

**ПЕДАГОГІЧНИЙ АЛЬМАНАХ
«АКТУАЛЬНІ ПРОБЛЕМИ
ДОШКІЛЬНОЇ ОСВІТИ:
ТЕОРІЯ ТА ПРАКТИКА»**

**МАТЕРІАЛИ
IV Всеукраїнської конференції
здобувачів вищої освіти і молодих учених**

(5 листопада 2024 року)



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Державний заклад
«ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ імені К. Д. УШИНСЬКОГО»

ФАКУЛЬТЕТ ДОШКІЛЬНОЇ ПЕДАГОГІКИ ТА ПСИХОЛОГІЇ
КАФЕДРА СІМЕЙНОЇ ТА СПЕЦІАЛЬНОЇ
ПЕДАГОГІКИ І ПСИХОЛОГІЇ

Збірник матеріалів
IV Всеукраїнської конференції
здобувачів вищої освіти і молодих учених

АКТУАЛЬНІ ПРОБЛЕМИ
ДОШКІЛЬНОЇ ОСВІТИ:
ТЕОРІЯ ТА ПРАКТИКА

Випуск 4
5 листопада 2024 року

Одеса
Видавництво ТОВ «Лерадрук»
2024 рік

Рекомендовано до друку Вченою радою університету Державного закладу «Південноукраїнський національний педагогічний університет імені К.Д. Ушинського».

Педагогічний альманах «Актуальні проблеми дошкільної освіти: теорія та практика»: збірник матеріалів IV Всеукраїнської конференції здобувачів вищої освіти і молодих учених (5 листопада 2024 року). Одеса: Видавництво ТОВ «Лерадрук», 2024. Вип. IV. 301 с.

Організаційний комітет:

- | | |
|----------------|---|
| Богущ А. М. | — дійсний член НАПН України, доктор педагогічних наук, професор (голова); |
| Бабчук О. Г. | — кандидат психологічних наук, доцент, завідувач кафедри сімейної та спеціальної педагогіки і психології (заступник голови); |
| Кавиліна Г. К. | — кандидат педагогічних наук, доцент, доцент кафедри сімейної та спеціальної педагогіки і психології (відповідальний секретар); |
| Булгакова О.Ю. | — доктор психологічних наук, доцент, декан факультету дошкільної педагогіки та психології; |
| Левицька М.І. | — методист кафедри сімейної та спеціальної педагогіки і психології |

Матеріали збірника відображають наукові дослідження і їх результати, здобуті в процесі науково-дослідної роботи студентів та молодих науковців, які навчаються у закладах вищої освіти України.

Відповідальність за зміст, точність цитат, прізвищ і представлених даних несе автор.

Технічне редагування матеріалів збірника — О.І. Кисельова.

<i>Пахмурна В.</i> Вплив стилю сімейного виховання на формування особистості дитини.....	262
<i>Пруднікова І.</i> Психологічні особливості нарцисизму особистості.....	266
<i>Сторож В. В., Жембровська О. В.</i> Психосоціальна адаптація дітей дошкільного віку з підвищеним рівнем тривожності: теоретичний та емпіричний аналіз.....	273
<i>Руппо Ф.</i> Статева та гендерна ідентичність дитини дошкільного віку.....	279
<i>Babchuk O.</i> Emotional stability as a factor in pedagogical activities.....	285
<i>Arsene I.</i> Corelația dintre calitatea vieții școlare și problema bullying-ul (elevi) în învățământul de cultură generală.....	292

conference «Innovative areas of solving problems of science and practice» (November 08 – 11, 2022) Oslo, Norway. International Science Group. 2022. P. 539-549.

2. Вовк Л. Специфіка становлення гендерної ідентичності дошкільників. *Науковий збірник «Актуальні питання гуманітарних наук: міжвузівський збірник наукових праць молодих вчених Дрогобицького державного педагогічного університету імені Івана Франка»*, 2018. Том 18, № 18, С. 58-66.

3. Глушенко К., Козинець О. Особливості формування статево-гендерної ідентичності у дітей з порушеннями психофізичного розвитку. *Наукові записки БДПУ. Серія: Педагогічні науки*. Вип.1. Бердянськ : БДПУ, 2021. 402 с.

4. Кікінежді О.М., Говорун Т.В., Міщенко О.О. Гендерне виховання дошкільнят: навчальний посібник. Тернопіль: Навчальна книга- Богдан, 2011. 192 с.

5. Лещук Н. О. Статеве виховання і репродуктивне здоров'я підлітків та молоді : навч. посіб. / Н. О. Лещук, Ж. В. Савич, О. А. Голоцван, Я. М. Сивохоп. Київ, 2014. 136 с.

6. Товкач І.Є. Гендерне виховання дошкільнят. *Дошкільне виховання*. 2012. № 3. С. 8-11.

EMOTIONAL STABILITY AS A FACTOR IN PEDAGOGICAL ACTIVITIES

C.P.S., Associate Professor O. Babchuk

The problem of emotional stability has attracted the attention of researchers for decades. However, in recent years this topic has become especially relevant due to the strengthening of old factors and the emergence of new ones: this includes the acceleration of the pace of life, a significant increase in the intensity of mental work, an explosion of information, urbanization, aggravated environmental problems, an increase in the number of natural disasters, etc.

As a result, the need to find ways to optimize a person's mental state increases. Nowadays, a huge number of works have appeared on the problem of emotional stability, most of which are aimed at studying the physiological and mental components of mental stress. At the same time, despite the numerous studies devoted to this problem, the socio-psychological mechanisms of the formation of emotional stability remain poorly understood. This has a negative impact on the identification of patterns of mental state management, which, in turn, does not allow practicing psychologists to achieve effective results in their work. Based on the study of ways to increase emotional stability, teachers will have to formulate a number of conclusions that can be used in developing the psychological foundations of educational programs in sports and in the field of physical education.

The concept of «emotional stability», depending on the preferences of the authors (L. Abolin, M. Dyachenko & V. Ponomarenko, etc.), includes various emotional phenomena. Thus, some authors consider emotional stability as «stability of emotions» and not as the functional stability of a person to emotiogenic conditions. In this case, «emotional stability» is understood as emotional stability, stability of emotional states, and the absence of a tendency to frequent changes in emotions. Thus, one concept combines different phenomena that do not coincide in their content with the concept of «emotional stability».

For T. Ribo, E. Milerian, S. Oya, O. Chernikova, N. Aminov and a number of other authors, emotional stability is equivalent to emotional stability, since they speak about the stability of a certain emotional state. S. Oya considers the presence of minor shifts in the values of indicators characterizing emotional reactions to be one of the signs of emotional stability. J. Reikovsky believes that some people have emotional stability due to their low emotional sensitivity. K. Platonov & L. Schwartz classify as emotionally unstable those who are highly emotionally excitable and prone to frequent changes in emotional states. At the same time, the authors acknowledge the great role of will in ensuring

the effectiveness of activity when a strong emotion arises. N. Levitov associates emotional instability with instability of moods and emotions, and L. Slavina – with the «affect of inadequacy», manifested in increased resentment, isolation, stubbornness, negativism. L. Badanina, understanding emotional instability as an integrative personality trait that reflects a person's predisposition to a violation of emotional balance, included increased anxiety, frustration, fears, and neuroticism among the indicators of this trait. Foreign scientists hold similar views: J. Guilford considers emotional instability as easy excitability, pessimism, anxiety, mood swings. P. Fress identifies emotional instability (neuroticism) as the main characteristic of emotionality, characterized by a person's sensitivity to emotiogenic situations.

In his research, I. Arshava considers emotional stability as an integrative characteristic of personality, which is manifested in a person's stable tendency in professional and everyday activities to maintain or restore the body's balance as an «active subsystem» in the conditions of a changing material environment [1]. The key feature of such a tendency is the ability to maintain an optimal mental state when difficulties arise at work or in life, which is associated with the peculiarities of mental processes. These processes, in turn, affect a person's health, his higher mental functions, psychological well-being and level of emotional intelligence.

Thus, emotional stability, from the point of view of the above-mentioned authors, is characterized by emotional imperturbability and impermeability, that is, the absence of a visible reaction of a person to emotional stimuli and situations.

Some authors understand emotional stability not as emotional equanimity, but as the predominance of positive emotions. V. Pisarenko, for example, considers emotional stability as a personality trait that ensures the stability of sthenic emotions and emotional arousal when exposed to various stressors. More precisely, he defines emotional stability when he understands it as self-control, endurance, and composure.

In other cases, emotional stability is understood as a level

of emotional arousal that does not exceed a threshold value, does not disrupt a person's behavior, and even has a positive effect on the effectiveness of activities. For example, O. Chernikova notes that the emotional stability of an athlete is not manifested in the fact that he stops feeling strong sports emotions, but in the fact that these emotions reach an optimal level of intensity. According to V. Marischuk, emotional stability is the ability to overcome a state of excessive emotional arousal when performing complex activities.

L. Abolin believes that it is legitimate to understand emotional stability as the stability of productivity of activities carried out in stressful conditions. Aware of the weakness of this approach due to the fact that this definition does not reflect emotional phenomena itself, he clarifies and expands it, noting that emotional stability is, first of all, the unity of various emotional characteristics aimed at achieving a set goal. Based on this, he considers emotional stability as a property that characterizes an individual in the process of intense activity, individual emotional mechanisms of which, harmoniously interacting with each other, contribute to the successful achievement of the set goal. The author asserts that, in essence, this is a functional system of emotional regulation of activity.

Thus, the main criterion of emotional stability for many scientists is the effectiveness of activity in an emotional situation. O. Sirotin includes in the definition of emotional stability the ability of a person to successfully solve complex and responsible tasks in a tense emotional situation. V. Smirnov & A. Trokhachev write that emotional stability is understood as the constancy of mental and motor functions under conditions of emotiogenic influences. N. Aminov attributes high emotional stability to those individuals who better control their own emotional reactions.

In these definitions, emotional stability is actually understood as the ability to suppress emotional reactions, that is, as «willpower», manifested in patience, perseverance, self-control and endurance (self-control). This, in turn, contributes to maintaining a stable efficiency of activity. It is no coincidence that K.

Platonov divides emotional stability into emotional-volitional (the degree of a person's volitional control over their emotions), emotional-motor (psychomotor stability) and emotional-sensory (sensory actions stability).

The descendants of N. Kordunov & N. Dmitriyuk consider emotional stability as an integrative, polysystemic characteristic of particularity, which is determined by the replacement and interconnection of warehouse components [3]. The following components appear before them: motivational, characterized by the power of motivation; emotional, which reflects perceptions of emotional disturbances and personal anxiety; intellectual, which includes assessing the situation, forecasting possible changes and making decisions about actions; as well as the typological component of the nervous system, determined by its strength. Today, emotional plays a dominant role among these components.

Another approach to understanding emotional stability is that of P. Zilberman, who interprets it as an integrative personality trait, characterized by such an interaction of emotional, volitional, intellectual and motivational components of an individual's mental activity that ensure optimal successful achievement of the goal of the activity in a complex emotional environment. Similar is the position of B. Vardanyan, who defines emotional stability as a personality trait that ensures a harmonious relationship between all components of activity in an emotional situation and thereby contributes to the successful completion of activities.

Emotional stability as a factor in pedagogical activity stability consists of the following: on the one hand, it is the result of a holistic functional system of emotional self-regulation, intense and at the same time productive activity, on the other hand, it is a systemic quality of personality acquired by an individual and manifested in him in the unity of emotional, intellectual, volitional and other relationships in which he is involved in conditions of intense activity. Emotions perform relatively independent functions in the self-regulation system, at the same time obeying the laws that determine the coordination and interaction of rational

components in the integral structure of emotional self-regulation of activity. They participate in the search for laws of the probabilistic series of subject situations, in the dismemberment and integration of extreme conditions of activity, in the implementation of proactive planning, the formation of autonomy and efficiency of intense action, the curtailment of the rational level of regulation, etc. The process of emotional self-regulation is determined by emotional experience. It encapsulates the integrative successes or failures of previously accomplished attempts.

Emotional experience has a certain content, depending on the level of professional training of a person; the differences between high and low levels of emotional stability are based on the difference in the functioning of the systems of emotional self-regulation of intense activity. The system of self-regulation of unstable people is formed in tense conditions as an affective process, in which the deep foundations of emotional life are revealed, acting as affective reactions. The process proceeds as a collapse and has an undifferentiated character. In emotionally stable people, individual emotional links act in relation to the goal (success/failure) as a single and, in accordance with it, coordinated emotional process. Emotional stability should be associated with the purposeful formation of the process of self-regulation with the inclusion of a person in «live» activity, this is one of the main tasks of the teacher, the most important goal of educational work. Purposeful formation must be preceded by the acquisition of knowledge about the holistic process of self-regulation of intense activity, about its individual links and the connections between them. Emotional mechanisms implementing the process of self-regulation or its individual links must be formed as a result of the analysis of real tense circumstances, due to which they become necessary; a person must learn to concretize the leading experienced goal in a system of derivative emotional characteristics, manifested in such a unity that would ensure flexible transitions from the goal to the result and vice versa.

Research by K. Pylypenko, dedicated to the problem of

emotional stability in future teachers, indicates a shift in the characteristics and behavior of the teacher, to the professional competence in the field of teaching and education of the young teacher. column, as well as to the emotional-volitional sphere of the teacher [4]. Particular respect is attached to such an important professional skill as emotional stability. The author concluded that at the stage of primary professionalization, professional interests, values and skills are actively formed, as well as the development of both special abilities and specific skills, such as important and characteristic of the chosen professional field.

In the context of pedagogical activity, L. Zagray interprets the term «emotional stability» as a synthesis of special abilities that allow the teacher to act independently in different emotional situations. Rejuvenating emotional resilience conveys the ability to quickly adapt to changes, find optimal solutions for folding furnishings and preserve privacy and self-control [2]. The author notes that in pedagogical practice, emotional stability helps to change the negative impact of stress, ensures readiness to act in difficult situations and is an important contributor to success in various situations.

Thus, emotional stability as a factor of pedagogical activity is determined by many reasons. These are, first of all, the continuous increase in the intensity of the process of implementation of educational, work, sports and other types of activity by a person, the erosion of established behavioral stereotypes, an increased demand for the timeliness and effectiveness of a person's decision-making, for the speed and accuracy of his actions and operations, a social order for the development of a psychological strategy for the education of a person capable of productively carrying out professional activity in stressful situations.

LITERATURE

1. Аршава І.Ф. Емоційна стійкість людини та її діагностика: монографія. Д.: Вид-во ДНУ, 2006. 336 с.
2. Заграй Л.Д. Емоційна стійкість у структурі емоційного ресурсу педагога. *Габітус*. 2024. Вип. 59. С. 52-56.

3. Кордунова Н.О., Дмитріюк Н.С. Емоційна стійкість як важлива складова особистості у період фахової підготовки. *Актуальні проблеми психології. Психологія обдарованості: збірник наукових праць Інституту психології імені Г.С. Костюка НАПН України*. Т.6. 2020. С. 129-138

4. Пилипенко К. В. Емоційна стійкість як професійно важлива якість майбутнього педагога. *Актуальні проблеми психології в закладах освіти*. 2019. № 9. С. 154–159.

CORELAȚIA DINTRE CALITATEA VIEȚII ȘCOALARE ȘI PROBLEMA BULLYING-UL (ELEVII ÎN ÎNVĂȚĂMÂNTUL DE CULTURĂ GENERALĂ

Doctor, conferențiar universitar, Igor Arsene

Problema Bullying-ul la școală care este un fenomen cu mai multe dimensiuni. Nu doar elevii se terorizează unii pe alții, ci chiar și profesorii pot fi supuși unei presiuni constante și insuportabile din partea părinților și elevilor, care speculează anumite prevederi legale [1].

Bullying-ul, sau bullying-ul școlar, este o perturbare gravă a mediului de învățare care are un impact negativ asupra sănătății fizice și psihologice a elevilor. Această problemă necesită atenția și intervenția noastră pentru a asigura un mediu de învățare sigur, de susținere și confortabil pentru fiecare copil.

În acest articol se va vorbi despre consecințele bullying-ului și despre metodele de prevenire a acestui fenomen negativ. Conform statisticilor și ca urmare a cercetărilor din ultimii 3 ani în instituțiile de învățământ din Republica Moldova, între 70 și 87% din numărul total de elevi din clasele 5-12 suferă de bullying în adolescență.

Studiind datele cercetării în februarie 2022, deputații Parlamentului au modificat Codul Educației, adăugând la acesta conceptul de «bullying», care înseamnă o formă de agresiune manifestată în mod deliberat, repetat și printr-un dezechilibru de