

РОЗДІЛ 4

ПРОБЛЕМИ ПСИХОЛОГІЇ НАВЧАННЯ ТА ПСИХОЛОГІЧНОГО СУПРОВОДУ В ОСВІТІ

PECULIARITIES OF MENTAL HEALTH PRESERVATION OF STUDENT YOUTH AS A FACTOR OF THEIR PROFESSIONAL GROWTH

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Introduction. One of the essential indicators of person's mental health is the ability to fully perform basic social functions, participate in social activities and engage in socially useful work. It is well known that for students of higher educational institutions, studying and mastering their future profession is the leading type of activity. The quality of this process is directly related to mental health of young people and the creation of a psychologically safe educational environment. Efforts in this direction should be based on humanistically oriented technologies and norms of personal development of student youth.

The concept of health-preserving technologies encompasses all areas of educational institution activities related to the formation, preservation and strengthening of the students' health.

One of such technologies that will allow to form a higher level of students' mental health, healthy lifestyle skills, emotional maturity, social adaptability and carry out appropriate corrective

and rehabilitative measures is psychological training. It is based on the quality of the interaction process, which leads to a decrease in neuropsychological tension, increases the ability to self-regulate, that is, promotes the development of mental health.

Training, as a form of practical psychological work, has several meaningful paradigms [1]. They are:

- training as a peculiar form of training, in which rigid manipulative techniques are formed with the help of positive reinforcement, and harmful ones are «erased» with the help of negative reinforcement;
- training as a training, as a result of which the formation and practice of abilities and skills of effective behaviour takes place;
- training as a form of active learning, the purpose of which is primarily the transfer of psychological knowledge, as well as the development of certain abilities and skills;
- training as a method of creating conditions for self-disclosure of participants and their independent search for ways to solve their own psychological problems.

Social-psychological training with the help of training technologies should be considered as a central, system-forming direction in the structure of a holistic program of psychological support and ensuring the absence of psychological violence. Basic needs of students can be satisfied only in the process of interpersonal communication with both teachers and peers. It is this situation that contributes to the «launch» and functioning of internal mechanisms that allow a young person to develop towards personal maturity in the process of professional development.

The effectiveness of psychological training as a health-preserving technology is determined by its principles such as openness and honesty, participants' awareness of themselves and their physical «I», responsibility, attention to feelings and the «here and now» principle. In addition, psychological training as a form of active learning is more accepted by adults, who are students of a higher education institution, than traditional forms of education. After all, psychological training, provided that the specified principles are followed, is a model of a health-preserving environment itself.

Analysis of the latest development results. The term 'psychological health' was introduced into the scientific lexicon not so long ago by I.V. Dubrovyna [5]. At the same time, as psychological health, she understands the psychological aspects of mental health, that is, what refers to the individual as a whole is in close connection with the highest manifestations of the human spirit.

Psychological health is a necessary condition for the full functioning and development of a person in the course of their life. Thus, on the one hand, it is a condition for a person to adequately fulfill their age, social and cultural roles (child or adult, teacher or manager), on the other hand, it provides a person with the opportunity for continuous development throughout their life. When speaking about development, it is necessary to emphasize the difference between the content of this concept and the concept of change.

Development, unlike change, assumes not only the absence of stagnation and the presence of movement, but also the desire for some goal, which determines the successive accumulation of positive new formations by a person. Undoubtedly, the question of the goals of human development today is one of the most controversial and is resolved differently depending on the affiliation of the authors to one or another psychological school. Perhaps this question goes beyond psychology and should be considered in an interdisciplinary context. Researchers believe that for the organization of psychological support as a goal of development, it is possible to accept a person's fulfillment of their life tasks, that is, the full realization of their capabilities, resources to ensure the progressive process on the Earth as a whole. And the metaphor of a path to describe development goals is: «Each person has their own path, so it is important to determine which path is yours» [6].

However, if psychological health is a necessary condition for full functioning, how does it coincide with physical health? It should be noted here that the very use of the term 'psychological health' emphasizes the inseparability of the physical and mental in a person, the need for both for full functioning. Moreover, recently such a new scientific direction as health psychology has emerged which is «the

science of psychological causes of health, methods and means of its preservation, strengthening and development» (V.A. Ananyev) [5]. Within this direction, the impact of mental factors on maintaining health and on the appearance of illness is studied in detail. And health itself is considered not as an end in itself, but as a condition for the self-incarnation of a person on the Earth, the fulfillment of their individual mission. Therefore, based on the provisions of health psychology, it can be assumed that psychological health is a prerequisite for physical health. That is, if we exclude the influence of genetic factors or disasters, natural disasters, etc., then a psychologically healthy person will most likely be physically healthy as well. The relationship between the mental and the somatic has been known in medicine since ancient times: «It is wrong to treat the eyes without the head, the head without the body, just like the body without the soul» (Socrates) [6]. Currently, there is a fairly developed direction, psychosomatic medicine, which examines the mechanisms of the psyche's influence on body functions, systematizes psychosomatic disorders, and determines methods of their prevention and treatment. It is possible to observe the tendency to expand the spectrum of psychosomatic diseases, that is, as science develops, the mental conditioning of an increasing number of diseases is revealed. As examples of diseases that developed on the basis of mental predisposition, we can cite cardiovascular system disorders (vegetative-vascular dystonia, heart rhythm disorders), gastrointestinal tract disorders (ulcer disease of the stomach and duodenum), pseudoneurological disorders (mental hypertension, psychogenic headache) etc. There are studies in which it is claimed that there is a mental conditioning of oncological diseases. And as a positive example, the mental impact of a factor not on the emergence of a disease, but on the full functioning of a person, we can cite the results of Jewett's research, who studied the psychological characteristics of people who successfully lived to be 80-90 years old [4]. It has turned out that all of them have been distinguished by optimism, emotional calm, the ability to rejoice, self-sufficiency and the ability to adapt to difficult life circumstances, which fits perfectly into the «portrait» of a psychologically healthy person, which is given by many researchers.

Indeed, if we make a generalized portrait of a psychologically healthy person, we can get the following. A psychologically healthy person is first of all a spontaneous and creative person, resilient and cheerful, open and gets to know themselves and the world around not only with their mind, but also with their feelings and intuition. They fully accept themselves and at the same time recognize the value and uniqueness of the people around. Such a person puts the responsibility for their life primarily on themselves and takes into account the lessons of adverse situations. Their life is full of meaning, although they do not always formulate it for themselves. They are in constant development and, of course, contribute to the development of other people. Their life path may not be entirely easy, and sometimes quite difficult, but they perfectly adapt to rapidly changing living conditions. And what is important, they know how to be in a situation of uncertainty, trusting what will happen to them tomorrow. Thus, we can say that the key word for describing psychological health is the word 'harmony' or 'balance'. And first of all, it is the harmony between the various components of the person themselves: emotional and intellectual, physical and mental ones, etc. But it is also the harmony between the person and the surrounding people, nature, the space. At the same time, harmony is not considered as a static state, but as a process. Accordingly, we can say that psychological health is a dynamic set of mental properties of a person, which ensure harmony between the needs of the individual and society, which is a prerequisite for the orientation of the individual to fulfill their life task. In this case, the life task can be considered as something that a specific person with their abilities and capabilities needs to do for others. When fulfilling a life task, a person feels happy, otherwise they are deeply unhappy.

If we agree that the key word for describing psychological health is the word 'harmony', then the central characteristic of a psychologically healthy person can be called self-regulation, that is, the ability to adequately adapt to both favourable and unfavourable conditions and influences. Here, attention should be focused on the possible difficulties of adaptation to a favourable situation. It is traditionally believed that a person is always ready for it and it does not require

special effort. However, remembering the lesson of the well-known fairy tale about the 'copper pipe' test, one can observe people who quickly achieved social and economic success: they often pay for it with significant psychological health disorders [2]. If we talk about adaptation to difficult situations, then it is necessary to be able not only to resist them, but also to use them for change, growth and development.

Therefore, the main function of psychological health is the maintenance of an active dynamic balance between a person and the environment in situations that require the mobilization of personal resources.

Next, it is necessary to compare the concept of psychological health with the concept of personality maturity, since a number of authors use them almost synonymously [3]. Indeed, if human development is understood as a consistent movement towards maturity, then maturity and psychological health of an adult can be used as synonymous concepts. However, if we talk about the child's psychological health, then it is only a prerequisite for achieving personal maturity in the future, but not maturity at all.

Of course, the psychological health of children has its own specifics. I.V. Dubrovina claims that the basis of psychological health is full mental development at all stages of ontogenesis [5]. Therefore, the psychological health of a child and an adult will differ by a set of personal neoplasms that have not yet developed in a child, but must be present in an adult. Thus, we can say that psychological health is a lifelong education, although, of course, its prerequisites are created in the prenatal period. It is natural that during a person's life it constantly changes due to the interaction of external and internal factors, and not only external factors can be refracted through internal ones, but also internal factors can modify external influences.

The next debatable position, which must be considered in order to meaningfully fill the concept of psychological health, is its relationship with spirituality. I.V. Dubrovina claims that psychological health should be considered from the point of view of the personality development richness, that is, psychological health should include a spiritual

principle, an orientation towards absolute values: Truth, Beauty, Goodness [5]. Thus, if a person does not have an ethical system, it is impossible to talk about their psychological health.

So, the above discussion confirms the previously highlighted subject of psychological counseling and correction – it is the process of restoring psychological health, or correction of psychological health disorders, which is carried out under the conditions of directed psychological help of a psychologist consultant. In order to determine the tasks of psychological counseling and correction, it is necessary to turn to the analysis of the structure of psychological health.

Analysis of the literature allows us to state that psychological health can be described as a system that includes axiological, instrumental and need-motivational components [7]. At the same time, the axiological component is meaningfully represented by the values of a person's own «I» and the values of the «I» of other people. It corresponds to both absolute acceptance of oneself with a fairly complete knowledge of oneself, and acceptance of other people regardless of gender, age, cultural characteristics, etc. An absolute prerequisite for this is personal integrity, as well as the ability to accept one's «dark beginning» and enter into a dialogue with it. In addition, the necessary qualities are the ability to see the «bright beginning» in everyone around a person, even if it is not immediately visible, to interact with this «bright beginning» if possible, and to give the right to the existence of the «dark beginning» in another person as well, as well as in a person themselves [8].

The instrumental component involves a person's possession of reflection as a means of self-knowledge, the ability to concentrate their consciousness on themselves, their inner world and their place in relationships with others. It corresponds to a person's ability to understand and describe their emotional states and the states of other people, the possibility of free and open expression of feelings without harming others, awareness of the causes and consequences of both their own behaviour and the behaviour of others.

The need-motivational component determines a person's need for self-development. This means that a person becomes the subject of their life activity, has an internal source of activity, acting as an engine of

their development. They take full responsibility for their development and become «the authors of their own biography» (V.I. Slobodchikov) [6].

Summing up the consideration of the components of psychological health - a positive attitude towards oneself and other people, personal reflection and the need for self-development - it is necessary to dwell on their interrelationship or, to be more precise, dynamic interaction. As it is known, for the development of positive and not neurotic reflection, a person needs a positive attitude towards themselves. In turn, a person's self-development contributes to a change in self-attitude. And personal reflection is a mechanism of self-development. Accordingly, it can be concluded that self-reflection, reflection and self-development mutually determine each other, and are in constant interaction.

Identifying the components of psychological health allows researchers to determine the following tasks of psychological counseling and correction:

- teaching positive self-attitude and acceptance of others;
- learning reflective skills;
- forming the need for self-development [11].

Thus, it can be seen that in psychological counseling and correction, the main emphasis is on training, on giving a person the opportunity to change, and not on forced change according to one or another theoretical model.

Basic outline of the material. 1. Stressful factors in the student environment.

The relevance of the research on mental health of students is determined by the presence of stressful factors in the student environment, such as exam situations, periods of social adaptation, the need for personal self-determination in the future professional environment, etc. Stress and its consequences pose a serious threat to individual's mental health.

This especially applies to the youth and student period in a person's life, when personal resources seem endless, and optimism about one's own health prevails over concern for it. A strong focus on experiencing

this, high motivation for achievements displace possible fears related to the consequences of long-term stress from the student's mind. Student age is characterized by a variety of emotional experiences, which is reflected in a lifestyle that excludes care for one's own health, since such an orientation is traditionally attributed to the older generation and is evaluated by a young person as «unattractive and boring». At this time, the ability to relax and rest is also limited due to the same beliefs about the inexhaustibility of one's own physical and mental resources. The period of active entry into a new social environment is accompanied by actions aimed at obtaining recognition and a high status in the group of peer students. At the same time, various means are used that do not always correspond to health prevention (nicotine, alcohol, drugs) [3].

Attempts to win one's place among peers are often associated with risky behaviour, the desire to achieve this recognition at any cost.

Numerous studies in the field of stress were initially focused on the description of its factors, features of the reaction to stress, and strategies for overcoming it. Health psychology pays special attention to determining the «price» that a person pays in situations of increased demands, mental stress and overload. Undoubtedly, the student environment refers to those in which these overloads and demands appear in all their diversity [7].

On the other hand, it is during this period that the professional-to-be is formed, whose state of mental health directly affects the success of the activity and lifestyle in general and thus acquires a high social significance. In the period of dramatic socio-economic changes, another additional risk factor regarding the preservation of mental health is strongly manifested – the social and professional uncertainty of the future specialist in society and the need to find a workplace, an appropriate level of education and training.

2. The role of attitudes and expectations in preserving and maintaining mental health

Mental health factors include attitudes and expectations related to future events. In general, they can be divided into positive (optimistic) attitudes, which are expressed in the expectation of positive events, and

negative (pessimistic) attitudes, which are evidenced by the expectation of negative events. The former help to successfully overcome stress, as emotions experienced in difficult situations act as mechanisms for reinforcing activity. In the case of negative attitudes, emotions begin to have a destructive and weakening effect. Expectations in relation to the situation may change depending on specific conditions, however, some generalized expectations can be identified that do not depend on the content of the situation, reflecting pessimistic or optimistic attitudes of the individual [10].

Individual's expectations occupy one of the central places in studies of stress and its consequences, such as, for example, the phenomenon of mental burnout [9]. In relation to the performance results, they can be divided into three groups:

- low expectations of positive reinforcement;
- high expectations of punishment;
- low expectations of own influence on performance results.

Losing control over the results of one's activities reduces the individual's motivation, causes feelings of fear and uncertainty, and thus leads to the early development of burnout symptoms. Short-term and long-term consequences of an uncontrolled environment manifest as passivity and learned helplessness.

In everyday behaviour, a person strives to find effective strategies for overcoming stressful situations until they are convinced of the futility of these efforts, that is, they come to the conclusion that the situation has no way out.

Satisfaction with the results of one's activity. The next important factor in students' mental health is satisfaction with the results of their activities. The feeling of success is associated with experiencing a high subjective value of personal aspirations, as well as with a high probability of achieving the set goals. A conscious choice of goals and a positive assessment of the possibilities of achieving them are of crucial importance in the processes of self-regulation. At the same time, the belief that the chosen goals can be achieved even under conditions of external obstacles is growing, that is, we are talking about the mechanisms of influence on the effects of one's activities.

Awareness of the possibility of setting goals and ways to achieve them contributes to the formation of resistance to stress and the search for constructive strategies to overcome it. The well-known axiom of Thomas, the author of situational concepts, says: «If a person defines a situation as real for themselves, they are also aware of the reality of the methods of its solution and the consequences that follow from it» [12]. The belief in low self-efficacy can lead to violations of cognitive processes in stressful situations, for example, blocking of memory and thinking in exam situations.

A similar point of view on the meaning of subjective assessment of the effects of activity is shared by Seligman in the theory of learned helplessness [11]. Expectations of the uncontrollability of significant events lead to the development of negative emotions, and these expectations often lead to an early negative experience (for example, failing an exam) that becomes a persistent belief. The perception of one's own behaviour is a central aspect of Bandura's theory of the effectiveness of one's own actions [4]. Evaluation of the effectiveness of one's own actions, according to some psychologists, is related to the answer to the following questions:

1. What types of activity can be applied in this situation? (A person avoids those actions that, in their opinion, exceed their capabilities).
2. How much effort is required to solve the task?
3. How long should efforts be made to solve the task, if obstacles and difficulties appear?
4. What thoughts may appear when solving a problem?
5. What emotional reactions are accompanied by anticipation of the situation?

It is the perception of the effectiveness of one's own actions that affects the course of mental, motivational and emotional processes, that is, it becomes an important regulatory mechanism for overcoming stress. The assessment of the effectiveness of one's own actions in various situations showed the existence of a strong dependence on the content of situations and an insignificant influence of stable personal traits. The activity of the personality varies from situation to situation and is determined to a lesser extent by its stable properties.

Comparing the concept of the effectiveness of one's own actions with the theory of expectations, it should be emphasized that ideas about the effectiveness of one's own actions do not always coincide with expectations regarding the consequences of one's behaviour, especially in situations that are not dependent or only partially dependent on the subject itself [10]. The difference between the concepts of efficiency and expectations is as follows: the first one describes the person's belief that they will cope with the situation, the second concept deals with their idea of what they considers to be the reward for solving the situation. In this connection, one more factor should be mentioned, which undoubtedly plays a significant role in the processes of effective overcoming difficult situations. This is the so-called gratification crisis.

Gratification crisis. The crisis of gratification is considered in health psychology as a phenomenon that can lead to a sharp increase in dissatisfaction with the results of one's activities, powerlessness, hopelessness, despair, and a decrease in motivation for achievements. The reason for its occurrence should be found in the mismatch between the effort invested and the reward received.

The gratification crisis model [7] can be represented as a contradiction between a high level of energy expenditure and a low reward.

The contradiction between one's own contribution and the received reward leads to a decrease in well-being, the appearance of psychosomatic diseases, that is, it becomes the cause of the deterioration of the individual's mental health. Some psychologists see a way out of such a situation in raising social status, receiving recognition and approval from the immediate environment, support from the group in which the individual is included.

Identification with the environment of activity. Studies of the causes of student stress often note that one of them is insufficient identification with the student environment, perceiving it as distant, sometimes even hostile. This is especially noticeable in first-year students who encountered new requirements which are different from school ones for the first time. The anonymity of a first-year student is especially keenly felt by out-of-town students, separated from home

and family, who are going through a difficult process of adaptation to new living conditions.

The necessary help in overcoming this negative phenomenon can be provided by the psychological service of a higher educational institution, providing various types of consultations and assistance in organizing educational activities.

One of the mechanisms of identification with the environment is a sense of coherence [2]. It is associated with a positive assessment of the possibilities of solving a problem situation, the development of effective strategies for overcoming it and a positive life attitude.

The sense of coherence consists of three main components:

1. understanding the situation as a measure of the predictability of its development;

2. the ability to overcome stressful situations, awareness of the possibility of managing the course of events as a manifestation of the individual's personal and social competence;

3. experiencing the significance and meaning of the situation, that is, the perception of one's own life as full of meaning and significance, which leads to an active search for solutions to difficult situations.

A sense of coherence as a mechanism for overcoming stress, included in the process of identification with the environment, affects the formation of positive expectations of the success of one's own activities, guarantees the rational use of one's capabilities and thus contributes to the preservation of mental health.

3. Early prevention of mental health of students

Early diagnosis of an individual's individual reserves can allow to determine individual strategies for overcoming difficult situations, to indicate characteristic ways of responding to the demands of the student environment.

The starting point for planning stress prevention in the student environment can be Antonovsky's concept of coherence [2]. Perception of the immediate environment as benevolent, which has high personal significance, expectation of positive reinforcement, anticipation of positive effects of one's activity expand the social-psychological competence of the individual and reduce the danger

of burnout symptoms. The goal of psychological prevention of stress in the student environment is the formation of the ability to actively overcome stress, the formulation of short-term and long-term goals of activity, the improvement of self-control and regulation of one's own activity and the ability to maintain the necessary distance in relation to the professional environment.

The areas of psychological assistance can be presented in the form of some questions that must be solved together with students to identify difficulties and problematic situations:

1. What is the biggest burden for me during studies: situations with other people, conflicts, difficult subjects?
2. What needs and interests do I show in these situations? What prevents me from implementing them?
3. What opportunities do I have to reduce the load in learning situations?
4. Can I change my attitude towards difficult situations? If so, in what way?
5. What do I experience in such situations?
6. How do I always get out of such situations?
7. Can I imagine other possibilities for solving them?
8. Have I had such situations before, how did I get out of them?
9. When can I start looking for a strategy to overcome difficult situations?
10. What specific steps should I take in this direction?

Social support as a factor in students' mental health

In studies of strategies for overcoming stressful situations, that is, coping strategies, several basic forms are distinguished [9]. These include:

- confrontational coping;
- distancing in relation to the problematic situation;
- self-control;
- search for social support;
- assuming responsibility for solving the problem;
- avoiding solving complex problem situations;
- planning of own actions;

- reassessment of the significance of the problem situation.

Among the listed strategies, the search for social support occupies a special place, as it transfers the analysis of stressful situations from the individual level to the context of the entire situation as a whole, which includes a wide field of interaction of the individual with other people. This fully corresponds to the cognitive approach to stress problems presented by Lazarus, Volkman, and others [10].

Social support in a generalized form can be defined as any help provided to an individual by the environment in difficult situations. This primarily includes problematic situations, stressful situations, critical life events, etc.

Social support consists of three main elements:

1. Emotional support: mutual understanding, empathy, positive reinforcement.

2. Assistance in solving problems: direct help – performing work for someone; mediated help – help in solving problems, joint analysis of the problem, provision of advice and information in case of need and expressed desire from the other side.

3. Social support from specific individuals, which guarantees a sense of security, stimulates the individual's activity, which makes it possible to distract oneself from experiencing a difficult situation [3].

Social support from the close environment can take different forms: advice, provision of necessary information, emotional empathy, conversations, joint actions. Based on the very definition of the concept, support means mutual help, that is, it includes joint activities.

We can talk about different types of support: formal and informal support. The first one involves a number of measures aimed at ensuring student activities: libraries, scholarships, tutors, etc. In most Western universities, there are specially created consultation points for students that help them solve problems related to the organization of student life.

Within the framework of the problem of stress and mental health, the second type of support comes to the fore – informal social support. This includes, first of all, support from the students themselves, as well as from the teachers.

Studies of stress factors in professional activity convincingly show that social support is one of the conditions for reducing stressful states. This means help and assistance from colleagues and management in solving professional problems. In critical situations, it becomes an important protective psychological factor that contributes to a person's mental health. Insufficient social support can lead to such undesirable consequences as alienation and dissatisfaction with the results of one's activities, becoming a source of frustration and disappointment. A typical example of alienation and disappointment arising from insufficient social support from others is depersonalization as a symptom of professional burnout [12]. The discrepancy between one's own contribution to one's activity and positive feedback leads to a «crisis of gratification», which, in turn, becomes the cause of a sharp decrease in motivation.

Social support from the professional environment, and first of all from colleagues, becomes a source of positive emotional experiences, helps in resolving conflict situations, and protects against the negative consequences of intense competition. The expectation of positive reinforcement from others, confirmation of the usefulness and effectiveness of one's actions opposes alienation and emotional exhaustion in subject-subject relations. This is especially important in pedagogical professions, which are marked by the need to maintain constant and close interpersonal contacts. The quality of partner relationships determines the degree of support and reduces the risk of early symptoms of professional burnout.

Insufficient social support leads to the development of a feeling of alienation from the results of activities, to dissatisfaction with oneself. According to the provisions of the theory of alienation [3], the consequences of low social support are disappointment. If a person is unable to overcome feelings of alienation for a long time, symptoms of burnout develop, such as a sense of own inferiority, a sharp decrease in self-esteem, feelings of guilt, aggression directed at oneself and others.

External assessment and support as a factor of effective activity is an important prerequisite for individual's mental health. The expectation of success and positive reinforcement from others leads to an increase

in the motivation of achievements, the formation of effective strategies for overcoming stress, that is, it contributes to the preservation of individual's mental health.

For many years, the issue of social support has been in the focus of research on mental stress and strategies for overcoming stress.

Numerous studies show interdependence between the degree of mental stress, susceptibility to psychosomatic diseases and measures of social support.

Conclusions. The most important component of human health is psychological health, which is the basis of the effectiveness of both professional activity and general human well-being; and psychological health of students is an integral condition of social stability, predictability of processes taking place in society. The formation of high indicators of psychological health of young people is possible only thanks to the creation of certain conditions in the system of higher education. That is why it is so important to arm the younger generation with means of self-understanding, self-acceptance and self-development in the conditions of a contradictory dynamic social environment.

Psychological assistance aimed at increasing the level of well-being of students should be built taking into account the revealed typology based on the study and development of personality strengths as resources of psychological well-being. The main goals of assistance will be the development of the student's mental resources system, the construction of an individual development trajectory, the actualization of personal potential, the expansion of the social network, and the development of subject control of the situation.

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