

**PSYCHOLOGICAL SUPPORT FOR THE DEVELOPMENT
OF STUDENT'S NATIONAL SELF-CONSCIOUSNESS
IN CONDITIONS OF ACADEMIC MOBILITY**

The research of the development of personality's national self-consciousness of in the juvenile age as sensitive period for this process is important condition for stability of every nation. The juvenile age is important period of personality's awareness of social processes and the development of values of individual and group levels, including the nation. The formation of student's national self-consciousness at a high level and with positive content is major tasks of the State Conception of National Education and the State Concept of National and Patriotic Upbringing of Children and Youth in Ukraine. The development of effective psychological support for the development of national self-consciousness among students of higher education institutions is necessary for psychological science and practice.

The subject of special domestic scientific research was the psychological and psychosemantic peculiarities of formation of national self-consciousness of group levels of the high school students from different regions of the country [1].

However, psychologists have not studied the question of psychological support for the development of student's national self-consciousness in conditions of academic mobility.

We understand the national self-consciousness as a process of personality's awareness of his/her belonging to their nation and self-esteem of oneself as the representatives to their nation with subjective characteristics (national consciousness and national character) and objective characteristics (national language, national history, national culture, territory of residence and the state). Based on the results of such process of awareness and self-esteem personality determined his/her behaviour within the internal and external national relations [2].

The report presents the objective, the essence and methods of the programme of psychological support of the development of national self-consciousness among students of higher education institutions. As far as students are concerned, the success of psychological support of the development of their national self-consciousness during the teaching process in higher educational institutions is explained by the efficiency of interactions between lectures and curators of student groups.

The main objectives of this psychological support are the following:

- the development of student’s desire to learn about history, language, culture of their own nation;
- to understand the national character of representatives of their nation and other nations;
- the ability to identify themselves as the representatives of a certain nation;
- the development of desire to communicate in their national language;
- the development of desire to respect and expand the history of their nation;
- the creation of a sustainable active understanding of their nation;
- the expansion of students’ outlook in the areas of their national history and culture on the basis of their own experience and on the basis of previously acquired knowledge and ideas that lay the foundation for understanding of new information;
- the development of tolerance towards the representatives of other nations;
- the development of adequate self-esteem and positive attitude towards oneself as the representatives of a certain nation;
- the development of high level of national self-respect;
- the development of high level of self-regulation in relations with other representatives of their nation and other nations;
- the development of national reflection and national identification.

Psychological support of the development of student’s national self-consciousness includes the following stages: psychological diagnostics, the identification of specific developmental components of national identity and its epicentre, student’s national self-consciousness; justification of the methodology, choice and implementation of methods for psychological support.

The psychological diagnostics provides an empirical study of the cognitive components, emotional and value components and regulative component of the students’ national self-consciousness and students’ national identity.

The methods for psychological support provides a mini-lectures and talks on the topics: “Nations and its features”, “Tolerance towards representatives of other nations”, etc.; role-playing games (“Dialogue of Cultures”, “Meeting at the airport”, etc.), exercises (“Guess who we are talking about”, “History of my name”, etc.), discussions – “National identity” etc.; writing an essay “A story about myself as a representative of the Ukrainian nation to my friend who belongs to another nation” (cognitive component); press conferences and discussions – “National Dignity”, “National Self-Esteem”, “My National Values”, etc. (emotional and value component); discussions – “The desire for national self-affirmation”, “Focus on national self-realization”; press conferences – “I am a subject of my nation”, “What will I become as a subject of the Ukrainian nation in 5 years?”, etc. (regulative component).

The author developed and tested the programme of psychological support for the development of students' national self-consciousness which can be used by psychologists, teachers and curators of academic groups in higher education institutions.

References:

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