

# **European Journal of Education and Applied Psychology**

**№ 1 2020**

# European Journal of Education and Applied Psychology

## Scientific journal

### № 1 2020

ISSN 2310-5704

**Editor-in-chief** Maestre Gabriel, Spain, Doctor of Psychology

#### International editorial board

Artyuhina Alexandra Ivanovna, Russia, Doctor of Education  
Bulatbaeva Aygul Abdimazhitovna, Kazakhstan, Doctor of Education  
Gurov Valeriy Nikolaevich, Russia, Doctor of Education  
Ibragimova Liliya Ahmatyanovna, Russia, Doctor of Education  
Karabalaeva Gulmira, Kyrgyzstan, Doctor of Education  
Kołodziejczyk Marta, Poland, Doctor of Psychology  
Lekeroval Gulsim, Kazakhstan, Doctor of Psychology  
Madalieve Zabira Bekeshovna, Kazakhstan, Doctor of Psychology  
Malakhova Irina, Belarus, Doctor of Education  
Moldabek Kulakhmet, Kazakhstan, Doctor of Education  
Moskvin Victor Anatolevich, Russia, Doctor of Psychology  
Novikov Alexei, Russia, Doctor of Education  
Oganyan Tatiana Borisovna, Russia, Doctor of Education

Pet'ko Lyudmila Vasylivna, Ukraine, Ph.D. of Education  
Potapchuk Yevhen, Ukraine, Doctor of Psychology  
Rybalko Lina Nikolaevna, Ukraine, Doctor of Education  
Saipov Amangeldi, Kazakhstan, Doctor of Education  
Shadiev Rizamat Davranovich, Uzbekistan, Doctor of Education  
Shahutova Zarema Zorievna, Russia, Ph.D. of Education  
Tolstaya Svetlana Viktorovna, Moldova, Doctor of Psychology

**Proofreading** Kristin Theissen

**Cover design** Andreas Vogel

**Additional design** Stephan Friedman

**Editorial office** Premier Publishing s.r.o.  
Praha 8 – Karlín, Lyčkovo nám. 508/7, PSČ 18600

**E-mail:** pub@ppublishing.org

**Homepage:** ppublishing.org

European Journal of Education and Applied Psychology is an international, German/English/Russian language, peer-reviewed journal. It is published bimonthly with circulation of 1000 copies.

The decisive criterion for accepting a manuscript for publication is scientific quality. All research articles published in this journal have undergone a rigorous peer review. Based on initial screening by the editors, each paper is anonymized and reviewed by at least two anonymous referees. Recommending the articles for publishing, the reviewers confirm that in their opinion the submitted article contains important or new scientific results.

Premier Publishing s.r.o. is not responsible for the stylistic content of the article. The responsibility for the stylistic content lies on an author of an article.

#### Instructions for authors

Full instructions for manuscript preparation and submission can be found through the Premier Publishing s.r.o. home page at:  
<http://ppublishing.org>

#### Material disclaimer

The opinions expressed in the conference proceedings do not necessarily reflect those of the Premier Publishing s.r.o., the editor, the editorial board, or the organization to which the authors are affiliated.

Premier Publishing s.r.o. is not responsible for the stylistic content of the article. The responsibility for the stylistic content lies on an author of an article.

Included to the open access repositories:



© Premier Publishing s.r.o.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the Publisher.

Typeset in Berling by Ziegler Buchdruckerei, Linz, Austria.

Printed by Premier Publishing s.r.o., Vienna, Austria on acid-free paper.

## Section 1. Gender Education

<https://doi.org/10.29013/EJEAP-20-1-3-7>

*Nguyen Duc Thuan, Ph.D.,*

*Nguyen Dinh Nam, Ph.D.,*

*Telecommunication University, Vietnam*

*E-mail: ducthuan1903@gmail.com*

### **APPLICATION OF BASIC ACTIVITIES IN TEACHING SOCIAL SCIENCE AND HUMANITY AT THE TELECOMMUNICATIONS UNIVERSITY IN VIETNAM UNDER THE CAPACITY DEVELOPMENT ORIENTATION**

**Abstract.** Applying a series of basic activities in teaching social sciences and humanities is a new teaching method being studied and applied at the Telecommunications University, Vietnam. Although the implementation time is not much, but the results that this method brings really impressive and practical, contributing to the development of learners' capacity, well implementing the output standards according to the University's training objectives.

**Keywords:** Basic chain of activities, teaching capacity development, teaching to meet learners' output standards.

Innovating and improving the quality of teaching social sciences and humanities at universities, with the focus on innovating teaching methods has always been a concern of the Party, the State and training management levels as well as training facilities. Resolution No. 29-NQ/TW, 2013, on fundamental and comprehensive renovation of education and training, meeting the requirements of industrialization and modernization in the socialist-oriented market economy and international integration has clearly stated: Continue to vigorously renew teaching and learning methods towards modernization; promote positive, proactive, creative and apply knowledge and skills of learners; overcoming one-way transmission imposition, memorizing machines. Focus on teaching how to learn, think,

encourage self-study, create a basis for students to update and renew their knowledge, skills and capacity development. Lecturers change from teaching mainly in class to organizing diverse forms of learning, paying attention to social activities, extracurricular activities, scientific research [5].

At the Telecommunications University, researching and teaching social sciences and humanities are very important to help students understand the system of scientific and revolutionary political theory; the Party's guidelines and policies and the State's policies and laws; important political, economic, cultural, social, national defense and security issues of the country [3]. In order to accomplish that goal, the lecturer need focus on developing learners' capacity and implementing output standards according to the

training goals. In recent years, the university's staff and lecturers have applied many active teaching methods, and one of practical and effective methods now is to apply the basic chain of activities in teaching social sciences and humanities in the direction of capacity development.

### **The method of applying the basic activity chain in teaching social sciences and humanities**

Applying a series of basic activities in teaching social sciences and humanities is the process of applying start-up activities, forming new knowledge, practicing, applying and expanding knowledge in learning process, to explore and discover new knowledge; solve practical issues effectively, in order to form and develop the quality and capacity of learners, well meet practical requirements of construction and national defense activities. This is a fairly new method, being studied and applied by some schools. This process requires a large amount of pedagogical investment and outsourcing for teachers to create positive, multidimensional and synthetic impact effects to stimulate learners' passion and interest, helping learners be able to independence, proactive thinking, dominate knowledge.

Applying a series of basic activities in teaching social sciences and humanities at the Telecommunications University in the direction of capacity development including five basic activities: Startup activities; activities of forming new knowledge; consolidation and practice activities; manipulation activities; extended operations. The sequence of activities is a system of activities designed closely together, dialectically unified in a consistent sequence, based on the characteristics of cognitive processes and teaching principles [1]. Implementing this method of teaching directly contributes to meet the learning outcomes of the course and lessons in the direction of developing learners' qualities, competence, initiative and creativity and it helps the process of examining and assessing learners' learning results convenient, objective and scientific.

### **Lecturers apply basic operations in teaching social sciences and humanities at the Telecom-**

### **munications University in the direction of capacity development**

#### ***Lecturers apply in lesson design***

Lecture is a direct basis for learners to grasp knowledge, practice scientific thinking as well as contribute to perfecting the quality and personality of learners. When developing lectures, lecturers need to ensure that scientific knowledge is in accordance with regulatory requirements. For social sciences and humanities, each lecture is a complete knowledge system from theory to practice, in which the content is closely related. Based on the objectives and requirements of each subject, lecturers need to select and design lectures systematically to ensure that content is not duplicated. In addition, to contribute to inspire, persuade and change perceptions, emotional attitudes, attitudes of learners, social sciences and humanities in the lecture content from the introduction. until the conclusion must be logical, coherent.

*Determining the main content and focus of the lecture.* Lecturers analyze the cognitive characteristics of learners to determine the key and focus content that they need. Based on the program's learning outcomes, the content of social sciences and humanities courses, situations and problems in practice, lecturers determine the content of knowledge related to each other to demonstrate in some current lessons / periods to select the main content and focus of the lesson and identify the core issues to be addressed in the lesson. If there is content of knowledge related to many subjects, lecturers will together select the content to unify the design of lectures according to interdisciplinary topic [2].

*Determine the structure of the lecture, set the title for each section and sub-section.* Expected content should be organized in class research, the content assigned to learners self-study, self-study and seminar. Lecturers need divide content into independent knowledge units to guide the development of teaching situations: concepts, characteristics, principles, rules, principles, forms, methods ... Lecturers quan-

tify content, level of content for each part, each item, each specific knowledge unit, and estimate the corresponding time. They also expect materials, data, examples that will be used in teaching.

***Lecturers apply in designing lesson plans***

Teaching plan is considered as a “script” for teaching. Therefore, lecturers must design elaborately and seriously and must master the content prepared with the system of teaching problems and intentions of both teachers and learners. The questions follow a logical, coherent and scientific structure suitable to the learners’ awareness and characteristics. At the same time, it is necessary to prepare answer options, orientation content and exchange with learners. It is expected that pedagogical situations may occur during lecturing practice. In the lesson plan, when designing, teachers need to attach importance to and enhance the application of positive teaching methods, promoting positive, proactive and creative learners; well implementing democracy in exchange, discussion and exercise. Thoroughly prepare technical teaching facilities such as: using presentation software in combination with using videos, tables, and illustrations to increase the abundance and vividness to attract attention to the content of the lecture. Designing lesson plans should comply with the following requirements:

*Firstly, lecturers design the lesson objectives*

The goal of a lecture is a specific goal, each step mediating on the path of developing learners’ competence. By setting specific goals, persevering through each lesson will contribute to the formation and solid development of learners’ capacity according to the training program output standards. The objectives of the lecture include general goals (goals), specific goals (requirements on knowledge, skills, attitudes).

*Second, lecturers design the introduction*

Opening to attract learners, create excitement, direct the lesson. The introduction content is the basis for lecturers to organize the opening step of lectures to ensure high efficiency. There are many ways to start: Review old lessons and conduct pre-

test; stating the importance of the post; stating an event, phenomenon, story related to the lecture ...

*Third, lecturers design the lecture sequence*  
Lecturers design teaching sequences in a series of teaching activities into specific learning activities and organized for learners that can perform in the classroom and self-study. In the series of basic teaching activities, special attention is given to building departure situations, forming new knowledge for learners. The following activities in the teaching process represent the pedagogical process of the selected teaching method.

Lecturers need determine the intention to use specific methods, means and methods for each specific section, item, and unit of knowledge. They also convert lecture content units into knowledge forms suitable to the teaching method and intent. Corresponding to the intention to use the method in the appropriate lesson plan. Designing activities that implement the methods of teachers and learners, giving instructions for each of them. Based on the pedagogical process of the process of using the teaching method used to identify the activities for students: from the starting situation, it is expected that the next specific learning tasks corresponding to the basic teaching activities. Lecturers need estimate pedagogical situations related to each specific content and solution. Designing the teaching sequence should be presented as a detailed scenario with five columns: Content, time, teaching activities, learning activities, and facilities.

*Fourthly, lecturers summarize the lesson content, self-study guide, compilation of questions and exercises*

When designing lesson plans, lecturers need pay attention to self-study and self-study instruction. In self-study and self-research, lecturers must clearly orient the requirements of each content and issue. Based on the content of the lesson designed and the level of the learner, the output criteria are determined to compile specific questions and exercises according to the required levels described to be used in the process of organizing teaching, testing,

evaluation and practicing activities according to the designed lesson plan [2].

*Fifth, lecturers apply in lecturing practice*

Based on the lesson design and lesson plan, after implementing the prescribed procedures and procedures, lecturers will practice the lecture. Performing from preparation to practice lectures.

*Sixth, lecturers prepare to practice lectures*

Stemming from the characteristics of social sciences and humanities, with a great deal of theoretical knowledge, lecturers need to guide learners in self-study and self-study content. Therefore, each lecturer needs to provide learners with the outline, plan, time for the lecture; question bank, orientation to prepare the content of discussion, discussion, activities during class ... Lecturers help learners focus on lectures: Understand the core problem system; compared with the relevant practical situation, uncovering unclear and unreasonable issues; thereby stimulating active learning, exchange, lively discussion.

### **Practice capacity development teaching hours**

*Firstly, lecturers start the lesson*

Lecturers need establish pedagogical cooperation to create an exciting atmosphere, putting learners in the highest state ready to participate in the implementation of the goals and contents of the lesson. Lecturers ask questions, situations, problems ... to create pressing needs, students should care; create contradictions in learners' awareness and desire to learn.

*For example: Cognitive Theory – Marxist – Leninist Philosophy. To start the lesson, the lecturer asks the learner to repeat the basic problem of philosophy.*

From that question, lecturers create a conflict in the learner's mind, the desire to learn new lessons. New lesson need answer the second question of the basic question of philosophy: Can humans perceive the world?

*Second, lecturers create new knowledge*

When practicing any content, the lecturers must first state the knowledge units of each part, chapter, section, point, and idea in a logical order of the lecture content structure. Then they use the use of interpre-

tations, analysis, justification, criticism, rejection of wrong views. To form new knowledge for learners, lecturers need based on the formed learners' knowledge, teachers use appropriate methods. The lecturer combines using teaching methods such as teaching problem-raising, actively dialogue, exchanging between lecturers and learners around learning content; put learners in problematic situations so that they are aware and solve learning contents, ... [4].

*For example: Cognitive Theory – Marxist – Leninist Philosophy. To formulate knowledge for learners about the content of the role of practice in cognition, lecturers use group discussion methods, divide the group and divide content for each group to prepare, present at the request of the instructor. From there, help learners analyze and understand the contents of the lesson.*

*Third, lecturers consolidate, practice*

After lecturers form new knowledge for learners to remember and understand the contents of the lesson, it is necessary to close the problem, make an overall assessment of the results, orient the consolidation contents, practice. Lecturers need answer questions, direct guiding questions, suggest, motivate and encourage learners to find answers and self-answers; create excitement and effectively formulate knowledge and capacity. Lecturers need to close the key and key knowledge, each knowledge unit needs to have a short and easy way to remember; can apply art forms ... They should use repetitive methods, short questions, quick quizzes ... Self-study tasks need many levels from analysis, contact to apply, come to evaluate and propose innovations to promote the capacity of each group and each trainee according to cognitive capacity.

*For example: Cognitive Theory lesson – Marxist – Leninist Philosophy. To make the basis for students to review and consolidate the content they have learned, lecturers conduct a summary, emphasizing core and focused knowledge. Points and research orientation by questions such as:*

*Why is affirmation awareness a process of reflecting dialectic, positively, voluntarily and creating the objective world into the human mind on a practical basis?*

*Need clarification:*

Awareness is a complex dialectical reflection process.

Awareness is the active, self-conscious and creative activity of the perceiving subject

*Fourthly, lecturers apply and expand*

*Applying:* Are learners asked to apply their knowledge to solve something in life? What changes need to be made in the behaviors and attitudes of the learners themselves? ...

*Expansion:* What learners are required to dig into / expand on what is relevant to the lesson? Does history form of knowledge? Information about scientists inventing knowledge? What are the applications of knowledge in life?

The delimitation of the above activities is relative. Because the above activities are a unified, dialectical relationship with each other, which is implemented continuously in the teaching process. The application of a basic chain of activities in teaching and developing capacity at the Telecommunications University will be an objective requirement, showing the activities that are conceptualized following the learner logic logically, helping teachers organize teaching activities in a convenient way, promoting learners' positives; helping learners acquire knowledge, applying and expanding content effectively and meeting learning outcomes for learners.

### References:

1. Nguyen Huu Hoi. The process of preparing to design an effective lecture, Journal of Educational Equipment, – No. 149. – term 2 – July. 2017.
2. Pham Van Huynh. Some essential issues on the designing and practicing of capacity development teaching hours, Scientific Report – February. 2018.
3. Nguyen Huu Nien. Teaching political theory subjects in the direction of developing learners' capacity, Education Magazine, Special issue, term 1 – October. 2017.
4. Ministry of Education and Training. Methods and techniques to organize group learning activities and guide students to self-study, Training materials. 2017.
5. Communist Party of Vietnam. Resolution No. 29 / NQ-TW of the Central Executive Committee, Session XI, National Political Publishing House, Hanoi. 2013.

## Section 2. Preschool Education

<https://doi.org/10.29013/EJEAP-20-1-8-10>

*Tran Thi Hai Yen,  
Master, Ba Ria Vung Tau College of Education  
E-mail: huyhungbr@yahoo.com.vn*

### THE USE OF FITNESS TECHNOLOGIES IN THE WORK WITH CHILDREN OF PRESCHOOL AGE

**Abstract.** The article deals with the issues of the modern approach of versatile education and physical development of preschool children, by introducing them to a healthy lifestyle and using fitness technologies in organizing classes. Today, “fitness” can be considered as an innovative system of physical exercises related to the recovery of a person, the improvement of his physical and mental development, social adaptation and integration.

**Keywords:** modern approach, the organization of classes, fitness technology.

Currently, teachers, psychologists and physiologists focus their attention on preschool age, since there is an urgent need in society to create conditions for the all-around education and physical development of children. The issue of health improvement of the younger generation through the use of various physical education means in modern conditions has high priority.

The various environmental factors leave negative impact on the children that lead to a deterioration in health, a decrease in mental and physical activity. Motor activity is the foundation for individual development and health of the child [6, P. 7]. The number of children suffering from cardiovascular, musculoskeletal diseases, vegetovascular dysfunction, etc. is growing every year. An important factor that determines the health is the level of development of basic physical abilities, which is considered low in 20–40% of preschool children [2, P. 55]. However, this factor is the one that determines vitality of the preschool child, plays a large role in the comprehensive and balanced development of the individual, in

achieving the tolerance to social and environmental conditions, and in enhancing adaptive properties. Zh. Kh. Kholodov and V. S. Kuznetsov state that it is during this period that the most intensive growth and development of the most important body systems and their functions takes place, the foundation is laid for the comprehensive development of physical and mental abilities [5, P. 157].

Based on the results of the analysis and compilation of literature data, our own pedagogical experience, as well the study of regulatory documents governing activities in the field of physical education, an issue was identified: decreased motor activity of children and loss of interest in traditional forms of physical education. The necessity of searching for effective innovative technologies, methods, means and forms of organization of physical education was determined.

The main objective of our work is to create a system of recommendations for preschool children classes using fitness technologies. It is assumed that the use of non-traditional methods in work will help lay the



solid foundations of good health and the balanced development of the child. The use of fitness technologies in preschool children classes will help in all-around education and physical development of children.

The following research methods were used in the work: theoretical (analysis and study of the literature, regulatory documents on the research topic); empirical (study and analysis of work programs, generalization of work experience).

Early in life, children cannot develop correctly without sufficient activity. Their attention span at this age is still unstable, children cannot concentrate on one thing for a long time and get tired quickly [5, P. 161]. Organization is crucial for the effectiveness of issue solving of the directed use of physical education in early and preschool age. Therefore, preschool institutions develop unconventional approaches to the structure and content of classes allowing maintenance of the constant interest of children in them, an individual approach to each child, reasonable distribution of the academic load and taking into account the level of physical activity. The basis of an appropriate motor regimen is made up of daily physical exercises and games in various forms under the guidance of parents (in the family), the educator (in preschool institutions) and in the process of independent motor activity of children.

Any physical education lesson and fitness training consists of three parts: preparatory, basic, and final. Duration depends on the age of the child and individual physical fitness (from 20 to 40 minutes). The preparatory part of the fitness lesson is aimed at organizing those involved, preparing the central nervous system and vegetative functions; ensuring the readiness of the musculoskeletal system for actions requiring significant muscular effort from those involved; the formation of skills to perform motor actions with various given parameters (pressure, amplitude, direction, rhythm, pace). This is achieved with the help of special exercises: various types of walking, running, jumping, general developmental exercises, as well as previously studied and mastered aerobic exercises or musical rhythmic gymnastics. The aim of the main

part is to educate the volitional and physical qualities of those involved and development of vital motor skills. Exercises that build muscle are performed during this part. Strength training includes exercises with objects (dumbbells, expanders, harnesses), exercises on a step platform, with athletic balls, push-ups, press swing, pull-ups, etc. The main part includes elements of acrobatics, sports, rhythmic gymnastics, as well as non-traditional types of gymnastics (wushu, yoga, natha yoga, singing, soccer, aerobics, finger gymnastics, psycho gymnastics, creative gymnastics, stretching, rhythmic games, gymnastics games, dance games). Outdoor games are one of the components of the main part of the lesson. They are selected taking into account the complexity of motor actions and the interest of children. The goal of the final part of the lesson is the recreation after physical exertion and the transition to other activities. In this part of the lesson, it is better to use calming exercises: walking with moderate speed, massaging exercises (shaking, relaxing, massaging), breathing exercises, game stretching, relaxation exercises, attention exercises, calm games, musical tasks, etc. It's hard to make the children purposefully engage physical exercises. They should be interested in doing this. Children should like fitness classes, they should be accompanied by music, poetry, which contributes to an emotional recovery. Children will be happy to do the proposed exercises that they are interested in, even if they are difficult. If the aforementioned is done, the success of the teacher (development of the psychophysical qualities of children) and the child (mastering the motor skills) will be ensured [4, P. 12].

Unconventional training presupposes a difference from the classical structure of the lesson due to the use of new ways of organizing children, non-standard equipment, making some changes to the traditional form of the structure of lesson, leaving the key parts unchanged:

- at each physical education lesson the tasks of training, education and development of the child should be implemented;

- training in basic movements should be carried out in three stages: training, consolidation, improvement;

- the content and methodology of the lesson should contribute to the achievement of the training effect, sufficient motor density and the development of physical qualities [3, P. 32].

The following conclusions can be drawn based on the results of research. Fitness technologies in education increase the quality level of traditional physical education classes, introduce positive emotions into lesson, satisfy the need to improve

health, form a positive and active attitude towards a healthy lifestyle, and help identify the abilities of students, their physical development and physical fitness [1, P. 5].

In summary, the system of physical activities for preschool children should include both traditional and innovative features as a great addition to government programs. Today, specialists in the field of physical education are in search of new form of lesson organization that would incorporate all that is new that has been created by science and practice in the field of health-improving physical education.

### **Список литературы:**

1. Борисова М. М. Организация занятий фитнесом в системе дошкольного образования: учебно-методическое пособие. – М.: Обруч, 2014. – С. 5–7.
2. Виленская Т. Е. Теория и технология здоровьесбережения в процессе физического воспитания детей младшего школьного возраста: автореф. дис. ... докт. пед. наук. – Краснодар, 2007. – 55 с.
3. Нестерюк Т. В. Гимнастика маленьких волшебников: нетрадиционные методы работы с детьми и профилактика заболеваний в детском саду, школе, в семье. – М.: ДТЦ, 2000. – 32 с.
4. Сулим Е. В. Детский фитнес. Физкультурные занятия для детей 3-5 лет: учебно-методическое пособие. – М.: Сфера, 2016. – 12 с.
5. Холодов Ж. К., Кузнецов В. С. Теория и методика физического воспитания и спорта: учебное пособие для студентов высших учебных заведений. – М.: Академия, 2001. – С. 157–161.
6. Шарманова С. Б., Калугина Г. К. Оздоровительная направленность художественной гимнастики в физическом воспитании детей дошкольного возраста // Физическая культура: воспитание, образование, тренировка. 2004. – № 2. – С. 7–9.

## Section 3. Mathematical Education

<https://doi.org/10.29013/EJEAP-20-1-11-16>

*Zulfikarov Ilkhom Makhmudovich,  
Andijan branch of Tashkent State Agrarian University  
E-mail: izulfixarov@mail.ru*

*Tajiev Mamarejab,  
Center for Higher Education Development Research  
and Implementation of Advanced Technologies  
under the Ministry of Higher and Secondary Special Education  
of the Republic of Uzbekistan*

### **METHODS OF EFFECTIVE ORGANIZATION OF TEACHING MATHEMATICS AND SELF-STUDY IN THE PROBLEM-BASED TEACHING**

**Abstract.** In this article: strengthening the material-technical and informational base of higher education institutions, further improving the quality of teaching and learning processes in mathematics and independent learning by providing high-quality educational literature, modern teaching methods and educational technologies; the stages of changing of the student's perceptual activity related to solve problematic situations in the effective organization of math classes are analyzed.

**Keywords:** teaching process, modern teaching methods, teaching methods and techniques, effective organization of teaching, teacher professionalism, comparative analysis, content and essence of problem-based teaching, cognitive activity, student's independent learning.

Widespread use of modern science and technology in the educational process of foreign countries, and based on this the organization of teaching is putting new tasks for higher education. Based on a thorough analysis of the results of international best practices and studies on sustainable development education, the development and prospects of education in the Republic are connected with major changes in economic, social, political and cultural spheres. In order to participate in such changes, people will need a high level of general and specialized knowledge, high culture, spirituality and a wider

world view. Preparing personnel on these requirements is one of the most important tasks of today.

At the same time, the Decree of the President of the Republic of Uzbekistan dated July 27, 2017 № PD-3151 "On measures to further increase the involvement of branches and sectors of the economy in improving the quality of higher education specialists" defines the goals, objectives and directions of educational activities. The implementation of these tasks depends, first of all, on the teacher, his or her level of knowledge and professionalism. How the teacher performs the tasks assigned to him or her with conscien-

tious, intelligent, and professional skills is an important factor that ensures the future of society.

Strengthening the material and technical base and information background of higher education institutions, further improving the quality of effective training activities on the basis of high quality educational literature, modern teaching methods, and educational technologies are becoming more important. That is why one of the most important requirements of today is to further improve the professional skills of teachers, to organize training sessions using educational technologies in the educational process.

This article demonstrates the organization and implementation of teaching methods in mathematics based on the educational technology in higher education institutions of the Republic, using the comparative analysis of educational institutions of foreign countries and universities.

It should be noted that the role and importance of problem-based teaching in improving the methodology of effective teaching of mathematics are one of the factors that contribute to the increase of students' participation in the lessons.

At this point, it is important to focus on the content and essence of problem-based teaching. Problem-based teaching is based on the ideas of John Dewey, an American philosopher, psychologist and educator. J. Dewey and Bruner believed that the main purpose of teaching was to develop logical thinking.

At the beginning of the 20th century, American philosopher, psychologist and educator John Dewey proposed his own didactic system that was in contradiction to Gerbart's didactic system and tested it in a Chicago school. John Dewey argues that a student, not a teacher, should be active in the classroom, and that the knowledge provided in the lesson is consistent with the needs of the students and he thinks that memorizing the knowledge of the book in vain will not lead to anything, but will discourage the students from reading and blunt their thinking.

John Dewey's main contribution to education is "a complete process of reasoning". This is because

the leading circle of the whole process of reasoning is the emergence of the problem. Once the problem has arisen, the student gets in trouble, seeks out its solution, and after a series of considerations, he finds and tries to solve the problem, and again, if he is wrong, re-evaluates it and after a few repetitions of the process, it eventually finds its solution.. As a result, a complete process of thought is realized, and later such a didactic system has become known as a problematic lesson [2, P. 66.].

Indeed, the math learning process has its positive effect on the perfect mastering of math only if the "full process of reasoning" is represented by the students. For example, at the beginning of the lecture, problem-based questions are raised and according to students respond to them the new topic will start and during the lesson the student will understand what the issue is.

As a result of psycho-pedagogical research on problem-based teaching in order to develop students' creative thinking, a common technology of problem-based teaching was developed. In other words, V. Okono concludes that teaching is "a unit of problem-solving, expression the problem with words, helping students solve problems, checking their solutions, and guiding them in systematizing and consolidating the acquired knowledge."

It is important to recognize that during math teaching, a teacher can increase student activity in the classroom by expressing a topic problem in words. Based on this, I. Y. Lerner argues that the essence of teaching is that the student participates in the guidance of the teacher in solving new educational and practical problems that are new to him.

In our view, problem-based teaching refers to the learning process that involves the organization of independent activities aimed at creating and resolving problematic situations in the minds of students under the guidance of a teacher during the course of teaching. As a result of this process, knowledge acquisition, creative acquisition of skills and the development of students' thinking are achieved.

The effective organization of math classes goes through a number of stages as the perceptual activities associated with solving the student's problematic situations.

**The first step** is to see, formulate and express the problem. In order for the problem to function as an impulse, it must be accepted as a subject of the solution, which requires only some initial information, knowledge, abilities and so on. The availability of intellectual tools to carry out operations on the subject matter of the situation is possible. Only then the problem will be reversed to the extent of the problem. From this point of view, the ability of the teacher to see and reformulate the problem in the course of the training can be seen as one of the important qualities of a modern mathematics teacher.

**The second step** is understanding and accepting the problem. This phase begins with the process of articulating the problem. In order to solve it, it is necessary to define the problem itself: what are its conditions, what is known, whether this problem has not been encountered before, whether there is a similar or related problem, and whether there is a need to add auxiliary elements to make use of the previous problem; can the problem be described differently, and so on?

**The third stage** is researching. The students move forward in their thinking, feeling their sequence of actions partially reflects the solution to the problem. As a result, ideas and hypotheses about the principles of problem-solving emerge on the basis of other problem-solving skills, existing knowledge and intuitive thinking. Among many such propositions, the student chooses a hypothesis. The student's cognitive or learning activity becomes more active in the search for the right hypothesis related to the promotion of propositions, which include debates and conclusions.

The study shows that students having experience of independent activities do analytic-synthetic thinking: problem solving begins with the data of the problem and continues until the next steps of

the solution are clear. Then synthesis occurs. According to Yu. N. Klutik, S. L. Rubinstein, A. M. Sohor and others, at this stage, re-expression of the terms and conditions of the problem is carried out. As a result of re-expression, the problem is re-perceived, which leads to the discovery of new relationships and new connections between the elements of the problem.

**The fourth stage** is controlling. By distinguishing between unnecessary actions and necessary ones, useful actions and useless ones, the student represents the problem at this stage. During the controlling phase, the general hypothesis is corrected, refined, and categorized. The initial idea is transformed into a hypothesis that is specific to a particular solution method.

The basic objectives of problem-based teaching can be clarified in the effective organization of training sessions based on the stages of addressing the student's problematic situations discussed above. That is:

- the acquisition of knowledge, skills, abilities by the learners;
- increasing firm knowledge;
- development of independent activities;
- formation of research skills and abilities;
- development of cognitive and creative abilities.

At the same time, the student has a number of difficulties related to performing certain actions in solving the problem of mathematics. Specifically:

- actualization of a group of problems, including a defined component of the problem;
- selecting from the problem group what is needed for its solution;
- detecting the event of the problem by its signs and symptoms;
- defining the features expressed in the problem, and so on.

In problem-based teaching, learning content is organized as a set of problematic situations. The best way is to include problematic situations in the traditional description of the teaching material.

From this, Kudryavtsev considers the essence of problem-based teaching as a didactic problem for students, its solving and mastering of generalized knowledge and principles of problem-solving, while Makhmutov considers that problem-based teaching is a developing form of teaching, he also considers a combination of systematic independent research activity of students and the development of readable conclusions in the subject.

Summarizing the above, it is worth noting that one of the main factors of effective organization of teaching process in higher education today is the improvement of the methodology of efficient organization of the learning process in mathematics.

Pedagogical and psychological aspects of the organization of teaching activities that contribute to the effective organization of the educational process in higher education are given in the works of the scientists of the our Republic such as M. G. Davletshin, E. Goziev, P. T. Magzumov, F. R. Yuzlikaev, Sh. Sharipov and others from CIS M. I. Makhmutov, V. A. Slastenin, V. S. Lednev and others. On studying the methodological aspects of teaching mathematics to students in educational institutions are given in the works of scientists of our Republic J. I. Ikromov, N. R. Gaybullayev, T. To'laganov, T. Tojiev, G. V. Zlotsky, S. Alikhanov, M. Raemov, D. Yunusova, N. Eshpulatov, Ch. Mirzaev and others, in the CIS were researched by Y. I. Kalyagin, Y. N. Markarichev, A. A. Stolyar, V. I. Mishin, V. S. Cherkasov, A. G. Mordukovich, G. I. Sarantsev and others. Research works on the organization of training courses for students in higher mathematics in higher education institutions are done by a number of Uzbek scholars, such as T. A. Azlarov, H. T. Mansurov, A. Sadullaev, G. Khudoyberganov, R. Gulomov, x. and others.

The evidence from the authors of the above studies shows that students studying in higher education have a deep knowledge of mathematics, they are well acquainted with pedagogical situations, teaching methods, but at the same time there is no method

of teaching mathematics lessons based on modern technology and teaching methods.

In this regard, to study and analyze the current state and psychological aspects of mathematics teaching in higher education institutions, and to determine the specifics of the organization of mathematics lessons using modern teaching methods and techniques; to develop a classification of the topics of math lessons and, based on this, to draft specific topics of math lessons; to create a new generation of educational-methodical complex, which is the basis for the organization of practical activities in mathematics; to develop and implement the methods of organization of mathematical studies using educational technologies and modern methods of teaching can be considered as the basis for high-level organization of math classes in higher education institutions.

While the current flow of information is increasing day-to-day, it is necessary to pay more attention to the independent work of students to improve the effectiveness of the educational process. Independent learning work is now widely used in all stages of the educational process, including the acquisition of new theoretical knowledge.

Teaching methods play an important role in shaping students' ability to learn independently from math and consider what, why, and how to achieve greater efficiency in improving the quality of their mathematical teaching. In this case, it is important to use teaching methods as well as the correct choice of students for effective organization of independent learning processes.

Currently, the system of higher education in the country is based on the use of "non-traditional", "interactive" and modern teaching methods and the process of student self-education. This, in turn, has its effect.

Also, the organization of the independent learning process of students using modern education and information technologies will have the following positive results:

As we know from history, the new generation will always have more than any previous generation in every field, including new knowledge, especially technical knowledge, skills and abilities. In the mid-twentieth century, the development of science, technics and technology were processed as evolutionary and gradual. Therefore, the level of scientific progression of successive generations up to this point was not so different. However, by the second half of the twentieth century, scientific and technological progress has reached a high level and is rapidly developing. This requires from today's generation deep knowledge, skills and habits, as well as self-improvement. Because future technology is replacing tomorrow with a more sophisticated technological innovation.

One of the main issues on the agenda is the problem of accelerated training of competitive personnel with the education system in the conditions of information flow rate. It is well-known that in the traditional system of education a teacher is represented as a single subject, and students serve as objects. In this system, teaching is compulsory and the teacher is the leader.

While using traditional teaching methods, students' independent learning skills are developed, but skills development is slow. As a result, they lack the ability to think independently and critically. This may encourage them to maintain a positive attitude towards their future independent work.

It is necessary to pay special attention to the organization of independent learning process of students on the basis of modern teaching methods. Specifically:

- formation of motivation for students to master the learning material independently;
- encouraging aspirations for independent thinking;
- relying on students' independence and initiative in organizing the learning process;
- broad opportunities for student self-government;
- formation of each student based on their abilities and independent aspirations (refusal to provide the same education to all);

- search for and develop the personal qualities of each person;
- the teacher should have the confidence that every student is gifted, based on that, respecting him/her, respecting each and every thought;
- to encourage, support each student's achievement, create favorable circumstances and, thus, to strive for greater knowledge acquisition;
- to provide opportunities for each student to demonstrate his or her independence skills in the learning process.

It is evident that today's students need to be encouraged to pursue independent learning based on the development of their independent thinking, given the opportunities available to them to achieve effective results in education. To do this, students will be required to organize an independent learning process using the following modern methods of learning, including their level of knowledge, level of proficiency, source of learning and didactic tasks in the independent development of learning content by introducing modern education and information technology:

Based on the principles of pedagogical technology, it is desirable to use the following three categories to help students develop their own learning and develop their independent work skills.

The first category is called 'Traditional Methods' whereby the transfer of knowledge to students is based on the 'Delivery' principle. They are: informative – receptive or illustrative – explanatory; reproductive; problem statement; heuristic or semi-research and research, "telling", "presenting", "demonstration", "presentation of the report", "question-answer" and others.

The second category is called "non-traditional" or "Interactive methods", which relies on the principle of "Activating" students when they acquire knowledge. They include: "Shatalov's Intensive Training", "Problem Lesson", "Intellectual Attack",

“Brainstorming”, “Working with Small Groups”, “Roundtable”, “Cluster Method”, “B.B.B.”, “6×6×6”, (“3×3”, “4×4”...), “boomerang”, “black box”, “controversy relation”, “seesaw”, “staircase” and many other methods.

The third category is called “Advanced or Modern Methods,” which is based on the principle of “Accelerating and Increasing Effectiveness”. These include “focused text”, “programming”, “technol-

ogy mapping method”, “modular learning method” and “design method” and “Pedagogical technology”, which combines the advantages of all methods [3].

It is clear from the above that teaching methods are a set of methods for teachers and students to collaborate, which will help them gain new knowledge, skills and abilities, develop a student’s outlook and develop independent learning skills and abilities.

### References:

1. The Decree of the President of the Republic of Uzbekistan dated July 27, 2017. № PD-3151. “On measures to further increase the involvement of branches and sectors of the economy in improving the quality of higher education specialists”.
2. Ziyomuhhammadov B., Tojiev M. Pedagogical Technology – Modern Uzbek National Model // – Tashkent: “Ishonch MS”, 2009.
3. Tajiev M., Tolipov U. K., Seitkhalilov E. A., Ziyomuhhammadov B. Pedagogical technology is basis of modern science and theory // – Tashkent: “Ishonch MS”, 2008.– 186 p.
4. Jan Amos Komensky. Great Didactics // – T.: “Teacher”, 1966.
5. Makhmutov M. I. Modern lesson.– M.: Pedagogy, 1985.
6. Pimbley G. “Periodic solutions of predator-prey equations simulating an immune response” J. Math. Biolci, 1974.– V. 20.– P. 27–51.



## Section 4. Medical Psychology

<https://doi.org/10.29013/EJEAP-20-1-17-21>

Vakulenko Yuliia,  
*PHD student of the Department of Psychodiagnostics  
 and Clinical Psychology,  
 The Faculty of Psychology  
 Taras Shevchenko National University of Kyiv  
 E-mail: vakulenko\_yulia@ukr.net*

### SENSORY INTEGRATION THERAPY POSSIBILITIES AND LIMITATIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDER

**Abstract.** The article discusses and analyzes the possibilities of sensory integration therapy for children with autism spectrum disorders. The features and limitations of using this method for this category of children are described.

**Keywords:** sensory integration therapy, sensory processing disorder, autism spectrum disorders, autism.

According to the International Classification of Diseases of the 10th revision (ICD-10) used in Ukraine, autism spectrum disorders is a common disorders of psychological development. The main manifestation of this group of disorders is a triad of signs: qualitative deviations in social interaction, in indicators of communicability, as well as limited, stereotyped, repetitive complexes of interests and actions [1; 2; 3].

In 2013, the American Psychiatric Association's (DSM-V) Manual on the Diagnosis and Statistics of Mental Disorders Review officially came into operation [4]. One of the important changes to the new classifier is the emergence of the Autism Spectrum Disorder category instead of DSM-IV diagnoses of childhood autism, Asperger's syndrome, childhood disintegration disorder, and unspecified general development disorder – all of which are no longer used

in diagnosis. In the new DSM, autism disorders are reduced to two criteria: social communication disorders and restricted and repetitive behavior. All symptoms are considered as a continuum, the spectrum of manifestations – from mild to severe forms [3; 4].

International studies indicate that many children with autism spectrum disorder have difficulty processing and integrating sensory information. The processing of sensory information is the ability of the brain to record, organize and understand information derived from one's own feelings. Sensory processing disorder is a neurological condition that is impaired in the processing of sensory information both from the environment and from the body itself, which may cause impaired development or behavior. According to international data, impaired processing of sensory information in autism spectrum disorder ranges from 42% to 88%. Sensory Integration theory

by A. J. Ayres points out that adequate processing and integration of sensory information is essential for shaping the child's adaptive behavior and ability to participate in daily activities, social activities, it affects the quality of training, rest and sleep. Identifying the difficulties involved in processing and integrating sensory information is important in identifying the actions needed, developing a plan of action for professionals and parents [5; 6].

Children with autism are characterized by atypical responses to sensory experiences, they often have difficulty regulating responses to sensations and specific stimuli, and may use self-stimulation to compensate for insufficient or to avoid over-stimulation. Behaviors such as stereotyped motor movements, aimless running, aggression, self-aggression are correlated with such anomalies in the processing of sensory information. Limited participation in the sensory experience significantly impedes the active study of the environment by the child. Studies show that behavioral and emotional problems are related to differences in sensory processing, and sensory symptoms are significantly associated with stereotyped interests and recurrent behavior in children with autism spectrum disorder. In addition, sensory processing affects the child's ability to learn. In particular, children with autism often fail to notice important sensory stimuli, and in other cases, they are overly sensitive to certain sensory stimuli, thereby missing out on important information needed for learning; this situation becomes critical in the context of the school [5].

Domestic researchers point to the role of objective activity in the formation of perception as a holistic image of the object due to the practical isolation of the subject-object in object-mediated activity. The fact of the development of the sensorics is seen by domestic scientists B. G. Ananiev, A. N. Leontiev, B. M. Teplov not only in the process of passive contemplation by the individual of the surrounding reality, but also in the process of active practical activity of the subject. The activity itself, according

to L. A. Wenger, defines the nature of practical and cognitive tasks that orient to perceptual actions and thus guide their formation. I. M. Sechenov regarded the feeling as a phenomenon that arises only in the composition of the reflex act with its "motor consequences" and participates in its realization. The main point in the views of I. M. Sechenov thought that without the participation of the movement, our senses and perceptions could not be attributed to objects of the outside world [6].

The research of the Philadelphia Institute of Neurology revealed the effectiveness of using sensory integration therapy to ameliorate the ability of children with autism spectrum disorders to participate in a wide variety of daily activities. The research showed that children having got sensory integration therapy sessions in addition to other kinds of autism correction achieved much lauder improvement in their ability to function in routine than those who received the same treatment without sensory integration therapy [7; 8].

In accordance with the needs of the child in classical sensory integration therapy, aimed and controlled sensory stimulation is used. The goals of the correction is to deliver a controlled sensory impression so that adaptive motor effect can be caused; enhancing sensory modulation related to behavior and attention and enhancing opportunities for social interaction, academic skills and independence through better processing of sensory information. This corrective action is intended to help the nervous system modulate, organize and integrate environmental information that will lead to future responses. Treatment components include restoration of sensory processing dysfunction, environmental changes to reduce sensory stressors in the environment, and practice of competency-enhancing tasks in specific areas of activity. In the process of correcting sensory dysfunction for the child, a so-called "sensory diet" is developed – an agenda that provides a set of sensations that will fully meet all the needs of the child in the sensory experience. Sensory integration pro-

professionals use sensory rooms in their work, where children with sensory processing disorders have the opportunity to get the sensory stimulation they need. Sensory sessions are developed on the basis of diagnostics individually for each child [5].

I. L. Shpiczberg divides the process of sensorimotor correction of children with autism spectrum disorders into four stages [5]:

1. An uncomfortable period – the establishment of a “language of interaction” between the specialist and the child. At this stage, a prerequisite is the presence of parents to increase comfort, to provide a sense of security for the child.

2. Beginning of interaction. At this stage, the fixing of the “general coordinate system” of the child and the specialist, with the system of spatial and regulatory representations of the child begins to rebuild. The child may experience some loss of coordination, as well as a sharp increase in autostimulation as a way of compensating for the anxiety increased by the changes. At this point, it is important to involve other professionals in the rehabilitation process to help the child develop new behaviors instead of maladaptive old ones.

3. The period of sustainable development. On average, it starts in 6–7 sessions (1.5–2 months). At this stage there is a steady interaction with the therapist and, as a consequence, a stable positive dynamic: a gradual decrease in the amount of autostimulation in a child with autism.

4. Gradual desensitization of sensory-specific sensory areas (especially peripheral ones), which leads to a decrease in the possibility of therapeutic effects (the child begins to use frontal vision as the primary, and stimuli from the peripheral visual and auditory zones cease to be excessive).

Priority areas of work on the development of the sensorimotor sphere in children with developmental disorders are determined taking into account the following factors [6]:

- visual perception has a close relationship with the perception of equilibrium and the position of

the body in space (the child learns to fix a view of a certain object, for this she needs to at least turn her head);

- auditory perception develops based on the perception of vibrations (vibrations);

- tactile perception creates a prerequisite for the development of taste perception and smell.

There are the following areas of work on stimulation of sensorimotor development [6]:

- development of fine motor skills and function of the brush;

- development of tactile and tactile-motor perception;

- development of vestibular perception;

- development of visual perception;

- development of vibrational perception;

- development of auditory perception;

- development of kinesthetic perception;

- development of taste perception;

- development of sense of smell.

In view of the above, it should be noted that there are also some problems with receiving children with disorders of the autism spectrum of correction services based on sensory integration. There are some limitations to the treatment of sensory integration for children with autism spectrum disorder – the duration and cost of treatment. In addition, there are restrictions on the number and variety of places that can be used by children experiencing therapy [9]. Ukraine lacks specialists who are accredited as sensory therapists, so children with autism spectrum disorders and other disorders may not receive quality assistance. It is also likely that the results of sensory integration therapy may be perceived subjectively by specialists and parents and may not reflect the real picture of the effectiveness of the interventions.

Sensory integration therapy is one of the most commonly used methods for the correction of concomitant problems in autism spectrum disorders, such as impaired processing and integration of sensory information. Despite the frequency of use, however, there is little evidence and no validity of this

approach in high-quality randomized trials of adequate sample size. Studies of disorders of sensitive modulation suffer from lack of uniform terminology, lack of fidelity of sensory integration theory, lack of group homogeneity, and lack of large sample sizes sufficient to detect change. RC. Schaaf, LJ. Miller, D. Seawell and their colleagues identified three areas of need for research related to sensory integration:

- Reliable and reliable assessment tools to characterize groups of people who have problems processing and integrating sensations and who will benefit from occupational therapy through a sensory integration approach;
- Significant and sensitive results regarding both proximal and distal aspects;
- Measures to ensure adherence to the principles of intervention provided [10].

The conclusions of the article indicate that children with autism spectrum disorders experience many difficulties that affect their quality of life. Sensory processing disorders can complicate dysfunction and further inhibit the development of children with autism. Sensory integration can help ease the burden of combining autism symptoms and sensory processing disorders for children with ASD. Corrective work on the development of sensory integration processes can enhance, balance, and develop processing of sensory stimuli of the central nervous system. However, there are some restrictions on receiving services for sensory integration therapy: a venue with the necessary materials, material inability of parents to pay for these services, lack of specialists in sensory integration therapy in Ukraine, lack of efficiency in conducting sufficient research on representative samples.

### References:

1. Аутизм у дітей. Адаптована клінічна настанова, заснована на доказах // Наказ МОЗ України від 15.06.2015 № 341 / Про затвердження та впровадження медико-технологічних документів зі стандартизації медичної допомоги при аутизмі. Марценковський І. А., Мартинюк В. Ю. із співав.
2. Розлади аутистичного спектра (розлади загального розвитку). Уніфікований клінічний протокол первинної, вторинної (спеціалізованої), третинної (високоспеціалізованої) медичної допомоги та медичної реабілітації // Наказ МОЗ України від 15.06.2015 № 341 / Про затвердження та впровадження медико-технологічних документів зі стандартизації медичної допомоги при аутизмі. Марценковський І. А., Мартинюк В. Ю. із співав.
3. Вакуленко Ю. В. Важливість диференційної діагностики розладів аутичного спектру / Юлія Віталіївна Вакуленко // Актуальные проблемы современной науки: тезисы докладов XXIII Международной научно-практической конференции (Москва – Астана – Харьков – Вена, 28 сентября 2017). 2017. – С. 22–24.
4. American Psychiatric Association Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) URL: <http://www.dsm5.org>
5. Вакуленко Ю. В. Сенсорна дисфункція та її корекція у дітей з розладами аутичного спектру / Юлія Віталіївна Вакуленко // Науковий вісник Херсонського державного університету. Серія “Психологічні науки”. 2018. – № 4. – С. 277–281.
6. Вакуленко Ю. В. Сенсомоторний розвиток дітей з аутизмом / Юлія Віталіївна Вакуленко. // Психологія та педагогіка: необхідність впливу науки на розвиток практики в Україні: Збірник тез наукових робіт учасників міжнародної науково-практичної конференції (м. Львів, 22–23 лютого 2019 року). 2019. – С. 29–32.
7. Pfeiffer B. A., Koenig K., Kinnealey M., Sheppard M., & Henderson L. Effectiveness of sensory integration interventions in children with autism spectrum disorders: a pilot study. The American journal of

- occupational therapy: official publication of the American Occupational Therapy Association, 65(1), 2011. – P. 76–85. Doi:10.5014/ajot.2011.09205
8. Wheeland A. Sensory Integration: changing the brain through play [Electronic resource] / Alison Wheeland // Autism Speaks. 2018. – Access mode to the resource: URL: <https://www.autismspeaks.org/expert-opinion/sensory-integration-changing-brain-through-play>
  9. The Application of a Sensory Integration Treatment Based on Virtual Reality-Tangible Interaction for Children with Autistic Spectrum Disorder / [K. Jung, H. Lee, L. Young-Sik та ін.] // PsychNology Journal. 2006. – № 4. – С. 145–159.
  10. Koenig K. Performance Challenges for Children and Adolescents With Difficulty Processing and Integrating Sensory Information: A Systematic Review / K. Koenig, S. Rudney // American Journal of Occupational Therapy. 2010. – № 64. – P. 430–442.

## Section 5. Education in the field of Arts

<https://doi.org/10.29013/EJEAP-20-1-22-25>

*Goloschapova Olga Vladimirovna,  
The Altai State Institute of Culture  
E-mail: Ola-altai@mail.ru*

### FORMING METHODS OF JUNIOR STUDENTS' MUSICAL INTERESTS

**Abstract.** The article updates the problem of forming methods of junior students' musical interests. The term "musical interest" is clarified. The conductive methods for effectiveness improving of pedagogical influence on musical interest forming are described. It was stated that mastering of thoughtful perception techniques of musical content contributes to aesthetic needs and art taste of junior students on the best samples of world classical musical art of different ages that influences on special attitude of the student to the world of culture.

**Keywords:** musical interest, educational process, forming methods of musical interest, music, emotional semantic perception.

In musical educational practice the process of scientific methodical updating is always relevant. Methodological arsenal of a teacher-musician is always replenished, expanded and deepened. In this context a problem of forming musical interests of rising generation becomes the subject of analysis and thoughts. In the era of post-industrial society's development and easily access to an unlimited number of informational resources the musical interest becomes an important foundation of aesthetical needs, ideals and art taste development.

Let's try to define what the term "musical interests forming of junior students" means. This is a motivational condition which stimulates aesthetic, cognitive, music and creative activities that promotes students' forming special attitude to nearby activities by means of emotional semantic perception of artistic images which leads to constructive reorganization of self-actualizing personality.

We should state that it is necessary to form the ability of knowledge assimilation by means of interest development to music using definite educational technique.

Usage of exactly the methods which contribute to effectiveness rising of pedagogical influence on musical interests formation will allow to develop junior student's emotional semantic perception of music which projects on student's real being. It will encourage him to forming of life sense strategies. A junior student in the process of education in piano classes is recommended to use the following methods: finding of music meaning content, connection of different art types, art translation of musical content for different art languages, finding of connection of art world view and reality, learning and play. For optimal conditions forming of musical interests it is necessary to take into account student's understanding needs of a musical text which promote develop-

ment of a trained literate cultural user, its carrier and creator. A student should master a method of finding of music meaning which aims to reveal musical art basis, its specificity, introduction and development of semantics, language syntax of musical art. The method of music meaning finding of a work includes direction of a student to development of emotional semantic perception of music and expression of subjective presentation of musical world by means of self-judgment, thinking and impression.

In musical art education this method is considered to be fundamental: strategies of musical text understanding help to realize a complicated process of mystery reveling of great composers who expressed their thoughts and feelings in music notes and based on these notes to imagine real events. For clearer music work assimilation it is necessary to have verbal adjustment for listening. It is important to describe historical, personal life circumstances, events which were a stimulus for a composer to create a definite musical text. This verbal adjustment activates art imagination of a student, associative thinking and following auditory attention.

To express personal feelings of musical content of the work heard by a student, he/she form them in verbal and non-verbal kinetic forms. At first, a student forms inner feelings with a verbal means of communication – speech about a musical content. Being impressed by music a student tries to express with words what he/she feels. For more particular understanding of student's interpretation of musical text a teacher can ask a student to explain a musical quotation, aphorism connected with an image content of music. Together with a verbal form of music realizing it is necessary to add a non-verbal kinetic ability of its perception. Developed system of tasks forming musical interest is represented in an educational guide Musical Alphabet [1]. Making tasks a student analyzes feelings, reflects on art content of music. Musical language tends to mirror its time. That's why a student is offered to make tasks which include questions about the composer who created

the piano work: his name, surname, time and place of birth, nationality. A student should find in different informational sources quotations, comments about an art image of the composer. Then a student should write a composition about a creative way of the author, stylistic peculiarities of the work, try to answer such questions as: what life circumstances influenced on the creation of the work, what personality features contain in the musical work [1, P. 78].

For deeper analysis of the work it is necessary to have a definite spirit. It is important more than just penetrate into heroes' world – the people of bygone era; realize their skills in definite historical realities, but to feel the emotions of the composer. For this goal students are offered to answer some questions: for example, write about feelings for this music, what feelings are expressed in the music, describe the mood which the music creates, define the type and content of the music, define prior advice for working with this music work, write aesthetic and technical comments, the best episodes and find a personality sense in the work. It is offered to answer the following questions by means of idea-thematic analysis: what plot and compositional features are used in the work, what is the theme of the work, summarize the main events, point the beginning, culmination and the end of the work, characterize the main characters – their point of views, relations with other heroes, the worlds of their feelings, how the heroes help to solve problems of the music work, define the main idea, pathos of the work, what the composer wanted to tell the listeners in the work, how he does it, write about the music from different point of view (the hero, the composer, the critics) comparing it with your personal one. Choose epithets, words which express the feelings to the music, describe the situation from different heroes reflected in the work, describe feelings of the person from the music [1, P. 81].

**Semantic Analysis** is a review of an art language as a semiotic system – a special system of signs which reflect meaning and significance. Semantic Analysis is an analysis of art structures of an art work which

provide emotional semantic perception including sound, sign, symbol interpretation maintaining the main musical content [3, P. 131]. As a result a student making the tasks makes sure that meaning is provided by usage of any links combination of musical tone: pitch, dynamics, timbre, stroke and metro rhythmic peculiarities. In consequence of what a student begins to understand a complicated text exposition and tries to comprehend more deeply the art substance and reveal the author's idea.

**Poly-art** is a method of connection of different kinds of art which can combine all perception canals: auditory, visual, kinetic. All art kinds' fusion, usage of their expressive means help to understand the connection between art means and human feelings and thoughts enhance conditions for finding the meaning content of musical text [3, P. 131].

**Art-interpretation** is a developing method which includes art means interpretation from one art language into another. It gives an opportunity to a student to take a position to an art and real world. Art-interpretation method involves making a task by a student concerning interpretation music into painting, artistic word, movement, theatre, reflecting main steps of producing and transforming an art image of the author materialized by means of an expressive art language [3, P. 130].

**Revealing methods of art and real world connection consist in** comprehension of connections between art means and feelings, human thoughts, it develops student's self-knowledge, forming of world image, extending the borders of real world perception [3, P. 131]. We know historic events by means of connection with masterpieces of world art. Art has its sources, it is above the time, and it is out of ageing. Making a tedious work for learning of ancient manuscripts, archived data, scientific articles, revealing important historic events, composers based on them reflect human history in musical works existing by ages and out of destruction. Music opens us not only history pages, but also show new worlds, nature beauty plunging into the atmosphere of real world [2].

Using a revealing method of connection of art view and real world in the teaching process helps to transfer human feelings with aesthetic goals to human behavior and actions forward looking to keeping harmonious relationship due to human participation to real world. The scientists point that human knowledge system about real world expresses in attitude to things, natural events, art, music and reveals in personal associations, comparison, embodiment, in comparison characteristics of wildlife. It is possible to offer a student to do some exercises systematizing taken information and revealing new connections with real world. A task for correlation of real life and art reality stimulates a student to pointing his position to a real world, to deeper understanding and feeling of it. It is very important to point that relation of music and real world gives infinitive possibilities of associative field expansion, it stimulates to think and find causal relationship, helps to understand better common of these processes existing in difficult systems and open things and life events in image form, perceive holistically both art and real life. Herewith in common human values a special place refers to aesthetic categories which influence on feelings, emotions stimulating people to need a connection with art. This need plays a huge role in forming of ability to feel, understand, love and see beauty ennobling thought by feelings defining human nature and manner of behavior. Fulfilling developing tasks for finding connection between world and its image model will help a student to observe the whole way from co-creative world perception to constructive embodiment of life sensations in available art form.

**Learning and play method aims to intensify and increase learning process.** Game forms of lessons are created in educational process by means of games, situations which stimulate learning activities. A game way and situations within a lesson form take place under the following main directions: a teaching goal is given to a student as a game task, an educational activity obeys game rules, a training material is used as a means, the element of competition is



implicated into educational activity, it transforms a didactic task into a game, a successful fulfillment of a didactic task connects with game result.

Thus, based on out of art and musical experience a student in educational process compares, analyses, associates, transforms, composes libretto, a story, poems refer to artistic image, expresses emotional state by means of a color scheme and a graphic modeling, tells a story about composer's work. All these actions help a student to understand music having information about the work. A student learns during a lesson to establish connection between music and human thoughts. He/she begins realizing true purpose of musical art which gives ability to form these feelings and thoughts into more important human relations and life situation. To make it true there should be ideal art images and perfect behavior

models which can be used by humans for making their lives as a work of art.

Thus, for forming musical interests of junior students in piano classes it is necessary to use active methods: poly-art, art interpretation, finding of connection between art and real world, semantic perception of music content, learning and play. These methods stimulate the student's self-consciousness forming, creation his/her own world image on the basis of art image expanding borders of worldview and world perception. A junior student learns to understand and value the world under senses and non-utilitarian human values that influences on forming his/her life position and reveals itself in student's life and hereinafter it transfers into understanding of necessity to serve the society, into skill to express, defend and protect his/her beliefs in professional and universal spheres.

### References:

1. Goloschapova O. V. Musical alphabet [Text]: educ.-method. work for students under additional pre-service general educational curriculum in the sphere of musical art / O. V. Goloschapova; The Altai St. Inst. of Culture, Children Art School.– Barnaul: Publish. Company ASIC, 2018.– 104 p.
2. Goloschapova O. V. Musical interests formation of junior students in educational process of modern children art school [Text]: monograph / O. V. Goloschapova; The Altai St. Inst. of Culture.– Barnaul: Publish. Company ASIC, 2019.– 191 p.
3. Goloschapova O. V. Live music: theory and practice [Text]: monograph / O. V. Goloschapova; Altai State University.– Barnaul: Publish. Company ASU, 2015.– 152 p.

## Section 6. Pedagogical Psychology

<https://doi.org/10.29013/EJEAP-20-1-26-30>

*Danylenko Nataliia Mykolaivna,  
graduate student, the Department of Psychology  
H. S. Skovoroda Kharkiv National Pedagogical University  
E-mail: danilenkonat84@gmail.com*

### REPRESENTATION OF ATTITUDE TO PROPER APPEARANCE IN THE STRUCTURE OF SUBJECTIVITY OF ADOLESCENT GIRLS

**Abstract.** The article presents the empirical research results of correlation of constituents of attitude to proper attitude and subjectivity of adolescent girls. The constituents of attitude to proper appearance characterized by different degree of correlation strength and specificity with components of adolescent girls subjectivity are specified.

**Keywords:** attitude to proper appearance, subjectivity, subjectivity structure, girls, adolescent years.

**Introduction.** The relevance of the study of attitudes to the appearance of young girls is due to the growing trend in society to give the appearance of increased worth and significance, the increase in the number of people dissatisfied and concerned about their own appearance, which can lead to various mental and psychological disorders. The researchers note that the increasing importance of appearance is associated with certain life stages [1], age and gender dynamics [3; 5]. Modern researches also present data concerning the connection between the attitude to appearance and individual manifestations of personality subjectivity, for example, psychological well-being [3] and reflexive attitude to oneself [6]. A more detailed study of the relationship between the attitude to appearance and the subjectivity of a person, taking into account age and gender characteristics, is promising [3].

The attitude to appearance is interpreted as a significant and emotionally saturated component of the

value and meaning sphere of the subject. The attitude to personal appearance as an integral phenomenon includes the following components: evaluative and substantial interpretations of different components of appearance; attitude to reflected appearance; self-assessment of compliance of appearance with age, gender, and role factors; satisfaction with personal appearance; expression of desire to change personal appearance [1].

The definition of subjectivity as an integral personal formation is accepted as an operational, the manifestation of characteristics of which reveals a person's life position in the world [2]. The analysis of the researches of A. Berdnikova [2], M. Isakov [4], I. Seregina [7], E. Shtepa [8], and M. Shchukina [9] made it possible to distinguish a reflexive component, a component of the self-organization of activity, a component of relations with the world, and a component of personal autonomy in the structure of adolescent girls' subjectivity. The empirical de-

scriptors of subjectivity are: reflexive processes, the selforganization of activity, basic beliefs, the comprehension of life, existential fulfillment, causal orientations, and the self-relation of the individual.

**The aim of the study** is to determine the peculiarities of interrelation between the components of the relationship to own appearance and the components of adolescent girls' subjectivity.

**Methods of research.** The study was conducted using two sets of methods. The block of study of subjectivity is represented by the following methods: the General Causality Orientations Scale of E. Deci and R. Ryan (adaptation by O. E. Dergacheva, L. Ya. Dorfman, D. A. Leontyev), Differential Type of Reflection questionnaire by D. A. Leontyev and E. N. Osin, the Activity Self-Regulation Questionnaires (ASRQ) by E. Mandrikova, Existency Scale by A. Langley and K. Orgler (adaptation by S. V. Kravtsova), Core Beliefs Inventory by R. Janoff-Bulman (adaptation by O. A. Kravtsova), methodology of self-relation analysis by S. R. Pantileev. The block of methods to study the attitude to own appearance includes: body image state scale by O. A. Skugarevsky and S. V. Sivuhi, V. A. Labunskaya's questionnaire "Attitude to own appearance: satisfaction and concern", V. A. Labunskaya's questionnaire "Estimated and substantial interpretation of own appearance", Body Image Quality of Life Inventory and Situational Inventory of Body Image Dysphoria by T. Cash (adaptation by L. T. Baranskaya and S. S. Tataurova). Data processing was performed using correlation analysis (by Pearson). Correlations at significance level  $p < 0.01$  and above were analyzed. 213 girls of youth age (19–21 years old) participated in the research.

**Results.** The body satisfaction index positively correlates: with all components of life meaning: goals (0.214), process (0.267), result (0.324), locus of control-Ego (0.260) and locus of control-life (0.338), general score of life meaning (0.311); with all existential fulfillment scores: general index (0.449), self-discipline (0.207), self-recognition (0.496), freedom of decision making (0.387), re-

sponsibility for their implementation (0.382); core beliefs in favor of the world (0.243), comprehensiveness of the world (0.284), own value (0.336). Satisfaction with body image is also positively related to such subjectivity scores as autonomous causal orientation (0.354), systemic reflection (0.388), persistence in achieving the goal (0.301), self-management (0.179), reflected self-relation (0.279), and self-value (0.317). Negative correlations were found between body image satisfaction and quasi-reflection (–0.258), as well as such components of self-relations as self-attachment (–0.404), self-reflection (–0.417), and internal conflict (–0.467).

The score of anxiety about appearance negatively correlates with all components of the meaning of life and existential fulfillment, as well as with scores of autonomous causal orientation (–0.308), systemic reflection (–0.287), persistence in achieving the goal (–0.191), and belief in the comprehensiveness of the surrounding world (–0.323). Positive correlations are found between anxiety of appearance and scores of external causal orientation (0.297), quasi-reflection (0.198), closeness of self-relations (0.208).

The score of aspiration to perfection of the appearance negatively correlates with all components of meaning of life, existential fulfillment, core beliefs in favor of the world (–0.433), comprehensiveness of the world (–0.523), own value (–0.528), with scores of system reflection (–0.432), autonomous causal orientation (–0.576), self-management (–0.328), reflected self-relation (–0.367), self-value (–0.391), regularity (–0.631) and purposefulness (–0.563) of activity, persistence in achieving the goal (–0.530), propensity to use external means of activity organization (–0.472), fixation on the pre-planned structure of events organization in time (–0.221). At the same time, the aspiration to perfection of appearance positively correlates with scores of quasi-reflection (0.277), self-attachment (0.397), internal conflict (0.587), self-accusation (0.576).

The growth of dissatisfaction with own body image is accompanied by a decrease in purposefulness

(-0.211) and perseverance in achieving goals (-0.243), a decrease in the scores of autonomous causal orientation (-0.274), system reflection (-0.236), self-study (-0.445), freedom (-0.333), responsibility (-0.382), and existential fulfillment as a whole (-0.416). Dissatisfaction with the body image turned out to be negatively connected with all components of the meaning of life and core beliefs in favor of the world (-0.286), comprehensiveness of the world (-0.336), own value (-0.280). Dissatisfaction with own body negatively correlates with the reflected self-relation (-0.297) and self-value (-0.299), but positively correlates with the closed self-relation (0.192), self-attachment (0.266), inner conflict (0.332) and self-injection (0.367). The positive correlation is also defined with quasi-reflection (0.391).

Face and body self-esteem scores positively correlate with all components of the meaning of life and existential fulfillment, core beliefs in favor of the world, comprehensiveness of the world and personal value, scores of autonomous causal orientation, systemic reflection, purposefulness and perseverance in achieving the goal, reflected self-relation, self-value, self-acceptance, Face and body self-esteem scores negatively correlate with scores of self-association, internal conflict, self-accusation and quasi-reflection. Besides, the self-esteem of the person has appeared positively connected with scores of external causal orientation (0.176), ability to plan (0.243) and propensity to use external means of the organization of activity (0.192), and negatively – with score of impersonal causal orientation (-0.257).

The self-esteem score of the external appearance design (hairstyles, clothes, jewelry, cosmetics) positively correlates with scores of freedom in decision-making (0.181), autonomous (0.213) and external (0.310) causal orientation, self-management (0.455), reflected self-relation (0.252), and negatively – with scores of impersonal causal orientation (-0.208) and self-attachment (-0.317). It also turned out that the increase in self-esteem for the design of the external appearance is accompanied

by the increase in the ability to plan (0.484) and to concentrate on the achievement of the goal (0.232), the tendency to apply the willful efforts to complete the initiated case (0.299), to fix the events in time on the pre-planned organization (0.360) and to use the external means of activity organization (0.509), the increase in time orientation to the present (0.222).

The score of self-esteem of own expressive behavior (gestures, mimics, pantomimics, naturalness, sexuality, femininity) positively correlates with the scores of freedom of decision making (0.235), ability to carry out the decisions made till the end and be responsible for them (0.215), the general score of existential fulfillment (0.195), scores of autonomous (0.385) and external (0.426) causal orientation, belief in favor of the world (0.304), self-confidence (0.224), reflected self-relation (0.187), self-esteem (0.390), self-acceptance (0.309), purposefulness (0.177), and fixation on the pre-planned organization of events in time (0.203). Self-esteem of own expressive behavior is negatively correlated with such components of self-relationship as self-attachment (-0.432), internal conflict (-0.288), and self-accusation (-0.282).

The attitude in reflected appearance is positively related to the satisfaction with life in the present (0.190), the belief in the favor of the world (0.196) and own value (0.249), with the level of systemic reflection (0.185), autonomous (0.497) and external (0.414) causal orientation, with a propensity for regularity (0.188) and fixation on a pre-planned organization of events in time (0.179), as well as with an ability to concentrate on achieving a goal (0.216). The score of attitude to the reflected appearance positively correlates with such scores of existential scale as self-transcendence (0.252), freedom (0.208), responsibility (0.232), with the general score of existential fulfillment (0.220), and also with such components of self-relations as self-value (0.314) and self-acceptance (0.219). Negative correlations are observed with scores of self-attachment (-0.300), internal conflict (-0.292) and self-accusation (-0.284).

The self-assessment of the age matching of own appearance positively correlates with all components of the meaning of life and existential fulfillment. Positive correlations have also been found between the score of self-assessment of the age matching of own appearance and the core beliefs in the favor of the world (0.274) and the world comprehensiveness (0.191), own value and significance (0.193), with the scores of autonomous causal orientation (0.374), systemic reflection (0.236), self-confidence (0.366), reflected self-relation (0.270), and self-value (0.351). Negative self-evaluation of the age matching of own appearance correlates with quasi-reflection (–0.238), self-attachment (–0.299), internal conflict (–0.278), and self-accusation (–0.275).

The self-assessment of the appropriateness of own appearance to the status positively correlates with all the components of existential fulfillment, the core beliefs in the favor of the world (0.256) and own value (0.249), with the scores of autonomous (0.302) and external (0.227) causal orientation, systemic reflection (0.334), regularity (0.270), purposefulness (0.241), persistence (0.194), self-confidence (0.561), self-leadership (0.217), reflected self-relation (0.296), and self-value (0.309). The self-assessment of the age matching of own appearance negatively correlates with quasi-reflection (–0.238), self-attachment (–0.299), internal conflict (–0.278), and self-accusation (–0.275).

Positivity of body image influence on quality of life positively correlates with all components of existential fulfillment, and also with the general score of meaning of life (0.197), perception of process of life as interesting, emotionally sated and filled with meaning (0.196), locus of control-Ego (0.217), locus of control-life (0.198), the belief in the favor of the world (0.215), with the scores of autonomous causal orientation (0.238), systemic reflection (0.231), self-confidence (0.535), reflected self-relation (0.201), self-acceptance (0.199), and self-esteem (0.336). The increase in the positive influence of body image on the quality of life is accompanied by a decrease in

the level of impersonal causal orientation (–0.208), a decrease in self-attachment (–0.234), internal conflict (–0.229) and self-accusation (–0.193).

Dissatisfaction with own appearance in the context of certain life situations turned out to be negatively correlated with all components of the meaning of life, existential fulfillment, core beliefs in the favor of the world (–0.339), world comprehension (–0.423), own value (–0.204), purposefulness (–0.257) and persistence in achieving goals (–0.297), autonomous causal orientation (–0.343), systemic reflection (–0.339), self-management (0.220), reflected self-reflection (–0.334) and self-value (–0.330). At the same time, situational dissatisfaction with own appearance is positively correlated with the closeness of the self-relation (0.248), self-attachment (0.262), internal conflict (0.303), self-accusation (0.378), quasi-reflection (0.462), and external causal orientation (0.204).

**Conclusion.** The results of the research allow us to identify the components of subjectivity that are most closely related to the attitude of adolescent girls to their appearance, namely: systemic reflection and quasi-reflection in the context of the reflective component; purposefulness and perseverance in the context of the self-organization component; core belief in the favor of the world in the context of the relative component of the world; autonomous causal orientation, freedom of choice and responsibility for the world; and reflection of the self-relation, self-value, self-attachment, inner conflict, self-accusation, which are the components of the meaning of life within the component of personal autonomy. Autonomous causal orientation and freedom of choice are related to all scores of adolescent girls attitude to their appearance. At the same time, such scores of attitude to appearance as concern about appearance, self-esteem of the person, design of appearance, expressive behavior, reflected appearance and compliance of appearance with the status are unilaterally related to both autonomous and external causal orientation. Among these scores, a significant role is given

to the self-assessments of appearance design, expressive behavior and reflected appearance, which have nothing to do with the components of the meaning of life (self-assessment of expressive behavior), or relate only to a separate meaningful orientation: self-assessment of appearance with the performance of life, satisfaction with the self-realization of life, and self-assessment of reflected appearance with the process of life. The self-assessments of appearance design

and expressive behavior are also not connected with reflexive processes. The specificity of the position of the self-esteem of appearance design in the structure of subjectivity of adolescent girls is determined by the fact that this score of attitude to their own appearance was not connected with the core beliefs, with the components of existential fulfillment (except for freedom of choice), but is closely connected with all components of the self-organization of activities.

### References:

1. Белугина Е. В. Отношение к своему внешнему облику в период середины жизни: дис. канд. психол. наук. – Ростов н/Д, 2003. – 199 с.
2. Бердникова А. А. Субъектность человека с разным типом характера: дис. канд. психол. наук. – М., 2014. – 216 с.
3. Варлашкина Е. А. Личностные предикторы удовлетворенности образом физического Я у женщин в период зрелости: дис. канд. психол. наук. – Ярославль, 2016. – 171 с.
4. Исаков М. В. Показатели и структура субъектности: на материале становления профессиональной субъектности у студентов вузов: арэф. дис. канд. психол. наук. – М., 2008. – 28 с.
5. Каспарова И. С. Особенности самопредъявления фемининных и маскулинных девушек в межличностном общении: дис. канд. психол. наук. – Ростов н/Д, 2016. – 188 с.
6. Лабунская В. А. «Видимый человек» как социально-психологический феномен // Социальная психология и общество. 2010. – № 1. – С. 26–39.
7. Серегина И. А. Психологическая структура субъективности как личностного свойства педагога: арэф. дис. канд. психол. наук. – М., 1999. – 19 с.
8. Штепа О. С. Психологічна ресурсність у структурі суб'єктності особистості // Проблеми сучасної психології. 2015. – Вип. 27. – С. 661–675.
9. Щукина М. А. Особенности развития субъектности личности в подростковом возрасте: арэф. дис. канд. психол. наук. – Тюмень, 2004. – 20 с.

## Section 7. Psychology of Reading and Library Work

<https://doi.org/10.29013/EJEAP-20-1-31-34>

*Kyrylo Hutsol,*

*Post-graduate student, G. S. Kostiyk Institute of Psychology  
of the National Academy of the NAPS of Ukraine*

*E-mail: kvgutsol@gmail.com*

### DEVELOPMENT OF DIAGNOSTIC TOOLS FOR DETERMINING LEVELS OF PERSONALITY'S NARRATIVE COMPETENCE FORMATION

**Abstract.** The study concerned elaboration and testing of methodological tools for determining the development levels of narrative competence. These texts structurally consisted of three stages: selection of necessary narrative material for processing; development of diagnostic tasks for selected texts of narratives including criteria of formation of personality's narrative competence and algorithm for determining certain level of personality's narrative competence formation; involvement of a panel of experts to access the levels of respondents' narrative competence.

**Keywords:** narrative competence, pre-semantic, semantic, meta-semantic levels of narrative competence formation, formation criteria of narrative competence.

**Problem statement.** Of all discursive-oriented concepts of identity shaping, the narrative competence can consider its development and transformation to the fullest extent (M. Pasupathi [5], J. Vassilieva [6], J. Baddeley [1], J. A. Singer [1], J. Brockmeier [3], D. Carbaugh [3]). In this context, narrative competence is viewed as a means of self-understanding and self-representation by which an individual self-designs and comprehends himself, his personal experiences, personal position, and the future. (J. J. Bauer [2], S. Bluck [4], T. Habermas [4], D. P. McAdams [2], K. C. McLean [5]). However, the topic of narrative competence of personality remains under-researched in modern psychology, and there is a need for elaborating methodological tools concerning the formation criteria of narrative competence.

**Purpose and methods.** The study aims to develop and elaborate methodological tools to determine the development levels of narrative competence.

The study applies an authorial methodology that involves the development of diagnostic tasks with selected narrative texts and an algorithm for determining the level of formation of narrative competence in the respondent.

**Results.** The author chose a sample of 150 respondents aged 18 to 57 to conduct the empirical study. Respondents had to complete 14 tasks for each of the three proposed literary texts.

*Questionnaire and method for processing the results*

1. How many parts do you think the text contains? Highlight them in the text.

0 – no answer; 1 – parts of the text are not correctly separated; 2 – parts of the text are correctly highlighted.

2. Make a detailed plan of the text.

0 – no answer; 1 – the plan is not clearly structured; 2 – the plan is clearly structured.

3. Make 3–5 questions to the text.

0 – no questions or questions are incorrect (irrelevant to the content of the text); 1 – questions to the text are within the content of the text; 2 – text questions go beyond the content of the text.

4. Does the text present a problematic situation that the author seeks to resolve, what do you think is its intent?

0 – no answer or problem situation is featured incorrectly ( “not in intent”); 1 – the problematic situation is presented, but it has a generalized character ( “non-personal”); 2 – the problem situation is featured, and the respondent’s personal involvement is observed.

5. Formulate the main idea of the text and summarize its contents in one sentence.

0 – no answer or the main idea of the text is featured incorrectly ( “not in intent”); 1 – the main idea of the text is featured, but it has a generalized character ( “non-personal”); 2 – the main idea of the text is featured, and the respondent’s personal involvement is observed.

6. Write a continuation of the text and include your assumption about the further development of the content (1–5 sentences).

0 – no narrative continuation; 1 – a narrative continuation is written, and it does not contain reflective information; 2 – a narrative continuation is written, and it contains reflective information.

7. Complete the sentence by reading the text,

a) I was in complete agreement with the fact that ...

b) I was surprised to learn that ...

c) I was thinking on ...

d) If I would recommend reading this text, I would, first of all, emphasize on ...

Each point of this task is evaluated separately: 0 – no answer or the answer is incorrect ( “not in intent”);

1 – the answer matches the content of the text; 2 – the answer goes beyond the content of the text.

8. What do you think motivated the author to write this text?

0 – no answer or the answer is incorrect ( “not in intent”); 1 – the answer is generalized ( “non-personal”); 2 – the respondent’s personal involvement is observed.

9. Imagine that the author dedicated this text for you. Write your response to the author (1–3 sentences).

0 – no response or the response is incorrect ( “not in intent”); 1 – the response has a generalized character ( “non-personal”, without reflection); 2 – the response contains reflective information.

10. Ask 3–5 of your questions to the author of the text.

0 – no answer or the answer is incorrect ( “not in intent”); 1 – the answer within the content of the text; 2 – the answer goes beyond the content of the text.

11. How useful was the text to you?

0 – no answer or the answer is incorrect ( “not in intent”); 1 – the answer has a generalized character ( “non-personal”, without reflection); 2 – the answer contains reflective information.

12. Who do you think would benefit from reading this text?

0 – no answer or the answer is incorrect ( “not in intent”); 1 – the answer has a generalized character ( “non-personal”, without reflection); 2 – the answer contains reflective information.

13. In your opinion, is there any idea that can be connected to these texts?

0 – no answer or no suggestions; 1 – the answer includes the idea, but the answer is not comprehensive; 2 – the answer includes the idea, the answer is comprehensive.

14. What difficulties did you experience in completing the tasks?

0 – no answer; 1 – the answer is not complete; 2 – expanded response.

The key to determining the levels of respondents’ narrative competence: pre-semantic level (tasks: 1,



2, 3); semantic level (tasks: 4, 5, 6, 7a, 7b, 7c, 10); meta-semantic level (tasks: 7d, 8, 9, 11, 12, 13, 14).

*Identification of respondents who have a pre-conceptual level of narrative competence.* The procedure considers the calculation of the sum of the points obtained from the questionnaire. The data processing suggests the following definition of hypothetical levels of pre-semantic level of formation of narrative competence: low – 0–6 points; average – 7–12; high – 13–18. Frequency distribution of respondents with the pre-semantic level of narrative competence formation by sublevels out of 150 respondents: the low sublevel level of pre-semantic level of narrative competence has 3.3% (5 respondents); average – 20% (30 respondents); high – 76.7% (115 respondents). The results defined the high level of pre-sense level of narrative competence formation of the respondents that can be both transitional from the pre-semantic level to the semantic level, and a higher level of their narrative competence formation: semantic or meta-semantic. The low and average levels of the pre-semantic level of the narrative competence of the respondents characterize the level of their formation that is no higher than the pre-semantic level. Therefore, the pre-conceptual level was observed in 23.3% of the respondents; the level of formation of narrative competence of 76.7% of the respondents has to be identified.

*Identification of respondents who have a semantic level of narrative competence.* The first three subparagraphs of Task 7 (7a, 7b, 7c) determine and interpret the obtained results by calculating a total score, which is a mathematical expectation (arithmetic mean) of the rankings of these three responses to the selected texts. Thus, the maximum score is “2”. The distribution of hypothetically determined sublevels of the semantic level: low – 0–10; average – 10,01–20; high – 20,01–30. Frequency distribution of respondents with pre-semantic level of narrative competence formation by sublevels: 11.3% (13 respondents) of the 115 sublevels of semantic level of narrative competence formation; the average –

49.6% (57 respondents); high – 39.1% (45 people). The low level of the narrative competence of the respondents indicates the transitional state of its formation from the pre-semantic level to the semantic level (13 respondents). The average sublevel of the semantic level of narrative competence indicates exactly this semantic level of narrative competence (57 respondents). The high level of semantic of respondents' narrative competence can be transitional from the semantic to the meta-semantic level of narrative competence, as well as the meta-semantic level. Therefore, the level of formation of the narrative competence in 45 respondents has to be identified.

*Identification of respondents with a meta-semantic level of narrative competence.* A score of 45 respondents was obtained for answering questions 7d, 8, 9, 11, 12, 13, 14. Distribution of hypothetically determined sublevels of meta-semantic level: low – 0–14; the average – 15–28; high – 29–42. Frequency distribution of respondents with the meta-semantic level of narrative competence formation by sublevels: 26.7% (12 persons) of the low sublevel of the meta-semantic level of narrative competence formation. the average – 33.3% (15 respondents); high – 40.0% (18 respondents). The defined low sublevel of the meta-semantic level indicates the transitional state of its formation from the semantic to the meta-semantic level (12 respondents). Average and high meta-semantic level sublevels correspond to the meta-semantic level of narrative competence formation (43 respondents).

The project involved 15 experts in defining the semantic levels of the respondents who completed 150 tasks in texts at the final stage of research. Therefore, all 450 tasks were processed by five experts. The experts were invited to analyze and determine the levels of formation of the respondents' narrative competence based on the proposed criteria. Criteria for the formation of the narrative competence of the individual at the pre-semantic level consider the ability to distinguish elements and components of the text, identify specific situations in text's statements,

summarize the content of the text, develop an outline for the text, and ask questions about the content; at the semantic level, the criteria considers the ability to define the theme of the text (subject, intent), formulate the main idea, highlight the problem, make assumptions about the plot development, formulate questions to the author; at the meta-semantic level, criteria considers the ability to assume what exactly inspired the author to write the work, interpret and reflect ideas, assume the effect of getting acquainted with a text, and analyze the difficulties encountered in understanding the text. The proposed method of calculating the scores proved the reliability of determining the levels of respondents' narrative compe-

tence. This approach used correlative nonparametric analysis by Spearman's rank coefficient to determine the respondents' levels of narrative competence. Results proved a strong relationship ( $\rho = 0.97$ ) at a high correlation index ( $p \leq 0.001$ ).

**Conclusions.** The introduced author's methodology can be recommended for further studies and psychological practice as an efficient tool for determining the levels of formation of the narrative competence of the individual. Further research and related studies will focus on the development of psychological tools for identifying personality formation in the context of individual ability to self-designing.

### References:

1. Baddeley J. & Singer J. A. Charting the life story's path: Narrative identity across the life span. In J. Clandinin (Ed.), *Handbook of narrative research methods* Thousand Oaks, CA: Sage. 2007. – P. 177–202.
2. Bauer J. J. & McAdams D. P. Personal growth in adults' stories of life transitions. *Journal of Personality*, 72, 2004. – P. 573–602.
3. Brockmeier J. & Carbaugh D. (Eds.). *Narrative and identity: studies in autobiography, self, and culture*. – Amsterdam: John Benjamins, 2001. – P. 39–58.
4. Habermas T. & Bluck S. Getting a life: The emergence of the life story in adolescence. *Psychological Bulletin*, 126(5), 2000. – P. 748–769.
5. McLean K. C., Pasupathi M. & Pals J. L. Selves creating stories creating selves: A process model of self-development. *Personality and Social Psychology Review*, 11, 2007. – P. 262–278.
6. Vassilieva J. *Narrative psychology: identity, transformation and ethics*. – London: Palgrave Macmillan. 2016.

## Section 8. Psychology

<https://doi.org/10.29013/EJEAP-20-1-35-39>

*Halata Oksana Stanislavivna,  
a graduate student of Department of Psychology  
H. S. Skovoroda Kharkiv National Pedagogical University,  
Kharkiv, Ukraine  
E-mail: halataoksana@gmail.com*

### EDUCATIONAL PERSISTENCE AND HARDINESS OF UNIVERSITY STUDENTS

**Abstract.** The article presents a correlation analysis between persistence and hardiness for a group of students with high academic progress, and for students with low academic progress. Hardiness at the high significant level is related to persistence and their correlation can positively affect on educational activity, helping the student to cope with stresses, external distractors and effectively manage his actions to achieve the educational goal.

**Keywords:** persistence, hardiness, persistent educational action, educational activity.

*Галата Оксана Станиславовна,  
аспирантка кафедри психології  
Харківський національний педагогічний університет  
імені Г. С. Сковороди, м. Харків, Україна  
E-mail: halataoksana@gmail.com*

### УЧЕБНОЕ УПОРСТВО И ЖИЗНЕСТОЙКОСТЬ У СТУДЕНТОВ

**Аннотация.** В статье представлен корреляционный анализ упорства и жизнестойкости для группы студентов с высокой учебной успеваемостью, и для студентов с низкой учебной успеваемостью. Доказано, что жизнестойкость на высоком уровне значимости связана с упорством и их взаимосвязь может положительно влиять на учебную деятельность, помогая студенту справиться со стрессами, внешними дистракторами и эффективно управлять своими действиями для достижения учебной цели.

**Ключевые слова:** упорство, жизнестойкость, упорное учебное действие, учебная деятельность.

За последние годы появилось множество исследований, которые демонстрировали необходимость лучшего понимания конструкторов, которые являются интегральной частью

прогнозирования человеческой деятельности, в особенности учебной. Академическое давление, выгорание и отчуждение от учебы, сверхсложные задачи могут стать причиной стресса и неуспеваемости для многих студентов. Одним из предикторов академического успеха является упорство.

Упорство определяется, как сохранение намерения действовать и добиваться учебной цели в условиях появления конкурирующих тенденций, или внешних искушений, соблазнов, препятствий, внешнего авторитетного давления и т.п. Важнейшая особенность упорного учебного действия – продолжение действия вопреки дискомфорту. То есть упорство является некой регуляторной системой учебной деятельности, что может прогнозировать успеваемость студента. Мы предполагаем, что упорство может также определить поведение студента, что повлияет на результат его учебных действий.

**Цель исследования** – определить взаимосвязь учебного упорства и жизнестойкости в учебной деятельности студентов.

Изучение взаимосвязи учебного упорства и жизнестойкости необходимо, так как эти конструкты являются защитными и регуляторными факторами психического здоровья и благополучия людей. Предыдущие исследования показали, что жизнестойкость и упорство создают целый ряд защитных механизмов, которые защищают людей от стрессовых и неблагоприятных ситуаций [9]. Также было доказано, что жизнестойкость предсказывает физическую работоспособность и упорство среди военнослужащих [5]; существует положительная корреляция между упорством и его компонентами с жизнестойкостью личности, и эти переменные могут в значительной степени предсказывать изменения, связанные с психологическим благополучием [7]; жизнестойкость оказывает положительный эффект на развитие упорства и успеваемость кадетов военных академий [9].

Вышеупомянутые исследования только начали отражать отношения между этими конструктами. Существует необходимость выявить потенциальные отношения между этими конструктами.

С помощью процедуры корреляционного анализа исследовалась роль жизнестойкости и ее влияния на упорное учебное действие и развитие упорства у студентов. Для достижения этой цели мы использовали следующие методики:

1. Опросник учебного упорства М. А. Кузнецова, О. С. Галаты [1];

2. Краткую версию теста жизнестойкости в адаптации В. А. Олеффа, М. А. Кузнецова и А. В. Павловой [3].

Выборку испытуемых составили 223 человека (151 женщина и 72 мужчины, средний возраст которых составляет 19 лет). Одной из задач было проанализировать специфику взаимоотношений упорного учебного действия и жизнестойкости у студентов с различными уровнями учебной успеваемости, поэтому корреляционный анализ применялся 1) для всей выборки испытуемых, 2) для студентов с высокой учебной успеваемостью, и 3) для студентов с низкой учебной успеваемостью. Академическая успеваемость вычислялась как среднеарифметические значения текущей успеваемости студентов по основным, профилирующим дисциплинам.

Практически все показатели методики учебного упорства на статистически значительном уровне положительно коррелируют с показателями теста жизнестойкости. Чем выше у студентов уровень жизнестойкости, умение противостоять учебным стрессам, тяжелым жизненным обстоятельствам и сохранять при этом успешность учебной деятельности, тем выше у них уровень упорства.

Рассмотрим положительные взаимосвязи между показателями опросника учебного упорства и краткой версии теста жизнестойкости для студентов с высокой успеваемостью (Таблица 1).

Таблица 1. – Взаимосвязь учебного упорства и жизнестойкости студентов с высокой успеваемостью

<b>Жизнестойкость</b> <b>Учебное упорство</b>	<b>Вовлеченность</b>	<b>Контроль</b>	<b>Принятия риска</b>
Целеустремленность	0,41	0,28	0,24
Усилия	0,34	0,22	0,19
Самоконтроль	0,27	0,23	0,21
Доведение начатого дела до конца	0,28	0,20*	0,16*
Общий показатель упорства	0,41	0,29	0,25

Примечание: \* – значимые корреляционные связи не были выявлены

На высоком уровне выражены тесные взаимосвязи между целеустремленностью, как одним из структурных компонентов упорства, так и вовлеченностью, как показателя жизнестойкости ( $0,41, p \leq 0,001$ ). Вовлеченные личности характеризуются верой в свои силы, смысла жизни, удовлетворенностью от происходящего и высокой целеустремленностью. То есть успешные студенты с высоким уровнем упорства, в частности целеустремленности, могут сосредоточивать свое внимание и интерес на дальних целях, доводя их до конца, даже при возникновении трудностей, на их пути [9].

Также вовлеченность на значительном уровне коррелирует с усилиями ( $0,34, p \leq 0,001$ ), которые упорный успешный студент прилага-

ет в обучении. По этому, вовлеченность в учебе является характеристикой для выносливых, упорных людей, что есть критически важным для достижения успеха в учебной деятельности [8]. Такой показатель опросника учебного упорства, как умение доводить начатое дело до конца положительно коррелирует с показателем вовлеченности ( $0,21, p \leq 0,05$ ). Вовлеченные студенты способны брать ответственность за выполнение своей учебной деятельности, а не поддаваться на эмоциональные изменения поведения, быть преданными учебному делу и учебным задачам. Значимых положительных корреляционных связей между умением доводить дело до конца и другими показателями жизнестойкости не выявлены.

Таблица 2. – Взаимосвязь учебного упорства и жизнестойкости студентов с низкой успеваемостью ( $p \leq 0,001$ )

<b>Жизнестойкость</b> <b>Учебное упорство</b>	<b>Вовлеченность</b>	<b>Контроль</b>	<b>Принятия риска</b>
Целеустремленность	0,39	0,49	0,34
Усилия	0,46	0,45	0,41
Самоконтроль	0,41	0,49	0,32
Доведение начатого дела до конца	0,40	0,41	0,32
Общий показатель упорства	0,49	0,55	0,41

Самоконтроль личности на статистически значимом уровне коррелирует с вовлеченностью ( $0,27, p \leq 0,05$ ), контролем ( $0,23, p \leq 0,05$ ) и принятием риска ( $0,21, p \leq 0,05$ ). Эти результаты представляют степень, в которой человек считает,

что он или она способен контролировать события, которые происходят в его жизни. Связь самоконтроля по методике упорства и контроля по методике жизнестойкости позволяет студентам чувствовать, что они могут безопасно управлять

своей средой и могут предвидеть будущие угрозы их благополучию, контролировать свою учебную деятельность. То есть контроль выступает как интегральное качество регуляции учебной деятельности и поведения. Действительно, отсутствие учебного контроля часто рассматривается как источник стресса у студентов [2].

Рассмотрим результаты корреляционного анализа между показателями опросника учебного упорства и короткой версии теста жизнестойкости для группы студентов с низкой успеваемостью (Таблица 2).

Общий корреляционный анализ показал, что в группе студентов с высокой успеваемостью корреляционные связи между опросником учебного упорства и краткой версией теста жизнестойкости слабее, и практически все выражены уровне значимости  $p \leq 0,05$ . Тогда, как в группе студентов с низкой успеваемостью корреляционные связи статистически значимы на уровне  $p \leq 0,001$ . Повидимому, жизнестойкость является паттерном отношений и навыков, которые обеспечивают экзистенциальную форму смелости и мотивации, необходимые для обучения в стрессовых ситуациях, особенно для студентов с низкой успеваемостью. Можно также видеть, что именно будет способствовать наиболее эффективному выполнению упорных учебных действий. Для студентов с низкой успеваемостью, жизнестойкость служит предиктором упорства в учебе, фактором достижения высокого уровня противостояния стрессам, средством решения сложных учебных задач. Она явно способствует развитию упорства, так как помогает им прикладывать еще больше усилий для достижения учебных целей.

Рассмотрим некоторые корреляционные связи на группе студентов с низкой успеваемостью. Показатель контроля по краткому тесту жизнестойкости положительно коррелирует со шкалами целеустремленности ( $0,49, p \leq 0,001$ ) и самоконтроля ( $0,49, p \leq 0,001$ ) по методике учебного упорства. Такие студенты, несмотря на учебные

стрессы, поддерживают на высоком уровне чувство приверженности учебной деятельности в целом, оставаясь энергично вовлеченным и целенаправленными [5]. Они также обладают высоким чувством контроля, который заставляет их пытаться влиять на события и результаты, тем самым контролировать личную учебную деятельность. Усилие на значимом статистическом уровне коррелирует с принятием риска ( $0,41, p \leq 0,001$ ). Это значит, что упорные студенты оценивают трудные и сложные учебные ситуации как вызов для роста и развития, следовательно, работают вдвойне над задачами, имеют большую открытость к опыту, разнообразию и изменениям как возможности развиваться. Показатель доведения начатого дела до конца, положительно связан со всеми показателями теста жизнестойкости (вовлеченность ( $0,40, p \leq 0,001$ ), контроль ( $0,41, p \leq 0,001$ ), принятие риска ( $0,32, p \leq 0,001$ )), что отличается от группы студентов с высокой успеваемостью. Следовательно, успешным студентам не требуется высокой жизнестойкости или упорства, чтобы завершить начатое дело (учебную задачу, домашнее задание, курсовой проект), в то время как неуспешным студентам высокая жизнестойкость помогает справиться со стрессами, отрицательными эмоциями, которые возникают в процессе длительной работы и является поведенческим регулятором учебной деятельности. Это в свою очередь, ведет к повышению уровня упорства у студентов [6].

**Выводы.** Таким образом, учебное упорство и жизнестойкость имеют положительные корреляционные связи. Успешные студенты менее зависимы от влияния жизнестойкости и могут двигаться по направлению к цели, несмотря на академическое давление и учебные стрессы, тогда как для менее успешных студентов важна именно взаимосвязь данных показателей. Упорство отличается от жизнестойкости уровнем настойчивости и увлеченности, прикладываемых усилий на достижение цели, независимо от трудностей, – но

в жизнестойкости нет достижения цели. Значение взаимосвязи, упорства и жизнестойкости необходимо, так как они могут предсказать успешность учебной деятельности. Также эти психологические конструкты являются неотъемлемыми факторами в регуляции поведения студентов, контроля

их учебной деятельности, способности адаптироваться и действовать в стрессовых условиях [4].

В дальнейшем данное исследование планируется расширить, привлечь больше переменных для анализа поведенческих предикторов упорства.

### Список литературы:

1. Галата О. С. Психодіагностика завзятості в навчальній діяльності школярів та студентів. Теорія і практика сучасної психології. 2019.– № 5.– Т. 2.– С. 33–40.
2. Кузнецов М. А., Зотова Л. Н. Жизнестойкость и образ здоровья у студентов.– Х.: Изд-во «Дисциплина», 2017.– 398 с.
3. Олефір В. О., Кузнецов М. А., Павлова А. В. Коротка версія тесту життєстійкості. Вісник Харківського національного педагогічного університету імені Г. С. Сковороди. Психологія. 2013. Вип. 45,– Ч. II.– С. 158–165.
4. Agaibi C. E., & Wilson J. P. Trauma, PTSD, and resilience: A review of the literature. Trauma, Violence, & Abuse. 2005. 6(3),– P. 195–216.
5. Bue S. L., Kintaert S., Taverniers J., Mylle J., Delahaij R. & Euwema M. Hardiness differentiates military trainees on behavioural persistence and physical performance. International Journal of Sport and Exercise Psychology. 2016.
6. De Vera M. J., Gavino Jr., J. C., & Portugal E. J. Grit and superior work performance in an Asian context. Paper presented at the Proceedings of 11<sup>th</sup> International Business and Social Science Research Conference, Crowne Plaza Hotel, Dubai. 2015.
7. Georgoulas-Sherry V., Kelly D. R. Resilience, grit, and hardiness: determining the relationships amongst these constructs through structural equation modeling. Techniques Journal of Positive Psychology & Wellbeing 2019.– Vol. 3.– No. 2.– P. 165–178.
8. Maddi S. R., Khoshaba D. M., Harvey R. H., Fazel M., & Resurreccion N. The personality construct of hardiness, V: Relationships with the construction of existential meaning in life. Journal of Humanistic Psychology. 2010. 51,– P. 369–388.
9. Maddi S. R., Matthews M. D., Kelly D. R., Villarreal B., & White M. The role of hardiness and grit in predicting performance 591 and retention of USMA cadets. Military Psychology. 2012. 24(1),– P. 19–28.

# Contents

<b>Section 1. Gender Education.....</b>	<b>3</b>
<i>Nguyen Duc Thuan, Ph.D., Nguyen Dinh Nam, Ph.D.</i>	
APPLICATION OF BASIC ACTIVITIES IN TEACHING SOCIAL SCIENCE AND HUMANITY AT THE TELECOMMUNICATIONS UNIVERSITY IN VIETNAM UNDER THE CAPACITY DEVELOPMENT ORIENTATION .....	3
<b>Section 2. Preschool Education .....</b>	<b>8</b>
<i>Tran Thi Hai Yen</i>	
THE USE OF FITNESS TECHNOLOGIES IN THE WORK WITH CHILDREN OF PRESCHOOL AGE.....	8
<b>Section 3. Mathematical Education.....</b>	<b>11</b>
<i>Zulfikarov Ilkhom Makhmudovich, Tajiev Mamarejab</i>	
METHODS OF EFFECTIVE ORGANIZATION OF TEACHING MATHEMATICS AND SELF-SYUDY IN THE PROBLEM-BASED TEACHING.....	11
<b>Section 4. Medical Psychology .....</b>	<b>17</b>
<i>Vakulenko Yuliia</i>	
SENSORY INTEGRATION THERAPY POSSIBILITIES AND LIMITATIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDER .....	17
<b>Section 5. Education in the field of Arts .....</b>	<b>22</b>
<i>Goloschapova Olga Vladimirovna</i>	
FORMING METHODS OF JUNIOR STUDENTS' MUSICAL INTERESTS.....	22
<b>Section 6. Pedagogical Psychology .....</b>	<b>26</b>
<i>Danylenko Nataliia Mykolaivna</i>	
REPRESENTATION OF ATTITUDE TO PROPER APPEARANCE IN THE STRUCTURE OF SUBJECTIVITY OF ADOLESCENT GIRLS .....	26
<b>Section 7. Psychology of Reading and Library Work .....</b>	<b>31</b>
<i>Kyrylo Hutsol</i>	
DEVELOPMENT OF DIAGNOSTIC TOOLS FOR DETERMINING LEVELS OF PERSONALITY'S NARRATIVE COMPETENCE FORMATION .....	31
<b>Section 8. Psychology .....</b>	<b>35</b>
<i>Halata Oksana Stanislavivna</i>	
EDUCATIONAL PERSISTENCE AND HARDINESS OF UNIVERSITY STUDENTS.....	35