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DESTABILIZING FACTORS OF THE ANXIETY IMPACT ON UNIVERSITY STUDENT'S PERSONAL POTENTIAL

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Abstract. *The theoretical analysis of the nature, development and impact of the anxiety destabilizing factors on the student's individual while studying at university is carried out in the article. It was proved that anxiety is the base of adaptive and maladaptive changes of mental state and behavior caused by mental stress and consequently the formation of difficult obstacles to social development of the individual, high barriers to interpersonal communication, fear of public speaking.*

The significance of the communicative dimension in the educational process of university students, such as fear of public speak and interact with fellow students, which may contribute neutralization of students' learning activity and the ability to adapt socially is demonstrated.

Keywords: *anxiety, social anxiety, student, learning process, personal potential.*

Dynamic processes of social development over the past few decades indicate complex socio-economic change. The uncertainty and unpredictability of the future causes state of emotional tension in most individuals. A significant number of young people feel lonely, feel emotional discomfort due to lack of trusting relationships with peers and adults, uncertainties of social position in the team, aborted values, plans for the future. Besides, modern civilization, rescuing people from many social fears, brings in their life many other, even more terrible ones such as AIDS or nuclear war and so on. Some Ukrainian psychiatrists call this era the "century of anxiety", believing that this feeling is caused by the knowledge of today's problems, denial of basic spiritual values and the rate of social change, permeates all the aspects of our lives.

The aim is to study the effect of anxiety on the student's individuality during his studies at the university.

Psychological theories of anxiety demonstrate the diversity of its manifestations. Confirming this fact by researches by Vagin I. [13] A. Kirichuk [5], V. Lemeschuk [6], N. Maiewska [7] T. Morris [9] and the National Institute of Mental Health of the USA government [11] we find their continuation in the latest scientific exploration. Among the latest ones it should be highlighted that according to NIMH 2012 anxiety disorders relate to a group of the most common psychiatric disorders. So, in the USA, a country which conducted a thorough epidemiological study, lifetime risk of individuals is 28.8% prevalence in the population – 18.1% of the adult population, 25.1% of adolescents [11]. In addition, T. Morris' research in 2004 showed that the overall prevalence of anxiety disorders among children is about 20% [9].

Studies of this problem are quite rare and fragmented in Ukrainian psychology. This is largely due, perhaps, to known social factors – conditions that did not encourage analysis of the phenomena reflecting the perceptions of the world as threatening and unstable [5].

Research of Ukrainian scientists showed that there is a certain hierarchical structure of fears with different nature and intensity in every person. These fears are determined by personality characteristics, individual experience accepted in society by attitudes and common to all men age and sex laws [8, p. 84].

According to D. Kuznetsov, G. Prykhozhan, D. Feldstein, G. Shykha significant increase in the number of anxious young people is seen in the periods of instable times of economic and political relations in society. An intense primitivism of young people's minds takes place, there is an increase of cynicism, brutality, cruelty, aggressiveness. In these external manifestations inland deep feelings of young people lie –apprehensiveness, anxiety, fears. Scientific studies show that increased anxiety leads to uncertainty in communication capabilities. State of anxiety is characterized by a strong psycho-emotional tension and prolongation. By this reason a high level of social anxiety is a risk factor. The basis of social anxiety consists of personality inner conflicts [12, p. 5].

Undoubtedly, everyone is experiencing severe stress in life. Youth is experiencing it particularly acute. Troubles in school, quarrels with peers, problems in sexual relationships, family conflicts, lack of love, and parental educational cruelty, financial difficulties – this is not an exhaustive list of circumstances which injure the psyche of young individuals [3].

If it is an emotionally unsecured student, against the backdrop of a passive-defensive reaction he begins to fall behind in school, is constantly in a state of fear and anxiety, hopelessness and apathy, reduces his overall activity, deteriorates his health [2, p. 34] And in particular emerging communication anxiety, fear of appearing in public, speak and defend their opinions.

The level of expression and the character of physiological parameters in a state of anxiety is a subjective phenomenon that depends on the personal characteristics of the individual.

There are two main types of anxiety. The first of them is the so-called situational anxiety that is generated by some particular situation, which objectively evokes an anxiety of the person. This condition can occur to any person on the eve of the planned negotiations, speeches or possible meetings. Such anxiety is not only normal, but plays a positive role. It acts as a kind of mobilizing mechanism that allows a person to come up to arising problems seriously and responsibly [2, p. 34]

The second type is the so-called personal anxiety. It can be defined as a personality trait, manifested in the constant tendency to experience anxiety in various situations, including those that objectively can not cause alarm. Personal anxiety is characterized by a state of unconscious fear, feeling uncertain threat, willing to accept any event as unfavorable and dangerous. A person exposed to such a state is always in cautious and depressed mood, it becomes difficult to contact with the outside world. Surrounding is perceived as hostile and threatening [2, p. 35], person limits any communication relations, especially public speaking.

Famous Austrian psychoanalyst Charles Rikroft at his work "Anxiety and neuroticism" along with the analysis of the relationship of anxiety and fear enters the classification of the anxiety forms [10].

1. Anxiety - disturbance. It is like the feeling of fear, but differs by regarding not to personal interests but the interests of the persons that subject cares about. It is characterized by uncertainty, which arises in assessing the importance of real events.

2. Anxiety - anticipation. Object is unknown and undiscovered. It is characterized by the presence of irrational factors. Focused on personal interests.

3. Anxiety - circumspection. It is an expression of vigilance and foresight. Allows to understand and overcome the obstacles that exist in subject's way.

4. Separation anxiety. It is characterized by anxiety inability to have normal social relationships and developed vigilant reaction. This anxiety can be displayed as follows: vigilance (the ability to focus on new experiences) minus social communication.

5. Internal anxiety. It is arising from the presence of thoughts that subconsciously reduce the credibility of those with whom subject is internalizing.

Theoretically proved that anxiety serves as assistant to avoid awareness of personal negative impulses and their satisfaction in acceptable way at the right time.

In contrast, research papers by Karen Horney, known theorist in the field of personality psychology research, aimed at that anxiety is not a necessary component in the human psyche. Instead, she affirmed that anxiety arises from the lack of a sense of security in interpersonal relationships.

According to K. Horney a person in childhood has two basic needs: the need for satisfaction and the need for security. The need for security, that is the need to be loved, desired, protected is major in child development. Satisfying of this need depends entirely on the parents, if they satisfy it, healthy personality is formed. If parents do not, a child is formed with a basal hostility. In this case the child is in a difficult situation: it depends on the parents and at the same time feels grievance about them. The child suppresses negative feelings to parents in order to survive.

According K. Horney's theory, then the child feels the same negative feelings of hostility in relation to other people in the present and in the future. Thus, basal anxiety, a sense of loneliness and helplessness in the front of potentially dangerous world appear in child's psyche [6].

The role of anxiety in the adaptation process of a student can vary depending on its intensity and requirements which relate to individual adaptation mechanisms [13, p. 75]. Anxiety within intensity and prolonged inadequate situation prevents the formation of adaptive behavior of the young individual, leads to disruption of behavioral integration and the formation of derivative (conscious or unconscious) expressions that together with anxiety determine the mental state of the subject.

Although anxiety disorders of young individual can be perceived as minor psychiatric disorders and their impact on quality of functioning in the educational team can be very significant. Anxiety, except motive of achievement, plays an extremely important role in the qualitative assessment of the way student performs scientific, artistic or optional activities, especially when next to him peer group engaged by the same thing [8, p. 175-179].

Social anxiety in university students leads not only to inefficient learning of study programs, but also accelerates the destabilization of adaptive behavior and functioning in society.

The effectiveness of social and psychological adaptation depends largely on the way the student adequately perceive the reality of social and psychological space (relationships, group processes, peculiarities of the interaction etc.), shows reflexive-perceptual capabilities, the ability to change behavior and communication [3, c.44-46]. However, along with the social and psychological adaptation there is a socio-psychological maladjustment of the individual, which means the disruption of individual's process of the active adaptation to conditions of the social environment by means of interaction and communication in the presence of erroneous or insufficiently

developed human notions of themselves and their social relations and interpersonal contacts [1, p. 165]. It is accompanied by individual dissatisfaction with his position in the group, an effective implementation of its communicative potential, self-esteem decrease, an erosion of identity and as a result a decrease in academic performance [3, p. 49-52].

Conclusions. Thus, anxiety is the basis of any (adaptive and maladaptive) changes in mental state and behavior caused by mental stress and consequently the formation of difficult obstacles to social development of the individual, high barriers to interpersonal communication, fear of public speaking.

Communicative aspect is equally important for university students in the learning process, and therefore fear to speak in public and interact with fellow students can contribute neutralization of students' learning and the ability to adapt socially.

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PEDAGOGICAL INTERACTION AS A PROCESS AND AS A FUNCTIONAL SYSTEM

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Abstract. *This article is a theoretical analysis of the phenomenon of pedagogical interaction as a process and as a functional system.*

It is proved that the necessary conditions of pedagogical interaction are: creation of the education developing space in school; availability of personal readiness of all educational activities for the implementation of educational impact and its realization in educational practice.

It was proved that pedagogical interaction is a necessary functional system of educational process that occurs in the form of subject-subject interaction in which information is exchanged, also mental images of each other and form of interference, including the right balance of pedagogical impact, and its active perception.

Keywords: *pedagogical interaction, pedagogical communication, education, upbringing.*

In modern psychological science a concept of "interaction" used in the study of many social phenomena, including education and upbringing, and their impact on the personality. The educational process appears as a multifaceted