корисної діяльності, спрямованої на створення цілісного психолого-педагогічного процесу введення вимушених переселенців у життя на новому місці, в умовах мирної реальності.

При неоптимістичних акмеологічних умовах входження в нове середовище, психологічні якості по-перше, будуть відрізнятися від тих, які мали тенденцію до становлення й розвитку до переїзду; по-друге, суспільство й переселенці можуть встати перед необхідністю корекції, перевиховання тих чи інших якостей особистості, попередження подальшого розвитку небажаних властивостей (наприклад, асоціальної поведінки) після переїзду; по-третє, можуть виникати проблеми організації реабілітаційних, відновлювальних заходів із людьми, які опинилися у важкій ситуації після переїзду. Останній вид роботи вимагає значних моральних та економічних витрат. У даному випадку найбільш ефективним буде шлях психолого-педагогічного регулювання початкового періоду становлення нової психологічної організації після переїзду. Закономірно відзначити, що пройдені особистістю стадії розвитку в даному випадку не складуться в таку психологічну організацію, в якій особистісні якості виявляться нездатними повноцінно регулювати нові системи психологічних відносин на новому місці проживання. Таким чином, з'являється можливість попередити негативний вплив переїзду на особистість, блокувати формування безініціативно-приреченого актуального смислового стану вимушеного переселенця.

Висновки: лише впровадження особистісно-орієнтованих програм допомоги вимушеним переселенцям сприяє оптимальному переходу від стихійного, нерегульованого суспільством процесу до організації регульованого неформального адаптаційного процесу з опорою на психологічні досягнення, що надалі сприятиме оволодінню вимушеними переселенцями знаннями про більш пришвидшену адаптацію, формуванню умінь самостійно розробляти способи управління собою та особистісному розвитку в ситуації вимушеного переїзду.

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Bilash T.S.

4th year higher education applicant,
Dnipropetrovsk State University
of Internal Affairs (Dnipro)

Nikitina I.P.

Senior Lecturer,
Dnipropetrovsk State University
of Internal Affairs (Dnipro)

INFLUENCE OF SOCIAL AND PSYCHOLOGICAL CLIMATE OF THE STUDENT GROUP ON THE MOTIVATION OF STUDENTS' LEARNING

Abstract: In the context of the study of psychological factors that affect the content and structural components of educational and cognitive activities, the possible influence of the socio-psychological climate of the group on higher education students on their learning motivation as an integral part of the educational structure.

Key words: socio-psychological climate, social cohesion, socio-psychological compatibility.

From the very birth each person is included in various social groups, the number of which grows as they grow older. Particularly significant are those groups, the composition of which the individual enters in the process of learning in school and college years, because their composition, the nature of relations with peers and teachers is reflected in the process of teaching and learning activities and in the end result on its effectiveness.

The individual and psychological properties and personal qualities of each member of the team, class or student group together determine the unique psychological atmosphere attached to this social institution. It is well known that the effectiveness of the activity of various forms of institutions and the content of activity depends on the psychological climate in the team, because it is the home emotionality that determines the current psychological and emotional state and functional capabilities of each of its members.

At the same time the problem of motive and motivation in scientific psychology has always been urgent and difficult. Referring to the existing characteristics of phenomenology of motive and motivational sphere of people, we can make an assumption that they act as one of the most important determinants of cognitive activity and are closely connected with those individual formations that determine the effectiveness of educational and cognitive activity. Each educational institution is faced with the task of forming and developing active motivation for educational and cognitive activities.

That is why researchers' interest to the problem of psychological factors of motivational determinacy of learning and cognitive activity of educational specialists is still inexhaustible. In the context of the study of psychological factors that influence the content-structural components of educational and cognitive activity, It is urgent to reveal possible influence of social and psychological climate of higher education group on their learning motivation as an integral component of educational activity structure. The nature of learning motivation and its success are important indicators of education quality.

Objective of the research: to carry out theoretical research of psychological peculiarities of motivation of educational and cognitive activities of student groups with different level of formation of positive social and psychological climate.

In order to achieve the set goal, it is necessary to solve the following tasks:

To carry out theoretical analysis of such psychological phenomena as motivation of educational and cognitive activity and social and psychological climate of the team.

To reveal the psychological mechanism of the influence of social and psychological climate of the student's group on students' learning motivation.

To select the necessary diagnostic tools for studying educational motivation of students and socio-psychological climate of the student groups.

The object of the research is educational and cognitive motivation of students.

The subject of the research is psychological peculiarities of educational and cognitive motivation of students depending on the present social and psychological climate in the student groups.

Hypothesis: the quality of social and psychological climate of the students' group determines the level of formation of learning and cognitive motivation of higher education students and determines its psychological peculiarities. Positive socio-psychological climate is a significant factor of students' orientation to the key goal of acquiring higher education, formation of intrinsic motivation to acquire knowledge and mastery of the profession.

Research methods. In order to solve the set tasks and verify the hypothesis, the following methods were used: theoretical - study of scientific literature on the relevant issues, systematic analysis of information on the problem of educational and cognitive motivation of students and phenomena of social and psychological climate, generalization of accumulated information, establishment of cause-and-effect relations.

Human society by virtue of significant differentiation of activity types is constructed in such a way that we need one thing and are connected with one another by a number of different ties. Throughout life, we need the protection and peace, which gives us family members, from time to time we turn for the help of doctors, teachers, priests, specialists and so on. As we know, there is nothing in the world that is more or less important for the ties that connect people. All of our lives in this or that way pass in the relations with other people. It has long been noted that a person in a collective does not behave as they do on their own, which is described in the sphere of social psychology by the phenomena of social facilitation and social inhibition. In any team, where people spend a significant part of their life, the emotional mood plays a really significant role. The terminological analysis makes it clear that there is no universally accepted definition of the concept of social and psychological climate. This is due to the whole complex of diverse factors that affect the general climate, and depends on the priority given by a particular researcher to a particular agent of influence.

At the same time, despite the relevance of this issue, there is no single point of view and a unified approach to the essence of the social and psychological climate in the scientific community. First of all, it is related to the problem of the specification of the components of the socio-psychological climate due to the different orientation of the researchers' research, The main reason for this is the different spheres and branches of science, as well as the identification of a significant number of priority factors in the impact on the state of the socio-psychological climate.

The following variant of the definition of social and psychological climate was used as a working one: The socio-psychological climate is a relatively stable characteristic of inter-individual relations between the members of the team, which manifests itself in the form of the totality of psychological conditions, which either promote or impede productive cooperative activity and implementation of individual and intellectual potential of each of its members and their universal development in a group [13]. According to the criterion the character of influence on people's emotional self-perception (positive or negative) the climate can be favorable, unpleasant or neutral. Therefore, one can make a conclusion that the psychological climate is an overall emotional mood of the team that is similar for the majority of its members and reflects the relations that have developed between them. Moral and psychological climate can also be considered as a powerful factor of personality formation in the organization. Because it acts for the subject an aggregate background source of communication and performs a signaling function, informing the subject of educational activity about the attitude to him other educationalists, The perception by the teachers of his or her individual behavioral manifestations, gives an aggregate assessment of his or her educational successes and failures. Actually the moral-psychological climate of a student's team is an important factor of self-esteem formation, enriches the person's self-concept on the basis of the position in the team, This is also one of the expressions of the dominant public mood as one of the components of the general moral-psychological atmosphere of the collective. Considering the stated theses, one can assert that the psychological climate influences the process of implementing different kinds of relations in the team, which, in fact, lead not only to certain changes in the psychological state of each of its members, but also to the formation of their stable personal qualities. Therefore, the socio-psychological climate can be a factor not only in the growth of productivity of educational activity, mobilization of internal reserves of the team, but also in the optimization of the discipline.

Depending on the sign of the moral-psychological climate, its impact on the student will be different: from intensive stimulation to achieve knowledge, providing a good mood, badiorosti and are in the same to prihnivcheniya, reducing activity and energy, which leads to moral losses.

Considering the above-mentioned, the social and psychological climate is often understood as a rather stable psychological state of affairs and a group mood of the team members, which indirectly influence the process and the result of their activity.

To create the conditions for success it is necessary that education students feel themselves as a team. G. Andreeva asserts that the signs of a formed team are maturity, mutual support, feeling of "personality". Considering this, it can be said that the favorable socio-psychological climate as a special state of presence of optimal conditions for realization of their skills, abilities, talents in the team taking into account the organizational tasks common for the whole group is the condition for creating an effective students' group. The primary team is the one that, according to Makarenko, has some of its members in constant business contact. People in primary collectives know one another well and often work in a joint space, order. In the primary collective, the collective and the person carry out indirect mutual influence one on one. Here those social and psychological phenomena occur, which determine the emotional self-perception of each of its members and the emotional climate as a whole [1].

According to L. Voytenko, such group effects take place in the process of interaction of an individual and a group as one of the types of communication [2]:

–   Identification of an individual with a group, which as a result leads to noticeable changes in self-perception, in particular in the understanding of one's place in the world and one's purpose;

–   Staying in a group intensifies people's mental activity and stimulates them to develop new original ideas, judgments, propositions that could not appear during their stay on their own. Within the framework of this group effect we can talk about the stimulating function of the group;

–   In the group a person begins to demonstrate more risky behavior and becomes less sensitive to potentially dangerous situations [2].

Some authors believe that macroenvironmental and microenvironmental factors influence the formation of the social and psychological climate in the team [3, 4]. Macroenvironment is understood as external factors in relation to the primary collective, which are the result of its

relations with the environment. It should be emphasized that any successful collective cannot exist isolated from the surrounding environment. As for the determinants of the macroenvironment, which affect the environment, it should be noted that no group can exist, and even more evolve isolated from the surrounding environment. Among the determinants of the macroenvironment are:

- Achievements of scientific and technological progress;
- Configure the socio-economic formations of a particular historical stage;
- Peculiarities of activity of a higher ranking manager (occupies a higher position in the power hierarchy);
- Social and psychological peculiarities of the territorial area in which the educational institution functions.

Under the conditions of education system reform and its total commercialization, the role of social and psychological factors in the functioning of the student group is increasing. Rational organization of the implementation of the educational process provides a high performance of educational and cognitive activities only in the case when effectively used individuallnym and psychological features of each educational student. For example, N. Volkova systematized the main factors connected with personal qualities of members of educational communities that determine the nature of inter-individual relations. In her opinion, a good and comfortable relationship between classmates can be only when the team members are respectful and sympathetic to one another [5]. Among the factors connected with the individuu al-psychological peculiarities of the team members that are considered by scientists to be the primary basis of the state of contentment of the team members that have a direct connection with the positive moral and psychological climate in the team the following ones can be mentioned:

- a long choice of faju;
- The value of the content of the training;
- Successfulness of educational and cognitive activities;
- a fair evaluation system;
- goodwill in the team;
- emotional stability [5].

Psychology uses a number of definite definitions that somehow or other characterize the specificity of the social and psychological environment of a particular production group. This refers to such notions as "group unity", "solidarity", "socio-psychological solidarity", "socio-adjustment".

Among the signs of the created team we can point out (according to B.D. Parigin):

- stability of the team;
- maintaining friendly relations between team members on a permanent basis;
- low level of confrontation, unhappiness is localized only in the processes related to the solution of production tasks and is successfully resolved in a democratic way;
- high level of labor discipline and community activity;
- stably high production figures;
- the emergence of the feeling "we are a group" as opposed to "they are other groups", "they are members of other groups";
- the presence of collective self-consciousness, i.e. the awareness by the collective of itself as a unity (the feeling "We"), the awareness by the members of the collective of their belonging to it, the difference of this collective from the others [6].

Creation of favorable socio-psychological climate requires to eliminate those barriers of psychological tension that can arise in the process of interaction between people. The state of socio-psychological climate, the level of its stimulating influence on the personality can be considered as one of the essential indicators of the efficiency of activity of the primary collective and the strength of its positive influence [7, 8].

Initial parameters of socio-psychological climate:

- Integrity, efficiency of organization and administration - Responsibility, efficiency, decision promptness, productivity;
- Challenges: the level of disruption to operations due to administrative rigidity and bureaucracy, which prevents successful implementation of tasks;
- zahochennya: fairness in evaluation;
- attitude: a positive attitude towards life, friendship and kindness in mutual relations, pride in the organization;
- Trust and cooperation: belief in competence and high individual capabilities of comrades, giving sufficient independence in work, inspiration for innovation, change, development, initiative;

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– competitiveness: stimulation of a high level of learning achievements, assuming a certain level of risk when performing tasks.

Thus, the nature of socio-psychological climate in a student group is determined by a number of factors. Good relations between students do not arise naturally, but require purposeful formation. Therefore, the curator and the head of the academic group is an important task of constant monitoring and implementation of measures aimed at optimizing the social and psychological climate in the student environment.

Beginning the discourse of psychological peculiarities of motivation of educational and cognitive activity of students it is necessary to state that this problem for scientific psychology was and still is very topical and difficult. Referring to the content characteristics of motivational sphere of a personality found in the scientific literature, we can assert, The level of formation of motivation for educational and cognitive activity is a significant determinant of cognitive activity of education subject, as well as in many ways determines the effectiveness of its learning.

When looking at the motivation of educational and cognitive activity one cannot ignore the problem of intrinsic and extrinsic motives. L. Bozhovich was the first to pay attention to this problem, dividing all learning motives into two big categories. The first category of motivation is related to the content of the learning activity itself and the process of its implementation and reflects the privateness of the teaching material and the process of mastering new knowledge. Another category of learning motives is related to the broader context of interaction between the subject of learning and the environment: communication with teachers and peers, their evaluation, appreciation, grabbing, desire of the student to occupy a certain position in the system of social relations.

In this way, M. Ginzburg divided all the learning motives into five classes which became the diagnostic constructs of the author's methodology. Ginzburg divided all learning motivations into nine classes, which became diagnostic constructs of the author's methodology of learning motivation of learning and cognitive activity: 1) cognitive (interest is aroused by the educational material itself, desire to possess certain information); 2) social (desire to be useful for society); 3) positional (desire for self-confidence, desire to gain prestige and recognition); 4) intrinsic (interest in the activity process itself); 5) external (achieving other goals by performing educational and cognitive activities, learning under external pressure) [9, p. 113]. So, expression of formed intramural motivation of educational and cognitive activity is self-development of educational student, getting satisfaction from the learning process. Intrinsic motivation is conditioned by cognitive demand of the subject and is a stable source of high cognitive activity. Formed intrinsic motivation ensures unity of motive and goal of learning activity, leading to the fact that the result of learning is not alienated from the subject of learning.

Among dynamic characteristics of motives there are: 1) strength of motives in relation to external influences and disadvantages; 2) emotional indifference of motives [11]. Various forms of learning motives expression (i.e. their dynamic characteristics) should be in the teacher's field of vision and are not less important than the analysis of internal, semantic peculiarities of motives.

All components of the motivational sphere and all aspects of learning skills should be considered as the object of formation of learning motives: cognitive motives, their meaningful and dynamic characteristics, goals and qualities, emotional experiences, formation of learning and cognitive activity skills [12].

Among the cognitive motives are seen:

1) broad cognitive motives – indicate the orientation of the subject of educational and cognitive activity towards acquiring new knowledge. These motives in the educational process can be manifested in the form of positive attitude to the teacher's raising the level of importance of educational tasks, the success of educational tasks performance, readiness to engage in educational and cognitive activity beyond the boundaries of the educational program, a high level of readiness to carry out additional educational work [13];

2) learning and cognitive motivations: are defined by the orientation of educational learners to mastering the ways of acquiring knowledge. The external manifestations in the process of educational and cognitive activity are: students' self-involvement in the search for ways of acquiring knowledge, ways of solving a professional problem, to the comparison of these ways; periodic return to the analysis of the ways of solving an educational problem even after it has been correctly solved; the content of the questions to the teacher and the presence of issues related to the theoretical content of the course; interest in the introduction of new scientific understanding; analysis of the mistakes made; constant self-control in the course of educational and cognitive activity;

3) Self-education motives are the basis of students' orientation to self-improvement and improvement of ways of finding new knowledge. They are manifested in the form of all the real

activities of the subjects of educational activities in the implementation of self-education, participation in the negotiation of ways of rational organization of educational and cognitive activities [13].

The social motives are divided among them:

1) broad social motivations – student tends to acquire knowledge on the basis of high level of awareness of its social importance, significance and necessity, feels individual responsibility and obligation for the necessity to benefit the society and on a smaller scale – the family. These motivations are manifested in the educational process as readiness to sacrifice one's personal interests for the sake of higher public interests [13];

2) High social motivations: they consist in a desire to form a certain position, attitude to peers, which is associated with a clearly expressed need to make a good impression, to receive social support, to gain authority. They are eager for interaction and contacts with peers in the process of educational and cognitive activities, active assistance to classmates in solving cognitive tasks, receptivity to requests for help in learning;

3) social cooperation motives - are formed on the basis of expressed need for cooperation and interaction with other people, inclination to analyze forms and ways of their interaction with teachers and other students, desire to develop and improve them. Specific manifestations of motives of this group are expressed in systematic switching from individual to collective work, interest in metaanalysis of different ways of group and frontal work in a group, constant work on improvement of ways of interaction with other participants of educational process [13].

Thus, learning motivation is a basic component of educational and cognitive activity, and its content is a condition of learning success of educational teacher. The analysis of theoretical foundations of the research on the influence of socio-psychological climate on students' learning motivation allows us to make a number of important conclusions, The link between inter-relationships and general psychological atmosphere in the student group and the present level of learning motivation of its members can be substantiated.

1.   The socio-psychological climate plays a significant role in the functioning of the organization, influences the specifics of its management, affects each member of the team. The following variant of the social and psychological climate is used as a working one: The socio-psychological climate is a relatively stable characteristic of inter-individual relations between the members of the team, which manifests itself in the form of the totality of psychological conditions, which favor or disadvantage productive cooperative activity, as well as the implementation of the individual and intellectual potential of each of its members and their universal development in this group.

2.   Socio-psychological climate acts for people as an aggregate background source of communication and performs a signaling function, informing the subject of educational activity about the attitude of other educational teachers to him/her, about the perception by the teachers of his/her individual behavioral manifestations, gives an aggregate assessment of his/her educational successes and failures. Actually the moral-psychological climate of a student's team is an important factor of self-esteem formation, enriches the person's self-concept on the basis of the position in the team, which it occupies. Depending on the sign of moral-psychological climate its influence on the student will be different: from intensive stimulation to achievement of knowledge, maintenance of a good mood, happiness and confidence in themselves to oppression, decrease of activity and energy, which leads to moral losses.

3.   The object of formation of learning motives is all components of motivational sphere and all sides of learning ability: cognitive motives, their meaningful and dynamic characteristics, goals and qualities, emotional experiences, formation of learning and cognitive activity skills. Educational motivation goes through several stages in its formation from actualization of primary motives to formation of new motives' hierarchy. The determinants of students' educational motivation development are closely connected with their primary professional orientation as a complex of ideas and values associated with the future professional activity.

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Bilopola A.S.

4th year higher education applicant,
Dnipropetrovsk State University
of Internal Affairs (Dnipro)

Nikitina I.P.

Senior Lecturer,
Dnipropetrovsk State University
of Internal Affairs (Dnipro)

DEVELOPMENT OF READINESS OF PEDAGOGICAL WORKERS FOR INNOVATIVE ACTIVITY

Key words: innovative activity, development, pedagogical workers.

One of the important qualities of a teacher, the conditions for his success as a professional is the willingness to innovate. Sources of readiness for innovative activities cover the issues of personal development, professional orientation, professional education, upbringing and self-education, professional self-determination of the teacher. Readiness for innovative pedagogical activity is formed during pedagogical practice, accumulating everything accumulated in theory, higher education.

Presenting main material. Readiness for innovative pedagogical activity is a special personal state, which presupposes the teacher's motivational and value attitude to professional activity, possession of effective ways and means of achieving pedagogical goals, ability to creativity and reflection [1, p. 277].

Readiness for innovative activity is a prerequisite for the effective activity of the teacher, the maximum realization of his potential, the disclosure of creative potential. The success of innovative activities implies that the teacher is aware of the practical importance of various innovations in the education system not only at the professional but also at the personal level. However, the inclusion of a teacher in the innovation process often occurs spontaneously, without taking into account his professional and personal readiness for innovation. In addition, pedagogical innovations, like any other innovations, create problems associated with the need to combine innovative programs with state programs of education and training, the coexistence of different pedagogical concepts. No less acute are the problems of adapting innovation to new conditions. They are often caused by attempts to adapt to specific conditions pedagogical technologies, elements of the content of teaching and education that have proven effective in other areas, or concepts developed in a completely different historical context. Such mechanical transfer leads to the loss of content and deep essence of innovation, which often results in its discrediting, frustration of many people, creates a new wave of conservatism.