

group of respondents with a high level of risk-taking is characterized by determination and persistence.

In conclusion, volitional regulation changes from more passive - self-control and organization to more active actions - determination and persistence with the increase in the level of risk-taking of psychology students. Volitional regulation should be applied equally to all activities (active and passive). The professional activity of psychologists is characterized by an average level of self-control, initiative, and, accordingly, an average level of risk-taking.

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ROLE OF MOTIVATION APPROVAL IN LEARNING ACTIVITIES OF STUDENT

In a role of a carrier of social characteristics, each person needs interaction with society for complete development, which can be directly expressed in the perception of certain attitudes, assessments and opinions of surrounding persons.

In case of absence of support or reproach from and others, it is difficult for a person to objectively assess results of its own actions. Carrying out one or the other work, a person subconsciously counts on the support of parents, friends, teachers and advisers. This type of assistance is quite often expressed in the form of approval of the person's actions, which can create both socially desirable behavior of an individual and interest in certain activities, including learning [2].

The psychologists, using the term "approval motivation", define the efforts of a person so to say to "deserve" approval, praise from surrounding persons, which is one of the significant human needs. The necessity for positive approval is a significant factor for achieving success by a person not only in the personal sphere of life, but professional as well. Approval is very important for the participants of the educational

process - students, because this is the age of organization of value-oriented activities and the intensive formation of special abilities. One of the conditions for favorable personal development and effective professional training of a student is the development of positive approval motivation [1].

Our research of the role of approval motivation in learning activities of students was conducted through testing and processing of academic progress indicators. In order to determine the indirect measure of a person's need for approval of other people, we used the scale of motivation for approval developed by American psychologists Douglas P. Crowne and David A. Marlowe [5].

In our study, we found out that students strive for a certain social cohesion primarily characterized by the establishment of social interaction with equals in age, as well as teachers and employees of educational institutions. Our respondents showed quite high level of desire for higher education (68% of respondents), which is expressed in obtaining relevant theoretical and practical knowledge, and achieving some success in scientific activities.

It has been established that the most important condition of personal development students see in the formation of friendly relations in the student environment (72% of respondents). It is possible to make conclusion that along with educational activities, communication is the leading activity of students. Since interaction in society is accompanied by support and approval, this indicator can be quite important for students in their educational activities.

By results of our study, we found out that the vast majority of respondents (64%) have an average level of approval motivation, which indicates a balanced attitude to opinion about themselves and opinion of others. While a high level of approval motivation is inherent in 21% of students, which indicates their efforts to look better in the eyes of others and meet their expectations, as well as the tendency to respond to socially desirable behavior. A small number of participants of the study had a low level of approval motivation (15%), it indicates their rejection of the opinion of others or high standards for themselves.

Having analyzed the data of students' academic achievements with their level of approval motivation, we found out that low academic achievements is characteristic of students with a low level of approval motivation. The students with a high level of approval motivation are mostly "A" students, less "B" students. Thus, when the level of approval motivation increases, the success of students, their efforts to be socially responsible and receive support from equals of age and teachers increase as well.

Thus, we found out that the level of approval motivation - the desire to earn the approval of significant surrounding people, significantly affects the level of student success in the learning process.

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EMOTIONAL INTELLIGENCE AS A FACTOR OF SOCIO-PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL IN PROFESSIONS OF "HUMAN-HUMAN" TYPE

The relevance of the study is due to the fact that a high level of socio-psychological adaptation affects the productivity of the specialist; his ability to perceive the new, which is an attribute of information societies; maintaining mental balance and health. During the process of socio-psychological adaptation not only the individual changes but also his environment, thus, between the specialist and the professional environment, the relationship of adaptability is established, which is especially important for professions of "human-human" type.

If a specialist cannot adapt to the activity due to lack of professional and communicative knowledge, skills, abilities, and there is no assistance from the production team to adapt to the young specialist, often because the young person cannot establish positive contacts in a new professional environment due to lack interaction experience. Tense relations are formed both with the production group, the immediate circle of colleagues, and with the administration, which, in case of neglect, lack of timely response, can contribute to the maladaptation processes. It is worth noting that maladaptation in professions of "human-human" type occurs both due to unfavorable relations with the production team and administration, and due to the personality of the young specialist. A specialist in professions of "human-human" type must have contact, flexibility in communication, the ability to understand the mood, tact, good manners, the appropriate level of culture. Obviously, all these skills have powerful emotional and intellectual components that develop the ability to build more stable interpersonal relationships, motivate yourself and others, choose the most appropriate tactics of behavior and solutions to current situations; ability to innovate, creativity, emotional stability in difficult situations, rapid adaptation to change.