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О 72 Особистість у кризових умовах та критичних ситуаціях життя: матеріали ІХ Всеукраїнської науково-практичної конференції (22-23 лютого 2024 року / за ред.: Кузікової С. Б., Вертеля А.В / Сумський державний педагогічний університет імені А.С. Макаренка. – Суми : Вид-во СумДПУ імені А.С. Макаренка, 2024. – 186 с.

Збірник містить матеріали ІХ Всеукраїнської науково-практичної конференції «Особистість у кризових умовах та критичних ситуаціях життя», що висвітлюють теоретичні та практичні результати досліджень проблем особистості в контексті її життєвого шляху, в умовах особистісних, міжособистісних і суспільних криз.

Особливу увагу приділено питанням збереження психічного здоров'я та надання психологічної допомоги людині в консультативно-терапевтичній практиці в умовах війни.

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psychological crisis screening method based on clinical diagnosis scale is widely used to conduct the universal test of students' psychological problems. Generally, college students' Personality Questionnaire (UPI) is used as the main measurement scale, and symptom self-rating scale (SCL-90), self-rated depression scale (SDS) and self-rated anxiety scale (SAS) are selected. Its essence is to make early prediction of students' psychological crisis, timely and correctly screen and detect students with mental health problems, and implement different levels of attention and monitoring.

But due to the UPI scale score basis is evaluated by the subject within the specified time period of symptoms, so on the interpretation of the score cannot simply think high score must have serious psychological problems, sometimes may be students before a period of time such as lovelorn, sick, face exam is difficult to solve. Current, on the other hand, as the most widely used psychological scale, the scale for people with psychological symptoms have good ability to distinguish, to assess whether the individual has some psychological symptoms and severity provides the basis of the comparative reliability validity, so for psychological results for abnormal students, need further screening and intervention.

2.2. Psychological crisis intervention. Psychological crisis intervention in colleges and universities is generally divided into two ways, one is to cultivate students' healthy psychological quality through general courses; the other is to find students' psychological problems through active reporting, scale measurement, psychological consultation, and then take targeted preventive measures to reduce the crisis.

In the use of daily observation, heart-to-heart talk, psychological scale and other scientific psychological measurement tools and means, to carry out a comprehensive investigation of student's mental health, according to the measurement results, abnormal measurement results can be divided into three levels to carry out the next step of psychological investigation and psychological intervention work.

2.2.1. Level 1: Focus on and screening and intervention. UPI key topic: whether the suicide (suicide) thoughts in the past month, choose «yes», and the total score is greater than or equal to 25 points. Do not rule out that students may appear psychological crisis, also do not rule out that there may be psychological disorders or other physical and mental diseases, if there are more obvious abnormal behavior or symptoms, the school psychological counselors can suggest to professional psychological medical institutions for psychological examination.

2.2.2. Level 2: Need to pay attention to, screening and intervention. UPI key topic: whether there is any suicide (suicide) thoughts in the past month, choose «yes». Do not rule out the students may appear psychological crisis, the school psychological counselors can suggest to the professional psychological medical institutions for examination.

2.2.3. Level 3: screening and intervention are required. The total UPI score was greater than or equal to 25 points. Such students may be caused by the problem of being difficult to solve in a period of time before the test. Also does not exclude that the student may have psychological disorders or other physical and mental diseases, if there are more obvious abnormal behavior or symptoms, the school psychological consultant can suggest to the professional medical institutions for examination.

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MENTAL HEALTH OF CHINESE COLLEGE STUDENTS: A STUDY OF ANXIETY IN INTERPERSONAL COMMUNICATION

Nowadays, the general anxiety level of college students in China is relatively high, but there are great individual differences. Through the investigation and analysis of more than 300 college

students in Tianjin Agricultural University, it is known that among the demographic factors, there are no significant differences between the six demographic factors and college students' interpersonal communication, indicating that the interpersonal anxiety of college students has little to do with demographic factors. The level of interpersonal anxiety of boys is lower than that of girls, which may be related to the fact that boys are more open-minded and girls are more delicate. With the growth of age, the level of interpersonal anxiety is getting lower and lower, which may be related to the growth of experience and knowledge and the maturity of dealing with problems; Students from rural areas have a higher level of interpersonal anxiety than students from urban areas, which may be related to the lower social and economic status of rural families, and also lead to a lower subjective evaluation, which can partially verify the original hypothesis; The interpersonal anxiety level of minority students is higher than that of Han students, which may be related to the long-term economic backwardness and backward education level in some minority areas, which leads to the low social and economic status of families; The level of interpersonal anxiety of non-only children is lower than that of only children, which may be related to the habit of keeping communication with brothers and sisters since childhood. Continuous communication exercise is conducive to reducing the level of interpersonal anxiety. Although it has not reached a significant level, it may also be the result of the China's long-term emphasis on gender equality, urban-rural integration, national unity, and the increasing emphasis on college students' psychological counseling in major universities.

There is a very strong negative correlation between college students' subjective family socio-economic status and their interpersonal anxiety level, and further research shows that there is a significant linear regression relationship between them. The negative correlation between objective family socio-economic status and interpersonal anxiety level is not significant, and there is a significant negative correlation between parents' occupation and college students' interpersonal anxiety level, which is slightly different from most previous studies and may be caused by sampling errors.

Among the five factors of personality, neuroticism, conscientiousness, openness and extraversion are all significantly correlated with interpersonal anxiety level, among which neuroticism is positively correlated with interpersonal anxiety level, while conscientiousness, openness and extraversion are negatively correlated with interpersonal anxiety level. There is no significant correlation between easygoing and interpersonal anxiety. Individual differences in personality traits have a great influence on the interpersonal anxiety level of college students, and personality traits may play an important role in the influence of family socio-economic status on college students' interpersonal communication. After further regression test, neuroticism, openness and extraversion in personality traits have partial intermediary effect between subjective family socioeconomic status and interpersonal communication, while conscientiousness has complete intermediary effect between subjective family socioeconomic status and interpersonal communication, which accords with the original hypothesis of intermediary effect. That is to say, college students' subjective evaluation of family socio-economic status can affect the formation of their own personality traits, thus further affecting the interpersonal communication process of college students under the intermediary of personality. The research shows that subjective family economic status not only directly affects interpersonal communication, but also affects personal personality traits, thus affecting interpersonal communication of college students.

Generally speaking, the main findings of the study are as follows: 1. The overall level of interpersonal anxiety of college students in China is high, but there are great individual differences. The degree of communication disturbance and communication disturbance is high, but the degree of communication disturbance varies greatly among individuals, and the degree of dealing with people and interacting with the opposite sex is low. 2. There is no significant difference in interpersonal anxiety among college students of different gender, age, origin, grade, nationality and whether they are only children. 3. There is a significant negative correlation and a significant linear regression between subjective family socioeconomic status and interpersonal anxiety level; The negative correlation between objective family socio-economic status and interpersonal anxiety level is not

significant. 4. The neuroticism, conscientiousness, openness and extraversion in the big five personality traits play an intermediary role between subjective family socioeconomic status and interpersonal anxiety level.

From the analysis, we can know that although college students in China have received a good higher education and have excellent personal qualities, they can be recognized by the society and the opposite sex. However, China's education is biased towards exam-oriented education, paying attention to grades, not paying enough attention to students' mental health since childhood, and not reasonably guiding students to engage in communicative activities. Modesty is the virtue of Chinese tradition, but excessive modesty may lead students to feel inferior and abandon themselves, have no comprehensive understanding of themselves and dare not communicate with others. We need to change this, strengthen practical education, and advocate correct values in the whole society, especially on campus, so as to alleviate the psychological obstacles of students with lower family status in the process of interpersonal communication, so that as many college students as possible can integrate into the big family of society more easily and get along better with others.

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PSYCHOLOGICAL ASSISTANCE FOR CHINESE STUDENTS IN CRISIS

How to effectively intervene in the psychological crisis of college students is an important practical subject for college educators. Many colleges and universities have actively carried out this work and accumulated a lot of valuable experience. I think the intervention of college students' psychological crisis can be carried out from the following aspects. Establishing the team and system of college students' psychological crisis intervention

College students' psychological crisis intervention is a complex systematic project. For the team engaged in this work, the main force of psychological crisis intervention is specially trained psychological consultants, but teachers, administrators, students, parents, social workers are also important members of the crisis intervention team. From the construction of the crisis intervention system, it is often difficult to achieve effective intervention only by relying on a department or center (such as crisis intervention or psychological counseling center), it needs the cooperation of different departments and institutions of the school, including the student department, the school hospital, the security department, the student committee of the department, the counselor, the student union, etc. At present, many colleges and universities have established the team and system of crisis intervention combining their own characteristics, such as Sichuan University to launch the college students' psychological problems early warning and intervention program, specifically implement the following seven measures.

1) Establish the training system of psychological crisis intervention knowledge. The school psychological health education center organizes the leadership in charge of the work of the students, the instructors, the class teachers, the administrators of the student dormitory, the security personnel, the psychological liaison officers of the classes, the main cadres of the graduate student union and the student union, and the person in charge of the association to carry out the training of psychological crisis intervention knowledge.

2) Announce the emergency help information. Through the courses, lectures, information distribution, network special consultation and other guidance students master the methods of psychological adjustment, to understand how people in the state of psychological crisis, how to

intervene; announce the psychological help hotline, the hospital emergency telephone, the counselor telephone, etc.

3) Establish a monitoring network for college students' psychological and behavioral problems. The monitoring network adopts the "five-level network" mode, and each level of the network is designated to be responsible for the regular report to the superior network.

4) Establish and improve the psychological archives of college students. Through the psychological health measurement of the freshmen, the establishment of college students' psychological archives, master the psychological health status of students prone to psychological problems, pay special attention to the students with serious physical and psychological diseases and suicidal tendencies, as well as the students who encounter sudden blows and unexpected stimulation in learning and life. Take key guidance, special management, and timely correction measures for students with problems.

5) Establish the emergency treatment mechanism for college students' psychological and behavioral problems. The psychological and behavioral problems of college students caused by emergencies on a university-wide basis shall be evaluated by the secondary network, which shall make a preliminary judgment and put forward the treatment methods; the psychological problems of college students caused by emergencies on a department-wide basis shall be evaluated by the tertiary network, which shall make a preliminary judgment and put forward the treatment methods, and shall report the evaluation, judgment and treatment to the secondary network, which shall, on the basis of the comprehensive situation of various departments, report the situation to the first-level network. The students who are self-injured or suicidal shall be immediately sent to the hospital for treatment or supervision, and reported to the higher authorities. The psychological rescue shall be carried out by the 1-2 close personnel or designated specialized personnel to stabilize and counsel emotions; help the crisis party to establish a social support system; provide the crisis party with the coping mechanism and formulate the action steps to alleviate the crisis together; pay attention to the safety protection and psychological rehabilitation work in the late crisis to prevent the occurrence of accidents again.

6) Establish the crisis intervention files of college students. The third, fourth and fifth levels of network shall record the handling of college students' crisis events in detail, and shall submit the written materials to the psychological health education center or psychological counseling center and the student office for filing, in case of need.

7) Establish and strengthen the college students' psychological guidance system. Improve the quality of psychological guidance, enrich the content of psychological health education, build a good psychological and cultural environment, so that «cherish life, beautiful soul», «half of health is psychological health», «the pursuit of growth, beyond the self, perfect self» and other psychological health consciousness deeply rooted in the hearts of the people, so that college students learn to use psychological health knowledge to maintain their own psychological health.

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ЗНАЧЕННЯ ПРОЕКТИВНИХ МЕТОДИК У ДОСЛІДЖЕННЯХ САМОІДЕНТИЧНОСТІ ОСОБИСТОСТІ ПРЕДСТАВНИКІВ ЛГБТ СПІЛЬНОТИ

Проведення дослідження зосереджено на використанні проєктивних методик, які базуються на природному прагненні людині тлумачити явища і об'єкти навколишнього світу у зв'язку із своїми бажаннями, потребами та почуттями, усім, що формує інтимний світ особистості. На нашу думку саме такий поглиблено духовний і екологічний підхід може використовуватися для допомоги у самоідентифікації особистості представників ЛГБТ спільноти.