

усвідомлення вчителем специфіки діалогічного характеру виховної ситуації, очікувань з боку вихованців щодо його професійних компетенцій, впливатиме на характер особистісних смислових схем і утворень вихователя, їх трансформацію, що, в свою чергу, дозволить вчителю здійснювати самопроєктування [7], а значить сприятиме досягненню більш високого рівня професійного розвитку.

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159.99

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Psychological characteristics of the effect of anxiety on the status of the student-psychologist in the group

Summary. This article presents a brief theoretical review of the literature on the issue of anxiety and its impact on the status of the student psychologist in the group. The results of the diagnostic study on the level of anxiety and status in the group are presented.

Keywords: juvenile age, anxiety, status, psychology students.

Г. Янчевська. Психологічні особливості впливу тривожності на статусне положення студента-психолога в групі

Анотація. У статті подано стислий теоретичний огляд літератури з проблеми тривожності та її впливу на статусне положення студента-психолога у групі. Представлено результати діагностичного дослідження щодо рівня тривожності та статусного положення у групі.

Ключові слова: юнацький вік, тривожність, статусне положення, студенти-психологи.

А.Янчевская. Психологические особенности воздействия тривожности на статусное положение студента-психолога в группе

Аннотация. В статье представлены краткий теоретический обзор литературы по проблеме тревожности и ее влияния на статусное положение студента-психолога в группе. Представлены результаты диагностического исследования по уровню тревожности и статусного положения в группе.

Ключевые слова: юношеский возраст, тревожность, статусное положение, студенты-психологи.

Formulation of the problem: Anxiety as a negative emotional state clearly manifests itself during stressful periods of student's educational activities (entrance to universities, exams, surveys), which greatly affects the quality of academic performance, demoralizing a student, and weakening the motives of educational activities. The theme of anxiety in adolescence is sufficiently studied in psychological literature, however, it does not separately distinguish adolescents who study at the psychological faculty and are sufficiently knowledgeable in this aspect. This is what influenced the choice of our topic of our research.

Research analysis and publication: The problem of anxiety of an individual was investigated as domestic: (Sergey Leonidovich Rubinstein, Anna Mikhaylovna Prikhozhan) and foreign (Sigmund Freud, Karen Horney, Seymour Epstein) scholars. In particular, Freud regarded anxiety as a reaction to a danger that is not known to man and which they can not determine. [3] Seymour Epstein defines anxiety as "extremely unpleasant, diffused in excitement that goes beyond the perception of danger." [6, 284]. Valery Mikhaylovich Astapov points out that anxiety should be regarded as an unpleasant emotional state that causes a person to feel the unfavorable development of events. [3]. In the aspect of this topic, no previous studies were conducted, therefore our work will develop a study of this problem in this direction.

The emergence of negative emotional states is significantly influenced by the individual characteristics of the student's personality and type of HNA. It is empirically determined that the set of congenital individual-typological features (in particular, elevated neuroticism, extraversion), personality traits (high irritability, emotional lability, repression, shyness, neuroticism, reactive and spontaneous aggressiveness, low sociability, etc.), negative motivation of achievements, external control locus, low level of emotional intelligence, low self-regulation cause development of negative emotional states of students [2].

At this age, the professional development of an adolescent, their self-identification, self-actualization, and personal development is of paramount importance.

Rapid necessary self-determination of an adolescent generates internal tension. Which is a common cause of increased anxiety.

The status of a student in a group reflects the recognition or non-recognition of others, sympathy or antipathy, respect or disrespect, which they enjoy among others. The status is related to the student's educational activity, their activity, the effectiveness of their activity, their attitude towards learning, and the roles they perform.

To determine the effect of anxiety level on the student's social status, we used two methods of Taylor's "Anxiety Scale" [3] and J. Marenco's sociometry method [4]. Taylor's Anxiety Scale is designed to determine the level of anxiety. The method of sociometry J. Marenco is aimed at determining the characteristics of interpersonal relationships in a group.

The purpose of the article is to study the psychological peculiarities of the level of anxiety on the status of a student in a group.

Presentation of the main material. We conducted an experiential study of the effect of anxiety on the status of a student in a group. It was held during April 2017 on the basis of the Kryvyi Rih State Pedagogical University. The sample consisted of 50 people (students of the 2nd year of psychological and pedagogical faculty). The study was conducted in two stages. On the first, theoretical – the literature was processed in order to clarify the information about anxiety and the peculiarities of its occurrence and influence in adolescence; in the second, special psychodiagnostic methods were used: Taylor's "Anxiety Scale" and J. Marenco's method of sociometry.

As a result, the data were graphically depicted in Fig. 1

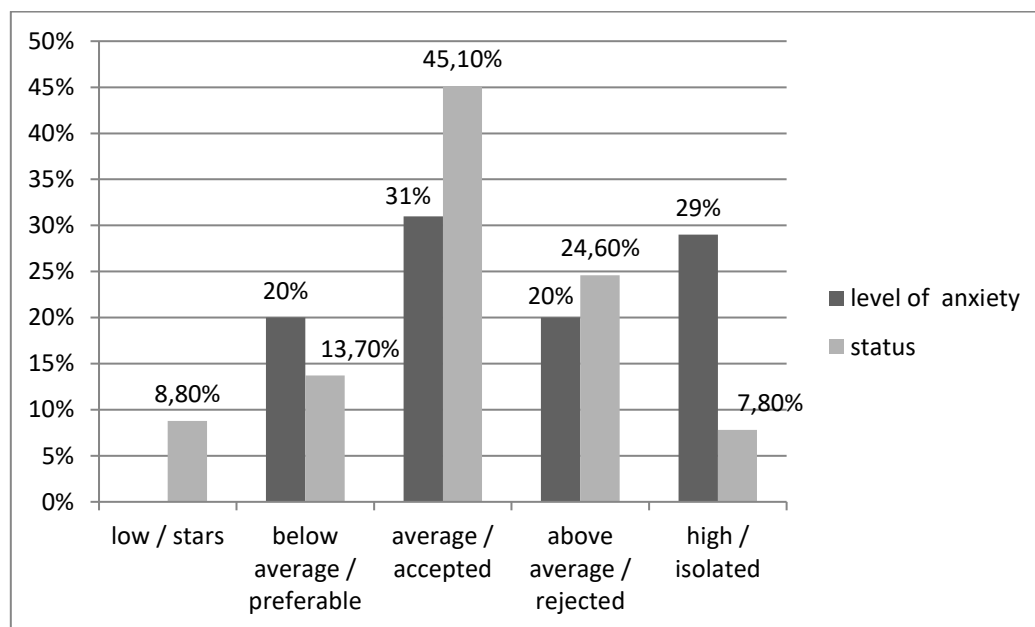


Fig. 1 Comparative analysis of the level of anxiety and student status in the sample

Correlation levels of anxiety and status indicators in the group of students studied, we can conclude that individuals with a high level of anxiety have an isolated status (7.8%), students with low anxiety have star status (8.8%), students from the level of anxiety below the average has a predominant status (13.7%), students with an

average level of anxiety have an accepted status (45.1%), students with anxiety level above the average have a status disregarded (24.6%).

The next step in our study was to conduct a correlation analysis using the r-Pearson correlation coefficient to study the relationship between two metric variables measured on the same sample. That is, the definition of the features of the interaction of anxiety and sociometric status in the student's age.

Correlation coefficient $r_{xy} \approx -0.14$, indicating a low negative correlation between the level of anxiety and the student's social status.

Conclusions. Based on the results of the study, it can be concluded that while students are psychologists aware of the issue of anxiety and social status, they are influenced by these aspects. We can also note that in order to reduce the level of anxiety of students, in our opinion, there is an effective psychological and pedagogical support of the educational process, which would have the purpose of forming a positive microclimate in the group, raising the status of its individual members, and the level of their satisfaction with relations in a group. Also, it is important to raise the level of vital competence of adolescents, and provide information about psychological and pedagogical support for their personal development.

The prospects for further research are seen in a more detailed study of the nature of anxiety in adolescence, which determines behavior in anxiety situations, mechanisms and means to overcome anxiety in interpersonal communication.

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