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UDC 159.947.5 (043.2)

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FEATURES OF LEARNING MOTIVATION OF STUDENTS-PSYCHOLOGISTS

The concept of motivation permeates our professional and personal lives. We usually talk about the motivation to get out of bed, do housework, write an essay, watch a movie, and, of course, the motivation to study.

Motivation is a system of stable motives that have a certain hierarchy and express the orientation of the individual, which is a leading factor in regulating activities and largely determines its success. Motivation to learn is part of the general concept of motivation and refers to all the factors that mobilize the individual to activities aimed at the acquisition of knowledge, skills and abilities.

The problem of educational motivation dedicated to the work of L.I. Bozovics, A.V. Zaporozhets, T.I. Ilyina, K. Levin, A.N. Leontiev, A.K. Markova, A.H. Maslow, W.S. Merlin, P.V. Simonov, N.F. Talizina, and others.

Motives for learning activities do not exist in isolation. Most often, they are in a complex interconnection. Some of them are of major importance in stimulating educational activities, others — additional. Typically, scientists identify three types of sources of activity: internal; external; personal.

Learning motivation is characterized by a complex structure. At the same time, there are different motives for learning, which largely depends on the methodological basis and angle of studying this problem, as well as on socioeconomic and political factors.

The study helped to establish what the leading motives of educational and professional activities have students of psychology. The results of diagnostics by the technique of “Motivation of learning in higher education” (author T.I. Ilyina) allowed to formulate the conclusion that most students of psychology who participated in the study are dominated by motives for acquiring knowledge (55.0% of respondents) and obtaining diploma (30.0%). The desire to master the profession is the least significant in the structure of students' learning motivation (15.0%).

Thus, different motives students for study activities. That is why we note the importance of studying learning motivation in higher education, which will allow teachers to individualize the system of educational influences, paying special attention to the formation of the motivational component of students' learning activities, which will increase their internal learning motivation and efficiency.

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UDK 159.26 (043.2)

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COGNITIVE FLEXIBILITY AS A FACTOR OF STRESS RESISTANCE OF SPECIALISTS IN "HUMAN-HUMAN" PROFESSIONS

The problem of cognitive flexibility as a significant component of professional activity is relevant for each field of production. But this topic becomes especially relevant in the modern requirements as the variability of systems has significantly increased as well as the requirements for activities inside those systems. Today, the great majority of psychologists believe that cognitive flexibility is not only a characteristic of mental action but foremost the ability of a specialist to act in various production situations, including stressful ones. A sign of cognitive flexibility is the professional's ability to respond quickly to changes that occur in current situations, while the focus on the analysis of new (stressful) factors is inessential.

Psychotherapists note that cognitive flexibility is neither an innate characteristic nor learned one by itself. Cognitive flexibility is a certain life position that demonstrates understanding and acceptance of "different" position. For effective staff management, practical psychologists and consultants in professional psychology do recommend taking into account the specialist's levels of cognitive flexibility, as well as to predict the specialist's ability to cognitive adaptation in complex conditions of production. The high level of cognitive flexibility of a specialist is testified while finding easy solutions to various mental tasks and hypothetical production situations on a certain conceptual topic.

The paper aims to identify the relationship between cognitive flexibility and the stress resistance level of the respondents, that are working in "human-human" professions.

During the study, we have faced a problem that it is difficult to measure the cognitive flexibility with traditional empirical techniques because it is part of a highly developed cognitive system. It is known that cognitive flexibility regulates the flow of the specialist's thoughts; inhibits inductive stimulus to concentrate on the main goal; helps to remember a large number of relevant tasks, plan and develop strategic and operational actions; stabilizes the emotional sphere and increases the specialist's stress resistance.

In accordance with the considerations that are mentioned above, we have identified the applied tasks: to examine empirically the indicators of cognitive flexibility and the level of stress resistance of future psychologists as well as to identify the relationship