

педагогічних процесів; знання сучасних інформаційних технологій і засобів комунікації, що є обов'язковим; комунікативні здібності й уміння висловлювати свої думки; вміння орієнтуватися в швидкоплинних інформаційних потоках тощо.

В узагальненому вигляді вимоги до особистості педагогічного працівника та її операціональних здатностей можна подати в такому формулюванні: уміння керувати собою; чіткі й зрозумілі особисті цілі; динамічний особистий розвиток; здатність приймати рішення; об'єктивна самооцінка власної діяльності, уміння робити правильні висновки й підвищувати рівень кваліфікації; уміння оцінювати й удосконалювати не лише знання, але і практичні навички. Цей фактор певною мірою впливає на сформованість соціально-комунікативної та культурологічної складових соціально-психологічної організації лояльності педагогічних працівників.

Отже, соціально-психологічна організація лояльності педагогічних працівників забезпечується виробничою необхідністю налагодити міжособистісні комунікації в інформаційному полі. Педагог створює атмосферу інтерактивної взаємодії, налагоджує соціально-психологічні комунікації.

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POSITIVE THINKING AS A MEANS OF PSYCHOLOGICAL PROTECTION FROM EXTERNAL INFLUENCES

The modern social and psychological situation formed due to the effects of a good many global natural, political and economic factors is characterised by deep cultural and historical, social and economic, legal and other world-scale shocks and omnipresent breakage, re-evaluation and re-building of the heretofore customary tenor of social life.

This situation has also been further steepened, during the seven or eight months since December 2019, by the emergence and social dominance of yet another global and, shall we say, out-of-the-ordinary, unexpected and unforeseeable force majeure of the most destructive nature. At least, the **COVID-19*** pandemic does appear to be insurmountable at the present time. The serious political, economic, academic and other circles already have developed the opinion, rooted in the current condition of the society and the nature of the pandemic in general, that the post-pandemic social life will be very different from the pre-pandemic one! They are inclined to expect an all-out re-evaluation of the universal system of values, societally as well as individually, and of the ethical, economic, political and legal etc foundation of the modern public order.

The said forces majeures have as their inevitable consequence the previously unheard-of degrees of complexity and gravity of life situations, their changed structure and nature, and the increased frequency of occurrence with a tendency to become dominant. Such new features of the so-called *difficult life situations* that will require the humankind to make many efforts to overcome; these efforts will include the need to choose optimum strategies of behaviour in a rapidly changing reality.

It is our considered opinion that the question of the psychological (socio-psychological) features (characteristics) of the perception of such situations and that of the individual (group) emotional perceptibility are central to the complicated, albeit not chaotic, entanglement of questions and issues arising from such situations. This is because the positive or negative outcome of the ‘battle’ pressed upon the society will in many respects depend on the correct juxtaposition of those two questions.

The human behaviour in a difficult life situation – and there seems to be reasonably no doubt that this is how the situation we described above should be referred to – is the subject of study of many researchers who take interest in the various aspects of this problem, ranging from the essence of the very notion of a difficult life situation to the specific characteristics of the behavioural strategies overcoming the problem and the associated problems.

We shall not be trying to invent the wheel, and it is not that the author is laying claims to the laurels of pioneering the thematic field, either, if we were to adhere to the postulation, which the author does not feel requires a special proof and many others might even find banal, that a person’s assumed system of life values (attitudes, aspirations, etc) forms the foundation of their life and the fundamental determinant of any purposeful, goal-directed activity of any human being.

* **COVID-19** (*Corona Virus Disease 2019*), formerly the 2019-nCoV corona virus infection – a potentially grave and acute respiratory infection caused by the corona virus SARS-CoV-2 (2019-nCoV). It is a hazardous disease that can take the forms of either a mild or a grave-impact acute respiratory virus infection. The most frequent aggravation caused by the infection is acute pneumonia liable to cause an acute respiratory distress syndrome and the subsequent acute respiratory

disturbance most frequently requiring oxygen therapy and respiratory support. Fever, fatigability and dry cough are the widest-spread symptoms of the disease.

However, a person's individual life is the utmost value to him or her even where the spiritual, humanistic, moral, social and other views that accompany anyone are not neglected. The simple truth is that all the things we have listed above only take place when the individual life is present.

Furthermore, every person will, in the course of his or her life, inevitably come up against a kaleidoscope, bouquet, array and what other word one could choose here, of the very different life situations that assume the role of living and acting conditions of such a person. Whilst interacting with a specific life situation, a person builds the interaction in the context of his or her whole life path and, on the other hand, gears into motion the whole system of his or her relationships via such interaction.

The presumed or forecast choice by an individual of this or that behavioural strategy in a specific difficult life situation taken from a final 'recommended' set of such situations is effectively defined by his or her individual psychological traits pertaining to the different strata of his or her life and activity (to be specific, the individual temperamental characteristics representing the psychophysiological stratum and the generalised personal features of the psychosocial level – the locus of control and direction of a person. And that is if we do not consider such moments that emanate from the very essence of the underlying social and psychological characteristics of the experienced situation.

At the same time, any given life situation, let alone an difficult one, can trigger the rather complex dynamic mechanisms of conceptual processes demanding that the affected person should take specific 'sensible' steps and make the changes required to achieve a certain goal and attain the unavoidable transition to a qualitatively new stage of the search for a new identity, rethinking one's life path and making a new picture of the latter.

The methodological analysis of this socio-psychological phenomenon carried out by researchers provides for the consideration of life situations as elaborate structures that incorporate the following three levels:

- a) life situation as the necessary precondition for a specific human being's life;
- b) life situation as a milestone of a personal life path;
- c) formation of an individual attitude to a situation.

The very concept of 'a situation' (Latin *situs* – position, situation, location) represents a system of the conditions external to an active subject that evoke and mediate a person's activity. This term is firmly accepted in the sciences about humans (jurisprudence, pedagogy, psychology and psychotherapy).

Though oft-used, though, the 'situation' concept is far from being construed uniformly because some interpret it as 'by default' or 'granted' without attaching specific definitions to it while others opt for extreme simplification and equate the concept to 'environment', 'a set of circumstances' and 'a system of external conditions triggering and mediating a person's activities.'

The definition of the situation as a spatial-temporal construct is adopted the widest in the modern psychological research. In this case, the situation is taken a compendium of environmental elements at a specific stage of a person's vital function.

However, the new, the so-called 'personal-situational' approach has been gaining ground in psychology; thereby, the situation is regarded as the result of active interaction of a person and the external conditions of his or her existence (L F Burlachuk, E Y Korzhova, 1998).

Besides, one cannot but accept the incontestable condition or, should we say, the axiom of life that practically everyone will encounter (and repeatedly, too) such life situations as he or she would subjectively experience as difficult ones, those that derange the usual course of life and are described as 'difficult' or 'difficult' life situations therefore.

Remarkably, the term 'difficult life situation' (DLS) is one of the terms used most often in the psychological, sociopsychological and psychotherapeutic literature.

The above notwithstanding, the absence of a cut-and-dried definition of this concept is admitted to as well. The authors that use it in their work avoid an exacting formulation but emphasise its informative aspects, namely,

- a dramatic disruption of a person's customary lifestyle;
- noncoincidence of a person's needs and capacities, on the one hand, and the current activity conditions, on the other;
- the emergence (and, most importantly, comprehension) of the need to undertake a serious internal work and to have external support to adapt to a new life situation.

The issues of the socio-psychological nature of a difficult life situation, the conditions and character of its social and individual determination and the ways to manage a difficult life situation become the central psychological research problems.

As regards the practical and applied aspect of the topic in focus, it is about the strategies and technologies of coping with difficult life situations.

As was mentioned above, the academic (psychological, pedagogic, sociological and philosophical) literature is devoid of a unified concept of the very notion of a difficult (complex) life situation. Let us now quote some of the definitions which, in the opinion of their authors, characterise the essence of the DLS:

- The DLS is considered a manifestation of social instability characterised as stress-producing, recessionary, extremal, critical, crossover and indefinite (K V Tonkushina, 2017);
- The DLS is characterised as an impossibility situation in which a person encounters problems whilst attempting to actualise his/her personal needs in his/her life (also, motives, drives, values, etc) (F E Vasilyuk, 1984)
- The DLS amounts to the incongruence (discrepancy) between what a person wishes (to do, achieve, etc) and what he/she is capable of having found himself/herself in given circumstances and possessing his/her own capabilities. This incongruence obstructs the achievement of a goal set originally, with the

resulting negative emotions that serve as a material indicator of the difficulty of this or that situation for such a person (R Lazarus, 1970).

The wide spread of the notion of 'a difficult life situation' as well as its use in other fields of expertise defines the statement of another issue, namely, of identifying the purely psychological aspect of the enquiry into the problem.

Evidently, the psychological enquiry will be not in an objective situation but in the 'subjective representation of the picture of a situation in an individual mind.' How the subject perceives a situation and what attitude he/she takes towards it is summarised as 'cognitive assessment' in modern science. It is also emphasised that it is the subjective assessment of a situation (rather than the objective event) that determines the choice of a coping behaviour strategy

The research into the overcoming of difficult life situations and the coping behaviour strategies as a factor of a person's successful adaptation to the modern changing world assumes the special importance in this connection. The problem of the study of coping behaviour is becoming an increasingly pressing matter in the overseas as well as local psychology because of the modern humans' disposition to keep their vital activities efficient in difficult life situations.

(The following should be mentioned as it seems rather important for the study of this phenomenon: the people in possession of the individual selective perception of the reality they live in (and, consequently, also of life situations) assess and describe it differently. Each person has his/her special set of characteristics and approaches to describing a difficult life situation and such personified sets do not necessarily conform to the objective properties of the situation that is being described. More often than not, the objective difficulty of a situation may be at discrepancy with its subjective perception).

Thus, it is precisely the personal perception of what takes place and the individual assessment plane that a person applies to various parameters of a situation that underlie the differentiation of life situations, their classification and the defining of a form that a subjective activity assumes. They also define how a given person (or a group, sometimes) will characterise a given life situation.

The Russian-speaking literature on our subject describes various approaches to assessing the difficult life situation. For instance, A I Prikhidko singles out the following principal forms of personal perception of the difficult life situation (A I Prikhidko, 2001):

– first of all, it is the perception form whereby a person recognises an established life situation as 'difficult to overcome', and recreates 'a non-constructive experience model' for himself/herself whilst also defining the established situation as 'an unpleasant event', 'a blow', something that causes 'shock' and is accompanied by 'grievance' inevitably. Given this form of perception, the affected person never once thinks of transitioning to constructive modes of behaviour, such that would be aimed at overcoming a given situation successfully;

– secondly, the difficult life situation is taken as 'easy to overcome', in which case the affected person generates 'a constructive experience model' and though 'shock' and 'grievance' are mentioned here, too, the person succeeds in

overcoming the depressed condition and progressing to putting constructive methods in use;

– thirdly, when a person regards the difficult life situation as ‘easy to overcome’, he/she creates ‘the constructive attitude model’ whereby a DLS is so objectively but is not subjectively perceived as such: the affected person has no acute and unpleasant sensations but transitions to constructive behaviour shortly upon the emergence of the difficult life situation.

The proponents of another approach argue that individual perception influences how a human mind builds up the image of a difficult life situation. Such objective events as presuppose the spatial-temporal context and certain conditions (including social ones) are moulded into a subjective plan in the shape of the sensations in different modalities which assume the shape of a sensual image. The image becomes meaningful and is given its attributes via the processes of perception, thinking and cognition in general (E V Bityutskaya, 2013).

Consequently, an individual image formed in a subjective mind and the comprehended image of a difficult life situation are at the core of how a person defines the subsequent choice of strategies for behaviour in such a situation. That is, ‘...if a situation is assessed by a subject as a life difficulty, then, the coping behaviour or, possibly, a super-situation activity is actualised.’ (E A Belan, 2011).

Referring to the classification by overseas researchers, L I Antsiferova identifies the three main types of life difficulties:

- 1) everyday annoyances;
- 2) negative events linked to various periods in life and age changes (a failure to enrol at a university, demotion, resignation);
- 3) unforeseen hardships and grievances (a dangerous disease, an irreparable damage, a tragic loss) (L I Antsiferova, 1994).

The concept of *social exclusion* in use in overseas academic sources and programme documents can be employed as analogous to the ‘difficult life situation’. The social exclusion is construed as ‘a complex and complicated process incorporating the lack of resources, rights, access to public benefits and services, the inability to participate in normal relations and activity available to the majority of people, including in economic, cultural, social and political activities, with the subsequent impact on persons’ quality of life and on the equality and cohesion of a society in general.’ (P G Zimbardo, 2004).

It should be mentioned that, despite the existing differences between the definitions quoted by the author, which definitions naturally do not exhaust the whole ‘bouquet’ of pertinent definitions of the concept of a difficult life situation, there are doubtless similar characteristics of this concept because such situations (M Sh Magomed-Eminov, 1996):

- emergence where there is an imbalance in the ‘person and its environment’ system of relations;
- are the factual reflection of an imbalance between a person’s goals and aspirations, on the one hand, and the potential or real capabilities to achieve such goals and fulfil such aspirations;
- are components of the personal socialisation processes;

- put the greatly heightened demands to a person's abilities and capabilities as well as his/her potential (sometimes, beyond the personal potential);
- derange the usual and established lifestyle of a person, stimulate his/her activity and set him/her before the need to transform the emerged situation.

Let us look at the structure of the phenomenon of a difficult life situation in order to see its full picture, as it were. Being a system organised in a certain manner, it incorporates the following components:

- participants of the events related to the system (meaning, perhaps, the person as the subjects of the events as well as his/her social environment);
- the activity of a person under the given circumstances;
- the temporal and spatial aspects of the situation a person is experiencing;
- the subjective feelings of a person and his/her interpretation of the life difficulty.

Consequently, the level of aspirations, a motivation to succeed and tolerance towards ambiguity are the factors that directly influence a coping behaviour and a personal choice of coping strategies in an encounter with a stressful situation. The coping behaviour and choice of certain coping strategies are formed depending on the character and set goals of a concrete person.

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PERCEPTION AND UNDERSTANDING OF MAN AND MAN

The socio-economic changes taking place in the modern world, dynamic progress in various spheres have a comprehensive impact on social relations, as well as on a change in the perception of a person by a person, i.e. on the nature of social perception. This, in turn, requires considering human relationships in a new context.

Since the middle of the last century, the study of social perception in psychology began with clarifying the characteristics of the subject and object of perception. Despite the fact that this approach revealed many aspects of social perception, taking into account the individual and psychological characteristics of a person in this system does not contribute to a complete definition of the social mechanisms of social perception of the subject and the object of perception.

Along with this, violation or neglect of the personal aspect of social perception in social relations, the process of communication, etc. can cause various problems. In general, the study of the problem is of particular relevance in several aspects.

Therefore, the study of social perception always retains its relevance. As Roy F. Baumeister writes: No subject is more interesting to people than themselves. Painfully, for most, there is nothing more interesting than themselves.

The term "social perception" comes from the Latin "perseptio sociali", which means "public perception." But this is not only perception proper, but also understanding and assessment of social objects by a person. These include the individual himself, the environment, groups, small and large collectives, social communities and nationalities with a set of inherent features of national mentality.