

between the categories. We have used the Stroop test to evaluate brain building and the human ability to concentrate and switch attention. The Holmes and Rahe stress scale was also used in our research.

The test results showed a fairly high level of cognitive flexibility (80% of respondents have a 100% score on the correct answers). The stress scale test confirmed our prediction that specialists with a high degree of cognitive flexibility have a corresponding degree of stress resistance. They are characterized by a high stress resistance in uncertain or conflict situations. Such specialists do not spend internal resources to deal with negative experiences and depressed states, so their activities, regardless of their focus and nature, are more productive.

Stress resistance as a set of personal qualities is very relevant for specialists in “human-human” professions when a specialist’s stress resistance is transmitted through emotional infection to other participants in the current production situation. Most researchers agree that stress resistance is formed based on frequent person’s contact with stressors. Thus, we can assume that a personal example and flexible response to difficult situations is an effective method of interaction in professions such as “human-human”, in particular the psychologist-client.

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## **SELF-ESTEEM AS A FACTOR OF SEPARATION IN EARLY ADOLESCENCE**

Early adolescence is characterized by changes in relationships with peers, teachers, and parents, the personality becomes more autonomous, begins to separate from parents, chooses their life guidelines. Separation in adolescence plays a significant role at the inception of psychological maturity, adaptation to new living conditions, teaches to be responsible for actions, life, to make a decision. A certain stuck at this stage leads to dependence on parents, fear of making decisions independently, managing their lives.

Therefore, we decided to investigate how self-esteem in early adolescence affects the separation process because, for this age period, these two phenomena are one of the main determinants for further personality development. By separation, we mean the process of separating a child from parents, gaining independence and autonomy, the transition from a child’s position to the position of an adult. [3].

For the empirical part of the study, we used the following methods: the Psychological Separation Inventory questionnaire (PSI, Hoffman, 1984) adapted by V.P. Dzukaeva, T.Yu. Sadovnikova. (2014), *Etkind’s Color Test of Relationships*, Pantileev’s self-attitude research method, Questionnaire of attachment to parents by Yaremchuk. Mathematical and statistical processing was carried out using correlation

and regression analysis. Our study sample consisted of 43 men and women aged 15-17 years.

In empirical research, we established the parameters of psychological separation in early adolescence. The respondents have high indicators of a secure type of attachment from their mother, which indicates the existence of a trusting relationship with her. The most prevalent attachment styles to the father were found to be the secure and avoidant-insecure styles. The existing avoidant-insecure type indicates low emotional closeness, high autonomy from the father. Based on the indicators, we determined respondents' tendency to be more dependent on their mothers than on their fathers, which confirms the various quality of the respondents' relations with both parents and the lesser influence of the father's role on the lives of young people. For the separation style, average indicators prevail among respondents, found a low level of conflict between parents and youth. A low level of the affective component of separation from the mother was established, which indicates the emotional respondents' dependence on the mother, and most of the respondents have high behavioral independence indicators from their parents. The main components of the respondents' self-esteem were revealed, it was determined that most of the indicators are within the normal range. Dominant low indicators were established on the scale of "self-attachment" that determine that the respondents strive for self-improvement. The predominance of high indicators on the scales "self-government," "openness," "self-worth" was established: respondents have a selective attitude towards themselves, are closed, tend to make decisions on their own and tend to overly control their behavior, experience their value for themselves and others.

Such self-esteem components as internal conflict, self-acceptance, self-accusation, self-worth, "self mirror" do not allow respondents to separate-the separation process is accompanied by stuckness and youth dependence on some issues against their parents. High rates of self-accusation contribute to the formation of an anxious-ambivalent attachment with the mother. Unconditional self-acceptance forms a conflicting style of separation from parents. The presence of internal conflicts forms emotional and behavioral dependence on parents. The indicator of self-worth has an indirect effect on the behavioral component of separation from the mother.

Based on regression models, it was found that to facilitate the separation process, develop a secure attachment style, it is necessary to reduce self-accusation, internal conflict on respondents and work on developing these components of self-esteem such: self-worth, self-acceptance, and "self mirror".

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## **POLYMOTIVATION AS A PHENOMENON OF PROFESSIONAL ACTIVITY OF CIVIL AVIATION PILOTS**

As is known, among many domestic psychologists there was a widespread view that human activity and behavior are due to many motives at the same time (L.I. Bozhovich, V.K. Vilyunas, I.V. Imedadze, V.I. Kovalev, A.N. Leontiev, V.F. Petrenko, M.M. Filipov, etc.) [1, 2]. Similarly, in Western psychology, the emphasis is mainly on the simultaneous conditioning of behavior and activity by many goals or personal dispositions (J. Atkinson, J. O. Raynor, X. Heckhausen, etc.). Thus, scientists ponder, in fact, about the phenomenon of polymotivation because the motive is understood too narrowly: as a need, or as a goal, or as one of the motivators.

Thus, E.P. Ilyin, I.V. Imedadze, consider it possible to talk about "true" polymotivation, considering that we deal with polymotivation only when several motives operate simultaneously, each of which may include many needs, because in this case, actually psychologically several activities are carried out, each of which corresponds to its motive. They seem to be embedded in the general motive and, being relatively independent psychological formations, contribute to the achievement of the ultimate goal [1]. Furman O.E. considers polymotivation as a socio-psychological phenomenon, which combines various stimulus factors and mechanisms (needs, motives, interests, attitudes, etc.) [4].

In engineering and aviation psychology, there is a position among scientists when human everyday life is seen as polymotivational, multi-motivated, because motivation is a dynamic-integrated process of motive formation and awareness of current needs, and polymotivation is the implementation of several activities, each with its own motive. Therefore, the problem of psychosocial research of polymotivation of professional activity of civil aviation pilots, respectively, motivationally intentional psychoforms of person-pilot life activity can be considered one of the most relevant in extreme psychology [3].

As the analysis of scientific literature shows, despite the wide interest of the scientific community in the problems of research of various processes of professional activity of pilots, there is no single scientific view of researcher psychologists on the essence and structure of polymotivation of professional activity of pilots, there are also no created methods for the development of this phenomenon, no generalized patterns of its development. [6].

Since the professional activity of pilots is extremely responsible and multifunctional, the development of their polymotivation will provide an opportunity to