



Begin to change quality, in our opinion, is who should, and not blame that “sophisticated software”, “books are not”, “text is complicated”, “contingent weak students”.

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Дар'я Шановалова

PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENT CONFLICT BEHAVIOR

The period from 10 to 15 years – is, perhaps, the hardest one, as it is a stage of intensive developing of personality. At this age foundations of morality laid social settings, such as relation to oneself, to people, to society are formed. In addition, at this stage of life traits of character and basic forms of interpersonal behavior develop as well as self-awareness, which in adolescents expresses by changing of motivation and basic activities: education, communication, work [4, p. 452]. Inclusion a teenager in the orbit of serious interests accompanies with reorganization of mutual relations with surrounding people. Different kinds of protests, generating conflicts, are common reaction to misunderstanding with adults.

The problem of conflict has always been topical. Representatives of psychological trends considered this problem. The essence of the phenomenon of conflict featured in works by V. Andreyev, A. Antsupov, O. Bandurka, R. Blake, F. Borodkin, D. Dollard, O. Ershov, M. Krohius, O. Pervysheva, K. Thomas, Z. Freud, E. Fromm, T. Shybutani and others.

Conflict (lat. *conflictus* – clash) – is a collision of two or more diverse forces, motives, positions of the sides with purpose, object, goal to realize their fundamental interests in opposition from each side [5, p. 43].

A. Ishmuratov explains the nature of conflict by the twelve basic features, the main of which are:

- conflict – is an active confrontation of opposed forces, subjects;
- conflict is an expression of contrast views, actions, positions that brought to the stage of struggle;
- conflict – is a dynamic phenomenon of social interaction;



- conflict is the destruction of interpersonal relationships on the emotional, cognitive or behavioral level [3, p. 81].

Apparently, conflicts arise during the clash of views, interests and aspirations of different individuals or groups of people. Thus, the notion of conflict is wider than just a division between people, a quarrel or a deterioration of relations. However, conflicts are different. There are constructive conflicts, that positively affect to the lives of individuals and society and destructive, that lead to wars, violence, breaking of relationship, solitude and ruin. Constructive conflicts are found in the fundamental clashes of opinions, in discussions, destructive – are in small and large quarrels and misunderstandings. Therefore, destructive conflicts should quickly settle and liquidate.

R. Bezpálcha notes that conflict is constructive when it reveals the important problems those, as a result, become more comprehensible. In turn, the conflict is destructive when it reinforces the difference in attitudes towards values and encourages irresponsible and unattractive behavior (for example, offensive nicknames and fights) [1, p. 7].

It should be noted that in adolescence, kids have an inclination to destructive conflicts. So they need assistance in forming constructive behavior in conflict situations.

What is cause of conflicts? Polls, conducted by R. Bezpálcha in schools and universities, showed that the main reason, which leads to conflict in adolescence – is a lack of interest in teachers to a child, unwillingness and inability to understand his or her inner world. Most researches emphasized that it is not so much reluctance of teachers, as their inability, helplessness in resolving of many conflicts [1, p. 8].

Conflicts are caused by teenagers. Therefore, for understanding nature of adolescent conflict behavior we need to know such thing as self-esteem – i.e. personality's self-appreciation, its capabilities, qualities and location among others [2, p. 356].

Self-esteem is an important regulator of adolescent behavior. Relationship of a child with surrounding people, as well as criticality, self-demanding, treatment to successes and failures depend from self-esteem. Self-esteem affects to efficiency of a young person activities and to further development of the individuality. That is why forming a positive self-esteem in adolescence is important to resolve and prevent conflicts.

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Світлана Шараз

GAME ACTIVITY: A TOOL OF SENIOR PUPILS' CREATIVE THINKING DEVELOPMENT

Nowadays the problem of creative development of personality is represented in many state documents about education. The revival of Ukraine, its development as a powerful independent state depends on creative work and activity of its citizens, their initiative and conditions, most favorable for the development and realization of creative potential of each personality.

One of the means of creative activity, in our point of view, is leaning game as a way of senior pupils' development of creative thinking. Game activity is an effective means of forming of senior pupils' creative thinking. It is especially important in mastering difficult social norms of behavior and social processes.

Analyzing the theoretical and empiric investigation of the problem, we conclude that we should fully approach the personality's development because creative thinking of personality is a many-sided notion. In psychology, creative thinking means a psychological process of making new, as completely personal characteristics that guarantee including into this process. Special role in creative thinking is given to quick mind in divergent thinking [1], ability to overcome contact social company realization of its valuable influence, understanding of is valuable influence, firmness of consciousness.

To stimulate creative independence of senior pupils' thinking you have to organize education in such a way for them to face the challenge and it will inspire pupils for creative search in their solutions. On the base of realized problem the cognitive task appears, which is the motive of thinking activity (I. M. Semenov, 1992; V. F. Palamarchuk, 2000).

On the way that helps to solve above-mentioned problems successfully is progressive learning with its spectrum of didactic methods.