

сфери, засвоєних комунікативних знань, сформованих комунікативних умінь та навичок, особливості емпатії й рефлексії, які проявляються в процесі комунікації, міжособистісного та ділового спілкування, взаємодії, взаєморозуміння та взаємовпливу.

Ключові слова: *особистість, обдарованість, комунікативна культура, структура комунікації, цінності.*

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REACTIONALIZATION OF MINORS IN SECONDARY EDUCATION INSTITUTIONS

The article shows that the current practice of purposeful re-socialization of minors in closed educational establishments is a tendency to use active didactic and psychological methods. It is emphasized that the re-socialization of such minors is a complex complex of rehabilitation, recreational, re-adaptation and other activities and technologies whose task is to return, involve the teenager in the established norms and models of prosocial life. A differentiated approach to the development of social and psychological measures aimed at the resocialization of minors in the conditions of a closed educational institution is proposed. The most common pole personality traits that determine one or another state of adolescent maladaptation are identified. The following tasks of psychological help in the process of re-socialization of minors are

defined: for hypertensive people - increasing the desire to set and achieve goals; for the stimulating and the exalted - developing emotional restraint along with emotional expressiveness; for the emotional - engaging logical thinking in the predominant solution of problems; for the pedantic - the development of spiritual needs together with the material; for demonstratives, developing a focus on others, not on oneself, developing a desire for cooperation; for exciting and hypertensive - developing an orientation to specific people and circumstances in the pursuit of the goal, security while maintaining the desire to take risks. The peculiarity of psychoprophylactic work in the process of re-socialization of adolescents in the languages of the closed educational institution was the desire to consolidate the achievements in training at the level of personal education, stable relationships, beliefs, motives, behaviors. The formation of the desire for self-development is the result of compatible with the psychologist of developing his self-image adolescent. It is the most reliable means of self-monitoring that protects against the socially undesirable effects of maladaptation until they have become an integral part of the individual.

Keywords: minors, re-socialization, psychological help, closed educational establishments.

Formulation of the problem. The current practice of purposeful re-socialization of minors in the conditions of closed educational establishments is a tendency to use active didactic and psychological methods. The analysis of the current literature reveals a certain gap in the methodological and practical directions of work with such adolescents, namely the lack of a differentiated approach to the development of social and psychological measures aimed at their re-socialization of adolescents in a closed educational institution.

Analysis of recent research and publications. Resocialization as a poly-fundamental process of returning an individual to society has been studied by a number of scientists, in particular: T. Aveltseva, M. Kondratiev, V. Krivusha, Y. Langmeyer, Y. Lobkov, Z. Mateichek, V. Medvedev, V. Moskalenko, V. Sinyov, V. Pirozhkov, G. Radov, P. Freire, Y. Schwalb, and a number of Polish researchers with whom we work and to whom we refer: Z. Bartkowicz, M. Kalinowski, O. Lipkowski, K. Pospiszyl, Cz. Czapow et al.

The terminological content of re-socialization has different interpretative boundaries, so it is interpreted in a broad semantic field: from philosophical-ontological dimensions of being-non-being in a society to narrow, particular cases of returning a "prodigal son or daughter" to the nucleus of the nuclear family. In addition, according to Ya.O. Goshovsky's re-socialization of the deprived teenager should be carried out through restructuring of his self-consciousness and stimulation to a meaningful "self-movement" (according to G. Kostyuk), which will lead to the

neutralization of the negative layers of the deprived past and the acquisition of new prosocial statuses and roles.

Therefore, the key focus of our study is re-socialization as a complex set of rehabilitation, recreational, re-adaptation and other activities and technologies whose task is to return, to involve the teenager in the established norms and models of prosocial life.

Outline of the main material and results of the study. Among the implemented methods of psychological assistance in the process of re-socialization of adolescents in the conditions of closed educational establishments was effective psycho-correction complex, composed of different methods of psychological action, each of which has its own specific mechanisms. The complex presents methods related to the need to develop optimal behavioral skills of maladapted adolescents (behaviorist approach). Psychoanalytic approach is represented by exercises from K. Jung on "active imagination", K. Horney - on a joint analysis of segments of life without deep emotional processing, E. Berne - on release from the orders of childhood. The psychodramatic block is presented in exercises that simulate in a theatrical form the situations offered by one of the participants in the form of a story about the events of his life or just specific situations, a body-oriented approach is carried out through psycho-gymnastic exercises related to breathing, motor and voice functions. Gestalt approach stemming from the idea of incompleteness of Gestalt (some mental entities) as the causes of various deviations is implemented in the exercises to enhance the sense of presence.

As effective methods in working with adolescents, researchers offer models based on actions, role-playing behaviors, the need for intimacy and cooperation, the desire to realize the anxiety associated with the discovery of the world and the formation of self-image, the reactions of grouping and emancipation (E. Eydemiller).

In psycho-correction we used specially developed techniques and methods of playing lessons for adolescents whose content corresponded to psycho-corrective tasks. Some games were suggested by the teens themselves and entered into a correction procedure. Teenagers were offered story-role-playing games, special play-dramatizations that removed barriers of communication, which is a school of group and social relations, employees as a means of achieving stable positive self-esteem, which contribute to the achievement of emotional decent. The exercise registry includes about 100 different techniques. Together with special game exercises, the non-game techniques were of great importance in psychocorrection. They served the purpose of increasing the cohesion of the training group, the development of adolescents communication skills, the ability to empathize, produce a variety of feelings and develop the skills of adequate expression of emotions in communication. In the controlling conditions of psychodramatic actions there was a "ventilation of

emotions", they were given a way out. One of the methodical techniques introduced by us in psycho-correction work with adults (family and teachers) was the method of "crystallization" of problems, which we applied in both group psycho-correction and in individual counseling. It consists of listening, silence, asking questions, reflecting feelings, joining, structuring. As a result of the procedures applied, the problem is simplified, sometimes brought to the absurd, complete, reduced to all intrapersonal problems, the "destruction" of apperception. At this level, the psychologist, based on the hypothetical self-image of the teenager, must teach him the effective elementary skills of psychological self-monitoring.

The structure of psycho-correction training is game communication training and behavioral training with included personal growth exercises. The psycho-correction complex was carried out in the conditions of consultative work for 5-7 days, for 4 hours daily. In the temporal setting, short-term intensive groups are more preferable for adolescents: because of the small amount of long-term memory, long breaks can distort information; mood swings in the absence of achievable results, which is disappointing in group lessons. An important argument is that continued participation in the group can create artificial recreation, an ecological niche, an alternative to life (E. Eidemiller). Among the features of our variant of training we include teaching adequate communication through the development of listening, vision, feeling; the latter are particularly important because the kinesthetic efforts of another person are often distorted and their own feelings, ie the development of social perception, are misinterpreted. Game correction methods are aimed at achieving the following goals: achieving an understanding of the problem of each member of the group in order to change its status, improving social adaptation: assisting in the manifestation of positive interpretations by expanding the range of "communicative tools", eliminating the negative bases of their "mental rocks". We expected the following effects of psycho-correction work: emotional saturation, emotional self-expression and expression, mastery of empathetic listening skills, increased social sensitivity, improved social adaptation, self-awareness, assimilation of positive interactions, stabilization of self-esteem. Thus, in the process of psychocorrection adolescents learned to effectively solve their problems, better know themselves, their values by included exercises of personal growth. The first unit is intended to form a general psycho-correction program; the second is an installation unit aimed at creating an active placement of adolescents for psycho-corrective work; at the third correction stage there is a real communication between the participants of the psychocorrectional process and with each other and the psychologist; the fourth block of the model provides an assessment of the effectiveness of psychocorrection, an assessment of changes in the mental characteristics of adolescents. The methods of each block vary depending on the tasks of a particular stage of the study: the first block consists of 7

psychodiagnostic techniques, which allowed the results of the study to build a psychological portrait of adolescents as a cognitive basis for their subsequent self-monitoring; the second - provided for individual counseling work with participants in the psychocorrectional process; the third - consisted of specific methods and exercises of the psychocorrection complex; and in the fourth, performance evaluation was performed according to dynamic psychological research. In addition, the evaluation of the effectiveness were indicators of transfer - transferring training skills to the real social sphere of adolescents' life.

In the short-term group psychocorrection, we adhered to the principles recommended by E. Eidemiller: parity of the same type of personality accentuation for the purpose of uniform maturation of the group, better identification of problems; psychological diversity; assistance in request formulation; use of a wide range of attachment techniques (synchronization, calibration, etc.); training two-level feedback; working with changes in adolescents' consciousness; hierarchy of techniques; 8) steadfast adherence to the principle of "here and now" as a rejection of biographical orientation when using discussion means (blocking the future in the teenager and reducing the past); balance in the study and fixation of negative and positive experiences of adolescents; balance of structure and content of training according to the problem of the psychologist's style of activity in psycho-corrective work.

Practical model of psycho-correction work consists of 6 sequentially implemented stages: 1- testing of adolescents who went to the center; 2 - a cycle of lessons for 24 hours in a training form, which used the version of psycho-correction, during which different social situations were necessarily played; Stage 3 of psycho-correction continued the following year, group correction was combined here with the individual. The dynamics of their personal changes that make up individuality were revealed. The trainings were conducted at different intervals and sequences. The four training blocks (diagnostic, adjusting, corrective, evaluating effectiveness) were distributed according to the following structure: 1 stage - 10 days for 6 hours, includes a diagnostic unit - 2 days, instructional - 2 days, corrective - 4 days, evaluation of efficiency - 2 days. The second stage was carried out after 3 months for 5 days for 6 hours. There was one roundtable between the two stages of the training, where psychologists helped adolescents to verbalize the positive or negative changes that have occurred during this time. Stage 3 was conducted not less than six months (one year) after the second training, for 3 days for 4 hours. All methods, techniques, exercises are united by the common, which is the main psycho-corrective lever. This is a general related to the psychological culture of the leading training sessions, his professionalism, the virtuosity of owning a voluminous set of exercises. Psycho-corrective contact is dialogical and political in training, and the success of psycho-correction work is conditioned by group dynamics. For our contingent of adolescents,

psycho-corrective work with anxious adolescents is more effective; and in the case of stubborn, aggressive, delinquent adolescents, more formal, directive, straightforward psychologists seek greater effect, paying more attention not to the internal experiences of adolescents, but to issues related to external ways of controlling behavior. In general, the psychologist himself chooses his style and methods of working with maladapted teens.

The structure of psycho-prophylactic work in the process of re-socialization of adolescents is determined by two main systems of interaction, which are noted in the studies of many psychologists: on the one hand, these are environmental factors and the relationship between them that cause the teenager's disadaptation, on the other - personality factors, personality psychology, that shape teenagers' deviant behavior.

Psycho-correction work is part of psychosocial care provided to a maladapted teenager in a single rehabilitation space. The structure of organizational measures for the prevention and correction of deviance overcomes conflicts in the system teacher-student-parents-peers. Analysis of the interaction of the components of this system suggests their interdependence, which allows us to interpret external factors, especially meaningful for adolescents as psychic ("age environment" according to D. Uznadze).

Analysis of the history of the logic of the development of psychoprophylaxis indicates that the first steps in the prevention of deviations of deviant behavior, was the creation of preventive programs that solve several problems at the same time. This minimized the risk factors for deviant behavior and the positive development of the personality of a maladapted teenager in a peer-to-peer family system, assisting the adolescent in understanding which behaviors are preferred to him. Our preventive psycho-correction model is a group-work cycle combined with individual counseling on communication, personal development, and social adaptation of maladapted adolescents. It contains effective methods of practical psychological work with adolescents and is a holistic cycle of spiritual development of ethical education, focused on the social norm.

The most attractive, in our view, is the broadcasting of psycho-diagnostic examination data on psycho-correction and social adaptation, not due to social "drawing", but due to spiritual, personal growth. The goals and meanings of psycho-correction are substantiated by the context of general perceptions of mental health, they are the formation of a positive self-image, the development of self-esteem and the progress of the personality of the maladapted teenager as a whole. Thus, in our model, the main areas of preventive psychocorrection were work with the personality and "over the personality" of the teenager and with the main institutions of socialization.

Psycho-correction work with a teenager and his peers was carried out in group sessions and was based on psychodiagnosis data. In our understanding of

psychodiagnostic data in our model the idea of self-monitoring as working out of ways of socially acceptable presentation of oneself in social situations (D. Myers, C.R. Snyder, K. Kodilja) was developed. Self-monitoring performs the function of social regulation, helps to adapt to learning, work, relationships. Disadapted teens with low self-monitoring do not care much about what others think of them, they are more driven by internal feelings. Formation of self-monitoring in the process of psycho-correction work with maladapted adolescents includes three components of self-control, which the teenager acquires in psycho-correction training: possession of social skills of self-regulation of emotional reactions; motivational need for social approval, receptivity to social information, peculiarities of the situation; taking into account individual differences in the behavioral manifestations of others. Self-monitoring training was ensured by the inclusion in the repertoire of techniques for the training of adolescent social behavior skills, with a compulsory consideration of cognitive components, in particular, social perception. Social perception skills help the individual to accurately interpret the behavior of others, to correct their own behavior (S. Morley, G. Shepherd). Self-monitoring helps adolescents to develop psycho-hygienic behavioral skills of effective communication and productive interaction with others, overcoming stress, understanding their feelings, solving interpersonal communication problems and realizing their own responsibility for their personal growth. For our experimental sample, the idea of self-monitoring has limitations because maladapted teens have limited capacity for self-directed personality change. The task of the psychologist in this case - to create the conditions in which the teenager would want to move in the direction of growth and actualization, to perform cognitive restructuring, to develop algorithms of self-control, etc.

The cognitive basis of self-monitoring was the self-image of adolescents, which is specific for the accentuation of the character identified in our study.

In our model of preventive psychocorrection, a differentiated analysis of the leading personality symptom complexes that determine maladaptation by each type of character is made. Based on the description of the self-image, the models of the basic types of character described by K. Leonhard, A. Lichko in psychological and clinical interpretation are taken. The information model of the types described includes the following parameters: dominant positive and negative traits, "places of least resistance", the nature of maladaptation manifestations, tactics of psychologists in psycho-correction work. In psychological self-monitoring, the mastery of which is one of the tasks of psycho-corrective action, the emphasis is on everything valuable, positive in character. This approach fits the paradigm of humanistic psychology. I-image of the hypertimous type emphasizes the main motives of life of individuals with hypertimic traits: dominance, independence, leadership, overcoming difficulties; and in maladapted adolescents - adventurism, impulsiveness, "places of least resistance"

adolescent hypertensives are the attempts of others to subordinate them to their will, mental tension, strict disciplinary regime, to which they respond with increased irritability, conflicts. In psycho-correction work, the psychologist draws the attention of adolescents with hypertensive nature to a quiet analysis of the situation, responsible decisions, work in a slow rhythm, development of algorithms of behavior in conditions of failure.

The excitatory type I-image is characterized by the desire to immediately exert tension in behavior by impulsiveness, unpredictability. Control over one's own behavior is weakened, especially under the influence of negative emotions. The situations of accusation, counteraction, moral action are frustrating. In maladapted adolescents with traits of this type of character is irritable, angry, irrepressible, delinquent behaviors. In psychotraining, the psychologist purposefully develops in these adolescents the ability to withstand stressful and frustrating circumstances.

I-image emotional type is marked by the dominance of emotions in the content of motives of behavior, any event is experienced as deep and lasting. Disadapted adolescents with a character of this type (or traits of an emotional character) are characterized by increased vulnerability, the need for a special, carnal style of relationships, inability to see the main thing, delving into details. Frustrating and stressful situations for this type of character are the problems and illnesses of the family, rough relationships, conflicts, injustice on the part of loved ones and leadership. In psychocorrection, the psychologist draws the attention of this group of adolescents to the development of internality and emotional stability in interpersonal relationships and educational activities.

The self-image of the dysthymic type is characterized mainly by low mood, pessimism, negative event experience; in frustrating and unfavorable situations - anxiety, anxiety, addiction, passivity, pessimism, inability to enjoy everything together, support the group. In psycho-correction work, the psychologist works out the moments related to the need to respond quickly to the changing situation, to change ways of activity, to learn to express positive emotions, to communicate, to get to know people.

The self-image of the anxiety type is characterized by an increased number of symptoms of the anxiety series: dependence, anxiety and guilt, indecision. Disappointed teens are characterized by anxious incredulity, a combination of anxiety and aggression. The "place of least resistance" of this type of character is the situation of increased responsibility. In psychocorrection developed such aspects of adaptation as adequate perception of others and themselves, the variability of behavior in relation to the requirements of the environment, circumstances, confidence in yourself.

I-image of the exalted type is full of emotions and feelings, excessive expressiveness and emotionality of relationships, evaluations and actions. In

maladapted adolescents, this characterization is complicated by marked incontinence, laxity, anger, and selfishness. Frustrating and stressful situations for this type of character are monotonous work, the requirement to be objective and carefully evaluate the environment, limitation of instructions, rejection of their feelings and plunge into the depth of the situation. In training, the psychologist draws the attention of these adolescents to the irrational intensive use of body reserves through increased emotionality. In such situations, it is obvious that the compensatory mechanisms work actively, resulting in the appearance and intense increase of mental fatigue.

Cycloid-type I-image is affected by the change of mood phases from hypertension to dysthymia and back, constant mood instability. Psychogenic and stressful situations for maladapted adolescents are situations of deprivation of the usual situation, breaking of stereotypes, work on a task and on time, the need for wide communication. In psycho-correction work, the psychologist seeks to develop an idea of the right to be sociable to the extent it is necessary, of the right to any condition, to stabilize self-esteem, trains sensitivity to reproaches, accusations.

The self-image of a stuck-up type in maladapted adolescents is more often characterized by imbalance, suspicion, paranoid tendencies, offensiveness, vulnerability, vindictiveness, overconfidence, and increased demands on others. Frustrating and psychogenic situations that exacerbate the character traits of this type are situations of mistrust, doubt about their capabilities, deeds, actions, values, feelings and attitudes. In the training, these teenagers were given exercises to increase resilience in interpersonal relationships, a sense of personal safety, autonomy, adaptability.

I-image of the pedantic type is characterized by rigidity, difficulty in switching from one activity to another, lack of plasticity in interpersonal relationships. Frustrating situations for this typology are the requirements of manifestation of independence, self-control and responsibility, uncertainty of the situation. In adolescent group work, these adolescents were offered exercises to awaken social sensitivity and creativity. The self-image of the demonstrative type in maladapted adolescents was characterized by such traits as increased self-centeredness, insincerity, mood variability, attitudes, a constant tendency to be the focus of others. Psychogenic, stressful situations are cases of disclosure of the basis of their life, play and deception, underestimation, indifference to them. In psycho-corrective training sessions the task was to increase the level of personal realization, sensitivity in interpersonal relationships.

Conclusions. Summarizing the data on psychological portraiture, we can conclude about the most common pole personality traits that cause this or that state of adolescent maladaptation. The following tasks of psychological assistance in the process of re-socialization of minors are defined: for hypertensive people - increasing

the desire to set and achieve goals; for the stimulating and the exalted - developing emotional restraint along with emotional expressiveness; for the emotional - engaging logical thinking in the predominant solution of problems; for the pedantic - the development of spiritual needs together with the material; for demonstratives, developing a focus on others, not on oneself, developing a desire for cooperation; for exciting and hypertensive - developing an orientation to specific people and circumstances in the pursuit of the goal, security while maintaining the desire to take risks.

The peculiarity of psychoprophylactic work in the process of re-socialization of adolescents in the languages of the closed educational institution was the desire to consolidate the achievements in training at the level of personal education, stable relationships, beliefs, motives, behaviors. The formation of the desire for self-development is the result of compatible with the psychologist of developing his self-image adolescent. It is the most reliable means of self-monitoring that protects against the socially undesirable effects of maladaptation until they have become an integral part of the individual.

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РЕСОЦІАЛІЗАЦІЯ НЕПОВНОЛІТНІХ У НАВЧАЛЬНИХ ЗАКЛАДАХ ЗАКРИТОГО ТИПУ

В статті показано, що сучасна практика цілеспрямованої ресоціалізації неповнолітніх в умовах навчальних закладів закритого типу є тенденцією до використання активних дидактичних і психологічних методів. Наголошується на тому, що ресоціалізація таких неповнолітніх - це складний комплекс реабілітаційних, рекреаційних, реадaptaційних та інших заходів і технологій, завданням яких є повернення, залучення підлітка до усталених повноцінних норм і моделей просоціальної життєдіяльності. Запропоновано диференційований підхід до розробки соціально-психологічних заходів, спрямованих на ресоціалізацію неповнолітніх в умовах закритого навчального закладу. Визначено найтипівіші полюсні особистісні особливості, які обумовлюють той або інший стан дезадаптації підлітка. Визначено такі завдання психологічної допомоги в процесі ресоціалізації неповнолітніх: для гіпертимних - підвищення прагнення ставити і досягати мети; для збудливих і екзальтованих - вироблення емоційної стриманості разом з емоційною експресивністю; для емотивних - залучення логічного мислення до переважного рішення проблем; для

педантичних - вироблення духовних потреб разом з матеріальними; для демонстративних - розвиток орієнтації на оточуючих, а не на самого себе, розвиток прагнення до співпраці; для збудливих і гіпертимних - вироблення орієнтованості на конкретних людей і обставини при прагненні до мети, безпеці при збереженні бажання ризикувати. Особливістю психопрофілактичної роботи в процесі ресоціалізації підлітків у мовах закритого навчального закладу з'явилося прагнення закріпити досягнення в тренінгу на рівні особистісних утворень, стійких відносин, переконань, мотивів, способів поведінки. Формування прагнення до саморозвитку є результатом сумісного з психологом вироблення підлітком свого Я-образу. Це є найнадійнішим засобом самомоніторингу, що застерігає від соціально небажаних наслідків дезадаптації, поки вони не стали інтегральною частиною особистості.

Ключові слова: *неповнолітні, ресоціалізація, психологічна допомога, навчальні заклади закритого типу.*

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