

of new knowledge in the institute of education and science, especially during quarantine (Lubenets, 2016) [4].

On the one hand, the development of information and communication technologies is an impetus for the development of new learning tools, and makes the learning process more effective, leads to increased erudition and communication skills. Instead, inappropriate and thoughtless use of innovative technologies leads to gamification and illusory cognition in education, perception of learning in the context of entertainment, and increased risk of facing threats to the virtual world: cyberbullying, fraud, harassment, trolling, stalking, pornography, etc. [3].

Generalization of information about the essence of this problem gives grounds to conclude about the importance of studying the process of digitalization in psychological science and education, the effects on mental phenomena, activities, student learning, and threats in cyberspace. The latter was the impetus for the study of the problem of cyberbullying among students, and will be reflected in future scientific publications of the author.

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ROLE OF VOLUNTARY REGULATION IN RISK-TAKING

The professional activity of psychologists establishes certain requirements on the volitional regulation of specialists in this sphere, in particular on self-control, endurance

and initiative. Meanwhile, psychologists also have certain occupational risks in their work directly affecting their effectiveness and productivity. The use of the term "volitional regulation" is likened to the image of "will power." In scientific works, the specific content of volitional regulation is interpreted in various ways: volitional regulation in works by W. James is interpreted as a mechanism for constructing behavior along the line of the greatest resistance; L. Vygotskyi defines the regulation of human behavior as the global function of the will. Thus, it is possible to conclude that volitional regulation of behavior is a special kind of mental regulation of behavior, consisting of the assimilation of signals from the external and internal environment[4].

In scientific works, "tolerance for risk" is defined as a certain level of direction of the person's activities in danger conditions [2]. The risk-taking is based on the personal qualities of a person, which are leading in the decision-making process. V. Petrovskyi states that "risk-taking" is quite stable characteristic of an individual and is related to such personality characteristics as impulsiveness, independence, the desire to succeed, propensity to dominate[1]. A. Bezrodnyi considers the risk-taking as a characteristic of behavior, a certain combination of social factors and distinguish personality features that contribute to high and low levels of tolerance for risk [3]. Volitional regulation, as self-regulation of person's activity plays a significant role in the formation of certain actions, their motives and different mental states, that is why it is important to study the role of volitional regulation in the formation of tolerance for risk [4].

In order to conduct an empirical study, we used methods for diagnosing risk-taking of O. Shmelev and study methods of volitional organization of personality of A. Khokhlov. 35 psychology students from the Aviation Psychology Department of the National Aviation University, aged 19 to 20 years participated in the research.

It has been determined that a significant part of respondents (71.4%), 25 people have an average level of risk-taking, which indicates their willingness to make decisions and act in conditions of subjective uncertainty; moreover, they have a sufficient level of readiness for self-control of actions in case of previously known unavailability or absence of necessary guidelines, and willingness to rely on their potential. At the same time, some participants of the study (17.1%), 6 people who have a low level of risk-taking, do not have features of adventurism, which indicates the characteristic avoidance of different mistakes concerning made decisions.

By the results of the processed data, it has been established that some respondents (65.7%), 23 people have quite high level of volitional regulation, which indicates their awareness of the meaning of a particular activity, a high level of organization of their own lives, their behavior corresponds to values and mental targets. They are able to structure, separate the main things from the secondary ones in their actions, and able to rapidly search for options, choose the optimal one and implement this type of behavior in life and adhere to the stability of accepted behavior. One of the most significant qualities of psychologists in their professional activities is the ability to maintain control over their actions and actions in critical situations.

According to the results of the comparative analysis, it has been concluded that the group with a low level of risk-taking has high indicators of value and semantic orientation, self-control and independence, while the group with a medium level of risk-taking has high indicators of activity organization, persistence and self-control. The

group of respondents with a high level of risk-taking is characterized by determination and persistence.

In conclusion, volitional regulation changes from more passive - self-control and organization to more active actions - determination and persistence with the increase in the level of risk-taking of psychology students. Volitional regulation should be applied equally to all activities (active and passive). The professional activity of psychologists is characterized by an average level of self-control, initiative, and, accordingly, an average level of risk-taking.

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ROLE OF MOTIVATION APPROVAL IN LEARNING ACTIVITIES OF STUDENT

In a role of a carrier of social characteristics, each person needs interaction with society for complete development, which can be directly expressed in the perception of certain attitudes, assessments and opinions of surrounding persons.

In case of absence of support or reproach from and others, it is difficult for a person to objectively assess results of its own actions. Carrying out one or the other work, a person subconsciously counts on the support of parents, friends, teachers and advisers. This type of assistance is quite often expressed in the form of approval of the person's actions, which can create both socially desirable behavior of an individual and interest in certain activities, including learning [2].

The psychologists, using the term "approval motivation", define the efforts of a person so to say to "deserve" approval, praise from surrounding persons, which is one of the significant human needs. The necessity for positive approval is a significant factor for achieving success by a person not only in the personal sphere of life, but professional as well. Approval is very important for the participants of the educational