



Epithets, comparisons, and metaphors with a wide range of their varieties were Vorobkevych's favourite tracks. The evolution of the increase of these means is covered. Epithets FC: I period – 0,3; II – 0,05; III – 4,7. Comparisons FC: I – II periods – 0,04; III – 8,9. Metaphors FC: I – II – 0,04; III – 11,7. S. Vorobkevych did not use metonymy, synecdoches, euphemism, hyperbola, meiosis and other tracks very often.

Syntactic means play an important role in the understanding of the poetic language of the artist. Repetitions, among which the anaphors dominate are the ingredients of poetic syntax. Mostly, its use falls on the third period of creativity of the poet (FC – 0,04). Since this period is the richest in creativity achievements, we will show the dynamics of several more figures: the refrain (I period – 0,002, II – 0,001, III – 0,002), the take-up (I period – 0,002, II – 0,008, III – 0,008), condilk (I period – 0,005, II – 0,005, III – 0,01). The selection of stylistic figures in S. Vorobkevych's works is quite rich. In rhymed poetry, rhetorical questions, inversion, antithesis, enzhambeman, ellipsis, figurative parallelism, anadiplosis, asydeton, polysyndeton, pleonasm, anastrophe, likasaprene, polyptot, imprecation, climax, symposium, etc. were practiced by Bykovynian poet.

There are syllabic (I period – 90 % of all works, II – 56 %, III – 31 %), silabo-tonic works (I period – 8 %, II – 41 %, III – 63 %) and polymetric designs (I period – 3 %, II – 1 work, III – 10 %) in S. Vorobkevych works. The development of poetry versification from syllabic to syllabic-tonic forms is traced.

All poems are strophic. Monostrophic forms prevail (I period – 93 %, II – 90 %, III – 89 %). Strophic verses are represented by the following stanzas: dystych, katren, 5 verses, 6 verses, 7 verses, 8 verses, 9 verses, 11 verses, 12 verses. A tendency towards a gradual reduction of the proportion of katren stanzas is traced. Instead, the number of 8 verses is increasing. This phenomenon is due to S. Vorobkevych's tendency to create lyrics.

Vorobkevych's versatile designs are most widely represented in the lyric of the last period (11 %), in the second and first periods, their number is 10 % and 7 % respectively.

The poet uses predominantly accurate rhyme (85,6 %). The percentage of approximate rhymes is 10,4 %. Inaccurate rhymes – 17,6 %. The poetry rhyme is predominantly monotone grammatical 74,6 %, with the prevalence of verbose – 40,7 %.

The results obtained are an important material for expressing our knowledge of the poetics of S. Vorobkevych's poetic works; they are the material for comparison with the similar material on the artistic nature of Y. Fedkovych's poetic works.

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MODELS OF ADAPTIVE CRISIS BEHAVIOR

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Multi-dimensional concept of «crisis» is used by many social sciences. Understanding of meaning the term «crisis» in a psychological source is desirable through its basic characteristics (Kaplan, D., Williams H.): stressful events that have no promising solutions in the future; the problem covers a large amount of personal resources or resources of family; problem solving is beyond the traditional (familiar) problem solving methods; the situation is seen as a threat to individual life goals; there is a physical tension that is a symptom of anxiety which has a «peak» and then falling; crisis is actualizing previously unrecognized issues of the past.

The objective of the research is to describe model components of adaptive crisis behavior for conservation the integrity of personality. In our opinion, such models can be seen as personal resources in overcoming psychological crisis.

In the analysis of adaptation to the crisis, we used the students' adaptation to the university environment. Each student in their own way overcomes this crisis. It depends on the individual-typological characteristics of the individual, personal level of anxiety, adaptability, psychological flexibility, communicative competence, as well as previous life experience and available coping strategies.



By scientific sources and according to the results of empirical research we got three types of adaptive behavior that are determined by the degree of emotional lability, impulsiveness, rigidity, pessimism, optimism, anxiety and tendency of behavior in the real group: 1. Normative adaptive behavior; 2. Mixed type of adaptive behavior; 3. Hypoadaptive (maladaptive) behavior – 12,7% of respondents. Students' personal characteristics in the process of forming the adaptive behavior were analyzed as a factor that influences upon adaptation and as a manifestation of adaptive behavior (in the aspect of those changes in personal properties that occur in the process of adaptation). The socio-psychological factors of the adaptive behavior of medical students include intra-personal factors and external / social factors. Intra-personal factors consist of adaptability; neuro-psychological stability; moral normativity; the level of anxiety; system of value orientations; motivation; personality orientation; internship; self-acceptance and self-esteem; communicative abilities. External / social factors are the sociometric status (position) of the individual in the group; communicative competence and constructive behavior strategies; personal attitude to the educational environment in general.

Support and psychological correction are useful for medical students with hypoadaptive / maladaptive behavior for coping with adaptation crises and forming a model of adaptive behavior to the crisis that help regenerate the integrity of personality.

To optimize the adaptive behavior of medical students individual psychological counseling and group forms were offered (training to overcome maladaptive behavior and training on the formation of coping strategies). The social-psychological complex program of optimization the adaptive behavior is introduced in Medical-Psychological Centre. It's based on the principles of: humanistic psychology, deontological principles of acmeological practice, functional and structural-role theory; principle of individualization (based on socio-cultural axiological transformation) and creative activity; creating a positive emotional background and personal perception. This program includes active social-psychological training based on a psycho-dramatic role paradigm (J. Moreno) and behavioral approach (E. Thomas, W. Sheldon). Such combination of approaches demonstrate to students the way of optimizing the adaptive behavior and how to form their own adaptive behavior - strategies for crisis management in the future. Positive dynamics was obtained within one month of use (1 session per week - 4 sessions) by reduction of maladaptive students twice.

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SOCIAL AND PSYCHOLOGICAL MECHANISMS OF SOCIALIZATION OF STUDENTS AT HIGHER EDUCATIONAL ESTABLISHMENT

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Socialization of personality is one of the first issues that arise in society in the process of preparing young people for their adult life. Formation of personality is a complex process of adjustment of the individual to a social being, that is, his/her socialization. Socialization covers all social processes through which the individual acquires certain knowledge, norms, values, which enables him/her to be a full member of the society.

The process of socialization of the individual is carried out through certain mechanisms. The psychological mechanisms of socialization are imitation and identification. T. Parson applied these concepts in the sociological theory of social action. The scientist defined imitation as a process of assimilating the elements of culture (special knowledge, skills, images) by imitation. Identification expresses the relation to the social world, the adoption of values.

Social and psychological mechanisms of socialization of students at higher educational establishments are revealed in the process of identification and interiorization. Identification is the process of identifying an individual oneself with other people, a group, a community that helps to master various types of activities, to assimilate social norms and values, and to master social roles. There are three forms of identification: 1) direct emotional identification with a real or unreal person. This form prevails at the initial stages of socialization of the individual; 2) self-attraction to