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## WAYS OF PROVIDING PSYCHOLOGICAL SUPPORT OF YOUNG PEOPLE PRONE TO BOREDOM

### ШЛЯХИ ЗДІЙСНЕННЯ ПСИХОЛОГІЧНОГО СУПРОВОДУ ЮНАКІВ, СХИЛЬНИХ ДО НУДЬГИ

The article reveals the features of psychological support, which is aimed at preventing the occurrence of boredom in young people. The optimal socio-psychological conditions for successful learning and mental development in youth are singled out, the model of the relationship between life position and social well-being of students is revealed and characterized.

Attention is focused on the fact that the life position of young people is considered as an integral psychological characteristic of the individual, which includes a holistic, systemic unity of interconnected and mutually conditioned components: existential, cognitive, motivational, affective, volitional, regulatory and activity. It was found that the social well-being of students as an individual and personal phenomenon is a psychological characteristic that involves a balance between the expectations and requirements that the student presents to his own person, to others, to the conditions and content of the general quality of life, to the subjective assessment achievements and opportunities to implement own requests. The structural components of social well-being are singled out, namely the cognitive, emotional and behavioral components.

On the basis of the theoretical and methodological principles of psychological support, a model of the relationship between the subject's life position and the social well-being of students has been theoretically substantiated and developed, which contributes to the development of recommendations for the prevention of boredom. It has been established that the organization of psychological support must comply with the principles of social determination, the principle of activity, the principle of development, the principle of systematicity, and the subject-activity principle.

Scientific ideas about recommendations on ways to prevent the occurrence of boredom have been expanded. It is shown which recommendations will contribute to the development of social well-being in youth, the result of which is the prevention of boredom. Ways of implementing development work using such forms as lectures and practical classes with disclosure of their stages and structure are highlighted.

**Key words:** boredom, psychological support, life position, social well-being, psycho-prophylactic work, youth.

У статті розкрито особливості психологічного супроводу, який спрямований на запобігання виникнення нудьги в юнаків. Виокремлені оптимальні соціально-психологічні умови для успішного навчання і психічного розвитку в юнацькому віці, розкрито та охарактеризовано модель взаємозв'язку життєвої позиції та соціального самопочуття студентів.

Акцентовано увагу на тому, що життєва позиція юнаків розглядається як інтегральна психологічна характеристика особистості, яка включає в себе цілісну, системну єдність взаємопов'язаних і взаємообумовлених компонентів: екзистенційного, пізнавального, мотиваційного, афективного, вольового, регулятивного і діяльнісного. З'ясовано, що соціальне самопочуття студентів як індивідуально-особистісний феномен є психологічною характеристикою, яка передбачає баланс між очікуваннями та вимогами, які студент пред'являє до власної персони, до інших, до умов та змісту загальної якості життя, до суб'єктивної оцінки досягнень та можливостей реалізації власних запитів. Виокремлено структурні компоненти соціального самопочуття, а саме когнітивний, емоційний та поведінковий компонент.

На основі теоретико-методичних засад психологічного супроводу теоретично обґрунтовано й розроблено модель взаємозв'язку суб'єктної життєвої позиції та соціального самопочуття студентів, що сприяє розробці рекомендацій щодо запобігання виникненню нудьги. Встановлено, що організація психологічного супроводу має відповідати принципам соціальної детермінації, принципу активності, принципу розвитку, принципу системності та суб'єктно-діяльнісному принципу.

Розширено наукові уявлення про рекомендації щодо шляхів запобігання виникненню нудьги. Показано виконання яких саме рекомендацій сприятиме розвитку соціального самопочуття в юнацькому віці результатом чого є запобігання виникненню нудьги. Висвітлено шляхи реалізації розвивальної роботи за допомогою таких форм як лекційні та практичні заняття з розкриттям їхніх етапів та структури.

**Ключові слова:** нудьга, психологічний супровід, життєва позиція, соціальне самопочуття, психопрофілактична робота, юнацький вік.

**Formulation of the problem.** The actualization of the accompanying paradigm is connected with the development of pedagogical and psychological sciences, the formation of a humanistic approach to the individual as a leader in education. The analysis of psychological and

pedagogical literature, in which scientists investigate the phenomenon of boredom, shows that there are no effective ways, methods and methodical recommendations to prevent the occurrence of boredom in young people. Effective provision of targeted psychological assistance

in the process of psycho-prophylactic work, which is aimed at developing social well-being and overcoming difficulties in self-realization of students, is an urgent problem today. The outlined problems become relevant precisely because the disclosure of the features of psychological support, which is aimed at preventing the occurrence of boredom, will contribute to the development of social well-being in youth.

**Analysis of basic research and publications.** We share the opinion of R.V. Ovcharova, which defines support within the framework of the technology of the psychologist's activity, specific in terms of methods of interaction, goals, priorities in the work, criteria for evaluating the activity [3]. At the same time, the technology includes successive stages of activities of specialists (not only psychologists, but also teachers), usually aimed at optimizing the educational achievements of the schoolboy. Also, support is considered through the prism of the interaction of subjects of the educational process, including psychologists, teachers, students aimed at providing assistance in difficult situations.

Foreign scientists emphasize that boredom provokes aggression, risky behavior, a desire for extreme sports and such types of addictive behavior as alcohol and drug abuse (A. Gordon, R. Wilkinson [5]), and according to the conclusions of Philip Zimbardo, in special conditions it provokes bullying and humiliating other people [2], so solving these issues is impossible without developing methodical recommendations for a psychologist to prevent the occurrence of boredom.

Since in the publication of R.M. Khavula [4], the main causes and factors of boredom were revealed in detail and the conclusions of theoretical studies of scientists about the category of "boredom" in foreign and domestic psychology were examined in detail, therefore the next stage of the research will be the development and disclosure of the features of psychological support for students.

**The purpose** of the article is to reveal the features of psychological support to prevent boredom in youth.

**Presenting main material.** Psychological support is carried out in order to prevent the occurrence of boredom in youth and is a system of professional activity of a psychologist, which is aimed at creating optimal social and psychological conditions for successful learning and mental development of students.

In order to prevent boredom, it is expedient to reveal and characterize the model of the relationship between life position and social well-being in youth.

The life position of young people is an integral psychological characteristic of their personality, which includes a holistic, systemic unity of interconnected and mutually conditioned components: existential, cognitive, motivational, affective, volitional, regulatory and activity, the manifestation of the ability to build a life strategy on the basis of realized goals, the manifestation high adaptability to changing external conditions and internal state; the ability to self-regulate activity and reflection.

Social well-being is an important psychological feature of a student's personality, which is a reflection of his subjectivity in society, in a specific social group. In the conceptual plan, the social well-being of students is

a psychological characteristic that provides a balance between the expectations and requirements that the student presents to his own person, to others, to the conditions and content of the general quality of life, to the subjective assessment of achievements and opportunities to realize his own requests. The structural components of social well-being are: cognitive component, which includes evaluation and understanding of social processes and one's place in the system of social relations; the emotional component is manifested in the student's dominant mood, or rapidly changing emotional states, the presence of confidence in the future; the behavioral component includes a person's readiness for certain actions to maintain or change their social position. Students' positive well-being is manifested in a positive assessment and attitude towards their condition in the system of social interaction; negative social well-being of students is a manifestation of negative experiences, uncertainty and expectation of negative changes in the future, a negative assessment and attitude towards one's condition in the system of social interaction [1]. The psychological structure of students' social well-being includes three components: cognitive, emotional, and behavioral. Students with positive and negative social well-being differ in the nature of the relationship and expressiveness of indicators of the components of the subject's life position.

One of the key meanings of developing a theoretical model of life position and social well-being in youth is the visualization of the relationship between the structural components of the subject's life position and the social well-being of students. In this model, the structural components, indicators and psychological characteristics of selected components of the subjective life position of students are presented.

The subjective life position of young men, being a part, a segment of the life position of students, determines the status and regulates their social well-being, from this it follows that the development of the components of the subjective life position exerts an influence on the social well-being of students and prevents the emergence of boredom. The theoretical model of the relationship between the subject's life position and the students' social well-being is presented in (Fig. 1).

The theoretical model of the subjective life position of students, namely the structure and psychological characteristics of the subjective life position of students, expresses the integral unity of interconnected components, allows to predict probable changes, and clearly shows the differentiation of the qualitative characteristics of each component.

Therefore, the subjective life position of students is a holistic unity of interconnected and mutually determined components that make up the system. A feature of the presented system is inter-component and intra-component connections. Based on the presented theoretical model, we conclude that increasing the indicators of the components of the subject's life position: existential, cognitive, affective, motivational, regulatory, volitional, and activity will contribute to an increase in social well-being and help prevent the occurrence

of boredom [1]. The theoretical model developed by us allows us to predict likely changes in the subject's life position and social well-being of students and allows us to develop recommendations to prevent the occurrence of boredom.

One of the very relevant areas of work of a psychologist is conducting psycho-prophylactic work. It is a well-known fact that it is better to prevent the occurrence of a problem than to deal with its consequences in the future. That is why the work of a psychologist in the context of our problems consists in timely prevention of boredom. The main task of prevention, as one of the areas of work of a psychologist, is the development and implementation of measures to prevent this or that negative, undesirable phenomenon.

The psychologist's recommendations regarding students' life position and well-being consist in the development of the following components: existential, cognitive, motivational, affective, volitional, regulatory, activity, and social well-being in accordance with psychological principles and methods.

The goal of a psychologist's work with young people is to expand and deepen knowledge about social well-being, the regularity of personality development and subjective life position, enriching the social experience of building interaction with others, which will contribute to the transition of acquired skills from the external plan to the internal plan of the individual. It is advisable to pay special attention to mastering effec-

tive methods of determining the meaning of one's life, life strategies, social-role orientations, willful determination of one's own activity, achievement of personal well-being and social success. The main working methods should include: psychological game, group discussion, situation modeling, social-psychological training, demonstration-analytical method.

The principles of a psychologist's work with young people are based on the principles of social determination, the principle of activity, the principle of development, the principle of systematicity, and the subject-activity principle.

Implementation of development work is carried out using such forms as lectures and practical classes, and also includes forms of independent work.

In the lectures, the main work is aimed at expanding and enriching knowledge about the features of the manifestation of positive and negative social well-being, its connections with the subjective life position of the individual, about the methods of rational planning and self-organization of one's activities, about the features of self-organization of activities in various life situations.

Practical classes are organized with the aim of developing practical skills in students to set life goals and take responsibility for their own choice of life goals, tasks and life strategy, for their life success and well-being, for the decisions made to overcome life difficulties; proactive, responsible, transformative attitude towards oneself and others, as well as determining one's direction in

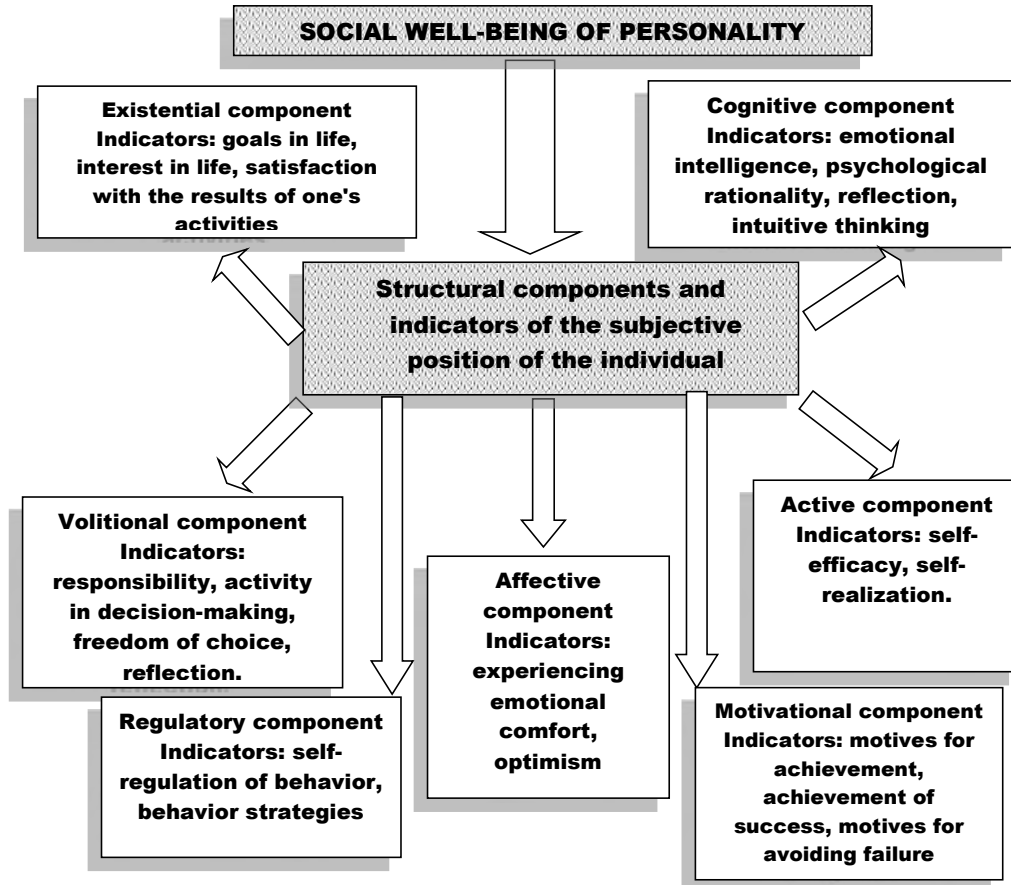


Figure 1. Model of the relationship between the subject's life position and students' social well-being

one's activity and choosing mechanisms for regulating one's own activity.

The structure and stages of lectures and practical classes regarding the development of the subjective life position of students:

1) introductory part. Familiarization with the topic of the lesson, basic theoretical concepts;

2) the main part. Presentation of theoretical material: presentation and analysis of theoretical aspects of the topic (Presentation, models, schemes);

3) conclusion. Consolidation of theoretical knowledge in the form of training exercises. Homework.

The structure and stages of practical classes according to the program of development of the subjective life position of students:

1) introductory part. Familiarity with the film (title, director, year, country, brief information about the plot). Formulation of the purpose of watching the film;

2) the vast majority. Watching a documentary. Analysis of the film on the proposed questions. Review and analysis of homework;

3) conclusion. Reflection. Identifying the value of the received information presented in the film and during the demonstration of homework for each student from the point of view of the development of the subject's life position.

The list of documentaries that are used during the implementation of recommendations on the development of social well-being in youth:

1. Title, source data: Steven Jobs speech to Stanford graduates 2005.

Purpose - to promote the development of the ability to formulate and understand one's desires and goals, to be able to focus on one's interests and abilities; to form the ability of students to listen to themselves, their desires, the ability to bear responsibility for their decisions and actions, to be independent in determining life priorities and goals.

Discussion questions: What do you think is the main reference of Steven Jobs' speech? What, according to the author of the speech, is a priority in planning his life? What do the three stories of Jobs's life teach? What is the role of self-interest and self-belief in determining goals in life? How does his favorite job, his work, help a person decide in life? What behavioral strategies, according to Jobs, lead a person to success? How important is the ability to set priorities in planning your life? What is primary in life, and what is secondary? What should move a person on the path of determining his future, defining and realizing life goals? What personal qualities can help a person on the way to determine his life trajectory?

2. Title, source data: "Secret" Genre: documentary Country: USA, Australia, Brazil. (Director: Drew Herriot, Sean Byrne). Year: 2006.

The goal is to contribute to the formation of the ability to set a goal in the process of activity and communication; to form the ability to manage one's emotions, feelings, to feel positive feelings about oneself and others.

Questions for discussion: 1. Is it important for a person to set the goal of his activity and his life in general? 2. How might this affect her future? 3. What reveals the power of thought? 4. What is the power of

images? 5. Can a person's thoughts take shape? 6. What actions and personality qualities help realize the power of thought? 7. What is the role of an individual's activity in realizing the goals and tasks set for him in a specific activity and in life in general?

3. Name, source data: "Mirror. A mirror on the wall". Genre: documentary. Country: France (Director J. Mine-lier) Year: 2008

The goal is to increase students' knowledge about the peculiarities of the formation and manifestation of self-awareness in people. Understanding the connection between self-awareness and behavior. Carrying out a comparative analysis of the manifestation of self-awareness in a person. Students' understanding that self-awareness gives the ability to self-development, self-realization.

Questions for discussion: 1. What opportunities does our self-awareness give us?

4. How does a person's self-awareness affect his behavior? 3. What is the connection between self-awareness and self-development? 4. Does a person determine his desires and opportunities with the help of self-awareness? 5. What is the role of self-awareness in the self-realization of an individual? 3. Title, source data: "How human are you? Follow the leader" Genre: documentary. Country: USA. (Director: E. Gray). Year: 2014

The goal is to enrich students' knowledge about leadership and leadership qualities of the individual. Formation of the ability to demonstrate leadership qualities and the ability to organize interaction in a group by the type of teamwork.

Questions for discussion: 1. What is the hierarchy in the social relationships of people in the group? 2. What is the role of the leader to build group interaction? 3. What qualities should a person possess in order to occupy and maintain a leadership position? 4. Is it important to support the leader to maintain positive relationships in the group? 5. What is most important for making effective decisions in a group? 6. What consequences for the group can have a large number of leaders in it? 7. Is the distribution of roles of group members important for its effective work? 8. What is the role of the leader in the positive social well-being of group members?

5. Name, source data: Nik Vujicic. Life without borders. (A. Nelson. B. Neonov.) 2015.

The goal is to expand knowledge about the strong-willed qualities of an individual. To increase the level of awareness of the connection between the willpower of the individual and the subjective life position of the individual. Stimulate the development of strong-willed qualities as the main condition for achieving life success and subjective well-being.

Questions for discussion: 1. How important is the strong-willed qualities of an individual to a full-fledged life activity of an individual? 2. With the help of what qualities did the hero of the film manage to overcome life's difficulties on his life's path? 3. How can you formulate the life motto of the hero of the film? 4. What are the key factors in the development of strong-willed qualities of an individual? 5. Describe the connection between the willpower of an individual and the

achievement of personal success in life. 6. What qualities of will help an individual to make his life fulfilling and successful?

At practical classes, with the aim of developing the subject's life position, which is the basis of a positive social well-being, students were offered psychological training, exercises and tasks, viewing and analysis of documentaries. A list of documentaries was selected, in which examples of the individual's determination of the meaning of his life, setting and realization of life goals, examples of the strategy of people's behavior in difficult, problematic, critical life situations, attitudes towards themselves, others, and the world in general were selected. Implementation of the outlined recommendations will contribute to the development of social well-being in youth, the result of which will be the prevention of boredom.

**Conclusions from the study.** So, the ways of psychological support that we have considered, aimed at preventing the occurrence of boredom in youth, have

enriched scientific ideas about the process of solving the outlined problems in psychological science.

In the article, the model of the relationship between the subject's life position and the social well-being of students was clearly identified, and recommendations were developed to prevent the occurrence of boredom. The current direction of the psychologist's work with young people is psycho-prophylactic work. It was found that the main goal of a psychologist's work with young people is to expand and deepen knowledge about social well-being, the regularity of personality development and subjective life position, enriching the social experience of building interaction with others, which will contribute to the transition of acquired skills from the external plan to the internal plan of the individual and prevents boredom.

Prospects for further scientific investigations are the disclosure of the peculiarities of the use of various psychotechniques in psychoprophylactic work with young people while providing them with assistance in the framework of psychological support.

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