

vegetative nervous system with demyelin nerve fibers (holding speed is 1-2 m/s) are involved in the signal transition process. So, the saturation feeling appears to be 20 minutes after meal and person proceeds eating extra food.

Viral theory revealed virus Ad-36 to cause active stem cells degeneration to adipocytes in animals but in people it is not yet proved. Researches showed adipocytes to be secretory cells producing autocrine hormones such as acylation stimulating protein, adiponectin etc. The analysis of these theories allows to conclude that there is a necessity of appliance multidisciplinary approach to the obesity problem. Consideration of the historical memory evolutionally acquired predisposition to excess consuming of caloric food allows, for example, consciously planning product purchasing as for not storing many of these in refrigerator simultaneously. Psychological objective provides an ability to reach a constructive communication with surrounding, acquire an ability to express own feelings, set up priorities in values, reach self-actualisation. Medical theories allow to solve obesity problem on physiological level depending on its origin in every specific case.

Conclusion. The worldwide problem of overweight is both a result of physiologic, biochemical, genetic aberrations and a side effect of economical surplus, creation of supportive social environment and psychologic problems.

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THE EFFECT OF CONTEMPORARY COGNITIVE-BASED TRAINING ON YOUNG OPERATORS' RISK MANAGEMENT

Introduction. Contemporary cognitive skills training approaches have emerged as a result of further development of effective cognitive skills training in different contexts, such as education, aviation, and driving. In addition to improving cognitive skills and self-evaluation of individuals, this approach also focused on active involvement of individuals in a task.

Review of recent publications. Previous studies in various settings (i.e., aviation, driving, and education) suggest that reflection, self-explanation, and feedback are effective training interventions and have shown promise in improving performance and risk management behaviour of trainees [9].

Objectives of the paper. This research aims to examine the most effective cognitive-based training for young novice operators.

Results of the research. Training is central to the effective development of any skill. In high-hazard environments such as driving, it is essential that training programmes target specific skills necessary to reduce the risks associated with the hazardous activity. Cognitive-based training focuses on improving and mastering cognitive skills (i.e., hazard perception, risk management, and decision-making) required for safe vehicle operations (i.e., driving or in case of aviation flying). Among the cognitive training methods, Self-explanation and Reflection showed positive results in improving pilots' risk management behaviour [8]. Self-explanation focuses on explaining one's actions to oneself [9]. Reflection focuses on incorporating past experiences with new in order to improve decision-making [5].

Crucial to the success of both cognitive-based approaches is receiving timely feedback about performance, namely because it helps to accurately appraise the situation [2]. In terms of speed management, feedback can lead to speed reduction [7] and better speed perception [3]; hence a powerful method for enhancing learning [4].

In the context of training for young novice operators (e.g., young novice drivers), a single training using combined feedback about performance, financial implications and safety provided verbally by a researcher was the most effective training intervention than self-explanation or reflection.

The success of feedback can be possibly explained through its ability to challenge individuals' belief about themselves. Through the provisions of objective information, and tying this to some form of outcome, be that financial penalty or safety implications, young individuals have sought meaning from this information and subsequently used this to modify future behaviour. Evidence suggests that people are likely to modify performance when they believe it is essential to do so and when the outcomes are relevant for them [1]. Therefore, combined feedback or information about the outcomes of an individual driver's behaviour, may be more likely to motivate them to change their behaviour.

Conclusion. In summary, the cognitive-based training interventions are effective in improving young operators' risk management behaviour. Specifically, combined feedback was most successful in the laboratory and on the road. This positive effect of verbal feedback can be due to an opportunity to receive the comprehensive information from the instructor about their behaviour [6]. These findings are also consistent with the suggestion from previous research that feedback

containing information about the outcomes of the behaviour in question are more likely to motivate individual drivers to change their behaviour [1].

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FEAR AS A PSYCHOLOGICAL-PEDAGOGICAL CATEGORY: THE MAIN APPROACHES TO THE CLASSIFICATION OF FEARS

Introduction. Forming of the harmoniously developed, mentally healthy personality is one of major tasks of elementary school. But today many factors influence the state of solving this problem directly. Many scholars claim that children are more likely to suffer from a variety of negative effects rather than adults. One of the consequences of such negative influences is manifestation of children's fears.