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Kots Yevheniia

PSYCHOLOGICAL PECULIARITIES OF SOCIAL AND COGNITIVE BEHAVIOR OF ADOLESCENT AND EARLY ADULTHOOD PERSONS WITH MANIFESTATIONS OF SOCIAL ANXIETY

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Abstract. *The article deals with theoretical analysis of psychological peculiarities of social and cognitive behavior of adolescent and early adulthood persons with manifestations of social anxiety. Social anxiety is presented as a widespread phenomenon nowadays. Socio-cognitive behavior of the individual, who is regulated by foreseeable consequences, that is, a subjective picture of events in the long run is disclosed. It is proved that young people unconsciously reflect children's behavior patterns, re-lay responsibility for failing into external circumstances and society, and the inability to establish trust-based close relationships compensates for many superficial acquaintances, which leads to an inner deep sense of loneliness.*
Keywords: *personality age features social anxiety*

Formulation of scientific problem and its significance. The instability of the socio-political and economic situation in Ukraine serves as a prerequisite for the formation of a high level of anxiety among the population. Young people, especially students, are more vulnerable to such situations, as they are in a state

of constant uncertainty and lack of confidence in the future. Young people are responsible for choosing a profession, a partner for family relationships, and some for earning a living. Individuals with some communication difficulties experience significant worries, because in situations of uncertainty or instability, they remain alone with their problems, and the lack of support leads to a subjective sense of loneliness that does not allow the person to see the prospects of their development and build the future.

Analysis of recent research. Scientists such as A. Bandura, A. Beck, G. Brown, J. Dollard, R. Evans, S. Melnyk, N. Miller, J. Rotter, E. Holt and others were engaged in researches of social-cognitive behavior of the person .The problem of anxiety was studied by Yu. Antonian, F. Berezin, V. Eminov, M. Yenikeev, and also by the authors of the corresponding theories H. Eysenck, S. Freud, K. Horni and others [1, 4, 7, 9].

The notion of anxiety is closely linked to the notion of fear. The latter is protective and is a response to the stimulus of the threat [3]. Both fear and anxiety contain the same emotional component, but they differ in their objectivity. The reason for the emergence of fear is a real threat, and the anxiety reflects the expectance of a threat in the future.

There are three levels which anxiety is based on: 1) neuroendocrine (the release of appropriate hormones); 2) mental (irrational experiences, state of stress); 3) somatic (physiological reactions of the organism) [4].

According to various sources, from 3 to 12% of people around the world suffer from excessive shyness, social anxiety and fears associated with the presence of this fact. According to O. Hnatyshyna's studies, social fears occur in 48% of girls and 35% of boys among the students [8].

J. Maltby, L. Day, A. Macaskil [12] indicate shame, embarrassment, confusion and fears as a social anxiety phenomena. According to them, the social anxiety disorder is an extreme form of social anxiety.

Phobia, characterized by irrational fear in relation to certain situations, individuals or objects and accompanied by persistent somatic manifestations (increased heart rate, increased sweating and blood pressure, rhythmic breath failure, pupil dilation, etc.) stimulate the emergence of an insurmountable need for aggression or escape [16]. Aggression against other people does not always characterize the attitude or personality traits of a person, in some cases it can serve only as a protective reaction of anxious personality in "super-complicated" situations of interaction with other people. Closeness, sparing words also does not always indicate unwillingness to engage in interaction, sometimes it is the reaction of escape, avoiding "scary".

Nowadays, the opinion of researchers about the role of anxiety in the dynamics of social accommodation of personality varies considerably. L. Berry and J. Reetbow believe that anxiety acts as a protective, adaptive mechanism.

According to K. Priscilla and C. White anxiety indicates a normal development of personality. A. Bradley treats anxiety as a fee for adaptation to society [11].

Lowering the level of anxiety indicates the restoration of violated mental accommodation [2]. That is, due to the adaptation of the individual to environmental changes, his social behavior changes significantly, which leads to a decrease in irrational anxiety and, conversely, the lower level of anxiety determines the corresponding behavior.

Anxiety signals a possible danger, informs an individual about the probable difficulties, obstacles to achieving the goals, and thus mobilizes his forces, forcing them to overcome difficulties, to act contrary to what is frightening. In this context, an adequate level of anxiety is a prerequisite for adapting to the environment. Persons with an extremely high level of anxiety do not always cross this barrier, as a result of which their accommodation in the psychological and social space is characterized by deformity and certain inadequacy in relation to the norms and requirements accepted by society [17].

According to A. Bandura, behavior should be considered from the point of view of mutual determinism, according to which the factors of predisposition and situational factors are interdependent causes of personality behavior. Internal determinants of behavior (faith, expectation, prejudice) and external determinants (reaction of the subjects of interaction – "punishment" or "encouragement") are part of interconnected factors that affect not only the social and cognitive behavior of the individual, but also one on another [14]. For example, the young man's belief in the fact that girl can dislike him causes a protective type of behavior (passive or aggressive, motivation to avoid failures) that will create the proper behavior of the environment – ignoring, unfriendliness, and others. And conversely, if the young man is confident that he will be accepted and appreciated by surrounding, his behavior will be distinguished by openness, communicative, high level of aspirations, which will be motivated by the desire for success.

In the process of socialization of a person there is a complex continuous process of interconnection and interaction between the estimates of society and self-esteem of the individual. According to I. Kona, the formation of an individual's self-esteem passes through two ways: comparing the level of self-seeking with objective results of self-fulfilling activities and comparing oneself with other people [10]. Persons with a high level of anxiety in situations of social interaction sees in communicating a threat to their own self-esteem and further self-confidence. Thus, an anxiety individual who experiences difficulties in communicating with others immediately experiences his own "non-talent", since he can not interact in society as others, and the results of his own interaction are significantly different from the ones desired.

The analysis of psychological research points to the following pattern: for pupils the status of a teacher is close to the parent, and sometimes it is ranked

higher. For young people and those who are at the age of early adulthood, the teacher is an adult, "one whom you perceive on an equal basis with yourself" [18]. In this regard, self-pacing of young people and their self-esteem are largely determined by those characteristics that are included in its circle of communication (educators, adults, peers).

Formation of social anxiety is cultural-conditioned. D. Truievtsev and O. Sahalkov, in their studies of the fears of adolescents with different levels of intelligence and living conditions, found that the fears of "speaking to the public", "seem ridiculous", "look foolish" are formed only in adolescents with normal and high intelligence who live and educated at home [19].

Interactions in youth and early adulthood become more complex than in adolescence. The reformatting of relationships with adults is one of the peculiarities of adolescence. Relationships become more balanced and less conflicting, confidence levels increase, curiosity and the need for experienced adults are emerging. Social anxiety does not allow you to fully address important issues with significant other, which leads to the isolation and inner sense of loneliness.

T. Bulatova and E. Chernykh in their studies of the relationship of social anxiety of student youth with the mechanisms of psychological protection established certain petterns.Thus, in the group of students with increased level of anxiety there is a higher level of tension of such mechanisms of psychological protection as: replacement, projection, regression, compensation and hypercompensation [5].

The tensions of the mechanisms of psychological protection of compensation and hypercompensation (according to A. Adler) [4] indicate the existence of inferiority subjective inferiority complexes that are formed from a sense of psychological and social impotence. Hypercompensation manifests itself in a tendency to exaggerate its ability to social communication. Also, a socially anxious individual, who compensates for the inability to establish confidential close relationships with a lot of superficial acquaintances, often experiences an inner deep sense of loneliness, which few people suspect.

Thus, young people with high levels of social anxiety in situations of stress use less mature (substitution, regression) and more mature (projection, compensation) mechanisms of psychological protection, which is accompanied by the removal of information from the sphere of consciousness and the level of re-structuring of information.

According to I. Dubrovnina, a high level of anxiety can be an indicator of the presence in the person of a neurotic conflict that provokes emotional frustration and psychosomatic illness. At the same time, anxiety is closely related to stress factors: reactive anxiety indicates the level of stress that a person is experiencing at the moment, personality - resistance to the impact of various stressors in general [6].

Analyzing the socio-cognitive behavior of a young person in this context it can be argued that her communication under the influence of stress becomes selective and emotionally deformed, and the circle of people with whom she interacts is narrow and not characterized by significant attachment. Contacts with strangers also cause significant difficulties (it is difficult to start a conversation, confusion and inhibition when answering a question), which most manifests itself in a social assessment situation, where the individual needs to make a good impression.

Significant interconnection is established between interpersonal relations and social anxiety. It is natural that people suffering from social phobia have less trusting and close communication than those who have no fears related to communication. Patients in clinics with sociophobia indicate that they have significant problems with establishing friendly relations, have little experience with the opposite sex, they rarely enter into marriage (even when compared with patients with other anxiety disorders).Similar data have also been obtained concerning children (minimum number of contacts with peers), adolescents (small number or absence of friends, mistrustful communication), as well as students (lack or low quality of communication with the opposite sex; stiffness and limited sexual intercourse; or its complete absence).

A. Wenzel in his research has established that socially disturbing individuals build their relationships with others and partners on the basis of low credibility and proximity, and also have a tendency to shift responsibility for unsatisfactory relationships to the "other" [15].

W. Jones, together with co-authors in his work, describes the friendly relations of shy personalities as emotionally cold and critical. Comparing socially disturbing personalities with persons from the control group it has been established that the former are more likely to experience anger and often express it [15].

K. Meleshko and L. Alden investigated the subjective feelings of people when communicating with anxious and not anxious students. Studies have shown that in most cases, when communicating with students who had high levels of social anxiety, the others did not enjoy the pleasure and expressed a slight desire to continue this communication. The shy students (compared with those who are self-confident) people around considered them as less intelligent and outspoken. This may indicate the presence in the minds of individuals of the negative image that exists in the perception of people with social anxiety. Researchers explain this by the presence of such a socio-cognitive type of behavior of anxious people, which differs in the absence of non-verbal heat, curiosity to the interlocutor and openness, and not visible signs of anxiety. They consider their friends and acquaintances as disturbing students as not paying enough attention, behaving irrepressibly and unfriendly, as opposed to not disturbing students [13].

It is worth noting that socially disturbing personalities often experience a sense of fear and shame about the fact that others will notice visible signs of anxiety in their behavior. Efforts to hide the anxiety make the individual even colder and emotionally distant. Socium perceives such behavior as a manifestation of hostility and provokes an appropriate cognitive-behavioral reaction. Thus, the social life of anxious people depends not only on the level of anxiety, but also on self-perception and interpretations of their social and cognitive behavior among others.

Conclusions and perspectives of further research. The study reveals anxiety as a component of adaptation with the presence of acute or chronic stress. It induces changes in behavior, the inclusion of activity, as well as the triggering mechanisms of internal psychological accommodation.

It is substantiated that with the socio-cognitive behavior of a person is regulated by foreseeable consequences, that is, a subjective picture of events in the long run. Anxious person sees the future only in a negative light, which determines the appropriate type of behavior.

It is proved that socially disturbing students are characterized by the intensity of such mechanisms of psychological protection as replacement, projection, regression, compensation and hypercompensation. Young people unconsciously reflect the child's behavior patterns, the responsibility for failing to translate into external circumstances and society, and the inability to establish trust-based close relationships compensates for many superficial acquaintances, which leads to an inner deep sense of loneliness.

The prospect of further research is the discovery of the relationship of social anxiety of students with subjective perceptions by their study group and teachers, as well as the perception of their opposite sex and the peculiarities of the interactions of such students.

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Koval Anastasiia

INTERPRETATION AS INTUITIVE COMPREHENSION OF CONTENT OF A MUSICAL COMPOSITION

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Abstract. Interpretation of content of a musical composition is conducted with a purpose of realization of its sense and functions. Interpreting a musical composition from hermeneutic positions, a musician materializes personal emotions, feelings, commitments, ideals by expressing of universal human values. The article is devoted to the disclosure of the concept of interpretation as compassion and intuitive comprehension of content of a musical composition. Points of view of scholars on content of the concept of "sense" have been analyzed.
Keywords: interpretation, compassion, intuitive comprehension, understanding, sense, art of music.

Introduction. Hermeneutics takes one of the key positions at the current stage of development of the higher artistic education. New paradigm of education plays a significant part in this process; its statement of principle is hermeneutic interpretation of experience, spiritual interpretation of a text, disclosure of its content and meaning in the universe of a culture. Educational process in the higher artistic education is closely related with comprehension of a literary text. Lecturers together with students fill texts of musical compositions with personal understanding, comprehend their manifestation in the pedagogical practice. Based on hermeneutic study, understanding is a mainstay of each stage of process of musical composition interpretation.

Analysis of publications and researches of recent years has shown that F. Buzoni, H. Kohan, A. Korzhenievskyi, N. Korykhalova, D. Lisun, H. Neihauz, V. Moskalenko, O. Oleksiuk, V. Razhnikov, O. Rudnytska, S. Feinberg etc. considered the issue of interpretation of musical composition in