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AXIOLOGICAL MODEL OF PSYCHOLOGICAL ASSISTANCE FOR STUDENT YOUTH

Аннотация.

В статье анализируются современные теоретические, методологические и практические подходы к оказанию психологической помощи; психологическая проблематика, возрастные особенности, специфические черты и потребности студенческой молодежи на современном этапе и их учет при организации психологической помощи. Обоснована эффективность и целесообразность применения аксиологической модели для общего объяснения психологического неблагополучия, анализа и первичной диагностики психологических проблем, разработки стратегии и соответствующих ей методов психотерапевтической помощи.

Abstract.

The article analyzes modern theoretical, methodological and practical approaches to providing psychological care; psychological issues, age characteristics, specific features and needs of student youth at the present stage and their consideration in the organization of psychological assistance. The efficiency and expediency of application of axiological model for general explanation of psychological distress, analysis and primary diagnostics of psychological problems, development of strategy and corresponding methods of psychotherapeutic help are substantiated.

Ключевые слова: *психологическая помощь, молодежь, психологическая проблематика студенческой молодежи, аксиологическая модель психологической помощи, интегративная психотерапия.*

Keywords: *psychological help, youth, psychological problems of student youth, axiological model psychological help, integrative psychotherapy.*

The urgency of the problem. The quality, availability and effectiveness of psychological care, as well as the professional competence of psychologists and

psychotherapists who provide such care - today is such a topical issue that is hotly debated and studied not only

by scientists and practitioners, but also ordinary consumers of such services. The problem of providing quality psychological care is especially acute. The meaning of the phrase "quality psychological care" we consider as follows. First, it is the speed, accuracy, short duration of care, which creates the conditions for the earliest possible cessation of suffering, saving time and money of the patient, and secondly, the ability of the psychotherapist to quickly navigate the many modern theoretical approaches, methods and techniques of psychological care. and choose a strategy that will exactly match the stated psychological distress.

The modern world today is characterized by ephemerality, unpredictability of political and economic changes, complication of socio-psychological problems, which leads to the fact that often a person does not keep up with changes in society, is in a state of despair and psychological discomfort. This condition negatively affects the effectiveness of professional activities, impairs the quality of family and interpersonal relationships, reduces the quality of life in general. In such conditions, a person needs psychological help.

Young people, especially students, are the most vulnerable to the challenges of modern life. "Youth is a socio-demographic group that is going through a difficult period of social maturity, adaptation to the world of adults and future changes. [1, p.5]. "Radical changes in socially desirable values and modern standards of happy life, the priority of money and material values as indicators of high social status, and hence a life that" succeeded "over the values of self-realization, realization of true vocation and creativity leads to the fact that man begins to set goals inadequate to its capabilities and abilities and to implement imposed by parents and society other people's life models. How many people spend their whole lives not doing their job, demonstrating the "miracles" of professional unfitnes and hatred for work, and terrible unprofessionalism has long been commonplace. This is not only because during their student years they studied not for what they were called to do, but where their parents wanted and where it was prestigious or convenient; and also because even in childhood, and then at school, their interests and desires were neglected by both parents and teachers, and then they themselves learned to ignore their real needs, desires, interests; learned to live with those they do not love, to be friends only on a mutually beneficial basis "[2, p.104].

Loss of landmarks complicates the psychological state of man, which can provoke depression, anxiety, apathy. In such conditions, the provision of psychological assistance becomes important not only for the person but also for the society and can be effective only if you choose such forms and methods of providing such assistance that will meet the youth psychological issues.

Student youth who are going through a difficult stage of professional determination and personal development, finding and choosing values, determining their future, sometimes need psychological help that will not

only alleviate the complex and intense psycho-emotional state of despair, but also help determine future life.

Today there is a large number of psychological and psychotherapeutic areas, schools, methods and techniques of psychological care. "The variety of directions and trends, schools and specific methods of psychotherapy, based on different theoretical approaches, lead to the fact that currently there is not even a single definition, and the number of methods is more than 500" [2, p.594]. Such a huge number of theoretical approaches to the interpretation of psychological distress leads to the fact that the psychotherapist is often lost both in search of a theoretical basis (explanation) of the psychological problem of the patient, and in the choice of relevant methods of psycho-correction. For a general explanation of the psychological distress, the initial diagnosis of the patient and the development of a care strategy (as one of the options) it is advisable to use, in the author's opinion, an extremely interesting and fruitful axiological model of ME Litvak, based on a hierarchical theory of needs.

Analysis of recent research and publications.

Theoretical, methodological and practical approaches to the provision of psychological assistance are studied by many scientists and practicing psychologists, in particular, such authors as Ukrainian scientist and well-known psychologist O. Bondarenko, who highlighted domestic traditions in the practice of psychological assistance and comparative analysis of main areas, foreign counseling and therapeutic psychology [3]; B. Karvasarsky analyzed modern ideas about psychotherapy and its interdisciplinary foundations, mechanisms of therapeutic action and their effectiveness, the main directions and methods of psychological care, its age and transcultural aspects, the organization of psychotherapeutic care [4]; I. Yalom, a leading modern American representative of existential-humanistic psychology, analyzed such basic problems of human existence as death, freedom, loneliness, loss of meaning in life and developed appropriate forms and methods of psychological assistance [5]. Of course, the palm of supremacy in the development of theoretical and practical principles of psychological care belongs to S. Freud, A. Adler, K. Rogers, E. Bern, K. Jung, K. Horne, B. Skinner.

To provide effective psychological care, it is necessary to take into account the specific features and needs of young people at the present stage and take them into account when organizing such care. The works of I. Kon, O. Lichko, G. Spivakovska, Y. Neimer are devoted to the analysis of age peculiarities of youth, in particular students, and psychological problems accompanying this age. G. Morozova connects the deterioration of the psychological state of youth with violations of human morality and emphasizes that "aggression and resentment are increasingly traced in the views on life and actions of young people" [6, p.28].

A. Borysiuk emphasizes that "the content of mental health is not limited to medical and psychological criteria, but covers the social norms that affect human life. Mental health presupposes the age-appropriate level of development of personal, emotional, volitional,

cognitive spheres, high adaptive capabilities, adequacy of perception of reality, setting life goals and their achievement. The level of awareness of the importance of maintaining and maintaining mental health, as well as health in general, remains quite low, the place of psychological health in the hierarchy of life values of young people - also not too high, respectively motivation - poorly formed" [7, p.50].

I. Kozytska studied the socio-psychological aspects of youth self-realization, identified the most characteristic style of student youth self-realization: moderate or adaptive level associated with the general social orientation of students and uncertainty about the ability to overcome obstacles to self-realization [8, p.30].

The development of psychological care as a profession in Ukraine and other post-Soviet countries and in this regard the possibilities of the Christian tradition of mentoring are studied in the works of researchers B. Bratus, F. Vasilyuk, G. Belkin, Y. Emelyanov, L. Petrovskaya.

In modern psychological science, there are many theoretical concepts and methods of providing psychological assistance. Such psychotherapeutic directions as psychoanalysis, gestalt therapy, psychodrama (monodrama), cognitive and behavioral psychotherapy and others have proved, on the one hand, their effectiveness, but on the other hand - "the inadequacy of any of the psychotherapeutic directions for all categories of patients" [4, p. 392]. The variety of approaches and concepts, of course, expands the possibility of psychological care in general. The choice of a specific theoretical and methodological paradigm, on the basis of which psychological assistance is provided, is left to the specialist who performs this work, and is an important condition of his personal professional responsibility. It is necessary that such a choice is made consciously, taking into account their own individual preferences, preparedness and competence. In our opinion, in order to determine the level of psychological distress, to carry out the initial diagnosis of the patient and develop a care strategy, to select appropriate methods of psychological care, the most effective can be an axiological approach of M.E. Litvak, based on the hierarchical theory of needs [9].

Despite the fact that these works conducted a detailed analysis of modern forms and methods of psychological care, as well as studied the age and psychological issues of student youth, the problem of providing effective systemic psychological care in our country is not given enough attention, there is almost no modern national research devoted to the analysis of the motivation of student youth in making decisions to determine their way of life, improving the quality of life, improving psychological culture and achieving psychological well-being. Theoretical and methodological problems related to the organization of psychological assistance to student youth and the improvement of psychological culture also need the attention of leading national and foreign scientists.

The purpose of the article is to substantiate the effectiveness and feasibility of applying the axiological model of providing psychological assistance to student youth.

Presenting main material. The historical development of society largely depends on the extent to which such an effective factor of socio-political functioning as youth is used. First, it is determined by the significant share of young people in the population structure: according to the UN and the age structure of the world's population as of 2017, the amount of young people aged 15-24 years is 16.16% [10]. Secondly, at all times and in all nations, young people were at the forefront of social movements, a kind of catalyst for social change. According to the latest UN data, the population of the planet on July 1, 2020 was approximately 7.8 billion people and, accordingly, the amount of young people has also increased.

The problems of young people have worried mankind at all times. There is a close connection between the state of society, the prospects for its development and the attitude of society to its young generations, their starting points. The position of young people, their qualitative characteristics, values and life plans - this is the mirror in which any society can see its future. [11, p.237]. Psychologically healthy young people who will build their lives in accordance with their vocation, their abilities and talents, build healthy family and friendly relationships in which there will be no betrayal and lies, to participate in constructive social projects aimed at the benefit of people - is extremely needed in our country today.

During the last twenty years of Ukraine's existence as an independent state, the age of young citizens in the current legislation has varied within different limits. Thus, if before 2004 the age limit for young people reached 28 years, then after amendments to the Law of Ukraine "On Promotion of Social Formation and Development of Youth in Ukraine" of February 5, 1993 it was determined that young people are citizens aged 14 to 35 years. The legislative definition of youth as a specific socio-age group at the age of 14-35 still applies in Ukraine. Within these limits, we can distinguish three separate categories of young people, which differ significantly in the degree of maturity, mentality, the degree of involvement in socio-political and socio-economic processes and so on.

A number of domestic researchers distinguish three age cohorts of youth:

- 14-17 years old - mostly pupils who live with their parents and are, as a rule, on their full support. The defining vectors of socialization at this stage are the family and school;

- 18-24 - young people who receive further education in educational institutions. The socialization of a young person at this stage is significantly influenced by the educational institution and the change of the social environment, while the role of the family and the "former" environment is significantly reduced;

- 25-29 years old - working youth. Socialization is completed through the inclusion of young people in the process of social production. If socialization took place without distortions and deviations, by the age of 30 we can speak of an independent, fully formed person. Of course, such a gradation may not reflect all the nuances of socialization, but it is typical for most members of modern Ukrainian youth [12, p.7].

Thus, youth is a period of searching, choosing and mastering a profession, starting a family, determining one's attitude to public life and civic position, changing the social environment. Youth is always optimistic. During this period, a young person not only designed their life plan, but also tries to implement it; they have a lot of energy, faith, strength and desire to achieve their goals.

The period of youth is very productive: during this period the young person is maximally able to work, he or she easily endures high mental and physical loads; easily acquires knowledge and acquires skills, he or she masters complex ways of intellectual activity and other types of professional activity, modern information technologies; develops such necessary special personal and functional qualities as organizational abilities, initiative, responsibility, purposefulness, endurance, creativity, ingenuity, discipline, etc. During this period, the circle of communication expands due to the implementation of the life program in the wider social environment and there is an intensive process of communication, in which the most important are the experience and the establishment of friendly, collegial and love relationships.

The psychological problems that can arise at this time are mostly related to the wrong choice of future profession, the difficulty of establishing friendly relations with peers, the poor choice of a partner to start a family, the frustration with the mismatch of real life expectations.

Youth is considered the most productive period of self-realization. At this time, difficulties seem easy to overcome, doubts and uncertainties pass quickly, and the search for alternative goals and opportunities is easy and optimistic. To some extent this is due to the current socio-economic situation in the world. To live and function successfully in an extremely mobile and dynamic society, an individual must possess certain personal qualities. First, they must have a stable, solid core of personality, worldview, social and moral beliefs; otherwise, when faced with obstacles and difficulties, they may react neurotically and abandon their goals. Secondly, they must have high psychological lability, flexibility, ability to absorb and process new information and create new ones.

However, youth is not only optimism, the joy of learning something new, but also the search for answers to questions about myself: who I am, why did I come to this world, what is my mission, and so on. In the process of finding such answers, a young person is formed:

- self-awareness, it is a holistic view of oneself: about one's character, about one's creative abilities and possibilities when choosing a professional realization, one's advantages and disadvantages; about their attitude to the world around them, to people's behavior; about their appearance, human qualities, emotional response to life events, etc. The component of self-awareness is personal identity, self-esteem. All this becomes a starting point for choosing of the direction of self-education and self-improvement;

- own worldview, it is a system of views, ideas, knowledge, attitudes, values about the world around and how to live in such a world and succeed. This is a

certain philosophy of human life. It is formed on the basis of life experience of interaction with the world, conclusions about their own failures and successes, observations of the achievements and failures of others;

- desire to realize, understand and build their own, independent and original, new and critical view of reality, to create their own theories of the meaning of life, love, friendship, success, happiness, etc.

According to G. Usikin, adolescence is, so to speak, the "third world" that exists between childhood and adulthood, as biological, physiological and puberty is completed (no longer a child), but in social terms it is still not an independent adult "[13, p.163].

Young people are one of the socially vulnerable groups, which to some extent are exposed to negative environmental factors. Limited opportunities for full development and realization of their potential, lack of social elevators, information "poisoning", imposition of dubious standards of successful life, unequal opportunities for professional realization, material and housing difficulties, disunity of society cause psychological stress, which may increase the action of such internal factors as uncertainty in the correct choice of a profession, difficulties in communicating with parents and peers, unformed social and moral beliefs, low psychological lability, unformed self-consciousness, which is a part of a personal identity, self-esteem. In this state, the young man needs psychological help. High-quality, accessible and effective psychological care will allow a person to better understand their experiences, true needs, feelings, values, to define life, to establish a comfortable relationship with parents and friends and to avoid unwanted mental disorders.

Psychological help is a type of help provided by a qualified psychologist to a person or a group of people in order to optimize psychophysiological states, cognitive processes, behavior, communication, implementation of individual and especially group activities [3, p. 28, 30]. As O. Bondarenko notes, «psychological care as a social institution is now differentiated as psychological counseling, non-medical (social and personal) psychotherapy, medical psychotherapy and psychiatry. The basis of this differentiation is the level of psychological assistance, the nature and content of psychological problems with which a person turns to a specialist». [3, p.29-30].

"The spread of numerous forms and methods that complicate the choice, as well as their study and application contributed to the development of an integrative movement in psychotherapy" [4, p.398]. In recent decades, researchers' interest in integrative trends in the development of psychotherapy has been steadily growing. According to most experts, integrative processes determine the main content of the current stage of development of psychotherapeutic science and its main prospects. In many cases, the integrative movement is interpreted too narrowly. It is often understood as "a movement towards the conceptual synthesis of modern scientific theories of personality and its changes, as well as the corresponding psychotherapeutic methods" [4, 398].

As an example, a list of the most authoritative concepts presented in the encyclopedia "Theory of Personality" by American psychologists Hell and Ziegler [14]. We will name only the authors of these concepts: Freud, Adler, Fromm, Horney, Erickson, Allport, Kettel, Eisenk, Skinner, Bandura, Rotter, Kelly, Maslow and Rogers. The selection of these concepts generally corresponds to the list of psychotherapeutic methods mentioned in the Guide "Modern methods of psychotherapy" by R. Corzini, a well-known psychotherapist and popularizer of psychotherapy: psychoanalysis, Adler psychotherapy, Jung's analytical psychotherapy, client-centered therapy of Rogers, cognitive therapy, gestalt therapy, transactional analysis, family therapy, multimodal therapy of Arnold Lazarus. Some approaches that from the point of view of Korzini require clarification of the "scientific rating" are psychotherapy in the East, psychodrama and bio-energetic analysis of Lowen [15, 3-4].

First, the general methodological orientation of the approach in which psychotherapy is reduced to applied aspects of the theory of personality is questionable. In our opinion, we encounter here the misapplication of natural science methodology in a specifically humanitarian field of knowledge. Second, "expert assessment" is not a scientifically reliable method of determining the starting point for the theoretical integration of psychotherapy. The subjectivity of evaluation is due to the implicit dictate of intellectual fashion, the direct influence of scientific advertising, the personal preferences of the expert and other factors studied by the sociology of science.

Psychotherapy is not a monodisciplinary science. It is an interdisciplinary scientific complex that emerged on the border of psychology, neurophysiology, sociology, social psychology, philosophical anthropology, ethics, psycholinguistics and other sciences, which is gradually being transformed into a separate, independent science about a person. Therefore, its integration base cannot be limited to a set of personological theories. To become independent humanities, psychotherapy must not only integrate, bring together its many concepts and directions, but also integrate itself into science, spiritual culture, education, social practice and social consciousness [16].

Since in most cases, mental disorders manifest themselves simultaneously in the cognitive, behavioral and emotional spheres, psychotherapeutic techniques should be used comprehensively and complementary and reinforce each other. Therefore, the modern psychotherapist must know a huge theoretical body of knowledge of psychotherapy and have different methods and techniques of psycho-correction, which will certainly expand his capabilities in providing psychological care, and his advantages over the capabilities of one, even the best method, will improve the quality of psychotherapy.

The integrative theory of psychotherapy and the rapidly developing eclectic approach today are designed to alleviate the intellectual and emotional load of the psychotherapist, who constantly accompanies him in meeting the unique inner world and with a unique configuration of psychological distress of each

patient in choosing the optimal method. The integrative approach reflects the current trend in the development of psychotherapy, which involves the conceptual synthesis of different theoretical systems of psychotherapy, but also an important pattern of development of psychotherapy as a science is its focus on creating a single theory. "Psychoanalysis, behaviorism, existentialism and others claimed such a theory, but none of these areas at the present stage does not meet the requirements of a single theory" [4, 26]. And while science continues to search for a universal explanation of human psychological distress, the psychotherapist is left alone with a huge amount of modern theoretical systems, approaches, techniques, methods, and seeks in his practice some generalized, metaphysical interpretation of psychological distress in general.

In the author's opinion, the axiological model of M. Litvak, based on a hierarchical theory of needs is extremely interesting and fruitful.

It is the inconsistency of the value system in which the patient lives, its biological and psychological structure, leads to background emotional stress, trouble, behavioral disorders, manifested in the form of neuroses and psychosomatic diseases, which often recur. This is the essence of the axiological model of M.E. Litvak, designed to provide psychotherapeutic care to people in critical stressful situations, patients with neuroses and psychosomatic diseases [9]. "The purpose of all types of psychotherapy is to give a person the opportunity to meet his normal, legitimate needs for love, recognition, control; to help him correct maladaptive attitudes, emotions and behavior - all that somehow interferes with these needs [17].

To analyze the phenomenon of need, we should turn to the regulatory-determining theory of personality, which was developed according to the methodology of system analysis of V. Tsiboy, according to which the most significant characteristics of the individual as a biopsychosocial being, which constitute its core, are the factors that determine and regulate its life. The essence of determining factors is to meet the needs (interests, aspirations), and regulatory - in the regulation of activities to meet the needs of interaction with other actors [18].

"The universal determinant of any behavior and activity is the mechanism of mental stress reduction, which is subjectively perceived as an attraction to the object of need with a certain positive emotional tone (pleasures, enjoyments, delights) or as aversion to an object with a certain negative emotional tone (disgust, dissatisfaction, pain) in case of its inconsistency with the need. Objectively, the emergence of such tension is due to the need for material or spiritual value of the environment [18, c.8].

Due to the mental mechanism of attraction or disgust, the phenomenon of need for the missing component is "replaced" by the attraction of a person who has emotional arousal and a state of emotional stress, aimed at mastering the missing component that caused this state to experience the emotion of pleasure, or avoid pain, disgust, feelings of trouble "[18, p.58]. That is, a person often does not realize what he really needs and subjectively only knows desires and seeks to move from unpleasant to pleasant.

Thus, it is necessary to determine which needs are true and correspond to human nature, and which are surrogate and imposed on it by society and modern culture.

The problem of determining human needs, which was dealt with by A. Maslow, K. Obukhovskiy, G. Murray, V. Tsyba and other scientists, still remains uncertain. Since the focus is on the axiological model of M. Litvak, consider his approach to determining the hierarchy of needs. M. Litvak identifies four levels of personal needs: three biological and one biological-psychological-social. The former include the satisfaction of food, defense and sexual instincts, and the latter - a sense of self-importance. Satisfaction of the sense of significance is possible only with the constant development of their own abilities and the development of personality. This need is almost silent until the first three are satisfied, and completely subsides when the first two are not satisfied [9].

Thus, when the patient turns to a psychotherapist and complains that in his life everything is not as he wants, but he does not know, what he wants and is constantly experiencing a depressed emotional state - this may mean that he is not satisfied with sexual needs or the need for a sense of self-importance. Satisfaction of self-importance is more important than satisfaction of sexual needs, although often it is sex that is used to satisfy the fourth need. And if this need is met incorrectly (and the best area of its satisfaction is professional realization), then psychological problems arise.

What is a psychological problem? This is a frustrated need. And if the patient complains about excessive satisfaction of food, defense and sexual instincts, or excessive care and control over children, parents, sexual partner; on the passion for accumulation, the passion for power, quarrels, and so on - perhaps behind all this is a frustrated need for a sense of self-importance, which is not realized by the patient. Given the effect of the mental mechanism of attraction and disgust, this replaces the phenomenon of need, „a person undertakes certain actions to calm the desires, going to meet their desires in good faith, associated with their reassurance „ [18]. But similar emotional experiences of pleasure can be caused artificially, with the help of drugs, regardless of the mechanism of meeting a specific need. And then there is the danger of various forms of addiction, including alcohol, drugs, sex, money, status and more.

Conclusions. Thus, the axiological model of M. Litvak can be used by a psychotherapist not only for the analysis and primary diagnosis of psychological problems, but also for the construction of their own strategy and corresponding methods of psychotherapeutic care.

Analysis of the psychological problems of student youth shows the importance of satisfying a sense of self-importance, which is possible only with the constant development of their own abilities, focus on high achievements in professional activities and personal development. The issues outlined should be central to discussion during psychological care.

The axiological approach involves bringing the natural structure of a person into line with existing social norms and shows that with the right lifestyle "for themselves", awareness and satisfaction of their true

needs, a person becomes healthy and at the same time the most effective in social terms.

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