

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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Maryna Rohova, Daria Senchyshyna
Vasyl' Stus Donetsk National University
Vinnitsia

Research Supervisor: I.N. Zarishniak, PhD in Pedagogy, Ass.Prof.
Language Advisor: V. I. Kalinichenko, PhD in Philology, Ass. Prof.

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.

Review of the recent publications. As for studying and defining individual manifestations of fears, the works of the following scholars are of great importance: A. V. Mazur, A. M. Prykhozhan, B. I. Dodonov, V. K. Viliuans, V. M. Astapov, H. M. Breslav, K. Izard, L. M. Abolin, M. D. Levitova, M. I. Buianov, N. P. Slobodanyk, O. V. Zaporozhets, O. Kondash, P. K. Anokhin, S. V. Kriukova and others.

Through the prism of educational activity fears have been investigated by such scholars as: V.K. Kotyrlo, V.S. Mukhina, K.L. Miliutina, L.A. Venher, O. V. Zaporozhets, O.V. Novykova, O.I. Zakharov, O.L. Kononko, O. M. Sklyarenko and others.

Objective of the paper is to discuss the content of the category of fear in regard of a number of theories considered nowadays in modern psychology which appears to be crucial and topical enough for a future teacher who will work with schoolchildren.

One of the most prominent psychologists I. P. Pavlov determines fear as «display of natural reflex, to the defensive reaction with the easy braking of bark of large hemispheres» [8: 162]. R. F. Ovcharova interprets fear as effective emotional intensification, recreation in person's memory of specific threats to its existence and good [6: 165]. M. Shevtsiv notes: «Fear is an emotionally intense anxiety in response to a real or imaginary threat to life and welfare» [10: 42]. A. Reber views fear in a large explanatory psychological dictionary as «emotional state that occurs in the presence or anticipation of a dangerous or harmful stimulus» [2: 71]. In "An Explicit Dictionary of the Living Great Russian Language" V. Dahl' defines fear as a desire, phobia, anxiety in the soul of the stress that has occurred [4: 305].

Fear, according to M. Varija, corresponds to a complex psychic state consisting of perception, appreciation and understanding of the mental or real danger that causes changes in the functioning of the psyche, which are negative in their direction, shake and destabilize the course of all mental processes. Fear influences all psychical processes: perception, attention, memory, thinking, feeling, will [6].

Results of the research. In modern psychology and pedagogy many different classifications of fears on various grounds can be considered. The simplest is the one that was offered by Z. Freid. He claims that there are two types of fear: real and neurotic (originated from childhood). The real fear is a natural reaction on appearance of external danger, and neurotic one is the display of psychical rejection, including phobias [7: 162].

The classification of fears by Y.L. Neumar seems to be more complete than the previous one, which distinguishes three main types of fear: real (rational expression of the instinct of self-preservation), neurotic (various forms of "aimless fear" in the plane of neurotics) and free fear (general uncertain timidity) [9: 143].

In the paper under consideration we tend to rely upon the classification of fears presented by O. Zakharov who uses the following criteria [5: 247]: by nature (natural, social, situational, personality), according to the degree of reality (real and imaginary), according to the degree of intensity (sharp and chronic).

If we turn to the classification of childhood fears, then two main types may be distinguished here: "dumb" fears (fears of animals, loud sounds, strangers), "invisible" fears (fear of blood, fear of one's parents' death).

If to consider the fears of children, related to their schooling period, then it is worth noting the original classification of fears: suggested (arise up through influence of adult's words or actions), personally-conditioned (arise up because a man is not satisfied) and situational (arise up through the real events in life). For children of a junior school age, the development of abstract thinking, the desire to communicate with peers and parents appears to be a characteristic feature.

First-graders strive for new knowledge, have strong desire to execute the teacher's tasks, give answers to questions. But the older the children become, the more gradually diminishing is their desire to learn. Many factors have an influence on it [1: 14], let us point out only the basic ones: actuality (first-graders aspire to the studies in order to be praised, want to become firmly established among their classmates, have a desire to make their parents happy and get higher grades), a temper of a child (children's personal/individual interests are different), parents and teachers (they know how to awake a child's interest in the studies at school so vice versa, by the actions, to take away thirst to knowledge), collective (the environment itself affects the pupil's progress, because pupils who study in collaboration with each other inadvertently compare themselves with someone).

Conclusion. Thus, the theoretical analysis of the problem of children's fears carried out in this paper makes it possible to draw the conclusion that there are many approaches to classification of fears. In particular, based on the nature of the phenomenon under study, fears are considered real, neurotic and free; by their nature fears are viewed as natural, social, situational, personal; by the degree of reality – real and imaginary; by the degree of intensity – acute and chronic. Children's fears are also divided into "dumb" and "invisible"; originally this psychological category is realized within the following types: suggested, personally-conditioned and situational.

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Nataliia Volkhova

Mykhailo Kotsyubynskiyi State Pedagogical University

Vinnitsia

Research Supervisor: S.M. Buchatska, PhD in Psychology, Ass.Prof.

Language Advisor: S.M. Buchatska, PhD in Psychology, Ass.Prof.

SETTING UP GROUP DISCUSSION IN FOREIGN LANGUAGES