

youth are insufficiently studied. This state does not allow to investigate and confirm adequately the peculiarities of interpersonal activities of students.

In modern psychology, the problem of interpersonal communication began to be studied only recently (from the late 50's - early 60's of XX century). The first study on this issue was conducted by A.F. Lazursky in the early twentieth century. The whole set of attitudes of the individual to external objects, to the environment, to social activities and its individual parties, social groups, the state, etc. A.F. Lazursky described it as exopsychic.

The progressive side of the study A.F. Lazursky on communication is as follows: a developed skill of interpersonal communication characterizes the mental content of the individual, as well as its active interaction with the environment; interpersonal communication characterizes the psyche as a whole, defining various processes and motives, feelings and emotions, will, thoughts and interests; communication has a certain subjective-emotional orientation, which indicates a person's emotional reactions to certain objects.

The student body is the centre of interpersonal relationships among students. The student environment is more conducive to self-disclosure and self-actualization, as its novelty removes some emotional barriers, neutralizes complex behaviors, inspires reassessment of values, control over student learning and work discipline, and timely response to violations.

Students spend a significant amount of time in the teaching staff. The effectiveness of students' education directly depends on their level of communication skills. Insufficiently developed communication skills lead to frequent conflicts, and later to psychological incompatibility in the team.

Thus, based on the above, we can conclude that human life is a multifaceted system of communication. People develop through activities that help build, strengthen, expand, and sometimes destroy relationships with others.

Constructive interpersonal communication arises from the readiness of partners for productive cooperation. A person's ability to communicate depends not only on the subjective factors of his personal development, but also on the characteristics of the social group to which he belongs.

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THE MECHANISM OF CRISIS SITUATIONS IMPACT ON ADOLESCENT PERSONALITY FORMATION

Adolescents who are in a mentally stressful situation and don't know how to help themselves, or haven't received psychological help, can go to crisis stage and the process of experiencing it. To understand these situations origin, to trace the

manifestations associated with experiencing a life crisis, and to apply the necessary forms of overcoming traumatic situations as a factor influencing adolescent personality formation, it is necessary to consider how this mechanism works.

Crisis situation influence means an action that is acquired by its experience process and usually leads to a certain change in adolescent's personality characteristics, behavior and consciousness.

The process of experiencing a crisis situation has a greater impact on the individual than a direct stay in it. Influence is a factor in experiencing a complex situation in which there is a transformation, man inner world restructuring, or a certain component.

The transformation goes through stability violation stage, sometimes adolescent "self-concept" integrity, forced by the self-consciousness situation change can lead to his such phenomena experience as moral instability, skepticism, mental devastation, cynicism and similar. These phenomena reflect individual transitional state, manifested in inability situation to live as before, to save past "I" stable system from destruction. [1]

Deviation in adolescent behavior is one of experiencing critical impact results, crisis situations, which in this case acts as a protective and compensatory behavioral formation.

The mechanism of crisis situations influence on adolescent's personality formation goes through specific stages and is as follows:

1. Initially, the adolescent interacts with a specific critical situation, as certain events set that deprive the satisfaction of his emotionally significant needs, which leads to anxiety and mental stress.

The result is situational protective automatism emergence, which are accompanied by a behavioral level: emotional imbalance, opposition, disorganization reactions, pessimism and similar.

2. Anxiety state transition in personal anxiety trait. At this stage, adolescents have a "fixation" on the psychological past, which is characterized by tension and discreteness.

The result is a decrease in volitional control of emotional reactions, or its excessive strengthening, which contributes to individual internal tension increase, reducing the attitude to socially desirable behavior, personality concentricity and personal balance instability.

3. Environmental alienation complex formation is carried out, in which the adolescent's personality becomes either more static, passive, focused on his inner world, or eccentric (where situation experience is an activity).

The result is the development in deviant behavior certain type adolescents as a protective-compensatory formation, which originated on consolidating maladaptive foundation or passive coping strategies in protective automatism kind form. [2]

The mechanism of crisis situations impact creates contradictions that contribute to deviant behavior development in adolescents at certain stages:

1. The contradiction "I" image – is manifested in adolescence's feeling moment of "loss of self" and "finding yourself", which hasn't yet occurred. These are internal contradictions, content disorders, as meaning loss result.

2. Intrapersonal contradiction – is accompanied by the experience and himself overcoming and the situation as a whole, which arises in a critical situation and leads to personality transformation.

3. Adolescent psychological collisions (inconsistencies) and his deviant behavior are determined by this transformation, which is contained in a certain critical situation of his immediate existence.

Unadaptive (dysfunctional) individual experience style, which enters into protective automatism kind, formed in overcoming critical situations process, can lead to increased intrapersonal conflicts and the behavioral disorders formation. [3]

Thus, understanding the mechanism of crisis situations impact on adolescent's personality formation allows to apply the necessary overcoming forms these situations and more environmentally "live" them.

References

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ФОРМУВАННЯ НАВИЧОК БЕЗПЕЧНОЇ ПОВЕДІНКИ ДІТЕЙ В ІНТЕРНЕТІ

Життя сучасної людини неможливе без використання Інтернету. Інтернет дав людям можливість задовольняти важливі для людини потреби: збирання інформації; спілкування; секс. Ще ніколи в людській історії ми не мали такого легкого доступу до легкої інформації, швидкого спілкування. Можливість використовувати Інтернет має свої позитивні та негативні сторони. З одного боку Інтернет допомагає швидко знайти потрібну інформацію, дає можливість телефонувати і писати пошту в будь-який куточок світу. З іншого боку є випадки, коли Інтернет заважає реальному розвитку та реальному спілкуванню, викликає залежність та депресивні стани.

Відмовитися від використання Інтернету та гаджетів, в наш час майже не можливо. Тому актуальним питанням залишається вплив Інтернету на розвиток дітей, на емоційні стани та правила використання Інтернету без шкоди здоров'ю. Перед психологами, педагогами та батьками постає питання про формування правил екологічного використання Інтернету дітьми та дорослими.

В наш час все частіше можна побачити поняття «інтернет-залежність». Вперше поняття було описано в 1994 році нью-йоркським психіатром Айвеном