or community it is defined as a group or collective identity. As soon as any person belongs to various social groups it is possible to speak about multiple collective identity.

As it was already mentioned identity is not static, it is a historical, constructed and reconstructed phenomenon. Identity (national as well) is developed in a certain historical situation and can be changed in definite circumstances. But forming a new identity is always connected with rewriting history, creating new myths, new heroes, and a new version of the collective memory.

If a person identifies with and feels belonging to a definite nation, state, ethnic group it is defined as national identity. National identity is constructed by a political community which seeks to get a sovereign status or to defend it. National identity development is a process of describing one's own group and differentiation and separation it from "Others". I share a viewpoint that national and ethnic identity are not equal. Members of the same ethnic community may have different national identities: an ethnic Ukrainian with Canadian national identity, for example. Whatever is an understanding of national identity and its content, almost all scholars recognize that national identity is inseparably linked with collective memory; development, support, and transformation of national identity is impossible without collective memory. Therefore national identity cannot exist without support of collective (historical, national) memory.

Basing on the theoretical assumption about tight connections between collective memory and national identity this study is focused on the collective memory of the Holocaust in Ukraine and its connection with national identity.

Methodology of Collecting Empirical Data

A method of collecting empirical data which gave the information to conclude about collective memory was writing essays about the Holocaust. With the help of this method one can obtain data of what respondents know and remember about the Holocaust. Besides, the essays contain a wide range of issues connected with genocide in general, with person's right for life and other moral questions. Gillis notes "what is remembered is defined by the assumed identity" [10, p. 3]. Thus, having analyzed what is remembered by people it is possible to reconstruct their identity. Asking a direct question we can get a socially approved answer. When a person writes about something his views, attitudes, identities, in many cases including national identity become apparent.

Sample and its Description

The sample was chosen with regard for generational, regional, educational and gender characteristics. Analyzing memory of historical events it should be kept in mind that memory about them will change from one generation to another. Person's memory of the event in which he participated or witnessed differs from his memory of the event about which he learnt from stories, books or other written or oral sources. New generations create their memory of the Holocaust drawing information from different sources and getting as a result a mixture which forms a collective memory of the Holocaust of a definite generation. Therefore it makes a sense to speak about the collective memory of the Holocaust with reference to a definite generation, historical, social, and cultural situation. Continuing J. Young's idea it can be said that not only every country constructs "own" memory of the Holocaust but also every region can have somewhat different memory of it. Thus the sample was compiled from the students from Kharkiv, Poltava and L'viv. The sample of each city, approximately equal, included university students of sciences, social sciences, and humanities (but not historians) of all years. Their age varied from 16 to 23 years, females slightly exceeded males. Altogether 237 essays were analyzed: 89 from Kharkiv, 74 from Poltava, and 74 from L'viv. Empirical data were collected in September – October 2006.

Methodology of Empirical Data Analysis

Collected essays were like small texts. One of interdisciplinary methods for qualitative text analysis is discourse analysis. It is widely used not only in linguistics but in other humanities – philosophy, sociology, anthropology, psychology, etc. to study different social phenomena such as youth subcultures, sexual harassment, anti-Semitism, attitude to racism, etc. In discourse analysis attention is paid not only to what people say but also to how they say it. Even when we speak "in our own words" these words are not just ours but they are the words of our community. "We speak with the voices of our communities, and to the extent that we have individual voices, we fashion them out of the social voices already available to us, appropriating the words of others to speak of our own" [7, p.24-25]. The way individuals speak is determined by those ways and means that they share with other members of their community. Discourse analysis may be considered as a method for the analysis of these social voices.

Discourse analysis can be applied not only to oral but also to written texts. An approach most frequently used for the analysis of the written texts is called critical discourse analysis [10], [12]. This approach unites analytical means of structural linguistics and the so called critical theory that consider social phenomena to be constructed by various social forces, and not be "essential" and "natural". Thus R. Wodak mentions that every discourse and every text are connected with others and they should be examined in connection with other discourses [12, p. 11]. Discourse is a form of social activity which is defined by values, social norms and social practices. Many conscious and unconscious motives are significant while creating texts, and this leads to the appearance of articulated and hidden meanings, cognitive and emotional aspects of the discourse.

Thus, facing a task to recall and to write about the Holocaust respondents created their text using some discourse which had to be reconstructed. Discourses reconstructed in this study show values and views of respondents which were reflected in their narratives about the Holocaust.

Characteristics of the Collective Memory about the Holocaust

Respondents actualize facts about the Holocaust, events, considerations putting this content into a wider framework and using one or another discourse. It is anti-racist (or anti-nationalist) discourse, historical discourse, personification and transferal of responsibility discourse, comparative discourse, everyday life discourse, anti-Semitic discourse, stating discourse, neutral discourse, interpretative discourse, emotional discourse, regional discourse, religious and philosophic discourses. These discourses were described in details in my article [6]. In general the content of the collective memory about the Holocaust is rather shallow, not informative, based on the details, stereotypes, and myths of the everyday life and is personally distanced from the respondents.

Connections of the Collective Memory about the Holocaust and National Identity

Essays written by the students showed not only specific features of their collective memory about the Holocaust but also gave a possibility to make some conclusions and assumptions about their national identity. The first which is striking in most essays is the absence of the localization of the Holocaust in the space. Two thirds of respondents connect the Holocaust with Ukraine in no way; they did not mention any Ukrainian realities. They did not connect the Holocaust either with Ukrainian history or its past. Thus, remembering the Holocaust two thirds of respondents did not display their national identity in any way. So it can be assumed that collective memory of the Holocaust is not connected with their national identity.

At the same time it is possible to say about manifested national identity in a third part of a sample (31%). Let us focus on the analysis of this part. What can be said about their national identity? This group appeared heterogeneous.

The first group, the most numerous, is the group which places the Holocaust in national Ukrainian history, understands it as a fact of our history that took place in Ukraine with people who lived not only beside but together with Ukrainians. National identity in this group is not equal to ethnic, as soon as it includes not only Ukrainians but other people living in Ukraine. So in fact we can speak about civil identity in this case.

The second group is composed of the respondents with strongly marked ethnic identity and a large distance from other people, Jews in particular. Students of this group consider that the Holocaust is an event of Jewish history that it bears no relation to Ukrainians.

The tragic fate of the Jews made some students ponder over it and put other nations, Ukrainians in

particular, in the place of the victims. These students belong to the third group. They have a strong idea about Ukrainians as victims in history. A myth about Ukrainian people as victims and martyrs is a part of their national identity. Students of this group often draw a parallel between Ukrainians and Jews according to the level martyrdom. They are aware that the Ukrainians suffered not less than the Jews and they feel offended in terms of recognition their sufferings. They mark that Golodomor was not less tragic historical event and during World War II Ukrainians suffered innocently not less than Jews. It can be qualified as a manifestation of the inferiority complex, desire to make equal themselves with other victimized people and to become sure that Ukrainian people suffered not less than any other.

It is possible to single out a subgroup here which compares discrimination of the Jews in fascist Germany and in the Soviet Union. Some respondents mention that both Germany and the Soviet Union strove to get rid of the Jews. Other compare Germany's attitude to Jews with Soviet Union's attitude to Ukrainians. But in both cases they express negative attitude to the Soviet Union and denial of Soviet identity.

At the same time whatever versions we are speaking about all they tend to keep positive and not conflicting identity. It can be assumed that this reluctance to shake positive identity, desire to keep it consistent and plain is one of the reasons of the poor collective memory of the Holocaust in the students.

Regional Characteristics of Collective Memory and National Identity

In general as it was expected both differences and similarities have been found in the results of respondents from the three regions. In each city everyday life and interpretative versions of collective memory are represented most frequently (Table 1).

Table 1

Regional distribution of the versions of collective memory

Versions of collective memory	Kharkiv	Poltava	L'viv
Interpretative	29,2%	33,8%	20,3%
Anti-racist	18,0%	23,0%	18,9%
Historic-comparative	13,5%	5,4%	16,2%
Everyday life	28,1%	23,0%	33,8%
Anti-Semitic	14,6%	14,9%	5,4%
Regional	1,1%	2,7%	10,8%

Students from these cities have all versions of the collective memory though the frequency of their usage is different. The L'viv sample differs from the samples of Kharkiv and Poltava by rather frequent use of the regional discourse and by remembering more facts and events relating to the Holocaust in Ukraine. Students from Kharkiv and Poltava used anti-Semitic discourse rather often. At the same time almost three times less L'viv students used it.

The expression of the national identity is the following. Most of all students who showed it are from L'viv (37.8%), 24.3% - from Poltava, and 21.3% - from Kharkiv. Comparison of civil, ethnic identity, and identity with Ukrainians as victims showed that in all three groups most students manifested civil identity (Table 2).

Table 2

Regional distribution of the types of identity (%)

Type of identity City	Civil	Ethnic	Victimized	Others
Kharkiv	31,6	21,1	-	47,3
Poltava	44,4	22,2	22,2	11,2
L'viv	32,1	25,0	21,4	21,5

Other types of identity were distributed in each city in a different way. In L'viv ethnic identity appeared on the second place, identity with Ukrainians as victims – on the third place. More than other groups L'viv students deny Soviet identity. In Poltava ethnic identity and identity with Ukrainians as victims are presented equally. Somewhat different structure of identity is in Kharkiv sample. Here the second place after civil identity is occupied by the attitude to the Jews as "Others" (26.3%). So they describe themselves not positively but by negating those who are not "We", thus throwing away a part of history from their collective memory. Fewer students in comparison with the whole sample showed ethnic identity.

Conclusion

It should be mentioned first of all that these findings relates to the generation of the youth who were born about thirty years ago. They cannot be distributed at least without special study to other generations whose collective memory of the Holocaust has its own features that are characteristic for their generation. Besides, highly probable that the data which could be obtained in small towns or villages, in the youth without higher education would have been different as far as it is well-known that more educated population is not only

more informed but also more tolerant including inter-ethnic relations.

In general the content of the students' collective memory about the Holocaust is very poor, not much informative and rather strange to them. It is rested on various cultural models and values such as human rights, equality of people of different race and nations, absence of violence, everyday stereotypes and myths. It is not homogeneous but present both complementary and contested versions. Everyday life and interpretative versions of the collective memory are most frequently used. Wide use of the everyday life version agrees with ideas that collective memory tends to simplify events, present them as simple and consistent.

Very few respondents remembered the Holocaust in a regional context (in a narrow and a wide sense, applying to own region or Ukraine as a whole). It evidences about their attitude to the Holocaust as a foreign event, that the Holocaust is not incorporated in Ukrainian history and national memory by these students. A large number of the students expressed their anti-Semitic views and position (mainly in Poltava and Kharkiv). Their views and attitude toward the Jews are rather intolerant and aggressive.

Some specific features have been disclosed in regional peculiarities of collective memory and national identity. Regional memory and national identity is more evidently expressed in the students from L'viv. Students from Poltava in general remind them. Kahrkiv students display their ethnic identity in an indirect way, separating themselves from the Jews as "Others".

Thus, students' youth collective memory of the Holocaust acts a minor part in the support of their positive national identity.

Taking into account an idea about inseparable connection of national identity and collective memory it can be assumed that it is possible to make some suggestions about national identity on the basis of collective memory. Several types of national identity have been singled out: ethnic identity, civil identity, identity with Ukrainians as victims and martyrs, denial of Soviet identity. But it was possible to make conclusion about respondents' national identity only regarding about one third of the sample: two third of respondents while remembering about the Holocaust did not display their national identity in any way. It gives a reason to suggest that the memory about the Holocaust is not connected with their national identity and does not support it. At the same time among the respondents who displayed their identity the largest amount revealed civil identity.

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FEATURES OF YOUNGER PUPILS' IDEA OF RICH AND POOR PEOPLE

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The article deals with psychological characteristics of primary school children idea of a poor and rich man. It is shown that at early school age children define the limits, signs of poverty and wealth, qualities of poor and rich, the nature of their relationships with others, their social significance. Perceptions of poor and rich images are related to both poor and rich fantasy characters, and with images of real people who are formed in the process of interaction with parents, peers and others.

Key words: representation, younger students, poor people, rich people, fabulous characters.

У статті досліджено психологічні особливості уявлення молодших школярів про бідну та багату людину. Показано, що в молодшому шкільному віці діти визначають межі, ознаки бідності та багатства, якості особистості бідних та багатих, характер їхніх взаємовідносин з оточуючими, їх соціальну значущість. Уявлення про бідних та багатих пов'язані як з образами бідного та багатого казкового персонажу, так і з образами реальних людей, які формуються у процесі взаємодії з батьками, однолітками та іншими людьми.

Ключові слова: уявлення, молодші школярі, бідна людина, багата людина, казкові персонажі.

В статье исследованы психологические особенности представлений младших школьников о бедном и богатом человеке. Показано, что в младшем школьном возрасте дети определяют границы, признаки бедности и богатства, качества личности бедных и богатых, характер их взаимоотношений с окружающими, их социальную значимость. Представление о бедных и богатых связаны как с образами бедного и богатого сказочного персонажа, так и с образами реальных людей, формирующихся в процессе взаимодействия с родителями, сверстниками и другими людьми.

Ключевые слова: представления, младшие школьники, бедный человек, богатый человек, сказочные персонажи.

Among phenomena of economic consciousness a special place is taken by an idea of rich and poor people, wealth and poverty. It was in the early school years, when children begin to form a picture of the poor and the rich man, about poverty and wealth, to identify himself with a poor or rich man. This leads to their further development in economic and social terms, and as a result of emerging economic culture of an individual and society as a whole. Therefore, the study of representations of rich and poor people is important in the early school years.

In psychology, there are discussed various aspects of an idea of the poor and the rich man [1-12]. For example, authors such as A. L. Zhuravlev, T. V. Drobysheva studied the idea of the poor and the rich man in the course of personality formation, influence of a child's economic consciousness and others [4-5]. T. V. Drobysheva also studied the value orientations and socio-economic understanding of primary school children of a poor and rich fairy-tale characters [3]. A. B. Fenko studied features of economic socialization in children and found that children of primary school age gain experience of economic relations in artificially created conditions [8]. E. V. Shchedrina studied the economic notion of primary school children and found that the most important factors of economic socialization is education, family education and personal experience, and also for a man to understand the economic process well he must necessarily learn the role and the nature of money [11]. V. A. Haschenko and E. S. Shibanova studied the picture of poverty and wealth in different socio-economic conditions of life and found that the economic identity is the result of social categorization system of ideas about the economic category of "rich - poor people." [9]. S. G. Ianovska studied the importance of parental instruction in shaping monetary child›s behaviour and determining its level of material security [12]. But the problem of psychological ideas about a rich and poor man in primary school children isn't enough highlighted and needs further study.

In this context, the aim of our research is to determine psychological characteristics of younger pupils' ideas of a poor and a rich man.

There were used the following methods and techniques: the conversation method for determining the representation of a poor and a rich man in fairy tales and reality in primary school children; nonverbal semantic method differential (of Bentler and Lavoyye) to determine the characteristics of a rich and poor man ideas; methodology of self-assessment determining (Dembo-Rubinstein) to define the self-esteem of young pupils, with the added by us the scale of subjective self-assessment of poverty / wealth; projective drawing "The Ideas of a Poor and a Rich Man" to determine the characteristics of a rich and a poor man image; methods of mathematical statistics (primary mathematical analysis, factors Spirman, Dzhonkhiyera-Terpstra).

The sample was made of 60 pupils aged 7 to 8 years, enrolled in Kharkov schools.

If we consider the economic development of the child›s views, we can say that from about 3 years old, a child is indirectly involved in the economic relations of society, perceiving and appreciating other people as economic actors, but later, a child, in addition to the basic characteristics about himself, including into the description such indicator as "poor / rich." Some authors say that it happens when a child appeared to have pocket money before it becomes a problem of limited or unlimited opportunities and needs that is when he

has the first experience of handling money. However, this idea of a child himself bears the mark and how he perceives and understands the resentment of a rich and poor, from which they are composed, as shown in relation to a poor and rich, poverty and wealth in general, etc. [7]

The study of T. V. Drobysheva found that a result of children economic socialization, social identity formation characteristics can be considered, based on the concept of himself as a subject of economic relations. Children notion of poor and rich people is based on the accepted data evaluation categories in society, but of himself as a poor or rich person is determined by identifying with his socio-economic group. [3]

Aleksyeyenkova E. G. noted that the idea of a rich and poor real people is beginning to appear at early age, along with a system of ideas about themselves. For the first time children are describing the images of poverty and wealth while listening to stories, communicating with parents. Images of a rich king or poor fisherman, etc. are underlying concepts of children's' understanding of inequality, poverty and wealth, a poor and rich man and are different from those of real poor and rich people that have generalized and culturally conditioned nature. While in parent's representations of a real poor and rich man, passed to a child, reflect the experience of interaction and identity of parents themselves [1].

A. L. Zhuravlev concludes that an idea of a poor and rich man as a component of economic consciousness appears as a child is in the process of economic socialization, through communication with parents, siblings; in the process of stories reading, watching children›s movies and cartoons, and advertising; in the comparison himself with peers on material grounds, and are peripheral in the system of ideas about economic prosperity and inequality, poverty and wealth as a social and economic phenomena. [5]

A. V. Mudrik, said that "the impact of social structure in the process of future generations socialization is one of the tendencies there is installations reconstruction on property and social inequality" [6].

H. Dittmar identifies the following age stages in the development of ideas about a poor and rich man:

- Peripheral stage, aged 6-11 years old, when pupils rely on external attributes (appearance, presence or absence of material goods and behaviour of these people);

- Psychological stage, aged 11-14-years old, adolescents rely on the quality of individual psychological, social inequality explaining differences in work, education, effort and intelligence;

- Systematic stage, about 17 years old, students use sociocentric principle in explaining economic inequality.

In fact, the author follows the correlation between cognitive maturation of a child and the transition from the stage of external causal attribution to the stage of ideas development [2]. Based on the theory of social identity and dominant ideas, H. Dittmar concludes that a child "forms its understanding of the other, based on their financial situation according to dominant ideas in society. Actually financial situation turns out to be an irrelevant factor" [2].

Thus, the images of the poor and the rich are formed in the process of economic socialization and fixed in economic perceptions, thinking, behaviour, etc. The idea of a poor and rich man as a component of economic consciousness arise in childhood, through communication with parents, peers, the process of reading stories, watching children›s films, etc.

In the beginning of the research with all pupils there was conducted an interview to determine the ideas of a poor and rich man in fairy tales and reality. To the question "What stories do you know, which described the wealth?" The children called such tales as "Ivan Tsarevich", "Goldfish", "Flying Ship", "A Wise Girl," "Puss in Boots", "Golden Antelope", 12 Months "etc. To the question "What tale do you know, which describes poverty?" Children called somewhat different tale: "Grandfather Daughter and Babin Daughter," "Ivan the Fool", "Morozko", "Horse-skipjack", "Ohnyvo", "Porridge with an Ax" and others. Thus, the children response of demonstrates stories the distribution by the criterion of poverty / wealth in representations of the subjects. However, in these tales there are both poor and rich characters, but the children divided tale on criterion for poverty / wealth.

To the third question "Which of the stories you like best? Why? "Children called such tales as "Goldfish", "Flying Ship", "Puss in Boots ", "Horse-skipjack", "Golden Antelope". Choice of children was due to the fact that these tales easily performed desires, evil people get what they discover and the poor become rich, etc. The answers are presented in Table 1.

Table 1

The frequency younger pupils' on responses the choice of tales about poverty and wealth

Tales of riches	Incidence rate	Tales of poverty	Incidence rate
Prince Ivan	30	Grandfather daughter	24
Goldfish	18	Ivan the Fool	20
Flying Ship	16	Morozko	14
Puss in Boots	12	Horse-skipjack	14
A Wise Girl	12	Ohnyvo	8
Golden Antelope	8	Porridge with an Ax	6
12 Months	4	Poor Ivan and Priest's Wife	2
Three tolstyaka	6	Wise Ivanko	2

Poor and rich	6	On Right and Wrong	2
As Fox made a man rich	2	Rich Brother and Poor Brother	2
About Mark Rich	2		

Thus the frequency distribution of responses for stories about poverty and wealth differentiation has defined these concepts. Children distinguish tales of poverty from tales of wealth: fairy tale "Ivan Tsarevich" and "Goldfish" are a stories that largely are the tales of wealth and tales "Grandfather Daughter," "Ivan the Fool" are in the perception of children tales about poverty. The greatest advantage is given by children to tales of wealth (52.38%).

In response to the question "What are the heroes of poverty? What happens to them?" Children called such heroes, as grandparents, poor boy John, the youngest third brother Ivanko, daughter (Grandfather's) Masha, an orphan-boy and others. These characters get into a variety of complex situations, but they do best in order to solve them, to overcome the difficulties that arise in their way, they carry out their dream and become rich and prosperous. In response to the question "What are the heroes of wealth? What happens to them?" The children called heroes are such as: Princess Zabava, Prince Ivan, Rich Queen, Greedy Sultan and others. These characters are rich from birth, they are greedy or hard-working, willing to get a lot of money and doing for this everything possible: overcome the difficulties that arise in their way, use for their aims weaker people, cheat, etc.

So images of poor and rich fairy-tale characters in representations of children with differences and at the same time in some meaningful characteristics are similar. So, both poor and rich fairy-tale characters work hard to be wealthy and independent, but heroes of fairy tales, who are associated with wealth, have such traits as cunning and hypocrisy with the help of which acquire wealth.

In the response to the question "What words, phrases do you associate with your poverty?" The children pointed to external appearances and material attributes: dirty clothes, bad food, garbage, lack of housing and money, in addition, they pointed to loneliness, lack of friends, family and others. In response to the question "What words, phrases do you associate with wealth?" Children also pointed to external appearance and material attributes: gold, expensive clothes, a car, a big house, expensive jewellery, a lot of money, etc., in addition, they talked about family and friends whom a real rich man (Table 2) has.

Table 2

The frequency responses of younger schoolchildren to determine the real poverty and wealth

Synonyms to poverty	Incidence rate	Synonyms to wealth	Incidence rate
No money	36	A lot of money	41
Dirty clothes	27	Gold	22
Poor food	22	Expensive clothes	20
Trash	16	Machine	18
Homeless	15	Big house	18
Lack of Friends	2	Precious Jewellery	13
Lack of family	2	Many friends	3
		Family	1

The investigated younger pupils differentiate poor and rich people: they determine external characteristics of poverty and wealth, can have arguments, which confirm their statements.

The method of semantic differential was the notion of a poor and rich man. The data presented in Table 3.

Table 3

Average data on the semantic method of Bentler and Lavoyye differential

Criteria	Rich man				Poor man			
	Evaluation	Activity	Strength	Ordering	Evaluation	Activity	Strength	Ordering
Averages	2,4	2,8	3,1	2,7	2,4	2,4	2,1	2,7
Boys	2,6	2,9	3,3	2,9	2,6	2,2	1,9	2,9
Girls	2,1	2,8	2,9	2,5	2,1	2,8	2,9	2,5

All the studied parameters are at average or above average. On the factor "evaluation" concept of a poor and rich man was assessed equally. A rich man in representations of younger pupils is a stronger and active (performance factors for the "power" and "activity" of a rich man are higher than the notion of a poor man). Boys compared with girls appreciate a rich man above all factors. Girls are equally assessing both poor and rich man. Both boys and girls evaluate a rich man as a more active, strong and well-organized. Boys find a poor person to be more orderly than girls. Girls believe poor people to be more active and stronger than boys.

There was analyzed self-esteem of younger students who evaluated a poor and rich man. The entire studied have the average level of self-esteem, mental development - adequate by average; character - more or less good; on happiness factor, children identify themselves rather as happy people; additional factor for poor-

rich children are more likely referring to people of average wealth (Table 4).

Table 4

Average rate due to the method of self-esteem determination on Dembo-Rubinstein

Criteria	Mental Development	Character	Happiness	Poor-Rich
Averages	4,6	3,3	3,4	5
Boys	4,5	2,7	3,5	5,1
Girls	4,6	3,8	3,3	4,9

As the result of the analysis of a poor and rich man pictures it was identified the following. Most children put a poor man picture at the bottom and to the left that says that children in representations of a poor person show him as uncertain and suppressed. There is no house in the picture that indicates that a poor man has no support, warmth, etc. Pictures are made in most children with thin lines that may indicate the presence of adequate image of a poor man. Most children present shading that can speak of insecurity, anxiety that characterizes a poor man.

Pictures of a rich man are in the centre, demonstrating that children imagination of a rich man is that he has an adequate self-esteem and self-confidence. Also, in most children (72%) pictures there is no home and there is only one person drawn, that speaks of a rich man as a one having no support, warmth, love, and for him external characteristics are important. Pictures of all children are made in average lines that indicate adequate understanding of a rich man. Figures of 54% of the studied children present shading that can speak of insecurity, anxiety. 82% of studied children the well draws their pictures, which may indicate that the topic is important for them. So analysis of rich and poor man pictures showed differentiation of these images in younger pupils' imagination.

As the results of correlation analysis it was established the following relationships between the studied parameters. Factor "Assessment" of a poor man has a direct link with a picture of poor people (r = 0,604; p = 0.01), the higher is a picture in the paper, the more self-esteem and social importance are attributed to a real poor man by studied children. Factor "Ordering" of a poor man has a direct connection with the presence of an element of a house in a pictures (r = 0,567; p = 0.05), the more control is attributed to a real poor people; the higher is feeling of safety and security. Factor "Power" is a rich man has feedback from the presence of shading in drawings (r = 0,492; p = 0.05), the ability to create their own destiny, to control life events related to the lack of anxiety and fear.

On the results of comparative analysis there were identified significant differences in the perception of a poor and rich man in the factor of "Power". A rich man, according to the studied children is strong, confident, able to control the events of their lives compared to a poor man. There were also identified significant differences in the evaluation of boys and girls of a rich man factor "Power". The girls compared to the boys credited a rich man with more power and confidence. Comparative analysis data once more approved the view that younger students distinguish images of a poor and rich man.

As the result, we can formulate the following conclusions.

Images of poor and rich people are formed in the process of economic socialization. Perceptions of poor and rich people appear in childhood, through acquaintance with the cultural heritage of the society, communication with parents, peers, etc. In the process of information transmission about poor and rich people there is formed attitude to these categories.

At the primary school age children define limits, signs of poverty and wealth, qualities of a poor and rich personality, nature of their relationships with others, their social significance, etc. Perceptions of poor and rich images related to both poor and rich fairy-tale characters, and with images of real people who are formed in the process of interaction with parents, peers and others. In the characteristics of fairy-tale characters there appear elements of knowledge about real people, and vice versa, the idea of real rich fragments includes fabulous characteristics.

Comparative analysis of primary school children idea of a poor and rich man identified ambivalence of these images, and the idea of a rich man is more controversial than the image of a poor man. There was determined a meaningful unity and difference trend between poor and rich images, representations of children fabulous images of a poor and rich are closer than real similar images. The notion of children of a poor person in greater degree than of a rich one is due to influence of public perceptions that are fixed in fairy-tales and movies. Poor and rich people are distinguished in appearance and material attributes that surround it. A rich man compared to poor has more opportunities to change himself and the world, are emotionally stable, active and provides a sense of security to a child. Poor people are more hesitant, less active than rich, have less power, strength, self-control, emotions, business and others.

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Educational Psychology

PSYCHOLOGICAL ASPECTS OF LEARNING IN THE VIRTUAL ENVIRONMENT

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The article of I. Lukashenko, O. Lutsenko "Psychological aspects of learning in the virtual environment" is aimed to analyze psychological aspects of people learning and functioning in the virtual environment. There were analyzed a number of researches which highlight such psychological aspects of people's functioning in the virtual environment as motivational, cognitive, age-related, pedagogical, social, clinical, gender, psychophysiological and other ones. There are several advantages of Internet-learning in compare with traditional one – decrease of pedagogical authoritarianism, increase of learners independence, their higher responsibility for their learning, expanding the boundaries of learning, time economy etc. At the same time the Internet is characterized by specifics, which may make potential threats to the successful learning in it. These include addictions forming, identity violations, problems with the information defense, deterioration of communication quality, the development of deviations and specific psychopathology. Interaction with psychologists is desired during the development of distance learning courses to improve their efficiency and for its implementation at the time of appearing above mentioned problems.

Key words: distance learning, virtual environment, cyberpsychology

Статья И.Н. Лукашенко, Е.Л. Луценко «Психологические аспекты обучения в виртуальной среде» нацелена на анализ психологических аспектов обучения и функционирования человека в виртуальной среде. Проанализирован ряд исследований, в которых освещаются такие психологические аспекты функционирования человека в виртуальной среде как мотивационный, когнитивный, возрастной, педагогический, социальный, клинический, гендерный, психофизиологический и т.п. Обучение в среде Интернет характеризуется рядом преимуществ по сравнению с традиционным – снижение авторитарности преподавателей, повышение самостоятельности учащихся, их ответственности за свое обучение, расширение границ обучения, экономия времени и др. В то же время Интернет-пространство характеризуется спецификой, которая может составить потенциальные угрозы для успешности обучения в нем – формирование зависимостей, нарушение идентичности, проблемы с защитой информации, ухудшение качества общения, развитие девиаций и специфической психопатологии. Взаимодействие с психологами желательно как на этапе разработки курсов дистанционного обучения в целях повышения их эффективности, так и в ходе его реализации при возникновении вышеупомянутых проблем.

Ключевые слова: дистанционное обучение, виртуальная среда, киберпсихология

Стаття І.М. Лукашенко та О.Л.Луценко «Психологічні аспекти навчання у віртуальному середовищі» націлена на аналіз психологічних аспектів навчання та функціонування людини у віртуальному середовищі. Проаналізовано низку досліджень, в яких висвітлюються такі психологічні аспекти функціонування людини у віртуальному середовищі, як мотиваційний, когнітивний, віковий, педагогічний, соціальний, клінічний, гендерний, психофізіологічний тощо. Навчання у середовищі Інтернет характеризується низкою переваг у порівнянні з традиційним – зниження авторитарності викладачів, підвищення самостійності учнів та студентів, їх відповідальності за власне навчання, розширення меж навчання, економія часу тощо. Водночас Інтернет-простір характеризується специфікою, яка може скласти потенційні загрози для успішності навчання в ньому – формування залежностей, порушення ідентичності, проблеми із захистом інформації, погіршення якості спілкування, розвиток девіацій та специфічної психопатології. Взаємодія з психологами бажана як на етапі розробки курсів дистанційного навчання з метою підвищення їх ефективності, так і протягом його реалізації під час виникнення вищезгаданих проблем.

Ключові слова: дистанційне навчання, віртуальне середовище, кіберпсихологія

Actuality of the problem of the psychological aspects of learning in a virtual environment is dictated by the need to develop the skills of independent learning and creative approach in teaching, formation of critical thinking, a new culture, active self-development in distance learning.

Virtual educational space of the subject reflects interrelationship of all areas of personality: the intellectual, emotional, value-semantic, behavioral, and others.

Psychological aspects of distance learning and information technologies were studied by L.N. Babanin, N.A. Bagdasarova, I.V. Bogdanov, I.N.Vasileva, A.E. Voiskounsky, E.M. Osipova, N.N. Petrova, O.V. Smyslova, E.V. Chmyhova, 2003, S.A. Matalyga, 2015, who have accented of importance of psychological factors for successful solution of such problems [2, 3, 5-9]. Review of psychological studies of human activity on the Internet is represented by Voiskounsky A.E. [6].

The psychological consequences of informatization and Internet impact on the person examined Yu.D. Babayeva, A.E. Voiskounsky, O.V. Smyslova [3, 5].

The works of M.I. Starov, M.S. Chvanova, M.V. Vislobokova, 1999, O.K. Tikhomirov, Yu.D. Babayeva,

A.E. Voiskounsky, O. Arestova, 1999, are devoted to psycho-pedagogical problems of communication in distance education [3, 5].

The study of N.V. Chudova and Yu.M. Kuznetsova, 2007, is devoted to the psychology of "Internet dwellers" [10]. Cognitive and personality characteristics of full-time students and distance learners were compared by N.A. Bagdasarova and Yu.V. Balashova, 2011 [2, 3]. Comparative analysis of personality and motivational characteristics of full-time students and distance learners was held by Uddin M.D., 2014 [13]. Features of personality-centered learning through distance technologies in professional education studied by V.V. Kravtsov, 2010 [9].

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The psychosemantic study of hackers' motivation was carried out by Voiskounsky A.E., V.F. Petrenko, O.V. Smyslova [5].

A.V. Beliaeva, I.M. Verenikina, B.K. Uzihanova, 2000, studied psychological characteristics of the children inclusion in the telecommunications environment [5]. A.S. Minzov posed the problem of learner identification during control testing [1].

At present, there are almost no studies which comprehensively reveal the psychological conditions of the organization of distance learning and person functioning in the Internet environment. The concept of computer telecommunication educational environment has not yet received enough consideration from psychological point of view. It is unclear what kind of professions can be trained in the telecommunications educational environment and for which - it is impossible, or perhaps in part. Issues of distance education have not proper psychological rationale to date.

The purpose of research is to analyze the psychological aspects of learning and functioning people in a virtual environment.

The effectiveness of the learning process with the use of computer technology is possible only in if it was created the proper conditions for this. One of these conditions is the psychological support of students, which aims to create a favorable psychological climate at distance learning and help students to develop an individual style, based on the effective knowledge assimilation in virtual learning. The main difficulties for teachers are the lack of opportunity to directly observe the students reaction to presenting educational material, misunderstanding after written feedback between students and teachers. Full eye contact is disturbing (during Skype-lectures) or disappears (during correspondence and placing materials on the web), which ensure the coordination of attention resources [4], and quality control of the perception information and skills developing.

There are the following tasks of psychological support for distance learning: the study of the environment (and communicative environment as a set of individual characteristics of the participants), the study of personal characteristics, level of mental properties, the characteristics of interpersonal relations of participants of distance learning; transmission to distance learning participants relevant information on psychological issues; creating the most favorable conditions for the development of the necessary personal qualities of the students and the teachers during the learning process and their full adaptation to training conditions; providing individually-differentiated approach to teaching, based on the psychological characteristics of the students to overcome the often dominant authoritarian style in teaching.

Among the existing approaches it can identified the main directions of psychological studies of human learning in the virtual space: 1) the study of the psychological conditions for successful learning (psychological characteristics, properties required for distance learning); 2) creation of a psychological model of «effective learner" on the base of a study of psychological characteristics of students who have successfully trained in this system; identification of his/her integrative personality characteristics (indicators of mental development, especially the modality of perception, professionally important characteristics, properties of temperament and personal qualities to ensure the successful distance learning); 3) design of distant psychological diagnostics methods; creation the batteries of diagnostics instruments; 4) rationale the methodological tools and forms of training in terms of the psychological characteristics of the interaction structure "the system of distance education and the learner"; 5) psychological analysis of the methodological tools of learning in distance learning system for their psychological adequacy of goals and objectives that would lead to the need to develop new distance learning tools; 6) design of methods and practical psychological tools to solve the problem of students identification at a control assessment in the Internet.

It seems promising these topics and areas of psychological research related to learning in a virtual environment: psychological specifics of the game, cognitive and communicative activity, mediated by the Internet (for example, the loss of information and misunderstandings, reduced motivation to communicate with feedback delay etc.); reasons for the attractiveness of computer work and Internet use for children and adolescents; psychological mechanisms of quick viewing of hypertext structures, the so-called browsing; dynamics of psychological states during the stay in the virtual reality; reasons of many attempts to change the identity of Internet users and create multiple "network identity" [5, 6].

In the second half of the 1990s. in fact, it was appeared a new branch of psychology - "cyberpsychology".

It synthesizes all areas and approaches of psychology to the study of human functioning in a virtual environment.

So, for the developmental psychology becomes important to study the online / role-playing game, new types of giftedness (e.g., in the application of computer technology and the Internet), age-specific application of the Internet and electronic devices, part of computer programs in the formation of "zone of proximal development": namely, participation its "instead of" the adult in the child's mental development.

For general psychology, particularly for the psychology of motivation, it can be referred the study of people's desire to participate in the Wikipedia articles writing, study the formation and modification of "world representation" and "self-concept", "reality-to-reality transition" under the influence of stay in the virtual space, and to psychology of scientific activity it can be referred the study of the ways how the Internet has changed the specificity of research and scientific communication [14].

In clinical psychology it is arose the problems of Internet addiction, changes in the perception of time spent in the network, the mystification of consciousness for some gamers, maladjustment in the form of autization and "escape from reality" in the virtual world; animism (animation of the computer and information systems), anxiety in the application of computers and the Internet in some people; organization of distant psychodiagnostics, psychotherapy and counseling; incitement to suicide and, on the contrary, prevention of suicidal ideations via Internet [14], study and correction of deviations related to cyberbullying among its perpetrators and victims; description of new forms of mental disorders caused by fantasies about network technologies and trying to implement them [5, 6, 12].

For the cognitive psychology the topics of particular importance are psychological characteristics of WWW information units perception, the specific of attention distribution, operating the "external" memory, problems of understanding in the conditions of rapid information browsing, etc. [4, 5, 6].; the role of the imagination at the involvement in different forms of network activity.

Social psychologists are interested in the processes of Internet mediated communication and group activities on the type of socio-psychological training, especially the appearance and functioning of new social groups - gamblers, gamers, chatters, bloggers, including persons belonging to the so-called "shadow Internet" (computer trolls, pranksters, spammers, hackers, "digital pirates" and others). It is useful to identify the features of social networks of virtual associations, nomination of "leaders" and "outsiders", processes of altruism and aggression; to study how behaviors, values, style of communication, prevailing affective background and virtual organizational structures transfer to the ordinary reality, etc.

Educational psychology faces the task of group and individual distance learning, development and implementation of training programs, game models for training of psychological qualities, a special kind of children and adolescents giftedness - talent in the field of information technologies; assessment the possibility of knowledge and skills transfer from virtual environment (for example, obtained in games) to real life. The psychological mechanisms of information influence on the psyche (the analogy, assimilation, reversion, ekzutsiya) described by Yu.D. Babayeva and A.E. Voiskounsky [5, 6]. can provide ambivalent and uncertain effect on the results of distance learning.

Organizational psychology and occupational psychology mainly interested in the study of new forms of employment and organizational behavior in the Internet environment, the transformation of professions, the introduction of communicative and organizational principles of online games in the work of professional industrial, commercial and research teams [5, 6].

It can be studied characteristics of visual, auditory, tactile perception and their interaction with the learning in a virtual environment; particularities of brain rhythms of and autonomic nervous system work when performing tasks on the computer and in the Internet as part of psychophysiology.

It may be called among the problems of differential psychology and personality psychology the study of typological personality characteristics with the dominant type of behavior on the Internet, with selection of specific sites and with search certain information via web browsers; the study of new identification forms, ways of one selves representations in the network, combinations of virtual and real identity.

It can be studied gender roles in the application of Internet services: communicative, educational, entertaining, gaming, economic, gambling (stock exchanges, auctions, casino), cybersexual, experience a «change of gender role» in the virtual world, the functioning of gender groups and associations, etc. in the gender psychology.

Frames of communication psychology and psycholinguistics can be enriched by studies of synchronous and asynchronous communication, specificity polylogue (group chat), characteristic of speech and stylistic features of mobile communications – oral, writing and by exchange of images, properties of business or personal foreign language communication in a limited language possession, the flow characteristics of communication, interaction and social perception through emails.

Ethnopsychology connected with the study of national and cultural features of communication, knowledge and entertainment, mediated by the Internet.

Legal psychology may be interested in new forms of fraud and crime, carried out through the Internet, and political psychology received a field of activity due to the active use of Internet technologies in political propaganda, psychological war, etc.

Management psychology development is closely related to the high level of Internet technology use in the management and the transition to the new trends in the mobile management activities - team work out of the office. Leadership of the «invisible» groups, employees on different continents, the specificity of the virtual workshops, etc. are particularly interesting in this area.

It is settings tasks to research the promotion of goods, services, companies and brands by the Internet advertising campaigns in the marketing psychology. It will be promising to study the effectiveness of marketing researches, carried out via special applications which monitor search queries and browsing of network users.

Based on the above described psychological aspects of learning in the Internet and whole human functioning in a virtual environment it can be noted that learning in this space has both tremendous opportunities and serious limitations. The latests are connected with the already fixed risks: Internet and computer addiction, low availability of non-verbal communication, stress due to the loss of information during hardware, software and network failures, psychopathology, anonymity, fraud, unauthorized data access, including "identity theft", "cyber-bullying" [12], the problems with the transfer of knowledge in reality, etc.

Conclusions

In connection with the ideas of individualized training and developing educating the use of psychological learning opportunities in a virtual environment brings both pedagogy and psychology to a new level of understanding of the mediation of thought, creativity, communication and performing learning and training activities.

The use of distance learning helps students acquire the skills of independent work, creates a comfortable environment for creativity, enhances creativity and intellectual potential of the students by self-organization, ability to interact with computers and make their own responsible decisions, creates favorable conditions for taking into account individual characteristics of creative expression in the process of knowledge assimilation for personal development.

At the same time the Internet space is characterized by specificity, which can make potential threats to the successful training in it.

Therefore, cooperation with the psychologists is desirable at the stage of the development of distance learning courses in order to increase their efficiency, and during its implementation in case of the appearing abovementioned problems.

In future it is planned to study the features of self-awareness and job satisfaction of teachers in the process of distance learning compared to conventional teaching.

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Gender Psycholog

SEX AND SEX-ROLE PECULIARITIES OF ADOLESCENTS' GENDER IMAGES PERCEPTION IN ADVERTISEMENT

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Gender identity formation problems are urgent nowadays in psychology. However these special traits of the process in teenagers were not enough studied. The perception of woman advertising images and influence of these process' on teenagers' gender identity formation were researched. As a result it turns out that there are divergences between teenagers' declarative attitude to gender images and their personal connotation. For girls it's particular to have a psychosemantical approximation of both a business woman romantic girl, and a caring mother with a sexy woman. It turns out that there exist gender-role divergences of girls' perception and connections between self-appraisal and identification to different gender images.

Key words: masculinity, femininity, gender identity, teenagers, woman advertising images.

Проблеми формування гендерної ідентичності є надзвичайно актуальними в психології. Однак особливості цього процесу у підлітків не є достатньо вивченими. Досліджено особливості сприйняття рекламних образів жінки та вплив цього процесу на формування гендерної ідентичності у підлітків. У результаті з'ясовано, що існують розбіжності між декларативним ставленням підлітків до гендерних образів та їх особистісною конотацією. Для дівчат властиве психосемантичне зближення образів ділової і романтичної жінки та образів турботливої матері і сексуальної жінки. Виявлено, що існують статеворольові розбіжності у сприйнятті гендерних образів у дівчат, та зв'язки між самооцінкою та ідентифікацією з різними гендерними образами.

Ключові слова: маскулінність, фемінінність, гендерна ідентичність, підлітки, жіночі рекламні образи.

Проблемы формирования гендерной идентичности являются очень актуальными в психологии. Однако особенности этого процесса у подростков недостаточно изучены. Исследовано особенности восприятия рекламных образов женщины и влияние данного процесса на формирование гендерной идентичности у подростков. В результате выяснено, что существуют расхождения между декларативным отношением подростков к гендерным образам и их личностной коннотацией. Для девочек свойственно психосемантическое сближение образов деловой и романтичной женщины, а так же образов заботливой матери и сексуальной женщины. Выявлено, что существуют полоролевые расхождения в восприятии гендерных образов у девочек и связи между самооценкой и идентификацией с разными гендерными образами.

Ключевые слова: маскулинность, фемининность, гендерная идентичность, подростки, женские рекламные образы.

Actuality: Image of a woman and a man is widely introduced in an dvertisement industry, therefore by watching television some stereotypes about appearance and specifics of a human behavior in society are formed in viewer's consciousness. The most influence experience teenagers because exactly in this age acquires active development the gender role identity, which is based on both basic psychological component and adoption of cultural models which are broadcasted in mass media. It's for that we appropriate reasonable to research an influence of advertisement images on formation of gender identity by teenagers.

A society experiences every day an influence of mass media. Lately an advertisement demonstrates images of a strong man and of a weak woman, that is why in contemporary advertisement texts its possible to notice some asymmetry which is connected with social differentiation of a gender. The image of woman in advertisement is based on some gender stereotypes ipso facto making an essential influence on their formation, especially by teenagers. At this point it's important, that the influence is used in advertisement as an activator of selling goods and services.

On a number of works is shown that gender images out of advertisement influence considerably the gender identity. To opinion of E.Giddens, identity is not finished process so long as it should be constantly reproduced and transformed, securing the adequacy of existence. Day by day the society is influenced by mass media, which are a powerful engineering tool of reality. Tuluzakova by her turn points that a frequent consolidation of gender roles is a result of adoption of gender stereotypes, based on accepted in a society ideas of maleness and femaleness. [3]

Work object: to reveal a connection between symptom complex specifics of masculinity/femininity and teenager's perception of gender images in advertising.

Research methods: we used in research such methods: structural gender-role scale of O.S. Kocharyana, E. V. Frolova [2], self-appraisal diagnostic method of Dembo-Rubinstein and personality semantic differential method. There were used also multivariate statistics methods – correlation analysis (Kendall coefficient) and criterion φ* (Fisher measure).

Sample characteristic. 20 girls and 20 boys at the age of 15-17 years from Kharkover gymnasium № 12 took part at the research.

We asked them to watch 5 commercials, which demonstrate female and male images in advertising. After watching they ought to estimate the images, they've seen. TV commercials were selected owing to council of psychological consulting and psychotherapy department specialists from psychology department of V.N. Karazin Kharkiv National University. There were among of media materials: "Magne B6 Forte» commercial (successful business woman image), "Amour" commercial (romantic girl image), "Cif" commercial (successful housewife image), "Nasha Ryaba" commercial (caring mother image), chocolate "Korona" commercial (passion sexy woman image).

Findings of investigation. At the first stage of research there was identified a desire to follow some brought images by girls or a desire to meet a girl who is an image alike. (Table №1)

Table 1

A desire to be alike or that a partner is a woman image alike

Sex		Business woman	Romantic girl	Successful Housewife	Caring mother	Sexy woman
Female	+	36%	28%	36%	44%	20%
	-	64%	72%	64%	56%	80%
Male	+	10%	5%	10%	25%	5%
	-	90%	95%	90%	75%	95%

It turns out that declaretory girls dont want to follow gender images that are presented in a commercial. The most desired image is a caring mother that probably is estimated by girls as social the most welcome image. Least of all was chosen the image of romantic and sexy woman. Thereby disregarding some mass media pressure where are propagandized such values as attractiveness, sexuality, relations with men, teenage girls take these images as social undesirable and proclaim a negative treatment to images which implement similar behavior.

Boys in this age treat woman images quite haughty and haven't chosen none of them as a life-standard of their partner that can be also connected with age specifics and relations with opposite sex unavailability.

At the second stage the teenagers were describing each image using three adjectives which were divided by analysis into positive and negative. In general it should be said that the majority of reactions was positive but there was also such a tendency according to that girls showed a negative attitude towards the fifth image especially towards to sexy, emancipated woman who was characterized as harsh and haughty. While boys characterized negatively the image of successful business woman (absent-minded and blate) and romantic girl image (mercenary and venal).

Interesting is also the fact that according to a semantic differential methodology results calculating the semantic distance between own image and commercial image there was established the most semantically close images that are considered as identification. It's possible to observe that girls identify themselves mainly with images number one (successful business woman) and five (sexy woman), although they demonstrated the negative attitude to the fifth image. So it's an evidence of the fact that neglecting the upbringing girls repeat similar behavior patterns under the influence of mass media.
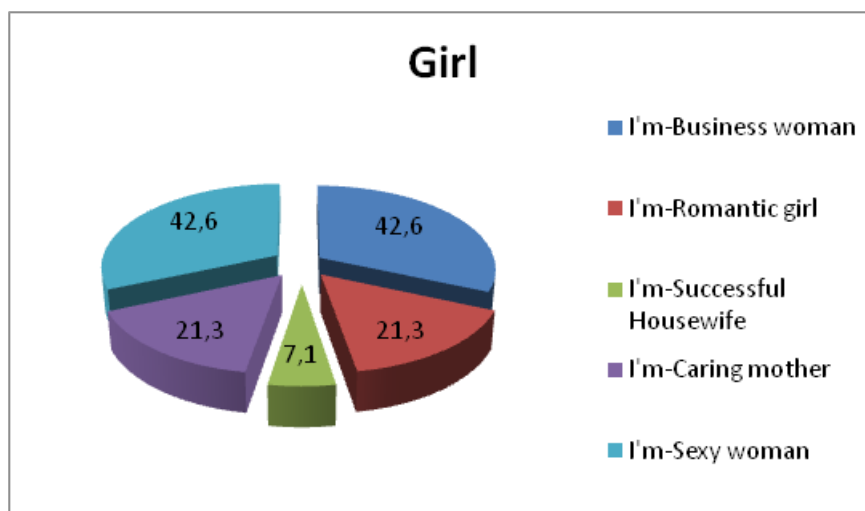
Figure 1 Identification to commercial images by girls' ratio.

One of the basic parts of data handling is a correlated analysis method. After its implementation there was obtained some connections where among them was an interesting regularity. By girls there exists a correlated connect between I'm-business woman image – I'm romantic girl image and I'm caring mother image

– I'm sexy woman image rates.

Correlation rates between identification of images by girls

Correlations	I'm-romantic girl image	I'm-sexy woman image
I'm-business woman image	0,425*	-
I'm-caring mother image	-	0,444*

**Correlation important at 0, 01 level (double-sided)
*Correlation important at 0, 05 level (double-sided)
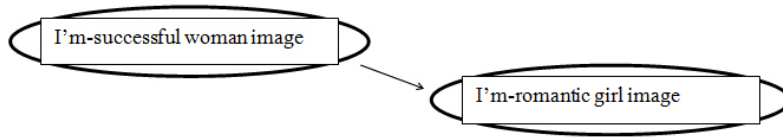
Figure 2 Correlated constellation. Connection with identification of images by girls. Notable- positive connection.
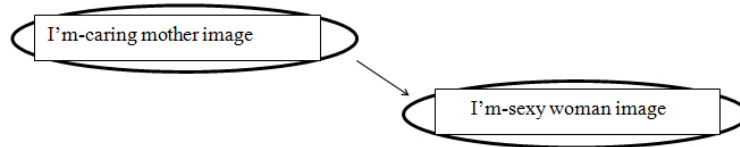
Figure 3 Correlated constellation. Connection with identification of images by girls. Notable- positive connection.

Notable that by girls are united quite opposite images especially the image of successful business woman and sexy woman image. It's possible to see that the other pair defines the examined as girls who are more prepared for family relationships, mother care demonstration that in some way demonstrates sexual affair readiness which by force of the fifth image description corroborated. It's ought to be pointed as well that examined girls Ego combines two aspects at the same time. Such facts indicate of unformed so far gender identity and self-discovery that can become an occasion of internal conflicts. Correlation level is represented in table №2.

Girls have also important correlations between their own maleness and femaleness indicator and some commercial images femaleness.
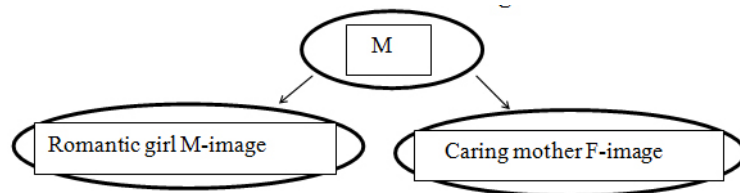
Figure №4 Correlated constellation. Connection between girls' masculinity and woman images maleness/femaleness. Notable – direct relation.
"M" – maleness, "F" – femaleness
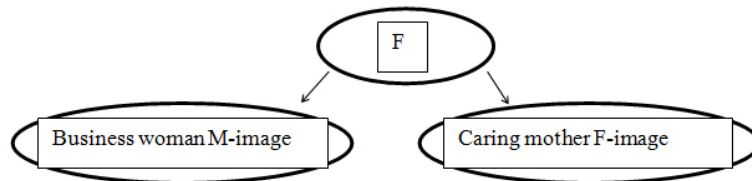
Figure №5 Correlated constellation. Connection between girls' femininity and woman images maleness/femaleness. Notable – direct relation.
"F" – femaleness, "M" – maleness

Thereby if girls have high masculinity traits so much they endow with male traits the second image(romantic girl) and with female traits image number four(caring mother). And the higher their femininity traits are, the more they endow with male traits image number four (caring mother). Its possible that it depends on girls' associations of mother image with own mothers whose behavior patterns are more womanlike for them that is why both female and male girls apprehend it exactly as a female and the image of business woman is apprehended as an image which demonstrates a parental approximated behavior pattern, notably more manly so there girls who demonstrate female traits apprehend it as a male.

There was established some connection between perfect self-appraisal and gender images identification by girls. (Table №3)

Table №3

Correlation rates between self-appraisal and image identification by girls

Features	I'm-business woman image	I'm-successful house-wife image	I'm-sexy woman image
Desire to have a good temper	-	-	0,459*
Desire to be authoritative among peers	-0,466*	-	0,425*
Desire to be talented	-	-0,549**	-
Desire to be self-confident	-0,402*	-	-

**Correlation important at 0, 01 level (double-sided)
  *Correlation important at 0, 05 level (double-sided)

Boys who select an image number five (sexy woman) don't want to have a good temper. And girls who identify themselves with business woman image don't want to be self-confident and don't want to be authoritative among peers. Those girls who identify themselves with a successful housewife image don't want to be talented but those who identify themselves with a sexy woman image want to be authoritative among peers and want to have a good temper. Note should be taken that there was got the connection of identification with demand level activities that indicates of girls' unavailability to fulfill oneself at these images and girls' directivity to the future.

Consequently to the research of connection between masculinity/femininity specifics symptom complex and woman images in commercial it's possible to make such conclusions:

1. There are some divergences between teenagers' declarative attitude to gender images and their personal connotation. At declarative level girls chose frequently a caring mother image and seldom sexy woman image. At the same time they identity themselves with sexy woman image and business woman image.

2. Its peculiar to girls a psychosemantical approximation to the business woman image with romantic girl image and caring mother image with sexy woman image that can be an evidence of both gender identity which includes many-sided aspects and presence of different gender realization purposes.

3. There are gender-role divergences by perception of gender images by girls. That's why male girls ascribe male features to romantic girl image and female traits to caring mother image. And girls with female gender-role traits ascribe some male features to business woman image.

4. There exists some connection between self-appraisal and identification with different gender images. Girls have a connection between identification with business woman image to successful housewife image to demand level that is girls don't consider themselves ripe enough for these images and are more future-oriented.

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UDK 159.922.1+159.9.072.43 – 055.2

PRINCIPLES AND METHODS OF PSYCHOLOGICAL CORRECTION OF WOMEN PERSONALITY'S GENDER FUNCTIONING

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The work considers the issues of some problems of gender functioning psychological correction of modern young women, that were identified in the study: prevalence of immature sex-role types; masculinity/ femininity symptom-complex ego-dystonity; femininity deficiency; gender-role behavior differentiation lack, rigidity and misery. The article proposes a psychological correction program that focuses on improving sex-role and personality maturity. The group form of work is realized in program, built on the person-centered therapy basis. In technical terms, the program is multi-modal. The results of program effectiveness evaluated by using the comparative analysis of preliminary tests and post-test results. The changes that occurred after the end of women participation in psychological correction are analyzed.

Key words: gender functioning, psychological correction.

Робота висвітлює питання психологічної корекції деяких проблем гендерного функціонування сучасних молодих жінок, що було визначено у дослідженнях: поширеність незрілих статеворольових типів; Его-дистонність складових симптомокомплексу маскулінності/фемінінності; дефіцитарність фемінінності; недиференційованість, ригідність та збіднення гендерно-рольової поведінки. У статті пропонується програма психологічної корекції, яка орієнтована на підвищення рівня особистісної і статеворольової зрілості. У програмі реалізовано групову форму роботи, побудовану на засадах клієнт-центрованої психотерапії. У технічному плані програма є мультимодальною. Наведено результати оцінки ефективності програми із використанням порівняльного аналізу результатів попереднього тесту й пост-тесту. Проаналізовано зміни, які відбулися по завершенню участі жінок у психологічній корекції.

Ключові слова: гендерне функціонування, психологічна корекція.

Работа освещает вопросы психологической коррекции некоторых проблем гендерного функционирования современных молодых женщин, что было выявлено в исследованиях: распространенность незрелых полоролевых типов; Эго-дистонность составляющих симптомокомплекса маскулинности / фемининности; дефицитарность фемининности; недифференцированность, ригидность и обеднение гендерно-ролевого поведения. В статье предлагается программа психологической коррекции, которая ориентирована на повышение уровня личностной и полоролевой зрелости. В программе реализовано групповую форму работы, построенную на основе клиент-центрированной психотерапии. В техническом плане программа является мультимодальной. Приведены результаты оценки эффективности программы с применением сравнительного анализа результатов предварительного теста и пост-теста. Проанализированы изменения, которые произошли после завершения участия женщин в психологической коррекции.

Ключевые слова: гендерное функционирование, психологическая коррекция.

Actuality. Today in the Ukrainian society the phenomena, which reflect serious problems of women's gender identity organization: surrogacy mothering, child-free, sexuality separation from reproduction function, infantilism become widely spread. Traditional mechanisms and factors of gender identity formation lose their effect, and a new gender situation is connected with building individual patterns of gender functioning, which largely normalizes deviant forms of gender development.

Psychological analysis of the gender and sex-role identities phenomena's showed that sex-role individual properties are its basic structures and perform a central role in the processes of adaptation and self-regulation, as well as supporting psychological and psychosomatic health, interpersonal relations satisfaction, etc. [1]. Therefore, the potential of solving these problems of gender identity functioning is focused on sex-role structures that provide women personality's gender functioning.

Study of problem's scientific experience. In modern literature [2, 3, 4] there are many proposals concerning the programs and trainings content and structure for the work with gender sensitive context. Most of these programs are aimed at awareness-building, diagnostic or cognitive tasks: expanding self-presentation about gender identity, gender and sex-role skills development, tolerance formation towards people with alternative forms of gender identity, development of skills of interaction with the opposite sex and so on. However, to effectively address the challenges of correction, it is necessary to take into description the actual problems which determine the choice of target effects.

According to the results of our studies [5, 6, 7, 8] modern young women have a number of problems in the gender identity functioning:

- high prevalence of immature sex-role types is more common for adolescence personality development, which may indicate psychological infantilism and deformation of the gender socialization process;

- non-deepened sex-role characteristics into the personality structure, as evidenced by the ego-dystonity of various components of masculinity/femininity symptom-complex: sex-role self-concept, gender-role behavior, biogenic manifestations of masculinity/femininity. This divergence can create an internal conflict

between own notions of "female" and means of behavioral realization;

- psychosemantic content (archetypes denoting) of only masculine component of sex-role Self-concept of women that reflects the social attraction of masculinity in women. In turn, femininity is deficient; it functions as a lack of masculinity and has no its own positive content;

-nondifferentiation, rigidity and misery of the gender roles repertoire and psychosemantical space of female attractiveness ideas in women, who have immature sex-role types;

- interior heterogeneity of androgynous sex-role type, which combines both mature and immature personality structures and mechanisms of personality functioning.

The purpose of work is to develop psychological correction program, which is oriented at increasing personal and sex-role maturity, correction of feminine manifestations deficiency, expansion of repertoire and increase the flexibility of gender roles in modern women.

We have developed a program based on the following theoretical principles:

1. The masculinity/femininity symptom-complex is a complicated multi-level formation, containing sociogenic, behavioral and biogenic levels [1]. Sex-role personality characteristics may be the psychological correction influence aims, particularly the level of sex-role Self-concept and behavioral level of masculinity/femininity, as far as they have the potential to change due to the key role of the socio-cultural factors in their origin and regulation.

2. Psychological androgyny in modern gender psychology is viewed as the most mature and adapted version of gender identity. According to S. Bem [9] acceptance of traditional gender roles determines lesser flexibility and performance of gender identity functioning. Going beyond traditional gender identity the author sees in the combination of masculine and feminine qualities in their relative independence, as reflected in the concept of "psychological androgyny". According to studies [9], androgynous individuals are distinguished by higher level of personal maturity, higher self-esteem and self-respect, developed achievement motivation, a high level of success in professional activity, inner sense of well-being and satisfaction with his/her own life. Therefore, the main vector of program is aimed at the progressive development of androgyny, increasing maturity of the individual and transformation of immature sex-role models and behavior patterns.

3. Formation and stabilization of gender identity is a product of gender socialization. In our study [5] social development factors were found which could be decisive in the formation of one or another sex-type organization. As far as one of the areas of correction work, a processing of relationships with parents was chosen in order to use "genetic" level of identity gender functioning.

4. Sex-role area includes conscious and unconscious aspects. Unconscious aspects of masculinity/femininity can be archetypal images with which the person identifies himself/herself. Therefore, as another line of activity, the work with women's archetypal images was chosen. According to C.G. Jung, the characters from fairy tales and their stories are specific prototypes designed by deep layers of the psyche. Work with the archetypes allows dealing with the typical forms of life strategies and models of relations and discovering the meaning of life scenarios and those aspects of gender functioning which are "closed" defense mechanisms personality.

Group work was chosen as the main form of work; its advantage is the contact and communication between group members. The basis of the conditions creation for group correction work was human-centered approach proposed by C. Rogers [10]. Technically, the program is multimodal.

The main objective of correction program was in recognizing of nonadaptive gender-role behavior and nonadaptive cognitions, femininity assimilation and enhancement of personal and sex-role maturity level. The task for correction program: 1) work with nonadaptive gender-role models of behavior; 2) correction of nonadaptive cognitions in own sex-role Self-concept; 3) formation of a positive mean of feminine component of Self-concept and behavior; 4) realization of infantile experience in relationships with parents and its influence on behavior and relationships during adulthood; 5) strengthening of mature personality structures.

The program was designed for young women. It was attended by 30 women aged 18-20 years, who became participants of the program according to voluntary consent to participate. Women had their own interest and they turned to counseling or psychological help with problems in communicating with the opposite sex: loneliness, lack of understanding and men's attention, dissatisfaction with their own status and partnership relations.

The total duration of the program is 30 hours. The group members met 2 times a week for 3 hours (in total 10 meetings). Plan of the meetings is approximated and may be corrected depending on the members and age of the group, its psychological climate and personal focus. Table 1 shows the contents of correction program in a condensed form.

Table 1

The psychological correction program content

The main purpose of the meeting	Exercises	Methods
1. Getting acquainted, diagnosis of problem areas	"It's me", exercises for trust establishment	Art therapy, gestalt therapy

2. Diagnosis of nonadaptive models of gender behavior	"Drawing the body" (L. Renar), "Fairy-tale analysis"	Art therapy, analytical therapy
3. Work with Self-image and own body	Drawing "My body" (modified. "Drawing of a human"), discussion "What is female attractiveness" technique "Sculpture"	Art therapy, gestalt therapy
4. Relationship analysis of in parents family	"Early memories analysis" (A. Adler), family sculpture	Analytical, gestalt therapy
5. Impact analysis of the relationships with mother and father	"Parents traits analysis", directed imagination technique "Life line"	Analytical therapy
6. Life script analysis	Discussion of the life script problem, sexual scenario diagnosis, "Autobiography."	Analytical therapy, psychodrama
7. Partnership relations analysis	Drawing "Man and Woman", "Emotional release" technique	Art therapy
8. Working of sex-role problems	"Visualization and harmonization of male and female elements" (A. Kocharian), "Inner woman", "Inner man"	Art therapy, analytical therapy, NLP, psychodrama
9. Understanding personal resources	Anchors technique, "I am an ideal woman"	NLP, psychodrama, discussion
10. Summing up	Reframing and goals statement, directed imagination technique "Wings"	NLP, discussion

Further, we will discuss in details specific exercises and techniques that focus on the key aspects of gender issues in the field:

• Exercise "It's me". It is supposed to work with female characters. Participants of the program chose fairy tale female character or image of the famous movie characters, famous women of the world history, etc. The task is to present herself on behalf of the character, it can be a short story about herself or own history. Other participants may ask questions or ask for explanations on certain aspects of the story.

• Exercise "Drawing the body." Materials: white paper (A4), a writing pencil, two crayons: red and blue, and an eraser. Group members are asked to draw with a help of a writing pencil the outlines of their own body on the paper. And then, make it colorful using the two colors. Analysis of the figures is done by determining the ratio of the percentage of colored parts with blue and red colors and content analysis, which body parts were colored. According to L. Renar [11, 12] blue is unconsciously associated with masculine manifestations, and red – with feminine. Analysis and discussion of images of the participants in conducted during the training.

• Technique "Fairy-tale analysis". The technique begins with the fact that women are asked to recollect a favorite fairy tale from childhood or a favorite fairy-tale character. During the reproduction of the tale, the coach specifies which of the characters is the most important, which feelings he/she provokes and asks to indicate why the girl feels her resemblance to this character. As in fairy-tales psychic reality is reflected, the characters of fairy tales embody different aspects of female identity, their archetypal images. Work with fairy tales has a powerful diagnostic capability that enables a deeper understanding of the identity of the woman and a formed life script. An important aspect of technology is the analysis and processing of internal taboos and mindsets about their female role.

• Exercise "Parents traits analysis." The participant is offered to write down on the sheet of paper the traits which are typical for her parents (separately for mother and father). Then, without looking at the first sheet, she writes the personality traits typical for her on the second one. On the third sheet, she lists the traits which are typical for her friends, girls and boys. On the fourth sheet, the woman lists traits, which she considers good and bad. The analysis is conducted by comparing various lists of traits, determining similarities and differences, relating own qualities, those which are preferred and parental qualities. A separate vector of analysis contains the qualities which the woman distinguishes in her partner (boyfriend) and the origin of these qualities.

• Directed imagination technique "Life line" [11, 12]. The participants are invited to recall their own mother when she was young and preparing for the birth of a child (that is the woman). Then, she imagines her mother as a teenager, a child and a baby. After that, she goes to the life line of her grandmother (mother of her mother) and also imagines her grandmother younger and gradually goes to the state of the baby. Thus, she travels the life lines of all women of her family and meets the first woman of her family. She can get a piece of advice, support, and love from her and from of all women of own family. Then, the participants are invited to return to their own lives. After that, the analysis of the difficulties that arose while passing the life lines, the content of the messages that she has received from women in her family is conducted. Similarly, the girl passes the life line of men of her family.

• Exercise "Autobiography." The woman are invited to imagine themselves in old age and write a letter to their granddaughters or write memoirs about their lives, which will present autobiographical events and building of a family life. This exercise focuses on the formation of meaningful aspects of life scenario.

• "Emotional release" technique. Participants of the group imagine their partner, towards whom they have an affection or love. They actualize negative experience of these relationships and transform it into a positive by using the metaphor of a "lesson." After that, according to the formula of Gestalt therapy, in her own imagination, she frees herself and her partner from promises granted each other and gives him freedom, according to the principle "I am myself and you are yourself; I have my own pass, and you – yours. Then, the analysis of feelings and completeness of release or opening of space for changes in the relationship is done.

• Directed imagination technique "Visualization and harmonization of male and female elements" [1]. The technique is a free picture of how she feels "female" and "male" in her own personality. Group discussion of the picture is done.

• Directed imagination technique "Inner woman". The woman is offered to imagine that a little girl (up to 5 years) comes to her in whom she recognizes herself. She takes her in her arms and tells her what she will be in the future. The two images, an adult and a little one, unite and exchange with one another what each one lacked. Then, the analysis of images and the received "gifts" is done.

• Directed imagination technique "Inner man". The woman is offered to imagine that she walks the forest and meets a man. The one needs to imagine in detail what does he look like, what does he do, when he meets her, how old is he and so on. Then, the analysis of man image is done. For this, the archetypal approach may be used.

• Directed imagination technique "Wings." The participants are invited to imagine that they are standing on the edge of the mountains or over the precipice. It is needed to feel that wings grow behind their back and they start flying. The technique is a resourceful and allows creating an image of freedom and confidence, developing spontaneity and reinforcing the positive experience of the program.

The proposed psychological correction program includes multimodal techniques and allows studying the gender identity problems at different levels: emotional, corporal, rational behavioral, and at the level of unconscious attitudes and images.

An integral part of the development and implementation of any psychological correction program is an evaluation and proof of its effectiveness. We used the results of psychological diagnosis before and after the program was conducted among women who participated in it (30 people). We used the methods which allowed evaluating changes in the target, at which the psychological treatment program was focused: method of Self-concept studies (M. Kuhn, T. McPartland), self-esteem scale (G. Manaster, R. Corsini), structural sex-role scale (A.S. Kocharian, E.V. Frolova). Mathematical processing was conducted with the usage of G-criterion for related samples.

The results revealed changes in Self-concept of women participating in the program in the sphere of "Social Self" (G=9; p<0.05), "Physical Self" (G=6; p<0.01), "Perspective Self" (G=8; p<0.01) and "Reflexive Self" (G=9; p<0.05). The main vector of changes concerns the sex-role and family identity aspects, increase of positivity in the perception of the image of her body, appearance of perspectives concerning family self-realization as woman and increase of personal maturity level. In the structure of self-esteem, significant changes in the levels of actual and future self-esteem are observed (G=9; p<0.05 i G=8; p<0.01). It is noted that changes in the type of sex-role personality organization do not reach a significant level: a transformation of immature types into androgynous ones among 4 participants of the program was observed; thus, the proposed amount is not sufficient to correct such a stable identity structure as the sex-role. But, in general, the results allow making a conclusion about the program's effectiveness in dealing with gender-functioning problems of individual.

Conclusions:

1. Based on results of research work, a corrective program was developed; its goal was the realization of non-adaptive gender-role behavior and non-adaptive cognitions, assimilation of femininity and enrichment of personal and sex-role maturity. A form of group work, based on the client-centered psychotherapy and group meetings offered by C. Rogers is implemented in the program. Technically, the program is multimodal, based on the principles and methods of multimodal therapy. The main methods of psychological correction force were the methods of art therapy, psychodrama, gestalt therapy, group discussions within client-centered approach, NLP techniques, and elements of psychoanalysis. The aims of correction influence were: sex-role Self-concept of personality and gender-role behavior.

2. The evaluation of effectiveness of correction program was conducted with the G-criterion for related samples usage for the purpose of data comparison before and after the program. Comparative analysis of the results of the previous test and post-test as well as content analysis of lingual reports of program participants led to the conclusion that the program contributed to changes in sex-role self-concept, actual and potential self-esteem of the individual, raising the personal maturity level.

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SELF-ACTUALIZATION AS THE FACTOR OF PSYCHOLOGICAL HEALTH OF WOMEN WHO RAISE CHILDREN WITH SPECIAL NEEDS

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The article shows the results of empirical research of level and structure of self-actualization in mothers, raising children with special needs. The obtained data's analysis points that the desire for self-actualization is common for them, they strive to develop themselves, and this is the sign of their psychological health. But eventually the self-actualization level of women, who raise disabled children, has a negative downward trend.

Key words: self-actualization, psychological health, children with special needs, women.

У статті наведені результати емпіричного дослідження рівня та структури самоактуалізації матерів, що виховують дітей з особливими потребами. Аналіз отриманих даних вказує на те, що таким матерям властиве прагнення до самоактуалізації, вони прагнуть реалізувати себе, а це є ознакою їх психологічного здоров'я. Але згодом рівень самоактуалізації жінок, що виховують дітей-інвалідів, має негативну тенденцію до зниження.

Ключові слова: самоактуалізація, психологічне здоров'я, діти з особливими потребами, жінки.

В статье приведены результаты эмпирического исследования уровня и структуры самоактуализации женщин, которые воспитывают детей с особенными потребностями. Анализ полученных данных указывает на то, что таким матерям свойственна самоактуализация, они стремятся себя реализовать, а это является признаком их психологического здоровья. Но со временем уровень самоактуализации женщин, воспитывающих детей-инвалидов, имеет негативную тенденцию к уменьшению.

Ключевые слова: самоактуализация, психологическое здоровье, дети з особенными потребностями, женщины.

The problem of children's early disability is extremely critical for modern Ukraine. The amount of children with congenital malformations is growing every year. But if the problem of maturity and adaptation of such children is paid at least some attention to from the government and scientists, then the question about personality, inner world of the person who is engaged in upbringing, is almost never arisen. Often this heavy burden lies down on mother. The event of invalid child's birth can change woman's life forever. In course of time, depending on child's growing, mother's inner world transforms, too.

Aspiration for self-actualization is completely natural for a healthy person. Mothers of children with special needs are not the exceptions. The health of the person, who self-actualizes, according to A. Maslow, is connected with satisfaction of main (basic) needs. When satisfaction of basic psychological needs, like the need of security, of love, of respect, of self-respect, of identity and self-actualization is impossible it leads to diseases and different kinds of disorders. According to Maslow the self-actualization process isn't a moment act, but it's an endless process, it's a way of living, relationship with the world [1]. According to C. Rogers self-actualization is a striving of a person for more complete maturity and demonstration his own personal abilities and potential [2]. We consider that self-actualization should be regarded as a process of self-implementation, a process of searching and maintaining course of life and sense of existing. Tendency to self-implementation is an important factor of personal maturity and psychological health.

The striving for self-actualization of mothers, who bring up children with special needs, is confronted with different difficulties, diffidence and own weakness. That's why they give up the obstacles, refuse the desire for showing their worth, for self-actualization.

During the child grows up the mother has more time for self-implementation, for implementation her own potential in professional activity, interpersonal relationship, different hobbies, et cetera. But we can observe another situation with a mother, who raises a child with special needs. Such mothers oftener tell about disappointment and loss of hope of professional implementation, show diffidence and loss of confidence to outward things.

The aim of the given work is to conduct a comparative analysis of level and structure of self-actualization of mothers, who bring up children with special needs, with different periods of children's disability.

For achievement the aim we used the "Self-actualization test by E. Shostrom" in adaptation of N.F. Kalinina. The Personal Orientation Inventory (POI) allows us to measure self-actualization as many-sided value. POI was developed from A. Maslow's theory of self-actualization, the concept of psychological perception of time and subject temporal orientation by F. Perls and R. May, ideas of C. Rogers and other theorists of existential-humanistic direction in psychology. The specific POI questions were chosen from numerous set of evaluative and behavioral indicators, which is natural for a healthy person, who self-implements. We used the sample average characteristics for a quantitative analysis.

In the research took part 60 mothers, whose children have from birth the following diseases: cerebral palsy, delayed psychomotor development, Down syndrome, hydrocephalus, microcephaly, epilepsy,

congenital abnormality of the brain, syndrome of motion disorders, autism, CNS pathology, double hemiplegia, sensorineural deafness, congenital orthopedic pathology, West syndrome and rinolohiya. The investigated were divided for 2 groups depending on age of child's disability. The first group included parents of children aged from 1 to 3 years, the second one contained parents of children aged from 7 to 10 years.

As a result of diagnostic the mothers who formed the first group of subjects we got the structure and level of self-actualization.
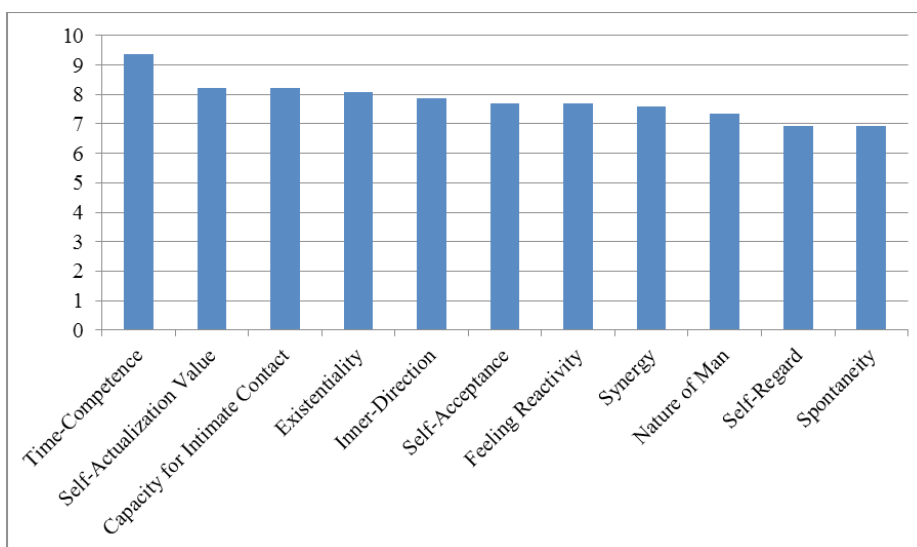
Picture 1. Structure and level of self-actualization of mothers, who have children with young age of disability.

The results of the questionnaire are all indicators of self-actualization at the average level of severity. Also, it should be noticed that scale "Time-Competence" tends to a high level of expression. This scale in particular E. Shostrom connects manifestation of personality, who is striving for self-actualization. This shows that women, who bring up children with special needs aged under 3 years, able to live the present time, trying not to postpone their life and don't seek refuge in the past. At the same moment the actual pleasure of «here and now» is not always present in women. From time to time they tend to deepening into personal experience.

The scale "Self-Actualization Value" and the scale "Capacity for Intimate Contact" take the second place in the structure of self-actualization of the mothers who have young children with special needs. These scales have the average level of characteristics of women in this sample. The adoption of the highest values is an obligatory attribute of a personality, who is able to self-actualization. This fact indicates the presence of mothers, raising young children with special needs, the healthy desire for productive communication with other people and the outside world. Besides that, these women use primitive manipulations for achieving their own interests. Relatively to the scale "Capacity for Intimate Contact," it should be noticed, that mothers are capable to adequate self-expression in relations, to self-disclosure, to receiving pleasure from relations.

In the structure of self-actualization of women-mothers, who have children with special needs aged under 3 years almost at the same level expressed the scales: "Necessity for knowledge", "Inner-Direction", "Self-Acceptance", "Feeling Reactivity", "Synergy", "Nature of Man". This is evidenced by the fact that these mothers enthusiastically tackle something new, try to learn more and actively adopt experience of other mothers, who also have children with disabilities. Besides, they don't loss belief in possibility of curing their child, they believe in their strength and adequately estimate themselves, direct on own and external points of view.

In structure of self-actualization of mothers, who raise children with special needs the last point occupy the scales "Self-Regard" and "Spontaneity". As this scales have the medium level of expression we can declare that the mothers have characteristics of psychologically healthy person – aliveness, self-support, relative independence and positive freedom, absence of feeling of loneliness.

Thus, at the early stage of child's disability mother, who raises this child, has all the indexes of psychologically healthy person at the middle level with a tendency to increase.

As a result of the diagnosis of mothers from the second group of investigated, we got the following structure and the self-actualization level.

The self-actualization level indexes of the mothers, who bring up children with special needs aged from 7 to 10 years old, are on the middle level of severity.

The highest level of severity in the self-actualization structure of this examined group got the scales "Time-Competence", "Inner-Direction" and "Self-Actualization Value". It means that mothers, who bring up children with special needs eventually don't lose creative attitude to life, have adequate attitude to the past, present and future, head for the highest human values. At the same time, these figures tend to decrease.
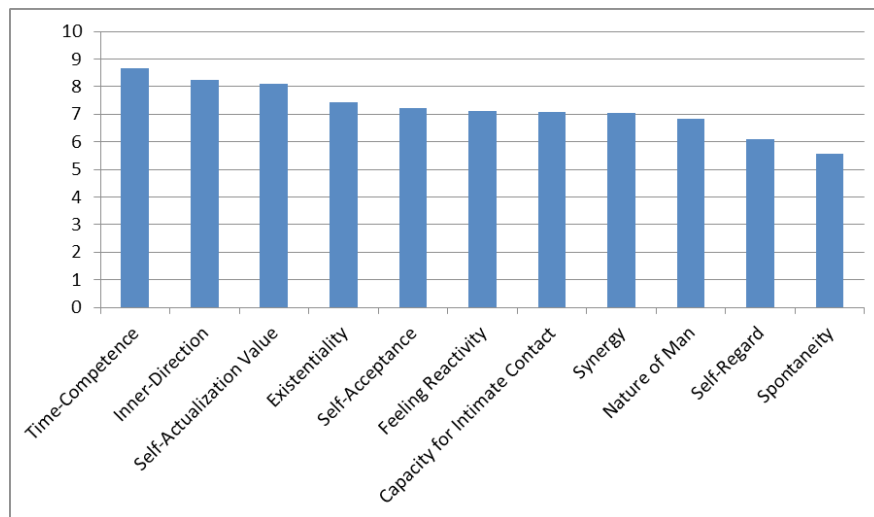
Picture 2. Structure and level of self-actualization of mothers, who have children with older age of disability.

Like the mothers of the first examined group in the second group in the structure of self-actualization at the middle level are the scales: "Existentiality", "Self-Acceptance", "Feeling Reactivity" and "Synergy". We consider that exactly these features as ability to development, aspiration for new information, exchange of knowledge and information with others, give additional strength to mothers to confront her child's disease.

At the same time in the self-actualization structure of woman, who brings up invalid-child aged from 7 to 10 years the last points have the scales: "Self-Regard" and "Spontaneity". Despite the fact that the indexes of these scales are at the middle level of expression, in comparison with mothers, who have invalid-children under 3 years old, and they tend to decrease. Moreover, that means that women find themselves hostages to the circumstances and weakly consider themselves as free individuals. To our mind, this is directly related to raising a child with special needs, whom mother can not leave. Awareness of the heavy burden she has to bear till the end of life only deepens the state of hopelessness mother and prevent her towards self-actualization.

Also, these women do not have enough self-confidence, and it reduces the level of self-esteem. Such mothers start putting the blame on themselves for not being capable to bring the child up, and for not having done everything they have been able. Gradually the feeling of guilt increases, and the world around seems to them as not trustworthy and even as an enemy. They lose faith in people because "in the world of other people everything is well, all are healthy, but I have real trouble and instead of support I receive only condemnation or sympathy."

So, women, who have children with special needs of 7-10 years old, have the middle level of self-actualization severity with a downward trend, but still are psychologically healthy individuals.

With the purpose of comparative analysis of differences in the level of self-actualization of mothers depending on the time the child's disability, we used Mann-Whitney U-criterion. The significant difference in the level of severity of the scale "Spontaneity" was found (at $p \leq 0,04$), which is inherent to self-actualizing personality. We found out, that in course of time mothers, who raise a disabled child, lose confidence in the world. This gradually leads to disbelief in their own strength, to reduce of confidence. We can say that the older child with a disability, the more his mother lost hope for his recovery and the less she implements herself in other areas, the less attention she pays to her own life path and she looks narrower at the meaning of her existence.

The self-actualization structure of mothers practically does not change depending on the time the child's disability.

Summarizing the recieved results, we can make the following conclusions:

1.Regardless of time of the child's disability it's peculiar to this child's mother to have the desire for self-actualization, and this is a sign of psychologically healthy personality.

2.Depending on time of the child's disability the self-actualization level of its mother can change. Thus, the older the invalid-child is, the lower the self-actualization level of the mother is.

3.The self-actualization structure of mothers, who have children with special needs doesn't change in course of time.

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ATTITTUDE AS A FACTOR OF LIFESTYLE FORMATION IN PEOPLE WITH SPECIAL NEEDS

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The article deals with the problem of an attitude as a factor of lifestyle formation in people with special needs. The results obtained allow us to ascertain the presence of psychological mismatch between self-concept of a person with special needs, and his interpretation of the requirement imposed on him by society. As a rule, it is more fixed in women: expectations of society women turning into their own regulations. Men have attitude toward self related to values, aimed at preserving their own individuality: primarily health and focus on the immediate satisfaction of vital needs. Identified gender differences in relation to self, can act as one of the internal factors of the lifestyle in people with special needs.

Key words: lifestyle, self-attitude, people with special needs.

У статті розглядається проблема самовідношення особистості як чинник формування способу життя осіб з особливими потребами. Отримані результати дозволяють констатувати наявність психологічного розузгодження між Я-концепцією особи з особливими потребами і її трактуванням вимог, що пред'являються суспільством. Як правило, воно більш виражене у жінок: чекання суспільства жінки перетворюють на свої власні норми. У чоловіків відношення до власної особи пов'язане з цінностями, направленими на збереження власної індівідності: перш за все здоров'я і задоволення вітальних потреб. Виявлені гендерні відмінності відносно власної особистості можуть виступати як один з внутрішніх чинників формування способу життя осіб з особливими потребами.

Ключові слова: спосіб життя, самовідношення, особи з особливими потребами.

В статье рассматривается проблема самоотношения личности как фактора формирования образа жизни лиц с особыми потребностями. Полученные результаты позволяют констатировать наличие психологического рассогласования между Я-концепцией личности с особыми потребностями и ее трактовкой требований, предъявляемых обществом. Как правило, оно более выражено у женщин: ожидания общества женщины превращают в свои собственные нормы. У мужчин отношение к собственной личности связано с ценностями, направленными на сохранение собственной индивидности: прежде всего здоровье и удовлетворение витальных потребностей. Выявленные гендерные различия в отношении собственной личности могут выступать в качестве одного из внутренних факторов формирования образа жизни лиц с особыми потребностями.

Ключевые слова: образ жизни, самоотношение, лица с особыми потребностями.

Among many urgent problems, the solution is concentrated in modern psychology, psychological analysis highlighted personal activity of people with special needs. In this case we are talking about the people who are in difficult circumstances.

Difficult life circumstances are circumstances that objectively violate the normal functioning of a person, the consequences of which he can not overcome on his own (disability, partial loss of motor activity due to old age or health, loneliness, abandonment, homelessness, lack of housing or employment, violence, neglect and negative relationships in families, low income, psychological or mental disorder, natural disaster, accident, etc.).

Due to N. Kryvokon's point of view, the main features of critical circumstances of people with disabilities are as follows: they break the rhythm of everyday life; include social and psychological problems (as some kind of contradiction), is psychologically traumatic; they can be identified by both objective and subjective aspects; they call for change necessity and through temporality provide for these changes; require social adaptation of personality; have a negative outlook on further development and life of an individual [1].

In our country, the quality of life of persons with disabilities and limited opportunities, as a rule are below the rest of the population, due to the following: 1) failure in our society, humanity and compassion towards people with special needs; 2) inability underdevelopment and social infrastructure of cities and rural areas, taking into account basic needs of disabled persons; 3) low level of financial security and social services, their lack of flexibility; 4) poor quality or lack of means and devices needed for service, movement and work of disabled; 5) the existence of significant difficulties in obtaining high-quality vocational education, especially higher education in meeting spiritual needs [3].

On the other hand, there is an information barrier separating the society from the disabled, persons with disabilities find much harder to present their views and positions to convey to make other people understand their needs and interests. Therefore, there can be distorted views about the needs of disabled people, especially their identity. Based on these false beliefs and prejudices arising phobia that hinders communication between the disabled and society [3]. The emotional barrier is also a two-way, it can consist of unproductive emotional reactions of others about the disabled - curiosity, mockery, discomfort, guilt, hypercare, fear and so on and frustrative emotions of a disabled, self-pity, resentment in the regard to others, waiting for hypercare desire to blame someone for his defect, the desire for isolation and so on. Such a range makes difficult social contacts in the relationship of a disabled and his social environment. Both an individual with disabilities, and his closest surrounding show desperate need for emotional background of their relationship to be normalized. Finally, the integrated nature of a communicative barrier caused by the accumulation of all these action restrictions distort of the identity of a person.

Communication disorder, one of the most serious social problems of a disabled, and is the result of physical limitations and emotional protective isolation, and loss of a working group, and usual shortage of information.

Dedicated barriers interaction of society and persons with special needs lead to formation of a certain lifestyle.

Lifestyle in the context of our study, we define as really practiced norm of human behavior, the way of their daily activities in different spheres of existence (work, leisure, lifestyle, etc.) [4].

Achievement of the objectives set by people depends just on the range of ways of everyday activities. We believe that interfering with everyday tasks and solving them successfully (i.e. removing from the range of the necessary ways) a person feels comfortable in both intra- and in interpsychological aspects. Interpsychological aspect of particular significance gets in the lives of people with special needs. On intrapsychological, intrapersonal, level the ways of their solutions of life problems are normative and subjectively justified. Faced with the «objective» in the face of the society, such as social institutions, i.e. interpsychological level, a person is going through a kind of dissonance between their individual evolved modes of behavior and norms and expectations of society. That is, the situation which has arisen out of the ordinary «life» takes the character of complex, problematic situation: the existing solutions to be ineffective, and the new has not yet formed. On an emotional level, the individual is experiencing stress, the output of which is covered in a dyad "escape-attack", i.e. a person "goes" at the organismal level of existence [2].

Qualitative characteristics of the newly found way to solve the problem situation (biological, such as aggression, which has a protective character, or socially-acceptable) form depends on the formed self-concept of an individual

The object of our study: a person with special needs.

Subject: interconnection of selfattitude and psychological well-being of persons with disabilities.

Objective: To explore the features of the relationship of oneself and psychological well-being of women and men with disabilities.

The following methods are used:

1) Test - Questionnaire "oneself" (V.V. Stolin and S.R.Pantelyeyev);

2) Scale subjective welfare (Fetiskin N.P., Kozlov V.V., Manuilov H.M.);

3) Method of personal differential.

The study involved 50 people with disabilities aged 25 to 35 (25 men and 25 women) who are in difficult circumstances and are registered in social service centers.

Let us consider the results of studies obtained by us. Both women and men sufficiently appreciate the self, aware of being carriers of socially desirable characteristics. At the same time, this figure is significantly higher (r<0,001) (the use of «Personal differential» technique) in the group of women.

Table 1

The average of the methodology «personal differential» in a group of men and women with disabilities

Group	Factors		
	Evaluation	Activity	Power
I	12,7	4,1	6,2
II	8,0	5,0	4,5
Figures of Differences	0,001		

Low rates on a factor of "activity" in both groups suggest a low intrinsic activity, initiative in relations with others for persons with special needs. They are more focused on themselves, their feelings and not always willing to share them with others. Also there are not enough expressed, both in men and women, figures on a factor of "The Power". That is, it can be argued that they are more dependent on external circumstances and the surrounding evaluations, and are therefore not always able to stick to their own line of conduct.

Investigation of the features of the self of persons with special needs (test - questionnaire "self-relation" (V.V. Stolin and S.R.Panteleev) showed similar results: women are significantly higher self assessed, they are characterized with a positive attitude to their emotional level, substantive undifferentiated perception of self. that is, it can be argued that women have more faith in their own strength, power, energy, the ability to control their own lives.

Table 2

Percent expression of self-relation, women and men with disabilities.

group		S	I	II	III	rate IV	1	2	3	4	5	6	7
%	1	80,0	58,67	58,00	39,67	71,33	47,67	32,00	70,67	60,33	60,67	54,67	68,67
%	2	69,33	58,67	58,00	27,33	71,33	47,67	32,00	70,67	38,33	43,33	54,67	68,66
Figures of differences		0,01	-	-	0,05	-	-	-	-	0,01	0,01	-	-

Notes: Scale S - integral sense «for» or «against»; Scale I - self-esteem; II- autosympathy scale; Scale III - positive attitude expectations of others; scale IY –self-interest; Scale 1 - self-confidence; Scale 2 – relationship to other; Scale 3 - self-acceptance; Scale 4 – self-managing; Scale 5 - self-incrimination; Scale 6 – self-interest; 7 scale - self-understanding.

They also demonstrate significantly higher rate of their ability to manage their own behavior than men ($p<0,01$) and a low level of adaptation in society, acting more on the basis of their own beliefs and values, than the subject of social norms and group pressure. However, the ability to control and direct their lives leads to the fact that all the responsibility women assume, and tend to blame themselves for their mistakes and failures. This is confirmed by a more pronounced performance on a scale of "self-incrimination" in the group of women.

A little unexpected for us were the results obtained on the scale of "Waiting for a positive attitude from the other" and "Attitude of others": in the group of men and a group of women with special needs: indicators of mild (27, 33 and 39, 67, respectively,). Those. both men and women with special needs, believe that others, on the one hand - not always treat them well, and on the other - are not sure that they could be of interest to others. Here we are faced with some of the contradictions in the personality of persons with special needs: high self-assessment and the inability of others to see and appreciate all the depth of their personalities. Although women, after all, to a greater extent than men, are hoping for a positive attitude to them from their surrounding ($p<0,05$).

Also, the importance of the social environment for women is confirmed by the results of subjective well-being research: in women, this figure is significantly higher ($p<0,01$). That is, women are still more focused on the support of society and have certain expectations of people around them.

Table 3

The average of the method "Scale of subjective well-being" in a group of men and women with disabilities.

rate	General score	1	2	3	4	5	6
1 group	552	11.3	9.9	8.6	9.8	6	6.6
2 group	551,9	11.8	10.4	8.4	8.7	6.4	6.2

Note 1 - tension and sensitivity; 2 - signs that accompany the basic psycho-emotional symptoms; 3 - mood changes; 4 - the importance of the social environment; 5 - self care; 6 - satisfaction with daily activities.

The overall subjective well-being in the groups studied had an average severity and does not differ in groups of men and women. You can tell that both women and men with special needs are not satisfied with their lives, have a high level of anxiety and low level of adaptation in society, they have a dominate level of negative emotions in their life there is practically no experience of happiness. In the group of men identified high rates of scale "symptoms that accompany the psycho-emotional symptoms," i.e., it can be argued that men are quite tense and more anxious than women.

Correlation analysis showed that in the group of women with special needs, there is an inverse relationship to such indicators as the activity factor (method of "Personal differential") and the scale of "The importance of the social environment" (method of "subjective well-being") (- 0.411; r< 0.01). That is, women with increased intrinsic activity decreases the importance of social environment. Thus, we can assume that they are trying to solve problems on their own, relying on their own strength and, to a lesser extent, guided by the opinions of others.

In the group of men with special needs correlation analysis showed positive relationship between the following parameters: evaluation factor and self-assessment of health (0.406; r<0,05) and evaluation factor and the degree of satisfaction of daily activities (0.409; r<0,05). Thus, in men rating their personalities, primarily associated with the self-assessment of their health and the subjective satisfaction of everyday life. Keeping in mind that the study was conducted in a group where health is a debilitating factor, and everyday life is complicated by problems with the movement, the lower estimation of self in men compared to women becomes clear.

The results obtained allow us to ascertain the presence of psychological "mismatch" between self-concept of a person with special needs, and their interpretation of the requirement imposed on them by society (so-called "social desirability"). And, as a rule, it is more fixed in women. We can assume that the woman, being by nature more labile, trying to coordinate her activity with social approval. And then, to determine psychological content of the "social approval", i.e. expectations of society, women interiorize them, turning them into their own regulations. Men have the attitude toward the self related to values, aimed at preserving their own individuality: primarily health and focus on the immediate satisfaction of vital needs.

Identified gender differences in relation to self in persons with special needs, can act as one of the internal factors of the definition and building of strategy of behavior strategy in society. Another thing is whether society is willing to take into account these gender differences? The answer to this question is the prospect of further research.

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Social Psychology

COMMUNICATION FEATURES OF YOUTH PUBLIC ORGANIZATIONS MEMBERS

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The article discusses the research of communication features members of youth YGO. The basis of the study is the approach to the communication study of G. M. Andreeva, according to which communicative, interactive and perceptive components of communication are defined. The results of empirical studies have shown that there are significant differences in communication between members of a youth organization and young people who are not representatives of a youth organization.

Key words: communication, communicative, interactive and perceptive components of communication

У статті розглядається питання дослідження особливостей спілкування учасників молодіжної громадської організації. Основою дослідження є підхід до вивчення спілкування Г.М. Андрєєвої, згідно з яким виділяють комунікативну, інтерактивну та перцептивну складові спілкування. Результати емпіричного дослідження показали, що існують суттєві відмінності у сфері спілкування між учасниками молодіжної громадської організації та молоддю, що не є представниками молодіжної громадської організації.

Ключові слова: спілкування;комунікативна, інтерактивна та перцептивна складові спілкування; молодіжна громадська організація, діяльність

В статье рассматривается особенности общения участников молодёжной общественной организации. В основе исследования лежит подход к изучению общения Г.М. Андреевой, согласно которому выделяют коммуникативную, интерактивную и перцептивную составляющие общения. Результаты эмпирического исследования показали, что существуют существенные отличия в сфере общения между участниками молодежной общественной организации и молодёжью, которая не является представителем молодежной общественной организации.

Ключевые слова: общение; коммуникативная, интерактивная и перцептивная составляющие общения; молодёжная общественная организация, деятельность

There are many youth organizations, each of them has its purpose, structure, scope of activities and others. And their number is growing. Youth, who joins these organizations is voluntary and is focused on helping others in one field or another (depending on the direction of the organization). One of the important areas is communication - especially productive communication. From that, what are the features of the communicative sphere of each member depends on the formation of different aspects of communicative competence, which in turn affects the performance of the organization.

The study of communication engaged many researchers (B.G. Ananiev, B.F. Lomov, A.A. Leontiev, G.M. Andreeva T. Shybutani, E.Bern, V.P. Ilin, K. Verderberand R. Verderber, etc.) each of which explored various aspects of communication, namely communication features of the process, especially the influence of the environment and the process of communication, etc ..

Theoretical approaches to the study of communication cover a wide range of views on what exactly communicationis: starting with the study of communication as a process and its development to communication components and factors affecting its efficiency.

Post-soviet psychology considers communication as: a process that comprises both individual and social component and suggests the communication participants' perception of each other (B. H. Ananiev); the interaction of the particular individuals who in some way reflect each other, who are related to each other and influence each other (V. N. Myasishchev); an independent and specific form of person's activity, its result, it is not a converted object but relationship with another person, with other persons (B.F. Lomov); one of the activities, which can be as well a component part (and at the same time condition) of another non-communicative activity; has the following characteristics: intentionality, effectiveness, normalization (A. A. Leontyev). Therefore, national approaches draw more attention to the features of interaction between participants of communication and to the influence characteristics of the social and individual.

Western psychology defines communication as method that facilitates mutual adaptation of persons' behavior through interaction (T. Shibutani); the process of creating and transmitting important messages; this process comprises participants, background, message, information channels, presence or absence of noise and feedback (K. Verderber and R. Verderber); symbols or "significant action", such as verbal and nonverbal means of communication, are accountable for acts of communication between people (symbolic interactionism, T. Mead). Therefore, the attention is paid to the features of transmitted messages, and to the study of information channels, etc.

The most common approach to the study of communication is the concept of G. M. Andreeva, which considers communication as consisting of three components: communicative, interactive, and perceptual.

With a large number of studies there is almost no research on the communication features of the members of youth public organizations. B. F. Lomov notes that social relations determine the content of communication and direction of its development. It is in the process of communication of individuals that social relationships develop. Since social activity is one of the manifestations of public relations features, it can influence communica-

tion features.

In psychological studies the impact of public organizations is considered in the context of their impact on the processes of socialization, personal development, education, etc. However, these studies focus primarily on the process that is being studied, and not on the specific features of public organizations. They are studied in more details in sociology.

Public organizations perform functions important both for their members and supporting structures, as well as for public institutions, businesses and other subjects of public relations. One of such functions is a function of channels of communication between different groups and public institutions and also businesses.

One of the most important areas of the research is the study of youth organizations. Youth associations always show high activity. Nowadays, a large number of both formal and amateur youth organizations on a variety of social problems have appeared. Radical change of forms and methods of work, decisive rejection of monopolies, and the direct connection with the life of young people were the real source of the vitality of youth organizations.

The relevance of the study is that many young people are now performing volunteer work in youth public organizations. They provide communication, both members of the organization, with people that contact with it. This requires them acquiring a high level of communicative competence, develop their communication skills. Depending on how the communication develop, there can be a different level of communication effectiveness, which influences the efficiency of the organization.

The object of our study is communication. The subject of the study consists of communicative, interactive and perceptive components of communication between members of youth organizations

The aim of our research is to study the characteristics of communicative, interactive and perceptual components of communication between members of youth organizations

The objectives of the study are: analysis of theoretical approaches to the study of communication and study characteristics that influence the effectiveness of communication and communicative competence; identifying features of interpersonal relations of members of youth organizations; the study of social and perceptual-communicative interactive competence; self-study and successful interpersonal members of youth organizations; establishing communication sphere features of youth organizationsmembers.

Methods and techniques of the research. 1. Testing method of interpersonal relationships (AA Rukav-ishnikov); 2. Testing method of communication of social competence (CSC); 3. Testing method of perceptual-interactive competence (modified version N.P.Fetiskina). 4. Methodology SSIC(Self-regulation and successful interpersonal communication) V.N.Kunitsyna. 5. The method of statistical data on criteria Mann-Whitney U

The participants in the study were members of youth public organization AIESIC (20 people); students who are not occupied in the activity of youth public organizations aged from 18 to 25 (20 people).

AIESEC is an international youth public organization that unites students and graduates of higher educational institutions and aims at the development of leadership and professional potential of the youth and positive contribution to the society. The AIESEC's main occupation is management of international programs. The organization's mission is peace and personal fulfilment.

Our study showed that members of the public organizations have a need to be accepted by others, to belong to the group. They are interested in others to invite them to spend time together, to participate in joint activities. At the same time they tend to take the responsibility for what happens, perform main role and manage themselves. However, they do not accept the take control of others on them. It is also important for them that other people set close emotional relationships with them and share their experiences and feelings.

So, we can say that members of youth organization often interact with other people, because they have a higher need for communication, participation in joint activities established close emotional contact. But these needs are not constant and can fluctuate from positive to negative pole. This may be due to the fact that interaction within the organization havesome needs, while out of it they get significantly reduced.

Regarding the study of the communicative competence of social youth organization members we can say the following. On a scale of truthfulness group members YGO figures are much higher than in the second group. This may mean that they are more inclined to give socially acceptable answers, compared with young people who are not members of youth organization. For them it is very important how they are perceived in society. They are focused on supporting image which correspondssocially established norms and rules.

The tendency to such behavior is confirmed by the fact that the rate on a scale of independence (M) members of the YGO considerably lower. This may mean that they are more likely to act in accordance with the opinion of the majority and often are dependent on the group, in which they are. Young people who are not members of the YGO is more susceptible to independence, mainly rely on themselves and their own opinions.

Participants of the YGO figures are higher on a sociability scale (A), that they are more open communication and more sociable. They can much easier find common ground with a stranger, start a conversation. Such result could be influenced by the situation that the circle of participants off the organization is much broader of features of their ability require from them to establish contact because they constantly need to communicate with new people, build relationships with members of the same organization in other countries. The participants of the YGO have more fun, are cheerful, sometimes even slightly careless, frivolous.

Due to the method of statistical data, we found that there was a difference in terms of "Safety" between the two groups studied. This may mean that the participants of the international youth organization is more cheerful, safe fun. They easily relate to the life?Expect from it, mostly, something good, paying much lessattention to the problems and difficulties.

For such components perceptual-interactive competency as "mutual understanding", "Understanding" in the group of public organization participants figures are somewhat lower than in the other group. That is, they are less able to evaluate the personal characteristics of the partners in the interaction, and less inclined to listen to the terms of their opponent. Preferably, they are concentrated on the correctness of their opinions, not suggesting that it may be wrong, so have no habit to change it. They are less likely to understand the perspective of another person, but does not exhibit this behavior in all areas of their lives.

For such elements as "Social autonomy", "Social activity" members of the YGO have a significant advantage. This may mean that they are more satisfied with their position in the group in which they interact. There is also a greater contact between group members, a sense of comfort and well-being in relationships with others. Participants of public organization are more socially oriented, as one of the leading motives of their work is the interaction with others, the effectiveness of joint activities. This result may be due to the fact that members of youth organization put the group on their own, voluntarily carry out joint activities because they feel more pleasure from the process of his position. In contrast, students who are not members of the NGO usually find themselves in groups that are based on formal criteria, sometimes even on their own. Perhaps because they express less satisfaction with their positions in the group and they are less focused on achieving overall efficiency.

The study of self-communication showed strong performance at scale "Trust the People" of the participants in youth public organization. This means that the main focus when dealing with people - confidence, the belief that people can be good and kind. Perhaps it subordinates other features of communication between members of the NGO, namely the opening, contact, ease of communication and others. At the same time, at a high level and there is a scale figure "Communication Skills", this is what allows you to maintain the quality of communication at a high level.

Interestingly, the participants in the YGO with a frequency of 15 to 20% there is a manifestation of exaggerating of their skills and ideas about successful communication. This may be due to the fact that the members of the YGO put forward certain unwritten requirements as to what they should be (more sociable, open, easy, active, etc.), so they tend to give answers that correspond the image more . A similar situation was with truthfulness scale of previous methods. That is, members of the public are more likely to have socially acceptable pattern of behavior, act in accordance with established standards, not so much in society in general, as in the norms laid down in the organization.

Thus, having analyzing the data we reached the following conclusions:

1. The members of the YGO have a higher need to be accepted by other people, belong to the group. They are interested in being invited by other people to spend time together, participate in joint activities.

2. They have a higher level of interactive, perceptual competence, social competence and communicative than those who are not members of the YGO. This advantage is achieved by a high level of some components. They are more open to communication, more socially oriented. One of the major reasons of activity is the interaction with others, the effectiveness of joint activities.

3. The main focus when dealing with people - confidence, the belief that people can be good and kind. All indicators corresponding effectiveness of communication in the YGO participants are considerably higher and closer to the level that corresponds to the individual skill in contacts, and high adaptability in the field of communication. However, there is exaggeration and display of their skills and ideas about successful communication.

4. The features that distinguish members of youth organizations compared to youth who are not members of youth organization is high for such characteristics "Conversation Disclosure," "The behavior in the heat of passion, as demonstrated," "Serenity," " Social activity ".

The prospect of further research is to go to a deeper study of communication, namely the factors and characteristics that may affect its features. This motivational aspect study, communication systems research, an individual values organization and others. To confirm the results of previous studies should explore the features of communication between members of youth organizations at different specific activities, depending on the objectives to achieve the aims of the organization. Also it is interesting that the identified features of the youth organization members have the expression only within YGO or communication in general.

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Law Psychology

STUDYING YOUNG CRIMINALS' AGGRESSION WITH THE HELP OF VARIOUS METHODS

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In this work, the differences in expression of young offenders and their age-mates (high school schoolchildren) aggression were studied. It was found that hand projective test was more effective in finding aggressiveness of young offenders as compared to the survey. Young convicts had the following characteristics especially marked: aggressiveness, affectation, dependency. Their aggressive behavior is much more vivid than that of their age-mates; however, at the same time, they feel much more profound need in affection and close and friendly relations. In addition, their dependency from other people is much stronger.

Key words: aggression, projective test, questionnaire, young criminals, high school students.

В роботі досліджено відмінності в агресії між молодими злочинцями та їхніми однолітками-школярами старших класів. Встановлено, що проективний тест краще проявив здатність виділяти агресивність молодих засуджених – в порівнянні з опитувальником. Виявлено, що в молодих злочинців значно вища агресія за всіма діагностичними показниками проективного тесту, особливо: агресивність, афектація, залежність. Вони значно сильніше, ніж їхні однолітки, здатні переживати агресивні почуття до інших людей, але разом із тим відчувають потребу в спілкуванні з іншими людьми, в близьких і дружніх відносинах з оточуючими. Також вони значно гостріше переживають почуття залежності від інших людей.

Ключові слова: агресія, проективний тест, опитувальник, молоді злочинці, старшокласники.

В работе исследованы различия в агрессии между молодыми преступниками и их ровесниками-школьниками старших классов. Выявлено, что проективный тест руки лучше проявил способность выделять агрессивность молодых преступников по сравнению с опросником. У молодых осужденных особенно выше выражены показатели: агрессивность, аффектация, зависимость. Они значительно сильнее, чем их сверстники, способны переживать агрессивные чувства к другим людям, но вместе с тем испытывают значительно более глубокую потребность в привязанности, близких, дружественных отношениях. Также они значительно острее переживают чувство зависимости от других людей.

Ключевые слова: агрессия, проективный тест, опросник, молодые преступники, старшеклассники.

Problem definition. In modern conditions, aggression is unfortunately one of the typical characteristics of social intercommunication and psychological attribute that occupies more and more space in individuals' personal structure. Thus, no wonder that aggressive behavior and aggressiveness as a character trait attract more attention of research psychologists.

The questions of detection, assessment and monitoring of aggression in individuals are closely connected with the problem of truthfulness of the results of its study. Many researches doubt that application of surveys and questionnaires is a valid and reliable diagnostic tool for detection of inclination to aggression.

In this work, the possibilities of two diagnostic methods in studying young men's aggression are examined. Buss - Durkee Hostility Inventory and projective hand test by E. Wagner were used, which served for detecting differences and for differentiation of individuals with aggressive behavior. In order to detect the peculiarities of application of various types of diagnostic methods depending on a cohort of the test persons, we have selected convicted young men and senior teenagers as compared to their age-mates (high-school children).

Theoretical overview. The Scientific study of aggression has been conducted for a long time, and it has become productive. In psychology, by aggression we mean actions that cause any damage to another person, be it moral, material or physical damage. At the same time, the term "aggression" combines various behavior, down to full-fledged banditism [4].

Aggression is one of the regulators of human behavior. Some scientists consider tendency to aggressive behavior to be mostly congenital; however, at the same time, they admit gradual development of ability to control one's emotions in the process of socialization, which would be repression of aggression [1,2].

Psychologists suppose that aggression is one of the defense mechanisms, with the help of which the person tries to throw off negative emotions and adapt to the environment. In society, aggressive actions and attitudes are those, which are of hostile character, but which at the same time they are not caused by objective reasons, and which can't be justified by the conditions of moral and legal character, in particular – the need for self-protection of protection of other people [1].

Psychologists underline the aggressiveness, which is defined as a specific character trait that is expressed in person's hostile attitude to other people, animals, and outward things.

It should be noted that investigation of aggressive behavior in teenagers and young people becomes especially topical. Early aggression becomes more and more acute social problem. The young age is the time when negativism becomes the most significant, also verbal and physical aggression grow. Gradually, aggressive behavior forms the aggressiveness as a character trait.

In domestic psychology, a close attention is paid to the social developmental situation, which defines the conditions for the formation of this or that trait in a child, including aggressiveness. The purposefulness of upbringing and educations define adoption of some aggressive behavior patterns in teenage and adolescence [3, 7].

Aggressive actions may be conditioned by various factors and form part of the structure of various types of deviant behavior. In researches, the following factors are usually marked: family education, frustration, aggressive behavior patterns of peers, movie heroes, computer games etc. Development of aggressiveness is defined by some character traits like irritation, short temper, anxiety, and others.

Various researchers claim that aggressive behavior is more often observed in boys than in girls. It is known that boys are more perceptive to the explosion to both physical and psychological factors. That is why they demonstrate deviant behavior and mental disorders more often [1].

Buss and Durkee [1, 2] differentiate between aggressiveness and hostility and define the following manifestations of aggression and hostility: physical aggression, indirect aggression, irritation, negativism, offense, suspicion, verbal aggression and sense of guilt.

It is known that during early adulthood (14-16 years old) we may observe teenagers comparing their own personal peculiarities and behavior patterns with certain norms that are recognized in relational tribes. At the same time, they often demonstrate verbal aggression in the first turn, while physical and indirect aggression are increased insignificantly, as well as the level of negativism [2].

In the research of Semeniuk L.M., it was found out that during teenage the following indicators of aggressiveness become the most evident: verbal, physical and indirect aggression. Teenagers often express aggression because of application of physical power against other person or group of persons. A high indicator of verbal aggression gives evidence of the attempts to express aggression while showing negative feelings through verbal reactions. At the same time, such indicators of aggressiveness as negativism, suspiciousness and offense are less expressed [6].

In compliance with his approach to studying of aggression, E. Wagner offered projective method – Hand test, which is a well-known diagnostic instrument. The idea of the test is based on the assumption that human hand, its image, serves as a motorial base, particularly – aggressive one. The level of individual's aggression is detected, while the following items serve as indicators of aggression: aggressive actions, directivity, fear, emotionality, communication, dependency, ostentation and others [1, 5].

Thematic justification lies in the fact that nowadays the problem of teenage aggressiveness' growth becomes especially topical, which leads to negative social consequences. In addition, one should consider that attempt of explanation of young men's aggressive actions is complicated by the fact that many theoretical concepts give a controversial interpretation of aggression. Besides, psychologists still lack evidence of the levels of correspondence of projective methods to studying young men's tendencies to aggression and aggressiveness.

The object of the article: to study peculiarities of application of diagnostic methods of studying of aggression depending on a cohort of the test persons. It is expected that there are certain differences between questionnaire test and projective test in the possibility to detect aggression in early adults and teenagers.

Statement of the basic material. In this research projective hand test by E. Wagner (domestic modification of Maksimenko S.D. and others) and Buss – Durkee questionnaire were used [5]. A sampling of the tested persons was comprised of two groups of age-mates (senior teenagers and young men at the ages from 14 to 18). The first group was formed by juvenile offenders (convicted) of Kuryazhskaya correctional facility to the number of 214 persons. The second group was comprised of senior schoolchildren 9(the 8th- the 11th grades) of Kharkiv and Pervomaisk (Kharkiv region) schools to the number of 205 persons. All test persons were male.

All young convicts were confined for the commission of serious crimes, which means that aggression is very typical for their behavior, which constitutes a threat to health and safety of other people in the society. Two groups of the test persons were differentiated according to the level of antisocial behavior, accompanied by the aggression. In the research, we studied the possibility of aggression's detection according to some indicators (test scales) by two various means of extracting information.

In order to compare the results of aggression's diagnostics according to test scales between the groups of tested persons, obtained data was expressed in average grades – for 8 diagnostic indices of Buss – Durkee questionnaire and 6 of the first and foremost test scales of Hand test projective method. This data is contained in Tables 1 and 2.

Table 1

Comparison of aggressiveness of two groups according to results of Buss – Durkee questionnaire

Tested persons	Scales							
	Physical aggression	Indirect aggression	Irritation	Negativism	Offence	Suspiciousness	Verbal aggression	Sense of guilt
The convicts	5,82	4,16	5,27	3,41	4,22	7,97	6,3	7,35
The schoolchildren	5,33	4,5	4,55	2,68	3,77	7,52	5,45	5,4

According to the results of the questionnaire, the young convicts demonstrate higher indices (7 out of 8) of aggression as compared to their age-mates' results. Schoolchildren demonstrated higher results only in one

index – indirect aggression. Young convicts had higher indices of physical aggression, irritation, negativism, offense, suspiciousness and verbal aggression. The sense of guilt was especially expressed in this cohort.

In general, it is obvious that aggression is more manifested in the convicts who are completing their sentences in the penal colony. However, the level of differences between these groups is different in some scales, that's why for assessment of these differences we needed to apply some statistical methods.

Table 2

Comparison of aggressiveness in two groups according to results of Wagner's Hand projective test

Tested persons	Scales					
	Aggression	Directivity	Fear	Affectation	Communication	Dependency
The convicts	2,06	1,71	1,93	2,00	2,03	1,01
The schoolchildren	0,99	1,1	1,2	0,92	1,33	0,59

According to the results of the projective test, all indices were much higher in the convicts (in some scales the difference was 2 times and more).

Thus, young convicts are much more aggressive than their age-mates; they are demonstrating hostility to the others, and they are inclined to destructive behavior. Conflict situations cause more intense negative emotions, which may obtain an affective character. Young convicts are inclined to the directive, authoritative behavior styles, as well as intensive fears on various occasions. Also, they are more dependent on other people, which is often one of the reasons for their aggression. At the same time, it is more typical for them to experience overwrought angst in connection with communication and the system of relations with the others obtains a special meaning for them.

The results of detecting statistical significance according to Student's t criterion are presented in Tables 3 and 4.

Table 3

Statistical significance between the groups of the tested persons according to the results of Buss – Durkee questionnaire

No.	Diagnostic scales	t
1.	Physical aggression	1,13
2.	Indirect aggression	0,85
3.	Irritation	1,84
4.	Negativism	2,17*
5.	Offence	1,59
6.	Suspiciousness	0,97
7.	Verbal aggression	1,78
8.	Sense of guilt	2,42*

- the differences are significant at p≤0,05.

Significant differences between the groups of tested persons have been detected only according to two indicators out of 8: negativism and sense of guilt. This means that the young convicts have formed a stable negative attitude to the other people, events, as well as antagonism against occurring events and disobedience patterns. Also, it is typical for them to suffer a strong sense of guilt, which is probably connected with the estimation of the crimes they committed. At the same time, according to other six aggression indices from Buss – Durkee questionnaire, the differences appeared to be statistically insignificant.

Table 4

Significance of differences between the groups of tested persons according to the results of projective hand test

No.	Diagnostic scales	t
1.	Aggression	5,89**
2.	Directivity	2,93*
3.	Fear	2,78*
4.	Affectation	5,34**
5.	Communication	3,07*
6.	Dependency	5,63**

- the differences are significant at p≤0,05; ** - at p≤0,01.

Statistically significant differences between the groups of the tested persons were detected at each of six indices. Young convicts demonstrated much higher rates of aggression, affectation, and dependency. Their aggressive behavior is much more vivid that that of their age-mates; however, at the same time, they feel much more profound need for affection and close and friendly relations. Also, their dependency from other people is much stronger.

Young convicts demonstrated statistically higher levels of directivity, fear, and communication. They manifest more vivid need in domination over other people and putting pressure on others. Comparing with

their age-mates, they experience higher levels of fear of others and the urge to protect themselves from the other people. At the same time, it is typical for them to seek contacts with the others and establish more equitable relationships than they have in reality.

Thus, projective test method allowed more vividly separate young convicts from their age-mates (senior schoolchildren) according to indices of aggression's intensity. We see the reason for this phenomenon in the fact that projective methods give the possibility to detect unconscious tendencies (motives, needs, strivings, wishes) in the mentality of the subjects. This allows predicting their behavior and their actions, particularly, aggressive ones.

In our opinion, projective Hand test (its domestic modification) showed sufficient diagnostic possibilities for detection of aggression in young males.

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