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

Collection of Research Papers

"Problems of Modern Psychology"

Issue 54

Kamianets-Podilskyi
2021

The publication is approved by the resolutions of the Scientific Boards of G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine (Minutes № 13 from 25.11.2021), Kamianets-Podilskyi National Ivan Ohiienko University (Minutes № 14 from 25.11.2021)

P68   Collection of Research Papers **"Problems of Modern Psychology"** / [Scientific Editing by S. Maksymenko & L. Onufriieva]. Kamianets-Podilskyi, 2021. Issue 54. 258 p.

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UDC 378(082):159.9

Certificate of state registration of the printed source of mass medium KB № 19651-9451 ПР of 30.01.2013

The Collection of Research Papers "Problems of Modern Psychology" is included in the List of Scientific Journals of Ukraine, «B» Category, for the Psychological Branch of Sciences − 053 (Decree of the Ministry of Education and Science of Ukraine No.1643 dated 28.12.2019).

The Collection of Research Papers "Problems of Modern Psychology" is indexed and listed in the international databases: INDEX COPERNICUS (IC) (from 2013), GOOGLE SCHOLAR (from 2013), CEJSH (THE CENTRAL EUROPEAN JOURNAL OF SOCIAL SCIENCES AND HUMANITIES) (from 2015), RESEARCH BIBLE (from 2016), ERIH PLUS (from 2016), OAJI (from 2016), WORLD CATALOGUE OF SCIENTIFIC JOURNALS (from 2018); CROSSREF (DOI) (from 2018); DOAJ (from 2019).

Збірник наукових праць

''Проблеми сучасної психології''

Випуск 54

Рекомендовано до друку рішеннями Вчених рад
Інституту психології імені Г.С. Костюка НАПН України
(протокол № 13 від 25.11.2021 р.),
Кам'янець-Подільського національного університету імені Івана Огієнка
(протокол № 14 від 25.11.2021 р.)

П68   Збірник наукових праць **"Проблеми сучасної психології"** / [за наук. ред. С.Д. Максименка, Л.А. Онуфрієвої]. Кам'янець-Подільський, 2021. Вип. 54. 258 с.

У збірнику наукових праць висвітлено найбільш актуальні проблеми сучасної психології, представлено широкий спектр наукових розробок вітчизняних і закордонних дослідників. Здійснено аналіз проблем, умов і труднощів психічного розвитку, вікових та індивідуальних особливостей становлення особистості й психології навчання.

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

УДК 378(082):159.9

CONTENT

ЗМІСТ

The Characteristic of the Phenomenon of Adaptation as an Active Psychological Process

Характеристика феномену адаптації як активного психологічного процесу

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ABSTRACT

The purpose of this article *is: to show the process of adaptation as an active psychological process, which is influenced by both external (objective) and internal (subjective) factors; to express the main ideas of the Rational-Humanistic Approach, the Psychoanalytic direction, a Conative and a Cognitive models, a Socio-psychological direction.*

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

The results of the research. *Thus, destructive behavior is performed with a very specific purpose. Such behavior always requires special attention. It can*

cause anxiety, irritation, especially if children see this as the only one way for their parents to notice them, take care of them, to deal with them. Demonstrative disobedience of children, as a rule, is a consequence of a completely wrong conclusion of children that they can assert themselves, insist on the fulfillment of their desires, proving their strength in a case of confrontation with adults. Revenge, retribution, and the desire to hurt others sometimes seem to children to be the only way to feel themselves important and meaningful.

Claiming their inability or inferiority, demonstrating real or imagined powerlessness, as a rule, we have to refuse to communicate with parents, do not want to carry out assignments, to be irresponsible to the whole process of our life.

Conclusions. *The purpose of psychological assistance to parents according to socio-psychological direction should be to help both adults and children to master as many appropriate types of social interaction. Such kind of interaction should be built on the basis of completely identical or fairly close ideas about values and mutual respect of people of each other. One of the main tasks of family upbringing is to help a child become a competent person who will be able to use constructive psychological mechanisms and means independently to form a sense of self-worth and to master a certain, the most important for the child social status.*

The remarkable relevance of the ideas of A. Adler (1998) and R. Dreikurs (1986), no doubt, is associated with the crisis, in which the family found itself in the first half of the last century. Traditional relationships between parents and children, organized according to the principle of superiority and subordination, have proved to be extremely ineffective. According to the authors, parents who continue to communicate with their children from the standpoint of power and superiority, do not realize that children perceive them as equal partners in the whole process of communication. Top-down conversation with children usually leads to children's mind, in turn, in the same way they begin to communicate with their parents or even shut themselves in, try not to react to parents and, at the end, even despise them.

Thus, R. Dreikurs (1986) was one of the first persons who started discussions in the training groups of parents who were living in the neighborhood. He assumed that parents would share their experiences, ask questions and seek support, form approval from the side of the group. The main task of the group leader was to organize the discussion skillfully, to make formulation of questions, and each member of the group could periodically perform the role of group leader in the case of exchange of certain information and provide the expertise.

Key words: *the adaptation, destructive behavior, demonstrative disobedience, demonstrating real or imagined powerlessness, a case of confrontation with adults.*

Introduction

The process of adaptation in psychological issues is understood as a human adaptation to environmental conditions, which in some adverse cases actualizes the mechanism of psychological protection (Brédart, 1991). There are many reasons, such as the state of mental tension, stresses, emotional burnout which weaken the mechanisms of psychological protection of the individual, leading to his/her maladaptation in the society.

We've to admit, that there is no generally accepted definition of the concept of «adaptation» in modern scientific literature, but common to all theoretical and methodological approaches is that the process of adaptation involves the interaction of at least two subjects; such interaction unfolds in special conditions of imbalance, inconsistency between different systems; the main purpose of such interaction is some coordination between systems, the degree and the nature of which can vary widely; achieving the overall goal of the subjects of social interaction involves, in turn, significant changes in the systems that interact.

Adaptation involves, as a prerequisite, the interaction of the individual with the world around him allows the subject to realize their current and potential opportunities, as well as the need and willingness to implement them (Crookes, 1989). As a result, a person is seen not only as the object of some adaptive influences, but the individual is quite differently aware of the changes taking place around him/her, as well as experiencing these changes in the structure of his/her «Me», actively and independently forms the necessary strategies for adaptation not only for the dynamic external world, but also to the acquired new roles and positions.

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So, **the purpose** of this article is: to show the process of adaptation as an active psychological process, which is influenced by both external (objective) and internal (subjective) factors; to express the main ideas of the Rational-Humanistic Approach, the Psychoanalytic direction, a Conative and a Cognitive models, a Socio-psychological direction.

Methods of the research

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

Results and their discussion

Thus, adaptation is an active psychological process, which is influenced by both external (objective) and internal (subjective) factors, the harmonious influence of which ensures the effective interaction of the individual with others. If there is an imbalance of these conditions, then, as a result, there is maladaptation, which is reduced the adaptive mechanisms, violation of the harmonious integration of the individual with the environment (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). In the scientific literature, maladaptation is often seen as a violation of the adaptation process, as the indicator of imbalance of personal traits, as a consequence of the inability of the individual to meet his/her needs without conflict with himself/herself and his/her surroundings.

The process of adaptation can be defined by the term «adaptation». It is the state of the organism as a result of successful implementation of the process of adaptability. Maintaining the differences in the state of the organism before and after the process of adaptation is adaptive effect. If intraindividual mental characteristics, personal traits are formed under the influence of various psychological factors, the complex of men-

tal qualities having been formed in response to their influence can be manifested in either adaptive or maladaptive forms of the behavior of the individual (Mykhalchuk, & Ivashkevych, 2019).

In Psychology there are some dominant approaches, explaining the causes of maladaptive behavior of the person. They support the main reasons of adaptation into the paradigm of parent-child relationships. Scientists distinguished Psychoanalytic, Cognitive, Conative, Ratio-Humanistic and Socio-psychological approaches. These approaches show different explanations of maladaptive behavior of the person. It has been determined that, according to the Psychoanalytical approach, the state of frustration was arising from the conflict of the person and social environment. They all are the causes of maladaptive relationships. In the Conative paradigm, maladaptive behavior is seen as the result of the individual's mastery of providing destructive reactions. In such a way, the Cognitive approach explains the maladaptive behavior of emotional disorders related to the erroneous of cognitive interpretation of the person by a particular event. Another, Ratio-Humanistic approach emphasizes that the reason for maladaptive relationships is the mismatch between a «real Me» of the person and his/her life experience, on the one side, and a «real Me» of the person and an «ideal image of Myself» having been formed by a person for himself/herself, on the other side. Within Socio-psychological approach maladaptive behavior is explained by the individual's unwillingness to perform certain social ways of personal growth. It helps person to make decisions about value orientations and one's own way of life (Комплієнко, 2020).

Many researchers (Mykhalchuk & Onufriieva, 2020) explain the causes of maladaptive behavior, the identifying of disorders associated with adaptation, indifference, humility, independence from social norms, rules, self-depreciation, addictions, alcoholism as well as the reaction to discrimination on various grounds.

In modern researches (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020) there were named some personal characteristics, such as aggression, anxiety, selfishness, dependence, despotism, stubbornness, secrecy, etc., which could cause maladaptive behavior. As a result, the individual has great difficulties in adapting in relationships with others, which greatly affects the nature of his/her interaction and generates completely maladaptive reactions. Scientists (Mykhalchuk & Kryshevych, 2019) believe that the functions of maladaptation are manifested primarily in the sphere of conflicts, overcoming which it facilitates the emergence of quite constructive changes in interpersonal relationships.

In this case we mean changes that contribute to the formation of adaptability in the child-parent relationships. Personality adaptability in family relationships is a dynamic process of parent-child interaction in a new system of family relationships (complicated by the child's use of psychoactive substances), mastering new roles and a new way of My own Image (the formation of self-identity).

In such a way we'll try to explain the adaptive parent-child relationships in the family. We've to note that we consider such relationships as a process of psychological response to the behavior of people, when the form of the content and the intensity of reactions are also adequate for solving the main problem in the relationships. That's why the adaptive parent-child relationships in the family significantly facilitate the resolution of conflict situations or the situations of cognitive dissonance.

The researchers emphasize the importance of the person's attitude to the phenomena around him/her and other personalities. In such a way researchers define the concept of «Psychological attitude» as a fairly holistic system of the individual, which shows conscious connections of the Person with various aspects of objective reality. That's why Psychological attitude is a system that influences the process of human development.

It actualizes his/her personally significant experience, determines the actions and the experiences of the individual. For example, in the paradigm of Ratio-Humanistic Approach G.O. Ball (1996) understands the attitude as a kind of psychological phenomenon, the essence of which is the emergence of the person's mental perception of the reality, which accumulates the results of knowledge of a particular object of the environment, the integration of emotional responses to this object, as well as his/her behavioral acts on the latter.

Another representative of the Rational-Humanistic Approach is S.V. Kovalev (1987). In the structure of adaptive relationships S.V. Kovalev identifies three components: a cognitive one, the emotional component and a behavioral one. Normally, a person on a cognitive level knows something about the object, on the emotional level he/she experiences the emotions corresponding to this knowledge, on a behavioral level the person builds his/her own behavior, a reaction that corresponds to a certain knowledge and emotions. In pathology, the components of the relationships are usually inconsistent, which in most cases lead to neurotic disorders and maladaptation. The destruction of the holistic system of relationships, which leads to neuroses, is usually the result of a violation of the integrity of the system of relationships (their hierarchical structure). The presence of contradictory relationships, which is equally important for the individual, leads to inadequate interpersonal relationships and, as a consequence, to maladaptation.

Based on the analysis of the theory of relations (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019) the concept of «interpersonal attitude» is considered as subjectively experienced relationships. In such a way different connections between people are objectively manifested in the nature and by the ways of mutual influence of people on each other in the process of joint activities and communication.

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We attribute interpersonal family relationships to individual cases of psychological relationships and consider them as the most important of the conditions of mental development, socialization, the formation of specific individual traits, characteristics, personal development in general. Interpersonal relationships appear as some internal psychological category and they are understood as a mutual emotional, figurative, cognitive reflection of one person in the inner world of another one.

The concept of «child-parent relationship» is defined as a process and as a result of individual reflection of family connections that mediate the internal and external activity of parents and children in their joint lives. In the communication of parents and children from the very birth of the latter it is the formation of the psyche of children and, at the same time, due to this significantly changes according to the mental life of parents. We analyze the parental attitude to the child as a special, cultural and historical phenomenon as a rather variable phenomenon, which is significantly influenced by social norms and values.

The child-parent relationships in their forms develop a holistic system of psychophysiological, sensory and social connections between parents and children, due to family experience of the process of communication. The nature of this relationships is revealed on the basis of empirically researched and tested reactions of parents and children to each other.

According to the child-parent relationships, the concept of «harmonious child-parent relationships» is the most appropriate. Harmonious relations take their place when there are no antagonistic contradictions between the subjects of interpersonal interaction. All the contradictions that exist must be resolved constructively, and then we can talk about the development of the family. Such it is, for example, the relationships between parents and children, if both parties fully accept each other as they are. In the process of life, harmonious child-parent relationships are quite rare, but it makes sense to talk

about them as some of the ideal presents to which relatives should strive.

We'd like to consider several theoretical approaches to understand the role and the content of child-parent relationships, formulated by various of the most well-known psychological schools.

One of the most important advantage of the psychoanalytic direction is that its founders paid a lot of attention to the greatest early experience of interaction between parents and children and to various types of mental trauma in childhood. **(Фрейд, 1989; А. Фрейд & З. Фрейд, 2000; Хорни, 1988; Фромм, 1992).** Central place in the study of child's development in the paradigm of psychoanalytic direction is traditionally given to sexuality, aggression, as well as feelings such as hunger, suffering. According to Z. Freud and A. Freud **(2000)**, the mother appears for the child, on the one hand, as the basic and the most important source of pleasure, as an essential object of libido, and, on the other hand – as so-called «legislator» and «controller». It should also be emphasized that the usual daily actions of parents have to be directed to care for a child, to have a remarkable psychological effect. The way and the completeness of meeting reveals the biological needs of the child in the early stages of life lay a great foundation of trust, commitment, activity towards other people for the rest of life.

Flexibility, patience, reasonable demands of parents, support of the child's efforts greatly contribute to the formation of adequate forms of self-regulation, positive self-esteem, as well as creative thinking. In addition to purely biological factors, the representatives of this trend emphasize the role of the relationships between a child and a mother at the early age, which affects the formation of the person. Psychoanalytic parenting theory focuses on the relationships between the child and the mother and the role of the mother, who cares, gently feeds, who meets the needs of the child and with whom the child feels himself/herself completely safe. The bond between

the child and the mother continues to develop the child's social and empathic feelings and desires, and then this is reflected in the personality of the adult, affects the formation of his/her person.

Psychoanalysts have paid close attention to the therapy of a family and parents, so this approach is often used in complex cases that require outside intervention. E. Fromm's (1992) point of view was also widely recognized, who, considering the child-parent relationships as a fundamental basis for the child's development, emphasized the qualitative difference between the peculiarities of maternal and paternal attitude to the child. Maternal love, says the scientist, is an «unconditional characteristic», it cannot be controlled by the child, it cannot be deserved, it either exists or it does not exist. Parental love, in contrast, is due to the fact that the father likes the fact that the child meets his expectations.

D. Winnicott's (1994) issues emphasize the influence of the social environment on the psycho-emotional development of the child and the importance of maternal care for the formation of the personality psyche. The author emphasizes the need to change the relationships with the child in a view of growing up. The scientist also points out that fatherhood has to go through several stages from the complete loss of personal independence of the mother at the birth of a child to the restoration of this independence in the fight against the demands of the child. Thus, along with the personality of the father, a full-fledged independent personality of the child is formed.

The American psychologist E. Erickson (1996), based on his research on the psychoanalytic preconditions for the formation of the person, concluded that the rational adaptation of a man to the social environment, the need for each individual to resolve, not psychosexual, but psychosocial conflicts, thus overcoming life's difficulties and problems. The basics of forming a healthy personality is a basic sense of trust in the world (inner certainty), autonomy (independence, feelings,

which are formed by self-control), initiative actions (the ability to formulate tasks to experience their own activity, such as psychomotor and social ones) – all these factors are actualized by the adequate, balanced parental position, by confidence, reliability, encouragement of independent action), and they are increase in the psychological space controlled by each child.

Thus, K. Horney (1988) argued that the social relationships between a child and parents are the decisive factor in the development of the person. According to K. Horney (1988), in the childhood the basic needs are to meet security. If the behavior of the parents does not help to meet the child's need for security, it leads to basal hostility, and it, in turn, leads to the emergence of basal anxiety. K. Horney (1988) studied the transfer of intrapersonal conflicts to the mother's attitude to the child. The scientist identified psychological factors that can harm the desired maternal position, and also he identified the sources from which these factors were originated.

In order to create a Conative model of bringing children up, scientists have conducted some empirical studies. With their help, an attempt was made to determine how the attitudes and the behavior of parents affect the child. This model emphasizes that the behavior of parents and children can be completely changed by relearning both the first and the second stages.

Scientists focused on the problem of teaching children. Particular attention was paid to such forms of environmental changes that lead to the child's re-learning, to the child's mastery of new personal experiences. The purpose of raising children is to teach them to be «moderators of their behavior». In such a way they are not able to build a model of the environment independently.

According to the basic idea of the Conative direction, the behavior of parents changes as a result of their understanding of their own behavior and the behavior of children. Gradually, parents acquire the ability to manage the relatives around

them, which is influenced the behavior of all family members, and to regulate family relationships. The basic paradigm of psychologists of the Conative direction is the statement that parents can always teach children appropriate behavior, and these parents should only understand the principles of social learning and apply them to their children.

Representatives of this direction usually distinguish three ways of the formation of adequate behavior of children: positive reinforcement (encouragement); negative reinforcement (punishment); lack of reinforcement (zero attention). In the paradigm of Cognitive learning models parents are taught to apply these psychological strategies in different situations that are arisen between parents and children. Thus, the model of upbringing is based on the fact that is changed in the family environment. It is led to different changes in the behavior of both parents and children. Therefore, parents can play the role of «managers» who will regulate the behavior of their children through significant changes in living conditions. At the same time, parents themselves are taught to understand children's reactions, to change children's behavior with the help of behavioral analysis techniques. That is, children's education is based on the principles of systematic confirmation of the implementation of activities under certain laws. For example, some scientists (Гончарук & Онуфрієва, 2018) note that Conative theory ignores the traditional ideal of human value and individual freedom – the definition of patterns of the person's behavior of both parents and children, as a rule, is transferred from the individual to his/her environment. At the same time, both people at the individual and social levels demonstrate such patterns of the behavior and such psychological preconditions which are created that guarantee the appropriate behavior of each individual for the certain society, prevent the decomposition of social relations and the destruction of the humanity as a whole. From a practical point of view, such a model of raising children creates positive conditions for parents to manage

their own behavior and the behavior of their children and, if it is necessary, to create the desired conditions for changing patterns of the person's behavior.

C. Bütner (1991), a representative of Socio-psychological direction in the research of the person, emphasized that parental behavior is a model for identifying some common traits and rules of behavior. It is like a model for the child to follow in trying to build his/her own strategic concept of the behavior. The psychological mechanism of reinforcement is essential for the preservation of different patterns of the behavior, and it arises on the basis of the mechanism of imitation. In such a way C. Bütner also notes that rewards and punishments are not enough to teach a child new patterns of the personal behavior. Children learn new patterns of the behavior primarily due to the imitative psychological mechanisms. Learning through observation, imitation and identification is another form of teaching. After all, imitation-identification is a process in which a person seems «to borrow» certain thoughts, feelings or actions of another person, who performs a kind of a role model for the first person. The process of imitation helps the child to imagine himself/herself in the place of a certain model, to feel compassion, complicity, empathy before this person. Thus, socio-cognitive direction of the old stereotypes of the behavior of parents and children are questioned in terms of compliance with a social reality, and they are consistently replaced by new, corresponding stereotypes to the reality around us.

One of the most well-known approaches to understand adequate family upbringing was developed by A. Adler (1998), the author of the individual theory of the Personality. According to A. Adler (1998), the man is a social being, and the development of the Personality should be considered, above all, the next paradigm of social relations. The theory of the Personality, developed by A. Adler (1998), emphasizes that each person has an innate sense of joint activity (or life), or a common social interest (such as «natural desire to cooperate»), as well

as the desire for perfection, which realizes the uniqueness of the individual and provides creative characteristics of a human «Me».

The main psychological determinants of family upbringing, according to A. Adler (1998), are such, as: equality, but not identity between parents and children, both in terms of rights and responsibilities, and in terms of personal responsibility; cooperation; harmonious results of family upbringing. Parental upbringing is based primarily on conscious and purposeful personal change of parents, which is determined by the guiding principles of mutual respect of family members to each other. The feeling of unity, that is arisen, makes a person able to cooperate with other people, to develop the forms the social character of each family member. It should be born in mind that since the development of the Personality it is determined by social motives, and the man is a social being by nature. It is important for him to feel a sense of belonging to a particular social group. According to A. Adler's theory (Адлер, 1998), the family atmosphere, attitudes, values and relationships in the family are the main psychological factors in the development of the Personality. Children learn to live together and perceive World culture through the example of their parents. Therefore, the family is the primary group in which the child forms his/her ideals, life goals, value system and, thus, learns to live. Given this model, the help of parents in relations to their children should be educational by its nature. It is necessary to teach children to respect the uniqueness, individuality and inviolability of the child's personality from the earliest childhood. It is also necessary to help each parent to understand their children, as if «to enter» the paradigm of their way of thinking, to learn to understand the motives for actions and deeds, and, at the same time, to create their own methods of education and personal development. Natural logical reasoning, which is used in the process of family upbringing, allows the child by practice to understand his/her behavior or to feel

in practice the results of the child's actions. This significant contribution to the harmonization of relationships in the family and the child's rapid awareness of the shortcomings depends on their own behavior.

A. Adler's dream (Адлер, 1998) was to create a real community of like-minded people, such as parents, teachers and others, adults, who are interested in raising their children, who would work together to promote the development of courage and social responsibility of the younger generation. And one of the first students who realized his teacher's dream was R. Dreikurs (1986). A remarkable advantage of the activity of a scientist was the active implementation of A. Adler's ideas (Адлер, 1998) in practice. Empirical research having been done by R. Dreikurs (1986) emphasized the importance of the process of socialization that took place in the family. According to R. Dreikurs (1986) a child's way of life can only be truly understood when his/her relationships with other family members in a specific family environment become in a great degree clear. The family environment does not force the child to behave in a certain, clearly defined manner. It simply shows how the child came to his/her beliefs, views, points of view. At the same time, the child participates quite early in the process of the formation of their relationships with other people. The family atmosphere, of course, largely depends on the values and family traditions within the family. It creates so-called initial, psychologically determined social environment in which the child's personality is formed. From the acquired personally significant experience the child masters the idea of himself/herself, of other people and the World as a whole. Thus, R. Dreikurs (1986) singled out four reasons for the child's negative behavior: the requirement for attention or comfort; the desire to show the power of children or to provide demonstrative disobedience; revenge, retribution; assertion of their insolvency or inferiority. Also R. Dreikurs (1986) claimed that he had never met a child between the ages

of 9 and 12 whose undesirable behavior would not fit into one of these four patterns of negative causes.

R. Dreikurs (1986) pays special attention to the interpretation of destructive behavior of children directed on their parents. At the same time, forms of such behavior are considered by us as some purely erroneous approaches, using which children try to find their place within the family or other social group and provide a sense of belonging, security and recognition.

Thus, destructive behavior is performed with a very specific purpose. Such behavior always requires special attention. It can cause anxiety, irritation, especially if children see this as the only one way for their parents to notice them, take care of them, to deal with them. Demonstrative disobedience of children, as a rule, is a consequence of a completely wrong conclusion of children that they can assert themselves, insist on the fulfillment of their desires, proving their strength in a case of confrontation with adults. Revenge, retribution, and the desire to hurt others sometimes seem to children to be the only way to feel themselves important and meaningful.

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Conclusions

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Главінська Еліна. Характеристика феномену адаптації як активного психологічного процесу

АНОТАЦІЯ

Мета статті – *показати процес адаптації як активний психологічний процес, на який впливають як зовнішні (об'єктивні), так і внутрішні (суб'єктивні) чинники; обґрунтувати основні ідеї раціогуманістичного підходу, психоаналітичного напряму, конативної та когнітивної моделей адаптивної поведінки, соціально-психологічного напряму психологічної адаптації.*

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

Результати дослідження. Дезадаптивна поведінка здійснювалася з урахуванням певної конкретної мети. Особистість із такою поведінкою, як правило, вимагала пильної уваги до здійснення нею певних дій. Така людина могла завдати неабиякого занепокоєння, демонструвати роздратування, особливо якщо діти хотіли, щоб батьки за будь-яких умов їх помічали, приділяли їм більше часу, уваги тощо. Демонстративна деструкція дітей у більшості випадків є наслідком певної досить-таки помилкової думки дітей щодо того, що вони могли в будь-якому разі самоствердитися, наполягти на миттєвому виконанні батьками своїх мрій і бажань. Отже, діти хотіли довести, що завдяки деструкціям вони продемонструють свою силу в протистоянні з дорослими. При цьому помста, відплата, бажання спричинити біль іншим нерідко здавалися дітям лише єдиним можливим способом відчути себе особистісно значущими та неповторними.

Дитина, наголошуючи на своїй недосконалості або неповноцінності, як правило, експлікувала власну неспроможність до виконання певної діяльності. У таких ситуаціях дитина не хотіла комунікувати з дорослими, зокрема з батьками, не виявляла бажання виконувати їх доручення, ставилася досить безвідповідально до життєвих сценаріїв і планів.

Висновки. Вважаємо, що у разі виявлення дезадаптованих взаємостосунків батьків і дітей психолог повинен допомогти як дітям, так і дорослим. Усі вони в кінцевому підсумку повинні опанувати велику кількість різних типів соціальної взаємодії. Остання має вибудовуватися на основі таких, що не повною мірою співпадають, але досить-таки близьких за смислом уявлень щодо цінностей, взаємного прийняття батьками й дітьми один одного. Отже, одне з основних завдань сімейного виховання – допомогти дитині досягти компетентності у здійсненні життєвих сценаріїв, що свідчитиме про те, що ця дитина буде здатна самостійно, без допомоги з боку інших осіб використовувати конструктивні психологічні механізми, фрейми, скрипти і засоби для становлення відчуття власної гідності й опанування певним, найбільшою мірою значущим для дитини суспільним становищем.

Показано, що ідеї А. Адлера (1998) і Р. Дрейкурса (1986) є, поза будь-яким сумнівом, вельми актуальними. Ці ідеї пов'язані з тією кризою, у якій опинилася звичайна сім'я в першій половині минулого століття. Традиційні взаємостосунки між батьками й дітьми, які вибудовувалися з урахуванням механізмів домінування і підпорядкування, виявилися досить-таки неефективними. На думку багатьох учених, батьки, які спілкувалися зі своїми дітьми з позицій влади, домінування, першоварстості, взагалі, як правило, не усвідомлювали того, що їхні діти могли сприймати їх як рівних партнерів по спілкуванню. Розмова батьків із дітьми за вертикаллю «зверху вниз» призвела до того, що діти так само спілкувалися зі своїми однолітками, вчителями, іншими дорослими, сторонніми людьми, або взагалі «йшли» в себе, намагаючись не реагувати на батьків, дорослих і, врешті-решт, починали зневажати їх.

Обґрунтовано, що Р. Дрейкурс був одним із перших учених-практиків, хто організував групову тренінгову роботу батьків із метою адаптації дітей до життєдіяльності. Учений виходив із того, що батьки у процесі групових зустрічей мають намір обмінюватися між собою набутим особистісно значущим досвідом, будуть намагатися ставити запитання, прагнути отримати певну підтримку й схвалення тренінгової групи.

При цьому основним завданням тренера було створення позитивних передумов із метою продуктивної організації роботи у групі. Завдяки цьому тренер мав можливість сформулювати запитання так, щоб кожен член тренінгової групи виконував роль лідера, який не лише обмінювався певною інформацією, а й формулював спеціальні завдання, задачі та проблемні ситуації, які інші члени групи мали розв'язати.

Ключові слова: адаптація, деструктивна поведінка, демонстративна непокора, демонстрація реального чи уявного безсилля, випадок конфронтації з дорослими.

Главинская Элина. Характеристика феномена адаптации как активного психологического процесса

АННОТАЦИЯ

Цель статьи – описать процесс адаптации как активный психологический процесс, на который влияют как внешние (объективные), так и внутренние (субъективные) факторы; обосновать основные идеи рацио-гуманистического подхода, психоаналитического направления, конативной и когнитивной моделей адаптивного поведения, социально-психологического направления психологической адаптации.

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

Результаты исследования. Доказано, что дезадаптивное поведение осуществлялось с учетом определенной конкретной цели. Личность с таким поведением, как правило, требовала пристального внимания к совершению ею определенных действий. Такой человек может создавать большое беспокойство, демонстрировать раздражение, особенно если дети хотели, чтобы родители при любых условиях их замечали, уделяли им больше времени, внимания. Демонстративная деструкция детей в большинстве случаев являлась следствием определенного довольно-таки ошибочного мнения детей о том, что они могли в любом случае самоутвердиться, настоять на мгновенном исполнении родителями своих мечт и желаний. В таком случае дети хотели доказать, что благодаря именно деструкции они продемонстрируют свою силу в противостоянии со взрослыми. При этом месть, возмездие, желание причинить

боль другим нередко казались детям только единственно возможным способом почувствовать себя личностно значимыми и неповторимыми.

Ребенок, подчеркивая свое несовершенство или неполноценность, как правило, эксплицировал собственную неспособность к выполнению определенной деятельности. В таких ситуациях ребенок не хотел коммуницировать со взрослыми, в частности с родителями, не проявлял желания выполнять их поручения, относился достаточно безответственно к жизненным сценариям и планам.

Выводы. Мы считаем, что в случае выявления дезадаптированных взаимоотношений родителей и детей психолог должен помогать как детям, так и взрослым. Все они в конечном счете должны овладеть большим количеством различных типов социального взаимодействия. Последнее выстраивалось на основе таких взаимодействий, которые не в полной мере совпадают, но довольно-таки близки по смыслу представлений о ценностях, на взаимном принятии родителями и детьми друг друга. Таким образом, одной из основных задач семейного воспитания являлась помощь ребенку достичь компетентности в осуществлении жизненных сценариев, что будет свидетельствовать о том, что этот ребенок будет способен самостоятельно, без помощи со стороны других лиц использовать конструктивные психологические механизмы, фреймы, скрипты и средства для становления чувства собственного достоинства и освоения определенным, в наибольшей степени значимым для ребенка общественным положением.

Показано, что идеи А. Адлера (1998) и Р. Дрейкурса (1986) являлись, вне всякого сомнения, весьма актуальными. Эти идеи связаны с тем кризисом, в котором оказалась обычная семья в первой половине прошлого века. Традиционные взаимоотношения между родителями и детьми, которые выстраивались с учетом механизмов доминирования и подчинения, оказались довольно-таки неэффективными. Показано, что, по мнению многих ученых, родители, которые общались со своими детьми с позиций власти, доминирования, совершенства, вообще, как правило, не осознавали того, что дети могли воспринимать их как равных партнеров по общению. Разговор родителей с детьми по вертикали «сверху вниз» привел к тому, что дети таким же образом общались со своими сверстниками, учителями, другими взрослыми, посторонними людьми, или вообще «уходили» в себя, стараясь не реагировать на родителей, взрослых, и, в конце концов, начинали презирать их.

Обосновано, что Р. Дрейкурс был одним из первых ученых-практиков, кто организовал групповую тренинговую работу родителей с целью адаптации детей к процессу жизнедеятельности. Ученый исходил из того, что родители в процессе групповых встреч имеют намерение обмениваться между собой приобретенным личностно значимым опытом, будут пытаться задавать вопросы, стремиться получить определенную поддержку и одобрение всей тренинговой группы. При этом основной задачей тренера было создание положительных предпосылок с целью продуктивной организации работы в группе. Тренер должен сформулировать вопросы таким образом, чтобы каждый член тренинговой группы имел возможность выполнять роль лидера, а также не только обмениваться определенной информацией, но и формулировать специальные задания, задачи, проблемные ситуации, которые другие члены группы должны решить.

Ключевые слова: *адаптация, деструктивное поведение, демонстративное неповиновение, демонстрация реального или воображаемого бессилия, случай конфронтации со взрослыми.*

Social Intelligence of a Teacher as a Factor of the Stimulation of Cognitive Interests of Students

Соціальний інтелект учителя як чинник стимулювання пізнавальних інтересів учнів

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ABSTRACT

The purpose of the article is: to provide the experimental research of social intelligence of a teacher as a factor of the stimulation of cognitive interests of pupils.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M. O'Sullivan «Research of Social Intelligence», adapted by O.S. Mykhailova.

The results of the research. The data obtained was indicated that women (teachers of the natural sciences) were more sensitive to the nature and various manifestations of human relationships and they were able to show considerable role of flexibility in the situations that were arisen. This may be explained by the fact that education in the paradigm of «love» (passion) for the natural sciences contributes to the development of women's style aimed at emotional sensitivity, communicative compatibility. Men, on the contrary, are encouraged to develop the ability to hide and suppress their feelings, that is, emotional restraint, competition, activity, the ability to control the situation are encouraged.

So, speaking about social intelligence and its role in teaching activities, the latter should be analyzed in terms of the impact on its productivity, efficiency and conditions of optimization. It should be noted that in the pedagogical activity the concept of «productivity» is considered from the point of view of two positions: functional and psychological productivity. The functional productivity of the teacher's activity is as a clearly constructed system of didactic methods and techniques, the basic updating of which are communicative skills. In such a way psychological productivity is the newness of the personality of a student, the level of his/her social adaptation that will contribute to the process of the development of social intelligence.

Conclusions. Taking into account the specifics of each particular object, pedagogical activity is built upon the laws of communication. In any classifications the structure of communication in the foreground appears its cognitive aspect, which largely determines the productivity of teaching activities. Thus,

we revealed the regularities of the influence of the level of productivity on the understanding of the behavior of the partner in communication, which indicates the actualization of social intelligence. We found that teachers with a low level of pedagogical activity can only perceive external manifestations of the communication of partners, also their behavior without analyzing its goals and motives. However, teachers with a high level of productivity of pedagogical activities can understand the deep essence of the personality-integrational properties of the person, identifying the goals and motives of his/her behavior.

Consequently, the productivity of teaching activity directly depends on the effectiveness of the knowledge of a teacher on the personality of students, that is, it depends on socio-perceptual peculiarities of both – a teacher and pupils.

To our mind, social intelligence of a teacher is updated due to the mechanisms of knowledge of a teacher the pupils' personal qualities and characteristics. One of such mechanisms is pedagogical social-perceptual stereotyping. For the first time this mechanism was investigated in the experiments, in which positive and negative stereotyping of the pupils' personal qualities and characteristics were determined. Also, we identified the influence of evaluative standard stereotypes on social-perceptual stereotyping. It was proved that the negative influence on interpersonal interaction in the pedagogical process had stereotypes that were taking into account an absolute, unchanging character, but for each teacher there were subjective evaluative stereotypes and the teacher focused on their content for the purpose of the actual subjective assessment of the pupil's personality. Then subsequently, this mechanism of pedagogical activity will facilitate the study of personal qualities and characteristics from a professional point of view. In turn, all this indicates a significant level of the development of social intelligence of a teacher.

Key words: *social intelligence, stimulation of cognitive interests of students, interpersonal interaction, communication, emotional sensitivity, communicative compatibility.*

Introduction

The problem of the organization of psychological and pedagogical activity and the main conditions of its optimization is one of the most actual in Psychology. The development of the problem of psychological and pedagogical activity is reflected in the articles of scientists (Гончарук & Онуфрієва, 2018). However, as a rule, the scientific analysis of the components

of psychological and pedagogical activity is limited to the discussion of separate aspects of psychological and pedagogical skills of a teacher. Therefore, in this regard, the most promising area is related to a systematic approach to the analysis of pedagogical activities by the developing of the teachers' and pupils' social intelligence.

Thus, if the cognitive activity in the psychological-pedagogical literature (Onufriieva & Ivashkevych, 2021) is understood as characteristics of the person or as a character of the pupils' activity, then the stimulation of cognitive activity is shown by us as a deliberate activity of the teacher in the process of learning.

Another point of view is proposed by us by such a suggestion that stimulating the learning process is the way improving the methods and organizational forms of educational activity, which provide active and independent theoretical and practical activities of pupils in all parts of the educational process.

Stimulation of educational and cognitive activity is a process aimed at strengthening the joint educational and cognitive activity of teachers and pupils, on the incentive for its vigorous, purposeful implementation, to overcome inertia, passivity and stereotyped forms of teaching and learning. And also the stimulation of the activities of pupils can not be considered in the current conditions of university development only as a process of leadership activity of students. This is at the same time the process of activating a pupils of his/her own activity.

The stimulation of students' learning should be understood as the mobilization of the teacher (with the help of special means) of the intellectual, moral-volitional and physical forces of the students to achieve the specific goal of education and upbringing. In other words, the activation of pupils we understand as the process and the result of stimulating the activity of students.

Some other scientists (Mykhalchuk & Kryshevych, 2019) also think that the activation of cognitive activity is a para-

digm of a system of actions of a teacher, creating incentives which encourage pupils to be actively involved into the process of mastering the educational material, to form their cognitive autonomy.

Of course, cognitive autonomy as personal characteristics manifests itself and it is formed in the process of pupils' activity. In this case, it is characterized by a number of features that in the behavior of pupils find a specific explication of such stimuli:

– the presence in the process of cognitive activity valuable life benchmarks;

– social orientation of the person for the acquisition of knowledge, skills and abilities;

– need for knowledge as the most important motive of providing cognitive activity;

– showing great interest in the process of cognition, autonomy, responsibility and creative attitude to solving cognitive tasks;

– desire of a teacher to find his/her own approach to a new task, to identify the initiative in the process of teaching;

– mastering the means of cognitive activity, the ability to think independently, to highlight the main thing, to analyze, to generalize;

– showing the possession of skills and different ways of learning skills;

– the desire to be deepen and to expand the knowledge and the means of their assimilation to use additional sources of information, for self-education;

– the ability to apply into practice the ways of learning material, to use it for solving the tasks and gaining new knowledge;

– great desire to share the knowledge and the experience with other students, to help them in the organization of their cognitive activity;

– active participation in extra-curricular activities.

These indicators provide a sufficient representation of the close unity of the motivational and operational aspects of cognitive activity of pupils, their successful interaction.

Proceeding from the concept of the child's stage of the personal development (Nunan, 2003) and taking into account the basis for the need for gaining knowledge, the teacher will determine the main stages to pass through them in the development of students' cognitive activity. Each of them is also marked by quantitative and qualitative changes. So, the process of cognitive activity has the following characteristics:

– curiosity, caused by the initial interest in learning and a need for gaining knowledge about the realities;

– responsible attitude towards studying, which is determined by socially significant motives;

– desire for satisfaction of cognitive interest;

– cognitive independence;

– great admiration for the desire for providing scientific research.

We think all these characteristics of cognitive activity lead to a conscious process of learning of students, to some desired effects of the whole process of studying.

Undoubtedly, the consideration of the essence of the stimulation of cognitive activity and the concepts related to it by different authors from different positions, on the one hand, develops the concepts, because, from one hand, its essence is analyzed from different sides, and, on the other hand, such a multiplicity of approaches complicates the formation of a single point of view. Therefore, one can not distinguish some basic and accurate explanation of the concept of activating cognitive activity of pupils.

Summarizing the ideas expressed by the researchers, we can draw the following conclusions:

– the main purpose of stimulation is to improve the quality of the educational process at the university, which is

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achieved by forming the students' activity and their independence;

– the process of formation of the activity and the independence which requires a certain joint activity of students and teachers;

– the stimulation of cognitive activity involves the use of various methods, means, forms of learning that motivate a person to detect the activity. This requires such organization of the process of cognition in which the object of knowledge is included into the field of students' activity and the dialectical interaction between them creates the preconditions for identifying the activity of each person of the dialogical process.

Consequently, the activity in learning is not just an active plan of the lesson, but the quality of this activity, which reveals the personality of the student himself/herself with his/her attitude to the content, the nature of the activity and the desire to mobilize pupils' moral and volitional efforts to achieve educational and cognitive tasks. At the lesson the teacher specifically creates certain conditions and uses a system of means, the implementation of which provides the activation of learning, that is the concentration of intellectual, moral-volitional and physical forces of students. The choice of means of activation and conditions of learning depends on the level of cognitive activity of students, in which the quality of students' cognitive activity is implied.

Psychological and pedagogical sciences have established that the important motive of human activity is interest, which emphasizes on the process of selective orientation of a person on certain objects, which manifests itself in the quest to know them, to be engaged in this activity. Some motivated interests are the stimulus of the person's individual activity.

The problem of interest in learning is not new. Its value was confirmed by many scientists (Benson, 2001). In the most diverse interpretations of the problem in classical Psychology (Onufriieva & Ivashkevych, 2021), the main function of in-

terest was to attract the schoolchild to study, to capture, to encourage, to «catch» so that the schooling for the pupil became desirable, a need without the satisfaction of which it was impossible to reach successful form.

In Cognitive Psychology (Mykhalchuk & Ivashkevych, 2018), according to a peculiar developmental cell, a number of significant moments of learning are found.

1. Some of them express the unity of the objective and subjective aspects of cognitive activity.

Any educational subject and even an educational task have its objective interesting characteristics, which contain new facts, unknown phenomena. They are in deep relationships and laws that make them different to consider the surrounding world. At the same time, since each subject has its own peculiarities, the whole content of teaching is presented to the student in a diverse and exciting way.

However, all objectively interesting phenomena of the surrounding world, which are contained in generalized knowledge, find their expressions in the paradigm of cognitive interest only when there is a subjective significance for each student. This process of transformation is objectively interesting for the personal significance and it is the main factor in the process of the formation of the student's interest in learning.

2. Another important part of the value of cognitive interest in the process of learning is that it is mostly clearly manifested the regularity of the transition of external to the internal context, which is the essence of the developing education.

Unfortunately, it often happens that the teacher shows the main concern to give an exciting character to the process of studying (the statement makes a beautiful, figurative uses by many technical means of teaching with the help of visualization of information). But after this, the teacher forgets the main thing: all this means, by the choice and manufacture of which he spent a lot of time and efforts, may not touch the internal strings of the teachers' and pupils' cognitive activity.

Therefore, the tasks are used on multi-level of their understanding by students.

Such kind of cognitive interest is a kind of test, on which the teacher can check and feel the influence of all means having been used in the educational process.

The problem of identifying the psychological and pedagogical patterns of different ways of managing the pupils' English language classroom is the transition of external forms of activity into internal processes. Then the pupils' conditions are extremely important for the effectiveness of learning, they can be solved with the help of cognitive interests.

3. In this case, it is necessary to draw more attention to one more side of the value of cognitive interest in the learning process, which is associated with the psychological structure of the student himself/herself.

The analysis of the psychological structure of cognitive interest lets us to make a conclusion that this is a purely personal entity, coupled with pupils' needs, by which each unity represents all important processes for the individual: intellectual, emotional, volitional ones.

Cognition is impossible without active thoughts, therefore, the processes of thinking are the most significant for increasing a great interest in cognitive sphere of the person, but it has a deal with those people who have absorbed emotional processes, experiences for themselves. At the same time, telling about a cognitive interest, the thought seeks out of the complication, it has no contemplative character; the idea is active, with the aim of solving cognitive problems, combined with volitional processes. Concerning the cognitive interest we'll find out the expression «the thought is freedom, the thought is participation, the thought is experience», which gives a great benefit to the educational process.

4. Under the influence of cognitive interests, all cognitive activities in general and all mental processes that underlie the creative search, research activity, the more active forms that

the perception proceeds, becomes more acute observation, activates emotional and logical memory, intensifies the person's imagination. And also the activity of pupils becomes more productive. Its energetic resources contribute to longer and more intensive leakage and provide the successful cognitive activity, in turn, strengthen more greater interest in knowledge.

Thus, the inner side of the educational process, represented by cognitive interest, becomes an inexhaustible source that contributes to a more productive flow of cognitive activity.

The purpose of article is: to provide the experimental research of social intelligence of a teacher as a factor of the stimulation of cognitive interests of pupils.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as statement study and molding experiment. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M. O'Sullivan «Research of Social Intelligence», adapted by O.S. Mykhailova (Гилфорд & О'Салливен, 2021).

Results and their discussion

At *the first stage* of our research, analyzing the results of teachers of primary school according to intellectual and personal reflection, we emphasize the cognitive content of the professional thinking of these educators. Reflection, to our mind, is an active, thorough and continuous analysis of people's ideas and beliefs from the point of view on what other consequences can lead to. Therefore, reflection inevitably manifests itself in the process of communication, as in a case of primary school teachers it is a condition and a mechanism of intercourse and

effective communication. Reflection determines such personal qualities of a partner as penetration, sensitivity, patience, invaluable acceptance and understanding of another person.

Reflection gives the teacher the idea of how he/she is perceived as a partner in the process of communication, allowing them to adjust their behavior based on this presentation. Reflection ensures mutual understanding and coherence of the actions of partners in the conditions of cooperating, joint activity. We tell about the mechanism of «removal position», that is a mechanism for entering the positions «above» and «out» of this situation.

Also pretty high results teachers of primary school had for empathy, which, in our opinion, also greatly increased the results of the overall assessment of social intelligence. Empathy is a sensation that transmits such a spiritual unity of the person when one person is so imbued with feelings of another one who temporarily identified himself/herself with an interlocutor, as even to mean dissolving in this process. In this deep process there is a mutual understanding. The empathy of teachers of primary school, in our opinion, correlates with extraversion, in addition, the empathy of primary school teachers positively correlates with the female ability of the psyche to get deep knowledge in any period of his/her life.

Thus, empathy as the ability to resonate emotionally on the experiences of another person has a fairly high level of the development of teachers of primary school, which has expanded their high results of social intelligence. The results of personal qualities, professional skills of primary school teachers facilitate the development of social intelligence of these teachers, were treated by the procedure of factor analyses. As a result, three basic factors were obtained.

To the first, the most significant factor (72.34% of dispersion), which we called «The factor of communicative competence, empathy and reflection», with the highest factor weight there were included such characteristics: «the ability to empa-

thize» (0.83), «the ability to initiate a favorable moral climate for pedagogical communication» (0.82), «expressive interactive skills» (0.78), «adequate understanding of the inner world of the interlocutor, empathy in communication» (0.78), «communicative abilities» (0.76), «ability to self-examination and self-knowledge» (0.73), «expressive skills» (0.73), «qualities based on the principles of professional ethics and etiquette» (0.70), «personal reflection» (0.69), «flexibility in the process of communication» (0.68), «the ability to reflex, to reflect in the humanistic educational paradigm, to adequately perceive and understand the identity of the child» (0.68), «the ability and skills to manage their emotional state of the other person, the possession of providing communication techniques» (0.68), «the ability to influence the emotional state of schoolchildren, to improve their mood through humor, encouraging speeches and replicas» (0.64), «the ability to behave carefully and friendly to colleagues and students, to consult with them» (0.63), «predicative empathy» (0.63), «the ability to show argumentation in the communication» (0.63), «cognitive-expressive skills» (0.61), «cognitive empathy» (0.61), «sociability» (0.60), «skill and skills of vertical and non-vertical interaction» (0.59), «cognitive skills» (0.54), «intellectual reflection» (0.51), «skills of constructive behavior in conflict situations» (0.50).

The second factor (21.05% of dispersion) was named by us as «Prognostic abilities», which included the following characteristics: «the ability to predict a specific result of the activity» (0.63), «the ability to plan and to design» (0.60), «the ability to lead the school team» (0.54), «the ability to predict the development of inter-entity relationships, while using both verbal and non-verbal means, as well as mechanisms of communicative influences – infection, persuasion, suggestion, etc.» (0.53), «the ability to plan cognitive activity of students» (0.53), «the ability to predict their own professional development and development of other people» (0.50).

And, finally, the third factor **(6.61**% of dispersion)** was called «Axiological one». It includes only three characteristics: «the value relation of the teacher to himself/herself and the personality of the student» **(0.51)**, «the system of personality attitudes, the experience of interpersonal and professional communication and interactions» **(0.49)**, «the ability to organize business communication» **(0.40)**.

Consequently, the factor analysis having been done by us and the results we have made it possible to conclude that teachers of primary school have a «high» or «above the average» level of the development of social intelligence that is largely ensured by the level of the development of communicative competence, empathy (for example, its cognitive and predicative forms), and also intellectual and personal reflection.

The second stage of the experiment was aimed for studying the level of the development of social intelligence of teachers of teenagers and senior pupils who teach the natural sciences and humanities (S2, N2, M2, P2 groups). We will describe the features in the indicators of social intelligence of teachers of the natural sciences and humanities, which were identified at the stage of empirical research.

Thus, according to Subtest № 3 «Verbal Expressions», which determines the ability to understand the significance of such verbal reactions of people depending on the context of the situation, the rates of women in all groups were slightly higher than the ones of men. Thus, 34.25% of men and 40.96% of women were diagnosed with the high level of «verbal expressions» in S2 group; in N2 group with high results for this subtest were 30.95% men and 41.16% women, in M2 group there were 33.12% of men and 42.68% of women, and in P2 group there were 33.44% of men and 45.04% of women. The difference between these results is rather significant at the level of reliability $\rho < 0.05$. Also, quite a large number of respondents in these groups have the average level of the development of social intelligence, based on the responses to «Verbal Expres-

sions» subtest: 38.64% of men in S2 group and 33.88% of women; 39.65% of men in group N2 and 34.90% of women; 41.59% of men in M2 group and 37.28% of women; 45.70% of men in group P2 and 35.95% of women. The difference in the results of the middle level of the development of social intelligence is insignificant among the teachers of the natural sciences and humanities, except for P2 group, where there is a great difference in the mean of verbal expression rates between men and women at the level of reliability $\rho < 0.01$. A sufficiently large number of respondents in all groups (up to 30%) have a low level of outcomes for this subtest, which, first of all, will reduce the overall composite assessment of social intelligence of teachers of teenagers and senior pupils who teach the natural sciences and humanities, and, secondly, we prove the evidence about the lower level of social intelligence of these teachers compared with primary school teachers, who, as a rule, have a higher than average and the highest level of the development of social intelligence (Table 1).

«S» group includes 103 teachers of the III-d and the II-d categories (professional experience is from 5 to 10 years, the age is up to 30 years). This group includes: 56 teachers of secondary schools № 5, № 15 in Rivne, 23 teachers of Shpanivska and Alexandria secondary schools of Rivne region, 24 teachers of secondary school № 15 in Kamianets-Podilskyi. In turn, all teachers of this group were divided into subgroups, depending on the discipline they teach:

– S1 group includes 34 primary school teachers (of which 4 teachers are men and 30 ones are women);

– S2 group includes 35 teachers of teenagers who teach the natural sciences and humanities (of which 17 teachers are men and 18 ones are women);

– S3 group includes 34 teachers of senior pupils of the physical and mathematical cycle (of which 17 teachers are men and 17 ones are women).

Table 1

The levels of the development of social intelligence of teachers of groups S1, S2, S3 (in %)

The level of social intelligence of teachers by subtests of the test of J. Gilford and M. O'Sullivan «Research of Social Intelligence», adapted by O.S. Myhailova	Groups					
	S1		S2		S3	
	men	wo-men	men	wo-men	men	wo-men
I. Subtest «Stories with completion»						
High level	63.2	76.2	65.1	63.2	68.3	35.1
Middle level	36.8	23.8	22.1	18.8	31.7	51.7
Low level	0	0	12.7	18.1	0	13.2
II. Subtest «Groups of expressions»						
High level	66.0	64.3	30.1	41.9	65.0	36.0
Middle level	24.5	31.2	41.8	32.8	24.8	43.7
Low level	9.46	4.53	28.2	25.3	10.6	20.3
III. Subtest «Verbal expression»						
High level	65.1	68.0	34.3	41.0	72.4	38.4
Middle level	30.6	26.1	38.6	33.9	15.2	43.6
Low level	4.32	5.86	27.1	25.2	12.4	18.0
IV. Subtest «Stories with additions»						
High level	69.0	77.1	42.6	31.0	75.1	38.0
Middle level	31.0	22.9	44.2	49.1	24.9	38.9
Low level	0	0	13.2	20.0	0	23.1

In general, the data obtained was indicated that women (teachers of the natural sciences) were more sensitive to the nature and various manifestations of human relationships and they were able to show considerable role of flexibility in the situations that were arisen. This may be explained by the fact that education in the paradigm of «love» (passion) for the na-

tural sciences contributes to the development of women's style aimed at emotional sensitivity, communicative compatibility. Men, on the contrary, are encouraged to develop the ability to hide and suppress their feelings, that is, emotional restraint, competition, activity, the ability to control the situation are encouraged.

So, concerning the social intelligence and its role in teaching activities, the latter should be analyzed in terms of the impact on its productivity, efficiency and conditions of optimization. It should be noted that in the pedagogical activity the concept of «productivity» is considered from the point of view of two positions: functional and psychological productivity. The functional productivity of the teacher's activity is as a clearly constructed system of didactic methods and techniques, the basic updating of which are communicative skills. In such a way psychological productivity is the newness of the personality of a student, the level of his/her social adaptation that will contribute to the process of the development of social intelligence.

Conclusions

Taking into account the specifics of each particular object, pedagogical activity is built upon the laws of communication. In any classifications the structure of communication in the foreground appears its cognitive aspect, which largely determines the productivity of teaching activities. Thus, we revealed the regularities of the influence of the level of productivity on the understanding of the behavior of the partner in communication, which indicates the actualization of social intelligence. We found that teachers with a low level of pedagogical activity can only perceive external manifestations of the communication of partners, also their behavior without analyzing its goals and motives. However, teachers with a high level of productivity of pedagogical activities can understand the deep essence of the personality-integrational properties of

the person, identifying the goals and motives of his/her behavior.

Consequently, the productivity of teaching activity directly depends on the effectiveness of the knowledge of a teacher on the personality of students, that is, depends on socio-perceptual peculiarities of both – a teacher and pupils.

To our mind, social intelligence of a teacher is updated due to the mechanisms of knowledge of a teacher the pupils' personal qualities and characteristics. One of such mechanisms is pedagogical social-perceptual stereotyping. For the first time this mechanism was investigated in the experiments, in which positive and negative stereotyping of the pupils' personal qualities and characteristics were determined. Also, we identified the influence of evaluative standard stereotypes on social-perceptual stereotyping. It was proved that the negative influence on interpersonal interaction in the pedagogical process had stereotypes that were taking into account an absolute, unchanging character, but for each teacher there were subjective evaluative stereotypes and the teacher focused on their content for the purpose of the actual subjective assessment of the pupil's personality. Then subsequently, this mechanism of pedagogical activity will facilitate the study of personal qualities and characteristics from a professional point of view. In turn, all this indicates a significant level of the development of social intelligence of a teacher.

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Івашкевич Едуард, Онуфрієва Ліана. Соціальний інтелект учителя як чинник стимулювання пізнавальних інтересів учнів

АНОТАЦІЯ
Мета статті – провести експериментальне дослідження соціального інтелекту вчителя як чинника стимулювання пізнавальних інтересів учнів.

Для розв'язання поставлених у роботі завдань використано такі теоретичні *методи дослідження:* категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також емпіричні методи, зокрема, констатувальне дослідження й формувальний експеримент. Для діагностики рівня розвитку соціального інтелекту нами застосовано «Методику дослідження соціального інтелекту» Дж. Гілфорда та М. О'Саллівена в адаптації О.С. Михайлової.

Результати дослідження. Отримані дані свідчать про те, що жінки (вчителі природничо-гуманітарного циклу) мають більшу чутливість до характеру та різних проявів людських взаємостосунків і здатні виявляти неабияку рольову гнучкість щодо ситуації, яка виникає. Це пояснюється тим, що виховання в парадигмі «любові» (захоплення) до природничо-гуманітарних дисциплін сприяє розвитку в жінок стилю, спрямованого на

емоційну чутливість, комунікативну сумісність. У чоловіків, навпаки, заохочується розвиток здатності приховувати й пригнічувати свої почуття, тобто, заохочується емоційна стриманість, змагальність, активність, здатність до контролю ситуації.

Визначено, що якщо говорити, зокрема, про соціальний інтелект і його роль у педагогічній діяльності, то останню слід аналізувати в аспекті впливу на її продуктивність, ефективність і умови оптимізації. При цьому слід зазначити, що у педагогічній діяльності поняття «продуктивність» розглядається з двох позицій: як функціональна і психологічна продуктивність. Функціональними продуктами діяльності педагога є чітко вибудована система дидактичних методів і прийомів, базовими актуалізаторами яких є комунікативні вміння, а психологічними – новоутворення особистості учня, рівень соціальної адаптації, які сприятимуть становленню соціального інтелекту.

Висновки. З урахуванням специфіки кожного конкретного об'єкта педагогічна діяльність вибудовується за законами здійснення комунікації. У будь-якій класифікації структури спілкування на першому плані постає його когнітивний аспект, який значною мірою зумовлює продуктивність педагогічної діяльності. В емпіричному дослідженні виявлено закономірності впливу рівня продуктивності діяльності на розуміння поведінки партнера по спілкуванню, що свідчить про актуалізацію соціального інтелекту. Нами встановлено, що педагоги з низьким рівнем продуктивності педагогічної діяльності здатні сприймати лише зовнішні прояви поведінки партнера по комунікації, не аналізуючи його цілі та мотиви. Разом із тим, педагоги з високим рівнем продуктивності педагогічної діяльності здатні розуміти глибинну сутність особистісно-інтеграційних властивостей індивіда, виявляючи цілі й мотиви його поведінки.

Доведено, що продуктивність педагогічної діяльності безпосередньо залежить від ефективності пізнання педагогом особистості учнів, тобто соціально-перцептивних особливостей як учителя, так і школярів.

На нашу думку, соціальний інтелект педагога актуалізується завдяки механізмам пізнання педагогом особистості учня. Одним із таких механізмів є педагогічна соціально-перцептивна стереотипізація. Нами встановлено вплив оцінних еталонів-стереотипів на соціально-перцептивну стереотипізацію. Доведено, що негативний вплив на міжособистісну взаємодію в педагогічному процесі мають стереотипи, які

набувають абсолютного, незмінного характеру, але якщо для педагога домінуючими є суб'єктивні оцінні стереотипи, і вчитель орієнтується на їх зміст із метою власне суб'єктивної оцінки особистості учня, то згодом цей механізм педагогічної діяльності фасілітуватиме вивчення особистості з професійної точки зору. Своєю чергою, все це свідчить про неабиякий рівень розвитку соціального інтелекту педагога.

Ключові слова: соціальний інтелект, стимулювання пізнавальних інтересів учнів, міжособистісна взаємодія, комунікація, емоційна чутливість, комунікативна сумісність.

Ивашкевич Эдуард, Онуфриева Лиана. Социальный интеллект учителя как фактор стимулирования познавательных интересов учащихся

АННОТАЦИЯ

Цель статьи – провести экспериментальное исследование социального интеллекта учителя как фактора стимулирования познавательных интересов учащихся.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение, а также эмпирические методы, в частности, констатирующий и формирующий эксперимент. Для диагностики уровня развития социального интеллекта мы использовали «Методику исследования социального интеллекта» Дж. Гилфорда и М. О'Салливена, адаптированную Е.С. Михайловой.

Результаты исследования. Полученные данные свидетельствуют о том, что женщины (учителя естественно-гуманитарного цикла) имеют большую чувствительность к характеру и различным проявлениям человеческих взаимоотношений и способны проявлять большую ролевую гибкость относительно возникающей ситуации. Это объясняется тем, что воспитание в парадигме «любви» к естественно-гуманитарным дисциплинам способствует развитию у женщин стиля, направленного на эмоциональную чувствительность, коммуникативную совместимость. У мужчин, наоборот, поощряется развитие способности скрывать и подавлять свои чувства, то есть, поощряется эмоциональная сдержанность, состязательность, активность, способность к контролю ситуации.

Определено, что если говорить, в частности, о социальном интеллекте и роли последнего в педагогической деятельности, то последнюю следует анализировать в аспекте влияния на ее производительность, эффективность и условия оптимизации. При этом следует отметить, что в педагогической деятельности понятие «производительность» рассматривается с двух позиций: как функциональная и психологическая производительность. Благодаря функциональным продуктам деятельности педагога четко выстроена система дидактических методов и приемов, базовыми актуализаторами которых выступают коммуникативные умения, а психологическими – новообразования личности ученика, уровень его социальной адаптации, способствующие становлению социального интеллекта.

Выводы. Доказано, что с учетом специфики каждого конкретного объекта, педагогическая деятельность выстраивается по законам осуществления коммуникации. В любой классификации структуры общения на первом плане находится его когнитивный аспект, который во многом предопределяет производительность педагогической деятельности. В эмпирическом исследовании выявлены закономерности влияния уровня производительности деятельности на понимание поведения партнера по общению, что свидетельствует об актуализации социального интеллекта. Установлено, что педагоги с низким уровнем производительности педагогической деятельности способны воспринимать только внешние проявления поведения партнера по коммуникации, не анализируя его цели и мотивы. Вместе с тем, педагоги с высоким уровнем производительности педагогической деятельности способны понимать глубинную сущность личностно-интеграционных свойств индивида, проявляя цели и мотивы его поведения.

Доказано, что производительность педагогической деятельности напрямую зависит от эффективности познания педагогом личности учащихся, то есть социально-перцептивных особенностей как учителя, так и школьников.

По нашему мнению, социальный интеллект педагога актуализируется благодаря механизмам познания педагогом личности учащегося. Одним из таких механизмов является педагогическая социально-перцептивная стереотипизация. Нами установлено влияние оценочных эталонов-стереотипов на социально-перцептивную стереотипизацию. Доказано, что негативное влияние на межличностное взаимодействие

в педагогическом процессе оказывают стереотипы, которые принимают абсолютный, неизменный характер. В случае если для педагога доминирующими являются субъективные оценочные стереотипы, и учитель ориентируется на их содержание с целью собственно субъективной оценки личности ученика, то впоследствии этот механизм педагогической деятельности будет фасилитировать изучение личности с профессиональной точки зрения. В свою очередь, все это свидетельствует о высоком уровне развития социального интеллекта педагога.

Ключевые слова: социальный интеллект, стимулирование познавательных интересов учащихся, межличностное взаимодействие, коммуникация, эмоциональная чувствительность, коммуникативная совместимость.

UDC 929.156:014-19'(63)   **УДК 929.156:014-19'(63)**

The Component Structure of the Professional Competence of Future Translators

Компонентна структура професійної компетентності майбутніх перекладачів

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ABSTRACT

The aim of the article *is to distinguish the component structure of the professional competence of future translators.*

*****Methods of the research.*** *As for general scientific methods, the following are used: the method of induction, deduction, analysis and synthesis, comparative and descriptive methods and explanatory ones.*

The experimental method was the method of empirical research. During our research we used the methodology «Who am I?» (M. Kuhn, T. McPartland) and the techniques «My way to the profession» and «Pyramid of the professional growth» (developed by M.Yu. Varban and O.B. Starovoitenko and adapted by us for future translators).

The results of the research. In order to determine the structure of the professional competence of a future translator, it is advisable to make some conclusions. In particular, we define professional competence as the implementation in the professional activities of two basic components: professional and technological training, which mean mastering the technology of a specific professional activity (mastering basic and special competencies), and personal component, which is super-professional in nature, but it is one that is necessary for every specialist in order to master the key professionally significant competencies.

Conclusions. So, we consider professional competence as a personal education that contains certain components (or competencies). Such components can be knowledge, skills and abilities, as well as personality traits. Thus, according to our own approach, professional competence includes:

– a special competence, which implies that the specialist has a certain sufficient amount of knowledge in a particular field of the activity, the ability to creatively apply them in various situations related to the solution of theoretical and practical problems and tasks;

– communicative competence, which demonstrates the ability of the person to perceive and express information, to accurately reflect, summarize and justify it. Communicative competence is a necessary prerequisite for interpersonal contacts, dialogue, interaction, which demonstrates the extent to which a person has the rules and techniques of communication;

– social competence, which is expressed by the ability and willingness of the individual to establish and maintain contacts with other people. Social competence is considered to be the most important condition for effective human adaptation to new circumstances of life and professional activity. Its high level helps the specialist to take a leading position in the professional space.

Key words: the professional competence, a special competence, communicative competence, social competence, a specific professional activity, the key professionally significant competencies.

Introduction

The study of our research of the development of translational competence of students (Гончарук & Онуфрієва, 2018) show that where the teacher puts his/her direct task to develop students with persistent cognitive interests, based on their curiosity, the desire for knowledge, as a rule, the activity

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of them in learning always becomes higher, and knowledge is stronger and deeper.

Education without any interest, taken only by force of will, with the help of methods of encouragement and punishment, by the awareness of the obligation to study, can not be a reliable stimulus in teaching; it kills students' desire to learn, generates formalism in learning and does not contribute to the development of cognitive abilities of students, their activity.

One of the important means that promotes the development of students' interests and at the same time activates the cognitive activity of students in the classroom is the skillful disclosure of the contents of their educational material in the process of the activity.

Psychological and pedagogical literature (Івашкевич & Коваль, 2020) considers the motive as an excitation of the activity associated with the satisfaction of certain needs, a set of internal psychological conditions causing, directing human reality and directing students' actions. Under the educational motives the whole complex of activators of cognitive activity is considered, and the process of implementation of motives in the educational activity is called motivation.

However, as a rule, teachers pay little attention to these questions, and that's why students study diligently, begin their studying of each new topic according to a well-known template: «At the previous lesson we finished studying the topic …, today we start studying a new topic…»

Such a formal attitude of the teacher to the use of didactic means of stimulating cognitive activity leads to the fact that a large proportion of students do not realize the role of knowledge and studying this or that subject either for the purpose of evaluation or praise, or because of the formal obligation to study (the requirement of parents, the public).

Experienced teachers give questions about the motivation of learning activities and the development of interests, curiosity and cognitive sphere of students with the exceptional

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importance, considering translational competence the most important tool for the development of cognitive activity of students.

It is well-known that the assessment of the significance of the formation of the students' motivation plays an important role. After all we think that the mechanism of the developing of cognitive activity is in two roles – «orienting», which affects the mental activity of students, promotes awareness of the process itself and the understanding of their own knowledge, and «stimulating», which does influence on the expressive-volitional area of the student due to the success of their life and failure.

We drew attention to the fact that the current system of accounting knowledge has a great number of flaws. One of them is that the assessment received by the student is characterized only by the results of their activity (actual knowledge) and is not always the work itself, that is the student makes some efforts. Not all students have the same forces, capabilities, abilities, not all are equally quickly aware and, moreover, not all students remember the material having been studied. Therefore, the outstanding teacher advised all teachers: «Skillfully use the assessment of knowledge – this is a very subtle tool for influencing the student».

Each assessment should describe the student's activity for a certain period. We should take into account the number of responses, additions, the quality of performing a small written essay, etc. To set an objective assessment the teacher examines the student for a certain period, observes his/her attitude to studying at the class, checks the results of home-task.

So, it is necessary to teach students to work in every possible way activating their mental activity. Only such an assessment will be objective, will play the important role in terms of motivating learning activities.

Stimulation of cognitive interests of students comes from various sources, in particular from the content of educational

material, which brings students new, previously unknown information, which causes a sense of surprise before a rich world and how little it is still open to him/her, and how delicious and exciting to know something new at every lesson.

The content of knowledge consists the possibilities to penetrate into all information having been already known, to open new faces in existing knowledge, to view them from a new angle of view and to receive a deep sense of satisfaction from the fact that you now know the subject better, deeper and more thoroughly.

The content of knowledge allows the teachers to penetrate the hideout of science from its inception to modern scientific advancements, discoveries that change the arsenal of scientific tools having been obtained earlier. The awareness of this reinforced interest is displayed in such a way: before the pupil opens the dialectic of phenomena, infinity and eternity of the cognitive process, in which he/she has already risen to a certain level (Mykhalchuk & Ivashkevych, 2019).

The content of knowledge carries in itself such an important stimulus of cognitive interest as awareness and understanding of a practical role of cognition. The role of science in reality, its importance for social and personal practice, the ability to use scientific knowledge in life – all these and many other things that represent the advent of science in life, in the practice of human activity, greatly raises the prestige of science, knowledge, own knowledge in the eyes of a student and strengthens his/her interest in the eyes of other students and also a teacher.

But the content of knowledge is not the only means of stimulating cognitive interest. Many various incentives for strengthening and forming an interest of the student come from the very activity that generates intellectual and emotional pleasure.

One of the proved means of forming cognitive interests of students is the *game*. As it already has been noted, the game

is successfully used to stimulate the cognitive activity of students by many teachers-practitioners.

This problem has become widespread nowadays. Just at that time at one of the conferences it was dealt with the problem of improving methods of teaching. We also have to share our experience: «When I began to work as a teacher, it seemed to me that my personality and what I said are for students the most important thing. But very quickly I was convinced that the lesson for many students was just a brief break in their turbulent activity... I was thinking: how to direct the gaming activities of students to the didactic course?»

The severe pedagogical climate, established at a great number of schools in the 60's and 70's, almost left no place for games. But already in the early 70's the situation began somewhat to change. It was also facilitated by the scientific issues (Максименко, Ткач, Литвинчук & Онуфрієва, 2019; Михальчук & Онуєфрієва, 2020), in which the problem of the didactic game was emphasized, and the experience of many teachers who were boldly introduced the game into their methodology of teaching different subjects.

In a didactic game, the teaching task appears imperceptibly, not in a vivid way. While playing, the student acquires new knowledge, improves skills and abilities (Mykhalchuk & Bihunova, 2019). And the main thing is that games always cause a keen interest, the activity for almost all universities. It is almost indifferent here.

In such a way, **the aim of the article** is to distinguish the component structure of the professional competence of future translators.

Methods of the research

Taking into account the impotence of the conventional methods of scientific research while dealing with the object of our article, the most substantial part of the methodological base for this research has been developed by us. As for general

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

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in 2016–2017. In this research 303 students of experimental and control groups of foreign philology departments were participated:

– experimental groups (150 students):

E1 – 38 students of the 2nd course of Rivne State University of the Humanities;

E2 – 40 students of the third course of Lviv State University of Life Safety;

E3 – 35 2nd year students of Lesya Ukrainka Eastern European National University;

E4 – 37 students of the third course of Kamianets-Podilskyi National Ivan Ohiienko University;

– control groups (153 students):

K1 – 39 students of the 2nd year of studying of Rivne State University of the Humanities;

K2 – 35 students of the third course of Lviv State University of Life Safety;

K3 – 41 students of the 2nd year of studying of Lesya Ukrainka Eastern European National University;

K4 – 38 students of the third course of Kamianets-Podilskyi National Ivan Ohiienko University named after.

Thus, on the first sub-stage of the experimental research, we studied the level of the readiness of future professionals to perform professional activities. As a methodological tool for the first stage of our research we chose:

1. The Methodology «Who am I?» (Кун & Макпартленд, 2021).

2. Techniques «My way to the profession» and «Pyramid of the professional growth» (developed by M.Yu. Varban and

O.B. Starovoitenko and adapted by us for future translators) (Варбан, 1998).

Results and their discussion

According to the criteria of the professional development of future translators we mean a high level of readiness of students to perform translation activities, a high level of professional competence and translation consciousness.

The *first sub-stage* of the experimental research was aimed at assessing the readiness of students to perform professional activities. The use of our methods made it possible to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

Analyzing the teachers' answers to the interview questions, we tried to determine their desire to stimulate self-actualization and the readiness of students to perform professional activities. Asking teachers: «What is your attitude to the readiness of students to perform translation activities and their independent decisions in the process of studying your subject?», it was important for us to determine whether the teacher creates an atmosphere in the classroom that encourages students to perform independent activities.

The questions were addressed to all teachers of the faculties of foreign philology who worked with respondents of the experimental and control groups. The answers were distributed in such a way:

– the largest number of respondents (48.24%) answered that «they consider the individual approach in teaching to be the main one and always try to use it»;

– 15.63% of respondents stated that they «wished to create an independent atmosphere in the classroom», but believed that «a high level of understanding of the material must be achieved firstly»;

– approximately the same percentage of teachers (14.01%) gave a positive answer and clarified that «the content of the

discipline they had taught involved the implementation of the individual approach»;

– 22.12% of teachers answered negatively, motivating their answer by the fact that «there were time restrictions during the teaching of academic disciplines, and a great amount of mandatory study material did not allow them to deviate from the given curriculum». In addition, the teachers noted that, unfortunately, students did not have such a stock of knowledge that would allow them to express their opinions on many problems or to be interested in solving educational problems.

During the interview, the teachers outlined the following reasons, which, in their opinion, indicated a lack of creative atmosphere in the classroom: «weak» students; lack of motivation to study; lack of students' understanding of the need to prepare for this subject; lack of desire to work independently, creatively; lack of initiative; lack of necessary knowledge.

Focusing on the answers of the most of the teachers, in the article we concluded that students of all higher educational establishments of foreign philology faculties had opportunities for becoming ready for professional activities, as well as these all teachers were ready to create an atmosphere that was individual for each student at classes.

Thus, three groups of teachers were singled out for self-assessment of their own activities, given their desire to make a creative atmosphere in the classroom. These are teachers with a high level of self-esteem of their own professional activity, situational (average) and low self-esteem, such as:

1. The representatives of the first group try to stimulate students' self-actualization, their readiness for independent translation activities (such answers, as: «I try to stimulate students' initiative», «there is always a desire to work in an atmosphere of freedom of my own professional activity», «all my tasks are more analytical and creative, they must be performed independently», etc.).

2. The representatives of the second group (with situational self-esteem) seek to stimulate students only if there are opportunities and perseverance on the part of students (for example: «I encourage students to work independently, but in this experimental group they do not want to work individually» or «a content the discipline I teach is extremely difficult, so students simply cannot work independently»).

3. The third group included teachers with a low self-esteem of their own professional activities. The answers were typical for them: «There is not enough time for individualization of studies», «the course does not involve performing independent creative tasks», «students are not able to do this», «in the curriculums independent work occupies a separate place, the hours are not included into curriculums».

We found that teachers of different disciplines have a very different attitude to the desire of students for self-realization and performance of their own independent activities in the learning process, such as:

– *Teachers of special philological disciplines*:

45.16% of teachers reported that «not all students wanted to perform professional activities on their own, but those who wanted to perform translation tasks on their own were enough, and they «had led other members of the group»;

29.17% of teachers believe that «all students of the Faculty of Foreign Philology are able and try to approach the educational process with interest, great desire, etc., and they are ready to perform their own professional activities»;

only 25.67% of respondents are skeptical about the readiness of students to perform professional activities in their classes and believe that «a few people are capable of it at all».

– *Teachers of general disciplines (of psychological and pedagogical cycle)*:

26.18% of teachers believe that «all students want to work independently and this activity is extremely interesting for them»;

73.82% of teachers say that «only some students are able to perform individual research tasks independently».

– **Teachers of disciplines of compulsory cycle**, such as subjects that are not directly related to students' translation activities (these are disciplines, «Life Safety», «Philosophy of Science», etc.):

52.43% of teachers believe that students «are able to solve the proposed tasks individually»;

47.57% of teachers note that «students can only reproduce the educational material».

Thus, we can assume that the understanding of teachers of higher education institutions of students' readiness to perform professional activities, as well as the ability of students to perform individual educational activities may depend on the specifics of the discipline. However, based on the data obtained, we can conclude that about half of teachers (from 40% to 60%) are positive about the capabilities, abilities and possibilities of students. But, on the other hand, according to teachers, the percentage of students (from 15% to 40%) who are only able to engage in different types of activities close to reproductive is quite significant. Thus, students during classes in different disciplines are on an equal footing in terms of stimulating teachers' readiness to perform professional activities. Comparison of the results using Fisher's φ-test did not show significant differences between students of the experimental and control groups.

At the same time, the obtained results show that teachers have all the opportunities to work with students in this direction, such as: given the attitude of the most students to an individual approach to learning – to use it to develop students' personality, their readiness to perform professional activities.

The students' awareness of the need to update and realize their abilities in terms of translation activity was calculated by the sum of positive and negative answers to questions of our interview. As we can see, a third of the students in each group

answered negatively. However, such a state may be associated with a desire to move away from the usual, patterned answers, a desire to pay attention to themselves, and to substantiate their points of view originally. However, most students in all groups confirm the need for self-actualization. Comparison of results by Fisher's φ-criterion did not show significant differences **(F = 0.73 in E1; F = 0.71 in E2; F = 0.68 in E3; F = 0.67 in E1; F = 0.75 in K1; F = 0.69 in K2; F = 0.74 in K3; F = 0.73 in K4)** between the students of the experimental and control groups.

When we asked the students who, as a rule, did not demonstrate self-actualization in their learning activities, what was the reason for that situation, then 20.44% of E1 group respondents, 21.32% – from E2, 31.44% – from E3, 32.82% – from E4, 25.46% – in K1, 28.04% – in K2, 21.02% – in K3 and 28.44% – in K4 replied with some insult that teachers mostly listened to what students wanted to express according to that subject, but did not encourage them to be independent and active. Also, almost half of the students in each group said during the interview that only some teachers encouraged their initiative, but specify: «Depending on the discipline». More than 60% of students in all groups stated that the desire for discussion that leaded to deviation from the topic and the issues that really was interesting for them, as well as the incentive to take classes, was rarely encouraged. About 20% of the students in each group answered that question: «Teachers tend to ignore the initiative more than encourage it», which, in principle, also did not facilitate the students' readiness for professional activity.

Thus, the results having been obtained indicate that the microclimate at the faculties of foreign philology at various higher education institutions as a whole is favorable for students to be active and to reveal themselves as a creative subject of translation activity.

To teach students to translate English texts, we proposed them some stories. The translation of students of experimental groups showed a high level of students' translational competence. For example, we proposed the students a text «Newt's Thing with Zinka 8» (Vonnegut, 2009: 10):

«Newt did not tell me who his girl friend was. But about two weeks after he wrote to me everybody in the country knew that her name was Zinka – plain Zinka. Apparently she didn't have a last name.

Zinka was a Ukrainian midget, a dancer with the Borzoi Dance Company. As it happened, Newt saw a performance by that company in Indianapolis, before he went to Cornell. And then the company danced at Cornell. When the Cornell performance was over, little Newt was outside the stage door with a dozen long-stemmed.

The newspapers picked up the story when little Zinka asked for political asylum, and then she and little Newt disappeared.

One week after that, little Zinka presented herself at the Russian Embassy. She said she wanted to go back home.

Newt took shelter in his sister's house in Indianapolis. He gave one brief statement to the press. «It was a private matter», he said. «It was an affair of the heart. I have no regrets. What happened is nobody's business but Zinka's and my own».

One enterprising reporter in Moscow, making inquiries about Zinka among dance people there, made the unkind discovery that Zinka was not, as she claimed, only twenty-three years old.

She was forty-two – old enough to be Newt's mother».

There is a translation, proposed by the student Olga S. of group E1: **«Роман Ньюта і Зіки».**

Ньют не написав, хто його наречена. Але тижнів через два після його листа вся країна дізналася, що звати її Зіка – просто Зіка. Прізвища у неї, напевно, не було.

Зіка була ліліпуткою, балериною іноземного ансамблю. Сталося так, що Ньют потрапив на виступ цього ансамблю в

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ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

Індіанаполісі до того, як вступив до Корнелльського університету. А потім ансамбль виступав і в Корнеллі. Коли концерт закінчився, невеликий на зріст Ньют уже стояв біля службового входу з букетом квітів на довгих стеблах.

У газетах ця історія з'явилася, коли Зіка зникла разом із Ньютом.

Але через тиждень після цього Зіка об'явилася у своєму посольстві. Вона заявила, що хоче додому.

Ньют знайшов притулок у будинку своєї сестри в Індіанаполісі. Газетам він дав коротке інтерв'ю: «Це справи особисті… – сказав він. – Серцеві справи. Я ні про що не шкодую. Те, що сталося, нікого не стосується, крім мене і Зіки…».

Один заповзятливий американський репортер, розпитуючи про Зіку декого з балетних, дізнався неприємний факт: Зіці було зовсім не двадцять три роки, як вона говорила. Їй було сорок два – і Ньюту вона годилася в матері».

The next student, also from group E1 proposed such kind of translation:

Частина № 8 «**Роман Ньюта і Зіки**».

Ньют не написав, хто його наречена. Через два тижні після його листа вся країна нарешті дізналася, що звати її Зіка – просто Зіка. Прізвища у неї, як видно, не було.

Зіка була українською ліліпуткою, а також красивою танцівницею ансамблю. Одного разу теплим весняним вечором маленький Ньют випадково потрапив на виступ цього ансамблю в Індіанаполісі, до того, як вступив до Корнелльського університету. Потім ансамбль виступав і в Корнеллі. Коли концерт закінчився, маленький Ньют уже стояв біля службового входу з букетом чудових троянд на довгих стеблах.

У газетах ця історія з'явилася, коли крихітка Зіка зникла разом із крихіткою Ньютом.

Але через тиждень після цього крихітка Зіка об'явилася в своєму Російському посольстві. І вона заявила, що дуже хоче додому.

Крихітка Ньют знайшов притулок у будинку своєї сестри в Індіанаполісі. Газетам він давав коротке та конкретне інтерв'ю: «Наші любовні стосунки – особисті… – сказав він. – Я ні про що не шкодую. Те, що сталося, нікого не стосується, крім мене і моєї коханої Зіки…».

Але одного разу наполегливий репортер дізнався не зовсім хорошу і приємну річ стосовно Зіки від її компаньйонів по танцях. Їй було зовсім не 23 роки, як вона казала всім. Виявилося, що їй було 42, і вона могла бути маленькому Ньюту мамою».

In order to determine the structure of the professional competence of a future translator, it is advisable to make some conclusions. In particular, we define professional competence as the implementation in the professional activities of two basic components: professional and technological training, which mean mastering the technology of a specific professional activity (mastering basic and special competencies), and personal component, which is super-professional in nature, but it is one that is necessary for every specialist in order to master the key professionally significant competencies.

Conclusions

So, we consider professional competence as a personal education that contains certain components (or competencies). Such components can be knowledge, skills and abilities, as well as personality traits. Thus, according to our own approach, professional competence includes:

– a special competence, which implies that the specialist has a certain sufficient amount of knowledge in a particular field of the activity, the ability to creatively apply them in various situations related to the solution of theoretical and practical problems and tasks;

– communicative competence, which demonstrates the ability of the person to perceive and express information, to accurately reflect, summarize and justify it. Communicative

competence is a necessary prerequisite for interpersonal contacts, dialogue, interaction, which demonstrates the extent to which a person has the rules and techniques of communication;

– social competence, which is expressed by the ability and willingness of the individual to establish and maintain contacts with other people. Social competence is considered to be the most important condition for effective human adaptation to new circumstances of life and professional activity. Its high level helps the specialist to take a leading position in the professional space.

Such kind of the activities as we showed in our article, we think, emphasize on students' interests in the developing their translational competence. Such a program will be proposed by us and we'll describe it in our further publications.

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**Івашкевич Ернест. Компонентна структура професійної компетент-
ності майбутніх перекладачів**

АНОТАЦІЯ
Мета статті *– виокремити компонентну структуру професійної ком-
петентності майбутніх перекладачів.*

У роботі використано такі загальнонаукові **_методи дослідже-
ння:_** *індукція, дедукція, аналіз і синтез, порівняння й опис, обґрунтування
тощо.*

*Експериментальним методом був метод проведення емпірично-
го дослідження. У якості методологічного інструментарію для першо-
го етапу дослідження нами було обрано методику «Хто Я?» (М. Кун,
Т. Макпартленд) і техніки «Мій шлях у професію» та «Піраміда профе-
сійного зростання» (розроблені М.Ю. Варбан та О.Б. Старовойтенко й
адаптовані нами для майбутніх перекладачів).*

Результати дослідження. *Визначено структуру професійної компе-
тентності майбутнього перекладача. Ми визначаємо професійну ком-
петентність як реалізацію в професійній діяльності двох базових ком-
понентів: професійно-технологічної підготовленості, що має на увазі
оволодіння фахівцем технологіями здійснення конкретної професійної
діяльності (оволодіння базовими і спеціальними компетентностями), й
особистісного компонента, що вирізняється надпрофесійним характе-*

ром, але є таким, який необхідний кожному фахівцеві з метою оволодіння ним ключовими професійно значущими компетентностями.

Висновки. Доведено, що професійну компетентність слід розглядати як особистісне утворення, що вміщує певні компоненти (або компетенції). Такими компонентами можуть бути знання, уміння і навички, а також властивості особистості. Так, згідно з цим підходом професійна компетентність включає:

– спеціальну компетентність, що передбачає наявність у фахівця певного достатнього обсягу знань у конкретній галузі діяльності, вміння їх творчо застосовувати в різноманітних ситуаціях, пов'язаних із розв'язанням теоретичних і практичних завдань і задач;

– комунікативну компетентність, що демонструє здатність індивіда сприймати та висловлювати інформацію, її достовірно відображати, підсумовувати й обґрунтовувати. Комунікативна компетентність є необхідною передумовою для здійснення міжособистісних контактів, діалогу, взаємодії, яка демонструє, наскільки людина володіє правилами і прийомами спілкування;

– соціальну компетентність, що виражається в здатності й готовності особистості встановлювати та підтримувати контакти з іншими людьми. Соціальна компетентність вважається найважливішою умовою ефективної адаптації людини до нових обставин життя і професійної діяльності. Її високий рівень допомагає фахівцеві зайняти лідерські позиції в професійному просторі.

Ключові слова: професійна компетентність, спеціальна компетентність, комунікативна компетентність, соціальна компетентність, специфічна професійна діяльність, ключові професійно значущі компетентності.

Ивашкевич Эдуард. Компонентная структура профессиональной компетентности будущих переводчиков

АННОТАЦИЯ

Цель статьи – *выделить компонентную структуру профессиональной компетентности будущих переводчиков.*

Из совокупности основных научных методов были использованы такие методы исследования: индукция, дедукция, анализ и синтез, сравнение и описание, метод обоснования.

Экспериментальным методом был метод проведения эмпирического исследования. В качестве методологического инструментария для первого этапа исследования нами были отобраны методика «Кто Я?» (М. Кун, Т. Макпартленд) и техники «Мой путь в профессию» и «Пирамида профессионального роста» (разработаны М.Ю. Варбан и Е.Б. Старовойтенко и адаптированы нами для будущих переводчиков).

Результаты исследования. *Определена структура профессиональной компетентности будущего переводчика. Мы определяем профессиональную компетентность как личностное новообразование, которое позволяет специалисту реализовать в профессиональной деятельности два базовых компонента: профессионально-технологическую готовность, что подразумевает овладение специалистом технологиями осуществления конкретной профессиональной деятельности (овладение базовыми и специальными компетентностями), и личностный компонент, который отличается надпрофессиональным характером, то есть таким, который необходим каждому специалисту с целью овладения им ключевыми профессионально значимыми компетентностями.*

Выводы. *Доказано, что наиболее содержательным является подход, позволяющий рассматривать профессиональную компетентность как личностное новообразование, которое содержит определенные компоненты (или компетентности). Такими компонентами могут быть знания, умения и навыки, а также свойства личности. Так, в соответствии с данным подходом профессиональная компетентность включает:*

– специальную компетентность, которая предполагает наличие у специалиста определенного достаточного объема знаний в конкретной области деятельности, умение их творчески применять в различных ситуациях, связанных с решением теоретических и практических заданий и задач;

– коммуникативную компетентность, которая демонстрирует способность индивида воспринимать и излагать информацию, ее достоверно отражать, суммировать и обосновывать. Коммуникативная компетентность является необходимым условием для осуществления межличностных контактов, диалога, взаимодействия, она демонстрирует, в какой мере человек владеет правилами и приемами общения;

– социальную компетентность, которая выражается в способности и готовности личности устанавливать и поддерживать контакты с другими людьми. Социальная компетентность считается нами

важнейшим условием эффективной адаптации человека к новым обстоятельствам жизни и профессиональной деятельности. Ее высокий уровень помогает специалисту занять лидерские позиции в профессиональном пространстве.

Specifics of Mediated Memorization Ability of the Adult Internet Users

Особливості опосередкованого запам'ятовування у дорослих активних інтернет-користувачів

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ABSTRACT
The aim of the article is to describe the specifics of a mediated memorization ability of the Internet users (the IU) to memorize new words (familiar/unfamiliar, words that describe certain/abstract concepts).

 Methods. The research involved 70 respondents aged 37–53. All the responders have a higher education and work in spheres of intellectual labor (education, culture and healthcare). The respondents were divided into two groups based on their preferences of a coding system: the Internet users (the experimental group, EG) and the Reading Subjects (the control group, CG).

The pivotal tool in the research was the pictogram technique. It was modified by an extra row. An additional row comprised foreign, unknown words. Instructions, timing and order met the basic requirements of the technique in both cases.

Results of the research. *A number of recognized familiar words is equal in both groups. There are statistically significant differences (p ≤ 0.01) in recognition of unfamiliar terms. Moreover, there is a significant difference (p ≤ 0.01) in recalling abstract concepts in the row of unfamiliar words. In both cases, the reading subjects showed fewer mistakes in recognizing words.*

Analyzing the data, no correlation between the age and the quantity of right answers has been detected both in the experimental and control groups.

Conclusions. *The hypothesis that the Internet use has deforming consequences for the mediated memorization has been proved. The deformation leads to a deterioration in memorization of new information, especially when it is generalized.*

Key words: *higher mental functions, mediated memorization, pictogram, active web-users.*

Introduction

The rapid evolution of the Internet, becoming a leading media of the new generation, and the permanently increasing popularity among users of different ages, is gradually leading to a new offline/online or mixed reality. According to a postulate from cultural-historical psychology upon socio-cultural determination of all higher mental functions, new conditions induce new, previously unknown features of the psyche.

Logically, these changes have become a matter of research interest in the past few decades. Despite numerous directions of the research in this field, two main ones can be distinguished. The first direction includes works dedicated to the symptoms and factors of the cyber addiction formation. This type of research started at the beginning of the XX century with the work of C. Young. The second line endeavours to examine various means of online communication and implications caused by it, both in the very communication and the personality of the participants.

The analysis of the Internet use effect on cognitive abilities is a less popular topic for scientific survey. An implicit identification of information and knowledge, widely spread in the scientific community, possibly caused a delusion when owning a «smart» device is equal to the intellectual competence of its owner. Naturally, the representatives of generation Z got a pivotal role in this type of research. The main impetus for a research were personal observations of M. Prenski (Prenski, 2001), American writer and game designer. He was one of the first to point out changes in cognitive abilities of the adolescent and emergent adults and their discrepancy to a traditional educational practice. The terms «the digital aborigines» and «the digital migrants» introduced by M. Prenski became widespread among scientists.

The results of the studies on cognitive abilities of the emergent adults available at the moment are quite controversial. They confirm and refute common myths at the same time (Bogacheva, Spivak, 2019). Nevertheless, few generalized conclusions can be pointed out. The representatives of generation Z possess specific cognitive abilities (including the brain organization level). These differences do not represent any superpowers, which is obvious on all levels of pedagogical practice.

While the results of studies upon cognitive abilities of the digital aborigines are quite controversial, the studies of Internet use implications on the digital migrant cognitive abilities are sporadic. It is logical to assume that Internet use causes some implications. For instance, the idea that digital technology contains pathological factors was examined by A. Tkhostov and his colleagues (Tkhostov, Rasskasova & Yemelin, 2019). Their research was based on a clinical study upon smartphone users with different levels of sleep disorder.

The results of some other studies may be interpreted in favour of the hypothesis mentioned above. Classic techniques used to study the thinking («Objects Classification», «Pictogram», «Interpretation of proverbs») were applied to a group

of 50 healthy people aged 20–39. The authors revealed specific features of consciousness and characterized them as «Psychopathology of Everyday Life» by analogy with the famous work of Z. Freud. These features include: a decline in critical judgment to one's results, a neurodynamic disorder (fatigue, concentration loss, professional impairment, etc.), inconsistent, diverse and egocentric thinking (Sultanova & Ivanova, 2017).

A rapid integration of the Internet into daily life requires empirical tests of hypotheses about possible (positive, developing or negative, deforming) impact of the Internet on cognitive abilities of the digital migrants. It can be assumed that if an impact is negative, the first higher mental functions to suffer would be those that go through the longest formation period during ontogenesis.

Current study specifies global hypotheses on mediated memorization mentioned above as follows. If active Internet use has a deforming effect, it will affect the most complex part of the higher mental function and show up with the following symptoms:

– the deterioration of memorizing new concepts in comparison with well-known ones;

– the increase of mistakes in recalling abstract concepts in comparison with concrete ones.

Research Objective

The aim of the article is to present an experimental substantiation of cognitive deformity in adult active Internet users based on the material of mediated memorization.

Objectives of the article

1. Description of the modification of the pictogram technique.

2. Revealing the features of mediated memorization of words in adult active Internet users.

Research methods and methodology

Empirical test of the hypothesis mentioned above was accomplished through a quasi-experimental study. The Internet users form the experimental group and the respondents who prefer the printed coding system, the Reading Subjects, form the control group.

The study involved 70 respondents from young and middle age groups. All the respondents have higher education and represent spheres of intellectual labor (sphere of culture, education and healthcare). The division into groups was carried out through the interviewing aimed at identifying the information habits and preferable information system (digital or printed).

A study of mediated memorization was carried out via a modified version of the pictogram technique. The instructions («To each word, draw something that will later help you recall it»), the time frame (1 hour) and the structure of the test (words were offered in random order) met the basic requirements for the method. The modification comprised two rows of words instead of one (16 words in each).

Corresponding to a traditional list for memorizing, the first row comprised well-known words and phrases: 1. Happy holiday. 2. Hard work. 3. Development. 4. Hope. 5. Poisonous question. 6. Happiness. 7. Warm wind. 8. Cheat. 9. Freedom. 10. Dark night. 11. Delicious dinner. 12. Doubt. 13. Separation. 14. Brave action. 15. Illness. 16. Wealth (Rubinstein, 2004: 161).

Apart from concrete and abstract concepts, the second row also included words with figurative meaning. The words from the second row were supplemented with definitions taken from the dictionaries of foreign words (Bulyko, 2007). 1. Reliable abaca (a rope made of banana fiber). 2. Invariance (the state of being constant, unchanging). 3. Precise jab (light straight punch in boxing made from a long distance). 4. Plebs (commoners). 5. Apperception (the process of understanding some-

thing perceived in terms of previous experience). 6. Incendiary cachucha (Spanish dance). 7. Travesty (artistic imitation usually grotesquely incongruous in style, treatment, or subject matter). 8. Mestization (a process of mixing human races). 9. Gentle crossbred (species of sheep). 10. Scriting (a technique of retelling complex concepts through visualizing). 11. Jeres (deviation from dogmas; figuratively – nonsense). 12. Delicious petit four (a cake). 13. Defeatism (an attitude of accepting, expecting, or being resigned to defeat). 14. Evaluation (assessment) 15. Abrakadabra (magic spell, figurative – nonsense). 16. Reverence (a slight lowering of the body with bending of the knees, figurative – an act of respect).

Data processing and analysis was carried out according to two parameters. First, a quantitative assessment of memorized words (correct/incorrect). Second, a qualitative analysis of associations: the ability to find a mediated image, it's certain or general pattern, the adequacy and meaningfulness of associations.

Results and Discussion

The results of preliminary conversation showed that the majority of the respondents (46%) do not have any unambiguous preferences in media sources. They equally use both digital media and printed sources. This type of respondents was excluded from the following survey. The second largest group (28 people or 40%) is the Internet users. They voluntarily deprived themselves of reading any printed sources in daily life (apart from professional duties). The smallest group is the reading subjects (10 people or 14%). This fact raised a certain methodological problem.

An issue of balancing a quantitative composition of the control and the experimental groups was solved via a method of quasi-samples. A bigger group of the Internet users was randomly divided into two groups, 10 participants each. It allowed us to make a comparative analysis twice and juxtapose

obtained results. To facilitate the analysis of the results, only one of the comparative studies was described comprehensively.

Quantitative assessment of the correctness of memorization

Table 1 shows the age parameters of the participants and the number of mistakes in recalling 2 rows of words: familiar (row 1) and unfamiliar (row 2).

Table 1

The number of mistakes in memorized words
in different groups

№	The Control Group			The Experimental Group		
	Age	Row 1	Row 2	Age	Row 1	Row 2
1	42	0	0	46	0	0
2	45	1	6	48	0	1
3	44	0	6	37	0	8
4	40	0	0	49	1	6
5	38	0	0	38	3	5
6	48	0	0	40	0	2
7	37	0	0	39	0	1
8	46	0	0	46	0	3
9	53	0	0	45	2	8
10	52	0	0	42	1	7
	M = 44.5	$\sum = 1$	$\sum = 12$	M = 43	$\sum = 7$	$\sum = 41$

A brief glance through the table showed the reading subjects made fewer mistakes in memorizing both rows. The number of people in the control group who memorized the words from both rows correctly statistically had no significant difference ($\varphi = 0.63$ at $\varphi_{crit.} = 1.64$ for $p \leq 0.05$). Among the Internet users, there were more respondents who memorized well-known words ($\varphi = 2.5$ at $\varphi_{crit.} = 2.31$ for $p \leq 0.01$).

The number of mistakes also differed in two groups. A number of mistakes of familiar words was statistically the same

(U = 34 at the critical value of the Mann – Whitney criterion for a 5% error probability U = 27). However, the number of mistakes of unfamiliar words was significantly different.

Similar results were obtained when comparing the data of the control group and the experimental group. The results are as follows: 30% made mistakes in memorizing familiar words and 70% in the second row. The Internet users made fewer mistakes in memorizing words (6 words in row 1 and 38 words in row 2). However, the revealed differences persist: in the control group, there were significantly more participants who reproduced familiar words correctly in comparison with unfamiliar ones ($\varphi = 1.83$, $p \leq 0.05$). There was no significant difference in memorizing familiar words with the reading subjects (U = 38, $p > 0.05$), while the results in memorizing unknown words were statistically different (U = 18, $p \leq 0.01$).

It is essential to point out that the analysis did not reveal a correlation between the age of the respondents and the number of right answers (Pearson's coefficient, SPSS v. 19 program). Thus, this allows us not to take involutional processes as potential factors affecting the study into account.

Qualitative analysis of associations

Most of the participants had concrete, meaningful associations which were similar in both groups. Table 2 depicts examples of pictograms for the words with different meanings (concrete, abstract, with figurative meaning).

There was one mistake in each group in memorizing a phrase «poisonous question». A member of the CG used a «check mark» and failed to recall the meaning of a symbol. A member of the EG failed to make up any association at all. Some other abstract concepts (freedom – 2, happiness – 1, cheat – 1) challenged the members of the EG to create an association. In the framework of pathopsychological studies, this inability to create a symbolic mediated image is interpreted as

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a concreteness of thinking and a difficulty of generalization, which is inherent with oligophrenia and epilepsy (Rubinstein, 2004: 163). In our case, it represented the individual characteristics of the respondents' thinking or fluctuations in their functional state in performing the method, rather than of the disruptions mentioned above.

Table 2

Examples of pictures that mediate the memorization of familiar words

The Control Group	The Experimental Group
Happy Holiday	
Balloons – 4 Firework – 3 Cake – 1 Flowers – 1 Emoji – 1	Balloons – 5 Cake – 2 Firework – 1 Cake – 1 Shot – 1
Development	
Arrow – 3 Book – 2 Spiral – 2 Sketch of a human, increasing in height – 1 Egg – chicken – hen – 1 Wavy line – 1	Book – 3 Arrow – 2 Tree – 2 Ladder – 1 Computer – 1 Pen – 1
Poisonous Question	
A snake shaped as a question mark – 4 Question mark – 2 Mushroom – 2 Skull and crossbones – 1 Check mark – 1	A snake shaped as a question mark – 4 Question mark – 2 Mushroom – 2 Syringe – 1 No picture – 1

Table 3 shows the examples of pictograms for the words from row 2. There is also a similarity of associations of unfamiliar words in both groups.

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Table 3

Examples of associations for mediated memorization of unfamiliar words

The Control Group	The Experimental Group
Reliable Abaka	
Cable (rope) − 7 Banana − 2 Lock − 1	Cable (rope) − 9 Banana − 1
Invariance	
Crystal − 4 House − 1 Grave − 1 Parallels − 1 Exclamation mark − 1 Arrow − 1 No picture− 1	Crystal − 2 Mathematical formulas − 2 Spiral − 1 Parallel lines − 1 Wavy lines − 1 Arrow − 1 Infinity sign − 1 No picture − 1
Jeres	
Chaotic lines − 6 Bomb − 1 Head with a halo − 1 Apple − 1 Geometric abstraction − 1	Chaotic lines − 6 Question mark − 1 Head with horns − 1 Apple − 1 Geometric abstraction − 1

Below there are phrases from Table 3 in a descending order according to a frequency of mistakes:

− a concrete term «reliable abaca» (100% of recognition in both groups);

− a word with a figurative meaning «jeres» (one mistake in each group, it's the result of using geometrical forms, i.e. inane images);

− an abstract concept «invariance» (3 mistakes in the CG, 4 mistakes in the EG. The reason is associating the words with universal symbols: parallels, infinity sign, spirals, or inability to choose an image).

Analyzing the data, we discovered additional line for the study. The point of the additional direction was in detection of unknown words at min and max levels of memorization. Table 4 presents the number of mistakes made in memorizing words with concrete and abstract meaning.

Table 4

Mistakes in recalling concrete and abstract concepts

Concrete concepts	Group of respondents		Abstract concepts	Group of respondents	
	CG	EG		CG	EG
Reliable abaca	0	0	Invariance	3	4
Precise jab	0	1	Apperception	2	5
Plebs	1	1	Mestization	0	4
Cachucha	0	0	Scriting	1	5
Travesty	1	4	Eres	1	1
Gentle crossbred	1	3	Defeatism	2	6
Delicious petit four	0	2	Evaluation	0	3
Curtsy	0	0	Abrakadabra	0	2
Σ	3	11	Σ	9	30

According to the data in Table 4, there were fewer mistakes in memorization of concrete concepts in comparison with abstract concepts in both groups. There was no significant difference between the groups in memorizing concrete concepts ($U = 19.5$ at $U_{crit.} = 15$ for $p \leq 0.05$). However, there was a significant difference in the number of memorized abstract concepts ($U = 6.5$ at $U_{crit.} = 9$ for $p \leq 0.01$).

Conclusions

A comparative analysis revealed following:

– recognition of familiar words was at the same high level in both groups;

– recognition of unknown words was significantly higher in the CG (the difference was measured by two parameters: the number of people who made a mistake, the number of mistakes);

– respondents of both groups successfully memorized unknown concrete words;

– the number of memorized unknown abstract concepts was significantly higher in the CG.

The analysis revealed an impairment in the mediated memorization ability of the Internet users. The impairment was detached specifically in memorization of abstract concepts. Thus, the hypothesis of a deforming impact of Internet use on the higher mental functions has been empirically proved.

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Медведська Єлєна. Особливості опосередкованого запам'ятовування у дорослих активних інтернет-користувачів

АНОТАЦІЯ

Мета статті – описати особливості опосередкованого запам'ятовування слів (знайомих / малознайомих, що позначають конкретні / абстрактні поняття) у дорослих активних інтернет-користувачів.

Методи. *Дослідження здійснено у вибірці із 70 респондентів віком від 37 до 53 років. Усі учасники мають вищу освіту, працюють у сфері інтелектуальних професій (працівники установ освіти, культури й охорони здоров'я). Із загальної вибірки за допомогою бесіди було диференційовано дві групи, що відрізняються за своїми уподобаннями провідною системою кодування інформації: активні інтернет-користувачі (експерименталь-*

на група) і суб'єкти, які читають (контрольна група), що зберігають у своїй життєдіяльності звичку до читання паперових носіїв.

Вивчення опосередкованого запам'ятовування проводилося за допомогою методики піктограми з модифікацією у вигляді другого ряду для запам'ятовування, що складається з іноземних, малознайомих слів. Інструкція, час перевірки правильності пригадування і його порядок були ідентичні в двох випадках і відповідали базовим вимогам до методики.

Результати дослідження. *Установлено, що в пригадуванні знайомих слів дані двох груп тотожні. Статистично достовірні відмінності (p ≤ 0,01) виявлено у відтворенні малознайомих понять, де меншу кількість помилок продемонстрували суб'єкти, які читають. Усередині цього ряду малознайомих понять у респондентів двох груп виявлено значущі відмінності (p ≤ 0,01) у правильному пригадуванні абстрактних понять. Тут також меншу кількість помилок зафіксовано у суб'єктів, які читають. У результаті кореляційного аналізу не встановлено зв'язків між кількістю помилок пригадування і віком респондентів у експериментальній і контрольній групах.*

Висновки. *Емпірично підтверджено гіпотезу про деформуючий вплив активних інтернет-практик на опосередковане запам'ятовування. Ця деформація полягає у погіршенні здатності до запам'ятовування нової інформації, особливо якщо вона має узагальнений характер.*

Ключові слова: *вищі психічні функції, опосередковане запам'ятовування, піктограма, активні інтернет-користувачі.*

Медведская Елена. Особенности опосредованного запоминания у взрослых активных интернет-пользователей

АННОТАЦИЯ

Цель статьи *– описать особенности опосредованного запоминания слов (знакомых / малознакомых, обозначающих конкретные / абстрактные понятия) у взрослых активных интернет-пользователей.*

Методы. *Исследование осуществлено в выборке из 70 респондентов в возрасте от 37 до 53 лет. Все участники имеют высшее образование, работают в сфере интеллектуальных профессий (работники учреждений образования, культуры и здравоохранения). Из общей выборки посредством беседы было дифференцировано две группы, отличающихся по своим предпочтениям ведущей системой кодирования информации:*

активные интернет-пользователи (экспериментальная группа) и субъекты читающие (контрольная группа), сохраняющие в своей жизнедеятельности привычку к чтению бумажных носителей.

Изучение опосредованного запоминания проводилось посредством методики пиктограммы с модификацией в виде второго ряда для запоминания, состоящего из иностранных, малознакомых слов. Инструкция, время проверки правильности припоминания и его порядок были идентичны в двух случаях и соответствовали базовым требованиям к методике.

Результаты исследования. *Установлено, что в припоминании знакомых слов данные двух групп тождественны. Статистически достоверные различия (p ≤ 0,01) обнаружены в воспроизведении малознакомых понятий, где меньшее количество ошибок продемонстрировали субъекты читающие. Внутри этого ряда малознакомых понятий у респондентов двух групп выявлены значимые отличия (p ≤ 0,01) в правильном припоминании абстрактных понятий. Здесь также меньшее количество ошибок зафиксировано у субъектов читающих. В итоге корреляционного анализа не установлено связей между количеством ошибок припоминания и возрастом респондентов в экспериментальной и контрольной группах.*

Выводы. *Эмпирически подтверждена гипотеза о деформирующем влиянии активных интернет-практик на опосредованное запоминание. Данная деформация заключается в ухудшении способности к запоминанию новой информации, особенно если она имеет обобщенный характер.*

Ключевые слова: *высшие психические функции, опосредованное запоминание, пиктограмма, активные интернет-пользователи.*

Psychological Ways of Understanding Textual Reality of the Novel

Психологічні шляхи розуміння текстової реальності

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ABSTRACT

The aim of the research is to examine the most important features of Charles Dickens' individual style of writing and the characteristics of students' understanding of Charles Dickens, the effect produced by the language expressive means and stylistic devices in the authors' texts of students.

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

The results of the research. We note that every novel is a cultural phenomenon. The global question what makes a novel «cultural» is that it is not the speech information itself that describes the «passive and voiceless» object of a particular study, but the fact that the novel is the text of another, dissimilar to our consciousness. When we are dealing with the author, with his personal worldview and the meaning that appears in the text is relevant. There is nothing in the culture but meanings and means of their transmission. The novel is a phenomenon of a certain culture and, as a result, can be considered as a «meaningful world». During the «meeting» of the person with the work, our own understanding of life will be included into the situation of cultural communication with the author. The personal meanings of the recipient and the author's one are always dissimilar, even completely dissimilar, sometimes strikingly different from each other. This, of course, in some a way complicates the process of understanding a novel, but this discrepancy influences on its understanding. Scholars consider a novel to be a piece of another consciousness, the understanding of which inevitably turns into a dialogue, a «meeting in a meaningful world».

We recognize the main characteristic of a novel as its dialogic nature, emphasizing two-dimensional existence of the text. We think that each text has its subject, the author. Also there is another plan of the text – another subject, which reproduces someone another text and creates so called outlined text (commented, evaluated, denied). We'd like to emphasize the complexity of the relationships between these two plans, because they create a «meeting» of two texts – the completed structure and some text that can be created; it is a meeting of two consciousnesses, two authors. That is why, the dialogical nature of a no-

vel directs the author's position, the author's «voice» to the reader, who agrees or disagrees, asks, answers or not, also denies.

Conclusions. Therefore, we can be argue that a novel is understood as the implementation of a system, as a lexical and syntactical formation, which contains signs of natural language, which has been defined by the author with the help of boundaries and internal semiotic organization. The latter at the syntagmatic level turns the text into a structural whole. The basis of a novel is its output in other texts, pieces of art, the presence of such characteristics as communicative orientation.

We also believe that any novel is dialogical in its internal structure, because it contains both real and hidden appeals to some authors, directed against the views of other authors. If a non-dialogical text is possible it would be meaningless or would take on a form that can be given any meaning that is practically the same.

Key words: understanding textual reality, dialogical text, non-dialogical text, individual style of writing, communicative orientation, internal semiotic organization, cultural communication with the author.

Introduction

The idea of psychological ways of understanding textual reality of the novel intersects with the views of scientists, who write that the novel is a certain stable model of the world, a certain informative message, created in the language of art, which does not exist outside of all other means of social communication (Brédart, 1991; Терновик & Сімко, 2020). The text has its complex meaning in the internal structure, according to it semiotic formation, a complex system of meanings, which are, in turn, due to the artistic structure of the novel. Scientists (Гончарук & Онуфрієва, 2018) believe that the text is not only a communicative, but, above all, a semiotic formation. Because of it semiotic structure, implemented by means of linguistic semantics, the text encodes information about non-textual reality in the text, then outlines the communicative structure with the aim of connecting the structure of linguistic semantics with the real conditions of some communi-

cative act of the author and the reader. Only as a result of the existence of this connection any linguistic sequence becomes the informative statement (as it is a novel). The action of the semiotic mechanism determines the structure of the text, its internal coherence and semantics, the action of the communicative mechanism – its semantic saturation.

Each case of the actualization of the author's means in order to give them a certain meaning performs both a local function and a general finished text. In this sense, the effect of the language in the literary text can be compared with a pyramid, the top of which is a formulated concept in the whole, the basis of the text is displayed by numerous contextual inclusions. Combining by their local functions into ever larger formations, they gradually form a concept. In novels of a large form, obviously, there are several «pyramids» of such a type, which, in turn, have been hierarchically organized set structure, the basic, main, global concept of a novel.

Some scientists (Cilibrasi, Stojanovik, Riddell & Saddy, 2019) according to the dual nature of the text echoes the opinion that the truth of the novel is, above all, its historical sense or historical meaning. «Historical meaning», in turn, is the result of intentionality. The intention seems to strain the text internally, creates its stable semantic structure, which is fixed by a system of characters in the paradigm and syntagmatics of the plot. To understand the «historical meaning» means to understand the structure of the novel, to realize the world of the author through the text, to experience its emotional level, the expression of life was built-in the text. In addition to the understanding of the text's «historical meaning», it includes many transhistorical meanings, which should not be reconstructed, but created by the reader. In order to penetrate into the deep essence of the novel, it is not enough to look at or even to read it. To understand transistorical meanings, it is not enough to understand only the semantics of the text and factual information, but to analyze the author's position, to

build the person's own opinion, to make his/her own points of view orientated on real events, based on those signals, instructions, inclusions with the purpose to carry components of the text.

Thus, the basis of the text is not its closed internal structure, but the transcendent existence to other texts, already having been formed fixed codes. From a semiotic point of view, a novel has the following characteristics:

1. Certainty. The essence of this characteristic is that the novel is fixed within the corresponding signs and thus it is opposed to all other non-textual structures. For fiction, such certainty of the text is provided by the signs of so called «natural language». This allows us to understand the text as the implementation of a certain language system, some material structure.

2. Delimitation. The text is opposed, on the one hand, to all materially created signs which are not part of it, by the principle of inclusion-non-inclusion, and on the other hand – by understanding of all its structures that do not have clear boundaries.

3. Structureness. The text is characterized by its internal organization, which transforms it on a syntagmatic level into a structural whole. In order to distinguish a certain set of phrases, statements, being recognized as a novel, one should make sure that these set characteristics make a secondary structure at the level of artistic organization of the text. Thus, a novel is built as a special organization of its lexical units (Mykhalchuk & Bihunova, 2019).

We think that on the understanding of the novel in a great degree the individual style of the author's writing is influenced. The style of a piece of writing is the way in which features of the language are used to convey meaning, typically but not always within the constraints of more widely accepted conventions of Grammar and Spelling.

All novels have some style, even if the author does not think about it. It is important to understand that style reflects meaning. For instance, if a writer wants to express the sense of euphoria, he might write by a style which is connected with expressive modifiers. Some writers use styles which are very specific, for example to pursuit the artistic effect.

In spite of a large number of definitions of the term «style», we think, that they all can be divided into three groups. The antique and medieval rhetoric defines the style as a special form of statements, often of oratorical art, understanding by its functions. The second group of definitions determines style as the expression of individual experience. And, finally, the third group of definitions explains style from the functional point of view.

The word «style» is derived from the Latin word «stilus», which is meant a short stick having been sharp from the first side and it is flat from the other one. The word «stilus» is used by the Romans for writing on wax tablets. Now the word «style» is used in so many senses that it has become a breeding ground for ambiguity. The word is applied for the process of teaching, for example how to write a composition; it is also used to reveal the correspondence between a thought and the expression; it frequently denotes an individual manner of making use of language; it sometimes refers to more general, abstract notions thus inevitably becoming vague and obscure, as, for example, «style is the man himself», «style is depth», «style is deviations», «style is choice» (Тлумачний словник, 2021).

All these ideas directly or indirectly bear on issues in stylistics. Some of them become very useful by revealing the springs which make our utterances more emphatic, effective and goal-directed. It will therefore not come amiss to quote certain interesting observations regarding style having been made by different writers from different points of view. Some of these observations are understood by us as epigrams or sententious. Here are some more of them.

Some scientists consider the style as a quality of language which communicates precisely by emotions or thoughts, or a system of emotions or thoughts, peculiar to this author. They also name the specific feature of the style: a true idiosyncrasy of a style as the result of the author's success in compelling language to be conformed to his/her mode of experience (Crookes, 1989).

Some other scientists define style in such a way: «Style is a contextually restricted linguistic variation», «style is a selection of non-distinctive features of the language», «style is simply synonymous with the form or expressions and the hence as a superfluous term», «style is essentially a situational process, a body of formulae, a memory (almost from the cybernetic sense of the word), a cultural and not expressive inheritance» (Тлумачний словник «Multitran», 2021).

Summarising all these definitions we can definitely say that every mentioned statement explains a style as a special feature, which any writer can characterise.

We consider that the word «style» as the subject of linguistic stylistics is confined to the study of the effects of the message, its impact on the reader. Thus we think that stylistics will be a branch of General linguistics by the effects of the message, of its output of the act of communication, of its attention-compelling function. This point of view has clearly been reached under the influence of recent developments in the paradigm of general theory of information. The language, having been one of the means of communication or, to be exact, the most important means of communication, it is understood from a pragmatic point of view. Stylistics in that case has the meaning as a language science, which deals with the results of the act of communication.

Our definition of style is most frequently applied in contemporary Stylistics. We think, that style is a product of individual choices and patterns of choices (emphasis added) among some linguistic possibilities. This definition indirectly deals

with the idiosyncrasies peculiar to some writer. Somehow it fails to embrace such phenomena into the text structure where the component «individual» is reduced to the minimum or even done away with entirely emphases (giving preference to non-individualistic forms in using language means). However, this definition is acceptable when we apply to the ways men-of-letters use of the language of text material when we seek to make it conform to our immediate aims and purposes. Somewhat broader view of style is expressed by us when we maintain that a style may be said to be characterized by a pattern of recurrent selections from the inventory of optional features of the language. Various types of selection can be found by complete exclusion of the optional element, by obligatory inclusion of a feature which is optional elsewhere, varying degrees of inclusion of a specific variant without complete elimination of other competing features (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

The idea of taking into account various types of selection as criteria for distinguishing styles seems to be a sound one. It places the whole problem on a solid foundation of objective criteria, such as the interdependence of optional and obligatory features.

Style is understood by us as something that belongs exclusively to the plan of the expressions and not to the plan of the content. This opinion predominantly deals with the correspondence between the intentions of the writer whoever he may be – a man of letters, the writer of a diplomatic documents, the articles in a newspaper or a scientific treatise – and the effect of understanding has been achieved. The evaluation is also based on whether the choice of the language means conforms with the most general patterns of the given type of text – a novel, a poem, a letter, a document, an article, an essay and so on.

It follows then the term «style», being ambiguous, needs a restricting adjective which denotes what particular aspect of

style we intend to deal with. It is suggested here that the term «individual style» should be applied to that sphere of Psychology which deals with the peculiarities of the writer's individual manner of using language means to achieve the effect he/she desires. Deliberate choice has to be distinguished from a habitual idiosyncrasy in the use of language units; each person has his/her own manner and habits of using stylistic means, the speech of an individual which is characterized by peculiarities which are typical, and such particular characteristics are called «the idiolect». The idiolect should be distinguished from what we call «the individual style», as much as the word «style» presupposes a deliberate choice.

So, the idiolects are those qualities of speech which are inherent and which reveal a man's breeding, education, social position, etc. All these factors are, however, undoubtedly interwoven with the individual style. A man's breeding and education will always affect his/her points of view and therefore will naturally be revealed in his/her speech and writing. But a writer with a genuine individual style will be as much as it is possible avoid those language peculiarities which point out to his/her breeding and education in order to leave room for that deliberate choice of language means which will secure the effect sought.

In such a way the individual style of a writer is marked by its uniqueness. It can be recognized by the specific and peculiar combination of language media and stylistic devices which in their interaction present a certain system. This system derives its origin from the creative spirit, and provide elusive though that can be seemed. So, it can nevertheless be ascertained. Naturally, the individual style of a writer will never be in-likely independent by understanding the literary norms in the given period. When we read novels of some authors we can easily detect features which are common to both writers. These features are conditioned by general literary characteristics of some period and they cannot therefore be neglected. In

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this case the adaptations of these canons will always be peculiar and therefore distinguishable. In this case the style of a writer is so closely connected with the content of his/her soul, that the author according his/her experience can see the soul through his/her style, and by studying the form of the text which is penetrated to the depth of the content. The idea of this subtle remark can be interpreted in a following way: the style of a writer can be ascertained only by analysis of the form of a text or by language media. To analyse the form in order to discover the idiosyncrasies of a writer's style is not easy, but a rewarding task. Different approaches to identify the components of individuality are such, as: 1) the composition of larger-than-the-sentence units; 2) the rhythm and the melody of utterances; 3) the system of imagery; 4) the preferences for definite stylistic devices and their co-relation with neutral language media; 5) the interdependence of the language media having been employed by the author and the media characteristics of the personages, which are indispensable (Mykhalchuk & Ivashkevych, 2019).

The author's Style is the manner in which a writer addresses a matter of fact. A style reveals the writer's personality or his/her own voice. It is the result of choices the writer makes the notes in some syntactical structures, in some paradigm and by figures of thoughts.

Also to distinguish the understanding the writer needs to know who the readers are. This dictates the differences in occupational style having been noted above, but also constrains a style within the occupation or setting. The author needs to follow the next points:

– using excessively a complex language when the text includes implicit acts of communication, but using excessively a simple language when writing for a knowledgeable audience will seem condescending;

– spending time explaining for readers things some already having been known to make them to lose interest. In

this case the writer should write in a manner that assumes the audience to be knowledgeable to a certain degree by the given subject.

In such a way the language of a writer is understood by us as a main component as alien to linguo-stylistics. So, the language of a writer can hardly be considered as an object of linguo-stylistics. If it was analysed outside the problem of a style (the style of the text, the writer, the literary trend or the literary era), the language falls into a mass of words, collocations and Grammatical facts, which are taken in isolation. This situation will be understood as some unreliable evidence as to the life of the given language in the given period of its development.

However, our observations of the ways of understanding the language means are employed by different writers, provided no claim which is made to define the individual style as a whole. All this may greatly contribute to the investigation of the ontological nature of these means by throwing light on their potentialities and different ways of functioning. The individuality of the writer's style is shown in a peculiar treatment of using language means.

In this connection it is worth referring to understanding the style as non-personal objectivity, its merits being dependent by the power of thoughts and by the acuteness of the writer's perceptions. The same idea, only slightly modified, is expressed by us when we say that a true style must be unique, if we understand the author by the phrase «a true style», which is completely adequate expression in the language of a writer's general mode of feelings.

In discussing the problem of individual style let us make it clear from the outset that the problem itself is a common ground for Psychology. However, as much as the language is the only media to accommodate poetic messages, it is necessary to go at some length into the domain of the author's individual style, it has been testing ground for different language means.

The individual style of the author is frequently identified with a general term «style». But as it has already been pointed out, style is a much broader notion. The individual style of the author is only one of the applications of a general term «the author's style». The analysis of the author's language seems to be the most important procedure in estimating his/her individual style or manner of writing. This is obviously not only because the language is the only means available to convey the author's ideas to the reader in precisely the way he/she intends, but also because writers unwittingly contribute greatly to establishing the norms of the literary language of a given period. In order to compel the language to serve the author's purpose, the writer draws on its potential resources in a way to be different from what we see in his/her ordinary speech.

To summarise all this information it should be said that the definitions of style are numerous and too heterogeneous to fall under one more or less satisfactory unified notion. All of these diversities in the understanding of the word «style» stem focus on its ambiguity. At the same time all of them point out to some integral significance, such as the style is a set by its characteristics by which we distinguish one author from another one or from other members of one subclass, from the members of other subclasses, all of whom are the members of the same general class.

In our research we will examine the most important features of Charles Dickens' individual style of writing and the characteristics of students' understanding of Charles Dickens, the effect produced by the language expressive means and stylistic devices in the authors' texts of students. It's **the aim** of our research.

Methods of the research

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

the analysis, systematization, modeling, generalization. The experimental method is the method of interview.

The participants of our research were 32 students of the 2nd course of the Philological faculty of Rivne State University of the Humanities. The experiment lasted during 2020–2021 years.

Results and their discussion

So, students have to analyze dark humour, periphrasis, contrast, slang and other devices as important means in expressing the author's concepts in «Oliver Twist». So, in our research we'll propose pupils the procedures of stylistic analysis of novels which the teacher may use at the lessons. This brief outline of the most important characteristic features of language styles and their variants will show that out of the number of features which are easily discernible in each of the styles, some should be considered primary and others – secondary; some obligatory, others – optional; some constant, others – transitory.

So, students proposed such kind of analyses of the novel.

Ivan L.: «Speaking about the stylistic features of the novel «Oliver Twist» I'd like to say that there are many examples of dark humour in it. This kind of humour helps to sharpen the desperate sufferings of Oliver and other characters. The author gives us a great opportunity to laugh, but the sadness remains in the particular contexts. It is a special feature of dark humour.

Sharp irony also gives an effect of dark humour. Dickens uses irony in «Oliver Twist» to satirize the various institutions (the parish workhouse system, the justice system, the poor laws, etc.) that he thought were inhumane and unjust. For example, at the beginning of Chapter 5, the narrator satirizes Mr. Bumble by sarcastically calling himself «a humble author» in comparison to be «so mighty a personage as a beadle». In fact a beadle wasn't at all that important person, so Dickens is

clearly being ironic. The effect of satire is to show how pompous and self-satisfied as many officials like Mr. Bumble were.

The novel «Oliver Twist» abounds in dark humour: from Mr. Bumble and Mr. Sowerberry laughing about the abundance of small children's coffins to Dickens's mocking the seriousness and puffery of the members of the parish board, to his exposure of the cowardice and avarice of Noah and Charlotte, to the capering of Arthur Dodger when he is put on trial. We should analyse some other examples of dark humour in the novel to prove this.

«Oliver bowed low by the direction of the beadle, and was then hurried away to a large ward: where, on a rough, hard bed, he sobbed himself to sleep. What a noble illustration of the tender laws of England! They let the paupers go to sleep!» (Dickens, 1991: 34). «The bowls never wanted washing. The boys polished them with their spoons till they shone again; and then they had performed this operation (which never took very long, the spoons being nearly as large as the bowls)» (Dickens, 1991: 38). «Occasionally, when there was some more than usually interesting inquest upon a parish child who had been overlooked in turning up a bedstead, or inadvertently scalded to death when there happened to be a washing – though the latter accident was very scarce, anything approaching to a washing being of rare occurrence in the farm – the jury would take it into their heads to ask troublesome questions, or the parishioners would rebelliously affix their signatures to a remonstrance» (Dickens, 1991: 43). By using dark humour the author not only laughs, but expresses compassion to Oliver. At the same time he emphasises the unfair and cruel attitude to the orphans. In the first example we see sarcasm as a stylistic device.

«I, Mrs. Mann. We name our fondlings in the alphabetical order. The last was S, – Swubble, I named him. This was a T, – Twist, I named (r) him. The next one as comes will be Unwin, and the next Vilkins. I have got names ready made to

the end of the alphabet, and all the way through it again, when we come to Z» (Dickens, 1991: 25). In this case we can see the procedure of naming orphans. It looks very cynical. In this way Dickens convicted such a treatment of children.

«But the magistrate was half blind and half childish, so he couldn't reasonably be expected to discern what other people did» (Dickens, 1991: 47). Here Dickens criticises the justice system of England and calls a judge «half blind and half childish».

«Let him alone!» said Noah. «Why everybody lets him alone enough, for the matter of that. Neither his father nor his mother will ever interfere with him. All his relations let him have his own way pretty well. Eh, Charlotte? He! he! he!» (Dickens, 1991: 56). This example shows us the drawbacks of the English society and its cruelty (Noah jeers at Oliver being the orphan).

Dickens has a taste for black jokes, often of a crude kind; but he also has a taste for jokes which show real social illnesses and in this way he makes his reader laugh and cry at the same time. In «Oliver Twist», where pathos and humour blend uncomfortably and powerfully, in the workhouse, the undertaker's, and the thieves' den, he describes the intermingling of genres in his simile of streaky bacon, a nicely judged placing of serious tenor in comic vehicle:

«It is the custom of the stage, in all good murderous melodramas, to present the tragic and the comic scenes, in as regular alternation as the layers of red and white in a side of streaky bacon» (Dickens, 1991: 44).

There are some examples of pun (or «a play on words»), which produces a comic effect:

«Bow to the *board*», said Bumble; Oliver brushed away two or three tears that were lingering in his eyes and seeing no *board* but the table, fortunately bowed to that» (Dickens, 1991: 38). «A play on words» is built by two homonyms. The first word «board» means the members of the workhouse board

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

and the second one – a classroom board. This example of homonymy is created as a result of breaking up the ambiguity».

The next analysis of the novel «The Adventures of Oliver Twist» by Ch. Dickens was done by Olga E.

Olga E.: «Dickens uses «flat» characters: his heroes don't tend to grow or change over the course book. Oliver, who begins well, stays good, and he never wises up; never once he shows any awareness that the thieves are truly evil or any real disgust at Fagin's life. He is afraid of the thieves because they may hurt him, but not because they're twisted and corrupted souls. Fagin, who begins evil, stays that way. Many of the characters are easily marked by certain «tags» of behaviour or voice: Mr. Grimwig habitually thumps his cane on the ground and asserts: «I'll eat my head!» (Dickens, 1991: 39) Fagin is always out for money; Mr. Brownlow is steadfastly good; Monks is obsessively evil. Mr. Bumble is consistently pompous and shallow, and Noah Claypole remains a coward and a bully throughout the book.

In such a way I'll state: «The characters in «Oliver Twist» are caricatures given to us as pure good or pure evil... I don't know which are worse. Rose Maily is so sickeningly sweet and good. So is Oliver Twist for that matter. Reading about either of them is like eating French toast with gobs of maple syrup but leaving out the French toast. Just spoon that maple syrup straight into your mouth». Beauty and goodness are equivalent to each other. Rose Maily is as pretty as a picture, even as two pictures, and so is our pansy good, two shoes of Oliver Twist. Perfection is too weak as any word for them. Meanwhile, the Jew is a despicably ugly character, both physically and morally. And when Oliver wakes up and looks out the window he spies the Jew, and he wakes up screaming: «The Jew! The Jew!» (Dickens, 1991: 72)

At the end of the novel Oliver's entry into a loving surrogate family is made even more idyllic by the fact that he inherits a great deal of money».

We've to note that every novel is a cultural phenomenon. The global question is what makes a novel «cultural» is that it is not the speech information itself that describes the «passive and voiceless» object of a particular study, but the fact that the novel is the text of another, dissimilar to our consciousness. When we are dealing with the author, with his personal worldview and the meaning that appears in the text is relevant. There is nothing in the culture but meanings and means of their transmission. The novel is a phenomenon of a certain culture and, as a result, can be considered as a «meaningful world». During the «meeting» of the person with the work, our own understanding of life will be included into the situation of cultural communication with the author. The personal meanings of the recipient and the author's one are always dissimilar, even completely dissimilar, sometimes strikingly different from each other. This, of course, in some a way complicates the process of understanding a novel, but this discrepancy influences on its understanding. We consider a novel to be a piece of another consciousness, the understanding of which inevitably turns into a dialogue, a «meeting in a meaningful world».

We recognize the main characteristic of a novel as its dialogic nature, emphasizing two-dimensional existence of the text. We think that each text has its subject, the author. Also there is another plan of the text – another subject, which reproduces someone another text and creates so called outlined text (commented, evaluated, denied). We'd like to emphasize the complexity of the relationships between these two plans, because they create a «meeting» of two texts – the completed structure and some text that can be created; it is a meeting of two consciousnesses, two authors. That is why, the dialogical nature of a novel directs the author's position, the author's «voice» to the reader, who agrees or disagrees, asks, answers or not, also denies.

Conclusions

Therefore, we can be argue that a novel is understood as the implementation of a system, as a lexical and syntactical formation, which contains signs of natural language, which has been defined by the author with the help of boundaries and internal semiotic organization. The latter at the syntagmatic level turns the text into a structural whole. The basis of a novel is its output in other texts, pieces of art, the presence of such characteristics as communicative orientation.

We also believe that any novel is dialogical in its internal structure, because it contains both real and hidden appeals to some authors, directed against the views of other authors. If a non-dialogical text is possible it would be meaningless or would take on a form that can be given any meaning that is practically the same.

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Михальчук Наталія, Коваль Ірина. Психологічні шляхи розуміння текстової реальності

АНОТАЦІЯ
Мета статті *– проаналізувати найважливіші риси індивідуального стилю написання тексту Чарльзом Діккенсом, особливості розуміння цього автора студентами, а також психологічні шляхи текстової реальності, викликані мовними експресивними й стилістичними засобами в авторських текстах студентів.*

*Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження:** категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. У якості експериментального методу нами використано метод інтерв'ю.*

Результати дослідження. *Зазначено, що кожен літературний твір є феноменом культури. «Культурним» літературний твір робить саме те, що перед нами – не власне мовленнєва інформація, в межах якої опи-*

саний «пасивний і безголосий» об'єкт певного дослідження, а те, що твір є витвором іншої, неподібної до нашої свідомості. Так, ми маємо справу з автором, із його особистісним світоглядом і світосприйняттям, і тим смислом, який у тексті постає як актуальний. Підкреслено, що у культурі не існує нічого, крім смислів і засобів їх передачі. Твір – феномен певної культури і, як наслідок, може розглядатися як «осмислений світ». Під час «зустрічі» з твором наше власне осмислення буття включатиметься в ситуацію культурного спілкування з автором. Особистісні смисли реципієнта й авторські – завжди не схожі, навіть зовсім не подібні, іноді вражаюче відмінні один від одного. Це, безперечно, певним чином ускладнює процес осмислення літературного твору, але ця розбіжність і сприяє його розумінню. Ми вважаємо літературний твір витвором іншої свідомості, розуміння якого неминуче перетворюється на діалог, на «зустріч в осмисленому світі».

Основною характеристикою літературного твору визначено його діалогічність, акцентуючи увагу на двоплановості існування тексту. Зазначено, що будь-який текст має свого суб'єкта, автора. Існує й інший план – інший суб'єкт, який відтворює чужий текст і створює окреслений текст (коментований, оцінювальний, заперечувальний). Наголошено на складність взаємовідношення цих двох планів, адже вони створюють собою зустріч двох текстів – завершеного й того, що створюється; це – зустріч двох свідомостей, двох авторів. Тобто, діалогічна природа літературного твору спрямовує позицію автора, авторський «голос» до читача, який погоджується або ні, запитує, відповідає або ні, заперечує тощо.

Висновки. _Наголошено, що літературний твір розглядається як реалізація певної системи, як матеріальне утворення, що містить у собі знаки природної мови, що має визначені автором межі й внутрішню семіотичну організацію. Остання на синтагматичному рівні перетворює текст у структурне ціле. Основою літературного твору вважається його вихід в інші твори, тобто наявність такої характеристики, як комунікативна спрямованість._

Зазначено, що будь-який літературний твір за своєю внутрішньою структурою є діалогічним, тому що вміщує як реальні, так і приховані апеляції до одних авторів, спрямовані проти поглядів інших авторів. Доведено, що якби і був можливим недіалогічний твір, то він був би позбавлений змісту або набув такого вигляду, якому можна надати будь-якого сенсу, що, практично, одне й те ж саме.

Ключові слова: розуміння текстової реальності, діалогічний текст, недіалогічний текст, індивідуальний стиль написання, комунікативна орієнтація, внутрішня семіотична організація, культурне квазіспілкування з автором твору.

Михальчук Наталия, Коваль Ирина. Психологические пути понимания текстовой реальности

АННОТАЦИЯ

Цель статьи – проанализировать важнейшие черты индивидуального стиля написания текста Чарльзом Диккенсом, особенности понимания данного автора студентами, а также психологические пути текстовой реальности, вызванные языковыми экспрессивными и стилистическими средствами в авторских текстах студентов.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение. В качестве экспериментального метода нами использован метод интервью.

Результаты исследования. Указано, что каждое литературное произведение является феноменом культуры. «Культурным» литературное произведение делает именно то, что перед нами – не собственно речевая информация, в рамках которой описан «пассивный и безголосый» объект определенного исследования, а то, что произведение является произведением другого, похожего на наше сознания. Мы имели дело с автором, с его личным мировоззрением и мировосприятием, а также тем смыслом, который в тексте представлен как актуальный. Отмечено, что в культуре не существует ничего, кроме смыслов и средств их передачи. Художественное произведение является феноменом определенной культуры и, как результат, может рассматриваться как некий «осмысленный мир». Во время «встречи» с произведением наше собственное осмысление бытия включено в ситуацию культурного общения с автором. Личностные смыслы реципиента и автора – всегда похожи, даже когда они совсем не похожи по своему содержанию, иногда являются поразительно отличными друг от друга. Это, безусловно, определенным образом затрудняет процесс осмысления литературного произведения, но это расхождение и способствует его пониманию. Мы считаем литератур-

ное произведение произведением другого сознания, понимание которого неизбежно превращается в диалог, в «встречу в осмысленном мире».

Основной характеристикой литературного произведения считается его диалогичность, которая акцентирует внимание на двуплановости существования текста. Отмечено, что любой текст имеет своего субъекта, автора. Существует и другой план – другой субъект, который воспроизводит чужой текст и создает очерченный текст (комментируемый, оценочный, требующий возражения). Отмечены сложности во взаимоотношениях этих двух планов, ведь они создают собой встречу двух текстов – завершенного и того, который создается; это – встреча двух сознаний, двух авторов. То есть, диалогическая природа литературного произведения направляет позиции автора, авторский «голос» к читателю, который соглашается или нет, спрашивает, отвечает или нет, отрицает информацию.

__Выводы.__ Литературное произведение рассматривается как реализация определенной системы, как материальное образование, которое содержит в своей структуре знаки естественного языка, имеет определенные автором границы и внутреннюю семиотическую организацию. Последняя на синтагматическом уровне превращает текст в структурное целое. Основой литературного произведения считается его выход в другие произведения, то есть наличие такой характеристики, как коммуникативная направленность.

Указано, что любое литературное произведение по своей внутренней структуре является диалогическим, поскольку содержит как реальные, так и скрытые апелляции к одним авторам, направленные против взглядов других авторов. Доказано, что если бы и была возможность создания недиалогического произведения, то оно было бы лишено смысла или приобрело такой вид, которому можно придать любой смысл, что практически одно и то же.

__Ключевые слова:__ понимание текстовой реальности, диалогический текст, недиалогический текст, индивидуальный стиль написания, коммуникативная ориентация, внутренняя семиотическая организация, культурное квазиобщение с автором произведения.

Dependence of Mathematical Errors on Mathematical Thinking Style

Залежність виникнення математичних помилок від мисленнєвого математичного стилю

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ABSTRACT

The results of research of creative mathematical thinking have been analyzed and the expediency of studying its individual differences through the analysis of mental styles of solving mathematical problems has been stated.

The aim of the article *is to identify the reasons of students' mathematical errors and to analyze the influence of mathematical thinking style on the reasons and sense of mathematical errors in the process of solving creative mathematical tasks.*

To identify and determine the essence of mathematical thinking styles, ***the method of analysis*** *of search actions of subjects during the solution of mathematical problems of different classes was used.*

The results of the research. *It is stated that mathematical thinking style is a holistic system of interconnected actions, by means of which the mental mathematical result is achieved.*

It has been found that mental errors occurred at all stages of the search process of students with different mathematical thinking styles. Differences in mathematical thinking styles become the basis of the content of errors. There are three groups of causes of mental errors: ignorance, low-quality analogy, irrelevance of links. Different influence of ignorance on the search actions of students with different styles of mathematical thinking is proved.

It is stated that the introduction of low-quality analogy in different styles of mathematical thinking is different in content. It was found that the irrelevance of references and conclusions has a different nature in the thinking of students with different thinking mathematical styles.

Conclusions. *Thinking style is manifested throughout the process of solving a mathematical problem, provides a different content of the search process, through which a positive mathematical result is achieved or leads to mental errors.*

Key words: *creative mathematical thinking, mathematical thinking styles, mathematical errors.*

Introduction

Psychological researches (Huang, 2013; Fatemi, 2016; Keşan & Kaya, 2018) prove that mathematical thinking, producing a mathematical result, makes mistakes. Such researches complement the holistic view of the creative mathematical process and expand the possibility of influencing the thinking of mathematicians through the leveling of psychological factors that cause erroneous results.

Mathematical errors occur on the way of mental search movement from condition to solution, in the process of mental operation of mathematical facts. The falsity of a mental mathematical step can be determined by the content of the result: violation of the truth of mathematical statements, the impossibility of further application of the obtained result, incorrect solution, etc.

It should be noted that the study of creative mathematical thinking is a study of the thinking process aimed at solving creative mathematical problems, that is those which don't have ready-made solution algorithms in mathematics, or which are not known to the solver (Moreno-Armella, Hegedus & Kaput, 2008). The emphasis in solving the problem is on finding a sequence of thought steps, rather than determining the finished result – the answer (even if it is correct) (Jaleel & Titus, 2015; Shahbari & Daher, 2016).

In addition, the creative mathematical result must be evaluated in a categorical-alternative sense: the statement is true or not. (This cannot be justified in a number of other forms of creativity). Mathematical results can only be true (under certain conditions) or false (under certain conditions). Those who operate on them must take into account their nature and conditions of authenticity (Schoenfeld, 1992).

Mental activity is always personally and individually unique. The essence of individual-personal differences in the process of thinking of a particular person is in the ability to record certain processes selectively and in the production of

selective mental actions. Individual differences in search activities aimed at solving a new problem are manifested in the ability to see the problem situation, in the formulation of the problem for themselves, in particularity of the analysis and use of task conditions, in the ratio of conscious and unconscious, in the emotional regulation of search etc.

Recognizing the presence of certain individual traits in the thought process, researchers note that they provide the individual uniqueness of intellectual activity that is inherent in each individual in particular (Kholodnaia, 2002; Perminov, 2009).

Style occupies a boundary position between the individual and the environment, because it is both an invention of a man and a means of any activity aimed at transforming the environment (style of drawing, style of writing, style of cognition, etc.). This creates a basis for the study of human style or through the study of its individuality, or through the study of the features of the activity in the process of which this style arose. These approaches have been implemented in psychology (Zhang & Zhua, 2011; Fatemi, 2016).

Based on various individual and personal characteristics, scientists divide the human thought process into types: practical and theoretical, empirical and theoretical, productive and reproductive. Recently, scientists have turned their attention to clarifying the individual style of activity as an integral concept that provides information about the individual-personal particularity of activity (Wojciechowicz, 1999; Perminov, 1999; Kholodnaia, 2002).

As for mathematical thinking, in the literature there is also a selection of its various individual and personal characteristics and its division into species, types, on such grounds. They include, for example, the division into «algebraists» and «geometers», «logicians» and «intuitionists», «those who make discoveries» and «those who use mathematics for applied purposes».

Considering mathematical style as mathematical handwriting, an individual feature of a person who solves a mathematical problem, we, at one time, identified three styles of creative mathematical thinking (integral, differential and integral-differential) (Moiseienko, 2003). This helped us to penetrate deeper into the procedural and dynamic content of creative thinking and more. In this article, we will analyze the nature of mathematical errors that are associated with different thinking styles of students who have solved mathematical problems. The study of the dependence of the causes of mental errors on the mathematical thinking style in solving various mathematical problems is an important component of the problem of elucidating the psychological essence of creative mathematical thinking.

The purpose of the article is: to analyze the nature of the dependence of mathematical errors of different types on three styles of creative mathematical thinking: integral, differential and integral-differential.

The task of the article is: to identify mental errors of creative mathematical thinking and classify them by cause and to find out the essence of the influence of thinking mathematical style on the content of erroneous conclusions in the process of solving creative mathematical problems.

Methods of the research

The method of research is the analysis of students' search actions during the solution of creative mathematical problems of different classes.

That is, using the problem method of research, we have developed 23 series of mathematical problems, so that each series contributes to the study of a particular aspect of mathematical thinking. A total of 160 tasks have been used. All problems, regardless of the series, have been divided by the nature of the requirement for the problem into 4 classes of problems: prob-

lems for finding an unknown quantity, problems for proof, problems for construction and heuristic problems.

We have conducted an experimental study of creative mathematical thinking of students of Ivano-Frankivsk National Technical University of Oil and Gas. 100 students have taken part in the experiment. Each student has solved 10 different math problems from different classes.

The tasks have been performed by each student in the presence of the experimenter. The work has been carried out individually. The student has been given the opportunity to work independently, there have been no direct instructions on how to solve the problem. The tasks have not been limited to a certain time.

Firstly, to identify the mathematical thinking styles of the students under study, we have analyzed the search process in solving three specially selected problems. These have been multifaceted tasks that contain hidden problems (Moiseienko & Shehda, 2021). They have provided several solutions based on various generalized schemes that reflect the meaning of the problem. In solving these problems, thinking is based on logical, numerical and spatial components. In addition, solving them involves guesswork. Analysis of such aspects of thinking is the basis for differentiating mathematical thinking by style.

The causes of students' mental errors in the process of solving the problems have been studied and attention has been focused on the analysis of the influence of stylistic differences in mental process of students of the technical university on these reasons.

Results and discussions

According to the analysis of solving three specially selected problems, it has been identified that students have three mathematical thinking styles: integral, differential, integral-differential. We should note that mathematical thinking of almost all students has been attributed to one of these three styles.

The thinking process of students with a differential style consists in a detailed study of the condition of the problem: separation of structural elements, study of their properties and relations, production and testing of numerous hypotheses. As a result, structural elements acquire different operational meanings, which incline the subject to various mathematical actions, often at random. However, this contributes to an in-depth study of the problem situation. The initial idea of the solution in the differential style of mathematical thinking arises as a conscious result of intellectual activity, a little later in the form of a reference problem. Logical steps are encrusted with conjectures, which, in turn, speed up the search, but the idea of a solution is formed from the original concept consciously and systematically.

Students with integral thinking style have fundamentally different perception of the problem. For them, the problem is a holistic system of mathematical objects with certain already functioning properties. The students introduce into the problem only some of potentially possible properties of the components of mathematical elements. That is, the structural elements immediately generate a specific operational meaning, which determines the direction of the search and ensures the emergence of conjecture, which arises suddenly in the initial stages. It combines some of the structural elements of the problem and mathematical knowledge associated with those elements, creating a specific model of the problem situation. The content of such guess is often to reconstruct the components, to abandon the traditional vision of the problem. Henceforward, the guess is investigated (confirmed or refuted) using known logical techniques within the current model. Hypotheses that arise in the subsequent search process relate to me thods of logical substantiation of conjecture. That is, in integral mathematical thinking style, the primary concept of a solution arises unconsciously, but is formed into a solution by means of systematic conscious thought steps.

The perception of the problem by students with differential-integral style is ambiguous. It may happen that at first the problem for them is a set of different mathematical objects as for the students with differential style of mathematical thinking, or a holistic system as for the students with integral thinking, but after a certain period of time, they change this primary vision of the problem to another. This change occurs repeatedly. Mathematical thinking of the representatives of the differential-integral style, at the same time relies on standard logical steps and innovative techniques. Accordingly, the search process can begin with both conjecture and traditional logical steps. Different structural elements of the problem are activated in different ways: some are associated with one specific operational meaning, others – with several of them. In case of the subjective advantage of a «single-operation» element, it is this element who directs the search in a certain way. If this advantage was not found, the students continued to study the structural elements, linking them to other operational meanings. And in the process of developing one way of the solution, another one, which is sometimes quite distant from the first, may suddenly appear. Such a change is made easily, without a noticeable attachment to initiated algorithmic actions, or to actions based on the guess. Therefore, in differential-integral style of mathematical thinking, the primary concept of the solution may arise as an unconscious product of thought, or as a result of conscious thinking. But it is not a sign of the functioning of a clear model of the problem situation described by the mathematical problem. Such a model usually does not exist, but there are several options that could potentially be the basis for its creation.

The effectiveness of search actions of the selected groups of students by the styles of mathematical thinking was statistically the same.

We state that students with different mathematical thinking styles made mental errors at all stages of their search

process. They were based on errors of various cognitive processes (attention, imagination, memory, etc.), emotional state, psychological properties of the person who solved the problem. We have identified three groups of causes of mental errors: ignorance, low-quality analogy, irrelevance of references.

Ignorance. This is one of the most obvious reasons for erroneous conclusions. In the absence or *insufficiency of mathematical knowledge and experience*, the student cannot create a complete picture described by the problem; cannot detect all existing connections between structural elements, find out their properties. Conclusions made in such an information-constrained environment are often wrong. Ignorance itself leads to *incomplete comparison*. It may not just be about ignorance of a theorem or formula. For example, the use of verbal constructions «not more than», «none», «does not exceed», «at least one», etc. implies their clear mathematical meaning. Failure to comply with it led to production of defective consequences of mathematical statements, which, in turn, gave rise to mathematical errors.

Low-quality analogy. The use of analogy is one of the basic skills of thinking, the basis of understanding anything. However, the analogue can be misused and cause erroneous conclusions. We observed analogies only in appearance, without penetrating the essence and transferring the known one to new conditions by insignificant parameters.

Another low-quality analogy is *associative influence*. It is known that if two events occur close in time or space, then on the basis of the formed connection, a person, when one of them occurs, expects the other. The same is when solving mathematical problems: if from a subjective point of view a particular problem, or a part of it, seems similar to the known, then the one who solves it, transfers the elements of the known problem to a new one, without noticing a significant difference between them. Associative influence, as the basis of erroneous conclusions, has been most often observed in the study.

When solving mathematical problems, there are erroneous conclusions, which are based on the use of an analogue on the principle: «We have always done in such a way». In this case, the veiled nuances of the problem are not revealed. They are retouched by the emerging guidelines of the problem and provoke conclusions without taking into account such nuances.

Often, subjects solving mathematical problems deliberately ignore some of the information in the problem. In fact, we are not talking about those cases when something was not noticed, but about the deliberate manipulation of a new problem situation under the existing standard solution by *neglecting information*, or *supplementing the problem with additional information*.

Irrelevance of references and conclusions. Wrong conclusions from specific conditions, irrelevance of references in forming a conclusion are another reason for errors in mathematical thinking. In particular, we observed mental inferences about the causal relationship between two mathematical statements, which is made only on the basis of following one of them, or their coexistence (*false cause*). Otherwise, we recorded the wrong ratio of the whole and its parts.

Sometimes students, when solving a mathematical problem, allow its simplification: they don't solve in a general form, but giving a specific meaning to the unknown (*easing the contradictions*) items. Meanwhile it is not stated that this is only a partial case, and that the student, for example, cannot cope with the general one. That is, we are talking about those cases when the result is accompanied by a subjective belief in the validity of the solution found for this problem, and the falsity of conclusions and references is not noticed.

Another example of irrelevance of references and conclusions is the «*unjustified dichotomy*». As you know, in mathematics, you can often say «yes» or «no» to the statements. This is the reason why some of the respondents to a number of questions, which were formulated as follows: «Does it exist …»

«Can it be …», considered the solution to be the answer: «yes» or «no». Subjectively, they formed the task of choosing one of the two possible options – this was the content of their solution. In fact, those tasks had a much deeper meaning and provided much more possible options.

The cases we have called the «*vicious circle*» are interesting. In this case, the condition becomes a reformulated conclusion, and the structural scheme of the argument resembled a circle, where the conclusion is based on the reformulated conclusion. For example, when solving the problem of the possibility of drawing a plane through 4 points, the following reasoning was recorded: «Once we draw a plane, then under this condition, it will be possible to draw it».

We analyzed the mistakes made by students with three styles of creative mathematical thinking that we had previously singled out. We should note that we observed all kinds of errors in search activities of students of all styles of mathematical thinking. The quantitative calibration of errors caused in different ways is given in Fig. 1.

	differential style	integral style	differential-integral	nonidentified style
⊡ ignorance	25,5	30,8	39,6	12
■ low-quality analogy	59,2	24,3	22,2	25,3
⊠ irrelevance of references	15,3	44,9	0	64,7
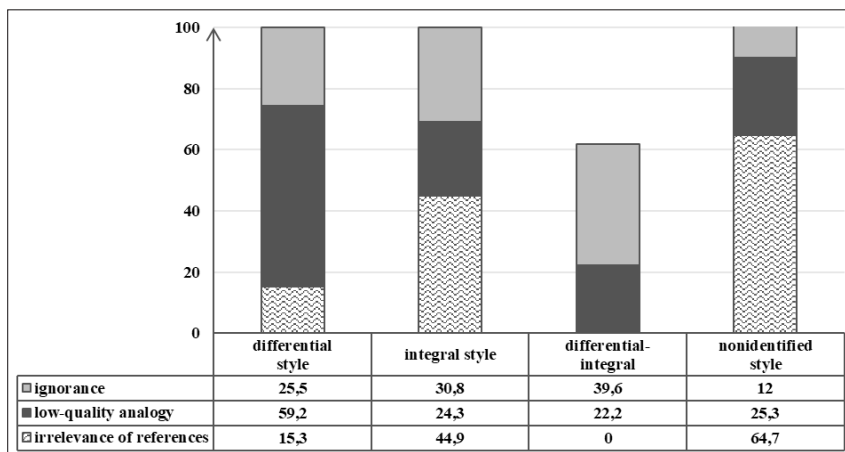
Fig. 1. Dependence of the type of errors on the mathematical thinking style

Despite the different number of errors of the same type that took place in the mathematical thinking of students with different styles, it is necessary to emphasize their different qualitative content.

Ignorance. If the absence or *lack of knowledge and experience* does not allow all students to create a complete picture described by the problem, then this state of affairs does not equally affect the search activities of students with different styles of mathematical thinking. For this reason, students with differential mathematical thinking do not correctly identify all the existing connections between the structural elements and find out their properties. This suspends their search for a long time, does not allow forming a successful solution hypothesis. Their hypotheses resemble the expressions «If…, then».

Students with integral style consciously «fit» unknown facts of the problem (those who do not know). Under any circumstances, they seek to formulate a hypothesis for the solution, and later to find out the unknown item. Their hypotheses are based on an inner conviction in a certain direction of further search actions, and on the thought that unknown knowledge will contribute to their chosen direction of finding a solution. They often rely on incorrect mathematical facts, guessing the false properties of mathematical objects, but those that support their chosen hypothesis.

Students with differential-integral mathematical thinking, after finding out the impossibility to use certain structural elements due to ignorance, try to neglect them and solve the problem without them, that is to form a hypothesis without some of the components of the problem, which are given by the condition. When they fail, they re-study the condition of the problem, skipping what they do not know. We mean *the conscious rejection* of information that is not supported by knowledge.

Low-quality analogy. We often observed incorrect use of analogues in the search actions of students with integral

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thinking style. Their desire to formulate a solution hypothesis quickly led to the use of an inferior analogue, an analogue by insignificant parameters. Students with differential mathematical thinking style almost did not assume this. After all, before making a hypothesis, they thoroughly study the structural elements of the problem, discover their various properties and connections. In mental activity of students with differential-integral style of mathematical thinking at the intermediate stage of solving the structural elements are not thoroughly studied. Therefore, they often have the wrong use of analogues, but these students often abandon such analogues in further work on the problem.

Most often the basis of erroneous conclusion was associative influence. In this case, mental actions of students with different styles did not differ. But the use of the analogue on the principle: «We have always done so» was more typical for the students with integral mathematical thinking style.

Conscious ignoring some information is also interesting. This is not about rejecting information that falls out of the student's mathematical knowledge system. We focus on discarding of pieces of information as unnecessary. It should be noted that this is not always wrong when solving mathematical problems (there are problems with redundant or missing information). We analyze mental errors when solving problems that did not contain redundant information. It is noted that students with differential mathematical thinking style more often rejected «unnecessary» information, and students with integral style added «missing» data in the condition of the problem. Students with differential-integral style of mathematical thinking acted in two ways.

Irrelevance of references and conclusions. More often we observed errors of this type in search actions of students with differential-integral thinking style. However, in content, they differed significantly among the carriers of the three defined styles. In differential style, students more often used

the *wrong ratio* of the whole and its parts, and in integral style – simplification: the conscious solving the problem not in general, but giving the unknown a specific meaning (easing the contradiction). Meanwhile, the first group does not recognize (for some time) that this is only a partial case, and the second group consciously insists on the accuracy of the result. Students with differential-integral thinking style were more likely to have an *unjustified dichotomy*, or a *vicious circle*. By hypothesizing that a «yes» (or «no») answer should be given, or by accepting the requirement of the problem as a condition, they tried to find confirmation of this by studying in detail the structural elements of the problem and their connections.

It was not possible to give a differentiated description of the causes of errors made by the students whose mathematical thinking was not attributed to these three styles.

The causes of students' mathematical thinking errors were also self-confidence, emotional state. However, we do not consider them in this article.

Conclusions

The creative mathematical thinking style is an individual characteristic of students' search process in solving creative mathematical problems. It is stable to various problem situations and is manifested in self-regulation of mathematical search process; in individual control, evaluation and correction of the decision-maker's own actions. The phenomenon of mathematical style is also manifested in the nature of mental errors. Differences in mathematical thinking styles by nature of the flow of mental actions, by place and role of unconscious mental acts become the basis of the content of errors. Having distinguished three styles (differential, integral, differential-integral), we can state different influence of ignorance on students' search actions.

For students with differential mathematical thinking style, who base their actions primarily on logical steps, *igno-*

rance leads to ineffective solution hypotheses and often to incorrect solutions. They are less likely than others to misuse analogues, but often allow the wrong ratio of the whole and its parts, consider some information in the problem superfluous. Their desire for a comprehensive (often unjustified) study of structural elements distracts attention, does not lead to the selection of the main problem, and thus its misunderstanding and inability to form a correct solution hypothesis. Students with integral style, who often produce solving hypotheses unconsciously, supplement the lack of knowledge with partially correct mathematical facts, which also leads to incorrect solutions. Students with differential-integral mathematical thinking deliberately reject information that is not known.

Students with different mathematical thinking styles use *analogues* in different ways. Incorrect use of analogues by insignificant parameters is more often observed in search actions of students with integral thinking style, which is manifested in easing the contradiction inherent in the condition of the problem, in addition of the «missing» information. The analogy made in this way often becomes the basis of the project of the solution and receives subjective belief in its correctness. Students with differential mathematical thinking style use analogues by insignificant parameters much less, however, they more often consider some information in the problem superfluous. In mental activity of students with differential-integral style it is also common to misuse analogues, but these students are more likely to abandon such analogues in further work on the problem.

The irrelevance of references and conclusions was more often observed in search actions of students with differential-integral thinking style and was manifested in the use of unjustified dichotomy. Students with differential style more often used the wrong ratio of the whole and its parts, not recognizing the partial meaning of the problem, and students with

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integral style used simplification, accompanied by conscious belief in the accuracy of the result.

It was not possible to give a differentiated description of the causes of errors made by the students whose mathematical thinking was not attributed to these three styles.

The prospect of further research on this problem is to study the means of psychological influence on the creative mathematical thinking of people with different mathematical styles to avoid mental errors.

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Мойсеєнко Лідія, Шегда Любов. Залежність виникнення математичних помилок від мисленнєвого математичного стилю

АНОТАЦІЯ
Мета статті – *виявити причини виникнення математичних помилок у студентів, проаналізувати вплив математичного мисленнєвого стилю на причини виникнення та зміст математичних помилок у процесі розв'язування творчих математичних задач студентами.*

Для розв'язання поставлених у роботі завдань використано такий теоретичний **метод дослідження:** *аналіз пошукових дій суб'єктів упродовж розв'язування творчих математичних задач різних класів.*

Результати дослідження. *Проаналізовано результати досліджень творчого математичного мислення й констатовано доцільність вивчення причин виникнення мисленнєвих помилок шляхом аналізу мисленнєвих стилів розв'язування творчих математичних задач. Визначено, що мисленнєвий математичний стиль – цілісна система взаємопов'язаних дій, за допомогою яких досягається мисленнєвий математичний результат.*

Установлено, що мисленнєві помилки виникали на всіх етапах пошукового процесу в студентів із різними мисленнєвими математичними

*стилями. Відмінності математичних мисленнєвих стилів стали осно-
вою змісту помилок. Виокремлено три групи причин виникнення мислен-
нєвих помилок: незнання, неякісна аналогія, нерелевантність посилань.
Доведено різний вплив незнань на пошукові дії студентів із різним сти-
лем математичного мислення.*

*Призначено різне за змістом упровадження неякісного аналогізуван-
ня при різних стилях математичного мислення. З'ясовано, що нереле-
вантність посилань і висновків має різний характер у мисленнєвій діяль-
ності студентів із різними мисленнєвими математичними стилями.*

Висновки. *Мисленнєвий математичний стиль проявляється впро-
довж усього процесу розв'язування математичної задачі, забезпечує різ-
ний зміст пошукового процесу, за допомогою якого досягається позитив-
ний математичний результат, що призводить до мисленнєвих помилок.*

Ключові слова: *творче математичне мислення, мисленнєві стилі
математичного мислення, математичні помилки.*

***Мойсеенко Лидия, Шегда Любовь. Зависимость возникновения мате-
матических ошибок от мыслительного математического стиля***

АННОТАЦИЯ
Цель статьи *– выявить причины возникновения ошибок у студентов,
проанализировать влияние математического мыслительного стиля на
причины возникновения и содержание ошибок в процессе решения твор-
ческих математических задач.*

*Для решения поставленных в работе задач использован следующий
теоретический **метод исследования:** анализ поисковых действий субъ-
ектов на протяжении решения творческих математических задач раз-
ных классов.*

Результаты исследования. *Проанализированы результаты иссле-
дований творческого математического мышления и констатировано
целесообразность изучения причин возникновения ошибок, используя
анализ мыслительных стилей решения творческих математических
задач.*

*Определено, что мыслительный математический стиль – это це-
лостная система взаимосвязанных действий, с помощью которых до-
стигается математический результат. Установлено, что мыслитель-
ные ошибки возникают на всех этапах поискового процесса у студентов*

с разными мыслительными математическими стилями. Отличие математических мыслительных стилей стало основанием содержания ошибок. Выделено три группы причин возникновения мыслительных ошибок: незнание, некачественная аналогия, нерелевантность ссылок. Доказано разное влияние незнаний на поисковые действия студентов с разными стилями математического мышления. Предназначено разное по содержанию внедрение некачественного анализирования при разных стилях математического мышления. Установлено, что нерелевантность ссылок и выводов имеет разный характер в мыслительной деятельности студентов с разными стилями математического мышления.

Выводы. *Мыслительный математический стиль проявляется на протяжении всего процесса решения математической задачи, обеспечивая разное содержание поискового процесса, с помощью которого достигается как позитивный математический результат, так и образуются мыслительные ошибки.*

Ключевые слова: *творческое математическое мышление, мыслительные стили математического мышления, математические ошибки.*

The Empirical Results of the Managers of Pedagogical Institutions of Higher Education by the Creative Indicators of a Personality

Емпіричні результати керівників педагогічних закладів вищої освіти за творчими показниками особистості

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ABSTRACT
The aim of the research *is to study the mental (or intellectual qualities) of the managers of educational institutions and their connection with the professional creativity of the individual.*

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

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ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

methods, the methods of the analysis, systematization, modeling, generalization. Also we used experimental methods, such as pilot research.

The research program included the following methods:

1. Cattell's 16-PF personality questionnaire and FPI.

2. Test «Social Intelligence» by J. Guilford and J.L. O'Sullivan (adapted by O.S. Mykhailova).

3. Spielberger-Khanin's Reactive and Personal Anxiety Scale.

4. «The Methodology of measuring anxiety in the professional activities of managers» (Михальчук, Набочук & Івашкевич, 2021).

5. «Personality Orientation Test» (V. Smekalo & M. Kucher).

6. The author's «Methodology for assessing the ability of managers to be creative» (Набочук, 2021).

7. Culturally independent intelligence test of R. Kettell.

The results of the research. As a result of the obtained data according to the levels of general intelligence of teachers-managers, which differ in the professional activities of the institutions where they work, we asked experts to assess the concepts of leadership behavior and the level of professional creativity within them. Thus, the experts identified the following concepts of leadership behavior of managers, which they observed:

1. The concept of «Three styles of leadership: authoritarian, democratic and passive ones» – a high level of professional creativity.

2. Leadership style «Management grid» – a high level of professional creativity.

3. Leadership style «Approval and punishment» – a low level of professional creativity.

4. Leadership style «Behavior that replaces leadership» – a low level of professional creativity.

Experts argued that the first and the second leadership styles and, consequently, a high level of professional creativity are inherent for managers of different groups with high and medium levels of general intelligence. Accordingly, the 3d and the 4th leadership styles are such characteristics of managers with a level of intelligence «below average» and, accordingly, a low level of their professional creativity.

Conclusions. The experts also stressed that the leaders were more creative under the conditions of authoritarian leadership of the educational institution (0.7516 – according to the results of factor analysis). Despite the fact that this type of leadership is characterized by a low level of motivation of subordinates

(0.7220), fewer original decisions were made by the latter (0.6918), insufficient level of group thinking (0.6501), anxiety (0.6403) and aggression (0.6324) in the behavior of group members, the managers of educational institutions showed a high level of professional creativity.

Experts also found that a leader with a high level of professional creativity is distinguished by: the tendency to help employees under any circumstances and the development of positive relationships with them; using a group rather than an individual approach to employee management; the desire to establish a high level of performance of professional activities and to solve intense tasks in situations of cognitive dissonance.

Key words: *the creative indicators of the person, the concepts of leadership behavior, the level of professional creativity, leadership styles, authoritarian leadership, educational institution, motivation of subordinates.*

Introduction

The study of the problem of Psychology of creativity nowadays acquires a complex paradigmatic and even – planetary nature. It is the subject of the analysis of various psychological, pedagogical and social subjects, and it is also the most important area of practical researches, influenced by other areas of human knowledge – Philosophy, Philology, Sociology, Pedagogy, Valeology, etc. Determining the essence of creativity and the formation of creative abilities of the person, human capabilities, his/her creative potential some scientists propose the most relevant modern issues for the Psychology of the person's development.

The genesis of the ideas of Psychology of creativity, finding out theoretical and methodological features of some general approach to be through empirical psychological researches, the dynamics of transformations and tendencies of strategic development of the person were shown in many scientific publications (Гончарук & Онуфрієва, 2018).

In general, the researches of the phenomenon of creativity have had deep philosophical traditions, which are also relevant nowadays (Бердяев, 2008). In particular, scientists

(Михальчук & Онуфрієва, 2020) solved the problem of creativity in philosophical, religious and psychological contexts. According to scientists (Бердяев, 2008), creativity is a way to reach God, a continuation of the universe, a kind of spiritual evolution, such a separate type of the activity that makes a person with all unique characteristics.

Scientists (Івашкевич & Гудима, 2020) don't focus on the productive side of creativity, but on the culmination of a creative process – on the state of creative enlightenment, ecstasy, stageness, the phases of which show the creation of a creative product. Creativity consists not so much from the point of view of the design in the paradigm of a harmonious, complete creative product, as in the paradigm of disclosure of the infinite subject; creativity is a kind of a great flight to infinity (Бердяев, 2008). Philosophers often note the paradox of the duality of creativity. In this case, the creative act is seen as a kind of breakthrough into infinity, and the products of creativity are quite finite, limited in theoretical and practical terms, having been given their complex characteristics and the systems which were created by these characteristics. Also, scientists (Mykhalchuk & Kryshevych, 2019) often emphasized that creativity seemed to be «directed» to culture, to the Earth, having been localized in time and spatial boundaries and different contexts.

The Psychology of the creativity is directly related to the philosophy of freedom. Thus, some scientists noted that the creative act could not be completely explained by means of material (we mean by informational technologies) which already exists in the world. So, novelty is a product which was created sooner. Novelty by itself is an element of freedom. The «secret» of creativity lies in the content of creativity. In this sense, creativity is like a creative act generated «out of nothing». It is not determined or substantiated by any external factors. Beyond this sense, creativity appears only as a redistribution of the elements of the world, and the emergence

of novelty in such a way often seems to the researcher as a phantom process.

Creative abilities are given to a Man by God, but how he uses these abilities, the ways of using them depend primarily on the man himself (Бердяєв, 2008). Some other scientists (Онуфрієва, 2020) suggest that creativity is the opposite characteristic of egocentrism, when the person forgets about him/her. In such a case we emphasize on the desire of doing something. The absorption of the individual by himself/herself often depresses the individual, presupposes his/her «exit» from himself/herself, and thus is led to liberate ideas. Creativity is like the focus of the individual by the way of transformation of the world, the «elevation» of a man «to a new heaven and a new Earth» (Хупавцева, 2020).

Scientists also identify psychotherapeutic and developmental functions of the creativity. Creativity in the researches of the scientists is one of the ways to heal the «painful essence» of a man. The bifurcation is overcome by creativity and, at the same time, the personality is «hardened» in this process of creative self-determination, self-realization, development, that has a purpose to form the personality (Onufriieva, 2017).

The cognitive function of creativity is directly related to the development of the cognitive sphere of the person, so in our empirical study we have the aim to find out how the ability of managers to managerial creativity depends on the formation of their intellectual sphere of the person.

Methods of the research

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

Also we used experimental methods, such as statement research. At the beginning of the empirical study, we were interested primarily in the questions of the influence of psycho-

logical and emotional qualities of the leader on his/her ability to create. In the scientific literature (Onufriieva, 2017) it is noted that emotional qualities are explicated in practice mainly through human nature. They have both a genetic and a social basis (Хупавцева, 2020). Many scientists have studied the relationships between the emotional qualities of the individual and their ability to provide professional creativity, which has led to a fairly understanding through the list of these qualities. However, they have not been confirmed by the practice of their connection with the ability to explicate professional creativity.

In such a way ***the aim*** of our research is to study the mental (or intellectual qualities) of the managers of educational institutions and their connection with the professional creativity of the individual.

This study has also been carried out by many scientists (Mykhalchuk & Kryshevych, 2019), but in general the results having been obtained by them coincide with the fact that a low level of intelligence inhibits a person's ability to create, but a high level does not necessarily indicate that the person is a creative person. However, these studies did not apply to employees of the pedagogical sphere of the activity, but even more so to the managers of educational institutions.

The research included three stages, during 2018–2021. The first stage was preparatory one, which included the selection of methods, creation and standardization of the author's questionnaire with the aim of measuring different types of anxiety, providing expert assessment. The second stage was actually our research. It dealt with the collection of psychodiagnostic data.

The sample of respondents included managers of educational institutions:

– group F1 – 24 directors of preschool educational institutions (preschool institutions of Rivne and Rivne districts, from Kyiv, Odessa and Kamianets-Podilskyi);

– group F2 – 48 directors of general secondary educational institutions (Rivne and Rivne districts, Kyiv, Odesa, Kamianets-Podilskyi);

– group F3 – 28 rectors and vice-rectors of institutions of higher education (Rivne State University of the Humanities, International Economic and Humanitarian University named after Stepan Demianchuk, Kamianets-Podilskyi National Ivan Ohiienko University, Pereiaslav-Khmelnytskyi State Pedagogical University named after Hryhorii Skovoroda, Lutsk National Technical University, Volyn National University named after Lesia Ukrainka).

This sample is representative due to its number. The groups were formed by the method of randomization. Group F1 included only women. The group F2 consisted of 18 men and 30 women, group F3 – 18 men and 10 women.

The third stage of our empirical research was the statistical analysis of the obtained results. The obtained data were processed by us using the computer package of statistical programs «Statistica»: version 12.5.192.7, by designing numerical data tables. The criterion φ^* was used, it is the criterion of Fisher's angular transformation, which was designed to compare two samples by frequency of occurrence of the effect of respondents' interests on the researcher.

The research program included the following methods:

1. Cattell's 16-PF personality questionnairy (Тест Кеттелла, 2021) and FPI (Тест FPI, 2021).

2. Test «Social Intelligence» by J. Guilford and J. L. O'Sullivan (adapted by O. Mykhailova) (Гилфорд & О'Салливен, 2020).

This technique has the aim to measure the general level of social intelligence and general abilities of the person to understand the human behavior of other people. This test includes four subtests: the first one has the aim to identify the ability of the person to predict the consequences of his/her behavior; the second one determines the ability to reflect nonverbal ex-

pressions of the person's behavior; the third subtest shows the ability to reflect adequately the verbal expressions of the person's behavior; the fourth one determines the man's ability to understand the logic of complex situations, also the situations of interpersonal interaction.

The general level of the development of social intelligence of a person is determined on the basis of composite assessment.

3. Spielberger-Khanin's Reactive and Personal Anxiety Scale (Шкала реактивної та особистісної тривожності Спілбергера – Ханіна, 2013). It was created by Ch.D. Spielberger in 1976, and adapted and standardized by Yu.L. Khanin in 1978. This technique allows psychologists to determine the level of anxiety of the individual as a kind of individual sensitivity to stress situations and as a trait of the personality, which is characterized by the tendency of a respondent to some extent to feel situations of anxiety, fear and so on.

4. Also we used «The Methodology of measuring anxiety in the professional activities of managers» (Михальчук, Набочук & Івашкевич, 2021). This Methodology has the aim at identifying anxiety related to management activities, relationships and self-esteem, developed and standardized by us for the purposes and objectives of our empirical study.

5. The Methodology «Personality Orientation Test» (V. Smekalo & M. Kucher) (Тест В. Смекала и М. Кучера «Направленность личности», 1997). This technique is used to determine the creative orientation of the specialist. The text contains 27 statements; three answer options are offered in each task. Respondents have to choose one of the suggested answers in response to each statement.

This technique identifies the following types of focus: self-focus, focus on the job (profession), focus on solving a problem or a task. We believe that creative orientation can be diagnosed as a focus on a specific in some cases, because the explication of creative person traits is occurred in the process of the person's professional activity. Then, according to the

key, the level of creative orientation of the specialist was determined.

6. The author's «Methodology for assessing the ability of managers to be creative» (Набочук, 2021).

7. Culturally independent intelligence test of R. Kettell («Культурно-независимый тест интеллекта» Р. Кеттелла, 2020) (used to assess general intelligence).

Results and their discussion

So, we will describe the results having been obtained by us at the first stage of the pilot study. In group F1 the average level of the development of social intelligence was diagnosed in 39.4% of respondents, the level below average – for 33.1% of respondents, above average – for 27.5%. Among them a high level of situational anxiety according to the Spielberger – Khanin's scale (Шкала реактивної та особистісної тривожності Спілбергера – Ханіна, 2013) was found in a case of 27.4% of respondents, a low level – for 35.6% of managers, while high personal anxiety was found in a case of 23.1% of respondents, and a low level is in 14.7% of cases. The values of anxiety indicators, which are related to professional activity (PA), interpersonal relationships (IR) and self-esteem (SE) according to our methodology were such as: high rates of PA were found in a case of 51.6% of respondents, a low level – in 7.5% of cases, we diagnosed high rates of SE in 35.6% of cases, and a low level – in 5.2% of cases. High levels of anxiety were associated with self-esteem; they were found in 24.5% of cases, a low level – in 15.2% of cases.

The obtained results were processed with the help of the computer package of statistical programs «Statistica»: version 12.5.192.7. Comparison of the results revealed the following: the correlation coefficient between social intelligence and situational anxiety for group F1 was -0.338 (at the level of significance $\rho < 0.05$); between social intelligence and personal anxiety it is -0.167 (the coefficient is not significant). The

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ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

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DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

correlation coefficients between social intelligence and anxiety, which is associated with management activities, with interpersonal relationships, with self-esteem are the following: -0.771 (at the level of significance $\rho < 0.01$); -0.135 (the coefficient is not significant); -0.339 (5% level of significance).

We described our empirical research with the aim to establish the level of the formation of creative motivation and creative orientation of the managers of pedagogical educational institutions, as well as their social intelligence and anxiety as individual characteristics, which would allow us to formulate psychological factors which determined the ability of leaders to professional creativity. A link has been established between social intelligence and the anxiety of educational leaders. Significant negative correlations were found between social intelligence and situational anxiety, as well as between social intelligence and activity-related anxiety and self-esteem. We also attribute the latter to the fact that the testing situation has caused concern due to the mediocre development of social intelligence, the inability to predict exactly how test results will affect respondents' professional performance, how they will affect their social status and their perceptions of themselves. On the other hand, this effect is mutual, anxiety or rather its main cognitive component, associated with negative expectations of respondents about their capabilities and assessment of the test situation in such a way it could contribute to increased tension, significantly worsening our results.

At the same time, the lack of significant links between social intelligence and personal anxiety, associated with different relationships is explained by the fact that anxiety as a personality trait is associated with deep psychological problems, characterizing the individual's personal experience, and low level of social development. Social intelligence contributes to the uncritical perception of various situations of interpersonal interaction. It follows that individuals with high levels of anxiety are more likely to feel anxious in interpersonal si-

tuations, when they are unable to predict the consequences of their behavior due to low levels of social intelligence and analyses how future events will be developed. From this information we can conclude that due to the formed ability to understand ourselves and others, we can simultaneously reduce the level of anxiety of the person, primarily because in the situations of interaction with others a person will assess himself/herself as a safe one. As a result, the situation will be completely clear to the person himself/herself.

Thus, we can predict that a high level of social intelligence and a low level of anxiety facilitate the head of an educational institution to providing a high level of creativity. However, this conclusion needs additional substantiation on the stages of our empirical study.

The data of the respondents having been obtained by us on the basis of creative motivation and creative orientation of the person (Table 1) indicate that the heads of educational institutions of groups F1–F3 have a rather mediocre level of the development of these indicators. It should be noted that according to the results of creative orientation, the respondents received higher indicators (data on creative orientation in different types of professional activities and in the process of interpersonal interaction).

Table 1

The results of the managers of pedagogical educational institutions by the indicators of «creative motivation» and «creative orientation of the person» (in points, according to the results of factor analysis, statement study)

Groups	Creative motivation	Creative orientation	Value of Student's t-criterion	Significance level, ρ
F1	0.4108	0.6122	3.55	0.05
F2	0.4567	0.6572	4.23	0.01
F3	0.3219	0.7103	4.76	0.01

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Data of Table 1 is confirmed by the results shown in Table 2. Thus, managers of pedagogical institutions of higher education have high results according to the criterion of creative orientation of the person with the aim to communicate and to achieve creative results in the process of professional activities. At the same time, the indicators of creative orientation of the managers of higher educational institutions are marked with «−» and have a positive significant correlation with the creative orientation of the person to communicate and to achieve creative results in professional activities at the level of reliability $\rho < 0.01$ (for all groups), which indicates the desire of leaders to carry out creative activities, not to focus on their own achievements, but always strive for self-improvement, creative self-development and creative growth. The distribution of the results of managers of pedagogical educational institutions according to the indicator «creative orientation of the individual» is given in Table 2.

Table 2

The distribution of managers of pedagogical educational institutions according to the indicator «creative orientation of the person» (in points, according to the results of factor analysis, statement research)

Groups	Creative orientation of the person		
	On myself	On the process of communication	On achieving creative results in professional activities
F1	−0.3211	0.6314	0.7009
F2	−0.2867	0.6828	0.6913
F3	−0.2545	0.6701	0.7214

Low correlation coefficients between the level of social intelligence and the creative orientation of the person can be explained by the complexity of such a theoretical construct as

social intelligence, which includes the following dominant processes: social perception, social sensitivity, social memory and social thinking. It should be emphasized that anxiety is often identified with other emotional states, such as fear, sadness, etc. It is seen as a combination of several basic emotions, rather than as a separate, independent phenomenon.

In addition, the authors understand anxiety quite differently, and very often the understanding of anxiety is replaced by other personal states of a man, determined on the basis of its diagnosis (Dellinger, 1989). It should also be remembered that a person's emotional attitude to other people and to himself/herself can be a tool for analyzing the phenomena of the surrounding reality. In these processes, a special role is played by unconscious mental regulation, which can block the conscious regulation of the individual's mental states, and under conditions of high social intelligence a person will have a high level of anxiety. A similar view is expressed by other authors, who note that the researcher must always keep in mind the multidimensionality and complexity of a mental reality with which he/she deals. Also the manager has to remember that only a certain part of reality moves to the paradigm of subjective content, which is understood well and is experienced by the subject (Ekvall & Britz, 2001).

These moments, as it turned out, also influenced our results. We will describe these results according to the values of general intelligence of the respondents of the groups formed by us (Fig. 1).

We also calculated the empirical value of Fisher's criterion φ*. The results obtained are shown in Table 3.

The obtained data allow us to conclude that the most common high levels of general intelligence are found in the group of heads of higher educational institutions. We will also find out in which group the lowest rates of general intelligence are the most common (Table 4).
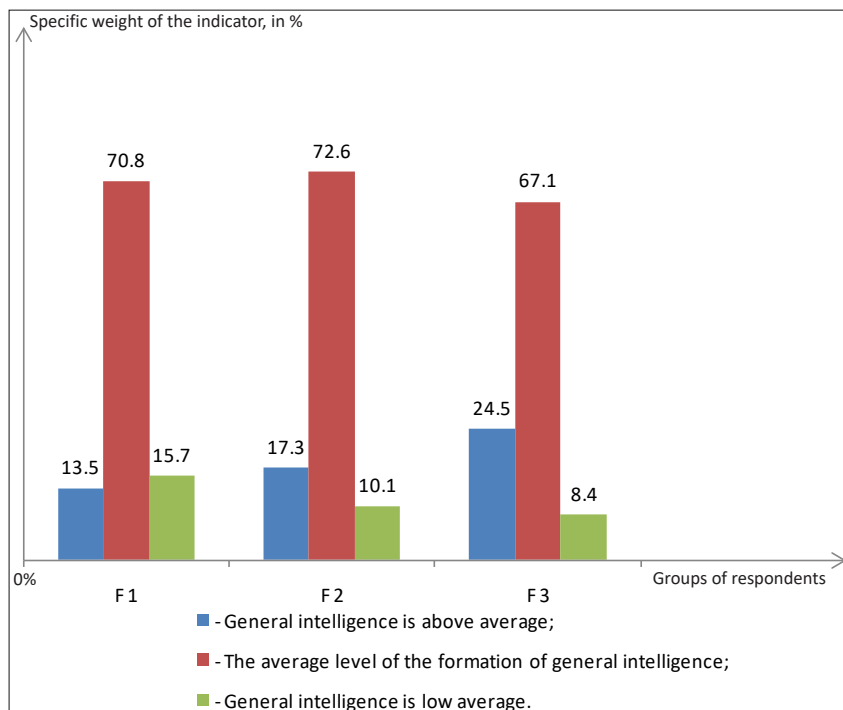
Fig. 1. The histogram of the distribution of values of general intelligence in groups of respondents (in %, pilot study)

Table 3

Indicators of the value of φ* for high values
of general intelligence

High values	F1	F2	F3
F1		1.37	
F2			1.54
F3	1.47		2.92
ρ (level of significance)	0.07	0.03	0.01

Table 4

The indicators of the value of φ* for low values of general intelligence

Low values	F1	F2	F3
F1	2.89		
F2			1.34
F3		1.44	
ρ (the level of significance)	0.01	0.07	0.06

Thus, in the group of teachers – directors of preschool educational institutions – low indicators of general intelligence are more common than in groups F2 and F3. Also groups F2 and F3 do not differ by low indicators of general intelligence. Therefore, we can conclude that we are able to prove that in the group F1 the values of general intelligence are lower than the average indicator.

As a result of the data results according to the levels of general intelligence of teachers-managers, which differ in the professional activities of the institutions where they work, we asked experts to assess the concepts of leadership behavior and the level of professional creativity within them. Thus, the experts identified the following concepts of leadership behavior of managers, which they observed:

1. The concept of «Three styles of leadership: authoritarian, democratic and passive ones» – a high level of professional creativity.

2. Leadership style «Management grid» – a high level of professional creativity.

3. Leadership style «Approval and punishment» – a low level of professional creativity.

4. Leadership style «Behavior that replaces leadership» – a low level of professional creativity.

Experts argued that the first and the second leadership styles and, consequently, a high level of professional creativity are inherent for managers of different groups with high and medium levels of general intelligence. Accordingly, the 3^d and the 4th leadership styles are such characteristics of managers with a level of intelligence «below average» and, accordingly, a low level of their professional creativity.

Conclusions

The experts also stressed that the leaders were more creative under the conditions of authoritarian leadership of the educational institution (0.7516 – according to the results of factor analysis). Despite the fact that this type of leadership is characterized by a low level of motivation of subordinates (0.7220), fewer original decisions were made by the latter (0.6918), insufficient level of group thinking (0.6501), anxiety (0.6403) and aggression (0.6324) in the behavior of group members, the managers of educational institutions showed a high level of professional creativity.

Experts also found that a leader with a high level of professional creativity is distinguished by:

– the tendency to help employees under any circumstances and the development of positive relationships with them;

– using a group rather than an individual approach to employee management;

– the desire to establish a high level of performance of professional activities and to solve intense tasks in situations of cognitive dissonance.

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Набочук Олександр. Емпіричні результати керівників педагогічних закладів вищої освіти за творчими показниками особистості

АНОТАЦІЯ
Мета статті *– вивчити психічні (або інтелектуальні) якості керівників закладів вищої освіти, визначити їх зв'язок із професійною творчістю особистості.*

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

У роботі використано такі методики:

1. 16-тифакторний особистісний опитувальник Р. Кеттелла і тест FPI.

2. Тест «Соціальний інтелект» Дж. Гілфорда і Дж. О'Саллівена (в адаптації О.С. Михайлової).

3. «Шкалу реактивної та особистісної тривожності» Спілбергера – Ханіна.

4. «Методику вимірювання тривожності в професійній діяльності керівника» (Михальчук, Набочук & Івашкевич, 2021).

5. Тест В. Смекала і М. Кучера «Спрямованість особистості».

6. Авторську «Методику оцінки здатності керівників до творчості» (Набочук, 2021).

7. «Культурно-незалежний тест інтелекту» Р. Кеттелла.

Результати дослідження. Отримані дані свідчать про те, що рівень сформованості загального інтелекту в педагогів-управлінців вирізняється особливостями професійної діяльності закладів, де вони працюють. Експертам запропоновано оцінити концепції лідерської поведінки та рівень професійної творчості керівників відповідно до цих концепцій. Ними були визначені такі концепції лідерської поведінки управлінців: 1. Концепція «Три стилі керівництва: авторитарний, демократичний і пасивний» – високий рівень професійної творчості. 2. Стиль керівництва «управлінська сітка» – високий рівень професійної творчості. 3. Стиль керівництва «схвалення і покарання» – низький рівень професійної творчості. 4. Стиль керівництва «поведінка, що замінює лідерство» – низький рівень професійної творчості.

Експертами встановлено, що І і ІІ стилі керівництва і, відповідно, високий рівень професійної творчості притаманні керівникам різних груп із високим і середнім рівнями сформованості загального інтелекту. Своєю чергою, ІІІ і ІV стилі керівництва діагностовано у керівників із рівнем інтелекту «нижче середнього» та, відповідно, низьким рівнем професійної творчості.

Висновки. Експертами наголошено, що більш творчими були керівники за умов авторитарного керівництва освітньою установою (0,7516 – за результатами факторного аналізу). Не дивлячись на те, що для такого типу лідерства характерні низький рівень мотивації підлеглих (0,7220), менша кількість прийнятих останніми оригінальних рішень (0,6918), недостатній рівень сформованості групового мислення (0,6501), тривожність (0,6403) і агресивність (0,6324) у поведінці членів групи, сам керівник освітньої установи виявляє високий рівень професійної творчості.

Експертами також виявлено, що керівник із високими показниками професійної творчості вирізняється: тенденцією щодо допомоги працівникам за будь-яких умов і розвитку позитивних взаємостосунків із ними; використанням групового, а не індивідуального підходу до управління; прагненням до встановлення високого рівня виконання професійної діяльності та складних завдань у ситуаціях когнітивного дисонансу.

Ключові слова: творчі індикатори особистості, концепції лідерської поведінки, рівень професійної творчості, стилі керівництва, авторитарне керівництво, освітній заклад, мотивація підлеглих.

Набочук Александр. Эмпирические результаты руководителей педагогических высших учебных заведений по творческим показателям личности

АННОТАЦИЯ

Цель статьи – изучить психические (или интеллектуальные) качества руководителей высших учебных заведений, определить их связь с профессиональным творчеством личности.

Для решения поставленных в работе задач использованы следующие **методы исследования:** категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение, а также экспериментальные методы, в частности, пилотный эксперимент.

В работе использованы следующие методики:

1. 16-тифакторный личностный опросник Р. Кеттелла и тест FPI.

2. Тест «Социальный интеллект» Дж. Гилфорда и Дж. О'Салливена (в адаптации Е.С. Михайловой).

3. «Шкала реактивной и личностной тревожности» Спилбергера – Ханина.

4. «Методика измерения тревожности в профессиональной деятельности руководителя» (Михальчук, Набочук & Ивашкевич, 2021).

5. Тест В. Смекала и М. Кучера «Направленность личности».

6. Авторская «Методика оценки способности руководителей к творчеству» (Набочук, 2021).

7. «Культурно-независимый тест интеллекта» Р. Кеттелла.

Результаты исследования. Полученные данные свидетельствуют о том, что уровень сформированности общего интеллекта у педагогов-управленцев отличается особенностями профессиональной деятельности учреждений, где они работают. В эксперименте экспертам предложено оценить концепции лидерского поведения и уровень профессионального творчества руководителей в соответствии с этими концепциями. Так, экспертами были определены следующие концепции лидерского поведения управленцев: 1. Концепция «Три стиля руководства: авторитарный, демократический и пассивный» – высокий уровень профессионального творчества. 2. Стиль руководства «управленческая сетка» – высокий уровень профессионального творчества. 3. Стиль руководства «одобрение и наказание» – низкий уровень профессионально-

го творчества. 4. Стиль руководства «поведение, заменяющее лидерство» – низкий уровень профессионального творчества.

Экспертами установлено, что I и II стили руководства и, соответственно, высокий уровень профессионального творчества – присущи руководителям различных групп с высоким и средним уровнями сформированности общего интеллекта. В свою очередь, III и IV стили руководства диагностированы у руководителей с уровнем интеллекта «ниже среднего» и, соответственно, низким уровнем профессионального творчества.

***Выводы.** Экспертами отмечено, что более творческими были руководители в условиях авторитарного руководства образовательным учреждением (0,7516 – в соответствии с результатами факторного анализа). Несмотря на то, что для такого типа лидерства характерны низкий уровень мотивации подчиненных (0,7220), меньшее количество принятых руководителем оригинальных решений (0,6918), недостаточный уровень сформированности группового мышления (0,6501), тревожность (0,6403) и агрессивность (0,6324) в поведении членов группы, сам руководитель образовательного учреждения проявлял достаточно высокий уровень профессионального творчества.*

Экспертами также определено, что руководитель с высокими показателями профессионального творчества отличается: тенденцией помогать работникам при любых условиях профессиональной деятельности и в результате развития положительных взаимоотношений с ними; использованием группового, а не индивидуального подхода к управлению работниками; стремлением к установлению высокого уровня выполнения профессиональной деятельности и решению сложных задач в ситуациях когнитивного диссонанса.

To the Problem of Formation of a Value Component by Active Methods of Study in the Process of Professional Training of a Student

До проблеми формування ціннісного компонента активними методами навчання у процесі професійної підготовки студента

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ABSTRACT

The aim of the article is the review of scientific approaches and empirical research of the problem of formation of the value component in the personality structure of future specialists, in particular, life and professional values, active teaching methods.

The following theoretical **methods of the research** were used to solve the tasks formulated in the article: the methods of the analysis, systematization, modelling, generalization, conversation, questionnaire, we used experimental and formative methods, methods of mathematical statistics.

The results of the research. Thus, the analysis of our results has shown that the potential of the person is manifested and acquired in the process of such activities, which gives this activity a problem-creative, exploratory nature. The article substantiates the importance of the problem of improving the quality of the professional training of future specialists in the pedagogical industry with the use of active teaching methods, specific pedagogical situations in the study of professional disciplines, in particular, practical training aimed at the formation of a personality of a specialist who would be competitive on the domestic and European labour markets.

Conclusions. The article substantiates the importance of the problem of quality improvement. To improve the organization of the educational process, the acquisition of practical skills close to the conditions of the educational process, the formation of professional and personal competencies of the future specialist in the pedagogical field, it is advisable to pay important attention to the problem of practical training through the implementation of active teaching methods in the educational process of the higher educational institutions, which is one of the main ways for acquiring the practical skills and abilities necessary for the formation of the specialist's personality, who will be competitive in the domestic and European labour market in order to be able to independently find solutions to pedagogical problems, expand professional knowledge, make original and creative decisions in conditions of the future pedagogical activity.

Key words: value orientations, professional value orientations, personal value orientations, professional training.

Introduction

The formation of the future specialist's personality in a higher educational institution sets the following main goals: mastering of professional competencies, knowledge, skills and abilities by future specialists; formation of motivational sphere and specific professional motives, attitudes, value orientations. Analysis of the structure of specialist's training indicates that the formation of the value sphere is a leading component, as value orientations contribute to success in future professional activities and ensure competitiveness in modern society. Years of study at the university fall on adolescent period. During this period, the student gets acquainted with the requirements for the chosen profession, adapts to the conditions of study at the university. Educational and professional activity, as a leading type of activity, is the main stage of life and professional path and formation of personality, its socialization. The social adaptation of students is determined by the psychological or social choice of values-goals and ways to implement them. Since the value-semantic consciousness of the personality is a set of value orientations, values, attitudes and other motives of activity and behaviour, it determines the importance of the process of its formation in the process of professional training in higher education institutions.

The researches (Бех, 2015; Боришевський, 2007; Долинська & Максимчук, 2008; Долинська & Стахова, 2016) on the study of the motivation of choosing a profession and students' awareness of the requirements for a modern teacher showed: the presence of a wide range of motives for choosing a profession of teacher and lack of motivation, i.e. random choice; the predominance of students' subject motives and the low level of their combination with professional motives, lack of the attitude to work at school, the decline of motives for the prestige of the teaching profession due to the social situation in the country; shifting the professional motives for choosing a teaching profession to lower ranks up to the moment of gra-

duation from university. This is an evidence that the educational process of the university has little effect on the formation of professional and pedagogical orientation of the future teacher; students are superficially aware of the requirements for a modern teacher. This is confirmed by their choices mainly of those personal qualities that are not always a priority in teaching activity; the presence of negative attitudes to the activities of modern teachers and their strengthening in the process of gaining their own experience during the pedagogical practice.

The aim of the article is theoretical review of scientific approaches and empirical study of the problem of the value sphere in the personality structure of future professionals, in particular, life and professional values; analysis of the main theoretical and methodological provisions of personality-oriented education, researches of the problem of students' value sphere at the present stage of development of Ukrainian society and peculiarities of its formation.

Methods of the research

The following methods were used to form the results of the research: analysis of psychological and pedagogical literature, general scientific methods of comparison, systematization, interpretation and description of ideas and facts; questionnaire «Value orientations of the teacher».

Results and their discussion

The efficiency of the specialists' activity depends on the possession of professional competencies, values, socio-professional and personal characteristics. A reliable basis for predicting the efficiency of future professional activity is awareness of life position. Differentiation of the student's personal value system is a specific indicator of awareness. Admission to a higher education institution changes social status, social functions, roles, activities, enhances social development, includes

a person in the sphere of social relations and future profession, requires the mobilization of internal resources, natural inclinations and leads to a reassessment of values. The process of development and value-professional self-determination depends on the level and degree of social activity, self-activity and productivity of the personality oneself.

When considering the value-moral orientation, the problem of justice, which is one of the central in the ethics of professional self-determination, becomes important. Justice is considered in the following areas: it acts, firstly, as a condition of moral and ethical development of the personality, as a result of objective understanding of life realities, as a process of adequate application of rewards and punishments for the correction of social behavior; secondly, as a higher need, motive, value that motivates the personality to moral manifestations; thirdly, as a component of morality in solving problems of social content; fourthly, as an emotional experience of injustice in interpersonal and social interactions; fifthly, as a value attitude towards another person, which promotes self-realization of potentials and personal development (Клочек, 2019). It is often injustice in remuneration for the teachers' work that disorients young people in choosing a profession, forcing them to abandon basic professional ideals in favour of more profitable ones. The pedagogical orientation of the teacher's personality is determined by value orientations: on oneself; on the means of pedagogical influence; on the student, on the team, on the goals of pedagogical activity.

The basis and dynamic beginning of the system of professional and value orientations of the future teacher is the attitude to own personal and professional characteristics. In this regard, training should be carried out as an actualization of the potential professional opportunities of the personality and their development to the level of maturity. There is no need to focus on the outward flow of didactic stimuli-irritants. To manage and self-manage the process of forming a future spe-

cialist, it is necessary that the student and teacher are aware of and understand the purpose of their activities. In value orientations the steady, socially-conditioned, selective relation of the person to set of material and spiritual public goods and ideals is shown. Value orientations are a component of the personality structure, which reflects the life experience accumulated by the personality in individual development and is the center of consciousness, from the point of view of which many important life issues are solved.

In order to form the value orientations of the future teacher in the process of professional training, we have developed and tested the program of the special course «Value orientations of the teacher» (Долинська & Максимчук, 2008). The program of this special course includes the content of lectures and practical classes with the use of active teaching methods.

We built the lecture course in accordance with the developed curriculum. The content of lectures took into account the most pressing issues of psychology of values and value orientations and included consideration of the main approaches and criteria for the study of these issues in psychology; different classifications of value orientations; ways to form a system of values in adolescent period; the role of value orientations in the system of personal and professional development of future teachers; the dependence of the content of value orientations on the level of professional and pedagogical orientation of the future teacher.

We have chosen the following forms of lessons: lectures, conversations, debates, discussions of pedagogical situations, training exercises, introspection, role-playing games, etc. T. Kochubei and A. Ocheretianyi emphasize the effectiveness of the use of interactive technologies in the formation of life values of students in the course of educational disciplines (Kochubei & Ocheretianyi, 2017; Кочубей & Очеретяний, 2018). In foreign psychology, interactive teaching methods are widely used in working with students. The format of coaching involves

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

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"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

the use of interactive methods in the field of feedback-vector orientation. Feedback – in a broad sense – is a feedback in the form of a response, review, i.e. feedback on an action or event (Ruth, 2018). In particular, when a teacher gives a lecture, he or she will always wait for feedback to be found: when students will discuss the presented educational information and ask questions.

We used during lessons a form of group activity, which is determined by L.A. Onufriieva, as a cooperative form of activity during which students can share their goals (Онуфрієва, 2020). In the group form of activity, group members are interdependent, influence each other for a certain period of time, pursue a common goal, they have a sense of belonging, they are involved in the process of interactive communication (Onufriieva, 2017). The subject of each lesson determined its form.

The main tasks of the special course, set by us, are as follows: 1) expansion of students' knowledge on the problem of value sphere; 2) awareness of respondents of their own system of value orientations, identification of basic and derived values, setting priorities; 3) subjects' awareness of the coincidence of value orientations with their life goals and plans; 4) analysis of the main ways of formation of each student's own system of values, in particular, such as: primary socialization in the family; socially organized system of upbringing, education and culture, state-controlled system of ideological influence: the influence of formal and informal groups; 5) analysis of personal experience of testing the acquired values and their compliance with their own individual determination; 6) identification of coexistence in the motivational system of each student of incompatible value systems – declared and real; 7) awareness of the existing conflict of values in modern society and for each student in particular and its causality with social transformations in Ukraine; 8) identification of each subject's ideas about the meaning of life as the dominant focus of the personality type on the implementation of certain life

values; 9) semantic definiteness of the meaning of their own life and value orientations by each respondent: a) the coincidence of the subjectively conscious meaning and the real direction of the student's life; b) compliance of the chosen meaning of life, the requirements of the profession to his capabilities and individuality.

During the analysis and development of a system of ways to master pedagogical values, we relied on the theoretical and methodological provisions of the problem of personality-oriented education performed by I.D. Bekh (Бех, 2015), provisions on the psychology of creativity performed by V.O. Moliako (Моляко, 2018) and provisions of M.Y. Boryshevskyi (Боришевський, 2007), which concerned the formation of self-activity. The system of ways of mastering the values of the chosen profession, developed by us, aimed to expand the content of pedagogical values, awareness of problem situations, struggle of motives, reassessment of values and their use in specific real situations.

In developing the content of the special course, we tried to direct students to master independently the knowledge of life and professional values, acquainting them with different scientific approaches to the psychology of values. Disclosure of the debatability of modern knowledge was achieved by presenting the main approaches and criteria for the study of values, the peculiarities of the formation of value orientations of future teachers, the presence of references to original sources. All this caused the necessity for the respondents not only to master the ready-made knowledge, but also to develop their own view on a certain issue, to find additional information about it.

We based our practical training on the system-forming factor of self-knowledge as a leading component of integration of psychological knowledge into the consciousness of the future teacher, on the basis of which there is a transfer of meanings to their own actions and deeds, increased self-activity and,

as a consequence, personal growth, which also involves the expansion of value orientations. Self-knowledge and adequate self-esteem are important conditions for the expansion of value orientations, self-actualization of the personality, necessarily precede not only the processes of self-education and self-realization, but also each individual act of goal setting. If the person has not yet figured out for himself what he aspires to in the future, what is the meaning of his life, what he needs, what he tries to be in relation to other people and to himself, what qualities he needs to develop, and which resolutely to get rid of, it indicates a lack of freedom of self-realization and holistic self-actualization of such a personality. Goal setting and realization of life goals planned on the basis of value orientations become free in case of the presence of the following conditions: formation of adequate positive self-image and awareness of coincidence of value orientations with life goals and plans, own system of value orientations, establishment of its priorities or coexistence in the motivational system of incompatible value systems, development of mental model of desired future and vision of ways and means of its achievement. Due to the activity of self-knowledge, the personality ceases to be a product of external circumstances and shows the ability to self-creation. Self-creation does not occur through a monotonous volitional effort, but grows out of the forms and content of communication with other people, and is determined by the nature of such communication.

The practical part of the special seminar is a modification of the training, as it retains all its features. The system of exercises, disputes, problem situations were selected taking into account their gradual complication, change of «I»-image. After all, at each lesson there was a new cognitive task, the result of which at the initial stage was the concretization of their own ideas about themselves and their value orientations, and at the next – the expansion of «I», reassessment of values, gaining new meanings. Methods of formation and development

of teams developed by V. Horbunova, based on the principle of axiology of the role approach (Горбунова, 2014), were important for us when using active teaching methods. After discussing the cycle of pedagogical situations, the task became more difficult to play their specific role. Certain conditions were set, and the respondents took turns playing the role of a teacher, demonstrating their own professional values by their choice. In the course of role-playing games, the subjects had a need to transform the values of the pedagogical profession from the phenomenon of «external» to the phenomenon of «internal», i.e. to become their own, personal. In the process of subsequent discussion questions, students analysed the actions and behaviour of teachers and students, realized the importance of value orientations, reliance on which allowed to solve the pedagogical task positively and successfully.

The experimental study was conducted on the basis of Kamianets-Podilskyi National Ivan Ohiienko University. The study involved 46 second-year students of the Faculty of Physical Culture and the Faculty of Ukrainian Philology and Journalism.

Exploring the value orientations, we conducted a discussion with the subjects in order to identify a collective opinion about the value orientations of the teacher. Any member of the group could speak and argue his opinion. After that, an arbitrary general list of life and professional value orientations important for the teaching profession was compiled. At the next stage, each respondent filled in his/her own sheet, indicating the values that, in his/her opinion, are the most important for the teaching profession. This ideal list was allowed to include additional value orientations that are important in the opinion of the student, but not spoken by him in the group. Then each respondent chose 10 value orientations that are important to him personally. The content of the hierarchical structure of students' value orientations was determined by the frequency of choice obtained by the value that shows the importance of a

particular value orientation. Obviously, those values that are at the top of this structure, determine the leading orientation of the individual to a particular value. This makes it possible to meaningfully describe the orientation of the personality. The values placed at the bottom of the hierarchy also characterize the orientation of the personality, as they indicate the insignificance of their goals and means for a given person. Values grouped in the middle of the hierarchy are uninformative to determine the general direction of the personality. They are characterized by the tendency to change their rank depending on the conditions of life and activities of the individual, i.e. they can be the object of educational activities in the studying process.

Based on the results of the observational experiment (Панчук, 2021), the following value orientations received the highest rank indicators: health (84.1%) – 1st rank, financially secure life (50.8%) – 2nd rank, the presence of good and faithful friends (46.0%) – 3rd rank, knowledge (the ability to expand their horizons, education, general culture, intellectual development) (44.4%); self-confidence (freedom from internal contradictions, doubts) (44.4%) – 4th rank, happy family life (in the parental family) (39.7%) – 5th rank, public recognition (respect of others, team, colleagues) (38.1) – 6th rank, life wisdom (34.9%) – 7th rank, interesting work (33.3%); future family life (separately from parents) (33.3%) – 8th rank, active life (28.6%) – 9th rank, good atmosphere at work (23.8%); freedom as independence in deeds and actions (23.8%); love for another person, sex (23.8%) – 10th rank. The following value orientations received the lowest rank indicators: desire to leave the mark on earth by one's own job (9.5%) – 18th rank; struggle with difficulties (overcoming difficulties) (7.9%) – 19th rank; fraternity, equal opportunities for all, justice (6.3%); communication with like-minded people (6.3%); search for new methods and means of professional growth (6.3%) – 20th rank, training in a pedagogical university (3.2%); gratitude of pa-

rents for pupils (3.2%) – 21st rank, communication with colleagues, pupils, parents of pupils (1.6%) – 22nd rank. Professional value orientations «search for new methods and means of professional growth» (6.3%), «training in a pedagogical university» (3.2%); «gratitude of parents for pupils» (3.2%), «communication with colleagues, pupils, parents of pupils» (1.6%) were chosen the least number of times. Therefore, in the second year of study in the educational process of a higher educational institution it is necessary to work on the development of professional and pedagogical orientation, as the level of this orientation is low.

According to the results of the research (Подшивайлов & Подшивайлова, 2018: 147) of students «also on the fourth year of education the knowledge does not reach the main positions in the system of value orientations». The rank of the value «development» steadily decreases until the fourth year of education. The results of the survey (Блашкова, 2019а: 118) showed that «the following absolutely «positive» values are in priority and of the great importance for students: faithfulness – 5.3%, reason – 5.1% and honesty – 5.0%», «universal values prevail at the heart of the views of modern students» (Блашкова, 2019а: 124). Professional competencies, according to O.M. Blashkova (Блашкова, 2019б: 10), «make it possible to implement the formation of humanistic and value orientation».

The vast majority of respondents (Бліхар, 2018: 119) «see the meaning of their lives in building a strong family and raising children properly» (78.8%). Next in importance are: to improve yourself (65.9%), to have good and reliable friends (58.3%), to become a decent and honest person (57.4%), to develop and «enrich yourself spiritually» (50.3%). As we can see from the above results (Бліхар, 2018; 128–129), «students are convinced that in order to achieve success in life they need to rely on their own intelligence and abilities (77.1%), there must have considerable faith in their own strength and inevitable

success (58.8%), and, of course, professionalism, knowledge of their business and business qualities (53.3%), and education (53.1%) are valued».

The student's life values are interpreted (Очеретяний, 2020: 3) as «his/her main life guidelines, which determine the future professional orientation, the content of his/her educational and cognitive activities in higher educational institution and outline the style and scale of social activity».

Foreign scholars in their studies consider the life strategies of the personality as a way of organizing his/her life in the spectrum of his/her individuality and providing for his/her own needs and aspirations. Based on life values, life strategies are stable formations that organize the integrity of life, determine the way a person lives in the future (Shealy, 2016).

A.V. Ocheretianyi defined the content and established a hierarchy of life values of American and Ukrainian students «in gradation from the greatest to the least importance for his/her life, which are formed in the following spheres of life: professional development, education, family life, social life, personal hobbies, social activity» (Очеретяний, 2020: 3).

After conducting a special course «Value orientations of the teacher» in the experimental groups, we obtained the following results of the study (see Table 1).

As it can be seen from the Table 1, among the most important value orientations for themselves, respondents singled out professional value orientations, in particular the following: profession of a teacher (19.6%), being useful to society (19.6%), love for children, parents (13%), knowledge, the desire for something new (13%), ability to communicate, mutual understanding (8.7%). Values that are at the top of structure: health (76.1%), financial provision (67.4%), family (65.2%). We explain this by the fact that in modern conditions of the spread of coronavirus disease students have realized the priority of health as the highest value for themselves, their families, humanity in general.

Table 1

Comparative characteristics of the value orientations of the teaching profession (in students' understanding) and the student's own value orientations

No.	Content of the teacher's value orientations	General indicator (%)	Content of the student's value orientations	General indicator (%)
1.	Love for children	76.1	health	76.1
2.	Professionalism	56.5	financial provision	67.4
3.	Mutual understanding, ability to communicate	41.3	family	65.2
4.	Knowledge	36.9	independence in actions	23.9
5.	Vocation to be a teacher	32.6	respect, authority, recognition	21.7
6.	Honesty	32.6	being useful to society	19.6
7.	Kindness	28.3	profession of a teacher	19.6
8.	Kind-heartedness	28.3	love for the Motherland	19.6
9.	Pedagogical tact	13.0	availability of friends	13.0
10.	Authority	13.0	love for children, parents	13.0
11.	Knowledge of psychology	10.9	knowledge, the desire for something new	13.0
12.	Sincerity, openness	10.9	self-improvement	10.9
13.	Love for the Motherland	8.7	kindness, kind-heartedness	10.9
14.	Fairness	8.7	politeness	10.9
15.	Self-improvement	6.5	ability to communicate, mutual understanding	8.7
16.	Respect for children	6.5	honesty, fairness	8.7
17.	Initiative	6.5	faithfulness	6.5
18.	Belief in the student	6.5	love	6.5

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
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DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

The choice of financial provision is explained by the fact that education in higher education in the majority of students is paid. And mastering education is directly related to the availability of money, because in the socio-economic situation in the country – this is one of the important factors that provide the opportunity to master the future profession. That is, the availability of money acts for young people not so much as goals, but as a means of implementing the main life plans – getting an interesting job.

In the conditions of distance learning, when communication becomes limited, the role of family and support of relatives grows.

According to the frequency of choosing the most priority value orientations for the teaching profession, we found the following: love for children (76.1%); professionalism (56.5%); mutual understanding (41.3%); knowledge (36.9%); vocation to be a teacher (32.6%). Among the significant personal value orientations of students, which coincide with the main value orientations of the future teacher, we have identified the following: respect, authority, recognition (21.7%); profession of a teacher (19.6%); love for the Motherland (19.6%); love for children, parents (13.0%); knowledge, the desire for something new (13.0%); kindness, kind-heartedness (10.9%); self-improvement (10.9%); ability to communicate, mutual understanding (8.7%); honesty, fairness (8.7%).

At this stage of development of society, national values play one of the main roles. It is important that among personal value orientations some of the respondents (19.6%) named the following: love for the Motherland. The opinion of young men and women that society and the teacher are interrelated concepts is valuable: «The teacher is the doctor of society», «Education in the national spirit of students as builders of the future state», «Without the state the teacher will be of little value to the people». They also drew attention to the role of patriotism in life and towards the teacher.

Thus, we can make the conclusion that students are interested in the political life of the country, care about Ukraine as a state, connect the development of the state with the future profession: they want to do something useful; to be useful to society; to be an active citizen; to find a worthy place in society. «Today, the manifestation of civic position and patriotism is one of the highest life values of Ukrainian students» (Очеретяний, 2020: 164). It is obvious that in «conditions of instability of society formation of the personality of the professional – the citizen, the patriot who clearly understands the European perspective, needs the increased attention of the state and seems as the main task of educational process of higher educational institution» (Очеретяний, 2020: 169). And although these values were chosen by a small part of the respondents (19.6%), during the discussion they were announced and those, who were present, paid attention to them. This statement is confirmed by the fact that when summarizing the lesson, to the question of the questionnaire «Whose opinion did you like the most? What exactly?» 63.04% of respondents wrote: «On the role of the teacher in modern Ukraine», «On the role of the teacher for society», «Thoughts on working for the benefit of Ukraine». «From 2014 to 2018, students focused their own attention on national and patriotic values and the defense of the Motherland. Today, the importance of self-development is growing again. In the period from 2014 to 2018, the values of active social contacts and happy family life were more important for students. Career growth was at the heart of students' aspirations in 2014, and by 2017 it had lost its relevance. Today, students are starting to work on themselves again in terms of pursuing a high career position. ... With the change of generations in government structures in 2019, the interest of young people in a well-off life has increased» (Очеретяний, 2020: 163).

Discussions on the meaning of life as the dominant orientation of the personality for the realization of certain life

value orientations were interesting and effective in expanding the value orientations of future teachers. Each student answered the questions «What is the meaning of my life?», «What is my life mission?» As a practical task, we offered a famous parable: «The wheelbarrow driver, who was carrying bricks, was asked: «What are you doing?» «Don't you see? I'm driving a wheelbarrow», he replied. The second wheelbarrow driver answered this question: «I'm earning a living for myself and my family». And the third proudly said: «I am building the Chartres Cathedral». Why, given the outward similarity of their actions, did they respond differently? Through the analysis of this parable, the researchers came to the conclusion that the fullness of human life and the degree of its self-realization and satisfaction, depending on life values, their meaning, are different.

There was a noticeable reassessment of students' value orientations when discussing the problem «The meaning of life, death and immortality». The discussion focused on philosophical and religious trends, their attempts to «reconcile» man with death, the causes of religiosity of modern man, material, historical, biological and social aspects of immortality. Respondents were aware of the essence of the immortality of their parents, teachers through the transfer of actions, experience, the quality that our students bring to the future infinity of life. We have once again addressed the problem of the value orientation of a person's life, its connection with eternal inevitable values, discussing the question «Why is the word «immortal» often synonymous with famous people?»

Thus, after passing the special course «Value orientations of the teacher», the respondents: 1) paid attention to the prior professional values of the teacher and correlated them with their own; 2) reflected on the place and role of the teacher in society, the opportunity to be useful to society; 3) connect the chosen profession with the realization of their own abilities; 4) realized the importance of the teaching profession. The ob-

tained data showed that the students, in the process of conducting a special course lessons, formed an idea of the basic value orientations of the future teacher and expanded the content of professional value orientations. Lessons helped to develop a positive motivation for future professional activity. The altruistic orientation of the teacher's activity has increased. Cognitive interest in mastering the chosen profession, aimed at the realization and development of their own abilities, mastery of teaching methods, cognition, has expanded. In the behavioural aspect, the need for the implementation of value orientations related to love for the student, the ability to understand him and others, was formed. The work in the experimental group contributed to the process of formation and awareness of the participants of the special seminar of their own system of personal value orientations and their correlation with the value orientations of the future teaching profession. The emphasis shifted from professional and subject values to those related to the attitude of students to the teacher and the style of behaviour with students (mutual respect, mutual understanding, love for children), self-confidence increased.

Conclusions

Thus, the special course developed by us: promoted the acquisition of new knowledge, ways of thinking and behaving; confirmed our assumption that mastering the values of the teaching profession in the educational process is possible in case when there is identification and creation of such psychological and pedagogical conditions, under which such values acquire significant systemic nature and have a regulatory impact on independence of personality; based on the system-forming factor of self-knowledge, as a leading component of integration of psychological knowledge into the consciousness of the future teacher, there is a transfer of meanings and values to actions and deeds, increasing of self-activity and per-

sonal growth, which involves the expansion of value orientations; students' solution of game and real problem pedagogical situations creates an opportunity to include pedagogical value orientations in the context of their subjectively significant value orientations. The system of work with the values of the future teacher must become more complicated from self-awareness and change of «I-image» to the expansion of the territory of «I», reassessment of values and obtaining new meanings.

Effective forms of work are psycho-gymnastic exercises and analysis, solution of life and pedagogical situations, which would contribute to the development of positive motivation for future professional activity, to the growth of altruistic orientation of the teacher, to the expansion of cognitive interest in mastering the chosen profession, to shift the emphasis from professional and subject values to personality-oriented. Specially organized system of training lessons helps students-future teachers to realize their own life and professional guidelines and real means of achieving them. As a result, goals and values, which are important for students, are integrated into a holistic system of professional formation.

In order to improve the organization of the educational process, the acquisition of practical skills close to the conditions of the educational process, the formation of professional and personal competencies of the future specialist in the pedagogical field, it is advisable to pay important attention to the problem of practical training through the implementation of active teaching methods in the educational process of the higher educational institutions, which is one of the main pillars for acquiring practical skills and abilities necessary for the formation of the specialist's personality, who will be competitive in the domestic and European labour market in order to be able to find solutions to pedagogical problems independently, expand professional knowledge, make original and creative decisions in conditions of the future pedagogical activity.

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Панчук Наталія, Сечейко Олена. До проблеми формування ціннісного компонента активними методами навчання у процесі професійної підготовки студента

АНОТАЦІЯ
Мета статті – оглянути наукові підходи й емпірично дослідити проблеми формування ціннісного компонента у структурі особистості май-

бутніх фахівців, зокрема життєвих і професійних цінностей, активними методами навчання.

Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження:** *аналіз, систематизація, моделювання, узагальнення, бесіда, анкетування, експериментальні методи, зокрема, констатувальний і формувальний експерименти, методи математичної статистики.*

Результати дослідження. *Аналіз отриманих результатів показав, що потенціал особистості виявляється і набувається у процесі такої діяльності, що надає цій діяльності проблемно-творчого, пошукового характеру. Обґрунтовано важливість проблеми підвищення якості професійної підготовки майбутніх фахівців педагогічної галузі з використанням активних методів навчання, конкретних педагогічних ситуацій при вивченні фахових дисциплін, зокрема практичної підготовки, спрямованої на формування особистості фахівця, який був би конкурентоспроможним на вітчизняному та європейському ринках праці.*

Висновки. *Для покращення організації навчального процесу, набуття практичних навичок, наближених до умов освітнього процесу, формування професійно-особистісних компетенцій у майбутнього фахівця педагогічного напряму доцільно звернути увагу на проблему практичної підготовки шляхом запровадження у навчально-виховний процес вищого освітнього закладу активних методів навчання, що є одним з основних стержнів для набуття практичних умінь і навичок, необхідних для формування особистості фахівця, конкурентоспроможного на вітчизняному та європейському ринках праці з метою можливості самостійного пошуку вирішення поставлених педагогічних завдань, розширення фахових знань, прийняття оригінальних і творчих рішень в умовах майбутньої педагогічної діяльності.*

Ключові слова: *ціннісні орієнтації, професійні ціннісні орієнтації, особистісні ціннісні орієнтації, професійна підготовка.*

Панчук Наталия, Сечейко Елена. К проблеме формирования ценностного компонента активными методами обучения в процессе профессиональной подготовки студента

АННОТАЦИЯ
Цель статьи *– обзор научных подходов и эмпирического исследования проблемы формирования ценностного компонента в структуре лич-*

ности будущих специалистов, в частности жизненных и профессиональных ценностей, активными методами обучения.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** анализ, систематизация, моделирование, обобщение, беседа, анкетирование, экспериментальные методы, в частности, констатирующий и формирующий эксперименты, методы математической статистики.

Результаты исследования. Анализ полученных результатов показал, что потенциал личности проявляется и приобретается в процессе такой деятельности, что придает этой деятельности проблемно-творческий, поисковый характер. Обоснована важность проблемы повышения качества профессиональной подготовки будущих специалистов педагогической отрасли с использованием активных методов обучения, конкретных педагогических ситуаций при изучении специальных дисциплин, в частности практической подготовки, направленной на формирование личности специалиста, который был бы конкурентоспособным на отечественном и европейском рынках труда.

Выводы. Для улучшения организации учебного процесса, приобретения практических навыков, приближенных к условиям образовательного процесса, формирования профессионально-личностных компетенций у будущего специалиста педагогического направления целесообразно обратить внимание на проблему практической подготовки через внедрение в учебно-воспитательный процесс заведения высшего образования активных методов обучения, что является одним из основных стержней для приобретения практических умений и навыков, необходимых для формирования личности специалиста, конкурентоспособного на отечественном, а также европейском рынках труда с целью возможности самостоятельного поиска решения поставленных педагогических задач, расширения профессиональных знаний, принятия оригинальных и творческих решений в условиях будущей педагогической деятельности.

Ключевые слова: ценности, ценностные ориентации, профессиональные ценностные ориентации, личностные ценностные ориентации, профессиональная подготовка.

Autosuggestion Phonological Ways of Teaching English Senior Pupils

Аутосугестивні фонологічні способи навчання старшокласників англійської мови

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The contribution of the author: Kharchenko Y. – 50%, Komarnitska L. – 50%.
Авторський внесок: Харченко Є. – 50%, Комарніцька Л. – 50%.

ABSTRACT

*The **objectives of our article** are: to show the essence of communicative learning techniques, according to which the learning process is a model of communication process; to achieve communicative activity of pupils by the way of providing some laws; to describe the definition of the term «communicative competence»; to describe four components that make up the communicative competence (grammatical competence, sociolinguistic competence, the competence of the statement, the competence of a speech strategy); to show the methods of studying foreign languages according to the Communicative Approach in Contemporary English Language Methodology; to describe some important auto-suggestive methods of teaching English which are Phonetic teaching strategies and auto-suggestive phonological ways of teaching English senior pupils.*

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

The results of the research. *In the senior classes there is an actualization (accentuation) of pupils' knowledge in determining their choice of their own educational path. A reflexive component of schoolchildren's facilitative interaction is of great importance. In this case, the principle of dialogic reflection, based on the analysis of things, objects or phenomena from different points of view, sometimes is opposite and completely incompatible, becomes especially important. This principle is considered by us as a principle of additionality, and therefore strengthening (intensification) of auto-suggestive interaction of pupils at school should be based not on antagonism of internal and external dialogues, but on their combination, which emphasizes the importance of modeling dialogue, dialogic interaction, dialogic influence and dialogic culture.*

Conclusions. *Thus, we'd like to analyze the psychoanalytic and cultural-historical determinants of the organization of the educational process in secondary education through auto-suggestive interaction. We believe that auto-suggestive interaction is based on the principles of unconscious content, when the frames or scripts that are updated, are not actually realized by the individual. According to this, all the experience is concentrated in the collective unconscious items.*

This experience is accumulated by mankind throughout the history of its existence, and this experience can not be leveled, but it can only be pushed into the realm of the unconscious. It is in the unconscious content of ancient peoples – the myths – you can see a large number of plots that give the Child a special purpose: he/she plays the role of the Messiah, for him/her there are subjects with the most secret knowledge. Thus, it becomes largely understandable such amazing knowledge that the child in a young age and does not try to master. Thus, we've to note that children's speech is characterized by a large degree of egocentrism, when the child does not care about the partners of communication, that is does not try to be understood by others and only speaks for himself/herself – his/her speech is purely monologue. In addition, the child's speech is not fully socialized, self-directed, and it is based not only on the syncretism of reasoning, which is closely related to the syncretism of understanding. The child, given some clear words of the partner of communication, creates some image of the topic, sometimes it is wrong, because the words are not always logically related, and on the basis of this holistic scheme for himself/herself masters new material, trying to explain it by analogy with certain, well-known things. As a result, the child, becoming an adult, increasingly becomes involved into the public life, his/her speech becomes universal that is it loses its internal orientation, moving to a form of purely external speech.

Key words: *auto-suggestive phonological ways of teaching English, communicative activity, communicative competence, grammatical competence, sociolinguistic competence, the competence of the statement, the competence of a speech strategy.*

Introduction

Growing need for communication and cooperation between countries and peoples with different languages and cultural traditions requires a substantial adjustment of the approaches to the study foreign languages. The rapid changes taking place in our society, modernization of educational systems, achievements in the field of the theory and practice of teaching foreign languages – all these necessitates updating the contents and methods of the educational process. During the post-war decades a typical tendency towards the strengthening of the communicative orientation of the educational process has pro-

vided the approach to a real process of communication. The development of a communicative method in one way or another one has been involved in many scientific groups and methodologists in different countries. The most significant contribution to justification of this method was made by many supporters (Camerad & Epling, 1989).

Among the newest teaching methods of foreign languages, which have arisen mainly in the English-speaking countries – the United States and Great Britain – in the last decades of the twentieth century methods are becoming increasingly popular, combining communicative and cognitive goals. The existence of various options in this area in a modern English Methodology with different names – the Full Language Content Approach, the Cognitive Approach, the Content-based ESL Program, the Cognitive Academic Language Approach – indicates an increasing interest in learning foreign languages and the desire of methodologists to rethink their role and place in the world (Crookes, 1989).

The main idea of a communicative approach is that pupils must not only acquire knowledge (for example, to know grammatical, lexical or spoken forms), but also to develop skills and abilities of using linguistic forms for real communicative purposes in order to become effective users of the language. Before the emergence of the communicative method, the methods and materials for teaching languages have been tended to almost fully focus on the introduction and consolidation of grammatical structures and vocabulary units in situational contexts. However, it has rarely led to the development of effective language skills. Some scientists (Онуфрієва, 2020; Терновик & Сімко, 2020) also have paved the way for a communicative approach, the authors of the programs and the training of methodological materials began to distinguish between different communicative functions that perform the language and which are directly related to the study of a foreign language, such questions as how to go somewhere or how to

imagine. Subsequently, the English Methodology and teaching materials for working at the lessons were developed, with the aim of familiarizing pupils with examples of these functions in the context of their use and providing practices for the use of English (Mykhalchuk & Kryshevych, 2019).

So, *the objectives* of our article are: to show the essence of communicative learning techniques, according to which the learning process is a model of communication process; to achieve communicative activity of pupils by a way of providing some laws; to describe the definition of the term «communicative competence»; to describe four components that make up the communicative competence (grammatical competence, sociolinguistic competence, the competence of the statement, the competence of a speech strategy); to show the methods of studying foreign languages according to the Communicative Approach in Contemporary English Language Methodology; to describe some important auto-suggestive methods of teaching English which are Phonetic teaching strategies and auto-suggestive phonological ways of teaching English senior pupils.

Methods of the research

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

Results and their discussion

The essence of *communicative learning techniques* is that the learning process is a model of communication process. It is possible to achieve this providing by the following laws which are complied with:

– personal character of communicative activity of the subject of communication;

– interaction of speech partners;

– the situation as a form of communication functioning;

– the content basis of the process of communication;

– a system of speech means, the use of which would provide a communicative activity in the situations of communication;

– functional character of assimilation and use of speech means;

– heuristic communication, etc. (Баранова, 1994)

In the scientific literature (Barnes & Todd, 1997) there is a following definition of the concept of communication – it is a way to maintain human life as a person. For this reason some other scientists' statement (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) is correct, when it is noted that such a subject of speaking we need, that is content that could correspond to the communicative needs and become an internal motive for speaking. And not only speaking, but also according to all kinds of speech activity as the means of communication.

The term «communicative competence» is widely used among Western methods of teaching English. Also scientists (Гончарук & Онуфрієва, 2018; Mykhalchuk & Bihunova, 2019) describe four components that make up the communicative competence, such as:

– *grammatical competence*, that is the ability to recognize lexical, morphological, syntactical, phonological features of the language and manipulate them at the level of words and sentences;

– *sociolinguistic competence* or social rules for using the language: understanding the roles of the participants in the communication, the information they exchange and the functions of their interaction;

– *the competence of the statement*, which is related to the ability to perceive and produce not a single sentence, but a false unity;

– *the competence of a speech strategy* used to compensate for imperfect knowledge of rules, in situations where you can not remember the word, did not understand the replica, etc.

Some scientists (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020) agree that these components are used in the process of communication, and may be the goal of learning communication, but add that the purpose of learning is not only what needs to be mastered, but also mainly the level of ownership.

Below (Table 1) we offer a summary table of the analysis of several methods for learning foreign languages that will help to identify and explore the specifics of the Communicative Approach in Contemporary English Language Methodology.

Some important auto-suggestive methods of teaching English are Phonetic teaching strategies. In order to really understand Phonetics and Phonology, it is extremely helpful – if not even essential – to understand how sounds are physically produced and transmitted from the speaker to a hearer. We will therefore begin by taking a very brief look at the physical reality behind speech sounds and how their characteristics can be measured and explained.

Speech sounds are vibrations that travel through a medium (usually by air) by displacing the molecules of this medium, pushing them against one another, so that they move each other along in the direction of the hearer(s). Depending on the consistency of the given medium, the sounds move at different speeds and have varying intensities. This is why we sound differently when we speak under normal circumstances from when we try to talk under water and also why it is completely impossible for speech sounds to travel through a vacuum.

Speech sounds propagate in the shape of waves, similar to the ripples that arise when we throw an object – such as a stone – into the water. The degree of displacement corresponds to the height (amplitude) of the wave. Amplitude in sound waves corresponds to intensity – measured in decibel, or dB for short – which, in turn, corresponds to our subjective impression of loudness.

Table 1

Methods of studying foreign languages

	Traditional method	A Direct method	Audiovisual situational method	A Communicative method
A period	The end of the XIX–XX centuries	The second half of the nineteenth century – to nowadays	The beginning of the 50's	The beginning of the 70's
Theories	There is no such ideology	Empiricism and Associazism (Zhakkoto, Guyen, Passion)	Theories of de Sousseur, Bruno, Rivelina, Gugengelheim	Pragmatic Linguistics, Pseudoe-Pedagogics, Cognitive Psychology
The main aim	To facilitate access of texts, often of novels, to form the consciousness of pupils	To teach to communicate through an active and global Methodology	To teach to speak and communicate in everyday life situations	To teach to speak and communicate in everyday life situations
Tasks	To expand a general cultural paradigm of the country. To develop the ability to make reasons and to analyze	To facilitate to hear the language. To facilitate a pupil to communicate	To speak in situations as a native speaker. To teach them to express their thoughts in a writing form	To concentrate learning on the needs and motivations of pupils. To create communicative competences
A native lang	Permanent movement from a foreign language to a native one	Only a foreign language with the help of gestures, drawings, surroundings	The advantage of a foreign language	Use of a native language if it is necessary

1	2	3	4	5
A content	*Dictionary:* rich, literary, carefully selected. *Grammar:* normative, preference for literary forms. *Themes:* literary, cultural, which refer to morality	*Dictionary:* everyday use, normal. *Grammar:* descriptive. *Themes:* description of cultural stereotypes	*Dictionary:* specific, based on the frequency of language use and profitability. *Grammar:* structural, distributive, progress based on non-importance. *Themes:* the daily lives of Englishmen and Americans	*Dictionary:* depending on the need for communication and the intended purpose. *Grammar:* conceptual, based on meaning; functional progression that meets the needs of communication. *Topics:* general
Material	Texts of different authors with questions. Grammar lessons with the following written exercises. Explanation of rules and translation of the vocabulary	Invented texts. Grammar tables with written exercises. Pictures-situations with explanatory content	Invented dialogues. Exercises and structural tables. Movies. Phonograms	Documents of various types. Authentic or realistic texts. Sound and visual materials. Use of the library
Technique, skills	Reading. Explanation of words. Translation. The analysis and coordinative exercises. The translation from mother tongue to foreign language and vice versa	To show objects of the classroom environment or pictures. Exercises on grammatical analysis. The importance of phonetics	The importance of the stages of the lesson: presenting; memorization; using; application; entering an oral conversation, then writing	Pragmalinguistic exercises. Lively activity (role-playing game). Exercises of a creative nature. Solving problem issues

A pure tone is made up of a single sine wave with a fixed frequency or pitch. This means that each cycle of the wave occurs at regular intervals, so that the same pattern is repeated again and again. The following illustration shows a sine wave with a 300 Hz pitch. Hz is the abbreviation for *Hertz*, which is the unit in which frequency is measured, so named in honour of the physicist Heinrich Hertz.

However, each speech sound is made up of complex waves, i.e. a complex mix of different frequencies, where it is far more difficult to recognize any regularity, although these often do exist. It is these regularities in the frequency patterns which allow us firstly to classify the individual speech sounds phonetically and then establish classes of sounds.

Speech sounds are grouped into language units called phonemes. So what actually are phonemes? Probably the simplest explanation is that a phoneme is an abstract concept used to represent a group of sounds or sound combinations that are similar enough to each other to be perceived as performing the same function in a speech chain. A phoneme is the smallest contrastive language unit which exists in the speech of all people belonging to the same language community in the form of speech sounds and may bring about a change of meaning.

The phoneme is realized in speech in the material form of speech sounds of different types. The phoneme is a functional unit. That means that being opposed to other phonemes in the same phonetic context it is capable of differentiating the meaning: /pɪt/ and /bɪt/, «the classic» /ʃɪp/ and /ʃiːp/, /kap/ and /kat/, etc.

The idea of the phoneme is mainly based upon the fact that we can establish distinctions of meaning between words by replacing certain elements, i.e. sounds, by one another. One way in which we can distinguish the elements that can replace each other is to use a minimal pair test in the way we have just seen in the examples above. Another way of identifying the inventory of phonemes used in a language is to look at their distri-

bution. Another classic example here is the difference between the occurrences of /h/ & /ŋ/ in English, where the first can never occur at the end of a word – other than in the form of aspiration – and the second never at the beginning. Of course the two units we can distinguish in this way also need to be sufficiently different from one another in the way they are produced; otherwise it would not make any sense. So, returning to our example of the voiceless plosives above, we could say that the absence of voicing and same place and manner of articulation in all examples, including the positional variant after the fricative, makes these sounds sufficiently similar to each other to count them as one phoneme. On the other hand, if we add the voicing to e.g. the bilabial plosive, we do get a distinction in meaning between minimal pairs like /pɪt/ and /bɪt/, so that we can assume that there are two different phonemes.

In cases where we have instances of the same phoneme, but marginally different realizations, we speak of allophonic variation or allophones. This term comes from the Greek word αλλο, which simply means *other*. Further examples for this are the occurrence of «clear» (/l/) and «dark l» (/ɫ/) in (many, if not most, accents of) English, where the latter only occurs in final position and the difference in the pronunciation of /k/ in the words *key* and *coo*, where the obstacle for the plosive in the former is made considerably further to the front than for the latter articulation, due to the nature of the following vowel.

One of the main characteristics of speech sounds is that they are made up of many different frequencies. In order to understand how the resonances at these different frequencies do in fact arise, we need to think about how exactly speech sounds are produced.

In any language people speak (if they have no physical defects) using their organs of speech (Fig. 1). Speech apparatus is just the same in all people except Hottentots and Bushmen – small South-African nations. Their palate is higher, tongue –

narrower, chin – smaller than in other people. Such speech apparatus may make it easier for them to pronounce special clicking sounds.
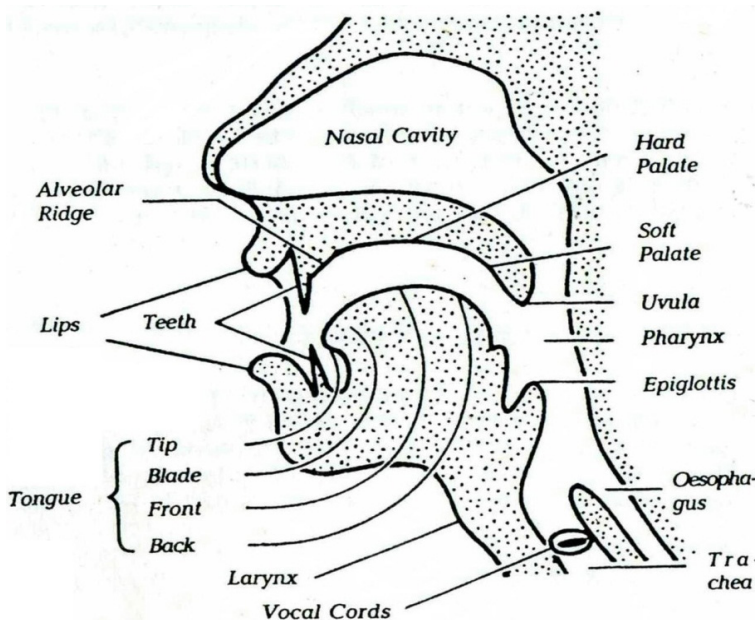
Fig. 1. The vocal organs

The organs that produce the initial vibration – if there is any present – are the vocal folds/cords, situated in the larynx, which in turn is located in the trachea or windpipe. The space that may open up between the vocal folds if they're pulled apart is called the glottis. But of course, the vocal cords on their own could not actually vibrate unless there was some energy driving them, just like there would be nor ripples on the water unless we threw a stone in, or the wind or tides caused a movement. In most speech sounds, this energy is provided by the lungs, which push air up through the windpipe and set the vocal cords in motion.

To test and see – or rather feel – whether there's any vocal cord vibration present, you can either touch your larynx while you produce a sound or cover your ears and feel the vibrations inside your head. The second test may actually work better for women because, biologically, they tend to have smaller larynxes than men do, and which will thus be more difficult to locate.

The opening and closing of the vocal cords then provides the initial vibrations at relatively regular intervals, but as the air keeps moving up through the vocal tract (comprised of the oral and nasal tracts), it is modified further by the shape of the(se) tract(s), as well as the positions of the (active and passive) articulators. The configuration of the articulators at any given time is responsible for the shapes of the complex waveforms that are transmitted from speaker to hearer. Of course, it is not only sounds with vocal cord vibration that get filtered in this way, but also those that are not accompanied by any vibration.

All the organs of speech can be divided into two groups: active and passive.

In all languages we speak with air from the lungs. We draw it into the lungs quickly and we release it slowly and then interfere with its passage in various ways and at various places.

The air released from the lungs comes up through the windpipe and arrives first at the larynx. The larynx contains two small bands of elastic tissue, which can be thought of as two flat strips of rubber, lying opposite to each other across the air passage.

The inner edges of the vocal cords can be moved towards each other so that they meet and completely cover the top of the windpipe, or they can be drawn apart so that there is a gap between them through which the air can pass freely: this is their usual position when we breathe quietly in and out.

When the vocal cords are brought together tightly no air can pass through them and if the lungs are pushing air from

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

below this air is compressed. If the vocal cords are then opened suddenly the compressed air bursts out with a sort of coughing noise (Fig. 2; Fig. 3; Fig. 4).
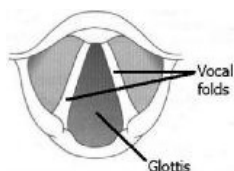

Fig. 2. Position of the vocal folds: Unvoiced

Fig. 3. Position of the vocal folds: voicing (initial & the wildest aperture)

Fig. 4. Position of the vocal folds: glottal stop

The palate forms the roof of the mouth and separates the mouth cavity from the nose (or nasal) cavity. Make the tip of your tongue touch the palate as far as you can: most of it is hard and fixed in position, but when your tongue-tip is as far as it will go away from your teeth, you will notice that the palate becomes soft. The soft palate can move: it can be raised so that it makes a firm contact with the back wall of the pharynx, and this stops the breath from going up into the nasal cavity and forces it to go into the mouth only. You can see this raising of the soft palate in position for the vowel [a:] and push out your breath very fast, as if you were trying to blow out a match, still with your mouth open wide. You will see the soft palate move quickly upwards so that the breath all comes out of the mouth.

The lower front teeth are not too important in speech except that if they are missing it will be difficult to make certain sounds, e.g. *s* and *z*. But the two upper front teeth are used in English to some extend.

The tongue is the most important of the organs of speech because it has the greatest variety of movement. Although the tongue has no obvious natural divisions like the palate, it is useful to think of it as divided into four parts: the back part, the front, the tip and blade.

It is obvious that the lips can take up various different positions. But English speaking people do not move their lips with very much energy: their lips are never very far apart, they do not take up very rounded shapes, and they are rarely spread very much and almost never pushed forward or protruded. Watch English people talk either in real life or on films and notice how little the lips and lower jaw move; some people make more lip-movement then others, but it is never necessary to exaggerate these movements. The same is true for movements of the jaw: in normal speech there is rarely more than half an inch between the lips or a quarter of an inch between the teeth even when the mouth is at its widest open. No wonder English can be spoken quite easily whilst holding a pipe between the teeth!

Speech perception is often portrayed as a decoding process that is exactly the opposite of speech production (as a form of encoding), but this conception – depicted in the graph below – is potentially somewhat misleading.

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        channel
encoding  ────────▶  decoding
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The process of decoding is – if anything – even more complex because the signal that originates from the speaker does not usually arrive at the receiving end – i.e. the hearer's ear – just as it was emitted by the speaker, but is often modified

even more by the medium through which it travels, as well as any background noises that may affect our hearing. Thus, for example, if we are outside in the street where there may be a lot of traffic noise or in a different noisy environment, such as a pub, a concert, etc., the signal may become quite distorted.

The ear is a decoding device. When the speech signal eventually arrives at the hearer's ear, it travels from the outer ear into the middle ear, where it sets the eardrum in motion. This then transmits its vibrations onto the auditory ossicles, the mallet, the anvil and the stirrup. These, in turn, conduct the vibrations to the oval window, which connects the middle and the inner ear, into the inner ear, thereby usually amplifying the sound, but also possibly protecting the ear from excessive pressure, such as may be caused by very loud noises (Fig. 5).
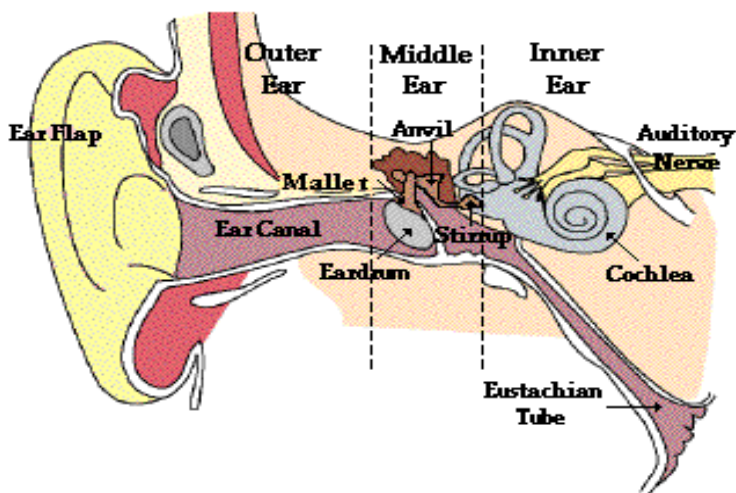

Fig. 5. The ear as a decoding device

The inner is filled with liquid that conducts the frequencies coming from the middle ear to the auditory nerve. Higher frequencies are picked up by the thin end of the basilar membrane within the snail-shaped cochlea, whereas the lowest fre-

quencies tend to make the whole membrane vibrate. In this way, different types of nerve impulses are produced, which are then sent to the brain where some form of mental representation is created.

In the senior classes there is an actualization (accentuation) of pupils' knowledge in determining their choice of their own educational path. Such as a reflexive component of schoolchildren's facilitative interaction is of great importance. In this case, the principle of dialogic reflection, based on the analysis of things, objects or phenomena from different points of view, sometimes is opposite and completely incompatible, becomes especially important. This principle is considered by us as a principle of additionality, and therefore strengthening (intensification) of facilitative interaction of pupils at school should be based not on antagonism of internal and external dialogues, but on their combination, which emphasizes the importance of modeling dialogue, dialogic interaction, dialogic influence and dialogic culture.

Conclusions

Thus, we'd like to analyze the psychoanalytic and cultural-historical determinants of the organization of the educational process in secondary education through auto-suggestive interaction. We believe that auto-suggestive interaction is based on the principles of unconscious or unconscious content, when the frames or scripts that are updated, are not actually realized by the individual. According to this, all the experience is concentrated in the collective unconscious. This experience is accumulated by mankind throughout the history of its existence, and this experience can not be leveled, but it can only be pushed into the realm of the unconscious. It is in the unconscious of ancient peoples – the myths – you can see a large number of plots that give the Child a special purpose: he/she plays the role of the Messiah, for him/her there are subjects with the most secret knowledge. Thus, it becomes

largely understandable such amazing knowledge that the child in young age and does not try to master. Thus, we've to note that children's speech is characterized by a large degree of egocentrism, when the child does not care about the partners of communication, that is does not try to be understood by others and only speaks for himself/herself – his/her speech is purely monologue. In addition, the child's speech is not fully socialized, self-directed, and it is based not only on the syncretism of reasoning, which is closely related to the syncretism of understanding. The child, given some clear words of the partner of communication, creates some image of the topic, sometimes it is wrong, because the words are not always logically related, and on the basis of this holistic scheme for himself/herself masters new material, trying to explain it by analogy with certain, well-known things. As a result, the child, becoming an adult, increasingly becomes involved into the public life, his/her speech becomes universal, that is loses its internal orientation, moving to a form of purely external speech.

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Харченко Євген, Комарніцька Людмила. Аутосугестивні фонологічні способи навчання старшокласників англійської мови

АНОТАЦІЯ

Мета статті – *висвітлити сутність комунікативних прийомів нав-чання, згідно з якими процес навчання є гармонійною моделлю процесу спілкування; досягти комунікативної активності учнів шляхом пропону-вання її домінуючим законам; розкрити визначення терміна «комуніка-тивна компетентність»; з'ясувати чотири компоненти, що формують*

комунікативну компетентність особистості у процесі вивчення інозем-
ної мови (граматична компетентність, соціолінгвістична компетент-
ність, компетентність висловлювання, компетентність мовленнєвої
стратегії); обґрунтувати методи вивчення іноземних мов відповідно до
комунікативного підходу в методології сучасної англійської мови; описа-
ти деякі важливі методи автоматичного навіювання англійської мови,
які є фонетичними стратегіями й аутосугестивними фонологічними
способами навчання.

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

Результати дослідження. *У старших класах відбулась актуалізація*
(акцентуація) знань школярів у визначенні вибору ними власного освіт-
нього шляху, тобто неабияке значення мав рефлексивний компонент
аутосугестивної взаємодії школярів. У зв'язку з цим особливого значення
набув принцип діалогової рефлексії, що базувався на аналізі речей, пред-
метів або явищ із різних точок зору, часом – протилежних і зовсім несу-
місних. Окреслений принцип розглядався нами як принцип додатковості,
а тому посилення (інтенсифікація) аутосугестивної взаємодії школярів у
старшій школі має здійснюватися на основі не антагоністичності внут-
рішнього й зовнішнього діалогів, а їх поєднання, що актуалізувало зна-
чущість моделювання діалогу, діалогічної взаємодії, діалогічного впливу і
діалогічної культуровідповідності.

Висновки. *Проаналізовано психоаналітичні й культурно-історич-*
ні детермінанти організації освітнього процесу в закладах середньої
освіти за допомогою аутосугестивної взаємодії. Доведено, що аутосу-
гестивна взаємодія базується на засадах несвідомого або неусвідомле-
ного змісту, коли фрейми чи скрипти, що актуалізуються, фактично не
усвідомлюються самою особистістю. Отже, в колективному несвідомо-
му сконцентрований увесь досвід, накопичений людством за всю історію
його існування, і цей досвід не можна нівелювати, а лише можна його ви-
тіснити у сферу несвідомого. Показано, що саме в несвідомому старо-
давніх народів – міфах – можна побачити неабияку кількість сюжетів,
що надають Дитині особливого призначення: вона виконує роль Месії,
для неї підвладні найпотаємніші знання. Отже, стає значною мірою зро-
зумілим дивовижне знання, яке Дитина у молодшому віці навіть не на-
магається опанувати. Так, дитяче мовлення характеризується великою

мірою егоцентризмом, коли дитина не дбає про співрозмовників, тобто не намагається бути зрозумілою навколишніми, і висловлюється лише для самої себе – її мовлення є суто монологічним. Крім того, мовлення дитини не є повною мірою соціалізованим, спрямованим на самого себе, і ґрунтується не лише на синкретизмі міркування, яке щільно пов'язане із синкретизмом розуміння. Дитина з огляду на деякі зрозумілі для неї слова співрозмовника створює деякий образ теми, часом – помилковий, адже слова не завжди є логічно пов'язаними, і на підставі цієї цілісної для себе схеми опановує новим матеріалом, намагаючись його пояснити з огляду на аналогію з певними, добре знайомими речами. У силу цього дитина, стаючи дорослою, все більшою мірою долучається до суспільного життя, її мовлення стає універсальним, тобто – втрачає свою внутрішню спрямованість, переходячи до форми суто зовнішнього мовлення.

Ключові слова: аутосугестивні фонологічні способи навчання англійської мови, комунікативна діяльність, комунікативна компетентність, граматична компетентність, соціолінгвістична компетентність, компетентність висловлювання, компетентність мовленнєвої стратегії.

Харченко Евгений, Комарницкая Людмила. Аутосуггестивные фонологические способы обучения старшеклассников английскому языку

АННОТАЦИЯ
Цель статьи – *осветить сущность коммуникативных приемов обучения, согласно которым процесс обучения является гармоничной моделью процесса общения; достичь коммуникативной активности учащихся путем обоснования ее доминирующих законов; описать определение термина «коммуникативная компетентность»; раскрыть четыре компонента, которые формируют коммуникативную компетентность личности в процессе изучения иностранного языка (грамматическая компетентность, социолингвистическая компетентность, компетентность высказывания, компетентность речевой стратегии); обосновать методы изучения иностранных языков в соответствии с коммуникативным подходом в методологии современного английского языка; описать некоторые важные методы автоматического внушения английского языка, которые являются фонетическими стратегиями и аутосуггестивными фонологическими способами обучения.*

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

Результаты исследования. Определено, что в старших классах происходит актуализация (акцентуация) знаний школьников в определении выбора ими собственного образовательного пути, то есть большое значение имеет рефлексивный компонент аутосуггестивного взаимодействия школьников. В связи с этим особое значение приобрел принцип диалоговой рефлексии, основанный на анализе вещей, предметов или явлений с разных точек зрения, порой – противоположных и совсем несовместимых. Данный принцип рассматривался нами как принцип дополнительности, а потому усиление (интенсификация) аутосуггестивного взаимодействия школьников в старшей школе должно осуществляться на базе не антагонистичности внутреннего и внешнего диалогов, а в их сочетании, что существенно актуализирует значимость моделирования диалога, диалогического взаимодействия, диалогического воздействия и диалогического культуросоответствия.

Выводы. Проанализированы психоаналитические и культурно-исторические детерминанты организации образовательного процесса в учреждениях среднего образования с помощью аутосуггестивного взаимодействия. Доказано, что аутосуггестивное взаимодействие базируется на принципах бессознательного или неосознанного содержания, когда актуализирующиеся фреймы или скрипты фактически осознаются самой личностью. Таким образом, в коллективном бессознательном сконцентрирован весь опыт, накопленный человечеством за всю историю его существования, и этот опыт нельзя нивелировать, а только можно его вытеснить в сферу бессознательного. Показано, что именно в бессознательном древних народов – мифах – можно увидеть изрядное количество сюжетов, которые моделируют для ребенка особые условия: мифы выполняют роль Мессии, для них подвластными являются сокровенные знания. Таким образом, становится понятным удивительное знание, которым Ребенок в младшем возрасте и не пытается овладеть. Детское вещание характеризуется в большой степени эгоцентризмом, когда ребенок не заботится о собеседниках, то есть не пытается быть понятым окружающими, и высказывается только для самого себя – тогда его речь является сугубо монологической. Кроме того, речь ребенка

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не является в полной мере социализированной, направленной на самого себя, и основывается не только на синкретизме соображения, которое плотно связано с синкретизмом понимания. Ребенок, учитывая некоторые понятные для него слова собеседника, создает некий образ темы, иногда – ложный, ведь слова не всегда логически связанны, и на основании этой целостной для себя схемы овладевает новым материалом, пытаясь его объяснить, учитывая аналогию с определенными, хорошо знакомыми вещами. В силу этого ребенок, становясь взрослым, все в большей степени приобщается к общественной жизни, его речь становится универсальной, то есть – теряет свою внутреннюю направленность, переходя в форму чисто внешнего вещания.

Psychological Content of Facilitative Interaction

Психологічний контент фасилітативної взаємодії

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ABSTRACT

The purpose of this article *is to define the main characteristics of the facilitative interaction, to show the socio-genetic mechanism of facilitation, the mechanism of cultural transmission, to provide the principles of facilitative interaction in the process of interpersonal communication, to present facilitation as a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality.*

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

The results of the research. *We proved that facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position («And I can» or «And I will do this»), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed «to provoke» the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All this factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.*

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is «truth» and «open-

ness»; the second setting is described in terms of «acceptance» and «trust»; and finally, the third attitude correlates positively with «empathic understanding».

Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. The first component of facilitation is authenticity, «naturalness», sincerity of personality. Another components of facilitation are congruence and empathic understanding. Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.

Conclusions. The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation.

Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes.

Key words: facilitation, facilitative interaction, facilitative teaching, components of facilitation, authenticity, «naturalness», sincerity of personality, congruence, empathic understanding.

Introduction

In our research, facilitation refers to a personality-oriented approach, expressed in a global sense of trust of a person, in the tendency to personal growth, to the development and realization of his/her individual potential. Facilitation is a key concept of non-directive, client-centered or person-centered psychotherapy developed by C. Rogers. To understand the essence of facilitative interaction, the main principles of C. Rogers' theory are: belief in original, constructive and creative human wisdom; belief into the content of socio-personal nature, which implies the actualization of the constructive personal potential

of the individual in the processes of interpersonal communication; the main concepts which are «necessary and sufficient conditions» of interpersonal communication, which contribute to the development of the personality and ensure the implementation of constructive personal changes («unconditional positive perception of another person», «active empathic listening», «congruent self-expression in the process of communication»); the ideas about the real stages of the group process, which takes place in certain social and personality-centered conditions (Rogers, 1983).

It was very important for our research to distinguish between two types of learning: unconscious and conscious ones. The first type of education is, so called, «impersonal one», intellectualized, evaluated from the outside space, aimed at mastering the student's knowledge. Learning of the second type, on the contrary, is self-initiated, personally meaningful, such that has an impact on the personality as a whole. It is assessed by the pupil in order to ensure the mastery of meanings (or meaning frames) as elements of personally meaningful experience. The main tasks of the teacher are to stimulate and to initiate (to promote) conscious learning.

Considering the concepts of «education», «teaching» and «learning», C. Rogers emphasizes that in today's world, which is characterized by constant change, the emphasis in the learning process has to be shifted from teaching to facilitation as a manifestation of a new thinking, as a real reform of education, which can not be achieved either by improving the skills and abilities, knowledge and abilities of teachers, or through the development and the implementation of experimental programs and modern technical teaching aids (Rogers, 1982).

In the psychological paradigm, facilitation is seen as stimulating the development of people's consciousness, their independence, freedom of choice, rather than an attempt to make people dependent on public opinion. Thus, traditionally,

facilitation is analyzed as a change in the effectiveness of the subjects of educational activities. Freedom does not mean permissiveness and release from professional responsibilities. If leading professionals, leaders in education are able to realize their role as facilitators, the educational paradigm will potentially change.

The discussion of the terminological problem of the definition of «facilitation» is indicated by the requirements formulated by L. Onufriieva & Ed. Ivashkevych (2021). Scientists believe that, firstly, the facilitative interaction itself should be objective and holistic in a systemic-functional sense. Secondly, this term should be taken unambiguously: to denote one phenomenon that has a fairly clear paradigm. It is unacceptable to denote several phenomena by one term and, conversely, it is undesirable when one phenomenon is denoted by several terms. The existence of synonyms is sometimes justified, and in some cases they are inevitable. Thirdly, the etymological aspects of facilitative interaction should be considered. Fourthly, it is necessary, if it is possible, to take into account the traditions having been formed in Psychology. Fifthly, the procedural and productive aspects of facilitative interaction should be separated. Sixthly, the terminology of related sciences should be taken into account in an effort to avoid interdisciplinary contradictions (Михальчук & Онуфрієва, 2020).

So, *the purpose* of this article is to define the main characteristics of the facilitative interaction, to show the socio-genetic mechanism of facilitation as the mechanism of cultural transmission, to provide the principles of facilitative interaction in the process of interpersonal communication, to present facilitation as a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality.

Methods of the research

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

Results and their discussion

Data on the characteristics of the facilitative interaction are presented in Table. 1. Also they are diluted in the terminological sense of the procedural side and the result of facilitative interaction.

The main category in Psychology is a category that reflects the mechanism of transmission of culture from generation to generation. According to scientists, in relation to the individual it is a mechanism that ensures the formation of the personality. To denote such a phenomenon in Psychology, the term «facilitation» is also used as a stimulus to the development of people's consciousness, their independence, freedom of choice. To stimulate (from Latin) denotes «to encourage», «to motivate to action», «to promote», «to give a push», «to be the motivating reason», «to activate any to provide the activity» (Івашкевич & Комарніцька, 2020).

Stimulus (from the Latin Stimulus means «to drive») is the influence that largely determines the activation of psycho-physiological functions of the subject. In Social Psychology, the concept of «social facilitation» is used, which was interpreted as a trend that encourages people to perform better simple or familiar tasks in the presence of others (Тлумачний словник «Multitran», 2021). The concept of «facilitation» significantly enhances the dominant human reactions in the presence of other people. Both in the first and in the second cases it is a question of stimulation of the person. Stimulation in the process of pedagogical facilitation means «to provoke changes in the personality of students» (Rogers, 1983). The basic characteristics of facilitation are shown in Table 1.

Table 1

Facilitation and its basic characteristics

Characteristics of facilitative interaction	Facilitation as a process	Personal aspect of facilitation	Formative influence of facilitative interaction	The result of facilitative interaction
1	*2*	*3*	*4*	*5*
Socio-genetic mechanism of culture transmission	To facilitate means to stimulate, to promote, to activate (to facilitate is to promote, to create favorable conditions); to support, to help, to care, etc.	Belief in the original, constructive and creative wisdom of a man as self-worth	Belief in the socio-personal nature of facilitative interaction, modeling of constructive personal potential of a person in the processes of interpersonal communication	The concept of necessary and sufficient conditions for interpersonal communication. Facilitative interaction stimulates personal development, provides constructive personal changes
Procedural nature	Psychological mechanism of synergy: cooperation, interaction, a dialogue	Truthfulness and openness	Acceptance and trust	Empathic understanding
Transfer and acquisition of knowledge	Unconditional positive acceptance of another person as personally significant one	Personality development	Self-actualization of the person	Inventing a new solution

1	2	3	4	5
Formation of skills and abilities	Creating conditions for meaningful learning and personal development in general	The actualization of interpersonal communication, the development of the individual educational route	Stimulation of changes of students through dominant bifurcations, pushing them to create bifurcation models, modeling the positive conditions of interaction, various feedbacks between the subjects of facilitative interaction (subject-subject surveys, such as a dialogue, the interview, the discussion, a heuristic conversation, a debate, group forms of communication and learning, etc.)	Individual and group contacts with students, the organization of the learning process in dyads, group of free communication and facilitative influence
Student's development according to genetic and social programs	Congruent self-expression in the process of communication	The desire to achieve individual goals in facilitative interaction	Active empathic listening	Self-sufficiency: the spiritual richness of the inner world of the individual
Improving the properties of human behavior	Education of personality orientation, his/her will, motives, etc.	Self-realization, formation of self-attitude, acquisition of personally significant values	Awareness of the importance of learning, based on the peculiarities of interpersonal relationships	Restructuring of personal attitudes of students in the process of interpersonal interaction

In the psychological literature it was noted that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth. The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication. The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes. The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction.

The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives on content components; learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students.

It was noted that the facilitative aspects of student autonomy are often impressed with their results: students realized and accepted the need to organize activities in the environment

of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change. Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency. Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context.

Persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities. Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – these products always all students like.

The introduction of the word «facilitation» into the psychological sphere of foreign origin is explained, first of all, by the fact that it has been included in the psychological and pedagogical conceptual paradigm since the second half of the XX century. However, facilitation does not object at all to the consideration of pedagogical activity as a management process. Thus, scientists (Терновик & Сімко, 2020) emphasize that its basic components are such processes of interpersonal interaction, which create the best conditions for the development of

educational and professional motivation of students, promote the development of students' personality, allow teachers to increase their professional and pedagogical potential and ensure the achievement of educational goals in general. This approach allows us to identify in the learning process such a function of pedagogical interaction as facilitative one (Crookes, 1989).

Thus, facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position («And I can» or «And I will do this»), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed «to provoke» the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All this factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is «truth» and

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
"ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ"

DOI: https://doi.org/10.32626/2227-6246.2021-54

2021. ВИПУСК 54

«openness»; the second setting is described in terms of «acceptance» and «trust»; and finally, the third attitude correlates positively with «empathic understanding».

In such a way C. Rogers (1983) notes that if the teacher follows these guidelines (or accepts them as personally significant ones) we will deal with a special interpersonal (group) process that will lead to significant personal changes of the participants. This philosophy of the scientist actualizes a person's belief that each subject has, in fact, personal self-worth, dignity and the ability to self-government. C. Rogers (1983) emphasizes trust and acceptance of personal significance, which is inherent for each individual in the direction of personal growth, self-development and self-improvement. A study of the therapeutic process conducted by C. Rogers (1983) found that the patient's healing occurs when the client feels «accepted» and understood by the psychotherapist. Feeling «being accepted» and «being understood» is a rather rare experience, especially when the patient turns to a psychotherapist with a certain problem, when he/she feels fear, anger, grief, jealousy and others. However, through facilitative psychotherapy, it becomes possible to heal at the levels of acceptance and understanding, and this, in turn, leads to the desired psychotherapeutic effect.

One of the important features of the facilitative approach is the formation of a sense of unconditional trust in the person. Man himself has traditionally been seen by many authors (Гончарук & Онуфрієва, 2018) as being uncontrollable by nature, lazy, self-interested, selfish, immoral and sinful. Therefore, any person from the earliest childhood should be under constant external care and supervision.

Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group,

the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality.

The first component of facilitation is authenticity, «naturalness», sincerity of personality. The more the teacher is himself/herself in the relationships with students, the less he/she will try «to separate» from students, the more likely it is that students will seek to achieve constructive personal change. Authenticity (or «naturalness») means that the teacher openly seems «to live» the feelings and attitudes that occur at the moment of cognitive activity and interpersonal interaction.

Another component of facilitation is *congruence*. If in the case of empathy it is a question of empathy for the emotional state of another person, then in the case of congruence it is a question of experiencing someone's own feelings, of their openness both to oneself and to other people. Congruence differs from authenticity, openness, honesty; we consider this quality as a necessary one and sufficient condition for effective interpersonal contact and relationships (along with empathy and unconditional positive acceptance of another person).

The term «congruence» was introduced by C. Rogers (1983) to describe the dynamic state of the psychotherapist, which intersects various elements of his/her inner experience (emotions, feelings, attitudes, experiences, etc.), which are quite adequately, undisturbed and freely «live», are aware and are expressed directly when working with the client. In the case of congruence (and in contrast to empathy) it is about the psychotherapist's experience of his/her own feelings, about his/her openness to himself/herself and to other people. Congruence is a process of invaluable acceptance and awareness of a person's real and actual feelings, experiences and problems with their subsequent speech explication and reproduction in new behavioral patterns that positively affect other people (or, in other words, if a person follows the principles and features of facilitative interaction). Congruence is, at the same time, a

rather dynamic state in which a person feels mostly free and authentic both in relations to himself/herself and in relations to other people, without feeling of the need to use psychological protections. Congruence occurs when our inner feelings and experiences are fairly accurately reflected in our consciousness and reproduced in our behavior, when we can be perceived and seen as who we really are.

The other important component of facilitative interaction is the acceptance of one's own personality and the personality of another person (even in the case of acknowledging the short-comings of another), caring for him/her. When the teacher feels a positive, non-superior attitude towards the student, despite even some negative aspects that may occur in the learning process with the student, positive facilitative interaction in this case is so conformed.

Facilitation also involves allowing the student to delve into any of his/her immediate experiences – even sad, abusive, resentment, fear, anger, courage, love or pride. In this case, the facilitative interaction takes the form of useless care. When the teacher recognizes the student as a whole, and not in a view of certain preconditions, the facilitative interaction appears entirely tangential.

The next component of facilitation is *empathic understanding*. The latter implies that the teacher quite accurately perceives the feelings, personal meanings experienced by the student, and begins to communicate with him/her in terms of a complete understanding of the client. Ideally, the teacher penetrates quite «deeply» into the inner world of another person, which can not only realize the meanings of another person, but also to master them, in addition, can master the meanings that are fixed outside the facilitative paradigm. Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.

As we came to understand which content facilitates the personal attitudes of the psychotherapist in the most degree, he/she became more and more aware of what facilitates the personal attitudes (teachers on the use of methods of education and training of the ward). Thus, we were increasingly interested not in the methods and forms of the activity in the classroom, or in the content of education as such, which will form the basis for the formation of meaningful, productive and fairly independent student learning. Just as in psychotherapy the successful implementation of these guidelines leads to the understanding of the principles and features of the organization of interpersonal communication between the psychotherapist and the client, and the facilitation plan becomes relevant in the pedagogical relationship between a teacher and students.

Facilitation is considered by us as a specific activity of the subject to the laws of attributive analysis proposed by foreign scholars. Such the analysis creates a certain algorithm of actions of the subjects of interpersonal interaction, given that each concept reflects not so much the phenomenon as the model of the concept, as well as reflects the content of the concept itself. The model of the concept of the activity and the model of the phenomenon are not one and the same phenomena. The concept should reflect the attributes, components, functions and structure of the phenomenon. The model of the concept can explain, for example, only the attributes of the phenomenon and their structure, we note.

So, facilitative interaction is characterized by specific linguistic, psychological and integrative features. They need to be considered for the development of an appropriate training system and specific methodological recommendations. Let's define the basic concepts of facilitative interaction. First of all, Facilitative interaction is a united situational-thematic community and communicative motives of the combination of verbal statements consistently generated by two or more inter-

locutors in the direct act of communication. Facilitative interaction at secondary schools often takes a place in the process of organizing dialogues.

From the linguistic point of view dialogization is the process of facilitative speech interaction, which involves the exchange of replicas that do not reach the scope of monologue statements. The term «dialogue» is understood as the process of conversation, and its result-text, but the text will not always be dialogically in the content.

The dialogue (from «dialogues», diagonal, logos) is a conversation between two or more people. Expressions are short, often they are fragmentary replicas.

Let's show the linguistic features of dialogical communication.

Dialogue as a product of coordinated verbal speech activity of two (three or more) interlocutors, is a coherent text that has all the main characteristics of the unambiguous unity. The parameters of the oral dialogue can be included:

− referring to one or another sphere of oral communication;

− the nature of the subject (one topic, a system of themes, several different themes);

− a number of creators of the text (dialogue, trilogy, polygon);

− functional style of speech (spoken, officially or business, etc.);

− degree of readiness of the subjects of speech act (presence of workpieces, thoughts and facts, degree of mastering the topic);

− linguistic characteristics (normative language, composition of the dictionary, intonational design);

− situationality (the degree of support of speaking on infant communication channels in the process of their speech contact and the reflection of this particular communication in the text);

– depth and detail of the communicative development of the topic (or topics) that are discussed during the speech contact.

Such kinds of dialogues are facilitative by their nature. Let's analyze the character of the speech material used in the dialogical speech on the basis of sentences that can be classified in terms of:

a) *communicative purpose* (narrative, questionable, inductive, occlusive);

b) *syntactical complexity* (simple, complicated, complex);

c) *completeness or uncompleteness* (common, unpopular, elliptic);

d) *the degree of clipping* (that is, the formality of the form before the moment of speech reproduction).

In the speeches of initiative subject, a significant place is occupied by questioning sentences (up to 40–50%), followed by narrative (37%). The answers in the first place are narrative sentences (up to 60%), in the second one – questionable (up to 20%).

The basis of the language material of the facilitative dialogues is simple sentences (70%), most of which are widespread. Complex sentences are used much less often than simple, and in general are reduced to the transmission of causal and conditional-time relationships (with subordinate sentences of conditions and time).

Conclusions

The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation.

Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes.

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АНОТАЦІЯ

Мета статті *– визначити основні характеристики фасилітативної взаємодії, висвітлити соціально-генетичний механізм фасилітації як механізм культурної передачі інформації, окреслити принципи фасиліта-*

тивної взаємодії у процесі міжособистісного спілкування, представити фасилітацію як феномен міжособистісного спілкування, що значно підвищує продуктивність навчання чи виховання суб'єктів навчально-виховного процесу завдяки їх гармонійному, демократичному стилю спілкування і толерантним, емпатичним якостям особистості учителя.

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

Результати дослідження. Доведено, що фасилітація є феноменом міжособистісного спілкування, який значною мірою підсилює продуктивність навчання або виховання суб'єктів освітнього процесу за рахунок їх гармонійного, демократичного стилю спілкування і толерантних, емпатійних якостей особистості педагога. Фасилітативне спілкування породжує найбільшою мірою позитивні мотиви, а такі мотиви навчання, своєю чергою, створюють позитивні передумови не тільки до прийняття школярем певної свідомої позиції («І я це можу» або «І я це зможу»), а й до гармонійної пізнавальної діяльності з метою опанування новими знаннями, уміннями, навичками, завдяки чому в нього формується бажання вчитися. Учителі-фасилітатори мають ніби «провокувати» самостійність і створювати передумови для відповідальної свободи тих, хто навчається. Ці моменти обов'язково мають бути враховані у разі складання педагогами навчальних планів і програм, під час формулювання навчальних цілей і впродовж оцінювання результатів навчальної роботи. Усе це створюватиме найбільшою мірою сприятливі передумови для самостійного й осмисленого навчання школярів, активізуючи їх пізнавальні мотиви, стимулюючи допитливість, що, насамперед, актуалізуватиме прояви солідарності й кооперації, взаємодії та взаємодопомоги в навчальній роботі, сприяючи становленню активної особистісної позиції і самореалізації педагогів. Усе це, своєю чергою, фасилітує високий рівень когнітивного функціонування, всієї освітньої парадигми тощо.

Показано, що реформа освітньої системи має ґрунтуватися на перебудові сталих особистісних настановлень учителя, які експлікуються у процесах його міжособистісної взаємодії з учнями. Виокремлено три основні настановлення учителя-фасилітатора: Перше – «істинність» і «відкритість»; друге настановлення описується в термінах «прийняття» й «довіри»; і, нарешті, третє настановлення позитивно корелює з «емпатійним розумінням».

Виокремлено певні компоненти фасилітації, які створюють такий мікроклімат у колективі, що забезпечуватиме особистісне зростання і розвиток. Зазначено, що першим компонентом фасилітації є справжність, «природність», щирість особистості. Указано, що ще одним компонентом фасилітації є конгруентність. Іншим компонентом фасилітації є емпатійне розуміння. Доведено, що фасилітативна взаємодія є досить специфічним, активним різновидом переходу поведінкових патернів у стійкі сенсові структури, що забезпечують зміну особистості як школяра, так і самого педагога.

Висновки. Показано, що основні положення фасилітативного підходу полягають у тому, що, по-перше, внутрішня природа (або сутність) людини є винятково позитивною, конструктивною, моральною і соціальною, а, по-друге, ця природа починає експлікувати себе кожен раз, коли у взаємостосунках цієї особистості з іншою людиною (або іншими людьми) існує атмосфера безумовного позитивного прийняття, емпатійного розуміння і конгруентної самопрезентації.

Доведено, що фасилітативний підхід наголошує, що людина вміщує неабиякі ресурси для самопізнання, зміни власної Я-концепції, цілеспрямованої поведінки, а цілковите опанування цими ресурсами постає можливим лише в тому випадку, якщо в суспільній групі створюється позитивний мікроклімат, що фасилітуватиме становлення психологічних настановлень.

Ключові слова: фасилітація, фасилітативна взаємодія, фасилітативне навчання, компоненти фасилітації, автентичність, «природність», щирість особистості, конгруентність, емпатійне розуміння.

Хупавцева Наталия, Ващенко Ирина. Психологический контент фасилитативного взаимодействия

АННОТАЦИЯ
Цель статьи – определить основные характеристики фасилитативного взаимодействия, выделить социально-генетический механизм фасилитации как механизм культурной передачи информации, определить принципы фасилитативного взаимодействия в процессе межличностного общения, описать фасилитацию как феномен межличностного общения, что значительно повышает продуктивность обучения или воспитания субъектов воспитательного процесса благодаря их гармо-

ничному, демократическому стилю общения и толерантным, эмпатическим качествам личности учителя.

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

***Результаты исследования.** Доказано, что фасилитация является феноменом межличностного общения, который во многом усиливает продуктивность обучения или воспитания субъектов образовательного процесса за счет их гармоничного, демократического стиля общения и толерантных, эмпатийных качеств личности педагога. Фасилитативное общение порождает в наибольшей степени положительные мотивы обучения, а такие мотивы, в свою очередь, создают положительные предпосылки не только к принятию школьником определенной сознательной позиции («И я это могу» или «И я это смогу»), но и к осуществлению гармоничной познавательной деятельности с целью овладения новыми знаниями, умениями, навыками, благодаря чему во многом у него формируется желание учиться. Учителя-фасилитаторы должны как бы «провоцировать» самостоятельность и создавать предпосылки для ответственной свободы обучающихся. Эти моменты обязательно должны быть учтены при составлении педагогами учебных планов и программ, при формулировании учебных целей, в процессе оценки результатов учебной работы. Все это будет создавать в наибольшей степени благоприятные предпосылки для самостоятельного и осмысленного обучения школьников, активизируя их познавательные мотивы, стимулируя любознательность, что, прежде всего, будет актуализировать проявление солидарности и кооперации, взаимодействия и взаимопомощи в учебной работе, способствуя становлению активной личности. Все это, в свою очередь, фасилитирует высокий уровень когнитивного функционирования, создание целостной образовательной парадигмы.*

Показано, что реформа образовательной системы должна основываться на перестройке устоявшихся личностных установок учителя, которые эксплицируются в процессах его межличностного взаимодействия с учащимися. Выделены три основных установки учителя-фасилитатора. Первая – «истинность» и «открытость»; вторая установка описывается в терминах «принятие» и «доверие»; и, наконец, третья установка положительно коррелирует с «эмпатийным пониманием».

Выделены некоторые компоненты фасилитации, создающие такой микроклимат в коллективе, который будет обеспечивать личностный рост и развитие. Отмечено, что первым компонентом фасилитации является подлинность, «естественность», искренность личности. Указано, что еще одним компонентом фасилитации является конгруэнтность. Следующим компонентом фасилитации считается эмпатийное понимание. Доказано, что фасилитативное взаимодействие можно воспринимать как достаточно специфическую, активную разновидность перехода поведенческих паттернов в устойчивые смысловые структуры, обеспечивающие развитие личности как школьника, так и самого педагога.

Выводы. Показано, что основные положения фасилитативного подхода заключаются в том, что, во-первых, внутренняя природа (или сущность) человека является исключительно положительным, конструктивным, нравственным и социальным качеством, а, во-вторых, эта природа начинает эксплицировать себя каждый раз, когда во взаимоотношениях данной личности с другим человеком (или другими людьми) существует атмосфера безусловного положительного принятия, эмпатийного понимания и конгруэнтной самопрезентации.

Доказано, что фасилитативный подход подчеркивает, что человек имеет незаурядные ресурсы для самопознания, изменения собственной Я-концепции, целенаправленного поведения, а полное овладение этими ресурсами представляется возможным лишь в том случае, если в общественной группе создается положительный микроклимат, фасилитирующий становление психологических качеств личности.

Ключевые слова: фасилитация, фасилитативное взаимодействие, фасилитативное обучение, компоненты фасилитации, подлинность, «естественность», искренность личности, конгруэнтность, эмпатийное понимание.

Psychological Research of Teenagers' Creativity

Психологічне дослідження креативності підлітків

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ABSTRACT

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

*The following theoretical **methods of the research** were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also we used experimental methods, such as statement research. For the last one we used such methodology, as: the test «Circles» by E.P. Thorens; the author's methodology «The development of Creativity of teenagers» (Михальчук, Ер. Івашкевич & Яцюрик, 2021).*

***The results of the research.** In our research low results were obtained at both heuristic and reconstructive research levels. This indicates considerable difficulties that are arisen in a case when students are characterized with: a) the emergence of the ideas of solving the problem; b) making the design of the personal development; c) the embodiment of the idea in the activity, in communication with other students within the micro-group; d) the analysis and the evaluation of the results of pupils' own creativity or innovation. The results having been obtained by us also indicate the need to organize special training for adolescents in order to make targeted influences on the development of their creativity.*

In such a way we've to make some conclusions. The concept of «creativity» is more general, because it includes creative qualities. Creativity reflects, in addition to subjective moments, also the process of reconciling novelty, innovation of the activity generated by the subject with the existing (so-called stereotypical) socio-cultural context.

We consider creativity as the process of interaction that necessarily leads to the personal development. We also define creativity as an activity that creates something new, original, which is included not only into the history of the creator, but also into the history of science, art, etc. A similar point of view is expressed by us when we define creativity as going beyond the existing human knowledge, overcoming certain boundaries and obstacles. In such a way creativity means the creation of something new, which can mean both the transformation of the consciousness and behavior of the subject, generated by the person, but also which is alienated from his/her products.

***Conclusions.** According to received data of our empirical research we offer some more definitions of the creativity, focusing the reader's attention on*

the procedural aspect of this activity. In particular, we define creativity as the creation of something new in a situation where the problem-stimulus causes the invention of the so-called dominant, around which there are concentrated the necessary subjective statistics to solve this problem, requiring mandatory reference to their past, the person's experience.

The problem of creativity is considered by us through the concept of intellectual activity. The last is the phenomenon of self-movement of the activity, which is manifested in the process of cognitive activity of the individual, which goes beyond the requirements of this particular problem situation. In this process in the content of the ability to continue cognition independently outside there are actual the requirements of the initial situation, which situationally are not stimulated by productive activity and the secret of external forms of creativity is hidden. We mean the ability to see in the subject something new what other people do not see. Thus, the creative process is a kind of «derivative» of the intellect, refracted through the motivational sphere of the individual, which inhibits or stimulates its manifestations. After all, intelligence is determined by the dialectical relationships between two constructs. Defining, thus, the nature of creativity dwells on its immanent phenomenon, which considers creative abilities of the individual. We believe that understanding of human creative abilities should be considered as a kind of projection of unresolved problem of the nature of creativity. Although, in our opinion, having been given the existence of a variety of approaches of solving this problem, there are two main (or fundamental) ones: the approach to study creative abilities given the individual psychological differences of the subjects (B.M. Teplov) and the approach of L.S. Vygotskyi (studying of creative abilities taking into account the personal qualities of a man).

Defining the nature of creativity, we proceed from the delineation of the essence of the creative process, and from the characteristics of the creative product itself. This review coincides with our vision of this problem, because with this approach it is possible to consider the phenomenon of creativity not so much given the constant with genetic neurophysiological characteristics of homo, the creator, but taking into account the psychological manifestations of the individual's ability to self-actualization (such as to the process of the man's cognitive activity). We focus our attention on the position of the development of gifted and talented children. We believe that the learning and the development of such children creates an ideal model of creative human development, and the problem of the development of creativity should be considered in the paradigm of activity mediated by the creative abilities of the subject.

Introduction

In psychological literature in terms of the study of Personality, there is a large number of theoretical and experimental approaches. This arises, first of all, from the various problems having been raised by modern psychological schools; secondly, the contradictions and the complexity of the phenomenon under study. As a result, the definition of creativity is ambiguous and has many interpretations. Therefore, first of all, it is necessary to consider the essence of this concept, as well as the phenomena related to creativity (such as creative activity, creative potential of the individual), which will help outline the current state of the problem under study, trends, etc. Psychological literature is often confused and it is used as synonyms, which does not add clarity into the definition of these terms, but, on the contrary, leads to their confusion and difficulty in understanding of their meaning.

Thus, psychological dictionaries state that «creativity» (from the Latin creatio is creation, the process of creation) – it is the level of creative talent of the individual, the development of his/her creative abilities, which are manifested in the processes of thinking, communication, certain activities, and they are relatively stable characteristics of human individuality (Івашкевич & Гудима, 2020). Creativity, as a rule, is understood as a kind of potential, an internal human resource, while creativity means a process that leads to the creation of something new.

Analyzing the main differences between creativity and the process of creativity, scientists (Гончарук & Онуфрієва, 2018) identify the following characteristics:

1. Creativity is a process that can be included into all other different activities and, at the same time, be absent in the

activities that involve such inclusions. This applies to all creative professions.

Creativity is a personal quality based on the development of higher mental functions, while the ability to create as an automated skill should be included into all activities, behavior, communication, interaction with the environment.

2. Creative potentials are embedded in the brain of each person, because the brain is the organ, in which creativity is born itself. Spontaneous manifestation of creative abilities is observed in a case of a very limited number of people (no more than 5–7% of the total population).

In its content, creativity is a quality that is formed as a result of the influence of the social environment, the requirements for humanity, and it greatly contributes to the organization of information flow and determines the purpose of all activities, starting with learning.

3. The creative process involves the active work of consciousness, including the unconscious and subconscious. In the human subconscious there are the most favorable conditions for creativity due to the balance of power and significance of all objects and events having been perceived by a man, the shift of time intervals, processes that can not occur at the level of individual consciousness. Therefore, the creative solution of problems, the discovery of patterns, the birth of a plan is often carried out on a subconscious level. The results of such activity are reflected in the mind suddenly, in the form of a ready-made solution, enlightenment and insight (Хупавцева, 2020).

The process of developing creativity is accompanied by the merging of consciousness and subconscious into some new form, so called superconscious. The superconsciousness integrates the most generalized mechanisms of realization of a creative process into somewhat condensed form, when in the very act of perception there is a transformation of the object

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into an artistic image, the discovery of patterns or problem solving (Онуфрієва, 2020).

4. The process of creative activity includes three main phases – preparatory, exploratory and executive ones. The first phase involves the individual's contact with the social environment, which encourages the person to formulate problems, questions and ideas. The second phase is related to mental activity and finding a way to solve the problem, a topic, a situation, etc. The third phase is connected with the embodiment of the solution found in a specific creative product. Creativity is reflected in a successful implementation of all three phases of creative activity, such as the ability to formulate and solve problems independently, find solutions and creatively implement them into so-called innovative products (Mykhalchuk & Kryshevych, 2019).

5. Creativity, as a rule, is manifested only in a paradigm of a certain type of the activity, including scientific, organizational, structural and technical, artistic aspects. This is explained, first of all, by the fact that a person's mastery of creative skills in a certain professional field does not mean that these skills can also be transferred to other activities.

Although the moment of transformation is necessary both in terms of creativity and originality, but in terms of creativity the transformation concerns the system of knowledge, skills, values, etc. of the subject, and in the case of creativity it is also the system of socio-cultural relations, norms, values, knowledge, methodical actions, etc. (Onufriieva, 2017).

So, **the aim** of our article is: to show the transformation and the expansion of conceptual spaces of thinking and the activity of the subject; to explain the definitions of both creativity and originality; to show creative activity the processes of transformation of something new, what is non-standard, unique into a certain form having been finished, ready for translations, reference, canonized what is extremely impor-

tant, then in order to recognize some pattern creative it must be fixed in the culture, find its embodiment in cultural texts, because only in this way it can become a reality for the culture.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also we used experimental methods, such as statement research. For the last one we used such methodology, as: the test «Circles» by E.P. Torrance (1994); the author's methodology «The development of Creativity of teenagers» (Михальчук, Ер. Івашкевич & Яцюрик, 2021).

If creativity is seen as the transformation and the expansion of conceptual spaces of thinking and the activity of the subject (in the terminology of N. Mykhalchuk & L. Onufriieva (2020) – «the space of thoughts»), the creativity is perceived as the emergence of new opportunities for the culture.

Although the definitions of both creativity and originality include an assessment of something innovative, already created, and what has to be invented, but creativity, first of all, takes into account the assessment of another one, and in terms of the analysis of creativity it is at least self-assessment. However, in psychological concepts, when considering the creativity of the individual, the subjective assessment of a new result is often leveled, although the attention of the individual is focused on the process of emergence of new concepts.

If for creative activity the processes of transformation of something new, what is non-standard, unique into a certain form having been finished, ready for translations, reference, canonized what is extremely important, then in order to recognize some pattern creative it must be fixed in the culture, find its embodiment in cultural texts, because only in this way

it can become a reality for the culture. Thus, despite the similarity of the above phenomena, they contain significant differences, which allow a fairly clear distinction between these concepts.

An empirical study of adolescents' creativity has been analyzed by us during 2019–2021 in the 7th–9th forms of secondary schools of Rivne (secondary schools № 3, 5, 7, 12, 15, 20), Varkovytsia gymnasium of Dubniv district of Rivne region, Satyiv secondary school of Rivne region, general lyceum of Radyviliv district council of Rivne region, complex «Education» of Academician Stepan Demianchuk International University of Economics and Humanities (MEGU). 720 people were participated, among them 305 were teenagers (including 113 pupils of our experimental and control classes), 21 teachers and 7 psychologists (they also acted as experts). Given the research objectives of our research, pupils were divided into experimental and control groups by the method of randomization (using technology of paired design):

– *experimental groups*:

– E1 (29 pupils) – 8-A form of secondary school № 15, Rivne;

– E2 (28 pupils) – 9-B form of secondary school № 20, Rivne;

– *control groups*:

– C1 (28 pupils) – secondary school № 15, Rivne;

– C2 (28 pupils) – secondary school № 20, Rivne.

As the criteria for the development of creativity, we took its parameters, such as flexibility, originality, speed, metaphorical thinking, as well as individual psychological characteristics of the individual and creative reflection.

Thus, we describe the data obtained by us on the basis of a comprehensive psychological study of the creative properties of the personality of schoolchildren in order to find different ways to develop the creativity of adolescents at the stage of

a formative experiment. In order to study the psychological factors of creativity of pupils, significant differences in creativity were found between experimental and control groups. A correlation analysis was performed, which reflects the relationships of parameters of creativity with individual psychological characteristics of adolescents in groups E1, E2, C1, C2. Correlation analysis and establishing the degree of reliability of differences in creativity indicators was carried out using the statistical data processing package «SRSS 10».

We described the differences in individual parameters and their relationships of pupils of studied groups, taking into account the systematic analysis of actual data. Let's analyze the empirical results obtained in the statement research. Thus, the data having been obtained by the test «Circles» by E.P. Torrance (1994), indicate the originality, speed and flexibility of thinking of pupils. In the ascertaining research there are rather low results on the given indicators of creativity, they have been received.

Thus, adolescents in both experimental and control classes created an average of 8–10 drawings from these 20 on 7–8 topics (natural phenomena, household items, jewelry, animals, etc.). Indicators of originality, flexibility and speed of thinking in control and experimental groups of pupils are given in Table 1.

Table 1

Comparative analysis of data of the test «Circles»

High level of adolescent thinking indicators (in%)	E1	E2	C1	C2
Originality	25.89	23.11	23.18	20.07
Semantic flexibility	13.96	18.54	20.09	14.55
Imaginative adaptive flexibility	17.37	18.29	21.16	15.06
Semantic spontaneous flexibility	12.31	17.56	10.02	12.73
Speed	18.92	23.18	24.56	20.32

The development of originality of teenagers' thinking according to the test «Circles» is shown by Fig. 1.
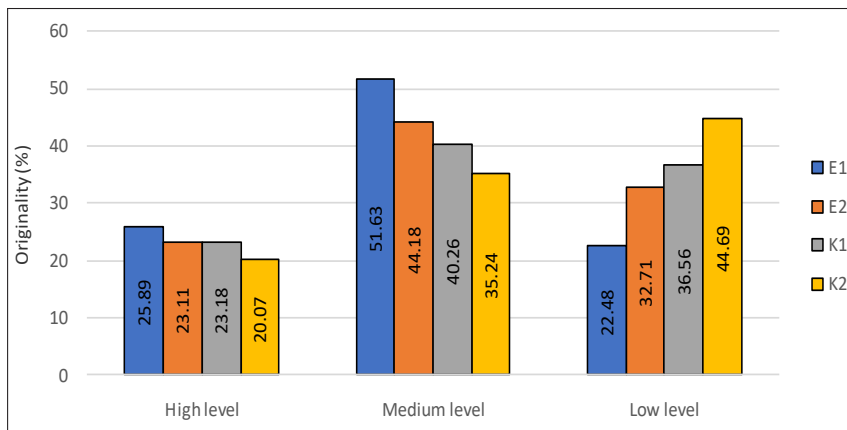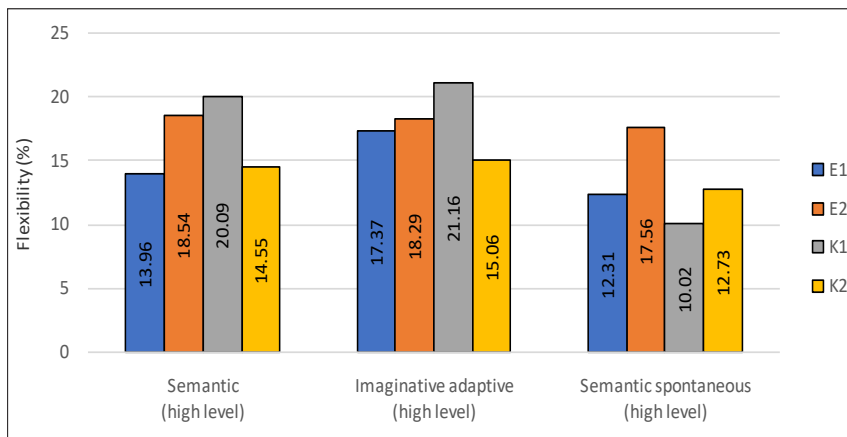

Fig. 1. The development of originality of teenagers' thinking according to the test «Circles» (in %, statement research)

The development of flexibility of teenagers' thinking according to the test «Circles» is shown by Fig. 2.
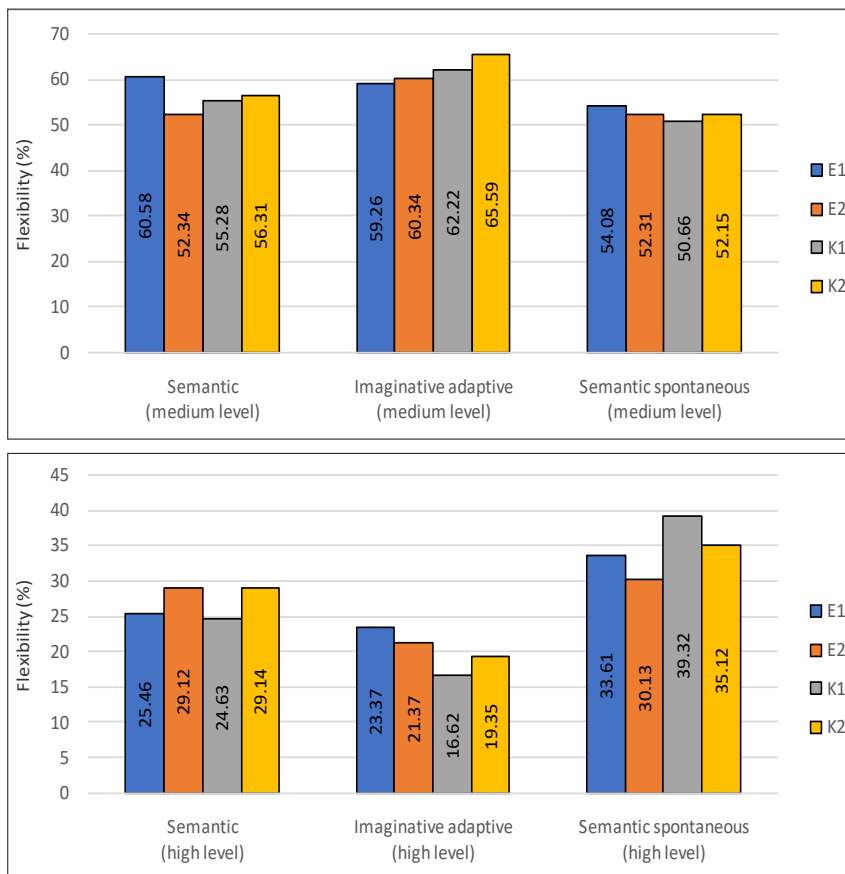
Fig. 2. The development of flexibility of teenagers' thinking according to the test «Circles» (in %, statement research)

The development of speed of teenagers' thinking according to the test «Circles» is shown by Fig. 3.

The examples of original sketches according to the test «Circles» by E.P. Torrens (1994) of adolescents of experimental and control groups are shown on Fig. 4.
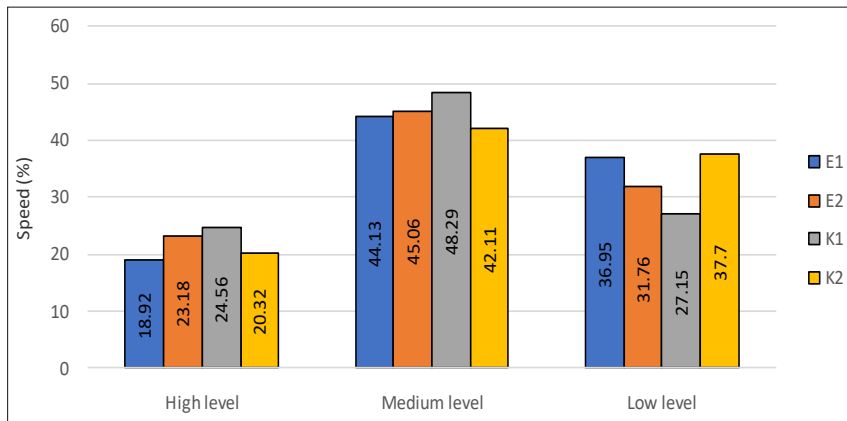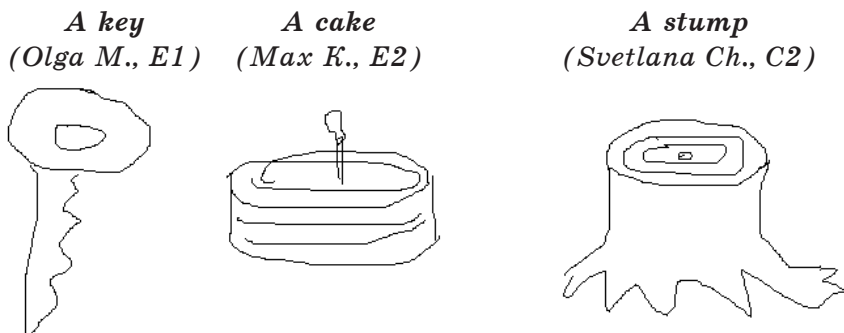
Fig. 3. The development of speed of teenagers' thinking according to the test «Circles» (in%, statement research)

A key
(Olga M., E1)

A cake
(Max K., E2)

A stump
(Svetlana Ch., C2)

Fig. 4. The examples of original sketches according to the test «Circles» by E.P. Torrens of adolescents of experimental and control groups

The difference in the content of indicators of originality, flexibility and speed of thinking between adolescents in the experimental and control groups is insignificant according to the Student's t-test at the levels of reliability 0,01 and 0,05. Our results confirm that the general trend is that the indicators

of originality, flexibility and speed of thinking of adolescents in all groups are almost the same and mediocre. In all groups, the results for semantic spontaneous flexibility are slightly lower. In our opinion, this is due to the fact that teenagers try to focus on details, elements of the picture, can not find the right idea in time-limited situations. This is also confirmed by the mediocre results of adolescents in originality and speed of thinking. In groups of pupils, based on the analysis of drawings, the rate of flexibility is also lower because the subjects are more able to combine several circles, forming one whole object.

Low results were obtained by pupils of experimental and control groups according to the methodology «The development of Creativity of teenagers» by us (Михальчук, Івашкевич & Яцюрик, 2021; see Table 2).

Table 2

Distribution of pupils by levels of solving creative tasks
(in %, statement research)

The levels of solving creative tasks	E1	E2	C1	К2
Reproductive	43.25	40.44	41.63	38.51
Reconstructive research	31.31	26.62	24.59	32.14
Heuristic	16.08	19.28	21.36	17.63
Creative and inventive	9.36	13.66	12.42	11.72

As we see from Table 2, only 9.36% of teens of class E1 solve problems at the creative and inventive levels, 13.66% – in E2, 12.42% – in C1 and 11.72% of teens in C2. Also low results were obtained at both heuristic and reconstructive research levels. This indicates considerable difficulties that are arisen in a case when students are characterized with: a) the emergence of the ideas of solving the problem; b) making the design of the personal development; c) the embodiment of the idea in the activity, in communication with other students

within the micro-group; d) the analysis and the evaluation of the results of pupils' own creativity or innovation.

The results having been obtained by us also indicate the need to organize special training for adolescents in order to make targeted influences on the development of their creativity.

In such a way we've to make some conclusions. The concept of «creativity» is more general, because it includes creative qualities. Creativity also reflects, in addition to subjective moments, the process of reconciling novelty, innovation of the activity generated by the subject with the existing (so-called stereotypical) socio-cultural context.

Undoubtedly, scientific interpretations, in which creativity is seen as a process that involves the creation of new opportunities for science, technology, culture, etc., have their meaning from a philosophical, scientific, socio-economic and other points of view. But we consider creativity as a process that is experienced as something new subjectively. If to solve it from the philosophical, socio-economic points of view we have to note that to consider creativity only that which is connected with creation of something never before a new product, then from positions of Psychology, that it is important, it can be about creating something new for a given subject, about subjective novelty. In this sense, we can talk about human creativity, which is manifested in its play, learning, activities.

We consider creativity as the process of interaction that necessarily leads to the personal development. We also define creativity as an activity that creates something new, original, which is included not only into the history of the creator, but also into the history of science, art, etc. A similar point of view is expressed by us when we define creativity as going beyond the existing human knowledge, overcoming certain boundaries and obstacles. In such a way creativity means the creation of something new, which can mean both the transformation of

the consciousness and behavior of the subject, generated by the person, but also which is alienated from his/her products.

Conclusions

According to received data of our empirical research we offer some more definitions of the creativity, focusing the reader's attention on the procedural aspect of this activity. In particular, we define creativity as the creation of something new in a situation where the problem-stimulus causes the invention of the so-called dominant, around which there are concentrated the necessary subjective statistics to solve this problem, requiring mandatory reference to their past, the person's experience.

In our research we characterize creativity as the immanent representation of some determinants. It should be noticed that without the introduction of the principles of historicism, socio-cultural determinism and the systemic practice of the subject corresponding to these principles in the field of studying creativity, this branch is doomed to oblivion one. In our opinion, in the connection with the progressive tendencies outlined nowadays, in the paradigm of education and in the society as a whole these principles are democratization, humanization, etc. This approach to the interpretation of creativity is quite relevant and methodologically appropriate, because its integrative nature corresponds to these difficult trends.

Our researches should be considered in the light of the main directions of reforming the contemporary school, because we explore the process of the activity as those one who are just beginning to learn and to take their first steps in this way. Taking into account the phenomenology of the creativity we've to emphasize only on the characteristics of the intelligence, but we explore it is based on the qualities of the individual as a whole. The problem of combining the creative affect and the intelligence as personal characteristics it has already been ful-

ly studied in our researches and it does not appear as clearly, and, most importantly, so empirically clear as in our concrete research.

The problem of creativity is considered through the concept of intellectual activity. The last is the phenomenon of self-movement of the activity, which is manifested in the process of cognitive activity of the individual, which goes beyond the requirements of this particular problem situation. In this process in the content of the ability to continue cognition independently outside there are actual the requirements of the initial situation, which are not stimulated by productive activity and the secret of external forms of creativity are hidden. We mean the ability to see something new in the subject what other people do not see. Thus, the creative process is a kind of «derivative» of the intellect, refracted through the motivational sphere of the individual, which inhibits or stimulates its manifestations. After all, intelligence is determined by the dialectical relationships between the two constructs. Defining, thus, the nature of creativity dwells on its immanent phenomenon, which considers creative abilities of the individual. We believe that understanding of human creative abilities should be considered as a kind of projection of unresolved problems to the end of the problem of the nature of creativity. Although, in our opinion, having been given the existence of a variety of approaches of solving this problem, there are two main (or fundamental) ones: the approach to study creative abilities given the individual psychological differences of the subjects (Теплов, 1985) and the approach of L.S. Vygotskyi (1997) (studying of creative abilities taking into account the personal qualities of a man).

Defining the nature of creativity, we proceed from the delineation of the essence of the creative process, and from the characteristics of the creative product itself. This review coincides with our vision of this problem, because with this

approach it is possible to consider the phenomenon of creativity not so much given the constant with genetic neurophysiological characteristics of homo, the creator, but taking into account the psychological manifestations of the individual's ability to self-actualization (such as to the process of the man's cognitive activity). We focus our attention on the position of the development of gifted and talented children. We believe that the learning and the development of such children creates an ideal model of creative human development, and the problem of the development of creativity should be considered in the paradigm of activity mediated by the creative abilities of the subject.

The concept of creative talent of A.M. Matiushkin (1972) allows us to state that the scientist sees the nature of creativity both in human activity, which creates something new, and in the ability of the individual to self-expression, self-actualization. Matiushkin's conceptual ideas on the problems of creative talent were taken into account in our research. So, we'll characterize a gifted child, distinguishing the following features:

- Intellectual potential: flexibility, speed, accuracy, divergence, economy of thinking; clarity of visual, auditory memory, the ability to imitate; living imagination; prolonged concentration and focused attention.

- Curiosity: intrinsic cognitive motivation; openness to new information.

- Initiative: a constant activity and employment; remarkable efficiency; love of risk; love of difficulties.

- Independence: providing self-activity; desire for self-expression; faith in one's own strength; criticality; realistic self-esteem.

- Perseverance: commitment to the tasks; giftedness that generates a sense of tension.

- Prediction: creation of standards; focus on the future perspective; forecasting the possibilities of their development.

- Originality, creativity: non-standard solutions; desire for creative activities; ingenuity.
- Erudition: a high level of language expression, a large vocabulary; a competence; systematic and solid knowledge.
- Psychosocial characteristics: sense of justice; desire for leadership; sense of humor.

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Яцюрик Алла, Славіна Наталія. Психологічне дослідження креативності підлітків

АНОТАЦІЯ
Мета статті – *дослідити рівень розвитку творчого потенціалу студентів* – *майбутніх учителів іноземної мови, застосувати розроблену нами програму групової діяльності з метою розвитку креативності респондентів, проаналізувати її ефективність.*

Для розв'язання поставлених у роботі завдань використано такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також експериментальні методи, зокрема, констатувальне дослідження. Використано такі методики: тест «Кола» Е.П. Торренса; авторську методику «Розвиток творчості підлітків» (Михальчук, Ер. Івашкевич & Яцюрик, 2021).

Результати дослідження. Отримано невисокі результати за евристичним і реконструктивно-дослідницьким рівнями. Це свідчить про не-

абиякі труднощі, що виникли у школярів з: а) виникненням замислу розв'я-
зання задачі; б) розробкою замислу; в) втіленням замислу в діяльності, у
спілкуванні з іншими учнями в межах мікрогрупи; г) аналізом та оцінкою
результатів власної творчості чи інноваційної діяльності. Це вказує на
необхідність організації спеціального навчання підлітків із метою здійс-
нення цілеспрямованих впливів на розвиток їх креативності.

Доведено, що поняття «творчість» є більш загальним, адже воно
вміщує в себе, у тому числі, й креативність. Творчість відображає, крім
суб'єктивних моментів, також процес узгодження новизни, інновації
породжуваної суб'єктом діяльності з існуючим (так званим стереотип-
ним) соціокультурним контекстом.

Творчість розглянуто як взаємодію, що обов'язково призведе до роз-
витку. Визначено творчість як діяльність, що створює дещо нове, ори-
гінальне, яка входить не тільки в історію розвитку самого творця, але
й в історію розвитку науки, мистецтва тощо. Показано, що творчість
є виходом за межі вже наявних у людини знань, подоланням певних меж
і перешкод. На нашу думку, творчість означає творення нового, тобто
йдеться про перетворення у свідомості й поведінці суб'єкта, як пород-
жувані ним, так і відчужені від нього продукти.

Висновки. Запропоновано авторські визначення творчості, що ак-
центують увагу читача на процесуальному аспекті цієї діяльності. Ви-
значено творчість як творення чогось нового в ситуації, коли пробле-
ма-подразник викликає винайдення так званої домінанти, навколо якої
концентруються необхідні для розв'язання цієї проблеми суб'єктивні
статистики, що потребують обов'язкового звернення до свого минуло-
го досвіду.

Проблему творчості нами розглянуто через поняття інтелекту-
альної активності – феномену саморуху діяльності, який виявляється в
пізнавальній діяльності особистості, що виходить за межі вимог кон-
кретної проблемної ситуації. У цьому виході за межі заданого, у здат-
ності до самостійного продовження пізнання поза вимогами вихідної си-
туації, тобто в ситуативно не стимульованій продуктивній діяльності,
і приховується таємниця зовнішніх форм творчості, здатність бачити
в предметі дещо нове, чого ще не бачать інші. Доведено, що творчий
процес – це своєрідна «похідна» інтелекту, переломленого через моти-
ваційну сферу особистості, яка гальмує або стимулює його прояви. Ін-
телект, урешті-решт, детермінований діалектичним взаємозв'язком

цих двох конструктів. Визначаючи природу творчості, ми зупинилися на іманентному її феномені – творчих здібностях особистості. Вважаємо, що розуміння творчих здібностей людини слід розглядати як своєрідну проекцію невирішеності до кінця проблеми природи творчості. Хоча, на нашу думку, за умов існування всього різноманіття підходів до розв'язання цієї проблеми слід виокремити два основні (або фундаментальні): підхід Б.М. Теплова щодо дослідження творчих здібностей з огляду на індивідуально-психологічні відмінності суб'єктів і підхід Л.С. Виготського стосовно дослідження творчих здібностей з урахуванням особистісних якостей людини.

Визначаючи природу творчості, ми виходимо і з окреслення сутності творчого процесу, і з характеристики самого по собі творчого продукту. Цей огляд цілком збігається з нашим баченням окресленої проблеми, адже за такого підходу постає можливим розглядати феномен креативності не стільки з огляду на константні генетичні нейрофізіологічні особливості homo, творця, скільки з урахуванням психологічних проявів здатності індивіда до самоактуалізації (тобто, його пізнавальної активності). Ми орієнтувалися на позицію щодо розвитку обдарованих і талановитих дітей. Вважаємо, що навчання й розвиток таких дітей створює ідеальну модель творчого розвитку людини, а проблему розвитку креативності слід розглядати в парадигмі діяльності, опосередкованій творчими здібностями суб'єкта.

***Ключові слова:** творчість, розвиток особистості, інноваційність, творчі якості, трансформація свідомості й поведінки суб'єкта, творчі здібності особистості, пізнавальна активність.*

Яцюрик Алла, Славина Наталия. Психологическое исследование креативности подростков

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

*Для решения поставленных в работе задач использованы следующие теоретические **методы исследования:** категориальный, структур-*

но-функциональный, анализ, систематизация, моделирование, обобщение, а также экспериментальные методы, в частности, констатирующий эксперимент. Использованы следующие методики: тест «Круги» Э.П. Торренса; авторская методика «Развитие творчества подростков» (Михальчук, Эр. Ивашкевич & Яцюрик, 2021).

Результаты исследования. Получены невысокие результаты по эвристическому и реконструктивно-исследовательскому уровням. Это свидетельствует о немалых трудностях, возникающих у школьников с: а) возникновением замысла решения задачи; б) разработкой замысла; в) воплощением замысла в деятельности, в общении с другими учащимися в пределах микрогруппы; г) анализом и оценкой результатов собственного творчества или инновационной деятельности. Приобретенные нами результаты свидетельствовали о необходимости организации специального обучения подростков с целью осуществления целенаправленных влияний на развитие их креативности.

Доказано, что понятие «творчество» является более общим, ведь оно вмещает в себя, в том числе, и креативность. Творчество отражает, помимо субъективных моментов, также процесс согласования новизны, инноваций порождаемой субъектом деятельности с существующим (так называемым стереотипным) социокультурным контекстом.

Творчество рассмотрено как взаимодействие, которое обязательно приведет к развитию. Определено творчество как деятельность, которая создает кое-что новое, оригинальное, причем входит не только в историю развития самого творца, но и в историю развития науки, искусства и т. д. Показано, что творчество является выходом за пределы уже имеющихся у человека знаний, преодоления определенных границ и препятствий. По нашему мнению, творчество означает создание нового, т. е. речь идет о преобразовании в сознании и поведении субъекта, как порождаемые им, так и отчужденные от него продукты.

Выводы. Согласно полученным эмпирическим данным, нами предложены авторские определения творчества, акцентирующие внимание читателя на процессуальном аспекте этой деятельности. Определено творчество как создание чего-то нового в ситуации, когда проблема-фасилитатор вызывает изобретение так называемой доминанты, вокруг которой концентрируются необходимые для решения этой проблемы субъективные статистики, требующие обязательного обращения к своему прошлому опыту.

Проблема творчества рассмотрена через понятие интеллектуальной активности – феномена самодвижения деятельности, проявляющегося в познавательной деятельности личности, выходящей за пределы требований конкретной проблемной ситуации. В этом выходе за пределы заданного, в способности к самостоятельному продолжению познания вне требований исходной ситуации, то есть в ситуативно не стимулированной продуктивной деятельности, и скрывается тайна внешних форм творчества, способность видеть в предмете кое-что новое, чего еще не видят другие. Доказано, что творческий процесс – это своеобразная «производная» интеллекта, преломленного через мотивационную сферу личности, которая тормозит или стимулирует его проявления. Интеллект, в конце концов, детерминирован диалектической взаимосвязью этих двух конструктов. Определяя, таким образом, природу творчества, мы остановились на имманентном его феномене – творческих способностях личности. Считаем, что понимание творческих способностей человека следует рассматривать как своеобразную проекцию нерешенности проблемы природы творчества до самого конца. Хотя, по нашему мнению, в условиях существования всего многообразия подходов к решению данной проблемы следует выделить два основных (или фундаментальных): подход Б.М. Теплова к исследованию творческих способностей с учетом индивидуально-психологических различий субъектов и подход Л.С. Выготского по поводу исследования творческих способностей на основе личностных качеств человека.

Определяя природу творчества, мы также исходили из определения сущности творческого процесса и характеристики самого по себе творческого продукта. Этот анализ в полной степени совпадает с нашим видением данной проблемы, ведь при таком подходе предстоит рассматривать феномен креативности не столько с учетом константных генетических нейрофизиологических особенностей homo, создателя, сколько с опорой на психологические проявления способности индивида к самоактуализации (т.е. его познавательной активности). Мы ориентировались на позицию необходимости развития одаренных и талантливых детей. Считаем, что обучение и развитие таких детей создает идеальную модель творческого развития человека, а проблему развития креативности следует рассматривать в парадигме деятельности, опосредованной творческими способностями субъекта.