

A database containing the topics of information and curatorial hours, as well as a diverse list of events held in the group, allows the curator to save considerable time on compiling reporting documentation.

The software is intended for informatization and technologization of the ideological and educational process at the faculties of the university, in the department of educational work with youth in the form of an automated information system "Curator's Electronic Journal". The developed system is based on Internet technologies for organizing the collection, storage and provision of information and allows for the maintenance of an electronic journal by the curator of the study group in an automated mode.

The functions of the journal include: importing basic data about students from the university databases, generating a work plan for the curator, reports on the work of the curator with students and their parents, information about progress and attendance at classes, a student's health card, accounting for ideological and educational work, socio-pedagogical and psychological and pedagogical characteristics of the group, the dynamics of the main indicators of the group, the traditions of the group.

Based on the foregoing and the creation of educational demonstration electronic aids, the following conclusions can be drawn:

- means of modern information technologies improve the quality and novelty of visual information;
- demonstration programs make it possible to create a visual abstraction through the complex use of textual, formulaic, visual and numerical forms of information presentation;
- it seems reasonable to use demonstration programs for a detailed display of the most complex elements of educational material, as well as for summarizing and systematizing knowledge in individual sections and disciplines as a whole.

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A STUDY OF ENVY OF ADOLESCENTS, LEFT WITHOUT PARENTAL CARE

The article presents the results of a study of types of envy: envy-dislike and envy-despondency – in adolescents, from among orphans and adolescents brought up in biological families. Differences in the manifestation of types of envy in girls and boys were revealed. Teenage orphans are more likely to experience envy-dislike than "home" children. The experience of envy-hostility is accompanied primarily by emotions associated with the emotional stress of the subject (anger, irritation, indignation, nervous tension) and directed at the superior Other. The manifestation of the phenomenon of envy in adolescents from among orphans puts them at risk in the field of socio-psychological relations of the individual.

Formulation of the problem. The problem of the emergence, formation and manifestation of a feeling of envy is relevant in social psychology, personality psychology and pedagogical psychology. It is of particular interest to specialists in the field of developmental psychology, since it can be assessed as an important socio-psychological phenomenon that significantly affects the behavior and socialization of an individual in a group.

Envy is a socio-psychological construct that encompasses a number of different forms of social behavior and feelings that arise in relation to those who possess something (material or intangible) that the envious person wants to possess, but does not possess. According to Dahl's Dictionary, envy is "annoyance at someone else's good or good", envy is "to regret that oneself does not have what another has [1].

Modern society provides a person with many opportunities to realize himself and his abilities. A person can realize himself in various spheres of life: from personal, family to professional and leisure. The possibility of this realization depends on many factors, which leads to varying degrees of success of people in different spheres of life and to a sharp increase in inequality among people (not only material, but also spiritual). This situation directly or indirectly causes the manifestation of envy. The study of the problem of envy began in the works of such philosophers as Aristotle, F. Bacon, R. Descartes, I. Kant, S. Kierkegaard, F. Nietzsche, A. Schopenhauer, and others. The problem of envy in psychological research has been actively developing over last 10 years (T.V. Beskova, K. Muzdybaev, V.A. Gusova, S.M. Zubarev, A.V. Prokofiev, E.E. Sokolova, M. Klein, N. Rosenfeld, O. Kernberg and etc.).

The purpose of the article is to analyze the content of the phenomenon of envy, as well as to identify the features of the manifestation of envy in adolescents left without parental care, in contrast to adolescents brought up in a biological family.

Presentation of the main material. With a scientific position, E.P. Ilyin's envy can be regarded as a moral feeling in its situational manifestation and as an emotional attitude, i.e. the feeling itself, with its stable manifestation in relation to certain objects [2]. The attribution of envy to moral feelings also corresponds to the scientific position of S.L. Rubinstein, who noted not only that this type of feeling reflects the diversity of human relations, but also the fact that in them the objectively socially significant is experienced as personally significant.

Envy can mask incompetence, laziness, destruction, deforming the integral development of the personality, forming secrecy, anxiety, loneliness. K. Izard notes that it is not characteristic of people who are self-sufficient, independent, passionate about their own business. Ambitious, vain, lazy and selfish people are prone to envy [3].

It is useful to distinguish between envy and envy. The latter is indeed a quality of personality. L. A. Dyachenko and M. I. Kandybovich consider envy as a socio-psychological personality trait, manifested in discontent, hostility towards other people who are more successful and successful in life. They evaluate envy as a vice, as a sign of a limited mind and pettiness [4]. This contradicts the opinion of E. P. Ilyin [2], who refers this interpretation to the characteristic of envy.

The main characteristics of the experience of envy by a person are: 1) a feeling of envy can provoke a feeling of anger, shock or frustration; 2) the formation of a feeling of dissatisfaction with oneself and the products of vital activity, which, ultimately, can lead to a critical decrease in self-esteem; 3) the manifestation of a feeling of powerlessness (mental and physical), "psychological weakness", the impossibility of realizing volitional effort; 4) experiencing adaptive and non-adaptive aggression [5].

A. V. Vasilchenko summarizes the psychological portrait of the phenomenon of envy, namely it is as follows.

1. Envy is formed at the level of emotional-volitional, motivational, value-semantic and personal spheres.

2. Envy is a feeling (or mental state) that is formed as a consequence of the defense of self-esteem during social comparison.

3. Envy – the externalization of the internal dissatisfaction of the individual in relationships with people.

4. In subjects who experience a feeling of envy, defects in volitional regulation and possible manifestations of psychological stress of varying intensity are formed [5].

In socio-psychological literature, analyzing the mechanism of social comparison in the formation of envy, first of all, there is a comparison in the dyad "I – Another", carried out by the subject both involuntarily and arbitrarily. In the first case, the emergence of social comparison is

automatic, unconscious, representing “an almost inevitable element of social interaction. In the second case, it is implied that the subject makes certain purposeful efforts [6].

Comparison in the "I – Other" system plays a leading role in the formation of envy, but at the same time, this role is not exclusive. Comparison can be carried out not only by the subject himself, but also by other people (parents, teachers, colleagues, etc.). In this case, the subject is the object of comparison. As a result of the comparison made in the "I – Other" system and external comparison, the Other in relation to the subject is assessed as more or less successful, superior or not superior to him in any parameters [6].

In our opinion, the mechanism of the appearance of envy in the system "I – Another" is the key to the analysis of this phenomenon in children left without parental care (social orphans).

Of particular difficulty are the so-called "social orphans", that is, children whose parents (parent) are alive, but deprived of parental rights, which makes long-term contact with the child impossible. Unlike a child who was left without maternal care from birth, the development of the personality of a child who had a mother, but at some point lost her, follows the so-called neurotic type, when various kinds of defense mechanisms come to the fore. Aggression is one of the main characteristics of the personality of such an orphan teenager. A negative, aggressive attitude towards other people is the result of a lack of warmth and acceptance in communication.

The study of the characteristics of motivation in orphans in a boarding school according to A.M. Parishioners and N.N. Tolstykh showed that, unlike younger pupils, adolescents from the boarding school had statements that reflected experiences associated with their family ill-being, their desire to live in a normal family and attend a regular school: “I would like to have parents”, “I dream that my mother will start a new life”, “I want to help my mother understand life”. Such statements were not found at all among adolescents from the family.

Of course, this does not mean that the need for an 8-9-year-old pupil of an orphanage in a family, maternal affection is less than that of a teenager. It is very likely that he suffers even more from maternal and family deprivation, but these needs are in a different relation to his consciousness. In psychology, it is known that up to about 9 years old a child perceives reality realistically, he does not think about the fact that this reality could be different, and therefore does not evaluate it. The only exceptions are the most gifted, critical and sensitive children.

Teens see reality differently. You could say it's not realistic at all. He likes to present this reality in different ways, transform it, how to play it in his dreams, often imagining both real and very unlikely situations (for example, the quick re-education of his mother, who is currently hundreds of kilometers, somewhere in the colony). On the other hand, adolescents are especially sensitive to comparing themselves, their lives, and everyday life with how others live. Apparently, all this leads to the fact that adolescents from the boarding school begin to acutely and sometimes even painfully perceive their difference from "family" children.

In conditions of deprivation of parent-child relationships, as shown in the works of A.M. Parishioners, N.N. Tolstykh and V.S. Mukhina, in adolescent children, as a result of a kind of identification with each other, an orphanage or boarding school “we” spontaneously develops, which is expressed in joint isolation from other, “alien” people and gives rise to a negative attitude towards them. This shared isolation from other people leads to the emergence of a pseudo-kinship relationship between children: they remain alienated from each other and often act cruelly to their comrades. Psychological alienation from people creates internal conditions that subsequently become fertile ground for offenses.

Based on the foregoing, the purpose of our study is to identify the features of the manifestation of envy in adolescents left without parental care, in contrast to adolescents brought up in a biological family.

The study involved adolescents left without parental care: 30 girls and 30 boys from the Gomel children's social shelter based on the SPC, the Zhlobin boarding school, the Gomel Professional Lyceum of the River Fleet (students, orphans). Also, teenagers brought up in biological families of the city of Gomel - 30 girls and 30 boys. Age of participants is from 12 to 16 years.

To determine the envious personality, T.V. Beskova, which diagnoses the severity of the integrative indicator of envy, as well as its two varieties - envy-dislike and envy-despondency, which differ in the spectrum of experienced emotions and behavioral manifestations.

Analysis of the content of the affective component of envy according to the research data of T.V. Beskova discovers that envy-dislike is accompanied by anger, irritation, indignation, nervous tension and guilt, while envy-despondency is characterized by a completely different spectrum of emotions (depression, despair, disappointment, despondency, pessimism, feeling like an unhappy person who has no hope and strength to change the situation). It can be said that the subject of envy-dislike to a greater extent experiences negative emotions in relation to a person superior to him, while the emotions of the subject of envy-despondency are directed at himself and are associated with a decrease in the general vitality [7].

According to our study, adolescent boys left without parental care have a low (in 50%) and medium (in 50%) level of manifestation of envy-dislike and a low (87%) level of envy-despondency. The average values in the sample for these types of envy are presented in Table 1. Statistical differences according to the Mann-Whitney U test allow us to reliably state ($p \leq 0.05$) that orphan boys show more envy-dislike than envy-despondency.

According to our study, adolescent girls left without parental care have an average (in 57%) and low (in 37%) level of manifestation of envy-dislike, as well as a low (in 57%) and average (in 37%) level manifestations of jealousy. At the same time, there were no statistically significant differences in the manifestation of a certain type of envy among orphans.

There were no differences in the manifestation of envy-dislike between boys and girls orphans ($U_{emp}=372$, $U_{cr}=338$).

With regard to envy-despondency, it was found that orphan girls show this type of envy more than orphan boys (by ϕ^* - Fisher's angular transformation $p \leq 0.05$).

According to our study, the majority of adolescent boys brought up in biological families are dominated by a low (in 86.7%) level of manifestation of envy-dislike and a low (in 76.7%) level of envy-despondency. There were no statistically significant differences in the manifestation of a certain type of envy in adolescent boys brought up in a biological family.

Analysis of differences in the manifestation of envy-dislike in adolescent boys from among orphans and adolescent boys brought up in biological families, according to the Mann-Whitney U criterion, allows us to reliably ($U_{emp} = 269$ at $p \leq 0.05$) state that boys Orphans show more envy-dislike than boys brought up in biological families.

Table 1 – Statistical analysis of differences in terms of envy

Sample	Average value		Standard deviation		Reliability differences
	envy-dislike	envy-despondency	envy-dislike	envy-despondency	
teenage boys in biological families	11,53	13,5	6,49	9,1	No
teenage girls in biological families	19,4	16,1	7,6	8,9	No
teenage boys in from among the orphans	18,2	12,03	9,14	12,62	Mann-Whitney U criterion $p \leq 0,05$
teenage orphan girls	21,00	18,06	11,01	15,93	No
adolescents in biological families	15,5	14,82	8,06	9,01	No
teenagers from among orphans	19,6	15,05	14,77	19,44	No

There were no differences in the manifestation of envy-despondency between teenage boys in different family situations.

According to our study, adolescent girls brought up in a biological family show low (in 50%) and medium (in 50%) levels of manifestation of envy-dislike, as well as low (63.3%) and medium (in 36.7 %) the level of envy-despondency. There were no statistically significant differences in the manifestation of a certain type of envy among adolescent girls brought up in a biological family.

In the course of the analysis of envy-dislike and envy-despondency in adolescent girls in different family situations, no differences were found.

An analysis of differences in the manifestation of envy-dislike in adolescent girls and adolescent boys brought up in biological families, according to the Mann-Whitney U criterion, allows us to reliably state that girls show envy-dislike more than boys ($U_{emp} = 210$ at $p \leq 0.05$).

In general, it was found that adolescents from among orphans show more envy-dislike than adolescents in biological families ($U_{emp} = 1412$ at $p \leq 0.05$).

Findings.

1. Teenagers-orphans are more likely to experience envy-dislike than "home" children. This applies mostly to boys. The experience of envy-hostility is accompanied primarily by emotions associated with the emotional stress of the subject (anger, irritation, indignation, nervous tension) and directed at the superior Other. (according to T.V. Beskova).

2. Among adolescents, among orphans, girls are more likely to experience envy-despondency. According to T. V. Beskova, envy-despondency gives rise to a fundamentally different emotional background – depression, despair, disappointment, despondency, pessimism, feeling like an unhappy person who has no hope and strength to change the situation. That is, it is more directed not at the Other, but at the subject himself, not only intensifying his negative emotions, but also reducing his general vitality.

3. Adolescents brought up at home are less likely to experience manifestations of envy of both types (envy-dislike and envy-despondency). However, adolescent girls are more likely to experience envy-dislike than boys.

4. Adolescents from among orphans are at risk in the field of socio-psychological relations of the individual.

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