

THE PROBLEM OF EMOTIONAL STABILITY: PSYCHOLOGICAL AND PEDAGOGICAL ASPECT

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As I. Abolin, M. Dyachenko, V. Ponomarenko and others note, the concept of «emotional stability» includes various emotional phenomena. Thus, some authors consider emotional resilience as «resilience of emotions» rather than functional resilience of a person to emotional conditions. At the same time, «stability of emotions» means both emotional stability, and stability of emotional states, and lack of tendency to frequent change of emotions. Thus, one concept combines different phenomena that do not coincide in meaning with the concept of «emotional stability».

For N. Aminov, E. Milleryan, T. Ribeau, O. Chernikova, and a number of other authors, emotional stability is equivalent to emotional stability, as they speak of the stability of a certain emotional state. Thus, O. Chernikov [11] considers one of the signs of emotional stability the presence of insignificant changes in the values of indicators that characterize emotional reactions, and E. Millerian in the book «Psychological selection of pilots» writes that emotional stability should be understood as insensitivity to emotional factors (along with the ability to control and restrain asthenic emotions) [8].

K. Platonov classifies as emotionally unstable those who have increased emotional excitability and are prone to frequent changes in emotional states. At the same time, the authors recognize the great role of the will in ensuring the effectiveness of activities in the event of strong emotion [9]. M. Levitov [7] connects emotional instability with instability of moods and emotions, and L. Slavina – with the «affect of inadequacy», which is manifested in increased vulnerability, isolation, stubbornness, negativism [10]. L. Badanina, understanding emotional instability as an integrative personality trait that reflects a person's tendency to disturb emotional balance, included in the number of indicators of this property increased anxiety, frustration, fears, neuroticism [3].

Foreign authors also consider emotional instability from a similar perspective. Thus, K. Izard considers emotional instability as mild excitability, pessimism, anxiety, mood swings [5]. V. Vilyunas main characterizes emotional instability (neuroticism), which is characterized by a person's

sensitivity to emotional situations [4]. Close to this definition of the concept of «affective stability», which means the absence of neurotic symptoms and hypochondriac manifestations, calm, stability of interests [5].

Thus, emotional stability, from the point of view of the above authors, is characterized by emotional calmness, invulnerability, ie non-human response to emotional stimuli, situations. Some authors understand emotional stability not as emotional calmness, but as a predominance of positive emotions (L. Abolin, A. Olshannikova). V. Pisarenko considers emotional stability as «such a property of personality that provides stability of asthenic emotions and emotional arousal under the influence of various stressors» [1].

In other cases, emotional stability is understood as a degree of emotional arousal that does not exceed the threshold value, does not violate human behavior (J. Reykovsky) and even has a positive effect on efficiency (V. Pisarenko, O. Chernikov, etc.). Thus, O. Chernikova writes that «the emotional stability of the athlete is manifested not in the fact that he ceases to experience strong sports emotions, but in the fact that these emotions reach the optimal degree of intensity» [11]. According to V. Marischuk, emotional stability is the ability to overcome the state of excessive emotional arousal when performing complex activities. Yu. Bludov connects the reliability of activity with emotional stability: «Emotional stability is a property of temperament that allows you to reliably perform target tasks ...». He believes that emotional stability is ensured by the optimal use of reserves of neuropsychological emotional energy.

L. Abolin considers it legitimate to understand emotional stability as the stability of productivity of activities carried out in stressful conditions. Realizing the weakness of this position due to the fact that this definition does not reflect the actual emotional phenomena, L. Abolin clarifies and expands it, noting that emotional stability – is, above all, the unity of different emotional characteristics aimed at achieving the goal. goals. Based on this, he gives the following broad definition of emotional stability: «Emotional stability – is a property that characterizes the individual in the process of intense activity, individual emotional mechanisms which, harmoniously interacting with each other, contribute to the successful achievement of the goal». L. Abolin argues that this is a functional system of emotional regulation [1]. Thus, the main criterion of emotional stability, according to many scientists, is the effectiveness of activities in an emotional situation.

V. Sudakov includes in the definition of emotional stability a person's ability to successfully solve complex and responsible tasks in a tense emotional environment. J. Reykovsky defines emotional stability as the ability of an emotionally excited person to maintain a certain direction of their actions, adequate functioning and control over the expression of emotions. M. Aminov attributes high emotional stability to those individuals who «better control their own emotional reactions» [2].

As we can see, in these definitions, emotional stability is seen as the ability to suppress emotional reactions, is «willpower», which is manifested in patience, perseverance, self-control, endurance (self-control), which lead to stability and efficiency.

A significant contribution to the study of the problem of emotional stability of the individual is the structural-dynamic theory of personality K. Levin. In his view, needs are the driving force of human behavior. The author proposes to consider the need as a dynamic state that arises in a person as a result of some intention or action. He notes that real needs are those that presuppose intention, is those that contribute to a person's adaptation to a problematic situation, is the resilience of the individual. Resistance to external influences is greatest when the subject not only makes decisions, but also begins to take specific, purposeful actions in a given direction [6].

The emotional stability of a person directly determines his vitality, physical and mental health. The basis of emotional stability is complementarity, harmonious unity of stability and variability. The life path of an individual is built on the basis of stability, without it it is impossible to achieve life goals. It promotes and strengthens self-esteem, helps in accepting oneself as a person and an individual.

Thus, important components of emotional stability of the individual are: the ability to full self-realization, personal growth with timely and adequate resolution of intra-personal value and motivational conflicts; relative stability of emotional tone and favorable mood, ability to emotional and volitional regulation, motivational tension adequate to the situation.

The emotional stability of the individual also requires the ability to resist external influences, adhering to their goals and intentions. The specificity of volitional processes is the conscious overcoming of human difficulties on the way to the goal. Psychological features of emotional stability of the individual are manifested in the processes of mental self-control and self-regulation.

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ОБДАРОВАНІСТЬ ДИТИНИ МОЛОДШОГО ШКІЛЬНОГО ВІКУ В КОНТЕКСТІ РЕФОРМУВАННЯ ОСВІТИ

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Економічні та соціальні перетворення в Українській державі зумовили необхідність реформування всіх ланок системи освіти. Передо сучасною школою постал завдання максимального розкриття і розвитку потенціалу кожної особистості, формування людини як суб'єкта соціального та професійного життя, підготовки її до самовдосконалення, самовизначення та самореалізації. Нова українська школа повинна зеспечувати всебічний розвиток індивідуальності людини як особистості та найвищої цінності суспільства на основі виявлення її задатків, здібностей, обдарованості і талантів.

Проблема виявлення та розвитку обдарованості учнів у сучасній вітчизняній науці розроблена на достатньому рівні. Реалізація навчання обдарованих дітей, зокрема учнів початкових класів, пов'язана з певними недоліками професійної підготовки вчителів. Нерідк обдарована дитина викликає у вчителя негативне ставлення у контексті усвідомлення потреби у специфічній та складній діяльності за умови дефіциту відповідних знань щодо її організації.

У психологічній, дидактичній та методичній літературі розглядають різні аспекти досліджуваної проблеми, зокрема: