

Психологія формування професійного образу «Я» у студентської молоді

У статті розглядаються особливості Я-образу у студентської молоді, етапи формування образу-Я-професіонал. Викладено уявлення зарубіжних та вітчизняних вчених щодо проблематики даної теми.. Джерел – 10.

Ключові слова: самосвідомість, професійна самосвідомість, «Я» – концепція, образ «Я-професіонал», особистість.

Твердоступ-Бельчикова А. В.

Психология формирования профессионального образа «Я» у студенческой молодежи

В статье рассматриваются особенности Я-образа у студенческой молодежи, этапы формирования образа Я-профессионал. Изложены представления зарубежных и отечественных ученых по проблематике данной темы. Источников – 10.

Ключевые слова: самосознание, профессиональное сознание, «Я» – концепция, образ «Я-профессионал», личность.

Твердоступ-Бельчикова Алена Володимирівна - викладач кафедри філософії та соціально-гуманітарних дисциплін Донецького медичного національного університету ім. М. Горького, здобувач кафедри соціальної та практичної психології Східноукраїнського національного університету ім. В. Даля, м. Луганськ

UDK 153.95

Tsareva K. S.

SOCIAL AND PSYCHOLOGICAL MEANS OF OVERCOMING CONFLICTS AMONG STUDENTS

The article discusses the features of prevention, resolution and overcoming conflicts among boys and girls who are studying at a higher educational institution. The theoretical approaches to the problem of interpersonal conflict are analyzed. Conflict situations and behavior strategy of the subjects of the conflict are considered. The role of the interpersonal communication in prevention and resolution of conflicts is defined. The ways of prevention and resolving conflicts among students are proposed. Such a form of conflict resolution as mediation, which acts as the most optimal social and psychological means of overcoming conflicts among students, and the role of psychological services of HEI in this process is considered. Sources - 9.

Key words: conflict situation, interpersonal communication, behavioral strategies in the conflict, the student environment.

Problem statement. The process of interpersonal communication is differences by its internal complexity, which at first glance is barely noticeable, but over time it appears either in small or sufficiently distinct contradictions of subjects of interaction. This mismatch is usually a consequence of the presence of each individual's own system of values, beliefs, motives, goals and etc. The presence of interpersonal conflict begins with the emergence of confusion when relationship has complicated and it is impossible to carry on a constructive dialogue.

Currently there is no universally accepted identification of the definition of "interpersonal conflict" and researchers have different definitions concerning its basic content. However, for the most part, they agree that there are manifested both individual and social aspects of humans' interaction in it, which belong either to one, or to different social groups.

The main problem of such a conflict lays in the fact that untimely resolution or its prolonged character at the individual level can lead to neurosis, disease states, psychosomatic disorders, stress, and frustration etc. But at the same time, interpersonal conflict on a social level leads to persistent disorder of relationships between interacting people that can lead in its turn to establishment of hostile, irreconcilable attitudes and even committing violent acts.

The issue of prevention of interpersonal conflicts including among students is equally important. It is gaining early experience of constructive resolution of conflicts that becomes the key to further prosocial existence of boys and girls, their entering into the social life as qualified professionals and law-abiding citizens. [2]

So the urgent need for optimal means of overcoming interpersonal conflict is a complex and important task for modern psychological science and practice.

Analysis of the recent researches and publications. Usually, scientists, understand interpersonal conflict as a clash of opposing views, interests and actions of individuals and groups (E.M. Bogdanov and V.G. Zazykin [1] L. E. Orban-Lembryk [6], B.B. Tretyachenko [9], etc.). Interpersonal conflict is the interpersonal clash that reveals both individual and social aspects of interaction between humans, who belong either to one or different social groups.

The problem of such a conflict lays in the fact that untimely resolution or its prolonged character at the individual level can lead to neurosis, disease states, psychosomatic disorders, stress, and frustration etc. But at the same time, interpersonal conflict on a social level leads to persistent disorder relationships between interacting people that can lead to establishment of hostile, irreconcilable attitudes and even commit violent acts. However, many researchers (A. Adler, L. Berkowitz, K. Lawrence, W. Mc-Dauhall, Z. Freud, E. Fromm, and others.) identify this notion with aggression, sadism, oppression, social and self-destruction, whereby a person becomes a victim [1, 2, 5, 8].

At the same time while considering the problem of interpersonal conflicts in small social groups and their consequences, it is important to single out those psychological characteristics that will match the characteristics of both those who commit violence and those who become its objects [3].

E.M. Bogdanov and V.G. Zazykin, basing on the principle of consistency, have identified three groups of psychological contradictions that form the basis of interpersonal conflict. [1] The first group consists of psychological conflicts that are associated with the action of unconscious subjective factors (motives, desires, needs, natural instincts, etc.). Mental traumas of individuals that they got in their childhood can be a source of these displays. Actually the contradictions, caused by the influence of unconscious factors, are associated with the manifestation of unconscious but powerful motives that are not congruent to existing reality. As a result, there appeared strong intrapersonal conflicts that make a person become dysaptationed and dysintegrated and thus come into conflict interaction with others.

The second group consists of psychological conflicts that are associated with the effect of individual-typological and characterological factors. Although the individual realizes his or her own psychological qualities, but this awareness does not always lead to arbitrary regulation of his or her own behavior. These contradictions lead to a clash of different interacting subjects and they are defined as the psychological incompatibility or inconsistency of style characteristics of activity.

The third group consists of the contradictions that are associated with peculiarities of the individual orientation and his or her experience. They appear when there is no overlap between the expected (or desired) and the actual (or real available opportunities). On this basis, a person may experience frustration, aggression, which makes social interaction with others difficult.

Thus, the problem of preventing and resolving of interpersonal conflicts lays in the leveling of these contradictions or reducing their specific influence on the origin and behavior of the conflict.

The purpose of the article is to review and analyze the socio-psychological means of overcoming conflicts among students and search for the optimal solutions of conflicts at the interpersonal level.

Presentation of the basic materials and research results. In the practice of preventing and overcoming interpersonal conflict experts identify a number of methods,

strategies and directions of anticonflict work [1]. First of all it is reducing of conflict level of those individuals who are inclined to produce it; raising the head authority because the authority is one of the factors regulating behavior; formation of high organizational culture that assumes positive traditions that are the auxiliary norms of regulating social behavior; high motivation of work; high social status; the presence of high-prestige work or study as a result of the correlation of the individual characteristics with the reference values that exist in society; creating a positive psychological climate in social groups; psychological awareness and competence of individuals, based on their training and information.

At the same time in each direction general psychological principles, that are the foundation for future success, should be considered. Since the conflict involves specific persons, then, without knowledge of their psychological characteristics the efficiency of anticonflict work can be placed in question. These principles are: setting goals of conflict; identifying the basic content of the contradiction that is the core of the conflict; taking into account individual psychological characteristics of the subjects of conflict and their actual emotional state; taking into account the dynamics of the conflict, its stages and phases. The quality of solving the conflict interaction depends on how meaningfully the existing principles are considered.

However, both the process of the conflict and its outcome is largely determined by the chosen style of individual behavior in a conflict interaction. It is well known that K. Thomas defines the following ways of responding in conflict situations: competition (rivalry), which is actually a quest to satisfy own interests to the damage of another person; adaptation, which means harm for a person's own interests for the sake of another person; compromise; prevention, which is characterized as a lack of commitment to cooperation and lack of tendency to achievement of own goals; cooperation, a situation when the participants come to an alternative that fully meets the interests of both parts. [5] Thus, each of the strategies is effective only in specific, defined conditions, and none of them can be considered as deliberately winning or the best. Strict abidance by any certain style limits the possibility for a maneuver in dealing with a conflict situation.

Thus, based on the results of empirical research conducted during 2012-2013 years we have found that among 150 subjects-students (63 guys and 87 girls) almost 50% prefer a compromise, as the most effective strategy of behavior in a conflict situations. The heterogeneity of the distribution of behavioral strategies in conflicts based on gender is also stated. Analysis of the results of empirical research shows that such strategies of behavior as compromise and adaptation are typical for girls and all five behavioral strategies - for boys.

It was also found that the compromise model is the most popular among majority of students (67%) in resolving conflicts. Explaining this choice both the young men and the girl referred to the fact that the search for a compromise both by means of their own concessions and concessions of the opponent, allows at least partially achieve their goals. However, experience shows that the strategy of the compromise is a tactical cunning that helps to gain time, to increase resources for future struggles.

Meanwhile, based on the analysis of social and psychological means of overcoming conflicts among students and finding optimal solutions for solving conflicts at the interpersonal level, we have found that in conflict situations in the environment where such behavior strategy as a compromise prevails in subjects of conflict, the most optimal way of effective conflict resolution is a technique of mediation.

Mediation (from lat. mediation - interposition) is one of the most effective forms of conflict settlement. It is a process in which the mediator as a neutral third part helps to resolve the conflict, contributing to explore possibilities for agreement between the parts in conflict. [6] The mediator facilitates communication between the parts, helps to clarify their positions and interests, seeking effective solutions of the problem by allowing the parts to reach their own agreement. If people can solve the problem through discussion and negotiation, they will achieve faster and better results than through confrontation or action. However, most of them

cannot do it without the help of someone third. Strong emotions, hostility and tactic of confrontation and inequality of social position can become barriers to constructive negotiations. Even if the desired result is not achieved, the involvement of mediators conduces better understanding of the parts of each other. Mediation – is the process of conflict between the two parts involving the third, neutral part, an alternative method of force resolving the conflict, when one side wins and the other loses, and in fact, both sides lose, besides the affair also suffers.

The leading principles of mediation include impartiality, confidentiality and voluntary. The idea of impartiality is central in the process of mediation. The mediator must perform his or her work objectively and honestly. He or she must conduct mediation only in those cases where he or she can remain impartial and fair. Confidentiality consists in that fact that the mediator must not disclose facts, course and results of mediation, if there is no allowance of all parts or it is not required by the law. In appropriate circumstances, an access to statistical data may be allowed to researchers and with the permission of the parts, to the presence of the mediation process and the interview with the parts of mediation. The mediation procedure is voluntary: no one can force the parts to use mediation.

The role of spontaneous mediator can be acted by conflicts witnesses, friends and family members, opinion leaders and colleagues. However in this case is not about professional help. Representatives of religious organizations, professional psychologists, social workers, lawyers can be considered informal mediators, who can be appealed due to their education and great experience. Often, mediation services are offered by local organizations, including trade unions.

Mediators' functions should be considered in the logic of this process. The first function of the conflict estimation: the mediator should carefully and thoroughly examine all concerning parts of the conflict, collect information about all the participants and important circumstances. This information can be provided basing on active listening of the parts (and parts of each other). It is important to provide feedback between the parts to ensure that one part heard and understood what the other said; separation of emotional factors from substantive issues of the conflict; clarifying and discussing of the interests of the parts; providing the parts with opportunity to understand their position .

As an impartial organizer of the process, a mediator shall assist in establishing rules of communication of parts, set constructive tone of the negotiations; ensure and maintain the psychological satisfaction of each part by the course and the results of the negotiation process.

The mediator must not be only a middleman, but a generator of ideas, provide the parts of the conflict with information and assist them in its search, but should not give any legal interpretations, clarifications or suggestions; he's not a prosecutor, not a lawyer, not a judge. The role of the mediator consists in helping the parts to reach an agreement, but also he should ensure that these arrangements were implemented. The tactic of the mediator is in the following statements: 1) alternate listening of the parts of the conflict is used to clarify the situation and clarify the problem, 2) focusing on the weak positions of the parts for the purpose of their inducing to reconciliation, 3) negotiations with the simultaneous participation of both parts, 4) pressure on the parts of the conflict to correct the erroneous position, 5) "shuttle diplomacy" when the mediator separates the parts and constantly runs between them, coordinating their positions.

Stages of mediation in details are described in the relevant literature [4, 6]. They distinguished: a stage of confidence, a stage aimed at analyzing the facts and identifying the problems, a stage of development alternatives for the acceptable to the parts solution, a stage of negotiation and decision-making, a stage of preparation of the final document in which such equal, legitimate and strong commitment that were developed as a result of negotiations and with which the parts agree are fixed.

Thus, conflict resolution involving mediation is designed as a process of negotiation of partners, not rivals, which promotes the absorption by the subjects of the conflict of the other constructive model of conflict resolution that they can use in the future.

At the same time such a question arises - who can be an effective mediator at a higher educational institution, who can be able to solve and resolve conflicts among students. The answer is simple – it is a university psychological service, which has proved its effectiveness in a number of higher educational institutions of Ukraine.

For example, the main goal of social and psychological service which was established in 1992 in Dnipropetrovsk National University is to fulfill tasks related to the psychological support of the educational process, promote personal growth and professional development of students and university employees. In addition to core activities (individual counseling, individual and group psychiatric diagnosis), a collective work of personal and socio-psychological orientation (team building, forming of the participatory communication skills, self-confidence, effective use of time, etc.) is holding.

Another example is the work of psychological service of G. Skovoroda Kharkiv National Pedagogical University, the main areas of activity of which are: the provision of psychological, educational and social support to students who are in crisis life situations, in order to adapt to the learning and life environment at the university; the implementation of psycho-educational measures to eliminate variations in psychophysical and individual development and behavior; the formation of positive life perspective (timely warning of abnormalities in interpersonal relationships, preventing conflict situations in the educational process, the prevention of drug addiction, alcoholism, immoral lifestyle).

So, psychiatric service of universities can effectively solve various issues of students' lives, besides its representatives are trained professionals in resolving conflicts and overcoming them among students.

As generalization, we can draw the following conclusions.

1. It was found that interpersonal conflict is a way of identifying and resolving conflicts that arise between individuals and it reveals both individual and social aspects of human interaction, which belong either to one, or to different social groups. The main causes of interpersonal conflicts are the lack of communicative competence of individuals and their lack of skills of cooperation.

2. It was determined that in the student's environment, as in any other social group, conflicts are inevitable. The main socio-psychological factor that causes a conflict between students is their socialization process, the result of assimilation and active reproduction by the individual his or her own social experience, manifesting in communication and activities. One of the manifestations of the students' socialization is interpersonal conflict, during which the student asserts him -or herself, seeks to consolidation certain social status, emphasize his or her individuality and independence.

3. The most common strategy of behavior in conflict situations among students is a compromise that involves finding mutual understanding based on both their own concessions and concessions of the opponent that provides at least partially achieve the goals. Thus, the strategy of compromise is usually found only a tactical cunning that allows subjects of the conflict to win time, increase resources for future struggles.

4. It was found that in an environment where in conflict situation such behavior strategy as a compromise prevails in subjects of the conflict, the best way of effective resolving of the conflict is the technique of mediation, which involves a neutral third part, who helps to resolve the conflict and to find opportunities for agreement between the parts.

5. At a higher education institution the most effective agents of mediation are representatives of university psychological service who are trained experts in solving and resolution of conflicts among students.

Literatura

1. Богданов Е. Н. Психология личности в конфликте: [учебное пособие] / Е. Н. Богданов, В. Г. Зазыкин. – [2-е изд.] – СПб. : Питер, 2004. – 224 с.
2. Гарькавец С. О. Соціально-нормативний конформізм особистості у психологічному вимірі : [монографія]. / С. О. Гарькавец. – Луганськ : вид-во «Ноулідж», 2010. – 343 с.
3. Коломинский Я. Л. Социальная психология взаимоотношений в малых группах. Учебное пособие для психологов, педагогов, социологов / Я. Л. Коломинский. – М. : АСТ, 2010. – 446 с.
4. Ложкин Г. В. Практическая психология конфликта: [учеб. пособие]. / Г. В. Ложкин, Н. И. Повякель. – [2-е изд., стереотип.] – К. : МАУП, 2002. – 256 с.
5. Москаленко В. В. Соціальна психологія : [підручник]. / В. В. Москаленко – К. : Центр навчальної літератури, 2005. – 624 с.
6. Орбан-Лембрик Л. Е. Психологія професійної комунікації: [монографія]. / Л. Е. Орбан-Лембрик. – Чернівці : Книги - XXI, 2009. – 528 с
7. Пілат Н. І. Соціальна ідентичність особистості як чинник вибору стилю поведінки в конфлікті : дис. ... канд. психол. наук : спец. 19.00.05 / Наталія Іванівна Пілат. – Львів, 2004. – 207 с.
8. Тернер Дж. Социальное влияние / Джон Тернер. – СПб. : Питер, 2003. – 256 с. – (Серия «Концентрированная психология»).
9. Третяченко В. В. Управлінські команди: методологія і теорія, формування і розвиток: [монографія] / В. В. Третяченко. – Луганськ : Видавництво Східноукраїнського національного університету імені Володимира Даля, 2004. – 300 с.

References

1. Bogdanov E. N. Psihologiy lichnosti v konflikte: [uchebnoe posobie] / E. N. Bogdanov, V.G. Zazikin. – [2-e izd.] – SPb. : Piter, 2004. – 224 s.
2. Garkavets S. O. Socialno-normativny konformizm osobystosti u psihologichnomu vymiri : [monografiya]. / S. O. Garkavets. – Lugansk : vyd-vo «Noulidz», 2010. – 343 s.
3. Kolominskiy Y. L. Socialnay psihologiy vzaimootnosheniy v malix grupax. Uchebnoe posobie dly psihologov, pedagogov, sociologov / Y. L. Kolominskiy. – M. : AST, 2010. – 446 s.
4. Lozkin G. V. Prakticheskay psihologiy konflikta: [ucheb. posobie]. / G. V. Lozkin, N.I. Povykel. – [2-e izd., stereotip.] – K. : MAUP, 2002. – 256 s.
5. Moskalenko V. V. Socialna psihologiyai : [pidruchnyk]. / V. V. Moskalenko – K. : Centr navchalnoy literatury, 2005. – 624 s.
6. Orban-Lembrik L. E. Psihologiy profesinoi komunikacii: [monografiy]. / L. E. Orban-Lembrik. – Chernivci : Knigi – XXI, 2009. – 528 s.
7. Pilat N. I. Sicialna identychnist osobystosti ayk chinnyk vyboru stylu povedinky v konflikti : dys. ... kand. psyhol. nauk : spec. 19.00.05 / Nataliy Ivanivna Pilat. – Lviv, 2004. – 207 s.
8. Terner Dj. Socialnoe vliynie / Djon Terner. – SPb. : Piter, 2003. – 256 s. – (Seriya «Koncentrirovayay psishologiy»).
9. Tretychenko V. V. Upravlinsky komandi: metodologiy i teoriy, formuvany i rozvitok: [monografi] / V. V. Tretychenko. – Lugansk : Shidnnjukrainski nacional universitet imeni Volodimira Daly, 2004. – 300 s.

Царьова К. С.

СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ЗАСОБИ ПОДОЛАННЯ КОНФЛІКТНИХ СИТУАЦІЙ У СТУДЕНТСЬКОМУ СЕРЕДОВИЩІ

У статті розглядаються особливості попередження, розв'язання та подолання конфліктних ситуацій серед юнаків і дівчат, що навчаються у вищому навчальному закладі. Аналізуються теоретичні підходи до проблеми міжособистісного конфлікту. Розглядаються конфліктні ситуації та стратегії поведінки суб'єктів конфлікту. Визначається роль міжособистісної комунікації у процесі попередження та подолання конфліктних ситуацій. Пропонуються шляхи попередження та вирішення конфліктних ситуацій у студентському середовищі. Розглядається така форма урегулювання конфліктів як медіація, що виступає найбільш оптимальним соціально-психологічним засобом подолання конфліктних ситуацій у студентському середовищі, а також роль психологічної служби ВНЗ у цьому процесі. Джерел - 9.

Ключові слова: конфліктна ситуація, міжособистісна комунікація, стратегії поведінки у конфлікті, студентське середовище.

Царёва К. С.

Социально-психологические средства преодоления конфликтных ситуаций в студенческой среде

В статье рассматриваются особенности предупреждения, разрешения и преодоления конфликтных ситуаций среди юношей и девушек, которые обучаются в высшем учебном заведении. Анализируются теоретические подходы к проблеме межличностного конфликта. Рассматриваются конфликтные ситуации и стратегии поведения субъектов конфликта. Определяется роль межличностной коммуникации в процессе предупреждения и преодоления конфликтных ситуаций. Предлагаются пути предупреждения и разрешения конфликтных ситуаций в студенческой среде. Рассматривается такая форма урегулирования конфликтов как медиация, которая выступает наиболее оптимальным социально-психологическим средством преодоления конфликтных ситуаций в студенческой среде, а также роль психологической службы ВУЗа в этом процессе. Источников - 9.

Ключевые слова: конфликтная ситуация, межличностная коммуникация, стратегии поведения в конфликте, студенческая среда.

Царьова Катерина Сергіївна - аспірант кафедри психології Східноукраїнського національного університету імені Володимира Даля, м. Луганськ

УДК 159.9

Халилов Г.

СЛУЧАИ НАСИЛИЯ ПРИ СЕМЕЙНЫХ ВЗАИМООТНОШЕНИЯХ И ИХ ВЛИЯНИЕ НА РАЗВИТИЕ ЛИЧНОСТИ РЕБЕНКА

В статье рассматриваются семейные конфликты, а также причины насильственного поведения, возникающие в семейных взаимоотношениях и их влияние на развитие ребенка и формирование его личности. Источников – 14.

Ключевые слова: семейные взаимоотношения, личность, конфликт, насилие, синдром неполноценного развития, делинквентное родительство.

Постановка проблемы. Семейная среда, играющая большую роль в формировании личности, создает широкоспектрные качества человеку для жизни в обществе и адаптации к нему.

Создание семьи, брак – это не только узаконивание половых отношений между мужчиной и женщиной, оно одновременно преследует цель продолжения рода, воспитание нового человека, личности для общества. Основы первичных естественных