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S. S. Shchekudova, A. V. Gavrilenko

FEATURES OF THE VOLITIONAL SPHERE OF STUDENTS-PHYSICS AND STUDENTS-PSYCHOLOGISTS

The article is devoted to topical problems of studying the volitional sphere of students. The results of a comparative analysis of quantitative indicators of the levels of development of subjective control, willpower, perseverance, impulsivity among physics students and psychology students are presented. Statistical analysis of empirical data was carried out using Fisher's multifunctional test to establish statistically significant differences.

The relevance of studying the volitional sphere of students is determined by the fact that educational influences from adults are perceived critically by adolescents, as they strive for independence, for this reason they cannot always show volitional regulation.

The level of development of volitional qualities, according to V.K. Kalina, affects the effectiveness of volitional regulation, and, consequently, activity in general. The formation of volitional qualities is the emancipation of attitudes from the subject content of activity [1].

Base of the study: Francisk Skorina Gomel State University.

Characteristics of the study sample: 94 people aged 17–21 years (physics students – 44 people, psychology students – 50 people).

The purpose of the work: to study the volitional sphere of physics students and psychology students.

Psychodiagnostic methods: test «Self-assessment of willpower» (N.N. Obozov); questionnaire «Assessment of perseverance» (E.P. Ilyin, E.K. Feshchenko); test questionnaire «Level of subjective control» (E.F. Bazhin); questionnaire «Research of impulsivity» (V.A. Losenkova).

The results of the empirical study of volitional regulation among physics students and psychology students on the test «Self-assessment of willpower» (N.N. Obozov) are presented in Table 1.

Table 1 – Quantitative indicators of the development of willpower among students of physics and students of psychology (data are presented in %)

The level of development of willpower	Students-physics	Students-psychologists	Reliability of differences according to the criterion φ* – angular
High	20	30	φ*emp = 3,12 with ρ≤0,01
Average	75	64	φ*emp = 2,98 with ρ≤0,01
Low	5	6	φ*emp = 0,5 with ρ≤0,05

From Table 1 it follows that the majority of respondents had an average level ofwillpower (75 % – students of physics, 64 % – students of psychology), which indicates that in different situations these respondents act differently, sometimes showing compliance and pliability, and sometimes – perseverance and perseverance.

A high level of willpower development was found among students of physics and is 20 %, and among students of psychology – 30 %. Such respondents have endurance, perseverance and the ability to find compromises in various situations. With the help of Fisher's multifunctional test, the significance of differences between the percentages of the samples was assessed. Statistically significant differences were found between physics students and psychology students (φ*emp = 3.12 with φ*cr = 2.28 (ρ ≤ 0.01)).

The average level of willpower development was found in 75 % of physics students and in 64 % of psychology students. Statistically significant differences were found between physics students and psychology students (φ*emp = 2.98 with φ*cr = 2.28 (ρ ≤ 0.01)).

A low level of willpower was found in 5 % of physics students and 6 % of psychology students, which indicates that such subjects are characterized by unawareness of what they want, in conflict situations they yield to the other side and do not solve the problems that arise. Statistically insignificant differences were found between physics students and psychology students (φ*emp = 0.5 with φ*cr = 2.28 (ρ ≤ 0.05)).

Thus, students of physics and students of psychology equally act in different situations in different ways, sometimes showing compliance and compliance, and sometimes persistence and perseverance. They have endurance, perseverance and the ability to find compromises in different situations.

The results of studying the levels of development of perseverance among students of physics and students of psychology according to the questionnaire «Assessment of perseverance» (E. P. Ilyin, E. K. Feshchenko) are presented in table 2.

Table 2 – Quantitative indicators of the development of perseverance among students of physics and students of psychology (data are presented in %)

The level of development of perseverance	Students-physics	Students-psychologists	Reliability of differences according to the criterion φ* – angular
High	46	51	φ*emp = 1,48 with ρ≤0,05
Average	48	40	φ*emp = 2,72 with ρ≤0,01
Low	6	9	φ*emp = 1,11 with ρ≤0,05

From Table 2 it follows that 48 % of physics students showed an average level of perseverance, which indicates that the subjects are characterized by a balanced and balanced approach to learning and business, which distinguishes them from others. In 51 % of psychology students, a high level of perseverance prevails, which means that these subjects have perseverance in all deeds and undertakings, and they are also active and purposeful individuals who are able to realize their abilities in the prevailing circumstances. To achieve more, you need to think about what abilities can be deeper and wider and they can be used more productively.

A low level of perseverance development was found in 6 % of physics students and 9 % of psychology students, which indicates that such respondents are soft and compliant, and are also not able to complete the work they have begun. With the help of Fisher's multifunctional test, the significance of differences between the percentages of the samples was assessed. Statistically insignificant differences were found between physics students and psychology students ($\varphi^*emp = 1.11$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.05$)).

The average level of development of perseverance was found in 48 % of physics students and 40 % of psychology students. Such respondents are characterized by a balanced and balanced approach to study and business, which distinguishes them from others. Statistically significant differences were found between physics students and psychology students ($\varphi^*emp = 2.72$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.01$)).

A high level of development of perseverance was found among students of physics and is 46 %, and among students of psychology – 51 %. This means that these subjects have perseverance in all deeds and undertakings, and they are also active and purposeful individuals who are able to realize their abilities in the prevailing circumstances. Statistically insignificant differences were found between physics students and psychology students ($\varphi^*emp = 1.48$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.05$)).

Thus, students of physics and psychology are equally characterized by a balanced and balanced approach to study and business. They have perseverance in all deeds and undertakings, and they are also active and purposeful individuals who know how to realize their abilities in the prevailing circumstances.

The results of the study of physics students and psychology students according to the test questionnaire «Level of subjective control» (E. F. Bazhin) are presented in Table 3.

Table 3 – Quantitative indicators of the levels of development of internality among students of physics and students of psychology (data in %)

The level of development of internality	Students-physics	Students-psychologists	Reliability of differences according to the criterion φ* – angular
High	15	30	$\varphi^*emp = 4{,}68$ with $\rho \leq 0{,}01$
Average	81	70	$\varphi^*emp = 3{,}24$ with $\rho \leq 0{,}01$
Low	4	0	–

From Table 3 it follows that the subjects had an average level of internality (81 % – students of physics, 70 % – students of psychology), which indicates that the features of their subjective control may vary somewhat depending on whether the person imagines the situation is complex or simple, pleasant or unpleasant, and so on.

However, their behavior and the psychological sense of responsibility for it depends on specific social situations, yet it is possible to establish the predominance of one or another type of locus of control in them.

A low level of development of internality is observed in 4 % of physics students. Such subjects do not consider themselves capable of controlling the development of events in their lives and believe that most of these events are the result of an accident or the actions of other people.

«Externals» are emotionally unstable, prone to informal communication and behavior, unsociable, they have poor self-control and high tension. Consequently, physics students trace the connection between their actions and life events that are significant for them.

The average level of development of internality was revealed in 81% of students in physics of the course and in 70 % of students in psychology. Such subjects are characterized by the fact that the features of their subjective control may vary somewhat depending on whether the situation seems to the person complex or simple, pleasant or unpleasant. But although their behavior and the psychological sense of responsibility for it depend on specific social situations, it is still possible to establish the predominance of one or another type of locus of control in them.

With the help of Fisher's multifunctional test, the significance of differences between the percentages of the samples was assessed. Statistically significant differences were found between physics students and psychology students ($\varphi^*emp = 3.24$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.01$)).

A high level of development of internality was found among physics students (15 %) and psychology students (30 %). Subjects demonstrate a high level of subjective control over any significant situations. People with this locus of control believe that most of the important events in their lives were the result of their own actions, that they can control them and feel responsible for these events and for the way their life develops in general.

«Internals» have emotional stability, perseverance, determination, are distinguished by sociability, good self-control and restraint. Statistically significant differences were found between physics students and psychology students ($\varphi^*emp = 4.68$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.01$)). This indicates that there are differences between physics students and psychology students with a high level of internality.

Thus, psychology students to a greater extent show a high level of subjective control over any significant situations, that is, they are students who believe that most important events in their lives were the result of their own actions, that they can manage them and feel responsible for them. these events, and for the way their life as a whole develops.

The subjective locus of control is associated with a person's feeling of his strength, dignity, responsibility for what is happening, with self-esteem, social maturity and independence of the individual. For the majority of students, it is equally characteristic that the features of their subjective control may change somewhat depending on whether the situation seems to the person to be complex or simple, pleasant or unpleasant. But their behavior and the psychological sense of responsibility for it depends on specific social situations; it is possible to establish the predominance of one or another type of locus of control.

The results of studying the levels of development of perseverance among students of physics and students of psychology according to the questionnaire
«Research on impulsivity» (V.A. Losenkova) are presented in Table 4.

Table 4 – Quantitative indicators of the development of impulsivity in students of physics and students of psychology (data are presented in %)

The level of development of impulsivity	Students-physics	Students-psychologists	Reliability of differences according to the criterion φ* – angular
High	8	24	$\varphi^*emp= 4,98$ with $\rho\leq0,01$
Average	90	70	$\varphi^*emp = 6,24$ with $\rho\leq0,01$
Low	2	6	$\varphi^*emp = 1,48$ with $\rho\leq0,05$

From Table 4 it follows that the majority of the subjects had an average level of impulsivity (90 % – students of physics, 70 % – students of psychology), which indicates sufficient self-control of the subjects in communication and activity, they are purposeful, have clear value orientations, show perseverance in achieving goals, striving to bring the work begun to the end. It is also necessary to take into account the features of the locus of subjective control.

A low level of impulsivity was found among physics students (2 %) and psychology students (6 %), which indicates that such subjects are goal-oriented, have clear value orientations, show perseverance in achieving their goals, strive to complete what they have started. With the help of Fisher's multifunctional test, the significance of differences between the percentages of the samples was assessed. Statistically insignificant differences were found between physics students and psychology students ($\varphi^*emp = 1.48$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.05$)). This indicates that indicators of a low level of development of impulsivity do not statistically significantly change in students of physics and students of psychology.

The average level of impulsivity was found in 90 % of physics students and in 70 % of psychology students. These indicators indicate that such subjects are characterized by sufficient self-control in communication and activities, have clear value orientations, but sometimes they lack self-education skills, sometimes there are no such strong-willed qualities as purposefulness and perseverance. Statistically significant differences were found between physics students and psychology students ($\varphi^*emp = 6.24$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.01$)). This indicates that there are differences between physics students and psychology students with an average level of impulsivity.

A high level of impulsivity was found among physics students of the course and is 8 %, and among psychology students – 24 %. Such subjects have insufficient self-control in communication and activities. Impulsive people often have uncertain life plans, they do not have stable interests, and they are addicted to one thing or another. Statistically significant differences were found between physics students and psychology students ($\varphi^*emp = 4.98$ with $\varphi^*cr = 2.28$ ($\rho \leq 0.01$)). This indicates that there are differences between physics students and psychology students with a high level of impulsivity.

Thus, psychology students are more characterized by sufficient self-control incommunication and activity. Psychology students are more purposeful and have clear value orientations, show perseverance in achieving their goals, strive to complete the work they have begun.

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S. S. Shchekudova, Y. A. Shevtsova

STRESS AND SUBJECTIVE COMFORT IN STUDENTS WITH DIFFERENT LEVEL OF NEUROTISATION

The article is devoted to topical problems of studying the psychological characteristics of students of higher education institutions. The results of studying the levels of subjective control, stress, neuroticism are presented. A comparative analysis of the data was carried out. To calculate the significance of differences, Fisher's multifunctional test was used.

The relevance of studying subjective comfort in students with different levels of neuroticism is due to the fact that constant stress, increased anxiety, tension in interpersonal interaction and many other factors determine the formation of neurotic states in all subjects of the educational process.