

Виявлені в експерименті особливості емоційної сфери соматично хворих дітей вказують на необхідність психологічного супроводу процесу їх психічного розвитку і становлення особистості та впровадження корекційних заходів негативних емоційних станів та їх соціально-психологічних наслідків.

Список використаних джерел

1. Николаева В.В. Влияние хронической болезни на психику / В.В. Николаева. – М.: Издательство Московского университета, 1987.
2. Лакосина Н. Д. Медицинская психология / Н.Д. Лакосина, Г.К. Ушаков. – М., 1984.
3. Соколова Е.Т. Особенности личности при пограничных расстройствах и соматических заболеваниях / Е.Т. Соколова, В.Н. Николаева. – М.: «SvR-Аргус», 1995.
4. Власов В.Н. Постановка экспериментальных исследований по оценке сочетанного действия химических веществ, общей вибрации и шума на сердечно-сосудистую систему: Пособие для врачей / В.Н. Власов, Л.Н. Самыкина, А.В. Шумилина. – Самара-Тольятти, 2006.
5. Менделевич В.Д. Клиническая психология / В.Д. Менделевич. – М.: «МЕДпресс», 2001.
6. Урванцев Л.П. Психология соматического больного / Л.П. Урванцев. – Ярославль, 2000.
7. Прихожан А.М. Психология тревожности: дошкольный и школьный возраст / А.М. Прихожан – СПб.: «Питер», 2009.
8. Дубровская О.Ф. Руководство по использованию восьмичетового теста Люшера / О.Ф. Дубровская – М.: «Наука», 2008.

References transliterated

1. Nikolaeva V.V. Vliyanie hronicheskoy bolezni na psihiku / V.V. Nikolaeva. – М.: Izdatel'stvo Moskovskogo universiteta, 1987.
2. Lakosina N. D. Medicinskaja psihologija / N.D. Lakosina, G.K. Ushakov. – М., 1984.
3. Sokolova E.T. Osobennosti lichnosti pri pogranichnyh rasstrojstvah i somaticheskikh zabolevanijah / E.T. Sokolova, V.N. Nikolaeva. – М.: «SvR-Argus», 1995.
4. Vlasov V.N. Postanovka jeksperimental'nyh issledovanij po ocenke sochetannogo dejstvija himicheskikh veshhestv, obshhej vibracii i shuma na serdechno-sosudistuju sistemu: Posobie dlja vrachej / V.N. Vlasov, L.N. Samykina, A.V. Shumilina. – Samara-Tol'jatti, 2006.
5. Mendelevich V.D. Klinicheskaja psihologija / V.D. Mendelevich. – М.: «MEDpress», 2001.
6. Urvancev L.P. Psihologija somaticheskogo bol'nogo / L.P. Urvancev. – Jaroslavl', 2000.
7. Prihozhan A.M. Psihologija trevozhnosti: doshkol'nyj i shkol'nyj vozrast / A.M. Prihozhan – SPb.: «Piter», 2009.
8. Dubrovskaja O.F. Rukovodstvo po ispol'zovaniju vos'micvetovogo testa Ljushera / O.F. Dubrovskaja – М.: «Наука», 2008.

Malina O.H. Psychological analysis of the emotional sphere of somatically ill children. *The paper is dedicated to the results of the pilot study of the emotional sphere of somatically ill children with chronic cardiovascular diseases. Theoretical analysis of the problem and the results of the pilot study allowed us to determine that the presence of childhood illness causes special circumstances and specific situation of social development, which greatly complicate and distort the process of mental development and especially sharply manifested in actual emotional states of the child. Among the actual emotional states of the child dominate the expressed anxiety and asthenic states. Somatically ill children inherent low stress, emotional stress, selfisolation, difficulties in relationships with others, exhaustion of vitality, a sense of powerlessness, the state of helplessness, awareness of his own helplessness, hostility to the new circumstances and to the world, the social and psychological effects which are lowering self-esteem, communication difficulties and problems of loneliness.*

Keywords: somatically ill children, emotional states, anxiety, stress, fatigue, decreased energy potential, self-esteem.

УДК: 159.2 : 316.356.2 : 159.922.7

PERINATAL PSYCHOLOGY AS A NEW FIELD OF RESEARCH AND PSYCHOLOGICAL PRACTICE

N.O.Mosol

*PhD, assistant professor, docent of chair of pedagogic and psychology of education,
Zaporizhzhya National University
nmosol@yahoo.com*

Мосол Н.О. Перинатальна психологія як нова галузь досліджень та психологічної практики. *У статті визначено предмет, завдання та проблематику перинатальної психології. Розглянуто основні етапи становлення перинатальної психології як самостійної науки та особливості розвитку перинатальної психології в Україні; визначено зміст та специфіку діяльності перинатальних психологів. Аналізуються практичні аспекти перинатальної психології: психологічний супровід вагітних, робота з сім'ями, підготовка до пологів та батьківства. Перинатальний період розглядається як критичний етап розвитку особистості з погляду впливу на психічний та фізичний розвиток дитини. Автор також досліджує питання перинатального виховання, метою якого є встановлення міцного зв'язку батьків з дитиною та сприяння створенню оптимальних умов для гармонійного розвитку дитини.*

Ключові слова: перинатальна психологія, дитина, майбутні батьки, родина, народження, перинатальний період, перинатальне виховання.

Мосол Н.О. *Перинатальная психология как новая область исследований и психологической практики.* В статье определены предмет, задачи и проблематика перинатальной психологии. Рассмотрены основные этапы становления перинатальной психологии как самостоятельной науки и особенности развития перинатальной психологии в Украине, определены содержание и специфика деятельности перинатальных психологов. Анализируются практические аспекты перинатальной психологии: психологическое сопровождение беременных, работа с семьями, подготовка к родам и родительству. Перинатальный период рассматривается как критический этап развития личности с точки зрения влияния на психическое и физическое развитие ребенка. Автор также исследует вопросы перинатального воспитания, целью которого является установление прочной связи родителей с ребенком и содействие созданию оптимальных условий для гармоничного развития ребенка.

Ключевые слова: перинатальная психология, ребенок, будущие родители, семья, рождение, перинатальный период, перинатальное воспитание.

Definition of the problem. Last years have been marked by growing interest to perinatal psychology that is a relatively new interdisciplinary scientific field of psychology. The year 1971 is considered to be the start of perinatal psychology as a separate discipline. It was the date when Dr. Gustav Hans Graber formed the International Study Group for Prenatal Psychology in Vienna. Later it became the International Society of Prenatal and Perinatal Psychology and Medicine (ISPPM).

The development of perinatal psychology in Ukraine has its own specifics. In our country perinatal psychology emerged at the intersection of several sciences such as medicine, psychology, psychotherapy. Associations of parents (formal and not-formal organizations) and spiritual practices (Christian and alternative) played a significant role in the development of perinatal psychology as a field of practice. This interdisciplinary character and combination of different methodologies led to existence of different approaches to perinatal psychology theory and practice.

Nowadays the demand for perinatal psychological assistance in Ukraine has grown –conferences and seminars are conducted to share experience, many families ask for perinatal support, family centers run special programs for future parents. In the same time there is no formal recognition of such profession at the national level and there are different practices, some of which doesn't have any theoretical and methodological background. Existing disunity in definition of the subject, tasks and practices of perinatal psychology actualize the problem of determining the theoretical principles of perinatal psychology and developing scientifically based methods.

The goal of the article is to define the features of perinatal psychology as a science and to characterize the specifics of development of perinatal psychology theory and practice in Ukraine.

Analysis of recent studies and publications. Theoretical and methodological basis of perinatal psychology was founded by development of psychoanalysis (Sigmund Freud, Anna Freud) and its directions: object relations theory (Otto Rank, Melanie Klein, Donald Winnicott), attachment theory (John Bowlby), transpersonal psychology (Stanislav Grof) and others. Jeane Rhodes in "A brief history of pre- and perinatal psychology" emphasized that study of somatic (body) psychology that began to spread on the foundation laid by Wilhelm Reich (1949) was the key to better understanding of body and mind reunion. In the second half of the XX century understanding of the impact of the generative process and intrauterine experience for further development of the individual was achieved in the psychotherapeutic practice. Doctors who were searching for new ways in obstetrics made a significant contribution to understanding of the process (Frédéric Leboyer, Fernand Lamaze, Grantly Dick-Read, Michel Odent) [5]. The multidisciplinary nature of perinatal psychology is defined by the involvement of different scientific specialties such as medicine, neurobiology, psychology, psychoanalysis, anthropology, human ethology, philosophy. Integration of knowledge from many fields has never been more important.

Development of perinatal psychology in Ukraine was impacted by psychology of parenthood and reproductive psychology (Galina Filippova), perinatal psychotherapy (Igor' Dobryakov), transpersonal directions of perinatal psychology (Grigoriy Brekhan), theoretical grounding and practical aspects of perinatal psychology correction (Natalia Kovalenko), practice of preparation for parenthood (Marina Lantsburh, Ivanna Bratus') and others [1; 2; 6].

Presentation of the main material. Perinatal psychology is a study and practice relating to person's earliest development, including conception (and even pre-conception period), birth experience and early postnatal period.

For a long time the influence of fetal development of a child and importance of a birth process have been underestimated. The recognition of the fact that prenatal stage is a crucial period of personality

development became the important scientific achievement. Recent studies in medicine, neuroscience, philosophy, pedagogy, psychology expanded the scientific knowledge about the features of this unique period of development and gave better understanding of its influence. Prenatal and early natal stages determine our biology and psychology make up to a great extent. Scientific studies have proved that fetal development provides not only physical but also mental health of the child and such characteristics as attitudes to ourselves and others, emotional and intellectual potential, action pattern when faced with difficulties and, to some extent, characteristics of our identity – see David Chamberlain [7], Stanislaw Grof [8], Otto Rank [9], Thomas Verny [10], Shirley Ward [11]. As a result of research-based data prenatal period (development before birth) was defined as a separate stage of personality ontogenesis [3]. We should specify that perinatal period include prenatal period, process of birth and first year after birth.

There are many indicators of growing attention to perinatal issues. Among those are appearing of broadcasts and publications in mass media, conducted researches, conferences and forums held on perinatal psychology. Significant experience was gained in associations of and parent's clubs. New methods of prenatal preparation, delivery and recommendations on early childhood have been developed. New approaches that have emerged in the parent environment today are implemented by medical professionals and psychologists.

There is an outgoing discussion about the structure and the main tasks of perinatal psychology. Perinatal psychology provides psychological services to parents, infants, couples and families during the perinatal period which covers planning, pregnancy, birth, postpartum and parenting. The practical tasks of perinatal psychology include optimization and correction of actual problems of mental and physical reproductive health of parents and child development; preparation of couples for conception, pregnancy and childbirth; perinatal education; early prevention of medical and psychological disorders. The following divisions of modern perinatal psychology can be identified: prenatal and early child development; ontogenesis of parental sphere (formation of readiness for parenthood); the impact of early experience on the psyche and personality of an adult (including partnership and child-parent relationship); psychology of paternity. G. Filippova [6] emphasizes that perinatal psychology should be united with psychology of parenthood in the context of common research object and main tasks.

Practice of perinatal psychology combines the following activities: perinatal psychological diagnostics, psychotherapy, psychological correction that are used for a wide range of issues. The main areas of perinatal practices are: perinatal education (training of future parents, preparation for childbirth and parenthood, forming of parental awareness), individual and family counseling and psychotherapy, psychological support of mother and child.

Although the perinatal period is seen as very important stage of personality development you can find that physiological impacts are now fairly widely accepted but psychological impacts are more difficult to quantify. Complex support of the family expecting child is provided by gynecologists, psychologists, psychiatrists, pediatricians. Different diagnostic methods are actively used for determining the level and dynamics of anxiety, the type of pregnancy, the attitude toward parenthood. In Ukraine work with the family expecting child is mostly research-oriented and medically-centered. Future parents don't have complex support (especially psychological assistance) during pregnancy, childbirth and early child development stages. There are many reasons of that: lack of appropriate services; poor traditions to receive such perinatal support; low level of psychological skills and knowledge of medical personnel and others. Therefore, there is some positive dynamic in this field. The National Project "New Life – new quality of maternity and childhood" is currently implemented In Ukraine. Its purpose is to help mothers and newborns, to use modern perinatal technologies, to realize principles of safe motherhood in medical facilities. The network of perinatal centers was organized within this project. Perinatal center is a medical facility in which consultations, treatment and rehabilitation of pregnant women and newborns are provided. Reports of the Ministry of Health show that the implementation of this project reduced maternal and infant mortality. Psychologist is included as a staff member of perinatal centers, so far medical and psychological support is available in such facilities.

Perinatal psychologist is a specialist providing assistance at the stage of planning pregnancy, providing support and education of women or family during pregnancy and after birth. Ukraine does not have a unified system of professional education of such specialists. Ukrainian perinatal psychologists are typically specialists with basic medical, pedagogical or psychological education who took a special educational course. There are no professional degrees available on the basis of higher education

institutions. Perinatal education for specialists is carried out by practitioners, usually author's trainings are held on the basis of non-governmental organizations (associations of conscious parents or centers of psychology).

The main task of perinatal psychologists is psychological support of women and families during pregnancy, childbirth and during the first year after birth. More specifically the tasks can be defined as follows:

- psychological support of future mothers that includes educational component and psychological correction;
- work with families expecting babies or planning pregnancy (special training programs, individual and group counselling);
- psychological assistance during childbirth (labor support);
- support of woman and families after birth (a wide spectrum: work with postpartum depression, breastfeeding support, counselling on issues of early development of a child).

Perinatal psychologists work in psychology centers / conscious parenthood centers or have private practice. An important task of work with family is not only to prepare couple for birth but for parenthood. The main goal of psychological support of family on that stage is to help to create the optimal conditions for the all-round and harmonious development of the individual (to promote intellectual, emotional and social potential of a child) through education and harmonization of family relationships. Programs for future parents have different forms – individual or group work, parent education or preparation for partner labor. The program for future parents typically includes theoretical component (lectures, discussions, watching videos, reading specialized materials) and practical work (art-therapy, physical training, vocalization etc.), counseling of professionals (midwives, psychologists, pediatricians). The content of the training program varies but usually include: information on various aspects of pregnancy and childbirth, characteristics and dynamics of the emotional state of women and men, partnership in the family (not only partnership in labor, but in the wider context of parenting roles), issues of early child development and upbringing. It is important to discuss feelings, fears and anxieties, immersion to the subject makes possible to provide psychological correction.

Another important issue we would like also to explore is promoting of perinatal education. Modern society is characterized by the dysfunctionality of major social institutions, interruption of social interaction, family values devaluation, deterioration of parent-child relationships. There is a major shift from traditional to alternative models of family and marital relations, increasing the marriage age and, therefore, the birth age. The number of children in the family is being decreased (it can be one child or child free families). Those reasons lead to family and demographic crisis. We believe that one of the solutions to this problem is perinatal education, which helps to raise a generation that is capable of conception, gestation and birth of a healthy child. Perinatal education provides knowledge regarding the physiology and psychology of pregnancy and childbirth, contributes to positive attitude toward parenthood and birth of a child as a natural joyous event. Perinatal education promotes conscious parenthood, forming of parental responsibility and parent's competence.

The scientific idea of perinatal education was formed in 70-80 years of XX century at first in Europe, then in America. It should be noted that the history of perinatal education has several millennia. Ancient knowledge about uniqueness of prenatal period can be found in different cultures. Even in old times there were recommendations for pregnant women based on the impact of prenatal experience on mental and physical development of a child. Thus, pregnant women were recommended to avoid unpleasant situations and negative experiences to prevent birth of mentally or physically handicapped children. The well-known are perinatal traditions in China. There are data from the early years of the era about located in beautiful settings "rest centers" for pregnant women. In those centers a mother and unborn child were engaged in aesthetic and musical education. Such practice can be seen as a prototype of modern perinatal centers.

Ukrainian perinatal traditions have been formed and kept over centuries. Traditions are associated with childbirth, choice of godparents, baptism and others. They include a child, a woman in labor, a midwife (povituha), and a father as main participants of birth process. The subjects of family education are parents, children, family, community, its main task is to educate physically, intellectually, spiritually and morally developed person.

Formation of perinatal culture is an important outcome of perinatal education. Perinatal culture is a set of ideas and philosophical views of society, reflected in the existing customs and traditions on the

processes of family planning, pregnancy, child birth and childhood. This issue relates to the culture of parenthood and family values and is very important in the context of future generations' health. The issue raised was investigated more detailed in our previous publications [4].

Preparing of young people for future family life and formation of aware parenthood are very important tasks. Current socio-economic conditions caused a change of public understanding of the "motherhood" and "fatherhood" models. Parent functions were replaced by men's and women's desire for independence, career, freedom from obligations and family responsibilities. Many women don't have qualities that build the basis of aware maternity [6]. Thus, the formation of conscious and responsible parenthood is an important task of perinatal education that is practically realized through training courses in schools, educational programs for boys and girls, promotion of this topic in mass media.

Issues of parenting have being widely discussed last decades. There are many available specialized online resources on perinatal psychology and conscious parenting. However, it should be noted some negative aspects associated with such situation. Firstly, a large amount of information, particularly on the preparation for childbirth, is not an indicator of quality and does not necessarily lead to forming of parenthood awareness. Secondly, information can be controversial, sometimes negative, therefore brings no educational function and can lead to fears and anxiety. Practice shows that sometimes specialists have to work with consequences of such excessive information.

Educational component provides a significant psychological effect. However, information should be given in an accessible and positive form containing relevant topics for parents. The good way to give the information is to have mini-lectures, open discussions, to use methods of interactive education (role games, brain-storming, debates). Such learning process enables developing of tolerance, communication skills and enable forming the set of personal beliefs regarding issues being discussed.

Conclusions and perspectives of further research. Perinatal issues are interesting and relevant. We should emphasize that this field has far reaching consequences for the human race. Different studies contribute to development of perinatal psychology as scientific field and practice. In Ukraine we can register the increasing interest to this field – both among professionals and parents. There are specialized conferences and forums held annually to share professional knowledge and experience, the number of specialists who define themselves as perinatal psychologists is growing. In the same time there is no formal recognition of such profession at the national level and there are perinatal practices which don't have scientific background.

The main goal of perinatal psychology is to promote health and well-being of future generations. At the present state the integration of different approaches and search for unified definition of the subjects, tasks and effective practices of perinatal psychology are on the agenda. Prospects for further research we see in the study of applied aspects of perinatal psychology, research of scientifically-based practices and development of professional training for perinatal psychologists.

Список використаних джерел

1. Добряков И.В. Перинатальная психология / Добряков И.В.. – СПб.: Питер, 2010. – 272с.
2. Коваленко Н.П. Перинатальная психология / Коваленко Н.П. . – СПб: Издательство «Ювента», 2000. – 197с.
3. Крайг Г. Психология развития / Г. Крайг; пер с англ. – [7-е междунар. изд.]. – С. Пб.: Питер, 2000. – 992 с.
4. Мосол Н.О. Формування перинатальної культури у сучасному суспільстві / Н.О. Мосол // Проблеми сучасної психології: Збірник наукових праць Кам'янець-Подільського національного університету імені Івана Огієнка, Інституту психології ім. Г.С. Костюка АПН України. – Кам'янець-Подільський: Аксіома, 2011. – Вип. 13. – С. 144-152.
5. Оден М. Возрожденные роды / Мишель Оден; [Предисл. Ш. Китсинджер]. – М.: Центр родител. культуры "АКВА", 1994. – 133 с.
6. Филиппова Г.Г. Психология материнства / Филиппова Г.Г. Учебное пособие. М.: Изд-во иститута психотерапии, 2002. – 240с.
7. Чэмберлен Д. Разум вашего новорожденного ребенка / Дэвид Чэмберлен, [пер. с англ. под ред. проф. Г.И. Брехмана]. – М., Независимая фирма «Класс», 2005. – 224 с.
8. Grof S. Beyond the Brain: Birth, Death and Transcendence in Psychotherapy. – State University of New York Press, 1985. – 486 p.
9. Rank O. The Trauma of Birth. – Martino Fine Books, 2010.- 242 p.
10. Verny T. The Secret Life Of The Unborn Child: A remarkable and controversial look at life before birth / Thomas R.Verny, John Kelly. – Sphere, 1982. – 256 p.
11. Ward S. Fractals from the womb: A journey through pre and perinatal psychotherapy. – Create Space Independent Publishing Platform, 2014. – 230 p.

References transliterated

1. Dobrjakov I.V. Perinatal'naja psihologija / Dobrjakov I.V.. – SPb.: Piter, 2010. – 272s.
2. Kovalenko N.P. Perinatal'naja psihologija / Kovalenko N.P. . – SPb: Izdatel'stvo «Juventa», 2000. – 197s.
3. Krajg G. Psihologija razvitiija / G. Krajg; per s angl. – [7-e mezhdunar. izd.]. – S. Pb.: Piter, 2000. – 992 s.
4. Mosol N.O. Formuvannja perinatal'noi kul'turi u suchasnomu suspil'stvi / N.O. Mosol // Problemi suchasnoi psihologii: Zbirnik naukovih prac' Kam'janec'-Podil's'kogo nacional'nogo universitetu imeni Ivana Ogiienka, Institutu psihologii im. G.S. Kostjuka APN Ukraini. – Kam'janec'-Podil's'kij: Aksioma, 2011. – No 13. – S. 144-152.
5. Oden M. Vozrozhdennye rody / Mishel' Oden; [Predisl. Sh. Kitsindzher]. – M. : Centr roditel'skoy kul'tury "AKVA", 1994. – 133 s.
6. Filippova G.G. Psihologija materinstva / Filippova G.G. Uchebnoe posobie. M.: Izd-vo istituta psihoterapii, 2002. – 240s.
7. Chjemberlen D. Razum vashogo novorozhdenного rebenka / Devid Chjemberlen, [per. s angl. pod red. prof. G.I. Brehmana]. – M., Nezavisimaja firma «Klass», 2005. – 224 s.
8. Grof S. Beyond the Brain: Birth, Death and Transcendence in Psychotherapy. – State University of New York Press, 1985. – 486 p.
9. Rank O. The Trauma of Birth. – Martino Fine Books, 2010.- 242 p.
10. Verny T. The Secret Life Of The Unborn Child: A remarkable and controversial look at life before birth / Thomas R.Verny, John Kelly. – Sphere, 1982. – 256 p.
11. Ward S. Fractals from the womb: A journey through pre and perinatal psychotherapy. – Create Space Independent Publishing Platform, 2014. – 230 p.

Mosol N.O. Perinatal psychology as a new field of research and psychological practice. *Perinatal (prenatal) psychology is a study and practice relating to person's earliest development, including conception (and even pre-conception period), birth experience and early postnatal period. Perinatal development influences not only physical but also mental health of a child and such characteristics as attitudes to ourselves and others, emotional and intellectual potential, action pattern when faced with difficulties and, to some extent, our identity. Nowadays the demand for perinatal psychological assistance in Ukraine has grown. Perinatal psychologist is a specialist providing assistance at the stage of planning pregnancy, providing support and education of women or family during pregnancy and after birth. In the same time there are different perinatal practices some of which doesn't have any theoretical and methodological background and there is no formal recognition of perinatal psychology as a profession. Perinatal psychology practice combines the following activities: perinatal psychological diagnostics, psychotherapy, psychological correction, perinatal education. The main areas of perinatal practices are: perinatal education (training of future parents, preparation for childbirth and parenthood, forming of parental awareness), individual and family counseling and psychotherapy, psychological support of mother and child. The main goal of perinatal psychology is to promote health and well-being of future generations.*

Keywords: *perinatal psychology, child, future parents, family, birth, perinatal development, perinatal education.*

УДК 159.923-057.19

ДОСВІД ДОСЛІДЖЕННЯ КОГНІТИВНО-СМИСЛОВИХ ДЕТЕРМІНАНТ ПЕРЕЖИВАННЯ КРИЗ У БЕЗРОБІТНИХ

О.В. Рудюк

*кандидат психологічних наук, доцент кафедри загальної психології та психодіагностики
Рівненський державний гуманітарний університет
o.w.rudiuk@gmail.com*

Рудюк О.В. Досвід дослідження когнітивно-смыслових детермінант переживання криз у безробітних. *В статті представлено досвід емпіричної розробки проблеми переживання криз у безробітних. В рамках вивчення особливостей когнітивно-смыслові детермінації переживання криз у безробітних досліджено його емпіричні кореляти – когнітивні оцінки індивідуальної ситуації професійного виключення у безробітних та їх когнітивно-смыслові конструкти. Вивчення когнітивних оцінок безробітних дозволило виявити їх найбільш фрустровані психологічні («непевненість у майбутньому», «почуття залежності від зовнішніх обставин») і соціально-психологічні («неможливість використати фах», «складне фінансове становище») сфери життєдіяльності в ситуації професійного виключення. Експліковано систему когнітивно-смыслових конструктів безробітних, що детермінують змістовий характер переживання криз («соціальна оцінка», «професійна ідентифікація», «непевненість в собі – залежність від інших», «відсутність перспективи – переживання почуття меншовартості»).*

Ключові слова: *професійне виключення, безробіття, криза, переживання, когнітивні оцінки, когнітивно-смыслові конструкти.*

Рудюк О.В. Опыт исследования когнитивно-смысловых детерминант переживания кризисов у безработных. *В статье представлен опыт эмпирической разработки проблемы переживания кризисов у безработных. В рамках изучения особенностей когнитивно-смысловой детерминации переживания кризисов у безработных исследованы его эмпирические корреляты – когнитивные оценки индивидуальной ситуации профессионального исключения у безработных и их когнитивно-смысловые конструкты. Изучение когнитивных оценок безработных позволило выявить*