

К проблеме коррекции аффективных расстройств личности (на примере снижения проявлений гипердинамического синдрома)

В статье рассматривается проблема коррекции аффективных расстройств личности (на примере снижения проявлений гипердинамического синдрома), проанализированы основные подходы к решению данной проблемы. Определены причины возникновения и формы проявления синдрома дефицита внимания с гиперактивностью. Охарактеризованы основные коррекционные средства снижения проявлений гипердинамического поведения, которые включают два направления работы с различным содержанием психокоррекционных и социореабилитационных компонентов. Первое направление связано с проведением индивидуальной или групповой психокоррекционной работы; второе - социореабилитационное, включает задачи, направленные на обеспечение социально-психологической поддержки личности. Показано, что проблема гиперактивного поведения определяется индивидуальной вариативностью и природно-обусловленными особенностями развития личности. Психологические исследования позволяют говорить о важности внешних, социальных факторов, прежде всего адекватных форм организации деятельности и общения, влияние семейных отношений на проявления гиперактивности. Показано, что реализация психолого-педагогических основ преодоления гиперактивности приводит к повышению самооценки, развитию способности планирования и прогнозирования собственного поведения и, как следствие, - раскрытию адаптационных возможностей личности.

Ключевые слова: аффективные расстройства, физическая реабилитация, поведенческая коррекция, психотерапевтические методы.

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A SYSTEMATIC APPROACH TO THE STUDY OF THE COMMUNICATIVE CULTURE OF PERSONALITY PROBLEMS IN THE PROFESSIONALIZATION OF THE SYSTEM

Research carried out a literature review on the issue of communicative culture of the importance of the system professionalization of the individual, identified its components. The necessity of formation of communicative culture professionals, including future professionals socionomic profile during training in high school. Spend ascertaining experiment to determine the level of formation of

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communicative culture of the person in the system of professionalisation. The recommendations for the correction of the educational process in higher education for the purpose of formation of communicative culture specialist. It was found that the communicative culture of students socionomic Profile preparation almost all indicators is average with a tendency to decrease. The necessity of introduction in educational process of training, the psychological games that promote sociability, mutual understanding, empathy, reflection behavior, the formation of professional values, etc., Which are components of the communicative culture of specialist components.

Key words: *communicative culture, communicative culture components, components of communicative culture, the level of formation of communicative culture, the professionalization of the individual.*

Formulation of the problem. At the beginning of the XXI century dynamic and complex processes of transition to a market economy caused by the increasing role of communication in social, economic, political and other fields. The processes of production and consumption of socio-cultural product depend on the success of communication. Increasing of the impact role of communication on all aspects of human life, increasing integration and communicative potential of society is becoming the basic condition for its development and competitiveness in the service industry, business, commerce, manufacturing, entrepreneurship and other industries. The career of psychologist, manager, journalist, teacher and members of other socially significant professions cannot be implemented without communication. Their professional success will depend on the level of formation of communicative culture. Communications accompany the professional career of psychologist and manager on recruitment from the stage of acquaintance with client or prospective employee to the implementation of assistance for him in the current situation. Key role in solving the problems of communicative culture of the future professionals play education system and focus of higher education on the development and implementation of integrated programs of training and development of communication skills, including communication culture. The current system of training practical psychologists and managers on recruitment based on mastering basic theoretical knowledge in psychology, culture, management, economics, law and disciplines of training the communicative culture, and develop practical skills in conflict-free interaction and control of production teams are missing. Low levels of communicative culture of new managers on recruitment and some psychologists leads to the increase of the number of stress number during the adaptation to working environment, the emergence of interpersonal conflicts, reducing the level of social and professional activities satisfaction [3].

Relevance of the topic defined by a wide range of issues and a number of contradictions between: the needs of modern social and cultural practices in specialists who can actively engage in various forms of communication and the lack of such trained professionals, the need of improving the communicative culture of future

specialists in the sphere "person-person" in the process of university educational activities and the lack of a coherent system oriented on training of their communicative culture; the presence of significant resources of communicative culture in the training programs and lack of integrated system of disciplines that lead to improvements of the last one; significant scientific knowledge foundation of business communication problems and lack of evidence-based techniques of effective improvement of the communicative culture of future specialists in "person-person", including practical psychologists and managers on recruitment.

Thus, the object of study is the communicative culture of future specialists in the sphere "person-person."

The aim of research is to study the level of formedness of the future psychologists and managers on recruitment communicative culture.

To achieve this goal we used the following methods: theoretical analysis, synthesis, comparison, classification, summarizing domestic and overseas research sources; observations, discussion, testing on psychodiagnostic methods that characterize the level of communicative culture specialist development; a comparative analysis of the results, descriptive methods of mathematical statistics.

According to the objectives of the research were identified the following tasks: To analyze a state of studying the problem of communication culture in the scientific literature; To identify the components of communicative culture and their importance in the professional work of a specialist; To conduct ascertaining experiment to determine the level of formedness of communicative culture of future psychologists and managers on recruitment; To provide practical recommendations of improving educational training in order to build for them a high level of communicative culture.

Analysis of the recent researches and publications. The issue of social communication is explored in social science, which study different facets of communicative activities, a variety of communication channels and social communication institutes. The system of social and communication skills can be combined with such sciences: philosophy, psychology, pedagogy, applied cultural studies. Within social science these subjects can be referred to the social-communicative system: linguistics, literature, art, journalism. Problems of social communication in sociology and social psychology expressed quite clear, what is the result of the rapid development of applied communication activities requested by politics and business in the second half of the twentieth century. Advertising, public relations, business communication, image-making today need sociological, psychological and pedagogical grounding. The research of social and communication problems present the following sciences as sociology of culture, semiotics, Bibliology, the theory of mass communication. [6]

The study of communicative skills and abilities found their reflection in the works of local philosophers, culturologists, educators and psychologists (L.P. Bujeva, M.S. Kagan, O.O. Leontjev, B.D. Parygin, A.V. Sokolov) in which communication stands out as a human activity. Considering the communicative culture as an element

of spiritual culture, such researchers as M.S. Kagan, E.S. Markarian, A.V. Sokolov, treat culture as a specific way of human activities and introduced the concept of "communication culture." The concept of "communication", "communication" is considered from the standpoint of the activity approach, namely activity during social interaction. Induced social communication. The processes of socialization, enculturation, education induced by social communication and lead to the development of personality, studied in the works of S.N. Ikonnikova, M.S. Kagan, A.V. Sokolov, B.A. Titov [12].

Communicative personality development is defined as the primary purpose of educational activities by such authors as O.O. Bodalev, A.V. Petrovskij, B.D. Parygin. The opportunities of purposeful formedness of communicative properties were investigated by N.A. Berezovin, L.K. Gritsuk, M.S. Kobzev, D.L. Romanov [7]. Despite the depth and width of the aforementioned studies, the problem of future psychologist communicative culture and manager on recruitment in higher vocational education is still poorly explored, and practical courses and training, if they are carried out, it does not always take into account the complex system of their introduction and passage through all years of training. The aforementioned studies describe in detail the features and content of the communicative culture of personality, show common patterns of formation, determine the interactive methods in the development of communicative culture specialists' socio-professional activities. Results obtained in these studies may serve as a theoretical and empirical framework that allows us to consider the formedness of the communicative culture of future psychologists and managers on recruitment of their training in a university [2; 4].

Ideas and concepts lying in this research are following: the theory of developmental education (L.S. Vygotsky, V.V. Davydov, L.V. Zankov) [2; 5], generalized ideas that assert spiritual priorities in education and study, the ideas of dialogue, co-creation, participation in the pedagogical process (A.B. Dobrovych, L.A. Petrovskaja, A.P. Panfilov) [1; 9], the position of sociology, cultural studies, pedagogy of sociocultural and communicative profession orientation in the system of "person-person" [8], the concept of socio-cultural activities as an important reserve of optimization specialists communicative culture education during his high school preparation [11].

The research methodology issued from systematic analysis of professional psychologist and manager on recruitment, under which a communicative component is represented as one of the basis.

The main part. Based on the fact, that communicative culture is the leading component of professional work of psychologist and manager on recruitment, will consider its constituent.

Individual personal component is a set of individual values and individual personal structures that are the result of psychic activities of psychologist and manager on recruitment as specialists in the sphere "person-person", embodied in the relevant moral and communicative properties and determine the nature of its communicative

activity. The individual-personal component comprises the following components: Individual personality traits that have peculiarities of temperament, character, intellectual and cognitive areas, availability of skills, extroversion-introversion personality etc.. The presence of these properties, some of which are innate (eg, temperament) assists willingness or unwillingness to engage in communicative contact, support interpersonal communication, properly to orientate the communication situation; Lifetime achievements of personality: ideals, attitudes, values, moral standards and ethical norms (politeness, mannerliness, tact, sensitivity, respect for others, honesty, courtesy, kindness, tolerance, justice, sincerity, modesty, self-esteem, knowledge of cultural patterns of behavior - the ability of reproduction (modeling) the patterns of behavior that manifests itself in maintaining etiquette according to the communicative situation, etc. The psychological basis of these properties are the moral and ethical principles of psychologists (and manager on recruitment) as his common position, a set of guidelines of communicative orientation which reflect the nature of his relation to others and to himself, to communication and business.

Motivation and volitional component - a complex of motivational and semantic, emotional and volitional formations, which are the internal result psychic psychologist activity (or manager on recruitment as a representative professional sphere "person-person"), embodied in the relevant motives, regulation of emotions and communicative behavior. Motivation and volitional component consist of: motivational component of requirements: basic needs - in cognition and self- cognition, in evaluating others, in communication, in self-affirmation, in self-improvement, self-expression, motivation to succeed and avoid setbacks and focus on his "I", on the communicative contact (interaction) or the case. Forms of expression pattern psychologist (or other professional representative of occupation in the sphere "person-person", including manager on recruitment) depend on his communicative abilities, the nature of consciousness and self-awareness; emotional and volitional component: emotional stability, emotional culture (culture demonstration of emotions), regulation of emotions and behavior, i.e. self-control (willingness and ability of person to manage his behavior in the process of communication, the ability to self-organization, in other words, a person's ability to volitional adaptation in the communication process), the ability to avoid conflict and effectively end it. Formation of future specialist emotional-volitional component of communicative culture in sphere "person-person" provides the presence of a certain volitional traits and expressive emotional features, namely: perseverance, self-control, restraint, independence, initiative, responsibility, courage, determination, emotionality, emotional excitability, emotional stability, etc. These characteristics are necessary for future specialist as a subject of communication for conscious decisions in communicative situations, using consistent with social norms ways and means of communication, control and regulation of emotions and behavior during the interaction.

Socio-communicative component includes communication knowledge and skills, personality characteristics that enable future specialists in the sphere "person-

person" to achieve optimal communicative relationship, mutual understanding in situations of interpersonal interaction. Socio-communicative component consists of: socio-psychological component, which includes empathy, perception of yourself and others, the ability to be indispensable, reflexivity, awareness of his social roles and manners, consistent with this role. In particular, perception of themselves based on the ability to self-feeding in communication, self-criticism, self-confidence, self-esteem. Perception of other people can be expressed as the ability to respect or despise a person behave tactfully or tactless, be ethical, polite, have good manners, honesty, or opposed them traits. Self-esteem, positive attitude to yourself helps to manifestate the same features of other people regarding student psychologist or student-manager on recruitment. Without reflection of his actions and deeds one cannot understand his behavior and the behavior of other people in different communicative situations. Awareness of their social role in society (son / daughter, student, boyfriend / girlfriend, psychologist, manager, etc.) causes the manifestation of behavior appropriate to this role, appropriate manners, behavior, using certain syntax in communication. Ability to be indispensable determines detection of amiability, sociability, empathic attitude to the interlocutor, the desire to perceive and understand him as a person; individual communicative component, which includes the interrelation and mutual understanding, the ability to establish and maintain contact, feedback, linguistic competence, culture thinking and speech, speech activity, communication knowledge, skills, communication ability (listening skills (active hearing, phonemic hearing, perception of message content by ear), the ability to speak (possession basics of grammar, phonetics, vocabulary, style, and ability to focus on the topic of conversation, compliance of pauses, retention of the interlocutors attention, the ability to interest, the ability to fully and logically express their thoughts), the ability to understand (richness of vocabulary, determination the content of concepts, complex syntax), ability to use verbal and nonverbal means - auditory, visual, kinesthetic, olfactory). All these components have no hierarchical structure, complement one another and, in turn, affect the communicative culture of personality.

For method "hierarchy of value orientations M. Rokycha" there were received the following results: first place in students of psychology samples took values: health, love and happy family life, in a sample of managers on recruitment there are health, love, happy family life and financial secure of life. Note that professional values (interesting work, social vocation, knowledge) are not included in the list of most significant values. In the last places of the hierarchy there are the following values: creativity, beauty of nature and art, and entertainment.

Among the instrumental values in the first place there are values of cleanliness, cheerfulness, honesty, civility, independence and education. The neglected values are hard work, high demands, intolerance for defects that point out to sufficiently well-developed value-semantic scope of future psychologists. Managers on recruitment put in the first places such values as independence, civility, broadmindedness, fairness, responsibility, indicating a sense of purpose and well-

developed professional values. The neglected values are: the intransigence of the shortcomings in themselves and others, high demands, cheerfulness, education.

To study the individual and personal component was used a test "Big Five MakKraye Costa" that diagnoses five major personality traits: extraversion - introversion, commitment - isolation, self-control - impulsivity, emotional stability - emotional instability, expressiveness - practicality. In a sample of future psychologists are observed averages for all scales, in a sample of future managers on recruitment respondents are more prone to introversion, self-control and isolation.

Strong-willed potential ("Diagnosis of strong will") students majoring in "Psychology" and "Manager Recruitment and Labor Economics" is characterized mainly by the average values, high values of psychologists make up one third of the sample, of managers - one-fourth.

"Methods of diagnosis of emotional barriers in interindividual communication V.V.Boyko" showed that students with low-psychologists (16%) and high (14%) scores are a small part of the sample, the remaining sample was distributed virtually evenly between the tendency to a small number of emotional barriers (34%) and a trend toward higher rate (36%). Students managers low and high levels of emotional communication have barriers with 10% of respondents, respectively, the low number of emotional barriers with 43% of respondents tend to rate high - 37%. And besides future psychologists have most pronounced inadequate expression of emotion and least pronounced dominance of negative emotions, future managers on recruitment expressed the most reluctance to approach people on an emotional basis, less pronounced - undeveloped, indistinctness of emotions that interfere to maintain communication links on the emotional basis.

One of the most important indicators of communicative culture is emotional intelligence (EmIn), which is seen as the ability to understand one's own and others' emotions and to manage them. In the sample of future psychologists and future managers on recruitment it is mostly on the average mark. Moreover the understanding of student managers of other people's emotions and management (interpersonal emotional intelligence) is lower than the rate of future psychologists.

Considering the significant development of intrapersonal emotional intelligence and penchant for supervisory position, it's necessary to explore options for future psychologists and managers' relation to themselves ("Methods attitude to oneself of Stolin-Panteleyev"). The attitude to themselves of respondents' majority is positive. One-third of respondents prevail average attitude. Low figures were not found.

For the diagnosis of socio-communicative component of communicative culture, the following methods are used: diagnosis of perceptual-interactive competence (a modified version of N.P. Fetyskina), determining the level of perceptual-verbal competence (G.Y. Rosen), empathy, reflexivity test of A.V. Karpov, a psychological test of V.F. Ryakhovskiy to determine the level of sociability,

diagnosis of formation level of the personality communicative culture (modified by S.V. Znamenskoye).

Researching the perceptual-interactive competence, which is an important indicator of communicative culture that reflects the peculiarities of understanding in communication, autonomy, adaptability and activity mainly social environment, state that its overall level of 64% students of psychology is average, 36% - is high. Students with low-perceptual-interactive level have no competence, which shows the characteristic desire for full communion of future psychologists. The majority of managers on recruitment respondents have a low level of perceptual -interactive competence and only 5% - its average level, which indicates the existence of barriers to mutual understanding, autonomy, poor adaptation level to the social environment and the activities in it.

Diagnosis of perceptual-verbal competence shows that students in most psychologists (58%) have a high level of the property, 41% have average perceptual-verbal competence, 1% - low. Thus, most students (58%) have a high perceptual-non-verbal competence. The scale of nonverbal competence reveals the level severity of ability to build relationships and feel the context of communication. High results obtained in a future psychologists sample suggest excessive absorption in problems and feelings of others. By contrast, about 16% of the future managers on recruitment have a high level of perceptual-verbal competence, average is 34%, half of the respondents have a low level of properties, indicating the inability to establish relationships and maintain a complete communication contact.

Empathy is one of the basic properties of future psychologists and managers on recruitment. Despite the fact that most students of psychology (57%) has decreased empathy index, 27% medium and 15% low, it is interesting that only 1% of students, psychologists have a high index of empathy. Empathy indicators of student managers are predominantly low (76%) and also average (24%), high-level, i.e., empathy, compassion in interpersonal communication is not observed.

Thus, we consider the reason of advanced supervisory positions of psychology students and managers on recruitment students and undeveloped interaction positions with anti-empathic guidelines available (fear of interest in the inner world of others) and a decrease of the ability to identify (the ability to put yourself in the partner place). Therefore, we can state that the majority of future psychologists perceive other people as an object of study, while they themselves suspended from interaction, don't interest in the inner world of others, namely they rise to the position of an observer or probably they are afraid of "emotional burnout syndrome" seeing such a position in relation to the client properly. And managers' position is more pronounced than the future psychologists.

The role of reflexivity in the structure of the psychological characteristics of future psychologists and manager on recruitment can be hardly overemphasized. From understanding and analyzing their actions and deeds, account of how he perceives the person, depends behavior of psychologist as a professional. According to the results of

research by the entire sample, the average value of the reflection level is dominated (75%), low reflection value is 23%, high - only 2%.

Ryakhovskiy test that detects the sociability level, shows the average values of this parameter. Accordingly to the proposed test author 7-point scale evaluation results of students psychologists figures the second scale interval (1%) and the third (8%) indicate a low level of sociability, the interval of the sixth (16%) and the seventh (1%) indicate a high level of sociability. Much of the sample is located on the 4th and 5th intervals evaluation (35% and 40%, respectively), which is typical of the average level of sociability. Students managers on recruitment with the majority (63%) have medium and high level of sociability, but 37% have a low rate of this property, which confirms introversion and unwillingness to converge on an emotional basis.

A test that measures the level of communicative culture development of comprehensively assesses personality and contains questions aimed at identifying sociability, empathy, commitment to cooperation, tolerance, self-dealing, etc.

Communicative Culture in the students psychology samples developed on an average level (the tendency to low 25%, middle 30%, the trend toward higher 23%), low levels of communicative culture by 12%, high - only 10%. In contrast, the level of communicative culture of the future managers of recruitment is low (42%) and below average (53%) have a high rate of 2% above the average - 3% of respondents. That level of sociability, desire for cooperation, tolerance, self-confidence when communicating with most student-managers is low.

Conclusions. Thus, according to the results of the experiment ascertaining, communicative culture of future psychologists on almost all indicators is average with a downward trend. Instead, this important component of the work of manager on recruitment is usually low on most indicators. Consequently, students bachelors who will work in the sphere "person-person" have insufficient level for the professional development of communicative culture that leads to the urgent need to give attention to this fact and inclusion in the learning process of managers with recruiting subjects "General Psychology" "Personality Psychology", "The motivation and behavior of human activity," "Psychology of Communication", "Psychological training", "Management Psychology" with mandatory cycle of practical lessons and more. For students of psychology it is desirable to devote more time to practical lessons, trainings, psychological games that promote sociability, mutual empathy, reflection behavior, formation of professional values, etc., which are part of the culture of communication components of professionals working in the field of "person -person" .

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Панов М.С., Федоров А.Ю.

Системний підхід до вивчення проблеми комунікативної культури в системі професіоналізації особистості

Здійснено науковий огляд літератури з проблеми важливості комунікативної культури в системі професіоналізації особистості, визначено її складові. Окреслено необхідність формування комунікативної культури фахівців, зокрема майбутніх фахівців соціономічного профілю, під час навчання у вищій школі. Проведено констатувальний експеримент для визначення рівня сформованості комунікативної культури в системі професіоналізації особистості. Наведено рекомендації щодо корекції навчального процесу в вищій школі з метою надання уваги формуванню комунікативної культури фахівця. Встановлено, що комунікативна культура студентів соціономічного профілю підготовки майже за всіма показниками знаходиться на середньому рівні з тенденцією до зниження. Показана необхідність впровадження в навчальний процес тренінгів, психологічних ігор, які сприяють розвитку товариськості, взаєморозуміння, емпатійності, рефлексії поведінки, формуванню професійних цінностей тощо, які є складниками компонентів комунікативної культури фахівця.

Ключові слова: комунікативна культура, складові комунікативної культури, компоненти комунікативної культури, рівень сформованості комунікативної культури, професіоналізація особистості.

Панов Н.С., Федоров А.Ю.

Системный подход к изучению проблемы коммуникативной культуры в системе профессионализации личности

Осуществлен научный обзор литературы по проблеме важности коммуникативной культуры в системе профессионализации личности, определены ее составляющие. Показана необходимость формирования коммуникативной культуры специалистов, в том числе будущих специалистов социономического профиля, во время обучения в высшей школе. Проведен констатирующий эксперимент для определения уровня сформированности коммуникативной культуры в системе профессионализации личности. Приведены рекомендации по коррекции учебного процесса в высшей школе с целью формирования коммуникативной культуры специалиста. Установлено,

что коммуникативная культура студентов социномического профиля подготовки почти по всем показателям находится на среднем уровне с тенденцией к снижению. Показана необходимость внедрения в учебный процесс тренингов, психологических игр, которые способствуют развитию общительности, взаимопонимания, эмпатийности, рефлексии поведения, формированию профессиональных ценностей и др., которые являются составляющими компонентов коммуникативной культуры специалиста.

Ключевые слова: коммуникативная культура, составляющие коммуникативной культуры, компоненты коммуникативной культуры, уровень сформированности коммуникативной культуры, профессионализации личности.

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КОПІНГ-СТРАТЕГІЇ ЯК МЕТОД ПОДОЛАННЯ КОМУНІКАТИВНИХ ДЕВІАЦІЙ ОСОБИСТОСТІ

У статті розглянуто та проаналізовано адаптивні базисні копінг-стратегії, які сприяють налагодженню ефективного процесу соціальної взаємодії через спілкування і подолання комунікативних девіацій особистості. Встановлено, що основою різних копінг-стратегій є ресурси особистості й середовища. До особистісних ресурсів належать: адекватна «Я-концепція», низький рівень нейротизму, позитивна самооцінка, висока нервово-психічна стійкість, інфернальний локус контролю, оптимістичний світогляд, емпатичний потенціал, афіліативна тенденція й інші психологічні конструкти. А одним із найважливіших ресурсів середовища є соціальна підтримка. Розглянуті та проаналізовані основні базисні копінг-стратегії, такі як: стратегії розв'язання проблем; стратегії пошуку соціальної підтримки і стратегії уникнення. З'ясовано, що метою копінг-стратегії «розв'язання проблем» є відкриття широкого кола альтернативних рішень, що сприяють загальній соціальній адаптації. Дана стратегія передбачає активну розумову діяльність, яка полягає в аналізі своїх комунікативних девіацій. Доказано, що базисна копінг-стратегія «пошук соціальної підтримки» орієнтована на подолання складної життєвої