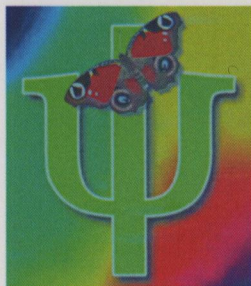




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НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
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**ТЕОРЕТИЧНІ
І ПРИКЛАДНІ
ПРОБЛЕМИ ПСИХОЛОГІЇ**

Збірник наукових праць

№ 1 (42) 2017

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ПРОБЛЕМИ ПСИХОЛОГІЇ
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The phenomenon of volunteer activity in the context of humanology sciences: approaches, concepts, theories, models

The article deals with the essential indicators of the term of volunteer activity as a biological, social, economical, political, cultural and psychological phenomenon. Volunteer activity was reviewed in the context of different scientific approaches and theories. It was established that volunteering is interpreted as a factor of evolution and regarded in proximity to the term 'cooperativeness' according to evolutionary approach. According to jural approach volunteering is thought of as legislative framework, in the context of economical approach – as social contribution and getting benefits. Also volunteering is understood as a transfer channel of norms and values; a way of integration in public life, a form of social solidarity. It was found a psychological essence of the term 'volunteer activity'. Besides it was given a review of the main tendencies in volunteerism and a description of three models of volunteering. Shown what is common to all approaches in the context of volunteer activity. Furthermore the working concept of volunteer activity was chosen for further psychological research.

Key words: *volunteer activity, volunteering, theories of volunteerism, models of volunteering, approaches to volunteerism, indicators of the volunteer activity.*

Круцюк Оксана Володимирівна – аспірантка кафедри загальної психології факультету психології Київського національного університету імені Тараса Шевченка.

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SUBSTANTIVE PROCEDURAL BASES FOR THE IMPLEMENTATION OF THE PROGRAM FOR THE FORMATION OF ADAPTIVE COPING STRATEGIES FOR STUDENT YOUTH

The article discusses the substantive and procedural foundations for the implementation of the program for the formation of adaptive coping strategies for student youth. The possibilities of using the concept of an ideal image as part of a person's mental culture in the process of further educational work on the introduction of psychological and pedagogical conditions for the "inclusion" of students in a new educational environment are considered.

Key words: *social and psychological factors, adaptation, adaptive strategies, professional adaptation. Змістовно-процесуальні засади реалізації програми формування адаптивних стратегій копінг-поведінки студентської молоді*

The relevance of the study. The problem of getting high-quality professional knowledge to students doesn't not lose its actuality in modern conditions of society. The study of the adaptation processes in higher education is essential to research. Man reflects the social and psychological reality in two-way process of interaction with social life. Individual activity is specified by human needs to belong to a society, to identify with a particular social group from the perspective of social psychology. Group requirements to behavior determine the individual to appropriate behavior and communication strategies. It's generally known that a starting device of the human adaptation process is the change of

the environment. The adaptation occurs when normal behaviour is ineffective and must overcome the difficulties linked with novelty conditions. Exactly with such obstacles of changing the environment a former schoolboy meets at the time of entry to higher education. Therefore, the process of adapting to learning in universities can be seen as a phenomenon that has many aspects associated with the restructuring of behavioural stereotypes, and, more often, with the personality. Some students may finish the process early enough and adversely: it indicates a certain percentage of dropouts from the ranks of students in the first semester (almost at the beginning of the 3rd year of study). Often this phenomenon is characterized by a lack of willingness of the young man to future careers or imperfection of the educational process in a university.

Formulation of the problem. The study of social and psychological factors of adaptive strategies of student behaviour is a possible means of addressing efficiency and quality of the educational process in the adaptation of first-year students. Search for specific forms of joint productive activity of teachers and students during the formation of individual specialist in cultural and artistic sphere can pass more effectively. They may use the ideal image (samples) in the successful implementation of socially significant qualities of the example of famous actors-representatives of the various forms of arts.

Analysis of recent researches and publications. The problems of human adaptation are traditionally interested by foreign (E. Erikson, J. Piaget, and others) and national scholars (G. Ball, F. Berezin, L. Bozovic, G. Kostyuk, O. Leontiev, V. Petrovsky, A. Furman and others). It should be noted that for the first time in the 60 – 70 years of the twentieth century detection difficult process of adaptation was developed in scientific researches of D. Andreyev, L. Kandybovych, R. Nizamova and others. In Ukraine, some aspects of the problem have been analyzed within psychophysiology, general psychology, social psychology, pedagogy (I. Bondarenko, O. Borisenko, P. Zilberman, O. Kaganov, V. Nevmerzhitsky, V. Rozov, A. Skrypko, V. Strukulenko). In the study of social and psychological adaptation scientists pay a special attention to the adaptation phenomenon in the university study (T. Alekseevovi, V. Kazmyrenka, V. Skrypnyk). In scientific researches of T. Alekseevovi, V. Kazmyrenka, V. Skrypnyk and others pay heed to the problems of students' adaptation in university study. The researchers are focused on the various factors studying, conditions and personal characteristics that cause disadaptation of first-year students. It is less developed the questions of specific conditions of social and psychological factors of students' adaptation, particularly first-year students in university of culture and arts. Educators are interested in the question why as a result of systemic and long-term career guidance with a contingent of students in specialized universities of culture and arts remains percentage of students who do not adapt learning in a creative environment.

The purpose of the article is to study the social and psychological factors of adaptive strategies of first-year students who study in the university of culture and arts.

Presentation of the basic materials and research results. Traditional adaptation of first-year students is considered as a set of three aspects that reflect the main activities of students:

– adaptation to the conditions of learning activities (adaptation to new forms of the teaching, control, assimilation of knowledge, another type of the work, leisure, independent living etc.);

– adapting to the group (including the team of fellow students, learning the rules and the traditions);

–professional adaptation (learning professional knowledge, skills, qualities and traditions of the professional environment).

In real life, these aspects are inextricably linked and necessitate teaching management, which includes: informing students about the difficulty of the adaptation period and ways to overcome them; formation of students striving for optimal adaptation, restructuring behaviour, improving their personality in accordance with the new requirements, i.e. the activation of self education; help students in self-organization.

Review of the concept of "adaptation" is necessary to develop pedagogical conditions that promote successful adaptation of student youth in the first year of study. Terms constitute the environment in which there are developing processes and phenomena. Psycho-pedagogical conditions can be considered as a set of features that deliver performance and efficiency in solving the tasks of adaptation to the educational process of higher education. Analysis of teaching experience shows that the most common factor in increasing the effectiveness of teaching in higher education is creating an environment where students can take an active personal position and open up as a subject of learning activities [3].

Namely the level of social and psychological adaptation and disadaptation factors, was carried out by diagnostics, which include: the method "Adaptation of students in high school", which shows the level of students' adaptation to teaching group and level of adaptation to training activities, diagnostics methodology of social psychological adaptation by K. Rodgers and R. Diamond, whereby it's traced emotional comfort level and degree of adaptation of the individual [5], a survey which is aimed the study of typical problems that first-year students meet in the first months of study.

Data of table 1 allow us to make the following conclusions. Medium and high levels of adaptation to a group prevail, but 7% of Academy students have a low rate of adaptation (which is more than in college and probably due to a change of age and decrease depending on the evaluation of others). 21% and 22% of low-level adaptation to training activities inherent to the students of the academy and college (one in five of first-year students). This is an average figure in terms of the first few months of training, but disturbing in terms of unresolved issues that may exacerbate this situation.

On the first day of training the student goes to the training group, which contains the former students of different characters, ambitions, ideals, self-esteem and goals. And for first-year students it is difficult to perceive not only the surrounding activity, but themselves [4]. The Academy has 1.5 times more students who showed a high level of adaptation to training activities. It explains that they are more motivated by career age of surveyed freshmen. In other words, we can assume that the process of professional identity is more important for first-year students of the college.

In the questionnaire we tried to identify the common causes of disadaptation problems. In table 3 the results are shown. As you can see from the table, most students are not ready for the current load in university, particularly in the academy, where it is much higher and more intense extracurricular activities, due to its different types, which involved students-vocational guidance concert, creative, competitive, public. Because of its organization requires careful planning, timely information and support by curator, on the one hand, and as a teacher, on the other hand. First of all curator is a mentor, a tutor, and in the modern sense the manager, that uses the resources and internal capacity of others. Mentoring is a form of educational work in university. Quite a high percentage of students feel that in their activities it's necessary the support of curator, especially to college

students (16% – academy, 26% – college). A large number of students have difficulty with the ability to schedule a time that requires the designated knowledge and skills. Imperfect difficult schedule and workload that differ from school, also add the negative adaptation difficulties. Additional questionnaire with questions about schedule showed that the big difficulty is the increase in lesson content compared to school (College), and lack of free time due to academic and creative workload (Academy). As one of the pressing issues among other problems, the students identify the problem and inability to manage their time, organize themselves and have "windows" between the pairs, which greatly increase their study day.

The investigators prove that teachers and curators should determine and take into account psychological aspects of personal types of first-year students [4]. L. Ivanova defines the following scale among first-year students: I – positive attitude to the educational process (high availability); II – the second-slightly expressed a positive attitude towards new educational process (readiness above average); III – neutral (indifferent) attitude towards new educational process (readiness average); IV – weak negative attitude towards new educational process (low readiness) [3].

Research is able to conclude that psychodiagnostic adaptive capacities of the first year students is very important because exclusion can affect to the deterioration of cognitive areas (attention, memory) sensual sphere (anxiety, low mood, lack of confidence, fear, inadequacy of self-esteem, etc.). Analyzing the results, we can also note that during the passage of adaptation and selection of adaptation, strategies plays an important role and help to support curators, teachers, and in some cases – psychologists. Difficulties which student meets cannot always be solved by himself. First of all, one of the most effective forms of adaptive process management, especially for freshmen, is the work of curators in student groups. It depends on the curator of the group if the success of freshmen adapting to a new social environment, establishing business and personal contacts between members is. The main areas of complex organizational and pedagogical adaptation measures, that allow the curator to achieve the required results, are:

- carrying out work to familiarize students with the features of the educational process in higher education, professional guidance;
- curator's familiarization of socio-demographic characteristics of students studying traits, knowledge and social activity;
- study and formation of interpersonal relations in the group;
- development of first-year students of the necessary organizational skills;
- assist in organizing the scientific work of students;
- assist students in self-organization.

It's defined key tasks and forming the professional interests of students curators at this stage:

- identification of student learning motivation in this institution of higher education, the degree of understanding the nature and characteristics of the future profession;
- determination of the degree of consciousness of choice institution and profession, diagnostic data that can and should be developed in the training of future professionals.

Curators need to pay special attention to active familiarizing students with the demands which put forward by the profession for the individual, professional development of cognitive interest to academic and professional requirements by organizing extracurricular activities to students, as the main form of the curator in the group. Most

students have a particular need for self-education, but level are different. Curator should try to create conditions to meet the needs of students in self-education, to generate student's motivation, to give them the necessary assistance, to stimulate students to active search. Further professional life often depends on successful professional adaptation during the studying period. Individual features and students' capabilities help to determine the extent assistance of student curators.

It is well known that the success of social and psychological adjustment associated with the development of the group as a team. In the first year the group can go through all stages of development, ranging from diffuse to the state of the team. Every curator should be able to use convenient and easy process of diagnostic techniques that provide deep and thorough penetration of the internal structure of the group. In addition, intensification of the students' adaptation to the terms of the university is important for friendly relations in the group. Therefore, in order to stimulate differentiation processes in micro groups it is necessary to organize team forms of leisure activities (exhibitions, theatres, team labour affairs, art projects, hikes, excursions, etc.), focused on creating a favourable psychological climate in the group and spiritual development of each student.

Of course, the process of adaptation should be involved in all the structures of the institution: educational departments of the academy and college faculty, deans and heads of educational work, student governments and curators of academic groups. The main objectives are: diagnostic abilities and interests, social work experience of first-year students; formation of conscious and responsible attitude to learning of their chosen profession; conditions for the formation of groups of student groups courses and individual creative teams; development of norms dormitory; assistance in professional adaptation of first-year students; psychological and social assistance; conditions for inclusion in the first-year students of life, cultural, recreational and other socially significant activities.

Among the new forms of educational activities for students was a new culture-educational project "Aesthete", which was not just a form of team leisure for students and teachers, and culture-oriented design, but also embodies an attempt to demonstrate to students the works of prominent artists ideal images (samples) as elements of psychological culture of future professional field of culture and arts.

Ideal image is derived from the ideal. Idealness is a reflection of reality in the form of spiritual activity, the ability of human spiritual and intellectual way creates a thing. Idealness is a characteristic feature of cultural identity, the main feature of consciousness as a "cultural psychic" (by J. Henderson), due to socio-cultural nature of man. Idealness is a cultural image to be objectifying or spiritual activation.

E. Ilyenkov states that a person gets the perfect plan of life only when involvement historically developed forms of social life, but with the social aspect of existence, along with the culture. Ideal image is inherently related to the psychological culture of the individual and represents it in society. *Ideal image, moreover, is a mental culture that allows building environment* [1, p. 18].

Thus, through a variety of educational forms that are used in educational and training activities students have demonstrated the importance of creating the perfect image in mastering of the profession. With conscious of idealization images this research had the goal to create landmarks in culture and professional life, which would help the student youth to mobilize all the body's effective use of adaptive strategies during training in the first year of study.

Conclusions and prospects for further research. Based on the above factors, the

successful adaptation of first-year students in higher cultural and art school, as well as social and professional formation of future professionals, it is most effectively used in the educational process the joint creative work of teachers and students.

The question of readiness for future careers is essential in improving the theory and practice of modern university. Thus one of the main problems is the construction of such system of teaching and educational process that would influence to the personality of the student, and to his professional development. Therefore, despite the fact that the educational process in higher education are based on reproductive techniques, it is prospective to use psycho didactic methods, educational technology of problem, interactive (poly dialogue) training and education that develop independence, creativity and responsibility of the individuality.

Indicators of first-year students' adaptation showed the necessity of the further work in improving the implementation of psycho-educational environment for students of different educational levels in university of culture and arts.

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Лабезна Л.П.

Змістовно-процесуальні засади реалізації програми формування адаптивних стратегій копінг-поведінки студентської молоді

У статті розглядаються змістовно-процесуальні засади реалізації програми формування адаптивних стратегій копінг-поведінки студентської молоді. Розглядаються можливості використання концепції ідеального образу як частини психічної культури особистості в процесі подальшої виховної роботи з впровадження психолого-педагогічних умов «включення» студентів у нову освітню середу.

Ключові слова: соціальні і психологічні чинники, адаптація, адаптивні стратегії, професійна адаптація.

Лабезная Л.П.

Содержательно-процессуальные основы реализации программы формирования адаптивных стратегий копинг-поведения студенческой молодежи

В статье рассматриваются содержательно-процессуальные основы реализации программы формирования адаптивных стратегий копинг-поведения студенческой молодежи. Рассматриваются возможности использования концепции идеального образа как части психической культуры личности в процессе дальнейшей воспитательной работы по внедрению психолого-педагогических условий «включения» студентов в новую образовательную среду.

Ключевые слова: социальные и психологические факторы, адаптация, адаптивные стратегии, профессиональная адаптация.

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Лосієвська О. Г.

ТЕОРЕТИЧНІ ЗАСАДИ СТВОРЕННЯ КОРЕКЦІЙНО-РОЗВИВАЛЬНОЇ ПРОГРАМИ КОМУНІКАТИВНИХ КОМПЕТЕНЦІЙ ПРОФЕСІОНАЛІЗМУ У МАЙБУТНІХ ФАХІВЦІВ ГУМАНІТАРНОГО ПРОФІЛЮ

Стаття присвячена дослідженню комунікативних компетенцій студентів гуманітарного профілю в процесі професіоналізації. Обґрунтовано теоретико-методологічні засади розробки корекційно-розвивальної програми. Визначені загальні принципи побудови корекційно-формувальної програми.

Ключові слова: комунікативні компетенції, корекційно - розвивальна програма, психокорекційний вплив, психологічні новоутворення, соціально-психологічний тренінг.

Постановка проблеми. У системі вищої гуманітарної освіти можна позначити групу компетенцій, які сприяють розвитку професійно значущих складових: ціннісно-сміслові, загальнокультурні, навчально-пізнавальні, інформаційні, комунікативні, соціально-трудова компетенції та компетенції особистісного самовдосконалення.

Комунікативні компетенції складаються з великої кількості компонентів, багато з яких є відносно незалежні один від одного, це компоненти які відносяться до когнітивної сфери, емоційної сфери. Такі компоненти як тенденція до більш ясного розуміння цінностей і установок по відношенню до конкретної мети, емоційне ставлення до діяльності, готовність і здатність до самонавчання, впевненість у собі і адаптивність, асертивність, деякі характеристики мислення