

деятельности руководителей-педагогов. Определены концептуальные основы программы формирования индивидуальных стилей в управленческой деятельности руководителей-педагогов. Определены этапы становления индивидуального стиля руководителя образовательного учреждения и выявлена индивидуальная интенсивность этого стиля.

Ключевые слова: индивидуальный стиль, управленческая деятельность, программа формирования индивидуальных стилей в управленческой деятельности.

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SOCIO-PSYCHOLOGICAL FACTORS OF THE MOTIVATIONAL ACTIVITY OF THE INDIVIDUAL AND THE FORMATION OF A SOCIAL STEREOTYPE IN HER PROFESSIONAL ACTIVITIES

The article reveals the essence of cognitive, creative and intellectual activity in professional activity; Special features of the influence of psychological factors on the motivational activity of the individual; The nature of the contradictions in scientific approaches is determined when considering the socio-psychological factors affecting the consciousness and the formation of a social stereotype in professional activity; In-depth scientific approaches to the distribution of the social environment at appropriate levels of impact on the mind of a specialist and the formation of a social stereotype in professional activity; A structural model of the influence of social factors on motivational activity is developed and its logical-mathematical expression is presented; The concept "motivational activity of the individual" is grounded and methodical bases of allocation of the socially-psychological factors influencing it are generated.

Key words: activity, motivational activity, social stereotype, professional activity, consciousness, social environment, social factors, personality.

Problem statement. Students are the representatives of the most progressive part of society that aspire to gain knowledge, improve their intellectual abilities, realize their creativity while studying at higher education institutions (hereinafter - HEIs). They have the inherent motivational activities – the desire of the individual to meet his own needs on the basis of the existing system of motives (motivation) under the influence of excitatory incentives of consciousness formed in society, and the factors which are formed in the psyche of the individual and contribute to the origination of the needs [3, p. 100].

The very existence of student's motives to gain knowledge at HEIs characterizes him as a personality in the broadest sense of this term. In turn, only in the learning process it is possible to form the personality's ability to exercise cognitive, intellectual and creative activities. It is obvious that these kinds of activities are developed under the influence of social and psychological factors, motivators and demotivators that arise in society – environment, and directly in the psyche of the student.

Analysis of research and publications. In the context of the research of student's motivational activities, the works of such scholars as S.D. Maksymenko, L.M. Friedman and I.Y. Kulagina are of special interest. They comprehensively covered the issues of intensification of individual's mental activities in the learning process [9, 14]. D.B. Bogoyavlenska investigated the essence and fundamentals of intellectual and creative activities [1], Abraham Maslow [11] developed a content theory of motivation on which basis the hierarchy of student's needs in the learning process can be established. From the point of view of the social and psychological factors of student's motivational activities, the papers of the following researches deserve special attention: M.M. Bryl [2] N.E. Zavatska [4], Y.V. Ivanenko [5], L.M. Klevets [6], L.S. Kurenchuk [7], O.O. Mitichkina [10], O.A. Samoilova [13], I.I. Khanenko [15], V.E. Kharchenko [16].

At the same time it should be noted that both with regard to any individual, and with regard to any student and student youth in general, the term "student's motivational activities" in psychology has not received expansion, and scientists have not paid special attention to the study of this category. As a result, it is proved by the analysis of the modern scientific works. Moreover, social and psychological factors that influence student's motivational activities has not been investigated yet.

Research purpose. Therefore, it is necessary, first of all, to define the psychology category "student's motivational activities" itself, and to develop scientific approaches to determine the factors that influence it and develop both in the social environment, and directly in the consciousness of the student.

In order to achieve the objectives of the study, the article investigates the following scientific tasks: to reveal the essence of cognitive, creative and intellectual activities of students; to determine the influence of psychological and social factors on motivational activities of students; to explore the scientific approaches to separation of social factors that influence the personality, and in particular, the consciousness of students; to justify the term "student's motivational activities" and to form a methodological basis for distinguishing social and psychological factors that influence it.

Research results. Studying at HEIs provides character education, which is based on the use of the effective psychological methods of thinking development and enhancement of the aspiration to the cognitive activities, the development of intelligence and creativity.

Consciousness of any student and his development level depends on the accumulated knowledge. Thus, the accumulation of knowledge can be considered as a purpose of satisfaction of the student's needs in the learning process. It is the knowledge that provides an opportunity for the manifestation of student's cognitive, intellectual and creative activities. The development of these types of activities in the learning process is based only on the characteristics that are peculiar to the individual in the broad sense of this term – that is on the will and initiative.

D.B. Bohoyavlenska's revealing of the essence of the cognitive, creative and intellectual activities [1, p. 22-35, 166-167] provides an opportunity to ensure that the psychological nature of the individual's activities in the learning process consists not only in the aspiration to learn the educational material, receive an appropriate qualification and find a decent scope of its application – as the main motive of the cognitive activities, but also in the satisfaction of his own needs. The higher types of the manifestation of psychological activities in the learning process is intelligent and creative activities that

provide the realization of intellectual and creative abilities, as the needs of a higher level, on the basis of the accumulated knowledge.

Only the individual, who can be regarded as any student, on condition that his needs are met, is characterized by the manifestation of cognitive, intellectual and creative activities for satisfaction of the needs of the highest category according to Maslow's hierarchy – self-expression which is manifested in an effort to realize the potential opportunities and grow as an individual.

It is obvious that for a student, according to Abraham Maslow's content theory of motivation [11, p. 366-367], the priority is to satisfy the secondary needs. One can also note that motivational activities is a push to exercise cognitive, creative and intellectual activities in the learning process, as far as the appropriate motives for forming a high level of knowledge, creativity and intelligence are needed. Stimulation factors in this context are the incentives for students to get high marks in passing tests and examinations, participate in conferences and seminars, publish the research results in scientific journals, etc., which will satisfy the needs for recognition and respect of other students and teachers, self-expression and acquiring authority in society.

Thus, despite the fact that every student is an individual, there are certain characteristics between the factors that shape his consciousness in the learning process and, therefore, in the very construction of the concept of "student's motivational activities".

First, these characteristics are related to the needs that are formed in the consciousness of the student and determine his motives in the learning process at HEIs. Accordingly, the other factors influence the motives, different from those, for example, that influence a person in the working process.

Any student is, certainly, an individual in the broadest sense of this term, as far as the very fact of studying at HEIs is an evidence of increase of education, intelligence and creativity.

At the same time, the very fact of studying at HEIs is not intended to meet the needs necessary for survival (physiological) and (or) protection from physical and psychological threats (the need for safety and security). Activity types according to D.B. Bohoyavlenska (cognitive, intellectual and creative), and characterization of the needs nature by Abraham Maslow (social – the needs for belonging, social interaction, support; and need for respect – the needs for self-esteem, personal achievement, competence, determination, respect by others; self-expression – the needs for realization of personal potential opportunities and growth as an individual) [11, p. 366-367], prove that they are special for students in the learning process at HEIs.

On the other hand, and the individual is also characterized by the motives for satisfaction of these (secondary) needs, for example, in contrast with animals. But the motives for satisfaction of the primary needs are also inherent for the individual: for example, any person in the working process aspires to satisfy them, expecting to receive remuneration for the work, whether it's creative and intellectual or simple and physical. Only after this (after satisfaction of the primary needs), the individual has an intention to satisfy the secondary needs.

It is obvious that the characteristics of the psychological factors, those that are formed in the consciousness of students, are determined by the influence of social factors – factors that arouse the conscience of social environment, arising from the definition of "motivational activities of the individual". Thus, secondly, these characteristics are associated with various social factors that influence the motivation of the students.

Moreover, regardless of the object of study, among these scholars there are differences in the perception of the factors themselves.

In particular: N.E. Zavatskaya connects socio-psychological factors of social integration of the elderly with the external environment that affects them - the society (social), and the consciousness of these individuals (psychological) [4, p. 2-3], which is consistent with our notion of motivational activities of the individual. The same motivational point of view has O.O. Mitichkina, in the process of studying and differentiating them during the formation of organizational culture of university students [10, p.4, 11], and V.E. Kharchenko, while studying the process of adaptation of young people to the market economy, the economic environment and corresponding differentiation [16, p. 6, 8, 9, 10-11, 15].

L.M. Klevets connects psychological factors with the consciousness of personality (his emotions, character traits), while characterizing the features of "I", the mentality of students [6, p. 6, 11], which also is no objection from the point of view of fidelity approach, because in our understanding it is in the psyche of any person (including college students) where the psychological factors should be investigated. At the internal state of consciousness of the subjects of interaction (seller and buyer) pays attention and O.A. Mazhorova while studying and grouping the psychological factors [8, p. 9-12, 14].

At the same time, as evidenced by the results of individual studies, namely when considering socio-psychological factors, there are certain contradictions, which are characterized by the fact that stands out the influence of society on the individual, and therefore, the very factors perceived as arising in his mind. In particular, such an approach is typical for viewpoints of I.I. Khanenko in the conduct of empirical studies to determine the psychological characteristics of professional growth of women leaders in law enforcement [15, p. 8-9], L.S. Kurenchuk in the study of the process of communication between civil servants [7, p. 10], Y.V. Ivanenko in the study of primary social services clients' problems in social work. Similar contradictions are inherent to the individual researchers who distinguished the socio-psychological factors of students: O.A. Samoilova in the study of integrative processes of teambuilding of student group and holding factor analysis to assess the significance of values in life for students [13, p. 4, 8, 10-11], and M.M. Bryl in the study of development of creativity among young students [2, p. 3].

The established contradiction necessitates the more detailed study of the social factors influencing the motivational activities of students, and deepening of the research directions.

It is believed that the solution to this scientific problem is the need to develop a structural model, which defines the interaction between the student and the subjects under the influence of which, respectively, are formed the motives to be active in the learning process. It is these subjects that define social (external) factors influencing the consciousness of the student and his motivation, as they are formed in the external (social) environment.

Deepening scientific approaches of N.E. Zavatskaya [4], L.M. Klevets [6, p. 7] and M.M. Bryl [2, p. 14], which allowed to divide the social environment on the appropriate levels of impact on the consciousness of the object of research (in particular - micro- and macro), the structure of this environment impact on the student's motivational activities can be represented in three dimensions: microenvironment in which the student interacts directly with the teacher, where the actions of the latter form the social factors influencing the student; mesoenvironment in which the student interacts directly with other

subjects of HEIs, not teachers, but who one way or another influence his mind and, accordingly - motives (other students, university officials); macroenvironment in which the student interacts with subjects outside HEIs that affect his consciousness (family, friends, audience contact, etc.) and the formation of the factors that influence it.

The influence of any of the social factors (F.) on the formation of motives and, accordingly - psychological factors in the minds of students, determines the level of their motivational activities. At the same time, social factors may increase or decrease this level (respectively stimulate or destimulate the student to take action in the learning process). Therefore, conventionally, the social factors influencing the motivational activities of students can be divided into "development factors" and "factors of inhibition."

Taking into account the above dependence, we can state that according to each of the components of the social environment in the process of empirical research can be defined the development factors and inhibition factors of motivational activities of students, affecting students and psychological state, respectively – forming in their minds the motives to study, as well as the psychological factors.

Thus, the main characteristic of the influence of socio-psychological factors on motivational activities of students is precisely distinguishing those social factors, which are formed in the process of interaction between student and teacher in the microenvironment, and between the student and other subjects of HEIs.

Conclusions. Thus, on the basis of the research, the peculiarities of the influence of socio-psychological factors on motivational activities of students were established, and it allows to make the following conclusions: each student can be considered as a person in the broadest sense, as he seeks to gain knowledge, improve his intelligence and implement creativity in the learning process, which is a requirement of the development of society and the economy at the present stage; the student's activity is cognitive, intellectual and creative, and in order to improve it the student must have the motives that are formed in his mind and determined by his needs; so in the minds of students the psychological factors are formed; the peculiarity of the influence of psychological factors on motivational activities of students is that, in contrast to the individual in the broadest sense, they (college students) tend to meet the secondary needs; psychological factors are formed in the minds of students by social factors in the micro-, meso- and macroenvironment, which in turn are divided into development factors and inhibition factors of motivational activity.

The conducted research and scientific results can justify the notion of "motivational activities of students," in which the basic category is a motivational activity of the individual, and which takes into account certain characteristics. So, motivational activity is the desire and aspiration of students to exercise cognitive, creative and intellectual activities in the learning process at HEIs, have the appropriate motives for this, which are formed in the mind under the influence of psychological factors, where excitatory incentives are social factors of micro-, meso-, macroenvironment in the process of the interaction of students and teachers, students and the administration of the university, contact audiences outside the HEIs. The very influence of social factors on motivational activities of students at any level (or any other environment - micro-, meso- or macro) depends on vocational training areas and specialties in which the student learns. Therefore, a promising direction of the research is to identify these factors in the social environment in different specialties of HEIs on the basis of the developed methodological approaches, and conduct relevant empirical studies to determine the extent of their impact on student motivation.

Transliteration

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Соціально-психологічні чинники мотиваційної активності особистості та формування соціального стереотипу у її професійній діяльності

У статті розкрито сутність пізнавальної, творчої та інтелектуальної активності у професійній діяльності; виділено особливості впливу психологічних факторів на мотиваційну активність особистості; визначена природа суперечностей в наукових підходах при розгляді соціально-психологічних факторів, що впливають на свідомість та формування соціального стереотипу у професійній діяльності; поглиблені наукові підходи щодо розподілу соціального середовища на відповідні рівні впливу на свідомість фахівця та формування соціального стереотипу у професійній діяльності; розроблено структурну модель впливу соціальних чинників на мотиваційну активність і представлено її логіко-математичний вираз; обґрунтовано поняття «мотиваційна активність особистості» та сформовані методичні основи виділення соціально-психологічних факторів, що впливають на неї.

Ключові слова: активність, мотиваційна активність, соціальний стереотип, професійна діяльність, свідомість, соціальне середовище, соціальні фактори, особистість.

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Социально-психологические факторы мотивационной активности личности и формирования социального стереотипа в ее профессиональной деятельности

В статье раскрыта сущность познавательной, творческой и интеллектуальной активности в профессиональной деятельности; выделены особенности влияния психологических факторов на мотивационную активность личности; определена природа противоречий в научных подходах при рассмотрении социально-психологических факторов, влияющих на сознание и формирование

социального стереотипа в профессиональной деятельности; углубленные научные подходы по распределению социальной среды на соответствующие уровни воздействия на сознание специалиста и формирования социального стереотипа в профессиональной деятельности; разработана структурная модель влияния социальных факторов на мотивационную активность и представлено ее логико-математическое выражение; обосновано понятие «мотивационная активность личности» и сформированы методические основы выделения социально-психологических факторов, влияющих на нее.

Ключевые слова: активность, мотивационная активность, социальный стереотип, профессиональная деятельность, сознание, социальная среда, социальные факторы, личность.

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ИССЛЕДОВАНИЕ ПРОБЛЕМ ПСИХИЧЕСКОГО И ПСИХОЛОГИЧЕСКОГО ЗДОРОВЬЯ В ПСИХОЛОГИИ

В статье проводится теоретический и методологический анализ понятий «психическое здоровье», «психологическое здоровье». Представлены различные научные точки зрения на понятие «здоровье», его критерии. Даны характеристики основных теорий психического и психологического здоровья в психологии.

Ключевые слова: здоровье, психическое здоровье, психологическое здоровье, основные теории здоровья.

Постановка проблемы. Одним из феноменов, наиболее остро определяющих специфику современного состояния общества в его движении к исторически новому состоянию, является здоровье. В ситуации глобальных кризисов – экологического, демографического, геополитического, этнических и нравственных, с одной стороны, и беспрецедентных темпов изменений и развития новых структур и элементов, в частности, за счёт технико-технологических достижений, значительно усложняющих условия жизни людей, с другой стороны, человек находится под сильнейшим прессингом различных сил, вызывающих психические напряжения, стрессы и в конечном результате приводящих к увеличению специфических заболеваний и различного рода отклонений в развитии и функционировании личности.

Здоровья рассматривается в современной науке как сложный, системный по своей сущности феномен, проявляющийся не только на уровне жизни отдельного индивида, но и в качестве фактора, определяющего качество социального бытия. Проблема здоровья – это проблема будущего человека и его благополучия.