

способствует реализации навыков коммуникативной толерантности вследствие чего возникают предпосылки для успешного развития толерантных качеств [2, с. 203].

Деятельность педагога-психолога по развитию толерантности у подростков, в современных условиях жизни, основывается на следующих принципах: возрастной адекватности; научной обоснованности и достоверности; практической целесообразности; динамическому развитию и системности; культурологической сообразности; заинтересованности общества в формировании толерантности подростков.

На сегодняшний день толерантность – есть признание, принятие, понимание. Основными направлениями деятельности педагога-психолога по развитию толерантности у подростков являются: работа непосредственно с подростками; с педагогами; с родителями. Все перечисленные направления связаны между собой.

Основными задачами в работе педагога-психолога с подростками выступают:

- знакомство с понятиями «толерантность» и «толерантная личность»;
- формирование понимания значения толерантного поведения при взаимодействии с людьми, а также в различных жизненных сферах;
- формирование самостоятельности, ответственности, автономности;
- развитие воображения, способности к эмпатии, сопереживанию и сочувствию;
- формирование слабой и сильной стороны личности, развитие позитивной самооценки, чувства собственного достоинства;
- создание коллектива, центром которого является сотворчество.

Становление толерантности подростков происходит под влиянием многих факторов – семьи, школы, сверстников, средств массовой информации, молодежных организаций и стихийных групп. Все эти факторы в совокупности и дают нужную среду для развития толерантности в подростковом возрасте.

Результаты исследования углубляют научные знания о проблеме толерантности как интегративного качества личности подростков, а также выступают основой для проведения дальнейших исследований и разработки теоретических оснований повышения психологической компетентности педагогов и родителей.

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CORRELATION ANALYSIS OF ATTACHMENT AND TRUST OF CHINESE COLLEGE STUDENTS

The article investigates the overall situation of attachment and trust among college students and whether there is an association between attachment and trust through an empirical study with a questionnaire. As two integral parts of an individual's healthy growth, attachment and trust have

a profound impact on mental health. The conclusion of the empirical study is that college students have a higher level of trust and a higher score of attachment. The results of the empirical study showed that the overall trust level of college students was high, and the levels of attachment avoidance and attachment anxiety were medium-high; there was no correlation between attachment avoidance and attachment anxiety and trust, and there was no correlation between attachment and trust.

Keywords: college students, trust, attachment, correlation.

Attachment, as an important aspect of human adaptation to survival, not only increases the likelihood of individual survival, but also participates in the construction of lifelong adaptive traits of individuals due to its early formation [1]. Ultimately, attachment also contributes to an individual's development toward better adaptation to survival throughout life. The attachment status of college students affects many aspects, including trust. Trust has a significant impact on interpersonal interactions and relationship building, and there is an element of trust in attachment. As an important component of interpersonal interaction and internalization of self and cognitive judgments, trust is necessary for us to establish good social relationships [2]. It is widely believed that a good state of trust in turn has an impact on the type of attachment of an individual. In particular, college students, as an important group, have different levels and types of attachment and trust that have an impact on their psychological well-being, and according to previous studies there is a degree of correlation between attachment and trust. By discussing these situations, we also hope to provide some working ideas and theoretical support for the construction of college students' mental health in universities.

In this empirical study, 100 students (46 males and 54 females) from Hope College of Southwest Jiaotong University in China were selected and measured by the Intimate Experience Scale (ECR) and Interpersonal Trust Scale (ITS), and the data were collected and screened for invalid results. Statistical analysis.

Table 1 – Analysis of the total score results of this attachment and trust questionnaire

Projects	n	Max	M	SD	V
	Statistics	Statistics	Statistics	SE	Statistics
Total Trust Score	100	120	103.96	.698	6.982
Total attachment score	100	198	134.31	2.067	20.673
Effective N	100				

The results in Table 1 show that the overall trust level of the subjects was high, with scores above the midpoint of 75 set by the scale itself.

Table 2 -The scores of the 2 dimensions of this attachment - attachment avoidance and attachment anxiety

Projects	n	Min	Max	M
Attachment avoidance	100	38	96	3.81
Attachment anxiety	100	10	120	3.65
Effective N	100			

As shown in Table 2.3, the mean values of the two dimensions of attachment, attachment avoidance and attachment anxiety, scored in the range of 3 - 4 for each question of this subject's college students, are in the middle to upper level according to the experience of previous studies.

Table 3 – Analysis of the correlation between attachment and trust

		Total score of questionnaire 2	Total score of questionnaire 1
Total score of questionnaire 2	Pearson correlation	1	-.146
	Significance (Bilateral)		.146
	Sum of squares and fork products	4825.840	-2092.760
	covariance	48.746	-21.139
	N	100	100
Total score of questionnaire 1	Pearson correlation	-.146	1
	Significance (Bilateral)	.146	
	Sum of squares and fork products	-2092.760	42309.390
	covariance	-21.139	427.368
	N	100	100

As shown in Table 3, there is no correlation between attachment and trust.

Table 4 – Correlation analysis of attachment avoidance and attachment anxiety with total trust score

Relevance				
		Total score of questionnaire 2	Attachment anxiety	Attachment avoidance
Total score of questionnaire 2 (Total Trust Score)	Pearson correlation	1	-.173	-.001
	Significance (Bilateral)		.086	.991
	Sum of squares and fork products	4825.840	-2084.880	-7.880
	covariance	48.746	-21.059	-.080
	N	100	100	100
Attachment anxiety	Pearson correlation	-.173	1	.037
	Significance (Bilateral)	.086		.712
	Sum of squares and fork products	-2084.880	30249.160	672.660
	covariance	-21.059	305.547	6.795
	N	100	100	100
Attachment avoidance	Pearson correlation	-.001	.037	1
	Significance (Bilateral)	.991	.712	
	Sum of squares and fork products	-7.880	672.660	10714.910
	covariance	-.080	6.795	108.231
	N	100	100	100

As seen in Table 4, there was no correlation between the two dimensions of attachment: attachment avoidance and attachment anxiety and trust.

The results of the current study showed that there was no correlation between attachment, both dimensions of attachment and trust. This result is contrary to the results of previous studies: the results of previous studies proved that there is a positive correlation between attachment avoidance and attachment anxiety and trust [3]. The higher the scores of attachment avoidance and attachment anxiety, the higher the total score of trust will be; some studies also proved that there is a negative correlation between attachment avoidance and attachment anxiety and trust [4].

The correlation between the two dimensions of attachment and trust was analyzed separately, and it was found that neither attachment anxiety nor attachment avoidance had any correlation with trust. The reason for this result may be that with the development and progress of China, the economic level has improved, and while the material life has been satisfied, the construction of spiritual civilization has also been given extra attention, and the state and society have been working together to require and

promote the moral quality of individuals Both the state and society are working together to demand and promote the moral quality of individuals, and schools have also strengthened the construction of spiritual civilization and the moral and mental health education of students. Parents also instill the concept of honesty in their upbringing from a young age, and the level of trust among people will increase dramatically. Many of the above initiatives will directly or indirectly promote the trust level of people in actual interactions, so that the trust scores of the subjects collected in this study are all at the medium to high level.

List of sources used

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THE MANIFESTATION OF NATIONAL CHARACTERISTICS IN CHINESE PAINTING

The core values of the Chinese nation are dominated by the life ideal of actively entering the WTO and striving for success. The so-called 'reaching the goal and helping the world' is based on Confucius' Confucianism. This article sets forth some principles and norms regarding the value of a person in dealing with relationships among oneself, others, nation, country and nature, mainly including benevolence, righteousness, politeness, wisdom and faith. When analyzing Chinese painting, such national traits as warmth, kindness, courtesy, hard work, simplicity and complaisance were identified.

Keywords: Chinese painting, Chinese national characteristics, national traits, artistic symbolism

The aesthetic values of the Chinese nation are dominated by the state of life of seclusion and seclusion, and the so-called poverty is the only way to live. Its ideological basis is the Taoist aesthetics of Laozi and Zhuangzi.

"If you are poor, you will be good at yourself; if you are successful, you will help the whole world [1, p. 178]". These two values have promoted the development of Chinese painting. Confucianism and Taoism complement each other in the core values and aesthetic values of Chinese painting, creating a glorious history and magnificent chapter in the painting practice.

Unlike paintings by Western masters, Chinese works are largely not considered, but "read", delving into the meaning of what they saw, because Chinese painting is symbolic and has an extremely elegant language of images.

One of the most significant works of the Tang animalistic genre is the painting by Han Huang "Five Bulls" (Figure 1). Why did he draw five cows instead of six or other numbers? Han Huang was well versed in the I Ching, which says, "The number of heaven is five, and the number of earth is five." The "five colors" are green, yellow, red, white and black, symbolizing the five directions (east, south, west,