

that there is an interrelation between preventive education, sports classes in the CYSS and a health-saving aspect in the development of pupil's personality. The health-saving competence has been analyzed as an integrative combination of personal views of pupils of the CYSS to the issue of saving and strengthening own health that is based on clear value orientations with the use of knowledge (the essence of health, the specifics of playing a certain type of sport and its impact on the human body, etc.), practical skills and sports activity skills, which will contribute to successful socialization and the acquisition of recovery experience, minimize the possible negative impact on health, etc. The structure of the health-saving competence of pupils of the CYSS, which takes into account the motivational, cognitive, praxeological and personal developmental aspects of the development of future athletes, has been concretized. The necessity of implementation of special organizational and pedagogical conditions for the formation of health-saving competence of pupils of the CYSS by means of preventive education has been argued. The practical meaning of the research is in possibility of realization of the identified organizational and pedagogical conditions by the CYSS's coaches. Taking into account the age characteristics of the physical and mental development of pupils, identifying the actual and potential capabilities of a person in different periods of his/her life will enable the coaches of the CYSS to apply the anticipatory nature of preventive education in the formation of health-saving competence of young athletes at various stages of their individual development. The prospects of further scientific studies are in the development of special program, which will take into account the age-specific features of personality development, the possibilities of preventive education with the aim of formation of the health-saving competence of pupils of the CYSS.

Key words: *pupils, children's and youth sports school, preventive education, health-saving competence, pedagogical conditions.*

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INFLUENCE OF LONELINESS OF TEENAGERS ON THE EDUCATIONAL PROCESS

In this article, we will consider what factors determine loneliness among teenagers and how loneliness affects the main sphere of life of teenagers. The purpose of the research is to apply the harmful effects of loneliness on the education of teenagers. Nowadays, the problem of loneliness is widely studied and many scientists are working on solving this problem. Research methods include the use of observation, interview, questionnaire, rating and conversation. Empirical methods such as observation, comparison and measurement were used. We conducted an oral survey of teachers. The result of the research consists in researching and determining the factors that determine the problem of loneliness among teenagers, identifying the influence of loneliness among teenagers on learning, relationships with peers, parents and teachers.

Key words: *education, teenagers, loneliness, problem, teachers.*

Introduction. Currently the problem of loneliness is very common among teenagers. Every year the number of single teenagers is steadily increasing. How can we help teenagers cope with this problem? According to WHO, 5-15% of teenagers experience loneliness. But the real numbers are most likely much higher. As the general Director of WHO Tedros Adhanom Ghebreyesus said «high level of social isolation and loneliness around the world leads to serious negative consequences for the health and well-being of the population». Yes, people who don't sufficiently strong social ties, prone to increased risk stroke, anxiety disorders, dementia, depression, suicides, etc. (WHO called loneliness a serious threat to health Center for public health).

As we can see, the situation is not encouraging not only among teenagers, but also among adult people. In this work, we will consider what factors determine loneliness among teenagers and how loneliness affects the educational process of teenagers' life.

During adolescence, significant changes occur in the body of each person, which directly affect the structure and functioning of the psyche. The brain does not undergo drastic changes during adolescence, but it becomes much more complex during this period. First, a process known as «synaptic pruning» takes place in the brains of teenagers. During this process, the brain eliminates redundant synapses - those that have not been used before. Secondly, the myelination of neurons increases during this period. This means that a myelin layer is actively formed around the axons, which ensures the rapid transmission of information and the coordinated work of the nervous system.

We believe that rapid cognitive development is characteristic of adolescence. Significant changes occur in the prefrontal cortex, which is responsible for decision-making, information processing, planning, and impulse control. The hypothalamic department and departments of hormonal regulation of the brain are responsible for the process of puberty. Girls aged 11-14 are usually taller than their male peers. This is due to the higher activity of hormones, which is called a «growth spurt». It is because of this that boys feel inferior, which can cause low self-esteem.

The search for the biological content of the pubertal period is presented in the works of Sh. Bueller. Adolescence in her works is defined on the basis of the concept of puberty, not only physical, but also mental. Mental puberty, according to Sh. Bueller, is connected with the maturation of a special biological need — the need for supplementation. It

is in this life phenomenon that, in her opinion, lie the reasons for those experiences that are characteristic of adolescence. External and internal excitement, which is accompanied by maturation, should bring a teenager out of a state of complacency and peace, prompt him to seek and get closer to a being of the other sex. The phenomena accompanying maturation should make a person a seeker, dissatisfied with his isolation, and his «I» should be opened to meet «You» (Gotsman, Simak).

Analysis of relevant research. Loneliness is a problem that nowadays is widely studied and many scientists are working on solving it. Studying the literature on this topic, we came across the works of D. Elkind, E. Fedosenko, L. Bonetti, V. Kazanska, A. Rean, I. Kon, D. Borg, E. Rutman, V. Levy, I. Dubrovina and many others. In general, the literature on this topic considers loneliness as a socio-psychological phenomenon. The body of teenagers, being in the process of formation, undergoes considerable changes. The nervous system is forming, so teenagers are unbalanced and restless. In our opinion, teenagers usually experience external and internal excitement. Almost all parts of the brain during this period are also not fully developed, which affects the behavior of adolescents and, accordingly, their perception of themselves and interaction with others. Physical differences between girls and boys can lead to the perception of oneself as inferior or not good enough.

We are sure that teenagers are characterized by self-observation, introspection, withdrawal into themselves and isolation. A teenager is not satisfied with the outside world, so he can be permanently in his dreams and fantasies. They strive to prove to the society their uniqueness, originality and independence, therefore very often teenagers remain alone and think a lot, make sense of themselves, their lives and others. They are in a state of self-discovery.

Adolescence is characterized by strong emotional fluctuations and inner experiences. Teenagers are characterized by a high level of sensitivity to external circumstances, sudden changes in mood, a feeling of discomfort and apathy. This leads to teenage negativism, conflict and aggressiveness. During this period of formation of the «I – concept» it is very important for a teenager to have an understanding of how others evaluate him and how he is treated.

Every person during puberty experiences an existential crisis, in other words, a crisis of the meaning of life. I.S. Kon writes about this period as follows: «the main psychological achievement of early youth is the discovery

of one's inner world». Until this moment, the child, «being sufficiently aware of his actions, is not yet aware of his own mental states», «the only aware reality is the external world». The fact of discovering one's inner world is, on the one hand, an exciting and joyful event, but on the other hand, it brings with it disturbing experiences associated with the lack of coincidence of the inner «I» with external behavior.

Along with the awareness of one's uniqueness comes a feeling of loneliness, and hence the need for communication grows.

Aim of the study is to determine the detrimental effect of loneliness on the education of teenagers.

Research Methods includes the use of observation, interviews, questionnaire, rating and interview. Empirical methods were applied such as observation, comparison and measurement. We conducted an oral interview with the teachers of the interviewees.

As a result of the conversation we found that more lonely teenagers show passivity about 17 teaching. Instead, there are more children who feel supported socially active and have a higher level of success. Teachers have repeatedly noted that children from full families, where the parents devote enough time to their children, are more drawn to settling down social contacts. They are not shy to show their abilities and open to new things. One of the leading aspects of teenagers' life is his educational activities and personal relationships with peers. We think, that it is quite important to learn for the mental growth of a teenager to establish good relations with others. The school makes a noticeable impact on the formation of a teenager's personality and behavior, despite the fact that how effective is the adolescent's interaction with society. In adolescence and early youth, the process ends formation of cognitive processes. At this stage, the speech is final and intellectualized and theoretical thinking arises. The intelligence of a teenager is possible to develop in many ways. First of all, rhetoric and public speaking will be definitely important for a teenager classes. As these disciplines are indispensable and affect the improvement of public speaking skills, the ability to defend their opinion, justify it and answer various questions. Secondly, it is worth to focus on the development of internal language. This is such a way of thinking.

The development of intelligence will significantly improve learning and help a teenager become an interesting personality. The ratio of external and internal actions is changing for the better. There is a transition of external actions into the internal ones. Mental actions are

formed, acting as components of learning skills. The motivation of teenagers to study also undergoes some quality changes. It is observed in adolescence decrease in academic performance and interest in learning.

Reasons for this phenomenon can be various. School attracts not so much educational activity, but there is opportunity to communicate with peers. The circle of vital sources of information is expanding with different connections. There are new requirements in secondary school - the appearance of new teachers and that's why are growing requirements for independence in educational activities; due to the update professional choice of a teenager divides educational subjects into "important and unimportant" (Peculiarities of a teenager's educational activity).

In our opinion, feeling alone, a teenager is incapable create strong, warm, trusting relationships with classmates, which affects success and activity of a teenager in studies. A socially active teenager shows leadership qualities, strives for extracurricular activities and expansion circles of communication. He will have friends who will be able to give him theirs shoulder when such a teenager is faced with difficulties. For example, a 9th grade student Vasyl, who is the head of the class, attends various clubs, is a member of the school volleyball team, forgot to do his math homework. He definitely has such friends among his classmates who will help quickly to complete the math task during the break.

If teenagers have friends among their classmates, then theirs desire to attend school classes will be much stronger than those teenagers who have no friends among their classmates. One way or another, children who have friends at school, will be eager to go to school to discuss a new movie or a new game. They will wait for a break to meet with friends. Perhaps they will be even more active, because everyone knows: when you are busy, time flies faster, which accelerates the much-desired meeting.

A teenager's attitude towards learning mainly depends on the personality of teacher, so it is differentiated in relation to different subjects, which the student divides into «interesting and uninteresting». In the person of the teacher, students appreciate erudition, justice, benevolence, tact, ability to organize work of students. Changing the teacher in the classroom leads to a change in the attitude of students towards of the corresponding subject (Peculiarities of a teenager's educational activity).

We believe that a teenager's loneliness significantly worsens communication between the student and the teacher. Not even a closed, lonely, isolated teenager will try to establish good relations with teachers,

which is negative to soak in his studies. Communication with the teacher is essential part of training. You will have to contact the teacher if the material will be unclear. The level of understanding of the content of the educational material directly determines how much the child will be able to cope with tasks, which related to the information provided. The teacher will also help in the solution of conflict interaction between teenagers. Thanks to established communication with teachers, the student can get more opportunities for his development. Teachers usually offer talented students to participate in competitions, olympiads and different events, etc. A pupil who does not show a desire to communicate with a teacher, studies worse. Conflicts may arise between the student and the teacher, mainly the reason for which is the contradiction between the attitude of an adult to a teenager as to a child and a teenager's idea of the degree of his own maturity. A child's protest arises in the form of disobedience, rudeness, stubbornness and aggressiveness. These same manifestations were also present in previous age crises. However, in adolescence age, they have a particularly bright, deep character, as they have opportunities the adolescent's activities and behavior expand.

When there is inadequate reaction of adults to the conflict with the teenager, he becomes alienated, uncontrollable, unmanageable and so refuses to communicate. Overcoming the conflict lies in finding that degree of independence of the teenager, which would correspond to his capabilities, social requirements for him and would allow an adult to influence him. The organization of meaningful is recommended cooperation between an adult and a teenager with mutual understanding inherent in it, mutual respect and so mutual assistance (Adolescent's relations with others).

So, the problem of loneliness among teenagers has a negative impact on learning and intellectual development of adolescents. Loneliness worsens relationships with classmates, which makes it impossible to create the correct social contacts and affects the level of activity of students. The more active a teenager is the more friends he has at school. Because of loneliness, the teenager will have bad relationship with teachers.

Another complex and exciting experience is the awareness of one's continuity and stability in time. The feeling of personal immortality is replaced by a panicky fear of old age and death. In adolescent and youth self-awareness, the theme of death sounds sharp and ambiguous. Parting with the idea of personal immortality is difficult and painful, sometimes being replaced by the idea of immortal glory, but as a result, often the very

perception of the inevitability of death prompts one to think seriously about the meaning of life, about how to live it better (Existential crisis of youth).

We believe that understanding oneself as a unique individual, unlike anyone else, can lead to a feeling of loneliness in a teenager. He feels that no one can understand him, that everyone is too superficial and mundane.

M. Rutter's research among fourteen-year-old teenagers gave the following results: about half of teenagers feel such despair that they want to leave everything and everyone from time to time; a quarter of them often feel that other people judge and despise them, look down on them and treat them negatively, and these twenty-five percent are less likely than other teenagers to feel insignificant; twenty percent of respondents showed a tendency to devalue what they do and are sure that their experience is less important than the experience of others (Dyachok, 2017).

Lack of emotional self-regulation skills among most teenagers leads to anxiety and depression. One way or another, anxiety determines the behavior of the subject. The degree of anxiety in teenagers characterizes their attitude to this or that situation and indirectly tells about the relationship of the teenager with peers, family and friends, etc.

Adolescents with a high level of anxiety feel more weak and inferior than adolescents with an optimal level of anxiety, which in turn causes the formation of self-doubt. Actually, this leads to a decrease in the social activity of teenagers, worsens the process of building warm and trusting relationships.

We believe that low self-esteem significantly increases the isolation of adolescents. The formation of this type of self-esteem is influenced by the following factors: objective and "contrived" shortcomings, rejection of parents, aggressive parents, sensitivity to criticism and poor peer relationships.

So, among the main psychological causes of loneliness among teenagers is low self-esteem, which correlates with fears and increased anxiety. Adolescents pay too much attention to the opinion of others, therefore they often feel the fear of judgment and criticism of others, because of which they close in themselves and do not try to show themselves in society.

Results. As teenagers learn about themselves, discover new qualities, patterns of behavior, intentions, desires and reactions, they do not know how to properly deal with what they have found in their inner world, how to apply it in their lives so that it brings some benefit.

We conducted an oral interview with the teachers of the interviewees. As a result of the interview, we found that more lonely

teenagers show passivity in learning. In contrast, children who feel supported are more socially active and have higher levels of achievement.

Teachers have repeatedly noted that children from full families, where parents devote enough time to their children, are more inclined to establish social contacts. They do not hesitate to show their abilities and are open to new things. One of the leading aspects of a teenager's life is his educational activity and personal relationships with his peers. We believe that for the mental growth of a teenager it is very important to learn to establish good relationships with others. The school has a noticeable influence on the formation of a teenager's personality and behavior, regardless of how effective the teenager's interaction with society is.

In adolescence and early youth, the process of formation of cognitive processes is completed. At this stage, language is finally intellectualized and theoretical thinking emerges. A teenager's intelligence can be developed in many ways. First of all, a teenager will definitely not be bothered by rhetoric and public speaking lessons, because these disciplines will definitely affect the improvement of public speaking skills, the ability to defend one's opinion, argue it and answer various questions. Secondly, it is worth emphasizing the development of internal language. This is such a way of thinking. The development of intelligence will significantly improve learning and help a teenager become an interesting person.

The psychology of communication in adolescence is built on the basis of a contradictory combination of two needs: separation and the need to belong, to be included in some group and community. Separation is most often manifested in the desire to be freed from the control of elders. It is also inherent in relationships with peers. There is a growing need not only for social, but also for spatial autonomy, the inviolability of one's personal space. The process of communication does not always go smoothly, in the desired direction - because the interaction involves people who differ in many characteristics (goals, motives, needs, expectations, life experience, ways of interpreting what is happening, emotionality and interest in interaction, etc.). Therefore, partial contradictions may arise and antagonism of positions may appear, generated by the presence of mutually exclusive values and goals (Prochuk).

In any relationship, there are moments of crisis when you do not understand each other, when the relationship becomes so complicated that a conflict arises. The teenager understands that he has changed and his values are no longer the same as those of his friends. He has a

different outlook and acquired new moral qualities. Of course, this is not the only reason for breaking social contacts with friends. There are many reasons. Misunderstandings can also arise due to a struggle for someone's attention or leadership. In addition, misunderstanding the actions and words of another person can cause conflict.

Some teenagers are lonely because they simply do not know how to communicate, they have a lack of communication skills. We are sure that in order to have friends, acquaintances and good relations with anyone, teenagers must be able to express their thoughts in a friendly way, be able to listen, be tolerant and defend personal boundaries. The actual deficit of this set of skills can cause conflicts and misunderstandings with peers, impair academic success and achievements. Also, it will definitely affect the self-esteem of the teenager, since self-esteem is not possible without the feedback we receive in the process of communication.

The problem of loneliness is mostly a social and psychological phenomenon. A person at any age needs social activity, particularly in adolescence. Adolescents' lack of social connections and conflicts with their peers can lead to feelings of loneliness.

M. Rutter noted that teenagers are characterized by social phobias. Many of them, become shy and attach great importance to their own appearance and behavior. Sometimes, it can cause reluctance and fear of meeting other people, visiting public places and parties. Usually, such experiences are not strong enough to change a teenager's social life, but in some cases, anxiety paralyzes life so much that the child refuses most forms of group activity. For the first time at this age, the fear of open and closed space may appear. Psychological difficulties, periodic emotional disorders and behavioral disorders occur quite often in most children and adolescents (Dyachok, 2017).

Nowadays bullying is a fairly common phenomenon among teenagers. It meets quite often at school. Bullying is intimidation, which involves certain aggressive actions of one child or a group of children towards another child. Bullying manifests itself in humiliation, insults, beatings, collective ignoring and violent actions.

In our opinion, some schoolchildren do this in order to assert themselves at the expense of others or to get pleasure from the process of bullying someone.

Adolescents who have been bullied often experience sleep disorders, anxiety, depression, low self-esteem, self-doubt, and neuroticism.

Experiencing different manifestations of bullying again and again, the teenager becomes more withdrawn, feels useless, worthless and abandoned.

In academic psychology, there are a number of theoretical models that consider loneliness as the experience of an unsatisfied need for respect, the result of a lack of social skills or certain combinations of personal traits, the result of a discrepancy between the expected satisfaction from relationships and reality, a motivating stimulus to establish new relationships (Maistrenko).

Forced presence of teenagers in any groups also leads to the fact that the teenager feels lonely. This especially applies to those children who are in orphanages, since these children are deprived of the opportunity to be alone with themselves, which leads to the emergence of dissatisfaction with the need for solitude.

Digitization, computerization of life has definitely affected human relationships. In today's world, almost every person has at least one sphere of life connected to the telephone, computer, and the Internet. It is difficult for many teenagers to imagine their life without a phone and the Internet.

Currently, the communicative potential of many teenagers is not very high, as they are deprived of non-verbal communication. Conversations on the phone, communication through messengers, comments under photos or videos increase feelings of isolation and loneliness. Teenagers who spend too much time on social networks feel more alienated than those who spend less time online.

Conclusions. The problem of loneliness of teenagers has a negative impact on the learning and intellectual development of teenagers. Loneliness worsens relations with classmates, which makes it impossible to create the right social contacts, affects the level of activity of students. The more active a teenager is, the more friends he has at school. Because of loneliness, a teenager will have a bad relationship with teachers.

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АНОТАЦІЯ

Козаченко Юлія, Ашихмин Олександра. Вплив самотності підлітків на навчання.

Наразі проблема самотності є дуже поширеною серед підлітків. З кожним роком кількість самотніх підлітків невпинно зростає. За даними ВООЗ, самотність відчувають 5-15% підлітків. При цьому реальні цифри, найімовірніше, набагато вищі. Як бачимо, ситуація не втішна не лише серед підлітків, а й серед дорослих людей. У цій статті ми розглянемо, які чинники обумовлюють самотність серед підлітків і як самотність впливає на основні сфери життя підлітків. Мета дослідження – визначити згубний вплив самотності на навчання підлітків. У наш час проблема самотності широко вивчається і багато вчених працюють над вирішенням цієї проблеми. Опрацьовуючи літературу з цієї теми, ми проаналізували роботи Д. Елкінд, Є. Федосенко, Л. Бонетті, В. Казанська, А. Реан, І. Кон, Д. Борг, Є. Рутман, В. Леві, І. Дубровіна та багато інших. Загалом, література на цю тематику розглядає самотність як соціально-психологічне явище. Методи дослідження включають використання спостереження, інтерв'ю, анкетування, рейтингу та бесіду. Застосовувалися емпіричні методи, такі як спостереження, порівняння та вимірювання. Ми провели усне опитування вчителів. Результат дослідження полягає у дослідженні та визначенні факторів, які зумовлюють проблему самотності у підлітків, виявленні впливу самотності підлітків на навчання, стосунки з однолітками, батьками й вчителями. Практичне значення дослідження полягає у визначенні, як спосіб життя підлітка може зазнати кардинальних змін, коли підліток перебуває під впливом психологічного гніту самотності. Чим дужче підліток відчуватиме себе самотнім і пригніченим, тим гіршими будуть його стосунки з оточуючими – батьками, однокласниками, друзями, вчителями тощо. Іноді самотність призводить до проявів конфліктної, агресивної поведінки, що ще більше погіршує ситуацію. Висновки та перспективи подальших наукових досліджень. Можемо зробити висновок, що самотність у підлітковому віці призводить до негативних наслідків, якщо переживати її у шкідливий для здоров'я спосіб. Пубертатний період ознаменований внутрішніми переживаннями, емоційними труднощами й нестабільністю. Особливості внутрішнього світу нерозривно пов'язані з діяльністю підлітка у зовнішньому світі, і навпаки. Якщо підліток не відчуває підтримки з боку батьків, друзів та вчителів, то проблема самотності буде загострюватися й спричиняти інші психологічні проблеми.

Ключові слова: навчання, освіта, підліток, самотність, вчителі.