Chapter 4. POLITICAL SCIENCE, PSYCHOLOGY AND SOCIOLOGY

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THE INFLUENCE OF INTRAPERSONAL CONFLICT ON THE COURSE OF ADAPTATION OF STUDENTS AT THE ESTABLISHMENTS OF HIGHER EDUCATION

Abstract. The article reviews the current state of studying the problem of interpersonal conflict as a factor in adaptation, characterized by consideration of the relationship of these categories on two levels: intrapersonal conflict is studied as a driving force, a source of self in the process of adaptation and as a leading indicator of complications adaptation. The researches of foreign and domestic authors in general have considerably expanded the modern ideas about many issues related to the intrapersonal conflict. At the same time, they did not fill the gaps that occurred in the interpretation of the essence of this phenomenon. Given the fact that the problem of intrapersonal conflict has an interdisciplinary character, additional obstacles are created in the way of adequate interpretation of the methodological approaches that are different for these sciences, methodological as well as categorically-conceptual apparatus. It is generally defined that intrapersonal conflicts do not arise without affecting the personality of the environment, including the social one.

Introduction.

One of the most significant features of human behavior is that it is social in nature – it is formed and implemented in society. In general, individual behavior reflects the objective laws of environment that surrounds it. Modern psychological research situation in the period of students indicate an increased social and role ambiguity, complexity of social and psychological problems of growing up, stress the inevitable conditionality to solve them experience moments of inner conflict, psychological, emotional discomfort. Social environment itself primarily affects the formation of certain personality traits and namely this necessary set of qualities and characteristics allows it to perform certain social roles, that adapt to specific social conditions.

The effectiveness of integrating students in professional and social world largely depends on the formation of young people's ability to solve complex life situations, to choose appropriate ways of solving life's problems without irreversible negative consequences and personal strain.

One of the main tasks of high school is the creation of such life competencies of young people that would ensure current and future implementation of their professional and personal potential. Background detection and prediction of the nature of the impact of interpersonal conflicts of students to adapt due to the fact that needs resolving issues related not only to the search for ways to eliminate or prevent critical forms of conflict experiences, but above all with distinguishing the conditions under which a young man can use the positive potential of these experiences.

The problem of interpersonal conflicts in terms of adaptation of students is of particular importance because of rising conflict factors of modern life. Sources of their arising are not only natural deep transformation of value-normative foundations of society that is constantly evolving, but the specific difficulties "growing up" due to the particular "space-time" adaptation between students.

Social adaptation is human adaptation as socio individual personality, with certain rules, requirements, principles, etiquette of new social environment in accordance with the requirements of the environment as well as taking into account by the personality its own individual qualities, peculiarities of mentality in order to adapt to those conditions and demands of social environment that arise in the communication process in interpersonal areas. There are no «pure» intrapersonal conflicts, that is, those which appeared only through internal actions. Proceeding from the nature of the contradictions which underlie the conflict, they can be divided into two groups:

1. Those, that arising as a result of the transition of objective contradictions, external to person, into the inner world (moral conflicts, adaptation conflicts, etc.).

2. Those, that arising from the contradictions of the inner world of the personality (motivational conflicts, conflict of inadequate self-esteem) and reflecting the attitude of the personality to the environment.

The use of the principle of systemicity, the results of the analysis of theoretical sources and experimental researches led to the choice of the theory of personality, which underlies the consideration of the problem of intrapersonal conflict. Distinguished three basic levels of the development of psychological contradiction:

1) the psychological balance of the inner world of the personality;

2) imbalance, complication, difficulty of the main activities, projection of the psychological discomfort to work, communication (intrapersonal conflict);

3) the inability to implement plans and programs, «the rupture of life», the impossibility of fulfilling their vital functions until the contradiction is resolved (life crisis).

Considering the problem of the source of the conflict, it is necessary to see this source in a complex, single, interdependent process of interaction between personality and environment. That is, the state of intrapersonal conflict arises when a certain combination of personality features and factors of the environment, stimuli that affect the personality. In order to have an intrapersonal conflict, personal and situational conditions are required.

Among the personal conditions, in the personality it is possible to isolate the following indicators: 1) complicated inner world and actualization of this complexity; 2) complex and developed hierarchy of needs and motives; 3) high level of the development of feelings and values; 4) difficult organized and developed cognitive structure; the ability of personality to self-reflection and self-reflection.

It is determined that the impact of interpersonal conflict in the course of adaptation depends on self-identity in a complex interaction of external (socially determined) and internal (individual personality) factors. It is indicated that psychological content intrapersonal conflict experiences have a high degree of individual differentiation and thus determine the uniqueness of perception and interpretation of a specific person. An indicator of the transition from one level to another intrapersonal difficulties acts vulnerability to conflict self-relations context of inner experience. The nature of the adaptation of the student is determined by the internal model and solve interpersonal experiences complications, which are formed in the mind and form the basis of individual experience.

1. Analysis of recent research and publications

Problems of an individual's social and psychological adaptation were studied recently by representatives from many fields of science, namely, philosophers, psychologists, pedagogists and psychologists. In modern psychological science productive approach to solving the problem of functional role of conflict in the development of a personality is the conflictological approach to the problem of adaptation. Its essence is to recognize the conflict nature of interaction between a person and society, the idea of family relationship of all levels of manifestation of the psychological phenomenon "conflict" and it is based on the idea of understanding interpersonal conflict as a subjective reflection of the uneven process of human development (Donchenko, E. A., & Titarenko, T. M., 1989).

An internal conflict appears only when external circumstances give rise to certain internal conditions. The internal conditions of the conflict include contradictions between various parts of the personality: these parts must be meaningful, have approximately equal significance for the personality; personality is aware of the subjective instability of the situation. A conflict arises when a person feels not able to change the situation.

Personality and events are mutually refracted, and depending on the psychological transformation of the personality in different circumstances of life, they cause different experiences and reactions. It is important to take into account not only the personality traits, characteristics of the situation, but, first of all, the nature of interaction in the system «personality – situation», the specificity of reflection in the consciousness of this person, its subjective significance for a particular person. The subjective significance of a complex situation is perceived by the personality from the point of view of those personal values that this situation poses to the threat. This circumstance makes the situation for the Personality conflicting.

About this feature of the interaction of the personality and the situation the researcher L. Antsiferova writes in the following way: «In order to preserve, defend, affirm a certain value, the subject resorted to different methods of changing the situation. Moreover, the more prominent place in the semantic sphere of the person occupies the object that is in danger, the more intense is perceived personality threat, the higher the motivational potential of coincidence with difficulties» (Gerasimova, N. Ye., 2005). If the circumstances of life require the personality of such actions and conditions that are on the verge of adaptive capacities or even exceed existing reserves, the state of the intrapersonal conflict arises. In our opinion, there is a dialectical relationship between the situation and the personality peculiarities in the occurrence of an intrapersonal conflict.

Conflictological analysis of the problems of adaptation was carried out by L. Vygotsky, 1983; S. Freud, 1993; K. Horney, 1997. The problems of personal development in adolescence are described by L. Bozhovich, 1978; Bandurka, A. M., & Druz, V. A., 1997; I. Kon, 1984; psychological specifics of students as a social group − by N. Gerasimova, 2002; Lozhkyn, G. V.,& Gerasymchuk, O. S., 1996; Chepeleva, N. V., & Povyakel, N. I., 1995. The issue of interpersonal conflicts are thoroughly revealed in the works of K. Abulkhanova − Slavskaya, 1980; L. Bozhovich, 1978; Donchenko, E. A., & Titarenko, T. M., 1989; Lozhkyn, G. V.,& Povyakel, N. I., 2000; M. Piren, 1997; Chepeleva, N. V.,& Povyakel, N. I., 1995.

The possibility of occurrence of intrapersonal conflict is predetermined by a complex interaction of negative factors of the environment and personal traits, while, it is they which find individually the weakest in the individual place of resistance to them in a particular person. We define an intrapersonal conflict as an acute experience caused by a long struggle of structures of an individual's inner world, which reflects conflicting relationships with the social environment and impedes decision-making.

On the basis of this, one can distinguish the following main structures of an individual's inner world which enter into conflict (Lozhkyn, G. V., & Gerasymchuk, O. S.,1996):

1. Motives that reflect an individual's aspirations of different levels (needs, interests, desires, attractions, etc.). They can be expressed by the notion of "want" ("I want").

2. Values that embody social norms and act, due to this, as standards of the proper. These are personal values, i.e. taken by an individual, as well as those that are not accepted, but because of their social or other significance, he/she is forced to choose them. Therefore, they are marked with phrases "it is necessary" or "I must".

3. Self-esteem, predetermined by self-evaluation, assessment by a person of his/her capabilities, properties and place among other people. As an expression of the level of a person's claiming, self-esteem serves as a kind of stimulus of his/her activity and behavior. It is expressed with phrases "I can", "I can not" or "I am".

Thus, summarizing the above mentioned, it can be argued that the contradiction between different motives, goals, values, almost of one force, but oppositely directed lies in the basis of the intrapersonal conflict.

Intrapersonal conflict is characterized by some features that must be taken into account when it is detected. These features include:

1. Unusuality from the pont of view of the structure of the conflict. There are no subjects of conflict interaction in separate individuals or groups of people.

2. Specificity of forms of flow and manifestation. Such a conflict is a form of difficult experiences. It is accompanied by specific conditions: fear, depression, stress. Intrapersonal conflict often becomes a neurosis.

3. Latency. It is not always easy to perceive an intrapersonal conflict.

The criteria of intrapersonal conflict are:

1. In the cognitive sphere: the contradiction between "the image of I"; lower self-esteem; understanding of personal state as a psychological deaf angle; deceleration of decision making; the subjective recognition of the existence of the problem of value choice, the doubt in the truth of motives and principles that a subject was previously guided;

2. In the emotional sphere: psychoemotional tension; significant negative experiences;

3. In the behavioral sphere: weakening of quality and intensity of activities; decrease of satisfaction with activities; negative emotional background of communication. Integral criteria: violation of the normal mechanism of adaptation; intensifying of psychological stress (Gerasimova, N. Ye., 2002).

Among the important issues of the theory of intrapersonal conflicts, the central place belongs to their typology, which is explained by the need of control and regulation of internal conflicts, prediction of their consequences. Our research of different approaches to understanding the intrapersonal conflict has shown that most theoretical concepts convey one or several types of intrapersonal conflicts. In psychoanalysis, the conflicts between an individual's needs, as well as between needs and social norms, are put on the first place. Role conflicts are subjected to an analysis in interactionism. However, there are many other intrapersonal conflicts in real life.

Studying intrapersonal conflict from different points of view, one can distinguish essential classification criteria and, accordingly, obtain different typologies. Conflicts are distinguished by: 1) source; 2) content; 3) significance; 4) type of solution; 5) duration.

To reduce all classifications into a single typology, a foundation is necessary that would enable to combine the whole diversity of internal conflicts into the system. Such a base is a person's value-motivational sphere. Depending on which aspects of a person's soul world enter into an internal conflict, there are six main types of intrapersonal conflict (Horney, K., 1997).

1. Motivational conflict. This is one of the most frequently studied types of intrapersonal conflict, in particular, in the psychoanalytic direction. There are conflicts between unconscious aspirations, between striving for power and security, between two positive trends, or as collisions of various motives.

2. Moral conflict. It is often called a moral or normative conflict in ethical teachings. It is considered as a conflict between desire and obligation, between moral principles and personal preferences, between the desire to act in accordance with the wishes and requirements of adults or society. It is sometimes interpreted as a conflict between duty and doubt in the need to perform it.

3. Conflict of unrealized desire or inferiority complex. It is a conflict between desires and reality that blocks their satisfaction. Sometimes it is interpreted as a conflict between "I want to be as they are" (reference group) and the inability to implement it. The conflict can arise not only when reality blocks the realization of desire, but as a result of a person's physical impotence to realize it. Such conflicts arise because of dissatisfaction with one's appearance, physical data and abilities. This type also includes intrapersonal conflicts, which are based on sexual pathologies.

4. Role conflict is expressed in experiences associated with the inability to simultaneously realize several roles (inter-role intrapersonal conflict), as well as due to different understanding of the requirements put forward by the person himself/herself to perform one role (intra-role conflict). This type involves intrapersonal conflicts between two values, strategies or life senses.

5. Adaptation conflict is interpreted in the broad sense, i.e. as based on the violation of balance between the subject and the environment, and in the narrow sense, as the conflict caused by a violation of the process of social or professional adaptation. This is a conflict between the requirements of reality and a person's professional, physical, psychological capabilities. The discrepancy of a person's capabilities to the requirements of the environment or activity may be considered on one side as temporary unwillingness, on the other side, as inability to fulfill the proposed requirements.

6. Conflict of inadequate self-esteem. Adequacy of a person's self-esteem depends on his/her criticality, demandingness, attitude to successes and failures. The discrepancy between harassment and the assessment of his/her capabilities leads to the fact that a person has increased anxiety, emotional breakdowns, etc. Among conflicts of inadequate self-esteem, there are conflicts between overestimating self-esteem and the desire to really assess his/her possibilities, between low self-esteem and awareness of objective human achievements, as well as between the desire to increase harassment in order to achieve maximum success and reduce harassment, in order to avoid failures (Lozhkyn, Povyakel, 2000).

In addition, neurotic conflict is singled out. It is the result of long-term preservation of "simple" intrapersonal conflict. Knowledge of psychological problems of the emergence and overcoming of intrapersonal conflicts is an indispensable condition of further

development of communication skills, regulation and resolution of conflict situations. In particular, G. V Lozhkin and N. I. Povyakel distinguish students' internal conflicts in the process of their professional identification, which manifests itself in the adoption of leading professional roles, values and norms, formed motivational structures that motivate a person to effective practical activities:

1. Conflict of inconsistency, which manifests itself in inconsistency, collision of students' theoretical knowledge and everyday knowledge, formed on the basis of life experience.

2. Conflict "I"-identification associated with inconsistency of representations about yourself with objective information about personal qualities, abilities, opportunities, etc.

3. Conflict of "desemantization", due to inconsistency of autonomy, closure of the totality of knowledge with a professional context.

4. Imitational-and-behavioral (role-based) conflict, which consists in collision of two types of role behavior – educational-and-role-based and vocational-and-role ones (Lozhkyn, G. V.,& Povyakel, N. I., 2000).

The essence of the above mentioned suggests that:

1) among the issues of the theory of intrapersonal conflicts the leading place belongs to their typology, which is conditioned by the need to control and regulate internal conflicts, to predict their consequences;

2) typology plays an important methodological role in understanding the nature of conflicts;

3) intrapersonal conflicts differ in a number of features: by source, by content, by significance, by type of solution, by form of solution, by duration of the course.

The problem of intrapersonal conflicts, socio-psychological adaptation and deviance belongs to main objects of the practical realm of the structural protection theory. The unambiguous definition of the content and evaluation characteristics of protection mechanisms, the causes of their formation, functional-and-target features, relations between them, gives an opportunity to answer the urgent questions of age, pedagogical and social psychology. These include, first of all, the real causes of the permanent conflict of an external and internal plan, both latent and actual. Knowledge of reasons becomes the basis for intervention in the process of conflict, and understanding of internal logics of this development provides its purposeful leadership. In particular, an important problem of predicting the behavior of disadapted individuals depending on the change in the real situation is solved.

It should be noted that the main focus of applied work is done on the subject of intrapersonal conflicts of adolescence and early adolescence. Intrapersonal conflicts of the period of late adolescence, to which students refer, is studied in connection with the problem of age as well as with problems of professionalization. However, the problem of interpersonal conflicts as determinants of students' adaptation remains understudied.

2. Presenting main material

A necessary condition for a student's success is learning new for him features of studying at the university, which eliminates the feeling of inner discomfort and blocks the possibility of conflict with the environment. Based on the analysis of the major psychological theories of personal development, it may be noted that the understanding of interpersonal conflicts in the context of adaptation is controversial. Systematization of theoretical approaches to interpersonal conflict as a factor of adaptation allowed scholars to classify such key terms as "content of content contradiction" and "likelihood of constructive conflict resolution." The results of the theoretical analysis identified six psychological models of intrapersonal conflict (Lozhkyn, G. V., & Povyakel, N. I., 2000): psychoanalytic; cognitive; humanistic; role; age; motivational-and-semantic. The current state of studying the problem of interpersonal conflict as a factor in the consideration of adaptation is characterized by the relationship of these categories on two levels: intrapersonal conflict is studied as a driving force, a source of self-development in the process of adaptation and as a leading indicator of complications of adaptation.

Most current researches deal with the study of interpersonal conflicts in terms of destructive course of adaptation: the concept of life crises (Donchenko, E. A., & Titarenko, T. M., 1989); theoretical and empirical research of social, psychological deviations (Donchenko, E. A., & Titarenko, T. M, 1989); numerous works devoted to age-related crises (Kon, I. S., 1984). As a part of these studies intrapersonal conflict is seen as a psychological phenomenon that signals the serious violations of a personality's socio-psychological adaptation. However, in modern psychology the idea of feasibility and necessity of phases of internal conflict, disintegration for the transition to a qualitatively new level of personal development is actively considered. Within approaches that focus on the positive potential of psychological conflicts, much attention is paid to their transforming, developing function. Formation of a new position in the internal situation of new social demands and expectations takes place in the mind under conditions of "semantic explosion", solving problems in conflict meaning "I".

The impact of interpersonal conflict in the course of adaptation depends on self-identity in a complex interaction of external (socially determined) and internal (individual personality) factors. The question of a clear allocation of roles of internal and external factors of interpersonal conflict, its movement to the negative critical phase remain scarcely explored. The perspective for the study of interpersonal conflict as a factor of socialization is situational approach, which involves consideration of "man-society" terms of situational interaction (Lozhkyn, G. V., & Povyakel, N. I., 2000). The basis of understanding the essence of situational interaction is an idea about crucial role of subjective attitude to the situation, which specifically defines its meaning and allows to classify how difficult life situation, problem, conflict, crisis are.

In the literature several levels are singled out at which interpersonal conflict as a characteristics of situational interaction is manifested: intrapersonal complications, namely intrapersonal conflict, intrapersonal crisis (Antsupov, A. Ya., & Malyshev, A. A., 1996). Psychological maintenance of interpersonal conflict experiences have a high degree of individual differentiation and thus determine the uniqueness of perception and interpretation of a specific person. An indicator of the transition from one level to another is vulnerability of system of self-relation to conflict context of inner experience. The nature of a student's adaptation is determined by the internal models of solving interpersonal experience complications, which are formed in the mind and form the basis of individual experience.

The study of students' interpersonal conflicts presupposed gradual solving a number of tasks: the formation of experimental results based on a sample set of techniques to establish links between destructive factors and to single out a number of indicators, hypothetically associated with them. In the study we have analyzed the frequency of interpersonal conflicts at various courses of study. Modified and adapted to the peculiarities of this phenomenon, they were offered by a number of researchers in accordance to students learning conditions at Bohdan Khmelnytsky National University at Cherkasy. As a result of interviews and self-report of respondents who participated in the experiment (n = 250), we have analyzed the frequency of interpersonal conflicts among students, depending on the course (Fig. 1). Remarkably, the largest number of this indicator is recorded at the undergraduate. In addition, certain types of this phenomenon are also characteristic of different courses. For example, "motivation" conflict usually occurs on the 1st and 5th courses, conflict of "unrealized desires", "adaptive" conflict is characteristic of middle courses of universities. High rates of youth manifestations create a springboard for a large correction of the psychological service, coaching institute.
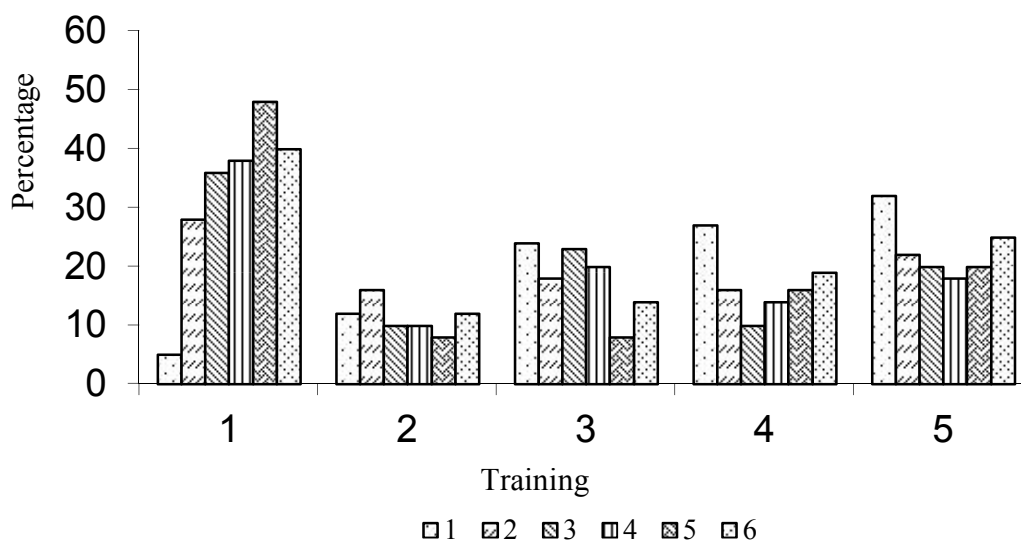

Fig. 1. Distribution manifestation of the state of interpersonal conflicts among students, depending on the course of study

(1 – "adaptation", 2 – "role", 3 – "motivational" 4 – "moral" 5 – "unfulfilled desire" 6 – "inadequate self-esteem")

Distribution of average percentage of values of interpersonal conflicts is like this: the 1st course – 8.9 per cent, 2nd – 1.8 per cent, 3rd – 6.4 per cent, 4th – 4.5 per cent, 5th – 6.5 per cent. The analysis allowed to state that there are some varieties of these conflicts, which are characteristic of different courses. As for the number of manifestations of above mentioned 1st year students with unmistakable solving of tasks, the latter received such distribution: "adaptation" – 5 per cent, "role" – 28 per cent, "motivational" – 36 per cent, "moral" – 38 per cent, "unfulfilled desire" – 48 per cent, "inadequate self-esteem" – 40 per cent. Average similar indicators in a sample of 5th year students were respectively: "adaptation" – 32 per cent, "role" – 22 per cent, "motivational" – 20 per cent, "moral" – 18 per cent, "unfulfilled desire" – 20 per cent, "inadequate self-esteem" – 25 per cent.

Factorization of the results for a group of students with interpersonal conflicts in their adaptation to the university helped to establish a pattern – degree of manifestation of some varieties of this phenomenon in various courses of study is different. Results of the study confirmed the validity of differentiating types of interpersonal conflicts, which makes the latter as typological, on the one hand, and informative for the evaluation phase of adaptation to the course of study in universities, – on the other.

Singled out in the process of studying interpersonal conflicts criteria in their cognitive, emotional and behavioral areas allowed us to identify their specific features. Research was carried out in the course of ascertaining experiment.

Under existence of this phenomenon in students' cognitive sphere reduced internal consistency, congruence of "image I". Therefore, in this state "image I" is more controversial, and between "real – I" and "ideal – I" there is a very high difference. The degree of difference between the images "I – real" and "I – ideal" varies depending on the type of person experiencing the conflict and its psychological characteristics (Table 1) (Gerasimova, 2002).

(Student's t-criterion is the common name for a class of statistical methods for testing hypotheses (statistical criteria) based on a comparison of Student's distribution. The most frequent cases of t- criterion are related to testing the equality of average values in two samples).

Summarizing the results achieved, it should be noted that students with interpersonal conflicts "image I" is more controversial, and between "I – the real" and "I – ideal" there is a very noticeable difference.

Internal consistency, congruence of "image I" are reduced. The positive relationship between "I – real" and "I – perfect '" shows the adaptability of actual behavior, lack of interpersonal conflict experiences. Existence of negative relations in self-perception is an indicator of intrapersonal conflicts. The study covered 250 students. Among them, 120 respondents were in the control group, 130 respondents – in the experimental one.

Table 1. The image of "I – a real" and "I – the perfect" of students depending on the type of conflict

Type conflict	The difference between the images, "I - a real" and "I - perfect."				Criterion t
	Students with no signs of interpersonal conflicts		Students with symptoms of interpersonal conflicts		
	1st year	5th year	1st year	5th year	
Adaptation conflict	28,15	29,00	38,30	30,20	0,066
Role conflict	26,28	25.84	33,30	28,30	0,036
Motivational conflict	20,70	18,75	30,10	25,25	0,020
"Moral" conflict	19,20	19,15	27,25	20,40	0,071
Conflict unrealized desire	15,60	14,85	25,60	19,25	0,057
Conflict inadequate self-esteem	13,12	13,00	22,00	16,00	0,075

The obtained averaged value of the difference between the images, "I – real" and "I – perfect" (where conventional units are indicators of percentage of quantitative content) in the control and experimental group of 1st year students revealed the following picture: in the "adaptation" conflict – 10.15 conventional units; "role" – 7.02 conventional units; "motivational" – 9.40 conventional units; "moral" – 8.05 conventional units; "unfulfilled desire" – 9.66 conventional units; "inadequate self-esteem" – 8.88 conventional units. The obtained results confirm the existence in modern students of deep feelings caused by mismatch of "images I" and the need to provide them with timely psychological help.

Average similar indicators after the correction in the sample control and experimental groups among 5th year students amounted respectively to "adaptation" conflict – 1.2 conventional units; "role" – 2.46 conventional units; "motivational" – 6.25 conventional units; "moral" – 1.25 conventional units; "unfulfilled desire" – 4.40 conventional units; "inadequate self-esteem" – 3.30 conventional units.

The results give us reason to believe that there was a substantial transformation towards the reduction of students' interpersonal conflicts in their adaptation to the university. This increases social status, degree of satisfaction with training, psychological readiness for dialogue with oneself, behaviors that arise in terms of the said conflict, ease in establishing contacts. It should be noted that the socio-psychological adaptation includes:

1. implementation of the mechanism of interaction of the individual with a specific microenvironment by adapting to it through communication, behavior, activities;

2. mastering standards, moral values closest positive social environment through their rational understanding or by internalization;

3. attainment of adaptability entity by establishing a dynamic equilibrium between his personal attitudes and expectations of the environment in the presence of control on his part.

The adaptation of youth is influenced by the environment in a broad sense (the full range of social, economic and cultural conditions of life) – macromedium and under the influence of the nearest environment in which the direct process of identity formation (family, student group, company street) – microenvironment takes place.

During the initial courses a student group as well as skills and ability rational organization of mental activity are formed, the optimal mode of work, leisure and everyday life is produced, the system of self-education and self professionally significant personal qualities is established. Adaptation takes place at several levels: as an adaptation to the new system of education, to a change of work and rest, to joining a student group. All this is accompanied by a substantial restructuring of students' life of mental and physiological states.

A sharp change in long-term, normal working stereotype, which is based on discovered by I. Pavlov (1951) psycho-physiological phenomenon – dynamic stereotype sometimes leads to nervous breakdowns and stress reactions. Because of this the period of adaptation associated with fracture of former stereotypes can start to negotiate a relatively low performance, difficulties in communication. In some students the development of a new stereotype is choppy, in other – it takes place smoothly. Undoubtedly, the features of this restructuring are related to the characteristics of the type of higher nervous activity, but social factors are crucial here. In the process of adaptation of freshmen to the learning environment at the university there are the following problems: negative emotions associated with the departure from yesterday's schoolchildren tight relationship with his staff, which has grown accustomed, uncertainty motivating career choices, lack of psychological preparation for it; inability to carry out psychological self-regulation of behavior and activity that increases the lack of daily monitoring of teachers; search for the optimal regime of work and rest in the new environment; life and self-adjustment, especially in the transition from the home environment into a hostel; lack of independent work, inability to take notes, work with primary sources, directories. All these difficulties are different in origin. Some of them are objectively inevitable, others are personal in nature and associated with poor preparation. To develop the tactics and strategies that ensure optimal adaptation to the conditions of student learning in high school, it is important to know freshmen's life plans and interests, dominating system of motives, level of aspiration, self-esteem, the ability to conscious regulation of behavior, etc.

The results of this psychodiagnosis are necessary for a curator, psychological service employees of the institution and the student himself. However, the specific features of high school classes are that a group supervisor or course gas less features of continuous communication with a student than a class teacher and school teachers with a pupil. A teacher, who lectures to flow naturally, can not take into account an individual rate of assimilation of each student's ability to analysis and synthesis, the level of thinking. It is more difficult for teachers to notice changes in students' mental state in stressful situations (test or exam) because of the fact that they do not have something to compare - listening to a lecture a student is "dissolved" in the total mass audience.

Not surprisingly, many first-year students who felt yesterday the attention and care of school teachers, initially feel uncomfortable at a university. New terms of their activities at universities are a qualitatively new system of responsible dependence where in the forefront the need for self-regulation of their behavior is put as well as the existence of degrees of freedom in organizing their studies and life that until recently were not available.

At the end of the first year about a third of students still can not fully engage in the learning process. It has psychological reasons. Students developed a stereotype mode of learning activities in the classroom, we must first overcome his days in high school. Insufficient attention to the development of productive style of thinking in students leads to the fact that the educational process in universities had to rely on freshmen reproductive thinking, which makes it impossible to make optimal decisions in unusual situations and easily adapt to changing activity (Kon, 1984). Social-and-psychological adaptation is a young man's mastering the rules of student life, inclusion in interpersonal relations of a group. This process is directly related to student participation in the bodies of government, universities; courses, sections. A member of student parliament, student council, trade-union group, responsible for the sports sector, sanitary and aesthetic condition, etc. - all these kinds of socially useful activity to which the student is involved from the early days of training contribute to overcoming the difficulties of social and psychological adaptation, incorporating student in a complex system of interpersonal relationships of responsible dependence, formation of his active life position, give skills of an organizer; an opportunity to implement all the rights and obligations embedded in social roles. Adaptation takes place in each student differently. Boys and girls, who have professional experience, are easily and quickly adapted to the conditions of student life, yesterday's schoolchildren - to the conditions of an academic work (Asmolov, 1990). For freshmen's better adaptation to the new conditions of studying at university system it is necessary to organize special events, like ritual "Dedication to students", conducting course "Introduction to Speciality" performances in the leading group of teachers; familiarity with the history of the institution and alumni that made him famous; organization of counseling centers in hostels by teachers and senior students.

Conclusions.

On the basis of materials of the research it is found out that violation of optimal adaptation of an individual, decrease of self-esteem, inner discrepancy between the images "I – real" and "I – ideal", contradiction of "image I" act as indicators of interpersonal conflicts in cognitive sphere as well as prevalence of negative background of mood, anxiety – in emotional sphere and decrease of adaptability to the conditions of study at the university – in behavioral sphere. The study of the dynamics of the course of "motivational", "role", "moral", "adaptational" the conflicts, conflicts of "inadequate self-esteem" and "unfulfilled desire" showed that the degree of manifestation of certain kinds of interpersonal conflicts at different courses during studies is different. In particular, the "adaptive" conflict and conflict of "inadequate self-esteem" are more characteristic of graduation rates, and conflict of "unfulfilled desire" and "motivational" are more common at younger courses.

Adapting to the conditions of student learning at universities is a complex socially conditioned phenomenon, which is characterized dialectically by contradictory unity of three levels of adaptive behavior: biological, psychological and social decisive role in leading the latter. Psychosocial adaptation is caused by changes in a student's interaction with the environment. On the basis of theoretical analysis of conceptual and empirical research directions of students' adaptation components of structural model of interpersonal conflicts are defined - two interdependent components of individual experience: cognitive-emotional and cognitive-motivational. Content of cognitive-emotional component is expressed by semantic content and the intensity of conflicting feelings caused by the difficulties of growing up, self-relations system, content of cognitive- motivational component − by direction of personal activity in the student age.

The data do not exhaust all aspects of the problem. Prospects for further research of this problem are the question of the definition of factors and conditions of students' intrapersonal conflicts prevention because of a deficit of partnership relations with teachers and peers, lack of personal and professional self-development program of psychological support of students - beginners and seniors.

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VERBAL AND NONVERBAL MEANS OF COMMUNICATION AS A PHENOMENON IN MODERN THEORETICAL STUDIES

Abstract. The article touches upon the issues related to the research of verbal and nonverbal means of communication. The theoretical analysis of the definition of communicative interaction has been conducted. The authors give interpretation and explain the structure of the communication process. The article describes the particular features of the verbal means of communication used in communicative interaction between parents and children of early preschool age. The groups of nonverbal means of communication have been put into system. The nonverbal means of communication were also divided into visual, tactile-kinesthetic, acoustic and olfactory groups. The authors give detailed description of the specifics of acoustic communication forms.

Introduction.

The relevance of the research is based on the increasing interest to the problem of study of the verbal and nonverbal forms of communication in the process of communicative interaction, which pervades all the life spheres of an individual and society. Every day a person has social contacts taking part in the acts of interpersonal communication.

The problem of communicative interaction is one of the fundamental issues and at the same time it is significant in various studies, such as Phycology and Pedagogics (Boris Gerasimovich Anan'ev, Andrey Vladimirovich Brushlinskiy, Alexey Alekseyevich Leont'ev, Alexey Aleksandrovich Bodalev, Gennady Mikhaylovich Kuchinskiy, Galina Mikhaelovna Andreeva, Tvan Dijk and others).

The study of verbal and nonverbal means of communication is closely related to communicative approach (Yury Nikolaevich Karaulov, Iosif Abramovich Sternin, Herbert Paul Grice, Tvan Dijk and others). Conceptual research base is compiled from the theories of dialogic subject-to-subject interaction (Andrey Vladimirovich Brushlinskiy, Adolf Ulyanovich Kharash, Gennady Mikhaylovich Kuchinskiy and others), the works of Bakhtin's science school, psycholinguistic and linguistic developments, which present the verbal material handling processes (Alexey Alekseyevich Leont'ev, Tatyana Nikolaevna Ushakova, Tvan Dijk, Walter Kinch and others). However, many questions, concerning the typology of verbal and nonverbal means of communication are still insufficiently systematized.