

Thus, different motives students for study activities. That is why we note the importance of studying learning motivation in higher education, which will allow teachers to individualize the system of educational influences, paying special attention to the formation of the motivational component of students' learning activities, which will increase their internal learning motivation and efficiency.

*Scientific supervisor: Podkopaieva Y.V.,
PhD in Psychology, Associate Professor*

UDK 159.26 (043.2)

Petrenko V.M.

Yudina V.Y.

National Aviation University, Kyiv

COGNITIVE FLEXIBILITY AS A FACTOR OF STRESS RESISTANCE OF SPECIALISTS IN "HUMAN-HUMAN" PROFESSIONS

The problem of cognitive flexibility as a significant component of professional activity is relevant for each field of production. But this topic becomes especially relevant in the modern requirements as the variability of systems has significantly increased as well as the requirements for activities inside those systems. Today, the great majority of psychologists believe that cognitive flexibility is not only a characteristic of mental action but foremost the ability of a specialist to act in various production situations, including stressful ones. A sign of cognitive flexibility is the professional's ability to respond quickly to changes that occur in current situations, while the focus on the analysis of new (stressful) factors is inessential.

Psychotherapists note that cognitive flexibility is neither an innate characteristic nor learned one by itself. Cognitive flexibility is a certain life position that demonstrates understanding and acceptance of "different" position. For effective staff management, practical psychologists and consultants in professional psychology do recommend taking into account the specialist's levels of cognitive flexibility, as well as to predict the specialist's ability to cognitive adaptation in complex conditions of production. The high level of cognitive flexibility of a specialist is testified while finding easy solutions to various mental tasks and hypothetical production situations on a certain conceptual topic.

The paper aims to identify the relationship between cognitive flexibility and the stress resistance level of the respondents, that are working in "human-human" professions.

During the study, we have faced a problem that it is difficult to measure the cognitive flexibility with traditional empirical techniques because it is part of a highly developed cognitive system. It is known that cognitive flexibility regulates the flow of the specialist's thoughts; inhibits inductive stimulus to concentrate on the main goal; helps to remember a large number of relevant tasks, plan and develop strategic and operational actions; stabilizes the emotional sphere and increases the specialist's stress resistance.

In accordance with the considerations that are mentioned above, we have identified the applied tasks: to examine empirically the indicators of cognitive flexibility and the level of stress resistance of future psychologists as well as to identify the relationship

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

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

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

*Scientific supervisor Yakovytska L.S,
Doctor of Psychological Sciences, Associate Professor*

UDC 159.923.2 (043.2)

Radionova K.S.
National aviation university

SELF-ESTEEM AS A FACTOR OF SEPARATION IN EARLY ADOLESCENCE

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

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

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