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SOME PROBLEMS AND QUESTIONS IN AN AREA OF PSYCHO-SOCIAL ADAPTATION

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An interest to control locus multi-faceted study started last century. Control locus construct was developed in 1962 by Juliano Rotter. By some data it took the central pre-occupation in scientific literature on personality research up to 1975. Control locus taking into consideration allows to predict human behaviour both under physiological and pathological conditions. Health control locus was and is discussed in a scientific literature extensively. Assessing the control locus has not only theoretical but significant applied aspect and carries cross-cultural character, the research are performed with ethnic, gender, age and complex typological aspects taking into consideration. It is considered to be a determinant of self-esteem, academic success and motivation. Both the Lebanese and South African university students demonstrated internal control locus; Lebanese young women-drivers believe in fate and express external control locus while men were thinking themselves to be responsible for driving results while demonstrating internal control locus [1]; Syrian girls and adolescents demonstrated more expressed external control locus than boys and guys while no gender-age varieties were determined on internal and unknown control locus; boys were found to be more optimistic than girls [2]. Learning style was found to be influence on control locus in the Turkish school students without gender differences on control locus itself [3].

Cultural and cross-cultural transition [4], individual adaptation, transformation and engagement [5] acculturative experience and its exchange, development of cultural and cross-cultural competence in the higher education applicants [6] and tutors from various countries [7] widen an area of important questions put. Acculturative stress [8; 9] and even shock prevention in the International students and in families [10] represents an important current task in many educational establishments – both secondary and higher, with stressors vast assessment in poly-ethnic environment that

itself becomes a subject of multi-faceted research [11] as well as with so called acculturative and cross-cultural coping in the students from many countries with coping scales development [12], individual and collective coping [13]. A proper psychological counseling with culturally adapted mental health intervention [14] acquired additional role for different-aged children, adolescents, immigrants and refugees in part in the students' groups [15] as well as the International students. Multicultural stress and coping, cultures' consequences on coping represent big area of research in many corners of the Earth [16; 17] in so called cultural context [18].

There is a sad modern tendency to communicate in social nets instead of alive communication usage even between people sitting near each other, difficulty or even impossibility to share feelings with a friend, parents, tutors, psychologist hardening cultural and intercultural adaptation/adjustment significantly [19]. On the contrary, young people feel disgust, hateness, contempt, non-respect; such interpersonal problems are present between pupils and students from Syria and Lebanon receiving their secondary and higher education in Lebanon and European countries [20]. Interventions for children affected by armed conflict represent a separate important task for psychologists, teachers, parents, particularly in low- and middle-income countries [21], for example, the Syrians [22], there are the data about Syrian refugees in Turkey [23].

Multi-disciplinary health research must be thought as the only correct one with obligatory multicultural character and typological aspects taking into obligatory consideration. Internalizing and externalizing problems [24] and disorders must be in psychologists and other specialists attention focus in many countries.

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