The criterion for typology of the material and technical component of the physical culture and sports educational environment is: the focus on solving systemic problems of physical education and the adequacy of the composition of the material and technical component. Thus, all material and technical components can be typified according to the table. In particular, physical culture-sports-recreational facilities and premises can be used for the formation of physical culture thinking, need-motivational and value spheres of physical culture, physical culture knowledge, motor skills, physical fitness. Similarly, equipment, media, equipment and paraphernalia can be typified.

The functions of the material and technical component of the modern developing physical culture and sports environment are divided into two groups: general and special. The general functions include the following: aesthetic, spectacular, communicative, educational, educational, developing, leisure and recreational, rehabilitation and correctional, hedonistic, heuristic. The special functions of the material and technical component of the modern educational physical culture and sports environment include the following: motivating, activity-practical, applied, transformative, diagnostic-evaluative, organizational-management, information-communicative.

Principles of organizing the material and technical component of the modern physical culture and sports educational environment: expediency (the principle of reflecting the goal), transformability, modularity. The issues of designing, organizing and managing the creation of a material and technical component of a modern educational physical culture and sports environment should be dealt with by managers of various levels, ranging from members of the Government in charge of education, physical culture and sports, employees of the Ministry of Education, the Ministry of Sports and Tourism and ending with directors educational institutions, youth sports schools, physical education teachers, coaches, students and their parents and relatives. Designing an optimal modern educational physical culture and sports environment for each educational institution, sports will allow more efficient implementation of the process of physical education development of children and young people.

List of literature used

1. Yasvin, V. A. Educational environment: from modeling to design / V. A. Yasvin. – M. : Meaning, 2015. – 362 p.

2. Glazachev, S. N. Creative pedagogy: Methodology, theory, practice / S. N. Glazachev. – M. : Pilot, 2017. – 322 p.

3. Gromyko, Yu. V. Anthropological matrices of the XX century / Yu. V. Gromyko, O. I. Glazunova. – M. : Progress-Tradition, 2017. – 1030 p.

4. Pedagogy of physical culture: textbook. for stud. higher textbook institutions: ed. S. D. Neverkovich. – 2nd ed., revised. and additional. – M. : Academy, 2013. – 368 p.

5. Shpanov, V. I. Equipping sports and playgrounds using modern technologies. Children's games / V. I. Shpanov, I. Yu. Radchich, G. I. Vasiliev. – M. : MGIU, 2014. – 216 p.

A. N. Krutolevich

EMPATHY AND SOCIAL SUPPORT FOR STUDENTS-PSYCHOLOGISTS

The article examines the role of social support in the life of a modern person, its function, the main explanatory models of social support. In connection with social support, the phenomenon of empathy is analyzed. A study has been conducted that has shown a reliable direct relationship between the level of social support and empathy of psychology students. This can be explained both by professional quality and by the fact that most psychology students are girls.

The formation of stress resistance is a guarantee of a person's mental health and an indispensable condition for social stability, predictability of the processes taking place in society. Increasing loads, including mental ones, on the nervous system and psyche of a modern person lead to the formation of emotional stress, which is one of the main factors in the development of various diseases. At present, the concern for maintaining mental health and the formation of stress resistance of a modern person is coming to the fore.

Social support largely protects us from the negative effects of stress. Social support is a sense of belonging, a feeling that you are accepted and loved for who you are, and not because you can do anything for this person. This means that you have friends with whom you are spiritually close and with whom you share your joys, problems, fears and love. Good interpersonal relationships contribute to the development of empathy, which has a distress-reducing effect. Social support is inextricably linked to empathy. Each person has a need for communication, emotional contacts, the desire to be among people. The high need to be accepted in the society of other people is very important for the psychological and social adaptation of a person.

There is no single definition of the term "social support". Social support can be seen as various forms of support provided by social networks that help an individual overcome life's difficulties.

Family, friends, significant others act as social networks that provide social support. The most common approach to classifying types of social support is functional. It distinguishes five functions of interpersonal relationships: 1) emotional support, including love, care, empathy; 2) instrumental support; 3) information support – guidance or feedback from society, which can provide a solution to the problem; 4) assessment of support; 5) social communication, pastime on vacation.

Social support increases the individual's resilience (the ability to manage the environment) and facilitates his adaptation to new conditions (self-improvement in the interests of harmony with the environment). Social support can have a direct or main effect, being a barrier to the impact of stressors. Social support can provide the necessary information or provide support for advice and deeds to overcome a stressor. It can provide the individual in need with the resources needed to keep stress to a minimum. Individual self-perception of an individual can be influenced by belonging to a group that can help build self-confidence, a sense of ownership of the situation and having the necessary skills to control the development of events in the environment. This fits into the theory of personal control as the main regulator of the consequences of stress, which belongs to A. Bandura.

There is also an alternative explanation for the role of social support, which is that isolation or lack of social support leads to worse health rather than social support per se improves health. This is an unresolved issue. It also raises another question - what will happen if the result of a stressful situation is just the loss of the social support system, for example, in the event of a natural disaster, emergency or job loss.

The essence of the "buffer" hypothesis is that social support is wedged between the stressor and the response to stress, and thus weakens its consequences. This kind of "buffer" can change an individual's perception of stress and thereby weaken the potential of the former, or at least better prepare the latter for a crisis situation. External social support can provide assistance during times of crisis or lead to insights that can facilitate adaptation and response. Finally, social support can have a leveling effect on stress, calm the neuroendocrine system and make a person less susceptible to the effects of stressors.

E. Pines notes that an important aspect of social support is the sharing of social burdens. He suggests that social support helps the individual to give up self-flagellation, and the idea that he himself is to blame for everything. Interaction with the social support system as a whole can help to get rid of groundless fears and restore the social identity of the individual.

Studies of the relationship and interdependence of social support and work stress indicate that the successful overcoming of the latter is possible only if the support system is used effectively. Successful experience of coping with stress points to the need to use both formal and informal means of social support in dealing with stress. From the point of view of these authors, focusing research only on the positive outcomes of social support reduces the likelihood that researchers will uncover and describe its negative outcomes, much less consider the interaction between positive and negative outcomes.

People do not always want to receive social support. There are several reasons why social support may be undesirable for a person. One of them, described by many authors, is the consequences of social support - a person rejects it when it is negative for him or very "expensive". The second reason is that a person may perceive the process of obtaining social support as "difficult", "stigmatizing" and "unpleasant". Another reason is that social support itself is understood by a person as "useless".

In addition, the support situations themselves and/or interpersonal relationships play a key role in obtaining social support. A person may not want to accept support in a "state context", but experience positive emotional states from social support provided by loved ones. In addition, a person does not want to receive support when their needs for self-efficacy are high, but will seek it when they need self-support. It is very difficult for a person to receive social support from a partner who arouses antipathy or distrust in him.

Social support and a system of social ties in the context of normal social functioning of a person allow him to feel closeness and unity with other people, provides him with a sense of social belonging, makes it possible to live and adaptively experience stressful life situations, satisfies his basic needs, including the need for security. The negative effect of social support is expressed primarily in its "unit cost" – when the "payment" for social support exceeds the socio-psychological benefit received by a person. According to Festinger, each person has a need for communication, emotional contacts, a desire to be among people, which is activated by interpersonal skills and relationships. The high need to be accepted in the society of other people is very important for the psychological and social adaptation of a person. The relevance of this topic is due to the fact that graduate students have an increasing need for social support from relatives, families and significant others during the period of stress and negative factors associated with final exams, the defense of course and diploma projects, the need for personal self- determination in the future professional environment. The relationship of social support with the manifestation of empathy among psychology students is also important, since empathy is a professionally significant quality of future specialists. This paper explores the relationship of perceived social support with the manifestation of empathy in students of psychology and students of physics. Since the nature of the professional activity of psychology students and students of physics is different, which may affect the degree of perceived social support with the manifestation of empathy between these groups.

In order to study the relationship between the level of social support and the level of empathy of psychology students, a study was conducted with the participation of 52 students of the Faculty of Psychology and Pedagogy. The following methods were used: Social Support Scale (Multidimensional Social Support Perception Scale – MSPSS) D. Ziemet; adaptation by V. M. Yaltonsky, N. A. Sirota) and the technique "Diagnostics of the level of empathy" by I. M. Yusupov.

The scale of social support is designed to assess the subjective perception of social support by the respondent. It assesses the effectiveness and adequacy of social support in three dimensions – "family", "friends" and "significant others". The principle of constructing the methodology "Diagnosis of the level of empathy" is based on the fact that empathy and sympathy can arise and manifest with great force not only in relations between people and animals that really exist, but also in images and works of literature, cinema, theater, painting, sculpture.

Most psychology students have an average level of empathy. The average level is expressed in the fact that a person is ready at the right time to show sympathy for the person who needs it, but at the same time does not seek to fully imbue his state.

3.37% of students have a high level of empathy. 80% of psychology students have an average level of empathy. 16.67% of psychology students have a low level of empathy. This suggests that psychology students are empathic. Calculating the average values on the subscales and the overall MSPSS scale, we can conclude that psychology students receive the greatest social support from a "close person", the average value for the sample is 24 points, then from "friends" 22 points, the least social psychology students receive support from their families. The perception of social support by psychology students from friends and family is perceived almost equally, however, psychology students perceive support from friends to a greater extent than support from family.

Psychology students showed a statistically significant relationship between social support and empathy, r = 0.45, with significance p = 0.01. This relationship suggests that young people who receive more support from loved ones, friends and family are more empathic. However, one can also assume that psychology students, who are mostly female and empathic because of their professional skills, receive more social support.

A statistically significant relationship was found between the level of perceived social support and empathy for children with a correlation coefficient of r = 0.26, with a significance level of p = 0.04. A statistically significant relationship was determined between the general level of perceived social support and the manifestation of empathy for the heroes of fiction. The correlation coefficient is r = 0.25, with a confidence level of p = 0.03. This suggests that students experience empathy for characters in fiction, depending on perceived social support from significant others. A significant correlation between perceived social support and the manifestation of empathy for parents, animals, the elderly and unfamiliar people was not found in the group of psychology students.

Based on the analysis of scientific research, it can be concluded that social support and the system of social ties in the context of a person's normal social functioning allow him to feel closeness and unity with other people, provide him with a sense of social belonging, give him the opportunity to live and adaptively experience stressful life situations, satisfy his basic needs, including the need for security. The researchers argue that social support is a multi-level volumetric construct and, therefore, various approaches are possible to it, in terms of the quantitative composition of the support received (how often he or she receives or expects to receive the necessary support from others) and its qualitative composition (satisfaction with the support received, its sources, appearance and form). Isolation or lack of social support leads to poorer health than social support per se improves health. The perception of received and provided social support is associated with subjective well-being: the general level of well-being and satisfaction with life. A key factor in subjective well-being is satisfaction with perceived social support. To improve the quality of social support, the following components are necessary, such as listening carefully to the individual, encouraging him, giving the necessary advice, providing opportunities for communication and all possible assistance. To improve the quality of social support, the following components are necessary, such as listening carefully to a person in need of help, encouraging him, giving the necessary advice, providing opportunities for communication and all possible assistance. For the development of empathy in another person, it is necessary to develop the cognitive-cognitive sphere of his personality, i.e. develop such mental processes as speech, thinking, memory, perception, attention, imagination, representation, sensation.

List of literature used

1. Hobfoll, S. E. Conservation of social resources // Journal of Social and Personal Relationships. – 1990. – № 7. − P. 465–478.
2. Schwarzer, R. Social Support and Health: A theoretical and emporocal overview // J. of Social and Personal Relationships. − 1991. – № 8. − P. 99–127.

A. N. Krutolevich

RELATIONSHIP BETWEEN PSYCHOSOMATIC SYMPTOMS AND ANXIETY OF PSYCHOLOGY STUDENTS

The article deals with the problem of psychosomatics of adolescents. The theoretical relationship between psychosomatic symptoms and anxiety is analyzed. A study was conducted that showed a significant relationship between the level of situational anxiety and the manifestations of psychosomatic symptoms in psychology students.