

The aim of our study was to examine the relationship between the degree of development of emotional intelligence and socio-psychological adaptation in professions of "human-human" type.

An applied task of the study was the empirical study of the relationship between the level of emotional intelligence and socio-psychological adaptation of students of psychology. The following methods were used to implement the task: the Rogers-Diamond method (SPA Questionnaire), which allows to diagnose not only the degree of socio-psychological adaptation, but also the personal characteristics of the respondents; N. Hall's method for determining the level of emotional intelligence.

The analysis of the obtained results showed that the degree of development of emotional intelligence differs at a statistically significant level in groups of students who have different degrees of adaptation. Students with the appropriate level of socio-psychological adaptation had the highest indicators of emotional intelligence. Students with low adaptability had low levels of emotional intelligence.

Thus, we can say with confidence that the degree of development of emotional intelligence affects the dynamics of the individual's activity and his ability to adapt. Emotional intelligence affects the system of personal factors, preferences, methods of activity and adaptation. Every specialist in professions of "human-human" type due to its uniqueness and professional requirements gradually forms its own style of interaction with the environment, due to unique experience, a set of verbal and nonverbal influences.

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THEORETICAL ANALYSIS OF THE PROBLEM OF PARENTHOOD AS A MULTICOMPONENT STRUCTURE

Parenthood is an important socio-psychological function of every person, a basic vocation, and at the same time, it is a long and heterogeneous process that includes stages of becoming and growth. The level of awareness of parenthood, its socio-psychological consequences are crucial for the formation of a new personality. R. Ovcharova, psychologist, researcher, author of publications on parenthood, believes that "the nature of parenthood affects the quality of offspring, ensures personal happiness. It can be argued that the future of society is the current state of parenthood." (2, p.)

However, at this stage of growth of psychological science, the phenomenon of parenthood is not thoroughly studied and the very definition of the term "parenthood" is not unambiguous in various sources. In the framework of psychoanalysis (S. Freud, A. Adler, K. Jung, E. Erickson, E. Fromm, etc.), the main task of parents is to meet the needs of the child and preserve cultural values. The importance of parental responsibility, assistance in the realization of the individual potential of the child is emphasized. From the standpoint of the humanities (A. Maslow, K. Rogers, S. Buhler,

etc.). The main function of parenthood is considered to be a positive unconditional acceptance of the child to ensure its level of safety and security, which in combination and well-being.

V. Ovcharova defines parenthood as an integral psychological formation of personality (father and/or mother), which includes a set of value orientations of parents, attitudes and expectations, parental responsibility, and style of family upbringing. [3]. Psychological categories are included in the essence of parenthood, are socio-psychological superstructures of personality, which developed in the process of ontogenesis of personality and accordance with each stage of socialization. T. Pirozhenko considers the concept of parenthood as a structural entity that contains the following components: cognitive (the idea of themselves as parents, the idea of ideal parents, knowledge of parental functions, parents' awareness of family ties with children); emotional (parental feelings, attitude to the child, a person's attitude to himself as a father or mother); behavioral (skills, abilities, and activities of parents aimed at the material support of the child, his upbringing and education, style of family upbringing, care) [4].

It is also important to consider parenting as part of the "family" system, or rather as a relatively independent subsystem. In this context, parenthood should be considered on several levels. First of all, at the personal level, where the key role is played by the individual and personal characteristics of each parent; at the family level as a small social group; and at the level of society. Paternity can be considered in two planes - the individual education of each parent (father and mother) and at the same time as a supra-individual whole.

The concept of parenthood is differentiated into motherhood and fatherhood. Psychologists do not identify these concepts and highlight the features of each of them. Functional differences between the roles of father and mother were studied by K. Belogai, who found that the ideal father is a dominant personality, self-confident and strong-willed man who has a high level of communication skills and is oriented to the opinion of others. Unlike the father, the ideal mother is less dominant and more friendly [1]. G. Filipova singled out the following most important functions of motherhood: providing the mother with the subject environment and conditions for practical, playful activities and communication of the child; providing conditions for the formation of cultural features of the socially comfortable environment and style of motivation to achieve, as well as the main cultural models and value orientations [5].

Thus, the analysis of the psychological literature on the problem of parenthood, suggests the multicomponent nature of this phenomenon and its integral essence. Understanding the components of parenthood as a psychological category, allows the diagnosis and correction of each component to achieve maximum effectiveness of parenthood, as a process of interaction between parents and child.

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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%).