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CONTENT

ARCHITECTURE

Tilinin Yu.I., Kazanbaeva V.S., Klimova A.V.
THE DEVICE OF DEEP FOUNDATION PIT IN
WEAK GROUNDS WITH THE APPLICATION OF
THE "WALL IN GROUND" TECHNOLOGY AND
WALLS OF BROUGHTING PILES ON THE
EXAMPLE OF SAINT-PETERSBURG
OBJECTS..... 3

BIOLOGICAL SCIENCES

<i>Larionov V.B., Reder A.S., Golovenko N.Ya.</i> DIFFERENTIAL EFFECTS OF PROPOXAZEPAM ON PENTYLENETETRAZOLE- AND MAXIMAL ELECTROSHOCK-INDUCED CONVULSIONS IN MICE 7	<i>Feklistova I., Maslak D., Sadovskaya L., Skakun T., Le Huy Ham</i> ANALYSIS OF SECONDARY METABOLITES OF THE SUBMERGED <i>GANODERMA</i> SP. G06 MYCELIUM 13
<i>Babich O.O., Dyshlyuk L.S., Sukhikh S.A.</i> OPTIMIZATION OF THE CULTIVATION PARAMETERS OF THE RECOMBINANT STRAIN OF E. COLI PRODUCE L-PHENYLALANINE AMMONIUM-LIAZE (PAL) 11	

MEDICAL SCIENCES

<i>Kalabukha I.A., Khmel O.V., Maietnyi E.N., Ivashchenko V.E., Voloshyn J.M., Veremeenko R.A.</i> EFFICIENCY OF THE TECHNOLOGY OF SURGICAL TREATMENT OF PATIENTS WITH LIMITED FORMS OF DRUG-RESISTANT PULMONARY TUBERCULOSIS..... 19	<i>Biduchak A.S.</i> CONFLICT SITUATIONS IN PERSONALITY FORMATION 24
	<i>Grachev V., Marinkin I., Shogenova L.</i> ADAPTATION MECHANISMS OF THE ORGANISM AND THE ROLE OF HYPOXIA IN THE THERAPY OF SOME MENTAL DISEASES 26

TECHNICAL SCIENCES

<i>Korzin S.S., Iakymhuk V.S.</i> BIG DATA ENVIRONMENT SCALING SYSTEM DEPENDING ON THE CLUSTER LOAD..... 39	<i>Kievskaya E.I.</i> BIM-TECHNOLOGY APPLICATION ON DIFFERENT STAGES OF LIFE CYCLE FACILITY CONSTRUCTION 59
<i>Abramyan S.G., Ulanovsky I.A.</i> CONVENTIONAL METHODS OF RECONSTRUCTION OF BUILDINGS AND WORKS WITH THE HELP OF SUPERSTRUCTURE..... 43	<i>Levin A.B., Lopatnikov M.V., Khromenko A.V.</i> ANALOGY OF THERMAL DESTRUCTION PROCESSES OF VARIOUS TYPES OF SOLID FUEL. WOOD, STRAW, PEAT, STONE AND BROWN COALS 62
<i>Melnik O.Y., Vyazovchenko A.M.</i> IMPROVING TECHNOLOGY OF FOOD BREADFILL PRODUCTS OF FUNCTIONAL APPLICATION 45	<i>Dobrovska L., Khimichuk A.</i> MEDICAL IMAGE ANALYSIS USING CONVOLUTIONAL NEURAL NETWORKS ... 69
<i>Azarov S.I., Sydorenko V.L., Zadunaj O.S.</i> MODELING SEVERE ACCIDENT AT POWER №№ 1-3 «FUKUSHIMA-1» NPP 51	

specified cohort / O. Khmel, I. Kalabukha, V. Ivashchenko // *Eureka : health sciences*. 2018. № 5(17). – P. 33–40.

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КОНФЛИКТНЫЕ СИТУАЦИИ В ФОРМИРОВАНИИ ЛИЧНОСТИ

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CONFLICT SITUATIONS IN PERSONALITY FORMATION

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Аннотация

В статье рассматриваются способности детей дошкольного возраста разрешать конфликты, отражающие их формирование в процессе обучения и воспитания. Исследование посвящено обоснованию способностей разрешать конфликты, как условие развития личности в социуме.

Abstract

The article discusses the ability of children of preschool age to resolve conflicts, reflecting their formation in the process of training and education. The study is devoted to the substantiation of the ability to resolve conflicts as a condition for the development of personality in society.

Ключевые слова: конфликтные ситуации, поведение в конфликте, дошкольный возраст, личность.

Keywords: conflict situations, behavior in conflict, preschool age, personality.

The personality is formed under the influence of many factors, the most important of which are the social and family environment, upbringing and education, self-education and activity. The driving forces of development are contradictions, to which conflicts directly relate. Communication has a huge impact on the formation of personality. It mediates the relationship of the individual with society, being one of the ways to assimilate social experience. In childhood, interpersonal communication stimulates mental development and facilitates the social adaptability of the individual. The development of the younger schoolchild is due not only to actual, but also to previous influences, which are reflected in his ideals, dreams, goals, and other

mental formations. An important factor in the development of personality is the restructuring of personal formations in the process of education.

Conflict is one of the universal characteristics of the world and the main driving force of its development. This is one of the most controversial phenomena and the main mechanisms of all changes and transformations.

In the work of Ya. L. Kolominsky and B. P. Zhiznevsky «A socio-psychological analysis of conflicts between children», more than 3000 acts of behavior of children during game conflicts were analyzed. The most informative in this particular conflict in children from 1-2 to 5-6 years.

The authors found that at the earliest stage «in children aged 1 to 3 years, the main» argument «in disputes with peers is the use of certain means of physical influence». In subsequent age periods, «the conflict from open confrontation with the use of physical force evolves, turning into a verbal dispute, that is, there is a cultivation of children's behavior in the process of realizing their desires».

For example, two- and three-year-old children often quarrel over unshared toys and destroyed structures. They still do not know how to express their thoughts and emotions, so they often resort to physical strength and cry to attract the attention of adults to their distress.

By the age of 4-5 years, children express themselves better and can find a common language, but at the same time disputes arise. Very often conflicts arise because of the reluctance to play together when one player refuses to indulge another. As they get older, preschoolers argue because of the rules of the game, its plot and the «responsibilities» of their characters.

Children up to 5-6 years old do not yet comprehend their emotions and desires, that is why they are so careless about the wishes and preferences of others. Preschool children do not know how to put themselves in the place of another; they cannot imagine their experiences. That is why the child will always defend his opinion to the last, will speak, instead of listening to the interlocutor. All this leads to disputes and quarrels when the players cannot find the right model of behavior in situations that require joint activities. Parents should teach children to behave constructively in conditions of confrontation.

Unfortunately, our national education system, proclaiming the ideas of humanism, at the same time teaches rivalry, struggle, the use of force. The child is still in kindergarten, constantly playing competitive games, learns that it is important to get ahead of the other, to be stronger, bolder, faster, and in order to be ahead, you need to fight.

Here lies another problem – the problem of behavior in conflict, the choice of strategy of behavior. The desire of the child to protect himself, with the support of adults, is a matter of condemnation. With regard to the positive role of conflict, then personal development requires conflicts. Only overcoming a conflict situation, resolving a conflict, a contradiction, internal or external, an individual goes to a new stage of his development. Therefore, it is necessary to have the controlling role of a parent, educator, or psychologist in resolving conflict with peers or adults.

Literature also gives us samples that, from childhood, fix in our minds attitudes to struggle, such as: «fight and search, find and not give up».

Conflict society, sick aggression and intolerance, infects the younger generation. The danger is that in children of the current young generation, the disease can become inborn and widespread, turning from social pathology into a social norm.

It is important to teach children how to get to know each other correctly, to play peacefully and coexist with their peers on the example of fairy tales, cartoons, and plot games. The earlier you teach a child to defend his position in a dispute, without offending or offending a partner, the more confident your baby will feel.

In general, any education of the baby begins with communication with him. And the more we talk with a child on a variety of topics, the better. Often tell your child about your childhood friends, how you met, how your friendship developed, what you were playing, tell about your children's inventions and tricks, and even about your quarrels and disagreements. Firstly, it is always very interesting for a child to find out about what mom and dad were at his age. And, secondly, with the help of such stories, it is possible without the notations and moral teachings to explain to the kid many difficult questions about relationships with other children.

All children's quarrels are usually resolved by themselves, and therefore they should be treated as natural phenomena of life. Small clashes and quarrels can be regarded as the first life lessons of interacting with people of the same circle (equal, with the outside world, learning by trial and error, without which the child cannot do. Adults without special need should not engage in children's quarrels. They learned to get out of disputes and stop conflicts on their own.

The task of adults is to teach children some rules of life among other people (each is a person, with his desires, experiences, which include the ability to express his desire, listen to the desire of another, to agree. At the same time, the child must be an equal participant in this process, and not just blindly obey the requirements of an adult or a stronger partner (find a way out of the current situation, options for solving the conflict).

It is necessary to teach children to explain to each other what they want, and then to invite them to consider a way out of the situation (no need to downplay the abilities of children in this regard, joint decision making is possible at an early age).

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