Academy, 2009. - 336 p.

6. Akademiia. Istoriia rozvytku fizychnoi rekreatsii [Internet]. Kyiv: Akademiia; 2013 [onovleno 2017 Lys 22; tsytovano 2017 Hrud 22]. Dostupno: http://academia-pc.com.ua/.

INFORMATION AND PSYCHOLOGICAL SAFETY PRINCIPLES OF STUDENTS RECEIVING HIGHER EDUCATION

A. Kutsak

Ukraine, Zaporozhye, Zaporizhzhya State Medical University
e-mail: alla758@ukr.net

The article discusses the features of the informatization process influence on student's personality. The use of information technologies in the educational process has been analyzed through the prism of their positive and negative impact on students. The focus is on manipulating the minds of students through the Internet and social networks. As a means of ensuring the informational and psychological safety of subjects of educational activities, it is proposed to form rational methods of perception, memorizing and interpreting information, and develop criteria for assessing its quality and usefulness.

Key words: students, information and psychological security, personal values, achievement motivation

Introduction

Currently, computerization of higher education is being actively carried out. It means the process of improving the educational process through the introduction of information and communication technology tools. Their use greatly expands the possibilities of presenting educational material. The use of color, graphics, sound, all modern video equipment allows you to recreate the real situation of activity. The computer allows you to significantly increase the motivation of students to learn. The number of Internet users is growing rapidly.

Despite the fact that information technologies have become a powerful means of knowing and transforming the world and the person himself, at the same time they have become a serious threat [1] Students are at risk of possible manipulation of their consciousness - changing needs, interests, beliefs. At the same time, young people can easily be drawn into the communication of

different groups capable of imposing negative social attitudes on them [2, 3].

An actual problem today is also the emergence of various kinds of dependencies: computer, animation, gaming, Internet addiction, etc. Immersion into virtual reality can lead to a decrease in the social adaptive capabilities of the individual (this is especially true for children and adolescents). Consequently, the problem of ensuring the informational and psychological security of a student's personality while studying at a university is becoming ever more urgent.

The information-psychological safety of an educational institution should be understood as the state of psychological security of all its subsystems - participants of the educational process (educational environment), their functioning and development in a positive aspect [4, 5].

The educational environment of an educational institution primarily acts as a formative environment in which the future specialist is emerging, demonstrating a high level of professionalism and professional culture. The level of psychological comfort of a student's stay in the educational environment of the university, his satisfaction with the level of professional education is largely capable of determining his formation and development as a future professional [5].

It is advisable to consider the educational environment of the university as a psychological and pedagogical reality, which contains specially created conditions for the formation of the personality of a professional, as well as opportunities for development included in the social and spatial-objective environment of the student's personality. It is this type of communication that contributes to the creation of the reference significance of the social environment at the university, which ensures the mental health of both students and teachers [6].

Security measures of the university's information-psychological environment should take into account its public nature, with a constantly changing audience.

Consequently, the problem of creating information and educational resources corresponding to the characteristics of an educational institution and areas of training, reinforcement with educational and methodological recommendations, and the issue of compliance with standards and the uniqueness of materials, is becoming increasingly relevant.

Analysis of recent research and publications

Theoretical analysis of scientific sources allowed to learn significant experience gained in the theory and practice of higher education. Starting in 2010, the attention of researchers is drawn to a specific person, the relationship of her psychological health and informational and psychological security

(S.S. Matvienko 2010; A.Akhmetvalieva 2011; T.I. Ezhevskaya 2012). Also every year there are works devoted to possible personal sources and internal resources of protection from the influence of the information environment (T. I. Ezhevskaya 2011; A. A. Zinchenko and A. V. Nepomnyashchy 2012; Yu.V. Ilinykh 2013; N.L. Sungurova 2014; Balaev RS, 2015; G. B. Telyatnikova 2016, etc.). We'll stop on the thematic analysis of dissertation research on the topic of information-psychological security of a person. The first drew attention to this problem G.V. Grachev (2000) [7]. In 2002, I.A. Bayeva [8] substantiates the concept of information psychological security as a component of the psychological security of the educational environment. TA Basanova (2007) explores the possibilities of purposeful transformation of students' ideas about information and psychological security in the learning process at the university, which, in her opinion, contributes to solving the problem of developing their personality [9]. The study of the personality of students is also directed to the study of A. V. Lyashuk (2008) [10]. Thus, on the basis of the content analysis of the thesis and publication activity carried out by us on the problem of the informational and psychological security of a person, it can be concluded that interest in this issue is growing every year and it is becoming a popular area in science. It also indicates that the problem of information and psychological security, despite the steady growth of publications and dissertation research, remains little studied.

Objective: to study the resources of providing information and psychological security of students at the university.

Object and research methods

The object of the research is students of the medical university on the way to the formation of professional knowledge, skills and attitudes to ensure information and psychological security during their studies at the university. The study was conducted using the methods of qualitative and quantitative analysis, synthesis and systematization of materials representing the results of a survey of medical university students in the field of information and psychological security.

Results and its discussion

In order to study the problem of information and psychological security at the university, trends in health and lifestyle of students, a survey was conducted, which was attended by 247 students of the 3rd, 5th courses of the 1st Medical Faculty of Zaporizhia State Medical University (ZSMU). Correlation analysis showed that 3rd year students have positive relationships between values: autonomy and purposefulness ($r = 0.73$), purposefulness and pleasure ($r = 0.77$), pleasure and enjoyment of life ($r = 0.65$), personal features and traditions ($r = 0.78$). Thus, independence and dedication as important

professional qualities are interconnected with the pleasure and enjoyment of life. Independence is expressed in the autonomy of thinking, the definition of basic life goals, and the manifestation of personal characteristics is directly related to the requirements of traditions that become the inner values of the individual.

In the 5th year students, positive correlations were found between values: independence and achievement (g = 0.37), achievement and enjoyment of life (g = 0.43), personality traits and traditions (g = 0.42). The value of achievement, along with other leading values of students, acts as the main motives of their educational and professional activities and filters the information coming from outside, which gives students a certain level of information and psychological security.

At tabl.1 presents an analysis of the performance of students of 1-5 courses of the first faculty of medical faculty of ZSMU (grades 4 and 5) for the period 2017-2019, according to which it is clear that students of 3-5 courses of achievement are dominated by achievement, which is associated with responsibility for the choice made, willingness to improve academic performance and efficient use of their resources.

Table 1

The results of the academic performance of students 1-5 courses of I medical faculty of ZSMU (grades 4 and 5) for the period 2017-2019
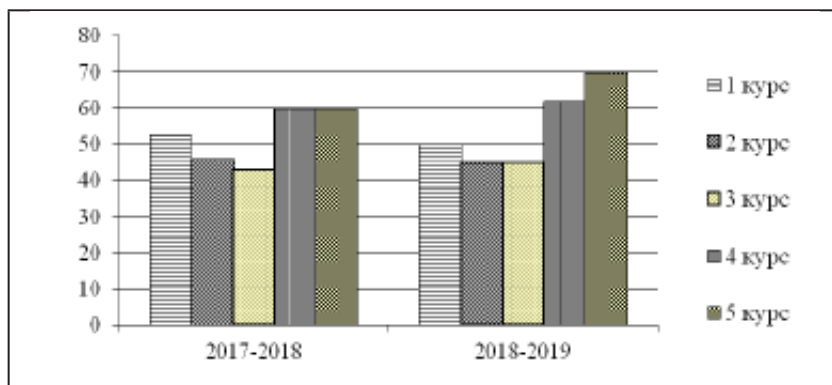
Motivation to achieve is one of the fundamental motivations of a person and is closely connected with his value-semantic benchmarks. Note that motivational involvement in achieving the goal takes an important place in ensuring the informational and psychological security, which allows the student to resist the psychological effects of distracting and destabilizing

information and show perseverance in achieving the intended goals.

Thus, solving the problem of information and psychological security is possible on the basis of a safe teaching and educational process and enhancing students' personal resources, which will allow them to be more flexible in all situations of interaction.

Conclusions:

1. Measures to protect a safe educational process mainly consist of psychological and pedagogical methods, adherence to educational standards, the scientific nature of the information provided, adherence to legal norms for the implementation of new ideas and technologies, and contribute to the information security of education. In this case, the education received is competitive and meets the requirements of modern society.

2. Provide the psychological security of a person using information technologies through the formation of rational methods of perception, memorization and interpretation of information in students, the development of criteria for assessing its quality and usefulness, and a rational choice of the source of information with the information environment.

3. Modern students should have a certain information culture, which is understood as the totality of the information worldview, knowledge systems and skills that provide targeted independent activities to optimally meet individual information needs using both traditional and new information technologies.

REFERENCES:

1. Byelska T.V. Informacijno-psihologichna vijna yak sposib vplivu na gromadyanske suspilstvo ta derzhavnu politiku derzhavi / T. V. Byelska. – Tehnologiyi ta mehanizmi derzhavnogo upravlinnya. – 2014. - №3. – Pp. 49-56.
2. Informacijna bezpeka: Pidruchnik / [Ostrouhov V.V., Petrik V.M., Prisyazhnyuk M.M. ta in.]; za zag. red. Ye.D.Skulisha. – K.: KNT, 2010. – P. 776.
3. Grishuk R.V. Tehnologichni aspekti informacijnogo protiborstva na suchasnomu etapi / R. V. Grishuk, I. O. Kankin, V. V. Ohrimchuk // Zahist informaciyi. – 2015. – Tom 17. – № 1. – Pp. 80–86.
4. Buryachok V.L. Mozhlivist zabezpechennya zahistu vid informacijno-psihologichnogo vplivu na osnovi universalnogo metodu ontologij / V.L. Buryachok, A.A. Shiyan // Suchasnij zahist informaciyi. – 2013. – №4. – P. 57-67.
5. Baeva I.A. Psihologicheskaya bezopasnost v obrazovanii: Monografiya / I. A. Baeva. – SPb. 2002 – 271 pp. «Uchenye zametki TOGU» T. 5. №3. – 2014. http://pnu.edu.ru/media/ejournal/articles/2014/TGU_5_125.pdf 120.
6. Istoriya informacijno-psihologichnogo protiborstva: pidruch. / [Ya.M. Zharkov, L.F. Kompanceva, V.V. Ostrouhov V.M. Petrik, M.M. Prisyazhnyuk, Ye.D. Skulish]; za zag. red. d.yu.n., prof., zasl. yurista Ukrayini Ye.D. Skulisha. – K.:

Nauk.-vid. viddil NA SB Ukrayini, 2012. – 212 pp.

7. Grachev G.V. Informacionno-psihologicheskaya bezopasnost lichnosti: sostoyanie i vozmozhnosti psihologicheskoj zashity. M.: Izd-vo RAGS, 1998. 125 p. URL: http://licman.narod.ru/ books/psychology/01/gratchov.htm. (date of the application: 11.08.2017).

8. Baeva I. A. Psihologicheskaya bezopasnost obrazovatelnoj sredy shkoly i ee psihologo-pedagogicheskoe soprovozhdenie // Psihologicheskaya nauka i obrazovanie. 2012. № 3. Pp. 30-40. URL: https://elibrary.ru/item.asp?id=17986646 (date of the application: 11.08.2017).

9. Basanova T.A. K voprosu obespecheniya informacionno-psihologicheskoj bezopasnosti studentov vuza // Izvestiya YuFU Tehnicheskie nauki. 2006. № 13. Pp. 311-316. URL:https://cyberleninka.ru/article/n/k-voprosu-obespecheniya-informatsionno psihologicheskoy-bezopasnosti-studentov-vuza (date of the application: 11.08.2017).

10. Lyashuk A.V. Refleksivnost v obespechenii informacionno-psihologicheskoj bezopasnosti lichnosti // Izvestiya TRTU. Tematicheskij vypusk «Psihologiya i pedagogika». 2006. № 14 (69). Pp. 371-377. URL: https://cyberleninka.ru/article/n/refleksivnost-v-obespechenii-informatsionnopsihologicheskoy-bezopasnosti-lichnosti (date of the application: 11.08.2017).

МОТИВАЦИИ ЗДОРОВЬЯ И ЗДОРОВОГО ОБРАЗА ЖИЗНИ У МОЛОДЕЖИ

HEALTH AND HEALTHY LIFESTYLE MOTIVATIONS IN YOUTH

Л.М. Левшук, С.В. Альшевская, И.Н. Загарских
L.M. Levshuk, Alshevskaya S.V., Zagarskikh I.N.

Белорусский государственный университет
Минск, Беларусь
Belarusian State University
Minsk, Belarus
e-mail: lili.lev@mail.ru, s.alshevska@mail.ru

Приобщение человека к здоровому образу жизни следует начинать с формирования у него мотивации здоровья. Забота о здоровье и его укреплении должна стать ценностным мотивом, формирующим и регулирующим образ жизни человека с самого раннего возраста.

Ключевые слова: здоровый образ жизни, мотивация здоровья.