

compositions. An individual may catch so-called insights after long contemplation on what is seen, otherwise he or she begins to percept and realize things, not like before. The main phenomenon of this interactive is that it is a three-dimensional. An individual can see it, touch it and be inside it. Evidently, the strongest influence on a person is what he or she can feel experiencing first-hand. It helps to break stereotypes inside the human head, to see things unconventionally, not in the way we are accustomed to.

Thus, artistic practices, associated with installations of various kinds, types, shapes and techniques have not emptied their capacity, but on the contrary, have been the most effective means of influence on human consciousness and subconsciousness. Visual and verbal landmarks are created to achieve a greater awareness of the event, image and action in observer's consciousness by means of installation. Artistic tastes are formed by means of installation as well. Everyone is able to realize his or her creative ideas, using it as methods of a therapy. Installation has been firmly rooted in the cultural space as a form of social projects by its artistic means. These are creative pursuits and realizations of both professional artists and those individuals for whom it is a phobia.

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## **PREVENTION OF ADAPTATION OF RECRUITS TO THE CONDITIONS OF MILITARY SERVICE**

The problem of disadaptation of military service recruits is a pressing issue for many populations and spheres of activity. The young 18-year-old, constantly living in the comfort of home unexpectedly or expecting extremely from accompanying people (self on-self in completely new unusual living conditions). The specifics of experiencing new conditions is accompanied by a number of adaptation experiences of the young person during this period, namely: adaptation to the army way of life; adaptation to the new collective; adaptation to subordination and hierarchy; adaptation to carrying weapons; adaptation to possible participation in military actions.

The process of adaptation to military service conditions is rather complicated for a recruit's personality and depends on a whole list of factors. In this connection, recruits with signs of disadaptation to military service come to the attention of psychologists. Most often, disadaptation is associated with a psychological state of frustration and depression, inadequate communication skills and behavioral disorganization, internal stiffness and stressed aloofness - this is by no means an exhaustive list of its symptoms.

As a consequence, the question arises of studying the issue and providing recommendations.

L.A. Kandybovich and M.I. Diachenko, came to the conclusion that adaptation is characterized not only by a person's adaptation to new conditions, but is expressed "mainly in the development of fixed ways of behavior that allow one to cope with difficulties.

Modern military psychologists I.I. Lipatov, L.F. Shestopalova, V.S. Afanasenko have paid attention to the processes of psychological adaptation of servicemen to combat activity. The object of scientific research of psychologists was the problem of adaptation of different categories of servicemen: regular servicemen, peace-keeping contingent, officers-graduates.

L.V. Stefan's dissertation research is noteworthy. She studies the process of social adaptation of cadets with language difficulties, i.e. foreign citizens serving in Ukraine.

Common signs of social maladaptation are stress, mental and physical illness, conflicts, emotional distress, etc. Accordingly, the most characteristic psychological factor of adaptation in the military is the ability to recognize one's own emotions, the emotions of the interlocutor, the ability to regulate one's emotional state and react properly in stressful situations.

So, to prevent disadaptation of recruits into military service to learn to distinguish between their own emotions and the emotions of the interlocutor, practical recommendations have been developed:

1.Exercise "Reservoir" When talking to your interlocutor, play the role of an "empty form," a reservoir into which your interlocutor "pours," "fills in" his words, states, thoughts, feelings.

Try to reach the inner state of "reservoir": you are a form, you do not react to external influences, but only accept them in your inner space. Put aside your personal assessments - it's as if you don't exist in reality, you're just an empty form! Having trouble? Practice before you start talking 2-3 times, and it will be easy for you to come out. Then, when you are sure that you have developed an internal state of Reservoir, engage in dialogue and try to relate to the other person in a non-judgmental way. This will help you understand him or her better.

2.Exercise "Rhythm" This exercise will help to form an openness to the interlocutor. It should be performed in pairs with one of the people close to you.

Two people stand facing each other and agree on their roles: one is the leader, the other is the "mirror. Hands of the participants are raised to chest level and turned towards each other with their palms facing each other. The presenter starts to make arbitrary hand movements, and the one playing the role of the "mirror" tries to reflect him or her in the same rhythm. The roles change several times.

The psychological content of the exercise consists in feeling the internal "rhythm" of the other person and reflecting it as fully as possible. It is useful to think about the fact that each person is an individual with a unique psychological "rhythm," and to understand a person correctly, it is necessary first of all to feel their energy, temperament, aspiration, dynamics, and inner expression.

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### **СТАН СФОРМОВАНOSTІ КРИТИЧНОГО МИСЛЕННЯ У СТУДЕНТІВ-ПСИХОЛОГІВ**

В епоху глобальної інформатизації суспільства кількість інформації збільшується в «геометричній прогресії» і доступ до неї стає все легшим. Люди, забуваючи проаналізувати отримані дані, поглинають повідомлення. Більшість людей, відповідно до сучасних досліджень, просто отримують інформацію, і за відсутністю браку часу або маючи своє бачення світу, не здатні до аналізу або перевірки достовірності отриманої інформації. Поглинання поверховістю, наявність упереджень, спотворене або маніпуляційне відображення світу призводить до негативних наслідків - появи страху, відчуття тривоги, розвитку депресивних станів, неадекватного сприймання себе та навколишньої дійсності у студентів-психологів.

Для збереження ментального здоров'я особистості, необхідно розвивати такий вид мислення, як критичне.

Під критичним мисленням ми розуміємо процес розгляду ідей з багатьох точок зору, відповідно до їх змістових зв'язків, порівняння їх з іншими ідеями.

Критичне мислення – це процес аналізу, синтезування й обґрунтування оцінки достовірності, цінності інформації, здатність дивитись на ситуацію в цілому, шукати та знаходити причини та інші варіанти, створювати чи змінювати позицію на основі фактів й аргументів, коректно застосовувати отримані результати до проблем і приймати обдумані рішення. Насамперед, людина, що мислить критично, уважно й шанобливо ставиться до фактів, не квапиться з висновками. Вона відкрита та неупереджена, поважає думки інших, навіть попри незгоду.