

activity indicator have this results : 55% low level, 40% - middle, and 5%- high level of activity; physical activity indicator: 15% not showed, 70% low level, 15% - middle level; impulsivity indicator: 30% not showed, 30% low level, and 40% - middle; leaders indication: 20% not showed, 40% low, 30% middle, and 10% of high; balance indicators: 5% not showed, 35% low, 60% middle; friendly indicator 15% not showed, 35% low, 35% - middle, and 15% - high; reflexivity indicator: 5% - not showed, 40% low, 45% middle, and 10% - high level. On low level respondents demonstrated next indicators: activity, physical activity, on middle level - impulsivity; leadership, balance, friendly – on low and middle, reflexivity on middle level.

Conclusions. So, as a result of research we concluded, that the gamble addicted have very accentuated unbalanced nervous system, they easy changing their attention for one object to another. Respondents very impulsive and indifferent to communication. This facts give us a foundation for next hypothesis about external influence on their nervous processes and also about role of internal factors in addiction development. Further, perspective for research should come directly from defining of correlation temperament specifications with subjects characteristics and character accentuations, with considering comparing of social factor, personal values and education.

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#### **APPROACHES TO UNDERSTANDING PSYCHOLOGICAL READINESS FOR ACTIVITY IN PSYCHOLOGY**

The necessary basis for the scientific study of the psychological readiness for action is understanding the methodological basis of the problem, including the methodological approach as a position on the understanding of the psychological phenomenon [2]. Psychological readiness for different types of activities has its own specific features, but, at the same time, there are general views on the understanding of the article [1]. The discussion of these views was the aim of our research at the theoretical stage.

In modern science we can distinguish two basic approaches to understanding the

essence of psychological readiness for activity. In the first one, it is considered as a state of psychological readiness to perform a specific work task; it is short-term, temporary, mobilization, situational readiness (Ilyin, Levitov, Nersesyan, Puni, Ukhtomsky, Maklakov, Vinogradov, etc.); In the second one - as a general, long-lasting, constant, timely, potential readiness for activity - preparation of all spheres of psyche for performance of activity, as a personal integrative power (M. D'yachenko, L. Kandibovich, L. Sogalayeva, L. Kondrashova, P. Gornostay, M. Moko, M. Smulson, O. Khokhov, O. Khokhov). D'yachenko, L. Kandibovich, V. Sogalaev, L. Kondrashova, P. Gornostay, V. Molyako, M. Smulson, O. Khokhlina and others).

In aviation psychology psychological readiness is mostly considered as short-term (mobilization, situational) readiness (O. Tinkov, O. Zakharova, O. Blinov, O. Kokun, V. Ol'nik, M. Litvinchuk and others), and as a long-term (potential, integrative, personal) (K. Platonov, O. Kernitsky, I. Okulenko, I. Sidneva, T. Lavrukina, O. Petrenko and others). Exactly, in the context of long-term psychological readiness were studied professionally important personal qualities of civil aviation pilots (O. Kernitsky, I. Sidnjeva, V. Bulava, V. Zlagodukh, V. Togobitska and others).

General psychological readiness for activity is considered as the basis for formation of effective special short-term readiness, practical preparation for a particular type of activity [3, 4]. The first one is formed during the long period of professional training and activity of the practitioner and characterizes his/her potential psychological ability to perform various tasks during the activity, and the other one characterizes the psychological ability to perform specific professional tasks for the current period of time (from a day to several days). A specialist may not have short-term (situational) psychological readiness in the presence of long-term (potential) readiness, and, at the same time, it is impossible to have short-term psychological readiness without the presence of long-term readiness [1].

In our research we understand psychological readiness for activity as a general, long-term readiness, as readiness of all spheres of psychology to perform activities with high efficiency, as an integrative personal formation that combines motivational, cognitive, emotional, volitional and other components which are adequate to the requirements of content and conditions of activity.

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## **PSYCHOLOGICAL ASPECTS OF THE VALUE SPHERE OF TODAY'S YOUTH**

Modern society is currently experiencing a crisis of values and spirituality. It's important to note that it is values, what shapes a person's worldview, determines the priorities of life goals and plans, becomes imperative for choosing lifestyles, determines the specifics of personal and professional self-determination.

Developmental psychology characterizes adolescence as a life period during which a stable system of values, self-awareness and the social status of a person are formed. The value orientations system serves as a psychological characteristic of a mature person and as one of the pivotal personal formations, which determines the person's informative attitude to social reality and in this capacity establishes the motivation of individual's behavior and significantly impacts their diverse activities.

The purpose of the study is to theoretically examine and empirically investigate the psychological aspects of the value sphere formation of today's youth.

In accordance with the purpose of the study, we have identified the following applied tasks:

1. To analyze the peculiarities of the formation of the value sphere in the period of adolescence.
2. To determine the correlation between the value sphere and personal motivation of the high school student.

As a result of conducted survey via "The structure of value orientations of the individual" technique by S.Bubnov high and moderately high indicators on the scales "High social status and people management", "Social activity to achieve positive change in society", "Finding and enjoying the beautiful", "Communication" were obtained. Thus, the basis of the value sphere of youth are individual values that help person to express themselves, prove themselves in interpersonal communication, demonstrate the leader qualities, their own ambition and open-mindedness.

According to the results of a conducted survey via T. Ehlers method, 60% of respondents who had high or moderately high motivation level demonstrated a developed motivation for success, which indicates both their willingness to act to achieve their goals, and the situational display of their individualism.