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WAYS TO IMPROVE THE PSYCHOLOGICAL CULTURE OF STUDENT YOUTH

Abstract.

The article investigates theoretical approaches to defining the concept of psychological culture, analyzes the specific age characteristics of student youth and its psychological issues at the present stage. A comparative analysis of modern forms and methods of psychological practice and selected and justified the use of socio-psychological training of partner communication for student youth within higher education as an effective means of forming and improving the psychological culture of student youth.

Keywords: *psychological culture, psychological practice, socio-psychological training of partner communication, psychological issues of student youth.*

The problem of formation and improvement of psychological culture today in student youth is becoming increasingly important today in our difficult times.

On the one hand, a psychologically cultured person has certain psychological knowledge, often obtained independently from:

first, a variety of periodicals;

secondly, Internet sources, which, responding to the huge popularity and interest in psychology among young people today, offer numerous seminars and webinars, trainings, lectures and workshops by leading modern psychologists;

thirdly, obtained in classes in psychological disciplines in secondary and higher education;

fourth, derived from a meeting with a psychologist, if there is experience of interaction with a psychologist and, finally, from his little life experience.

On the other hand, having such knowledge, a young person is better aware of their needs, understands the motives of behavior and really defines their life goals, adequately perceives their abilities and capabilities, better understands themselves and manages their emotions and feelings, while correlating this knowledge with themselves, she through the mechanism of reflection is well oriented in her inner world and takes responsibility for their choices and actions, which indicates a certain level of its psychological culture.

This definition of psychological culture is consistent with the opinion of E.A. Klimov that psychological culture - is part of the general culture of man (as a family member, citizen, specialist), involves the development of its system of knowledge in the field of basics of scientific psychology, basic skills in understanding the peculiarities of the psyche (his and others) and the use of this knowledge in everyday life, in self-education and professional activity "[1, p. 287].

Socio-cultural reality, which is constantly and rapidly changing, is characterized by uncertainty and instability of people's social life, changing patterns of relations between people and the nature of activity. All this increases the requirements for personal and professional realization, independence and entrepreneurship

of young people, their ability to understand and interpret not only the social changes that occur but also their own behavior and the behavior of others, to psychological lability. All this requires the formation of a psychological culture of the individual for more successful self-realization, self-determination and adaptation to the challenges of modern society.

On the other hand, the formation and improvement of the psychological culture of the young generation, including students, will invariably improve the general culture of the country and improve its socio-psychological atmosphere. "There is a close connection between the state of society, the prospects for its development and the attitude of society to its young generations, their starting points. The state of youth, its qualitative characteristics, value orientations and life plans - this is the mirror in which any society can see its future "[2, p.237].

One of the ways of formation and development of psychological culture, in addition to psychological education and training, is psychological practice. Modern psychological practice simply impresses with the variety of its forms, methods and types. These are psychological counseling, self-knowledge seminars, individual and group psychotherapy; socio-psychological trainings of partnership communication, creativity, sensitivity and leadership; thematic trainings, sales trainings, motivational trainings, trainings of professional skills and management, role and simulation games, etc.

To analyze the effectiveness of the main methods and types of psychological practice and choose the most effective method that will contribute to the formation and improvement of psychological culture in student youth is one of the main tasks of this article.

Research of specific age features of student youth and its psychological problems, analysis of modern forms and methods of psychological practice and search of relevant forms of formation and improvement of psychological culture of student youth determines the relevance of this work.

The purpose of the article is to determine and substantiate the most effective way to form and improve the psychological culture of student youth. To achieve

this goal we need to analyze modern theoretical approaches to defining the concept of psychological culture; to investigate and analyze the specific age characteristics of student youth and their psychological issues at the present stage; analyze modern forms and methods of psychological practice and choose those that will be available to young people and most accurately meet their age, needs, life quests, psychological demands, that is, everything that will most fully reflect the psychological issues of modern student youth and improve its psychological culture; to prove that among the existing modern forms of psychological practice the most accessible and age-appropriate task and psychological issues of student youth is such a form of psychological work as socio-psychological training; to substantiate the effectiveness and expediency of using socio-psychological training of partner communication for student youth as a way to form and improve psychological culture at the initial stage.

It should be noted that the general definition of such a concept as "psychological culture" does not contain any psychological dictionary. However, the lack of a general concept is largely offset by the fact that the definition of psychological culture can be found in certain areas of human life.

Psychological studies of the phenomenon of psychological culture first appeared in the early twentieth century within the psychoanalytic theory of personality of Sigmund Freud.

Today, psychological culture is seen as a complex formation of certain competencies. In the research of modern scientists attention is paid to such components of psychological culture as communicative competence, the content and skills of which, as well as the forms and methods of its achievement have been studied by L.Petrovskaya, N.Khryashcheva, S.Makshanov, S.Bodalov, works of M. Kholodna are devoted to the development of intellectual competence, researches of V. Kunitsyna, R. Ulrich, S. Kolmogorova, V. Tsyba, V. Moskalenko, S. Maksymenko are devoted to social competence. O. Motkov defines psychological culture as "a set of cultural and psychological aspirations and relevant teachings that are actively implemented" [3].

N. Obozov includes in the concept of psychological culture, firstly, understanding and knowledge of himself and other people; secondly, adequate self-esteem and evaluation of other people, thirdly, self-regulation of personal states, self-regulation and regulation of relations with other people. L.S. Kolmogorova emphasizes that psychological culture allows a person to understand his inner world, effectively solve life's psychological problems, adapt and self-determine in society, promotes self-realization, self-development, harmonization of inner world and relationships with others, which generate a state of inner well-being [4].

L. Demina and N. Luzhbina consider social intelligence as a system-forming factor of psychological culture of personality, which is manifested in mostly good health, deep understanding and acceptance of themselves and other people, constructive communication and business, self-regulation of their desires, emotions and actions, guarantee of psychological health of the individual [5].

However, T. Tarasova emphasizes the humanistic orientation of the concept of psychological culture of personality: "psychological culture of personality is a complex integrative property of personality, which provides timely and optimal solution of all everyday and professional issues of psychological content, based on sincere focus on man and deep belief in value personality and significance of all its manifestations" [6].

The works of I. Kon, O. Lychko, G. Spivakovska, Y. Neimer are devoted to the analysis of age features of youth and accompanying psychological problems. G. Morozova connects the deterioration of the psychological state of youth with the violation of human morality and emphasizes that "increasingly aggression and resentment can be traced in the views on life and actions of young people" [7, p.28].

A. Talapin notes the degradation of modern society associated with changing stereotypes of behavior, in particular, the atrophy of remorse in activities that lead to the suffering of others. The line between good and bad, the enemy and the friend is blurred, which leads to disorientation in the changing living space. To feel sorry for the act and feel guilty for the consequences, that is, to think about something else - that's what has become less [8].

Despite the fact that these works define the concept and conduct a comprehensive analysis of all components of psychological culture, as well as research age characteristics and related psychological issues of youth, the problems of formation of psychological culture in student youth in our country are given insufficient attention. A relatively small number of works are devoted to the forms, methods, and organization of the formation and development of psychological culture of student youth, especially within the educational process in secondary and higher educational institutions.

Thus, we need to analyze, first, the age-specific features and modern psychological issues of student youth; secondly, all forms and types of psychological practice existing today; thirdly, to choose a form of psychological practice that can be best implemented for young students in the educational process and serve as a means of improving psychological culture.

The problems of young people have worried mankind at all times. Today in every country the problems of young people are discussed and solved at the highest levels, including in our country. Psychologically cultural, and therefore psychologically prosperous young people who will build their lives in accordance with their vocation, values and abilities, build and maintain healthy work, family and friendly relations, participate in constructive community projects aimed at the benefit of the people - extremely our country needs today.

Today, the current Law of Ukraine stipulates that young people are citizens between the ages of 14 and 35. Student years fall on the middle group of young people from 18 to 24 years. The socialization of young people at this stage is significantly influenced by the educational institution and the change of the social environment, while the role of the family and the past environment is significantly reduced.

Youth is a period of searching, choosing and mastering a profession, starting a family, determining one's

attitude to public life and civic position, and changing the social environment. The young man in this period is as efficient as possible, easily copes with mental and physical stress, easily acquires knowledge and acquires skills. The circle of communication expands; gains invaluable experience in building partnerships, resolving conflicts and establishing friendly, collegial and loving relationships.

Psychological problems that can occur during this age period are mainly related to:

- with the wrong choice of future profession. Disappointment can also arise during the study of a chosen profession, when a close acquaintance with the profession, the student feels that the professional components and necessary skills of the chosen profession do not meet his inner aspirations and abilities, when he suddenly notices loss of interest and inconsistency characteristic features;
- with difficulties in establishing friendly relations with peers, which is an essential condition for psychological comfort, high efficiency and positive state;
- with the unsuccessful choice of a partner to start a family, which worsens the general mental state, reduces self-esteem and academic success, contributes to the formation of negative habits;
- with disappointments from differences of expectations from reality.

Youth is the most productive period of self-realization, when difficulties seem easily overcome, doubts and insecurities pass quickly, and the search for alternative goals and opportunities is easy and optimistic. This is due to the current socio-economic situation in the world, because for successful functioning in an extremely mobile and dynamic society, the individual must have certain personal qualities.

First, a young person must have a strong, solid core of personality, worldview, social and moral beliefs - otherwise, when faced with obstacles and difficulties, he may react neurotically and abandon their goals.

Secondly, it must have a high psychological lability, flexibility, ability to absorb and process new information and create new ones. But youth is not only optimism and joy of learning something new, but also finding answers to questions about myself: who I am, who I am, why I came to this world, what is my mission and so on. In the process of finding answers to these questions, the young man forms:

- self-awareness, is a holistic view of oneself: one's character, one's creative abilities and capabilities when choosing a professional realization, one's competitive advantages and disadvantages, one's appearance and human qualities, a certain emotional response to life events, etc. Components of self-awareness are also personal identity, self-esteem and self-esteem. It should be emphasized that self-esteem is "a psychological and emotional feeling of self, self-belief, self-esteem, their capabilities, qualities and place among other people" [9].

- own worldview, is a system of views, ideas, knowledge, attitudes, values about the world around and how to live in such a world and succeed. This is a certain philosophy of human life. It is formed on the basis of life experience of interaction with the world,

observation of one's own behavior and the behavior of others in situations of success and failure;

- the desire to realize, understand and build their own independent and original, new and critical view of reality, to create their own theories of the meaning of life, love, friendship, success, happiness, etc. [10, p.237].

Young people are one of the socially vulnerable groups, which in some way is exposed to negative environmental factors. Limited opportunities for full development and realization of their potential, lack of social elevators, information "poisoning", high pace of life and lack of time, imposition by society of dubious standards of successful life, stratification of society and unequal opportunities for professional realization, material and housing problems, unity, alienation and psychological loneliness are serious challenges of our time.

All this causes various deviations in the body and causes psychological stress, which may be exacerbated by factors such as uncertainty in choosing the right profession or a clear mistake, problems in communicating with parents and peers, uncertainty of social and moral beliefs, low psychological lability, unformed self-awareness, low self-esteem. In this state, a young person needs psychological help, which, unfortunately, in our country is not well organized, inaccessible due to the shortage of highly professional psychologists and high cost, especially in small towns and villages.

The need to understand yourself, determine your attitude to yourself, focus on how you are perceived and evaluated by others, identify erroneous strategies of interaction in interpersonal communication, encourage young people to seek answers to vital issues.

Psychological practice organized within a higher education institution in the form of socio-psychological training of partner communication will help the student to find answers to the outlined questions.

Let's try to analyze modern forms, types and methods of psychological care and determine which of them will best help a young person, including a student, not only to understand their psychological problems, but also increase his psychological culture, and hence his psychological well-being.

Today it is very difficult to understand the huge world of psychological practice. For example, if we talk about psychotherapy, "the variety of directions and trends, schools and specific methods of psychotherapy, based on different theoretical approaches, leads to the fact that currently there is not even a single definition, and the number of methods is more than 500" [11, with. 594].

"Psychological care - a capacious concept, the content of which includes a variety of theories and practices, ranging from the specific application of such a method of sociological surveys as in-depth interviews, to various techniques of socio-psychological training, concepts and methods related to medical psychotherapy [12, p. 7]. As noted by OF Bondarenko, "psychological care as a social institution in our time is differentiated as psychological counseling, non-medical (social and personal) psychotherapy, medical psychotherapy and psychiatry. The basis of this differentiation is the level of psychological assistance, ie the nature and content of

psychological problems with which a person turns to a particular specialist "[13, p.28].

Let's analyze the possibilities of using some types of psychological assistance for student youth. We emphasize that such psychological assistance should be short-term and available both materially and organizationally and lead to the cessation of suffering and psychological well-being as soon as possible.

It is clear that we will not analyze medical psychotherapy and psychiatry, as these methods are designed for people with mental disorders that are not functional but mostly organic in origin. And psychological counseling and non-medical psychotherapy are aimed at mentally healthy people who need "emotional, semantic and existential support in situations of difficulty that arise during their personal or social life" [12, p. 10].

Psychological counseling is a conversation organized in a certain way, for which, as a rule, a person prepares in advance and, surprisingly, such preparation takes months and even years. Fear of the consultant understanding me; will he be able to understand the depth of my suffering; will I like him and I like him; whether it violates the principle of confidentiality; whether he will consider my environment not quite normal and me "crazy" and so on. Especially since the fee for such a service can be significant for the student, especially if there is a need to increase the number of consultations, which often happens.

The lack of reliable information about the identity of the counseling psychologist with the existing distrust of modern advertising causes fear of getting into a charlatan. Thus, psychological counseling, for all its effectiveness, has certain limitations for use by student youth.

When using non-medical psychotherapy, the psychologist uses the same psychological methods as a medical psychotherapist - the difference is, above all, in their focus. The most important task of a psychologist in this case is not to remove or alleviate the symptoms of the disease, but to create conditions for optimal functioning of the individual and its development, including the harmonization of relationships with others.

The main tasks of non-medical psychotherapy are the study of psychological problems, and their diagnosis; improving subjective well-being and strengthening mental health; study of psychological patterns, mechanisms and effective ways of interpersonal interaction to harmonize communication with others; development of self-awareness and reflection to correct and prevent emotional breakdowns and behavioral deviations; promoting the process of personal development, learning ways to realize creative potential and improve the quality of life. These tasks are fully consistent with the psychological problems of student youth - such tasks should be solved by a young person in the process of planning and building their life path and personal development.

Non-medical psychotherapy is divided into individual and group. Individual psychotherapy is identical to psychological counseling, but uses a wider range of methods and procedures. Group psychotherapy is based on the principles of group dynamics developed by Kurt Levin. Work in such a group, as a rule, is not structured,

there are no mandatory procedures, the actualization of internal conflicts occurs spontaneously and can be very painful. Participation in such a group causes anxiety and worry, which can be overcome only by a strong motivation to stop painful attempts to understand themselves and their lives, to improve the quality of life and development of their personality. Therefore, this form of work is often called a group of personal development. Most modern researchers note the high effectiveness of group psychotherapy. It is clear that this method of psychological care is not acceptable and inaccessible to the vast majority of people, in addition, the high cost, small number of such groups and the shortage of highly qualified psychotherapists limit the possibilities of its use, including student youth.

Within group psychotherapy, but a little later, began to develop such a form of group psychological work as **socio-psychological training**, work in which is clearly defined and strictly structured. This is an active form of socio-psychological training of certain knowledge, skills and abilities of interpersonal interaction in specially created small groups led by a psychologist. Currently, this is the most effective and widely used in the modern world method of intentional change. In such a group, with the help of a special system of psychological exercises, games and procedures, participants have the opportunity to see themselves and their problems through the eyes of other participants and through the feedback mechanism to bring themselves to an adequate state, try new behaviors and roles, acquire necessary skills communication, realize their limitations and advantages.

S. Makshanov defines training as "a multifunctional method of intentional changes in psychological phenomena of a person, group and organization in order to harmonize professional and personal life" [14, p. 75].

MA Kovalchuk and LA Petrovska, analyzing the differences between training and group psychotherapy, note that in the training events develop mainly on the principle of "here and now", the training group includes healthy people, not patients who need treatment; Disclosure of motivation is not an end in itself, but a means to interpret behavior, the conflict is considered in order to resolve it, not to diagnose neurotic symptoms, classes are shorter compared to psychotherapy "[15, p. 140].

There is a typology according to which different training programs are divided depending on the specific issues of the individual and the goals set for the group. There are five types of group work:

1. "I - I" - groups that are aimed at change at the individual level, personal growth; the main sources of intra-personal transformations;

2. "I - Others" - groups that focus on changes in interpersonal relationships, the study of how the process of interpersonal influence, depending on a particular behavior.

3. "I - Group" - groups that focus on the interaction of the individual and the group as a social community, styles of interaction with the group.

4. "I - Organization" - groups that focus on the study and development of experience of interpersonal and intergroup interaction in organizations.

5. "I - Profession" - groups that focus on the subjects of a particular professional activity [16].

The presented typology of trainings provides unlimited opportunities for the development of appropriate programs, each of which must have a clear goal, objectives and end result in the form of acquired in the process of group work relevant knowledge, skills and abilities. Such programs can be developed by a psychologist and a teacher of psychological disciplines (a huge number of training programs have already been developed by psychologists and are fully available for widespread use) as part of group practical classes.

The presented content and goals of socio-psychological trainings cover the whole range of psychological issues of modern student youth. This modern form of psychological training and psychological assistance is mobile, short-term, affordable, does not require additional organizational and material costs, which is very important. Participation in the training group will allow students not only to better master psychological subjects and acquire the necessary knowledge and skills, but also to better understand themselves and others, get psychologically healthy guidelines in life, improve mental health, and hence psychological culture.

Among the huge number of types of training at the initial stage, the most effective and universal can be **socio-psychological training of partner communication**. As mentioned above, a component of psychological culture is communicative competence, ie knowledge, skills and abilities of effective communication. The ability to build comfortable interpersonal communication with peers, members of the opposite sex, relatives, teachers, etc. is extremely important for student youth. It is interpersonal communication that is often the source of both the highest happiness and unhappiness.

In the presented typology of trainings we will dwell on the second type of group work "I - Others". Such groups are aimed at changes in interpersonal relationships, to study how the process of interpersonal influence depends on a particular behavior. The whole spectrum of interpersonal interaction, including cognitive, behavioral and emotional components, is explored in the socio-psychological training of partner communication. The program of such training is built in such a way that first offers exercises, group discussions and role-plays that allow you to identify and analyze mistakes and destructive behavioral strategies in communication, and then offers exercises and role-plays that allow you to acquire the necessary skills and effective communication skills.

Partnership is based on the principles of equality of positions in the exchange of information, taking into account the needs, interests and feelings of others, respect for self-esteem, the ability to speak openly about their needs and interests without guilt, openly express their feelings. Through the feedback mechanism, each participant can look at himself through the eyes of other group members, find out how he is perceived and evaluated by others, what feelings he evokes in others when

implementing their typical patterns of behavior. Detailed analysis of communication errors during psychogymnastic exercises, group discussions, role-playing games helps each member of the training group to understand their wrong strategies, dispel myths about effective communication, identify their own mechanisms of psychological protection that block successful interaction. Participation in such training contributes to the development of skills and abilities of partner communication.

Thus, socio-psychological training of partner communication is the most effective type of psychological practice at the initial stage, which allows not only to acquire the necessary psychological knowledge, skills and abilities of partner communication, but also contributes to the formation and development of psychological culture in students.

Further research should be devoted to the development of specific thematic programs of socio-psychological training for student youth in the educational process with preliminary diagnosis of psychological demands of student youth.

Conclusions. Scientific novelty can be defined as the analysis and generalization of age features and definition of psychological problems of modern student youth, and also a choice of an effective means of increase of its psychological culture.

1. Young people in the student period go through a very difficult period, characterized by the influence of not only external factors and challenges of modern society, but also internal experiences that accompany the process of solving the most difficult psychological problems of this period, such as professional self-determination, self-awareness, worldview, social and moral beliefs, building harmonious relationships with others. Lack of psychological knowledge during this period can complicate the psychological state of man and lead to various neurotic disorders and behavioral deviations.

2. Among the existing modern forms of psychological practice, the most accessible and age-appropriate task and psychological issues of student youth is such a form of psychological work as socio-psychological training.

3. Carrying out of social and psychological trainings within the limits of educational process on actual youth subjects will promote increase of psychological culture of youth. Participation in such work will help students not only to obtain the necessary psychological knowledge, skills and abilities for future life, but also allow them to better understand themselves; understand their limitations and advantages when choosing life strategies; get feedback and bring yourself to an adequate state, harmonize the inner world and relationships with others - all of this creates a state of inner well-being, its psychological health.

4. The most effective means of forming and improving the psychological culture of student youth within the higher educational institution is the socio-psychological training of partner communication.

5. Improving the psychological culture of student youth as builders of the future is of great importance today, as it will help improve the overall culture of the country and the health of society as a whole.

Further research should be devoted to the development of specific thematic programs of socio-psychological training for student youth in the educational process with preliminary diagnosis of psychological demands of student youth.

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AXIOLOGICAL MODEL OF PSYCHOLOGICAL ASSISTANCE FOR STUDENT YOUTH

Аннотация.

В статье анализируются современные теоретические, методологические и практические подходы к оказанию психологической помощи; психологическая проблематика, возрастные особенности, специфические черты и потребности студенческой молодежи на современном этапе и их учет при организации психологической помощи. Обоснована эффективность и целесообразность применения аксиологической модели для общего объяснения психологического неблагополучия, анализа и первичной диагностики психологических проблем, разработки стратегии и соответствующих ей методов психотерапевтической помощи.

Abstract.

The article analyzes modern theoretical, methodological and practical approaches to providing psychological care; psychological issues, age characteristics, specific features and needs of student youth at the present stage and their consideration in the organization of psychological assistance. The efficiency and expediency of application of axiological model for general explanation of psychological distress, analysis and primary diagnostics of psychological problems, development of strategy and corresponding methods of psychotherapeutic help are substantiated.

Ключевые слова: психологическая помощь, молодежь, психологическая проблематика студенческой молодежи, аксиологическая модель психологической помощи, интегративная психотерапия.

Keywords: psychological help, youth, psychological problems of student youth, axiological model psychological help, integrative psychotherapy.

The urgency of the problem. The quality, availability and effectiveness of psychological care, as well as the professional competence of psychologists and

psychotherapists who provide such care - today is such a topical issue that is hotly debated and studied not only