

UDC: 159.942-057.87:316.422

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PEDAGOGICAL UNIVERSITY STUDENTS' FEARS IN THE PERIOD OF SOCIO-POLITICAL TRANSFORMATIONS

The paper aims to investigate types of fears experienced by female and male students of higher pedagogical educational establishments in the period of socio-political transformations, as well to examine gender specificity for the development of strategies for overcoming fears. An empirical study was carried out with the help of a psychodiagnostic method "Actual Fears Hierarchical Structure Inventory" by Y. Shcherbatykh and O. Ivlev, consisting of 24 types of fears, the intensity of which is estimated according to a 10-point scale; the sum of points received according to every fear is an integral indicator of fear), the methods of mathematical statistics (analysis of mean values, the method of percentage ratio, Spearman's rank correlation coefficient). The research has shown that in terms of socio-political transformations both in female and male students, the indicators of expressiveness of all kinds of fears exceed normative values. Female respondents have higher rates of fears as compared to the male students. These are, first of all, general-existential, social, fears of aggression. Concerning male respondents, the following kinds of fear significantly exceed the normative indicators: general-existential, future-related, and bodily. It has been found that such kinds of fears as spatial (fear of depth, fear of height, etc.), zoophobia (fear of spiders and snakes, etc.) in boys and girls in the period of socio-political transformations tend to decrease. The analysis of quantitative data by means of Spearman's rank correlation coefficient has revealed a statistically significant relationship between the fear of war and fear of future in the respondents, which confirms their common existential nature. The results of the study have shown the need for comprehensive and systemic psycho-corrective work on overcoming and preventing fears in students.

Keywords: emotions, fear, kinds of fears, hierarchy of fears, phobia, anxiety, student, youth.

Introduction

Key transformations in the socio-economic, political, cultural and educational spheres of the Ukrainian society, threatening external factors cause great strain, especially in youth, disturb the adaptive mechanisms of the psyche. Emotional power and the dynamics of life in modern society lead to high psychological strain. Unfortunately, the number of boys and girls who are in the unfavorable conditions of socialization, which accompanies the process of maturation and personal self-determination, is increasing. Throughout the last three years, during which a military conflict in the Donbass is continuing, children and young people have been facing fears, anxieties and phobias more frequently.

One of the priority tasks of educational institutions of all levels, including higher education, is to avoid stressful situations, overcome fears, educating socially and nationally conscious, socially active and highly professional specialists capable of creative expression in future work. Therefore, the issue of determining psychological causes of occurrence, features and techniques of overcoming fears in adolescence is extremely relevant today and requires a detailed theoretical study and practical implementation.

At the present stage, it is possible to identify the scientific levels in which research of fears is carried out:

- at the socio-philosophical level, which is represented by the works of S. Kierkegaard [20], M. Heidegger [19] and others, who considered fear as an inevitable anxiety that is the basis of human existence. Their studies are built on the idea that the cultural history of mankind from the very beginning is generated by fear, which significantly influences the entire course of human history;

- at the psychophysiological level, we distinguish works of I. Pavlov [7], K. Izard [3], et. al., who considered congenital conditions of fear, mechanisms of its occurrence, psychophysiological manifestations, functions, conditioned-reflex relationships of fears with other emotions;

- at the psychosocial level, the works of foreign (P. Becker [16], B. Bodenheimer [13], J. Bullby [17], J. Gray [18], D. Carnegie [4], K. Otly [21] F. Riemann [10], Z. Freud [12; 22], M. Hall [13], etc.) and domestic (P. Gurevich [11], O. Zakharov [2], O. Ivlev [15], S. Olhovetsky [6], A. Petrov [8], Y. Shcherbatykh [14, 15], etc.) are worth attention, in which fear is considered as an integral component in the evolution of the human race, the psychological structure of fear, the dynamics of

influence socio-psychological factors on the formation of fears, the applied aspects of working with fears in children and adults.

At the same time there are no psycho-diagnostic studies concerning the development of strategies to overcome the fears of modern students, especially in the regions where military conflicts are taking place.

Aim and Tasks

The paper aims to investigate types of fears in female and male pedagogical university students in the period of socio-political transformations, as well to examine gender specificity for the development of strategies for overcoming fears.

The following tasks are set:

- 1) to study the conceptual theoretical positions of the issue of fears.
- 2) to choose a complex of methods and techniques for studying the psychological characteristics of fears in adolescence.
- 3) to find out the dominant fears the students of higher pedagogical educational institutions face in the period of socio-political transformations and to determine their gender specifics.
- 4) to suggest recommendations for overcoming fears.

Research Methods

To achieve the goal and to solve the tasks, a research program has been created that involves the use of a set of methods: 1) theoretical research methods for analyzing philosophical, sociological, psychological and psychoanalytic literature; 2) empirical methods: observation on students in educational and extracurricular activities with recording mimic and pantomime manifestations, conversations about personal fears and ways to overcome them, a psychodiagnostic method “Actual Fears Hierarchical Structure Inventory” by Y. Shcherbatykh and O. Ivlev for identifying fears of the students and the definition of the severity their manifestation. It consists of 24 types of fears, the intensity of which is estimated according to a 10-point scale; the sum of points received according to every fear is an integral indicator of fear. 3) methods of mathematical statistics: analysis of mean values, the method of percentage ratio, Spearman’s rank correlation coefficient.

The study involved 210 students of Donbas State Pedagogical University (hereinafter DSPU), located in the region of the military conflict (Slaviansk, Donetsk region). They were divided into two groups: the 1st group – female students of the Faculty of Education of DSPU (N = 105); the 2nd one – male students of the Faculty of Physical Education of the DSPU (N = 105) aged from 17 to 20 years.

Theoretical Study Results

The concept of fear in different times was considered by philosophers, physiologists, sociologists, psychologists. In modern psychological dictionaries, fear is presented as an emotion that arises in situations of threat to biological or social existence of the individual and is directed at a source of real or imaginary danger [9].

As a philosophical category, “fear” was introduced by S. Kierkegaard, who distinguished between empirical fear, which is the fear of specific danger, and metaphysical fear – anxiety that is specific to a human being [20]. In the works of physiologist I. Pavlov, fear is defined as a manifestation of natural reflex, passive-protective reaction with easy inhibition of cerebral cortex [7]. The scientist K. Izard interprets fear as a negative emotional state that appears when a subject receives information about possible damage to his/her life, about a real and imaginary threat [3]. According to O. Zakharov, fear is a conditionally reflexive, emotionally sharp reflection by a person of a specific threat to life, and his/her well-being [2].

Z. Freud regarded fears as the expectation of something. Fear is characterized by uncertainty and objectlessness. In addition to the correlation with danger, this fear has also a relation to neurosis. However, not all fear reactions are neurotic. There is a difference between real and neurotic fear. The real danger is the one which is known to us, the real fear is a fear of a known danger to us. Neurotic fear is a fear of the unknown danger. Therefore, neurotic fear must be prevented [12]. Z. Freud proposed a concept of human fears, which not only deepened the doctrine of fear, but also gave impetus to the creation of other concepts that were contradictory, largely disagreed with his ideas. And scientific contradictions only helped further deepen the knowledge of fear.

Therefore, the analysis of the category of “fear” suggests that it is the reaction of a person to a real or potential danger that threatens his/her physical or moral existence, and may be caused both by endogenous and exogenous factors. Phobia is a strongly pronounced obsessive fear, which is aggravated in certain situations and cannot be explained logically. Fear belongs to the category of fundamental human emotions, has a protective character and is accompanied by certain physiological changes in higher nervous activity, which is reflected in various somatic processes (pulse and respiratory rate, blood pressure indicators, stomach work). From the outside, the feeling of fear is a set of characteristic mimic, pantomimic and secretory manifestations (goosebumps, itching, tingling, tears, cold sweating, slow breathing, changes in facial expressions, etc.).

In general, the emotion of fear arises in response to the action of a threatening stimulus. The sense of danger, its awareness is formed in the process of life experience and interpersonal relationships, when indifferent stimuli are gradually gaining the character of the threat. Usually in these cases one talks about traumatic experience (fear, pain, illness, conflicts, defeats, etc.). The so-called evoked fears are more widespread, which are the result of psychological ‘contagion’ with fear of others and unintended teaching of the corresponding type of emotional reactions. Consequently, the motivation of fear has a conditional-reflex character, since emotionally processed information about possible danger is encoded in it. It is the sense of fear that comes involuntarily and is accompanied by excitement, anxiety or horror [1].

In the context of our study, various approaches of psychologists to the classification and typology of fears are worth considering. Thus, the well-known psychologist D. Carnegie classifies fears according to the following types: situationally and personally predetermined; acute and chronic; instinctive and socially mediated; real (in the presence of a specific threat) and imaginary (at the level of imagination). By the degree of manifestation, he distinguishes horror, startle, fear, anxiety, concern, excitement and apprehension [4].

The classification of Y. Shcherbatyh is considered to be generally accepted, which distinguishes the following types of fears: 1) biological fears directly related to the threat to human life (for example, the fear of fire); 2) social, related to the fear of changing social status (fear of the exam, fear of public speaking); 3) existential, associated with the very essence of a human being (fear of death, fear of open and closed space, fear of height, etc.) [14; 15].

A more detailed classification of fears was developed by V. Levy, who identified their following types: 1) mystical-psychological (fear of supreme forces); 2) social (fear of exams, speech, fear of communication with significant persons, fear of responsibility, fear of shame, non-compliance with the norms, fear of being bad, ugly, guilty, fear of seeming weak); 3) general-existential (loneliness, fear for the lives of beloved ones, fear of darkness, fear of aging, fear of war, natural disasters); 4) future-related (fear of destiny, lack of choice (profession, marriage, etc.), fear of the variety of choices: escape from freedom, fear of ignorance and chance); 5) spatial (fear of height, open / closed space); 6) fears of aggression; 7) addicted (fears of lack of food, money, tobacco, alcohol, drugs); 8) bodily (fear of pain, blood, dental offices and procedures, fear of diseases) [5].

In the context of our research the causes of fears are worth regarding. Scientists have found that events, conditions or situations that are the beginning of danger can act as causes of fears. The subject of fear is either a person or a certain object. Sometimes fear is not related to anything concrete, such fears are experienced as objectless. Fear can also be caused by suffering. J. Gray [18] among the

causes of fears identified the following: intensity; novelty; evolutionary signals of danger; causes that arise in social influence. Pain and loud sounds are examples of too intense stimuli, and strangers or unknown things sometimes cause fear because of their novelty.

J. Bowlby distinguished the following causes of fears: 1) innate determinants of fear, that is, “natural stimuli and their derivatives” (loneliness, ignorance, sudden change of a stimulus, height and pain). The stimuli of fear are darkness, animals, unknown things and strangers; 2) cultural determinants of fear, which are the result of instructions (for example, even a quiet alarm can cause fear). The scientist believes that many cultural determinants of fear can be associated with natural determinants disguised by various forms of misinterpretation, rationalization, or projection [17].

Psychological features of the youth age (self-determination (professional and personal) or identity) in conjunction with social situations affect the appearance of fears in young people. Increasing the number of fears leads to a decrease in self-confidence, without which adequate self-esteem, personal integration and self-acceptance, the implementation of plans in life and adequate communication with peers are impossible. Students as a certain psychosocial and age group are characterized by high cognitive motivation, high educational level, social and civic activity, and a harmonious combination of social and intellectual maturity. The educational environment of a higher educational institution is also filled with various contradictions and is a psycho-traumatic factor of fears appearance that can harm positive development and mental health of young people.

Empirical Research Results

Modern psychologists note that adolescence is characterized by a great number of fears, in particular, related to educational activities. In our study, we are focused on identifying a range of fears in the students of higher pedagogical institutions, which are actualized in the period of socio-political transformations.

The results concerning the respondents’ fears are presented in Table 1.

Table 1.

Indicators of Different Types of Fears of Students of the Faculty of Pedagogy and the Faculty of Physical Education of DSPU

№	Type of fear	Mean values of healthy respondents (norm)	Female students of the Faculty of Pedagogy	Male students of the Faculty of Physical Education	Mean values
1	Fear of spiders and snakes	5	5.4	5.3	5.35
2	Fear of darkness	3	3.5	3.1	3.3
3	Fear of going insane	4	4.4	4.2	4.3
4	Fear of beloved people’s health	8	8.2	8.1	8.15
5	Fear of criminality	5	6.5	5.6	6.05
6	Fear of authorities	5	5.8	5.3	5.55
7	Fear of changes in	5	6.2	5.5	5.85

№	Type of fear	Mean values of healthy respondents (norm)	Female students of the Faculty of Pedagogy	Male students of the Faculty of Physical Education	Mean values
	private life				
8	Fear of responsibility	4	5.3	4.9	5.1
9	Fear aging	4	5.5	4.3	4.9
10	Fear of heart attack	5	5.2	5.9	5.65
11	Fear of poorness	5	5.4	5.2	5.3
12	Fear of the future	5	6.6	6.2	6.4
13	Fear of exams	5	6.1	5.8	5.95
14	Fear of war	6	7.9	7.5	7.7
15	Fear of death	3	4.3	4.1	4.2
16	Claustrophobia	3	3.5	3.1	3.3
17	Fear of height	4	4.8	4.2	4.5
18	Fear of depth	4	4.5	4.1	4.3
19	Fear of negative consequences of beloved people's diseases	6	6.2	6.1	6.15
20	Fear of disease	4	4.8	4.6	4.7
21	Fear of sexual dysfunction	3	3.2	3.8	3.5
22	Fear of suicide	2	2.4	2.8	2.6
23	Fear of public speech	4	4.9	4.7	4.8
24	Fear of aggression to close people	3	3.2	3.9	3.55
	Total	85	124	118.3	121.1

According to Table 1, the respondents are characterized by the excess of the mean values according to all kinds of fears. Significantly greater fears are expressed in the girls of the pedagogical faculty as compared to the boys. The greatest excess was detected according to the fear of war, future-related fear, fear of criminality, fear of death, fear of responsibility. These fears, according to the typology of V. Levy, are considered to be generally-

existential, social. The lowest indices of fears are found according to the following types: fear of darkness, fear of height, fear of spiders and snakes. They belong to both spatial and zoophobic fears.

The conducted empirical study has made it possible to distribute the respondents according to three levels of fears (Table 2).

Table 2.

Distribution of the Respondents according to the Levels of Fears

Respondents	Levels					
	Low		Average		High	
	Abs.	%	Abs.	%	Abs.	%
Female students (105 persons)	20	19.1%	40	38.1%	45	42.8%
Male students (105 persons)	29	27.6%	54	51.4%	22	20.9%
Total	49	23.3%	94	44.8%	67	31.9%

The low level group involved the students who evaluated their fears within the normative indicators (19.1% of the female respondents and 27.6% of boys). The average level group consisted of those boys and girls, whose fears exceeded the normative values by 1 point (38.1% of girls and 51.4% of boys). The high level group included

the students whose fears exceeded the norm by more than 1 point (42.8% female students and 20.9% male students).

The generalized indicators of the distribution of the respondents according to the levels of fears are presented in Fig. 2.

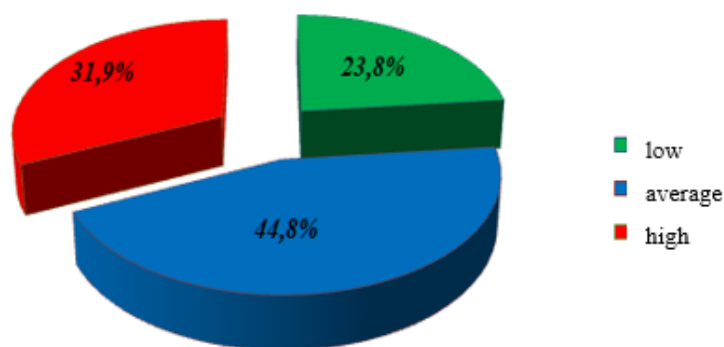


Fig. 2. The Distribution of the respondents According to the Level of Fears

Table 3 demonstrates the percentage of excess of normative indicators of different types of fears, and fig. 3 shows the distribution of female and male students with the exceeding of the normative indicators of various types of fears.

Table 3.

Percentage of Excess of Normative Indicators of Different Types of Fears in the Respondents

№	Type of fear	Female students	Male students
1	Fear of spiders and snakes	0.4	0.3
2	Fear of darkness	0.5	0.1
3	Fear of going insane	0.4	0.2
4	Fear of beloved people's health	0.2	0.1
5	Fear of criminality	1.5	0.6
6	Fear of authorities	0.8	0.3
7	Fear of changes in private life	1.2	0.5
8	Fear of responsibility	1.3	0.9
9	Fear aging	1.5	0.3
10	Fear of heart attack	0.2	0.9
11	Fear of poorness	0.4	0.2
12	Fear of the future	1.6	1.2
13	Fear of exams	1.1	0.8
14	Fear of war	1.9	1.5
15	Fear of death	1.3	1.1
16	Claustrophobia	0.5	0.1
17	Fear of height	0.8	0.2
18	Fear of depth	0.5	0.1
19	Fear of negative consequences of beloved people's diseases	0.2	0.1
20	Fear of disease	0.8	0.6
21	Fear of sexual dysfunction	0.2	0.8
22	Fear of suicide	0.4	0.8
23	Fear of public speech	0.9	0.7
24	Fear of aggression to close people	0.2	0.9

The female respondents are characterized by the exceeded indicators of the severity of all kinds of fears. These are, first of all, general-existential, social, and fear

of aggression. Consequently, the girls have shown higher rates of fears as compared to the boys.

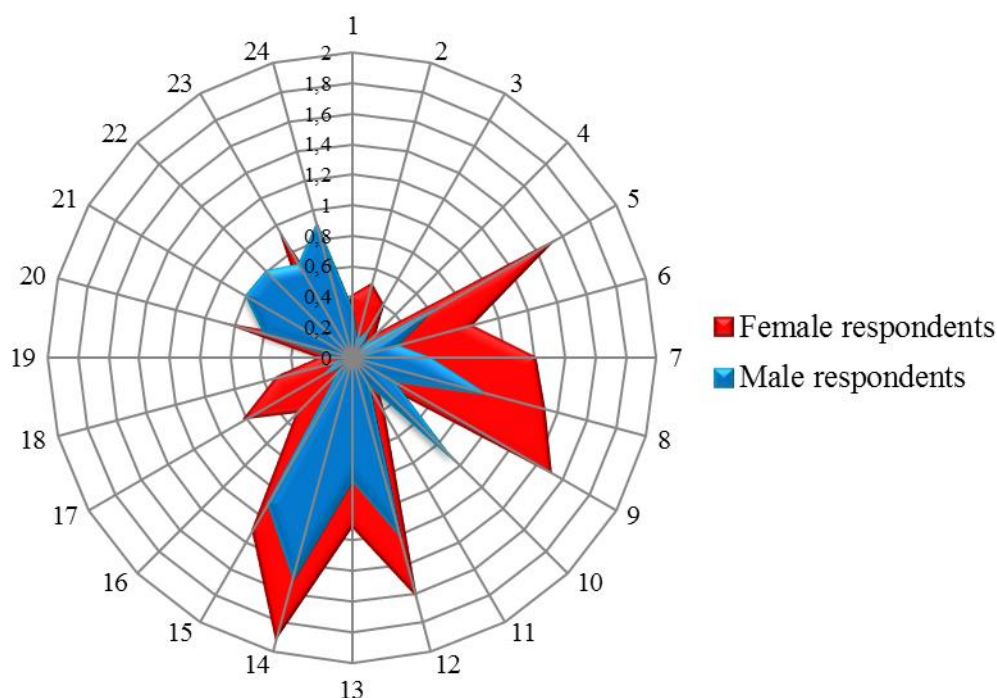


Fig. 3. Distribution of the Respondents with the Exceeded Indicators of Different Types of Fear

The male respondents have the following types of fears exceeding normative indicators: general-existential, future-related, and bodily. Such kinds of fears as spatial (fear of depth, fear of height, etc.) and zoophobic (fear of spiders and snakes, etc.) are much less pronounced both in the female and male students.

The calculation of Spearman’s rank correlation coefficient for determining the statistically significant relationship between the two greatest fears (fear of war and fear of the future) has shown that this relationship is positive and statistically significant. According to the calcula-

tions, the empirical value $r_s = 0.734$ for a sample of 200 persons, while the critical values $r_s = 0.14$ at $p \leq 0.05$ and $r_s = 0.18$ at $p \leq 0.01$. Consequently, there is a high correlation relationship between the fear of war and the fear of the future in the female and male respondents. These fears are existential for the students.

The respondents were also asked the question: “Which of the following ways of overcoming fears do you consider to be the most effective?” The results of the analysis of responses are presented in Table 4.

Table 4.

The most Effective Ways of Overcoming Fears According to the Respondents’s Answers

Ways of overcoming fears	Number of respondents (%)
Teaching oneself not to be afraid of ones’ fears	46.2
Defending oneself from a thing causing fear	17.3
Consult a psychologist, doctor	15.9
Other ways (call mom, friend, watch a motie, etc.)	13.1
Doing nothing	7.5

As shown in Table 4, the most effective way of overcoming fears, according to the students, is “Teaching oneself not to be afraid of ones’ fears” (46.2% of the respondents have chosen this variant). This method belongs to the independent treatment of fear, as well as the following one which is “Defending oneself from a thing causing fear” - 17.3% of respondents have chosen it. And only 15.9% consider it necessary to seek help from a specialist: a psychologist or a doctor. Such methods of overcoming fears, as a call to mom, friends, watching an interesting film are used by 13.1% of the students; 7.5%

of the respondents answered that they would not do anything with their fears.

Overcoming fears is a long and difficult process. Fear is individual, it reflects the personality traits of every individual. There are different approaches to overcoming fears and phobia. Teachers of psychological disciplines can assist students in solving this problem. Thus, at DSPU on the basis of experimental data and taking into account the individual personality characteristics of students of the Faculty of Pedagogy and the Faculty of Physical Education, teachers of the Department of Practical Psychology,

Department of General Psychology develop and implement necessary psychological and pedagogical support in each particular case. Students with great interest are involved into individual work with them. They are pleased by the fact of the teachers' attention to their personalities, their desire to get into their problems, and to help solve them. Conversations are conducted with the students to remove the states of uncertainty, increased anxiety. Teachers-psychologists explain students that in order to overcome fears, they need to remember any situation in life in details, when they were brave, self-confident. Then they should select a certain signal, which is "associated" with the state of courage, confidence. The next time when the student will have fear, he/she will have to reproduce the same signal that, according to the association mechanism, causes a state of courage, confidence, and fear will decrease or disappear. For the removal of fatigue and increasing working capacity, students are taught methods of autogenous training. There are also effective methods of art therapy, book therapy, body therapy, elements of respiratory gymnastics, etc. Teachers also present some general approaches to students for overcoming fears:

- to change the way of living so that a fear would not be relevant;
- to replace negative thoughts with positive ones, one should make oneself believe that there is no real fear and that it is just imagination;
- to increase self-esteem, to master methods of relief;
- to abstract one's mind from fear;
- to avoid consuming caffeine, which can re-cause some symptoms that occur during an attack of fear;
- to burn adrenaline, because during the attack of fear the body produces an excessive amount of adrenaline, so one should not stay doing nothing, it is better to move.

Teachers explain that independent work of students on overcoming fears and phobias is possible at the early stages of their development. In case of steady fears, psychological counseling is necessary. The psychologist will help to understand the situation, assess the degree of its complexity, identify the hidden subconscious causes and develop an individual program of overcoming fears, taking into account the individual characterological features of the student's personality. The ability to realize one's fear and its causes is the main achievement in the process of transforming a young individual into a mature personality.

Conclusions

Thus, summing up, it should be noted that fear is a component of human existence. It determines the behavior of the individual and contributes to his/her biological and social survival. However, fear can acquire pathological forms that require consulting psychologists. The life of modern students is filled with a great number of social and economic problems associated with professional development and identification. In addition, the military

conflict actualized certain types of fears and, to some extent, reduced the rates of other types of students' fears. The increased number of students' fears reduces self-confidence, without which it is impossible to gain adequate self-esteem, personal integration and self-acceptance, have adequate communication with people. The experimental study involved the students living in temporarily uncontrolled territories of Ukraine, where the situation is socially, politically, economically unstable and intense. Consequently, this is explained by a significant increase in the indicators of general-existential, social, existential, future-related fears and reduction of spatial, zoophobic fears in the respondents.

The research outcomes show that the significant number of students assessed their level of fears in 8-10 points, which is interpreted by the authors of the methodology as a phobia. It is referred to the fear of war, fear of the future, fear of death, fear of responsibility, fear of crime, fear of exams, fear of public speeches.

The ratio of fears among girls and boys shows that there are differences between groups of objects of fears depending on gender. The female respondents' fear of aging is much higher as compared to the male students. Indicators of the fear of crime and fear of changes in personal life are more peculiar for the female students as compared to the boys. Fears of war, the future, fear of responsibility, depth and darkness, also prevail in the girls. The same results were received concerning the fear of exams. It should be noted that the indicators of fear of the heart attack, the fear of aggression towards close people, the fear of sexual dysfunction, the fear of suicide are higher in the male respondents as compared to the girls.

Thus, general and specific features of types of fears among girls and boys - students of pedagogical higher education were found. Therefore, all the respondents have objects of fears, and the indicators exceed normative values. Besides, there are specific peculiarities of fears among students according to gender. The analysis of quantitative data by calculating the Spearman's rank correlation coefficient has revealed a statistically significant relationship between the fear of war and fear of future in the interviewed students, which confirms their common nature and characterizes their perception of the modern realities of life.

The results of the study allow to deepen scientific understanding of modern young people's fears in the historical and psychological plane, as well as through the prism of moral values in assessing manifestations of fears. Practical psychologists working in higher education should master innovative technologies of psycho-correction work aimed at overcoming and preventing students' fears (methods of art therapy, book therapy, physical therapy, neuro-linguistic programming, autogenous training, respiratory gymnastics, etc.).

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СТРАХИ СТУДЕНТІВ ПЕДАГОГІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ У ПЕРІОД СОЦІАЛЬНО-ПОЛІТИЧНИХ ТРАНСФОРМАЦІЙ

Метою статті є теоретичне й емпіричне дослідження видів страхів у юнаків і дівчат – студентів вищих педагогічних навчальних закладів у період соціально-політичних трансформацій, визначення гендерної специфіки задля розроблення стратегій подолання страхів. Під час дослідження було використано психодіагностичну методику «Питальник ієрархічної структури актуальних страхів» Ю. Щербатих та О. Івлевої, що складається із 24 видів страхів, інтенсивність переживання яких оцінюється за 10-бальною шкалою; сума отриманих за кожним страхом балів є інтегральним показником страху, методи математичної статистики (аналіз середніх значень, метод відсоткового співвідношення, коефіцієнт рангової кореляції Спірмена). Підкреслено, що страх є реакцією на реальну та потенційну небезпеку, загрозу фізичному або моральному існуванню особистості, може бути викликаний і ендогенними, і екзогенними чинниками. Залежно від характеру загрози, інтенсивність та особливості переживання страху варіюється в досить широкому діапазоні: побоювання, боязкість, переляк, жах тощо. Страх належить до фундаментальних емоцій людини, має захисний характер та супроводжується фізіологічними змінами вищої нервової діяльності, що відображається на соматичних процесах. Зовні почуття страху виявляється комплексом характерних мімічних, пантомімічних та секреторних проявів. Страх класифіковано на: містико-психологічні, соціально-оцінні, загальнобуттєві, фортунофобні, просторові, страхи перед агресією, страхи залежності, тілесні страхи. Причинами страхів є: події, умови або ситуації, що є початком небезпеки; людина, або певний об'єкт; страждання, невизначені об'єкти тощо. У статті досліджуються вираженість, види й гендерні особливості страхів студентів вищого педагогічного навчального закладу, що знаходиться в регіоні військового конфлікту. Експериментально вивчено вираженість і частоту виникнення різних об'єктів страхів у юнаків і дівчат. Дослідження показало, що в умовах соціально-політичних трансформацій і в дівчат, і в юнаків показники вираженості всіх видів страхів перевищують нормативні значення. У дівчат (студентів педагогічного факультету ДДПУ) виявлено більш високі показники індивідуальних страхів порівняно із юнаками. Це, передусім, загальнобуттєві, соціально-оцінні, страхи перед агресією. Тоді як у хлопців (студентів факультету фізичного виховання ДДПУ) індивідуальні страхи, що значно перевищують нормативні показники, виявлено в межах таких типів: загальнобуттєві, фортунофобні та тілесні. З'ясовано, що такі види страхів, як просторові (страх глибини, страх висоти тощо), зоофобні (страх павуків і змій тощо) у юнаків та дівчат у період соціально-політичних трансформацій мають тенденцію до зниження. Аналіз кількісних даних за допомогою обчислень критерію Спірмена виявив статистично значущий зв'язок між страхом війни та страхом перед майбутнім у опитуваних студентів, що підтверджує їх спільну екзистенційну природу. Результати дослідження засвідчили необхідність проведення зі студентами комплексної й системної психокорекційної роботи з подолання та профілактики страхів, наприклад, методами арттерапії, бібліотерапії, тілесної терапії, нейролінгвістичного програмування, аутогенного тренування, дихальної гімнастики тощо.

Ключові слова: емоції, страх, види страхів, ієрархія страхів, фобія, тривога, студент, юнацький вік.

Submitted on September, 26, 2017