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МАТЕРІАЛИ

**Міжнародної науково-практичної конференції
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м. Полтава

I am sure you will agree that at all stages of modern life systematic exercise is a reliable companion of a successful young person.

Only by combining physical education and professional training while motivating in achieving global life values referred to as "career" we, presenting the diploma of the graduate of the University, with confidence will look to the future, embodied by our talented youth, who is in harmony of body, soul and thoughts [7].

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CONTROL LOCUS AND OTHER HUMAN TYPOLOGICAL ASPECTS ROLE IN EDUCATION, UPBRINGING AND TREATMENT

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Control locus is assessed with ethno-age typological aspect taking into account in education and upbringing. Locus of control is thought to be rather important factor of family communication patterns [6, p. 86-88], in part relatively to self-esteem in students in Iran [22, p. 114-134]. There are tight correlations between creativity and internal control locus in Iranian students [15, p. 165-182], optimism and control locus in students [14, p. 165-181]. It can be also taken into account in children upbringing in part due to the fact that creativity is considered to be right hemisphere function that is dominant in left-handers. There exist also a connection between internal (inside) control locus and self-efficacy in the students [5, p. 115-125], internal control locus and health-prompting behavior [1, p. 7-16] and the work without such a connection [9, p. 139-159]. Ethno-gender-age aspect is reflected in the works about comparison of behavioral activation/inhibition systems and control locus among girls and boys university students [17, p. 7-26], alexythymia in Iranian students boys and girls [4, p. 13-32], control locus in normal hearing students (more internal) and the ones with hearing impairment (more external) [7, p. 66-73], students' (boys and girls) control locus relationship with the teachers disciplining various types [16, p. 83-97], fear of failure in the students with and without learning disabilities [10, p. 44-59]. Ethno-gender-age aspect was found to be informed in the work which main statement is that control locus is social adjustment related factor in the intelligent school students and gender is a related factor in their social adjustment [11, p. 159-165]. Creativity creating necessity in the employed mother and their children together with control locus was discussed in the following work [3, p. 29-40].

Control locus is important in diseases treatment as well in part while typologies taking into account: at diabetes mellitus with so-called health locus of control description [12, p. 17-22]. There are Italian [18, p. 1025-1029] and Iranian coping inventories versions. The first one deals to coping with problems while the second one – for parents of children sick in cancer. The second one was proposed by Maria E Aguilar Vafaei – Psychology Department Professor in Tarbiat Modarres University in Tehran, Iran [2, p. 489-513]. Parental coping is thought as an important determinant of psychological and health outcomes in children diagnosed with cancer [21, p. 36-47]. Some Iranian children adjust well and can even demonstrate growth or resilience after cancer diagnosis [8, p. 1-12]. Paternal coping is studied separately from the maternal one at children cancer [19, p. 81-88] and ADHD syndrome (in Iran) [13, p. 283-293].

Adaptation process is studied in Iceland and the USA in children sick in bronchial asthma [20, p. 338-350]. These works reflect such typological aspects as control locus plus ethno-age.

Thus indeed control locus both external and internal is quite important in youth upbringing and at diseases treatment and it is rather well if it takes into account.

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COPING AND AVOIDANCE: POSITIVE AND NEGATIVE MOMENTS IN UPBRINGING AND EDUCATION

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The students have both study and upbringing in educational establishment. It is in linear correlation with psychological welfare. In turn, it is in positive dependence on atmosphere between teachers and students, between students as well as in the students' families. There exist students' responses factor analyses scales in part in Iran [1, p. 489-513]. Female students and younger American students, students with academic difficulties preferred avoidance behavioral strategy more under stress conditions than male and older students in the USA as well as the ones without academic difficulties (both while studying and upbringing at home) [6, p. 762]. American schoolchildren with coping (in part approach coping) strategy had better effectiveness and better adaptation than the ones with avoidance while changing the elementary school to the junior high school [11, p. 5968], elementary school children demonstrated better self-esteem at problem-solving coping necessary in education and upbringing [12, p. 47-59]. Approach coping strategies following in Hispanic middle school students were accompanied by higher school competencies and fewer psychological symptoms [13, p. 1874], Latino middle school students as well [14, p. 657-676]. Normal adolescents who used less avoidance and more coping (approach in part) were better adjusted [16, p. 45-56]. Interestingly that approach coping is associated with self-effacing humor bigger usage and aggressive humor less usage while it is on the contrary for avoidance in the adolescents [17, p. 255-271]. Unfortunately mothers of children with learning disabilities use avoidance behavioral strategies more comparatively to the ones of healthy children that influences badly on all children development [2, p. 205-217]. The parents of children with mental retardation were depressed more at avoidance strategy following concerning them [9, p. 1462]. Children whose mothers rely more on avoidance expressed bigger vulnerability [3, p.109-127] and were tended to suffer from traumatic brain injury of mild and even hard degree [8, p. 213-226]. Women with alcoholic parents, Black women, the ones with children bigger amount used to rely more on avoidance resulting in adolescents social support lack comparatively to women without