



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



a certain nominal social group (age, national, professional); 3) self-awareness (with a sense of belonging to a particular social group).

The interiorization of social ideals in the youth environment are related to the search for real patterns for imitation and the nature of ideas about ways to realize ideals. Socialization, a socialized person, must be able to withstand adverse living conditions. Complete socialization, that is, the dissolution of a certain part of the youth in society, indicates the absence of activity that enables selectively to perceive and assess the surrounding reality. Thus, every human form of psyche first is organized as an external social form of communication between people and only later, as a result of interiorization, becomes a mental process of an individual. The results of the analysis of scientific research assure us that the study of socialization of students should be based on their social and psychological characteristics, which determine the specifics and outcome of the social process.

Thus, the process of socialization as a component of the pedagogical process in institutions of higher education acquires the content of creating the educational and practical preconditions for the student's personal and social formation, namely his/her ability to realistic self-esteem, self-perception and self-acceptance in the general context of awareness and adoption to social life disposition. Social formation depends on the origin of the family situation and opportunities, and hence become possible the formation of adequate life directions and choices (educational, professional-educational, family and domestic, spiritual). The progressive formation of a plurality of social (group, interpersonal) relationships and intercourse of the young person on the macro, meso, micro levels, of his/her social being, and their development as a space of the personal, spiritual, social and practical life and maturity, personality life style is being formed.

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ASPECTS OF TRANSLATION OF PHARMACEUTICAL TERMS INTO UKRAINIAN

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Pharmaceutical terminology refers to a medical terminology system which research efforts have already been made by domestic and foreign linguistic scientists. Questions about the specifics of medical terms and the specifics of their translation have always had a special place in linguistics.

It should be noted that pharmaceutical terms include the names of medications, their components, as well as the names of actions and effects of drugs on the human body. Another feature of the pharmaceutical term system is the presence of a large variety of terms borrowed from chemistry, physics, biology, botany, and medicine.

Translation of medical and pharmaceutical documents is a highly specialized field of knowledge. In addition to mastering a foreign language, the understanding of the material is also an important aspect in translating any pharmaceutical text.

Going back in time, the first "Glossary of Ukrainian Medical Terms" was published only in 1917, as a result of tireless work with the materials during the years and it contained only 1000 words-terms. An important background in the hands of a modern translator is the Encyclopedic Interpretative Dictionary of Pharmaceutical Terms: Ukrainian-Latin-Russian-English / Redactors: I.M. Pertsev, E.I. Svitlichna, O.A. Ruban and others – Vinnytsia: Nova Knyga, 2014. The value of this dictionary is the formation of a unified approach to the interpretation of professional terms, due to the specific features of pharmacy as an industry that covers all components of science and practice related to medicines, their importance in the healthcare system (development, production, quality control, security, and rational use). Not less important is the vocabulary adaptation of national legislation on pharmaceutical terminology according to EU legislation, the implementation of which first requires the formation of a unified approach to clear, understandable and accurate definition of professional terms, since understanding the meaning of each term depends on its proper language.