

*Исследована взаємозв'язь уважливості та особистісної позиції школярів 5 класов в контексті проблеми адаптації к обучению в среднем звене школы.*

**Ключевые слова:** когнитивні процеси, особистісна позиція, школярів 5 класов.

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**THE STUDENTS' STRESS: PSYCHOPROPHYLAXIS AND OVERCOMING**

*The results of experimental research of the ways of personality's sanogenic qualities formation are presented. It has been defined that the students often use destructive ways to overcome the stress. A system of sanogenic organizational-psychological methods of stress prevention has been elaborated.*

**Keywords:** stress, stress resistance, sanogenic qualities, recovering Reiki system, meditation, game trainings of cognitive processes.

The chronic stressful state – as a phenomenon – is acquiring in Ukraine more and more mass character and annually covers hundreds of thousands of students. This fact confirms the **topicality** of studying the person's stress resistance. The consequence of continuous chronic stress may transform in a psychological burnout,

neurosis, different diseases and difficulties in the self-realization [4–7]. The resources of the young organism are gradually depleting which begins to work at the limit of its capabilities. To these truly psychological difficulties are also adding a lot of everyday and domestic problems: financial and housing problems, irregular nutrition, which in total have a significant impact on the person's physical and mental health. In this regard, it is necessary to pay a special attention precisely to *preventive* anti-stress measures, which are based on the individual revitalizing/regenerating qualities.

During 2017–2018 we carried out the research work with the aim to study the sanogenic anti-crisis personality's qualities and create a specific effective system consisting of optimal methods of stress prevention. The respondents were 246 students of Kharkiv universities. **Research Hypothesis:** the preventive work on the leveling stress-crisis factors consists both in a person's awareness of the possibility of coping with stress by means of his own forces [3; 8; 9], and in the use of traditional/non-traditional relaxation-training techniques as additional, but effective, sanogenic way of the body self-healing and of counteracting the stress which negatively effects on the person's general psychosomatic health and vital activity [1, p.155–182; 2].

Based on the results of our research, the following has been established:

1. In the process of studying at the university, most students constantly (or periodically) perceive and suffer, in a varying degree, various stresses related to their life, domestic, family problems, difficulties in interpersonal communication, financial difficulties and others.
2. The leading place has been occupied by the problems connected directly with the studying process (namely, with the academic failures, post-examination dissatisfaction, lack of positive approval in the learning process, lack of time for studying, conflicts with teachers/students, and the others).
3. The majority of students have intuitively (consciously/unconsciously) developed a number of spontaneous methods of stress relieving (and often use them): in a small amount – they apply some constructive techniques (communication with friends, hobbies, music, sports), but mostly – they employ obviously destructive means (alcohol, smoking, disorderly sex, passive lying for hours, etc.).

Taking into account this, in total, depressing fact, we have set the task to elaborate the special effective relieving methods of the students' stress (primarily related to studies), which embrace not only a high productivity in the stress elimination, but also include their relative easiness while applying, the interest in the technique procedure itself and the general developing-sanogenic effect. All preventive ways were divided into 2 qualitatively different groups: A) the measures aimed to rationalize the way of life, of communication manner as well as the educational students' process; B) the specially developed, and already tested psychological methods of the stress resistance: self-recovering Reiki system, meditation, game trainings of the cognitive processes and of the creative life-orientation disclosure [2], namely:

A) the anti-stress *organizational* means, i.e. those ones which are linked with the educational university process (for example, carrying out the lectures in a dialogue/game form, psychological students' accompaniment, inclusion of the music during breaks, vitamin/mineral rich assortment of the university meals, alternation of the classroom and sports activities, organization of the games and recreational activities during extra-curricular time;

B) the *directly psychological* methods of stress removal:

- self-recovering Reiki system, which facilitates the harmonization of the person's internal bioenergy and his relaxation, as well as activates the unhindered energy circulation in the body; the Reiki system is a complex of measures for restoring the psycho-bioenergetic balance inside the organism, being at the same time a powerful effective technology also for the integral person's development: the enhancement of thinking, intellect, and as a result – the disclosure of the dynamically growing creative life-orientation [2, p.303–360];

- the transcendental Maharishi's meditation (TMM) is a simple, natural mental procedure based on the ancient traditions of Tibetan and Indian yogis, which takes 15–20 minutes. The scientific analysis of the TMM results testifies to its positive effect and salutary impact on the perception, memory, thinking, imagination, intellect; the TMM helps to reduce the negative emotions and contributes to the efficiency increase [2, p. 364–386];

- the game trainings of cognitive processes and of the creative life-orientation disclosure: the developed by us training system (aimed to the improvement of logical thinking, memory, imagination, self-regulation) includes more than 20 different blocks of games and exercises, each of which provides the development of specific aspects of the cognitive child/student sphere: for example, the compilation of sentences from several unrelated words, the searching for some common characteristics for two or three subjects, the classification of objects having different grounds, the formulation of the objects' type for all familiar objects, the explanation of the thought with the help of other words, the search for the causes of the events, and others [2, p.227–301; 3].

**Conclusions.** The ancient Eastern techniques of the body self-recovering and developmental trainings serve to improve the integral brain state, the cognitive sphere and its processes functioning, to better the health, activity, nerve regulation and metabolism in the organism, to activate the antistress hormones, to reveal person's own creative life-orientation and to increase his stress resistance in difficult life/studying situations. The **perspectives** for our further research will be as follows: (a) to study the psycho-somophysiological resistance of the different age/ethnic categories respondents; (b) to confirm (with more detailed statistics) the positive impact of the ancient East Asian stress-prevention techniques on the vital activity of the individual.

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*Представлено результати експериментального дослідження шляхів формування саногенних якостей особистості. Встановлено, що студенти часто використовують дезструктивні шляхи подолання стресу. Розроблено систему саногенних організаційно-психологічних способів стрессорпрофілактики.*

**Ключові слова:** стрес, стресостійкість, саногенні якості, система оздоровлення Рейкі, медитація, ігрові тренінги пізнавальних процесів.

*Представлены результаты экспериментального исследования путей формирования саногенных качеств личности. Установлено, что студенты часто используют дезструктивные пути преодоления стресса. Разработана система саногенных организационно-психологических способов стрессорпрофилактики.*

**Ключевые слова:** стресс, стрессоустойчивость, саногенные качества, система оздоровления Рейки, медитация, игровые тренинги познавательных процессов.

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## ОСОБЛИВОСТІ ЖИТТЄСТІЙКОСТІ ТА САМОВІДНОШЕННЯ В ОСІБ З РІЗНИМ РІВНЕМ ПРОЯВУ АСЕРТИВНОЇ ПОВЕДІНКИ

*Розглядаються особливості самовідношення та життєстійкості у осіб з різним рівнем прояву асертивності. Розкривається суть поглядів зарубіжних та вітчизняних психологів на ці феномени. Підкреслюється необхідність прийняття до уваги важливості формування позитивного самовідношення, життєстійкості та еповадження патернів асертивної поведінки.*

**Ключові слова:** асертивність, самовідношення, життєстійкість.

Людина повинна бути творцем власного життя, «автором свого сценарію», в чому вона може частково емансипуватися від природних і соціальних залежностей і може будувати своє життя не тільки в згоді з ними, але і всупереч їм. Однією з таких характеристик, що допомагає людині бути більш автономною, незалежною, виступає асертивність як особистісна властивість суб'єкта адаптації. У психологічному словнику термін «асертивність» (to assert – стверджувати, відстоювати) визначають як здатність людини впевнено і з гідністю відстоювати свої права, не нехтуючи при цьому правами інших. Асертивність називається прямою, відкрита поведінка, що не має на меті завдати шкоди іншим людям [1, с. 40].

Під асертивною поведінкою розуміють самостверджуючу поведінку, обумовлену індивідуальністю особистості, що виражається, перш за все, в самостійності, незалежності від інших і обставин, в умінні відстоювати свої права і думки при самоповазі і