

Ukraine needs the adjustment of the social protection system and the formation of its own model of social policy with regard to how the foreign experience, and for national features.

Forming in Ukraine a democratic political regime partly ensured the implementation of certain reforms in the political and social spheres, which led to the establishment of minimum conditions for the origin of the welfare State in Ukraine and the development of new approaches to understanding the fundamental rights and freedoms of man and citizen and the respective responsibilities of the State on the basis of:

– the weakening of centralized State management and destruction avtoritarno-bureaucratic system (with the evolution in the direction of avtoritarno-an oligarchic system);

– rejection of the domination of command administrative methods (with the weakening of the role of the State in all spheres of life);

– the growth of the social activity of citizens (the "Orange Revolution" and "revolution" dignity ") and focus on the needs of the individuals. Modern models of social policies differ in the degree of interference of the State in socio-economic sphere of society, social protection of the citizens, in terms of the provision of the freedom of social choice in different strata of the population, the impact of social processes on economic development of the country.

Priority for Ukrainian society is the improvement of the national model of social policy through: improving the regulatory legal acts in the sphere of social policy, the avoidance of the State monopoly in the field of social services ensuring of social partnership between all actors of social policy. Analyzing the model of social policy with the use of the sociological basis, you can figure out its prerequisites; the use of the same economic approach provides an opportunity to evaluate its results. The application of approaches in political science, public administration and national security, provides an analysis of the process of formation of the principles and the choice of instruments of social policy. The sociological approach is primary in determining the model of social policy, because it is based on the accounting of the prehistory of public development, cultural characteristics of society, worldview and values of citizens in a given period of time.

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THE PECULIARITIES OF THE EXPERIENCES OF CHILDREN OF DIFFERENT AGES OF THE CONSEQUENCES OF ARMED CONFLICT IN THE EAST OF UKRAINE

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Ukrainian society continues to experience a crisis that related with many factors. The most destructive circumstance of the present is the prolonged armed conflict in the east of the state. Thereby, both children and adults have problems. But they are experiencing and solving them differently, coping or not coping with them. They all need help. It's not just about helping in satisfaction of the basic living needs. An important component of working with children, who have experienced the traumatic events, with internally displaced people, is the formation of vitality. Along with the depth study of the immediate consequences of the effects of traumatic situations, an analysis of the study of the psycho-traumatic events' consequences in certain groups of individuals is updated.

In particular, the research of the modern psychologists is focused on the studying of the consequences of the traumatic experience's effects on the individual personality traits in the following groups of people: the children of preschool and junior school age (M. Bowen, J. Bowlby, K. Brisch, F. Ruppert and oths.), teenagers (T. V. Yehorkina), pregnant women (V. I. Shebanova), military (S. V. Zakharykov, V. Ye. Popov, P. V. Kamenchenko and oths.), women – victims of raping (C. Best, A. Burgess, R. Holmstrom, D. Kilpatrick, L. Veronen and others.)

The emotional response to military events in the east of the country may be traumatic stress in children and adults. Traumatic stress is a normal reaction to abnormal events that go beyond the normal life experience of a person. According to the modern psychological studies, the range of people who can experience the traumatic stress is quite wide.

It includes not only the direct participants of the events, but also the members of their families, as well as those who were near the event, or watched it through the media, or has even heard the stories about events. Especially it concerns the children, given their limited life experience, the vulnerability and immaturity of the child's psyche.

There isn't any traumatic childhood, the question is only in the intensity of this trauma, its duration and repeatability. These are those factors that largely determine the further formation of the child's personality (it is still necessary to add the biological, genetic constituent, social environment that either helps the child to cope with a psychological trauma and minimize its consequences, or, on the contrary, increases it).

There are its own laws in the early psychological traumatization:

1. The psychological trauma is always unexpected. It is impossible to prepare for it, it immerses a child in a feeling of helplessness, inability to defend himself: very often at the time of trauma the child falls into emotional stupor, without feeling strong feelings, not having the ability to anger or fight back. The child does not know how she relates to what is happening with her, the emotionality is included only later and she can survive the pain, horror, shame, fear, etc. Strong, that doesn't digest by the psyche, the trauma can be ousted and will not be mentioned for years, but its influence continues to work and determine the human behavior in adult life.

2. A psychological trauma occurs in a situation where the child is not able to manage it. She appears totally defenseless in the face of the changes which the trauma brings into her life. A child, who has experienced a psychological trauma, practically does not tolerate possible vaguenesses. She tries to organize her world by carefully considering the possible steps, consequences and painfully react to any changes. The anxiety becomes the eternal companion of the child, the desire to control the around world becomes an urgent need.

3. Child trauma changes the world. The child, before the trauma, believes that the world is arranged definitely: she is loved, she will be always protected, she is good and nice, people are kindly adjusted to her and so on. Trauma can make its hard adjustments: the world becomes hostile, a close person can betray or humiliate; I must be ashamed of my body, it is ugly, it is not worthy of love ...

4. In the further life, there is a constant retraction. A child, even growing up, unconsciously «organizes» and recreates the events that repeat the emotional component of the trauma. If in its childhood it was rejected by coevals, then in its further life, she will be so interact with the outside world, which will inevitably cause rejection, rejection of others, constantly suffer from it.

5. The traumatized children, growing up, cannot afford to be happy because happiness, stability, joy, success is what happened to them before the trauma has happened. They were happy, joyful and satisfied, when their world suddenly changed catastrophically for their childish minds. From that time, happiness and calmness for them is a feeling of an inevitable catastrophe that will surely arise and cause pain.

6. Trauma is not always one key event. It could be a constant psychological pressure on the child, an attempt to redo it, a critique in which she constantly lives, her feelings of needlessness for parents, a constant feeling of guilt for the fact that she lives and for everything she does. A child often grows up with a feeling of inferiority, somehow (sometimes bad realises) the message: "I have to please", "everything around is more valuable than me", "nobody has no deal to me", "I interfere with everybody, I live in vain". All these thoughts cripple the human psyche and create retraumatizing reality. These links in adult life are firmly adhered to the psychical framework; a person cannot even remember how to live without them.

7. The earlier a trauma, the harder the process of treatment. Early traumas are badly remembered, early built into the child's psychological constructs, changing them and asking for the new conditions on which the psyche functions and leads to the fact that the world seems to be exactly what

it was from a child's early childhood perceived by a child. And it is impossible to simply find and remove a damaged or traumatized construct from the human psyche, due to the integrity of the design.

Also it must indicate that in different children's age groups symptoms of stress will be different. So, for children of nursery and preschool age will be characteristic: anger; anxiety; problems with eating and sleeping, including nightmares; fear of loneliness; irritability; return to child behavior; shaking from fear; uncontrolled crying; autism.

Children of junior school age will have the following features: distrustfulness; complaints of headaches and pain in the abdominal cavity; feelings that he is not loved; lack of appetite; sleep problems; need to go to the bathroom frequently; indifferent attitude towards school and friendship; emotional experience about the future; autism.

The emotional experience of stress by adolescents will have the following symptoms: anger; loss of illusions; distrust to the whole world; low self-appraisal; headaches and stomachache; rebellious behavior.

The Center of Psychological Health and Psychosocial Support of NUKMA in cooperation with the psychological service and with the support of the UNICEF Representative Office in Ukraine in summer 2016 conducted a qualitative research among schoolchildren who live in the front-line zone in order to find out what psychological qualities help the child to grow and to keep psychical health in an active military conflict. From the point of children's view these are: ability to communicate; feeling of happiness; helping others; family support.

The obtained results shout to the another results of a series of viability's studies, that conducted in other countries where armed conflicts occur. Vitality or resilience is a modern concept in foreign schools of psychology and sociology and means the broadest understanding of the person's ability to resist the influence of adverse external factors.

Available human resources, which show themselves and interact at different levels, provide stress resistance: individual, social, and cultural. When a certain event (stressor) threatens our status, the economic stability, close people, property, in other words, some resources, then, therefore, arise a stress. Therefore, the psychological support, assistance will be only effective when they are multilevel and take into account both the influence of the social environment and the individual factors that affect the child. Thus, the increasing of the child's resilience (stress resistance) can be considered as increasing its individual resource potential, as well as the ability of the immediate environment to protect the child from the influence of adverse factors.

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СИСТЕМА МОТИВАЦІЇ СПІВРОБІТНИКА ЯК УМОВА СТАБІЛЬНОГО РОЗВИТКУ ПІДПРИЄМСТВА

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Проблема мотивації співробітника набуває високого значення, тому що на сьогодні матеріальне стимулювання виступає важливою складовою загальної системи мотивації у адміністративно-командній системі господарювання.

Мотивація є атрибутом свідомості людини як чинник, що активізує діяльність або спричинює її припинення. Поняттям ширшим за мотивацію, є захоплення працею, тобто переконання працівника у доцільності, змістовності його праці. Сильне захоплення працівників діяльністю організації викликає скорочення плинності кадрів та невиходів на роботу, але не має виразного впливу на поліпшення ефективності праці [1].

Дослідники вважають, що головною метою, що спонукає людину до праці є потреба в одержанні коштів для задоволення своїх інтересів. Усвідомлена потреба перетворюється у свідому мету, що визначає поведінку працівника, його трудову активність. Але це діє до