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ОСОБЛИВОСТІ ПРОФЕСІЙНОЇ СТРЕСОСТІЙКОСТІ ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ В УМОВАХ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

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У статті висвітлено сучасні аспекти професійної стресостійкості вчителів початкових класів в умовах Нової української школи. Здійснено психологічний аналіз проблематики системних змін, передбачених реформою загальної середньої освіти, яка виявляється в інтенсифікації участі учительських спільнот в усіх сферах суспільного життя країни та орієнтована на реалізацію універсальних загальнолюдських цінностей. Встановлено, що на сучасному етапі розвитку Нової української школи, зростає значущість компетентного, готового до прийняття нововведень, мотивованого, відповідального за кожну педагогічну дію і вчинок сучасного вчителя, що, у свою чергу, передбачає підвищення його професійного рівня. Доведено, що модернізація системи загальної середньої освіти в Україні висуває високі вимоги до якості підготовки вчителів, їхньої професійної стресостійкості, компетентності й

конкурентоздатності. Встановлено, що у рамках вивчення професійної стресостійкості вчителів початкових класів в умовах Нової української школи доцільним є з'ясування природи професійного стресу та чинників, що впливають на стійкість фахівця до стресу. Доведено, що стресостійкість учителів початкових класів може бути схарактеризована через поведінкові особистісні якості й здібності організму особистості до вибору ефективної стратегії адаптації в професійних ситуаціях і конфліктах внутрішнього або зовнішнього походження, що забезпечує можливість протидіяти факторам, які є джерелами професійного стресу.

Ключові слова: професійна стресостійкість, діяльність вчителів початкових класів, Нова українська школа, стрес-фактори, професійне середовище.

FEATURES OF PROFESSIONAL STRESSURE OF PRIMARY CLASS TEACHERS IN THE CONDITIONS OF THE NEW UKRAINIAN SCHOOL

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The article deals with the modern aspects of the professional stress resistance of primary school teachers in the New Ukrainian School. The psychological analysis of the problems of systemic changes, envisaged by the reform of the general secondary education, is manifested in the intensification of the participation of teachers' communities in all spheres of public life of the country and is oriented towards the realization of universal universal human values. It has been proved that the modernization of the general secondary education system in Ukraine places high demands on the quality of teacher training, their professional resilience, competence and competitiveness.

Keywords: occupational stress, activity of primary school teachers, New Ukrainian school, stressors, professional environment.

The modern modernization of the general secondary education system places new demands on the quality of teachers' professional activity, their competence and competitiveness. Teachers' professional activity in the context of the New Ukrainian School, along with the necessary level of professional knowledge, professionally significant qualities of a teacher's personality and his professional suitability, involves building a new level of his relationship with teachers, students and their parents. This is especially true for primary school teachers, since primary school reform involves the teacher's role as a coach, facilitator, moderator rather than a mentor and source of knowledge in the individual educational trajectory of the child. Innovative changes in the general secondary education system increase the requirements for professional conformity and emotional stability of elementary school teachers, imply its readiness and ability to exhibit behavioral strategies of stress in situations related to the problems of implementing a new approach to the organization of students' learning activities. The professional activity of a modern elementary school teacher places high demands on his professional stress resistance, as it is characterized by the influence of a large number of stressors, which is why it provides a high level of development of his psychological qualities that provide stress, determine effective strategies for behavior in stressful situations. Professional stress resistance of primary school teachers in the context of the New Ukrainian School requires a specific purposeful professional behavior of the individual, which is manifested in the performance of pedagogical activity in stressful situations and does not affect the level of mental health and well-being of the specialist. The solution of the problem of formation of high level of professional stress resistance of elementary school teachers in the conditions of the New Ukrainian school is of particular importance in connection with the growing stressful nature of pedagogical activity in the conditions of the New Ukrainian school, conditioned by the change of social stereotypes, social order for the upbringing of new generation education society.

An analysis of recent research and publications that began to address this problem shows that today there is a limited amount of scientific work devoted to the study of professional stress of primary school teachers in the new Ukrainian school. The structural components of the elementary school teacher's personality, which act as resources of overcoming stress and affecting the resilience of the specialist in stressful situations caused by innovations in the New Ukrainian School have not been studied. Foreign scientists such as L. Abolin, E. Ilyin, A. Markov, S. Subotin, and O. Shcherbakov have a significant role in studying the phenomenon of occupational stress. Scientists have studied the factors that provoke stress. In the national psychological science, the number of works devoted to the study of this problem is limited. In particular, V. Kaloshin, V. Korolchuk, V. Krainyuk and others studied the professional stress resistance of teachers, which covered the role of adaptation in the system of counteracting stress. I. Bondarev, B. Vyatkin, E. Ilyin, A. Korotayev, A. Samsonov, V. Safonov, A. Khalik dealt with the problem of the dependence of professional activity on the conditions of its performance.

Recently, in the domestic and foreign psychological science special attention is paid to the influence of professional activity on the mental health of teachers (V. Agavelyan, A. Baranov, I. Zolotarenko, L. Mitina, A. Rean, E. Rogov, N. Samoukina, I. Surnin, T. Titarenko, and others). In domestic pedagogical psychology V. Krutetsky, Y. Kulutkin, A. Markov, L. Mitin, A. Petrovsky, I. Strakhov and A. Shcherbakov emphasize on the specifics of teacher's activity in the conditions of changing quality standards of education.

The purpose of the article is to reveal the role and importance of occupational stress in the activity of elementary school teachers in the New Ukrainian School.

Modern scholars (L. Abolin, M. Avhimenko, O. Baranov, I. Bondarenko, F. Valiyeva, O. Vasilkov, S. Velichkovskaya, N. Vodopyanova, G. Glotova, T. Zaychikova) state that teachers' professional activity is one of the most stressful in psychological terms, because it contains a large number of stressors, which in turn leads to increased requirements for such an integrated complex personality characteristics as occupational stress. Of particular importance is the acquisition of the study of the phenomenon of occupational stress of elementary school teachers, as their activity in the conditions of the New Ukrainian School is one of the most intense (in psychological terms) types of social activity. The activity of primary school teachers in the conditions of the New Ukrainian School is associated with a large number of stressors, which, in turn, places increased demands on such an integral characteristic of a specialist as stress resistance. In this connection, the question of determining the determinants of occupational stress of primary school teachers, the peculiarities of its manifestation in the activity, as well as its role in the effective activity of the specialist, are urgent. The peculiarities of the formation of professional stress resistance of elementary school teachers in the conditions of the New Ukrainian School remain poorly understood. Psychologically speaking, the problem of stress resistance is presented in the framework of theories of personality (G. Allport, G. Eysenck, K. Rogers), the theory of homeostasis (W. Cannon), the theory of stress (G. Selye), theories of temperament and properties of the nervous system (V. Nebilicin, W. Merlin). The analysis of psychological literature made it possible to distinguish two approaches to the analysis of professional stress of primary school teachers in the conditions of the New Ukrainian School:

- microanalytical – in which stress resistance is seen as a trait of the primary school teacher's personality;
- macroanalytic – which considers stress resistance as a style of action for elementary school teachers, caused by certain natural temperamental mechanisms.

The level of individual stress was studied by A. Antonovsky in his salutogenetic concept of health. From the point of view of his approach, the adequacy of stress reactions of elementary school teachers depends on stress resistance, the task of which is to facilitate the understanding of stressors that are attacked by a specialist. The repetition of such experiences over time will lead to the formation of a sense of coherence in the elementary school teacher, which can be defined as a global orientation to perceive changes in the system of general secondary education as a clear, managed and meaningful process.

It should be noted that the study of occupational stress of primary school teachers is closely linked to the study of the characteristics of occupational stress. In the history of the study of occupational stress can be distinguished three approaches to his understanding: similar to biological stress, it was considered, first, as a reaction or stimulus, and then as an interaction stimulus-reaction. Understanding occupational stress as a reaction to the threat relied on the classic concept of stress proposed by G. Selye. According to this view, the contact of a primary-grade teacher with a stressful impact in the workplace triggers a biological reaction that must protect him from the harmful effects of that impact. If, however, the primary school teacher does not cope with the harmful stimulus for a long time, he gradually goes through three phases of stress (anxiety reaction; resistance or resistance to the stimulus; exhaustion stage), thus exhausting his adaptive resources.

According to R. Yorks and J. Dodson, the phenomenon of occupational stress can be understood as – with increasing activity of the nervous system to a certain level, the efficiency of activity increases, but with further activation of the nervous system performance indicators begin to decrease [4, p.303]. Thus, it becomes clear that the performance of elementary school teachers within the framework of the New Ukrainian School directly depends on the adaptation reserves of the organism, which at the expense of adaptation weaken his psycho-emotional stress.

Important in this understanding of occupational stress and resilience is the assumption made by V. Frankenhauser and B. Gardell that different types of stressful factors of professional activity cause the same reactions, which are not influenced by either the emotions of the specialist or his thoughts. It should be noted that, according to the theory of G. Selye, it is worth emphasizing the useful influence of eustress on the effectiveness of professional activity of elementary school teachers. In the situation of stress treatment as an irritant, it should be considered to what extent the stressful factors of the professional environment affect the elementary school teacher.

Particular attention should be paid to the fact that there is a linear relationship between the stress factor and its negative impact, and every elementary school teacher has a degree of stress resistance, excess which can lead to temporary or lasting negative changes in the body. This approach in understanding occupational stress and resilience stimulates the search for primary-school teachers in the professional environment of features that determine their psychological and physiological state. Occupational stress can also be seen as a result of the interaction of elementary school teachers with the characteristics of the professional environment. Stress is a negative mental state that contains a cognitive and emotional aspect, namely: it is an internal representation of a specific problematic interaction between a primary school teacher and his / her professional environment. Thus, the stress will arise when the elementary school teacher observes that he cannot, despite his efforts, meet the

requirements put before him by professional activity in the muvs of the New Ukrainian School, and this situation causes him negative emotions. Stress in this sense is a process that engages an elementary school teacher in his or her relationships with a professional environment who evaluates those relationships in an effort to cope with stress. The experience of stress, of course, is accompanied by attempts to overcome stress, as well as changes in cognitive, behavioral and physiological functioning.

Therefore, it is possible to characterize the specifics and peculiarities of stress resistance of primary school teachers in the context of the New Ukrainian School in terms of different theories and models of stress:

- Stress resistance from the standpoint of psychodynamic approach can be associated with the hereditary conditionality of the optimal level of stress and present as emotional and cognitive opportunities of the teacher of the initial classes of traumatic events, physiological protection of the reaction of the organism, which contribute to the prevention of the development of diseases; psychological protection mechanisms that allow us to perceive stress stimuli not as threatening but as those in need of resolution, that is, the integration of psychophysiological psychological mechanisms that provide protective behavior for elementary school teachers in stressful situations caused by activity in the New Ukrainian School. [6, p. 32].

- Stress resistance of primary school teachers in terms of occupational stress theories can be characterized as behavioral personality traits and abilities of the body to choose an effective strategy of adaptation in professional situations and conflicts of internal or external origin, which provides the opportunity to counteract the sources of fact, with. 17].

Thus, at the present stage of development of psychological science it is possible to distinguish different points of view on the nature of occupational stress and stress resistance of primary school teachers. Most scholars view them from a functional standpoint as a feature that affects the performance of primary school teachers in a stressful situation caused by activity in the New Ukrainian School. However, the interpretation of occupational stress by primary school teachers points to some difficulties. The concept of stress resistance is at the heart of the professional stress of primary school teachers, which is viewed from different positions, depending on the understanding of the nature, nature and methods of analysis. Analysis of the psychological literature showed that the study of stress is carried out in three directions: traditionally-analytical (V. Nebilitsyn, V. Suvorova, B. Teplov); system-regulatory (B. Lomov, V. Shadrikov); system-structural (V. Bodrov, L. Kulikov, Lee Kang Hee, S. Subbotin, V. Genkovskaya). Most often, the term "stress resistance" refers to such individual manifestations as emotional resistance (L. Abolin, M. Dyachenko, P. Zibelman, V. Pichurin, E. Semenova), psychological resistance to stress (S. Kozlov, O. Shuvalova); mental stability (V. Genkovskaya); resistance to stress (B. Kulagin, L. Kandibovich); stress tolerance (L. Sobchik) and others.

In our opinion, the main contradiction that complicates the formulation and solution of the problem of stress and stress resistance of elementary school teachers, is a homeostatic understanding of the psyche and consciousness, as regulators of the adaptation process that occurs between man and the environment, and is not consistent with the psychology of modern man characterized by the desire for self-realization as a way of self-development and the main condition for survival.

The level of mental stability of primary school teachers is manifested in professional activity, and stress resistance is one of the factors that affect the effectiveness of activities in the New Ukrainian School. On the other hand, successful professional activity is the basis of a full-fledged experience of self-realization by primary school teachers, which influences life satisfaction as a whole and psychological stability. So, speaking of professional stress resistance directly, it can be interpreted as the ability of elementary school teachers to withstand the negative impact of stress factors of professional activity, due to the individual complex of its innate and acquired properties and processes that provide the optimal successful achievement of the goal of activity, specifics of work in the conditions of the New Ukrainian School [1, p.39-47]

A closer understanding of the professional stress of elementary school teachers in the context of the New Ukrainian School is possible because of the consideration of the stress model of "personal and environmental fit", in which professional stress arises due to the lack of personal and environmental skills. There are two types of compliance that are important in understanding the professional resilience of elementary school teachers:

- the extent to which the intentions and abilities of the teacher meet the requirements of the activity;
- the range in which the professional environment meets the needs of the teacher.

It is also important to note that the professional activity of primary school teachers is influenced by occupational stress factors (communicative, informational, emotional, physiological and hygienic), psychological stressors (macrosocial, microsocial) [2, p. 96]. That is why the description of occupational stress of primary school teachers as a system should be made from the standpoint functional (allows to find out the place of occupational stress, which it occupies among other mental phenomena), morphological (includes description of constituent constituent elements (subsystems), as well as hierarchical structure of ties between them, which can be represented in the form of correlation gaps between them), and information (allows to analyze the dynamics of the formation of

occupational stress resistance of professionals of professions of type "person-person" and its constituent subsystems) principles [2, p. 91-98].

Stress resistance of the elementary school teacher as a subject of activity can be considered in two aspects:

- as a general stress resistance in the functioning of any activity;
- as a professional stress resistance in the functioning of professional activity.

Thus, the activity of the elementary school teacher in the conditions of the New Ukrainian School poses new requirements, implies the formation of certain qualities in it. The development of professional stress resistance of primary school teachers occurs both during the period of study at a higher education institution and in the process of professional activity and is based on the overall mental development of the individual. The core of the process of becoming a professional stress teacher of elementary school teachers is the development of his personality, the development of his profession and the performance of professional activity.

Professional stress resistance as a personal quality, which determines the degree of effectiveness of the teacher to overcome the initial classes of stressful situation caused by the peculiarities of activities in the New Ukrainian School, is a multicomponent phenomenon that is closely related to coping strategies and depends on a number of individual-typological features of personality control, temperament type, emotional stability, etc.). In the psychological literature, the factors that affect the resistance of elementary school teachers to stress, researchers call different features: the significance of the event for the individual (M. Levitov), subjective assessment of the individual situation (N. Naenko), human values (K. Abulkhanov-Slavskaya), personal meaning (M. Denisov).

In addition, intrinsic motivation has a significant impact on the level of occupational stress of primary school teachers. It can be considered that the system of dominant motives of activity in the MUs of the New Ukrainian School, forming a professional orientation, helps to overcome the difficulties of professional activity and increase the professional stress of the teacher.

Psychologists have shown that the settings of elementary school teachers, who can best handle stress, have the following features:

- control over the situation: they are confident that they will be able to achieve their goals by applying their knowledge in solving their tasks;
- dedication to the goal: they see the point in what they are doing and consider the results of their work to be necessary and useful;
- The joy of overcoming: They consider the difficulties and obstacles that arise in their path as a challenge to their abilities, not as obstacles, so they perceive any trials not from a negative but from a positive point of view.

Analyzing the scientific literature among the factors that contribute to the formation of occupational resistance of elementary school teachers, we can distinguish:

- positive experience of solving similar problems in the past and positive prediction of future consequences;
- positive assessment of activity by the society;
- individual psychological characteristics, which are determined by high levels of emotional stability, strong-willed self-regulation, self-confidence;
- comfort and satisfaction with professional activity;
- positive spectrum of emotional background;
- availability of functionality.

In general, scientists emphasize the high stress resistance of primary teachers with an internal locus of control. Externality, on the contrary, complicates the process of overcoming difficulties in professional activity, more often contributes to the development of diseases of a psychogenic nature and reduces the likelihood of success in the chosen profession. Self-esteem and professional resistance to the attitude of primary school teachers to themselves, completes the structure of character, ensures the integrity of the individual, performs the functions of self-regulation and development control, promotes the formation and stabilization of unity of personality. The positive attitude of primary school teachers to themselves as a subject of activity has a positive effect on occupational stress. O. Baranov and L. Mitina came to the same conclusion, believing that a specialist with adequate positive self-esteem is able to cope with professional problems and difficulties successfully, while a specialist with low professional self-esteem, when faced with professional stressors, often feels anxious and anxious inadequate behavioral styles that adversely affect the effectiveness of professional activity, both in emotional and mental states. It is emphasized that positive self-assessment of primary school teachers increases confidence, satisfaction with professional activity and its effectiveness, which promotes self-realization. Awareness of the weaknesses of the activity does not destroy the overall positive self-esteem of the specialist, and the intention to correct them contributes to the increase in the level of stress resistance of elementary school teachers. Thus, the attitude to a stressful situation is conditioned by the type of personality of the elementary school teacher, in which the leading role is played by the peculiarities of motivation, self-esteem, locus of control, cognitive factors, under the influence of which an individual-specific attitude to the activity in the conditions of the New Ukrainian school is made.

Adaptation of primary school teachers to the activities of the New Ukrainian School largely depends on his social and psychological tolerance. As a rule, it is characteristic of experienced highly qualified, confident specialists. Teachers with low levels of pedagogical skills are characterized by traits such as irritability and reactive aggressiveness, and their intolerance increases the tendency to stress. Personal mechanisms of stress resistance of master teachers have a constructive orientation, which promotes their professional growth and self-realization (a true adaptation to new conditions). And the mechanisms of resilience of "failing teachers" reflect situational attempts to overcome stress (shifting responsibility, avoiding situations of solving problems), which hinder their professional development and personal development.

Stress reactions such as frustration, anxiety, exhaustion are associated with the particularities of the activity, including activities in the New Ukrainian School, which affect the elementary school teacher, destabilizing him. That is why it is important that elementary school teachers, in a new environment, have a professional resilience that would protect them from the negative effects of these factors.

Resistance to stress is one of the most important professionally important qualities of a primary school teacher, as it affects the formation of the student's personality. It is proved that students who learn from stress-resistant teachers are more supportive, open-minded, sociable, indirectly master the curriculum, and students of stress-resistant teachers are more closed, cold, emotionally unstable, submissive, dependent, tense, which negatively affects the quality of learning.

As a result of the theoretical study of this problem, it becomes clear that the formation of occupational stress of primary school teachers in the New Ukrainian School is an important process not only for the active realization of a specialist in the professional field, but also for the personal psychological well-being of the individual. The timely development of a high level of professional resilience of elementary school teachers will successfully counteract the negative impact of stressors of professional activity and will contribute to the effective implementation of the changes envisaged by the New Ukrainian School concept.

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ПСИХОЛОГІЧНИЙ АСПЕКТ ДОСЛІДЖЕННЯ ПРОБЛЕМИ ПОДОЛАННЯ КРИЗОВИХ СИТУАЦІЙ СТУДЕНТАМИ СТАРШИХ КУРСІВ

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У статті досліджено наукову проблематику подолання кризових ситуацій студентами старших курсів у філософсько-психологічному аспекті. Автором обґрунтовано, що в сучасних наукових дослідженнях феномен подолання складних життєвих ситуацій реалізуються в трьох основних життєвих напрямках: вивчення різних особливостей подолання особистістю складних життєвих ситуацій, що пов'язано із захворюваннями; вивчення особливостей подолання особистістю складних життєвих ситуацій, що пов'язано із навчальною і професійною діяльністю; вивчення індивідуально-психологічних та вікових детермінантів подолання особистістю складних життєвих ситуацій. Проаналізовано сутність та основні ознаки поняття «кризи». Визначено, що кризу слід розглядати як досить важливу зміну, під час якої особистість бере контроль над власним життям, дізнається, хто вона є насправді. Автором також обґрунтовано, що студентський вік особистості також насичений кризами. У