FEATURES OF PSYCHOCORRECTIVE WORK TO REDUCE FRUSTRATION AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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ANNOTATION
The study sample was formed based on the results of a psychological examination according to the Method of diagnosing mental states (G. Aizenk). That is, the category of students with a high level of frustration was a sample of empirical research.
Key words: comparison group, comparative analysis, prepared program

INTRODUCTION
According to the traditional form, to create conditions for an objective comparative analysis, the entire sample of the study (n=98) was divided into corresponding comparison groups:
- experimental group (n=48);
- control group (n=50).
Psychocorrective work was organized and carried out with the students of the experimental group for three months according to the prepared program. At the same time, taking into account the requirements of the program, this category (n=48) was divided into four psycho-correction groups of 12 students each, which made it possible to organize and conduct the provided classes more efficiently. Accordingly, the students of the control group were not involved in psychocorrective work under the program. This category was trained at a higher educational institution in the usual mode.
To assess the effectiveness of the prepared program, a comprehensive psychodiagnostic examination of the entire sample (n=98) of empirical research before and after psychocorrective work was organized and conducted using the following tools:
- Methods of diagnosis of mental states (G. Aizenk) -frustration, anxiety, aggressiveness, rigidity (Appendix No. 1);
- Sociometric survey (J. Moreno) - emotional expansiveness, sociometric status (Appendix No. 2);
- Methodology for the diagnosis of interpersonal relationships (T. Leary) - aggressive, dependent types of interpersonal relationships.
Based on the results of processing the received psychodiagnostic data and their generalization, a comparative analysis was carried out on the frequency of the sign encountered.
So, before the psychocorrection work according to the prepared program, the main composition of students in both the control group (100%, 50 people) and the experimental group (100%, 48 people) had a high level of frustration. As mentioned above, this is due to the fact that in order to objectively assess the effectiveness of the program, to identify the psychocorrective effect of the work carried out, when forming comparison groups, the category of students who had a high level of frustration was selected.

In addition, in comparison groups, diagnosed concomitant mental conditions (anxiety, aggressiveness, rigidity) as a manifestation of frustration also, there were no significant differences, and their character was above the average level of manifestation, respectively:

- experimental group - anxiety (100%, 48 people), aggressiveness (100%, 48 people), rigidity (100%, 48 people);

- control group - anxiety (100%, 50 people), aggressiveness (100%, 50 people), rigidity (100%, 50 people.).

At the same time, intra-group interpersonal manifestations of frustration, on the one hand, had a more distributed character, and on the other hand, identical, relative to the frequency distribution of the trait encountered in comparison groups:

- experimental group - emotional expansiveness (cf. level - 6.3%, 3 people; lower level - 93.8%, 45 people), sociometric status (cf. level - 8.3%, 4 people; lower level - 91.7%, 44 people), aggressive type of interpersonal relationships (above cf. level - 95.8%, 46 people; cf. level - 4.2%, 2 people), dependent type of interpersonal relationships (above cf. level - 100%, 48 people);

- control group - emotional expansiveness (cf. level - 14%, 7 people; lower level - 86%, 43 people), sociometric status (cf. level - 16%, 8 people; lower level - 84%, 42 people), aggressive type of interpersonal relationships (above cf. level - 86%, 43 people; cf. level - 14%, 7 people), dependent type of interpersonal relationships (above cf. level - 88%, 44 people; cf. level - 12%, 6 people).

The above indicators, identified accentuations, clearly demonstrate objective conditions for comparative analysis in order to assess the effectiveness of the prepared program, and also once again confirm the high relevance of the problem under study within the framework of this dissertation.

The obtained results of the psychodiagnostic examination upon completion of the psychocorrective work, according to the prepared program, showed a different distribution. So, in the experimental group, the number of students who have., Appendix No. 11):

- the high level of frustration decreased to 0% (0 people);

- the average level of frustration increased to 35.4% (17 people);

- below the average level of frustration increased to 64.6% (31 people).

At the same time, in the control group, the severity of frustration remained almost without significant changes. So, the number of students possessing:

- the high level of frustration decreased slightly to 98% (49 people);

- the average level of frustration slightly increased to 2% (1 person);

- below the average level of frustration remained unchanged (0%, 0 people).

The diagnosed indicators of concomitant mental states (anxiety, aggressiveness, rigidity) and intra-group interpersonal manifestations of frustration (emotional expansiveness, sociometric status, aggressive and dependent types of interpersonal relationships) also showed positive dynamics after the psychocorrection program.

The manifestations of anxiety in the experimental group decreased significantly, there were no accentuations:

- high level of anxiety decreased to 0% (0 people);
- the average level of anxiety increased to 16.7% (8 people);
- below the average level of anxiety significantly increased to 83.3% (40 people).
In turn, in the control group, this indicator has not changed:
- high level of anxiety remained unchanged (100%, 50 people);
- the average level of anxiety remained unchanged (0%, 0 people);
- below the average level of anxiety remained unchanged (0%, 0 people).
The next diagnosed concomitant mental condition is aggressiveness. Thus, the number of students in the experimental group who have:
- the high level of aggressiveness decreased to 0% (0 people);
- the average level of aggressiveness increased to 33.3% (16 people);
- below the average level of aggressiveness increased to 66.7% (32 people).
The number of students in the control group who have:
- high level of aggressiveness slightly decreased to 90% (45 people);
- the average level of aggressiveness slightly increased to 10% (5 people);
- below the average level of aggressiveness remained unchanged (0%, 0 people).
The final diagnosed concomitant mental condition is rigidity. Thus, the number of students in the experimental group who have:
- high level of rigidity decreased to 0% (0 people);
- the average level of rigidity increased to 47.9% (23 people);
- below the average level of rigidity increased to 52.1% (25 people).
The number of students in the control group who have:
- high level of rigidity decreased slightly to 82% (41 people);
- the average level of rigidity slightly increased to 18% (9 people);
- below the average level of rigidity remained unchanged (0%, 0 people).
The diagnosed intra-group interpersonal manifestation - emotional expansiveness in the experimental group underwent significant positive changes:
- above the average level of emotional expansiveness increased to 20.8% (10 people);
- the average level of emotional expansiveness significantly increased to 79.2% (38 people);
- below the average level of emotional expansiveness significantly decreased to 0% (0 people).
In the control group, no such changes were observed:
- above the average level of emotional expansiveness remained unchanged 0% (0 people);
- the average level of emotional expansiveness decreased to 8% (4 people);
- below the average level of emotional expansiveness slightly increased to 92% (46 people).
The next diagnosed intra-group interpersonal manifestation is sociometric status. So, in the experimental group, the number of students with:
- above the average level of sociometric status increased to 2.1% (1 person);
- the average level of sociometric status significantly increased to 97.9% (47 people);
- below the average level of sociometric status decreased to 0% (0 people).
In the control group, the number of students with:
- above the average level of sociometric status remained unchanged 0% (0 people);

- the average level of sociometric status significantly decreased to 14% (7 people);

- below the average level of sociometric status slightly increased to 86% (43 people).

The diagnosed aggressive type of interpersonal relationships in the experimental group significantly changed:

- above the average level of aggressive type of interpersonal relations decreased to 0% (0 people);

- the average level of aggressive type of interpersonal relations increased to 77.1% (37 people);

- below the average level of aggressive type of interpersonal relations increased to 22.9% (11 people).

In the control group, no such changes were observed:

- above the average level of aggressive type of interpersonal relationships decreased slightly to 78% (39 people);

- the average level of aggressive type of interpersonal relationships increased slightly to 22% (11 people);

- below the average level of aggressive type of interpersonal relationships remained unchanged (0%, 11

The final diagnosed type of interpersonal relationships is the dependent type. In the experimental group, the number of students who have:

- above the average level of dependent type of interpersonal relationships significantly decreased to 0% (0 people);

- the average level of dependent type of interpersonal relationships increased to 66.7% (32 people);

- below the average level of dependent type of interpersonal relationships significantly increased to 33.3% (16 people).

In the control group, the number of students with:

- above the average level of dependent type of interpersonal relationships decreased to 70% (35 people);

- the average level of dependent type of interpersonal relationships increased to 30% (15 people);

- below the average level of the dependent type of interpersonal relationships remained unchanged (0%, 16 people).

In addition, in order to more in-depth study of the impact of psychocorrective work on the socio-psychological characteristics of students, an additional psychodiagnostic examination of the entire sample (n=98) of empirical research was organized before and after the prepared program according to the following tools:

- Multilevel personality questionnaire (MLO) "Adaptability" (A.G. Maklakov, S.V. Chermyanin) (Appendix No. 12);

- Questionnaire of communicative control (M. Schneider) (Appendix No. 13).

Based on the results of processing the received psychodiagnostic data and their generalization (appendix No. 14), a comparative analysis was carried out on the frequency of the sign encountered (appendix No. 15).

CONCLUSION

So, before the psychocorrection work was carried out according to the prepared program, the main composition of students in both the control and experimental groups had medium and low levels of adaptive potential (experimental group: cf. ur. - 62.5%, 30 people, lower ur. - 35.4%, 17 people, control group: cf. ur. - 56 %, 28 people, lower level - 22%, 44 people), manifestations of communicative abilities (experimental group: ms. level - 62.5%, 30 people, lower level - 37.5%, 18 people, control group: ms. level - 74%, 37 people, lower level. ur. - 26%, 13 people), communicative control (experimental group: ms. ur. - 52.1%, 25 people, lower ur. - 47.9%, 23 people, control group: ms. ur. - 46%, 23 people, lower ur. - 54%, 27 people).

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