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PSYCHOLOGICAL PECULIARITIES OF STUDENT'S PERSONALITY FORMATION

Formation of the personality lasts all his life, but in our opinion the period of study at the higher educational institution plays a special role in this process. The time of study at the university falls on a specific break-in point in the formation of a personality. This is due to a number of age and psychological characteristics that are laid down in a person throughout his life. We are sure that a personality is formed in the process of activity. The main thing for students to study at higher education is educational and cognitive activity. It consists not only in obtaining a certain amount of knowledge, but in acquiring a professional orientation. Therefore, the success of this process depends on many factors, such as the development of special abilities, favorable atmosphere in the team, sphere of relations between students and university teachers [4].

First of all, the student is a person who is enrolled in a higher educational institution and has the goal of obtaining certain educational and educational qualification levels. As a consequence, the student's age falls on the period when the physical maturity of the body ends, the spiritual maturity becomes possible, which allows one to decide independently the questions of the choice of the profession [2]. We believe that, the student as a person is characterized by the most active development of moral and aesthetic feelings, the completion of the formation and stabilization of the character, but on the other hand in the difficult modern socio-economic conditions, many students are forced to combine learning with work activities. Students observed, on the one hand, the transformation of motivation, which prompts actions, on the other hand - the intensive formation of special abilities in connection with professionalization. But unfortunately other students at the same time can say that they still have a lifetime ahead and not trying to develop themselves in some field or to

search personalities. Moreover, student life is the time of self-examination and self-esteem. Self-esteem is carried out by comparing the ideal "I" with the real one. This objective contradiction in the development of the personality of a young person can cause her inner insecurity and sometimes accompanied by external aggressiveness or a sense of incomprehensibility.

The main advantages of entering the university is strengthens the young man's faith in his own strength and ability, gives rise to hope for an interesting and productive life. However, students often have a question about the right choice of higher education, specialty, and profession. By the end of the course, the question of professional self-determination is finally solved. However, it happens that at this time a decision is made in the future to avoid work in the specialty, because the human psyche gives signals that one or another profession does not bring people satisfaction. Furthermore, education has a tremendous impact on the human psyche, the development of its personality. During the studies in higher educational institutions, in the presence of favorable conditions, students undergo development of all levels of the psyche. They determine the orientation of the human mind, that is, form the composition of thinking, which characterizes the professional orientation of the individual. We believe that for successful studies in higher educational institutions a sufficiently high level of general intellectual development is needed, in particular perception, presentation, memory, thinking, attention, erudition, the breadth of cognitive interests, the level of possession of a certain range of logical operations, etc [3]. At a certain reduction of this level, compensation may be due to increased motivation or efficiency, assertiveness, diligence and accuracy in educational activities. But there is also the limit of such a decrease in which compensatory mechanisms do not help, and the student can be deducted, it shows that the person did not understand what he wants from life.

In the conducted studies of the process of adaptation of the first-year students to the institution of higher education, the following main difficulties are usually identified: negative experiences associated with the departure of yesterday's students from the school team with its mutual assistance and moral support; uncertainty about the motivation of choosing a profession, insufficient psychological preparation for it; the inability to carry out psychological self-regulation of behavior and activities, which is exacerbated by the lack of a habit for day-to-day teacher control; search of

the optimum mode of work and rest in new conditions; Settlement of life and self-service, especially when moving from home to the hostel; finally, the lack of skills in self-employment, the inability to annotate, to work with primary sources, dictionaries, reference books, indexes. It seems to us that all these difficulties are different. Some of them are objectively inevitable; others are related to weak training, defects in upbringing in the family and school [1].

Therefore, we can say that students' social adaptation includes: a) professional adaptation, as adaptation to the nature, content, conditions and organization of the educational process, development of autonomy skills in educational and scientific activities, and b) socio-psychological adaptation - adaptation of the individual to the group, relations with it, development of own style of behavior.

One other advantage to be a student is that already freshmen who have moved away from school graduates have new qualitative features: a higher self-esteem: "I am a student, not a schoolboy"; a wealth of interests in different branches of knowledge; new in personal views on representatives of the opposite sex; a relatively larger individual Freedom and independence from parents. Apart from that First-year students are more willing than students of other courses to participate in diverse social activities. They are more exposed to the influence of teachers and civic organizations; it is easier for them to instruct any business, of which they claim. In the second year students have to adapt to new circumstances university. They become more practical in the allocation of time and scholarships feel more independent and, at the same time, responsibility, think about more specialty.

Taking everything into account, we can say that the psychic development of the student's personality is a dialectical process of the emergence and resolution of contradictions, the transition from the external to the inner, the self-movement, and the active work on himself. Therefore, we regret that everyone should remember that student life is a new step in life that can teach us how to overcome difficulties, and it will be a prerequisite for us to be a person.

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THE PSYCHOLOGY OF KARMA

‘Karma’ has recently become a commonly-used word. Most people know that it means the law of action and reaction: the way we act create a positive or negative reaction. According to the famous saying from the Bible, “We reap what we sow,” meaning that our activities are like a boomerang, returning to us in either a positive or negative way, depending on our actions. Karma creates an imprint in our consciousness that determines our instincts, moods, and relationships.

The karma we collect during our lives blurs our consciousness and clear vision just like dust covers clean glass. As long we see the world through the glasses of our karma, our life is filled with the desire to satisfy our senses. This removes us from our original self, the pure soul, and thus our attitude and approach towards life and the world covers our original spiritual identity, keeping us in illusion.

How can we rid ourselves of the karma we carry not only from this life but from this life but from our past wanderings in this world? If these karmic reaction define our life, how can we be aware of them and use this process for own benefit? How can we clean our karma in order to get free from the cycle of repeated birth and death?

Srimad-Bhagavatam (5-5-5) says: “As long as one does not inquire about the spiritual values of live, one is defeated and subjected to miseries arising from ignorance. Be it sinful or pious, karma has its resultant actions.