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SIMPOZIONUL
NAȚIONAL CU PARTICIPARE INTERNAȚIONALĂ
KREATIKON:
CREATIVITATE-FORMARE-PERFORMANŢĂ
”Creativitate și inovare – premise ale excelenței în educație”
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In memoriam
Prof. univ. dr. Maria Caluschi
(1946-2016)

Simpozionul național cu participare internațională KREATIKON: CREATIVITATE-FORMARE-PERFORMANŢĂ. ”Creativitate și inovare – premise ale excelenței în educație”. Ediţia a XVIII-a este dedicat memoriei ***Marianei Caluschi****, a cărei activitate intelectuală a contribuit decisiv la dezvoltarea istoriei psihologiei din România şi din Republica Moldova, prin dezvoltarea şi elaborarea unui model creativ de predare a psihologiei şi elaborarea unei paradigme creativ-curative, utilă în practica terapeutică, medaliată cu aur de Institutul Naţional de Inventică şi de către Academia Română.*

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MARIANA, îmi amintesc ...!

Îmi amintesc de ...prima întânire cu Mariana, a experiențelor de la catedra, facultate.

Îmi amintesc de ...toată munca pe care am realizat-o împreună pentru ARACIS.

Îmi amintesc cum ...m-a convins că a trăi este mai mult, mult mai mult decât a exista pur și simplu, dar pentru asta merit să fiu împăcat cu mine și cu toți cei care cred în mine.

Îmi amintesc ...zâmbetul, delicatețea pe care permanent o avea cu mine, cu noi.

Îmi amintesc...de modul cum mă dojenea când vântul îmi spulbera încrederea din jur.

Îmi amintesc de ...cuvintele, gesturile pe care le avea ori de câte ori ne vedeam, sau lucram, de o ”aură blândă și împăciuitoare ”.

Îmi amintesc de ... persoanele deosebite pe care le-am cunoscut datorită Marianei și care și-au gasit un rol aparte în viața mea, pentru care timid am sperat și reușit să mă accepte ca prietena lor.

Îmi amintesc ...de darul minunat pe care-l avea în relația cu studenții, pe care-i captiva prin iubire și respect, ca și cum aceștia ar fi fost proprii ei copii.

Amintirile mele cu Mariana Caluschi sunt bine ancorate, „într-un cufar ” doar al nostru, pe care însă le ”revăd ” la întâlnirile cu colegii noștri universitari, studenți, prieteni, oricât de departe ar fi aceștia în întreaga lume.

Mariana Caluschi ! Un om încărcat de vise, împliniri și speranțe.

Anca Daniela Tompea, Conf.univ.dr., președintele Senatului Universității ”Petre Andrei” din Iași

***

MARIANA CALUSCHI - Om frumos, personalitate înzestrată cu o lumină interioară pe care cu mare har o proiecta asupra discipolilor dar și colegilor de breaslă, personalitate cu care interacționând deveneai mai bun, mai pozitiv, mai motivat. Mă consider o fericită că am avut frumoasa ocazie să comunic cu acest Corifeu al psihologiei române în timpul scurtelor vizite ale domniei sale în Republica Moldova, la Universitatea de Stat ,,Alecu Russo” din Bălți.

Silvia Briceag, doctor în psihologie, conferențiar universitar, șefa Catedrei de psihologie, Universitatea de Stat ,,Alecu Russo” din Bălți, Republica Moldova

***

5 lecții pe care le-am învățat de la Mariana Caluschi

Am cunoscut-o pe dna doctor în psihologie, profesor universitar Mariana Caluschi în 1991, când „se deschideau” podurile peste Prut. A fost momentul întâlnirii unui om minunat, care mi-a jalonat viața cu câteva lecții importante.

Lecția de bunătate

Venită la Iași pentru studii de doctorat, m-am pomenit într-un mediu absolut nou pentru mine, care-mi solicita o implicare și schimbare rapidă. Desigur că am găsit toată susținerea conducătorului tezei de doctorat, a dlui profesor Adrian Neculau, a membrilor catedrei de Psihologie de la Universitatea „Alexandru Ioan Cuza” din Iași. Dar

CHARACTERISTICS OF THE MANIFESTATION OF FEAR IN ADOLESCENTS IN PEACETIME AND IN THE CONDITIONS OF WAR

***Yuliia Asieieva**, Doctor of Psychological Sciences (MD), Academician of the National Academy of Sciences of Higher Education of Ukraine, Head of the Department of Language and Psychological and Pedagogical Training, Odessa National Economic University, Odessa, Ukraine*

Abstract

The work studies the theoretical aspects of domestic and foreign psychologists, who mostly characterize fear as a danger signal, which is closely related to anxiety. The concept of «fear», the psychological features of fear in teenagers, as one of the hidden emotional states, is revealed. The peculiarities of the emotional sphere of adolescent children are considered and the main causes of fears are determined. It was found that the emotional sphere of teenagers represents a wide range of emotions and experiences, which can form certain anxieties and fears in the child.

The results of the study made it possible to see what actual and problematic fears are inherent in teenagers in peacetime and during military operations on the territory of Ukraine. According to the results of the research, it is possible to note that the unstable political situation, the threat of territorial invasion, the conduct of active military operations in the territory of some regions of the state, have an extremely negative effect on the emotional states of teenagers, and their psychological health is at risk.

On the eve of the invasion, a high level of anxiety was detected in 42% of respondents, 36% had an elevated level of anxiety, this indicated that 78% of adolescents were already in the risk zone and only 19% had a normal level of anxiety.

The risk of the development of war phobias was revealed, because according to the results of the study, already 66% of respondents demonstrate a fear of war, 52% of respondents had an evident fear of illness of loved ones, and 13% – a fear of aggression towards loved ones.

During active military operations on the territory of Ukraine, the level of anxiety among teenagers is already 56% of respondents, 38% of respondents have an elevated level of anxiety, and only 6% of respondents have a normal level of anxiety.

The picture has changed regarding the severity of certain types of fears, except for the fear of war, which has already been detected in 70% of respondents, the fear of illness of loved ones – 68% of respondents, the fear of aggressive actions of relatives is increasing – in 24%, a significant percentage of the manifestation of fears about the future will appear – 48%, fear of poverty – 37%, increased fear of death – 32% and fear of becoming a victim of violence, criminal acts – 31%.

The results obtained during the study cause concern for the psychological health of the young generation, and raise the question of the need to organize psychological support and assistance throughout the state.

Key words: adolescence, fear, anxiety, emotional states.

Problem statement.

Fear has both positive and negative meanings. Usually, this concept is characterized mostly as a negative emotion, since fear appears in the subject in situations of uncertainty or danger. Accordingly, the problem of fears is mostly relevant in developmental and pedagogical

psychology, especially in childhood and adolescence. Children's fears to one degree or another are caused by age characteristics and have temporary nature. However, fears can cause long-term rueful feelings and changes in behavior of a child, which in the case of unfavorable development can lead to the emergence of phobias or anxiety disorders.

Anxiety is one of the most common DSM-diagnosed mental health disorders, but less than a third of affected people ever seek treatment, according to a recent study by American scientists. 10–15% of youth with anxiety may also have co-occurring depression, while up to 50% of youth with depression have significant degree of anxiety (Garber and Weersing, 2010). If left untreated, anxiety can easily escalate, leading to devastating symptoms of depression, such as hopelessness, exhaustion, social isolation, and negative obsessions, which can contribute to potential suicide attempts.

In the last decade alone, the level of anxiety among children and young people has increased by an average of 10%. In addition, the number of suicides has tripled over the past decade. Suicide is now the second leading cause of death among young people after homicide and the tenth leading cause of death in all age groups. On average, in the US, about 130 people of all ages commit suicide per day (30 times the number of suicide attempts per day) (Price and Khubchandani 2019).

Today, the whole world is in the center of an increasingly large, widespread, multifactorial and destructive crisis. Not only the war and coronavirus crisis, but also the crisis of anxiety and depression, phobic disorders. In this regard, the number of studies devoted to the problem of fears and anxieties is growing both among foreign and domestic scientists. Although this problem is almost a century old, scientists are confused by its experimental study, mostly in the framework of psychology: V. Wundt, V. James, O. Zakharov, E. Ilyin, B. Karvasarskyi, M.P. Mishchenko, A. Petrovsky, F. Rieman, Z. Freud, E. Fromm, I.V. Havina, K. Horney, Y. Shcherbatykh, K. Jung, and others. The study of psychological features and characteristics of representatives of different sexes is highlighted in the works of: V. Znakova, Yu. Tyumenev, B. Khasan and others (Aleksandrov Yu. V., Bogdanova I. Ye., Voronova Yu. V., 2010, Karvasarskyi B. D., 1998; Kondash O., 1981; Kuznetsov M.A., Babarykina I.V., 2012; Mishchenko M.P., Khavina I.V., 2017; Maksymenko M.S. 2020). Despite the large number of scientific assets on this issue, it remains relevant today. Since living conditions are constantly changing, the universe is becoming increasingly aggressive, which inevitably affects the still undeveloped psyche of the young generation.

The **purpose** of our work is to study the peculiarities of the manifestation of fears in adolescence before the start of military actions and during the full-scale invasion of Ukraine.

The following **research methods** are chosen: historical, analytical, experimental (survey, testing) and mathematical and statistical methods.

The **psychodiagnostic toolkit** included the following methods: «Determining the level of anxiety of teenagers» by O. Kondash and «Questionnaire of the hierarchical structure of actual fears of the individual» by Y. Shcherbatykh and E. Ivlev.

The **research sample** consisted of 162 people, students of senior classes of secondary schools and students of the first years of higher education institutions, aged from 16 to 19 years.

Presentation of the main research material. There are many facts that testify about children of teenage and young adults who experience negative psychological processes and

states (anxiety, aggression, fear, terror). In adolescence, children have increased excitability, uncertainty, acute self-emphasis of their desires, etc. The leading activity of adolescence is intimate and personal communication with peers (Nuria R., 2017, p.40).

Every adolescent child goes through a difficult stage in his life – this is a powerful development of the child's body and psyche, thus, there is an active rejection of what is happening from the inside. The child feels that changes are taking place, for which they are not psychologically ready. As a result, irritability, anxiety and fears of being depersonalized appear, self-control over one's emotions and actions is lost.

Studying fear, both domestic and foreign scientists have not reached a single definition of what «fear» is. A review of literary sources shows that «fear is an emotion that arises in situations of threat to the biological or social existence of an individual and is directed at the source of real or imagined danger» (Aleksandrov Yu.V., Bogdanova I.E., Voronova Yu.V., 2010).

«Fear is a psychological signal that indicates danger and carries a preliminary assessment of the situation, which is based on the instinct of self-preservation for one's health and well-being» (Kuznetsov M.A., Babarykina I.V., 2012). But when, in the course of everyday life, in the absence of a real threat to life, uncontrolled excitement, anxiety, breathing disorders and the work of the cardiovascular system are detected, it is no longer fear, but a phobia.

Features of the manifestation of fears at the level of phobia were studied by B. D. Karvasarskyi, who defined «phobia as an obsessive experience of fear with a clear plot, which is exacerbated in certain situations while maintaining sufficient criticism of one's condition» (B.D. Karvasarskyi, 1998).

Turning to the differentiation of fears, it is possible to separate general types of fears that are associated with: natural phenomena (fear of certain natural phenomena, cataclysms: earthquakes, floods, tsunamis, etc.), social phenomena (fear of public speaking, fear of communication with others) and individual characteristics (fears that a person may fantasize or imagine without any real basis for concern). Considering adolescent types of fears, it is possible to note fears that are related to educational activities, social relations with adults and peers, but the greatest experiences arise in adolescents when forming and evaluating their own image and when interacting with the opposite sex. Today, there are thirteen main types of fears in adolescence, namely: fear of «not being the same», fear of bad grades, fear of the mysterious, death, darkness, fear of not living up to parents' hopes, fear of being rejected, fear of answering at the blackboard, fear of communication with peers, fear of being the object of bullying (ridicule), fear of isolation, fear of state exams, fear of not being successful (Karvasarskyi B.D., 1998; Kondash O., 1981; Tomchuk S.M., Tomchuk M.I . 2018). Also, with the current events in Ukraine, the most significant fears have become the fear of death and the fear of war, since already in autumn the mass media spread extremely negative news, and from February 24, 2022, a full-scale invasion of the territory of Ukraine began, at this time the number of people with anxiety, fears, phobias and panic attacks increased.

According to the research of D.S. Maksymenko, young adolescents show the greatest anxiety when communicating with peers, classmates, and parents, and the least when communicating with teachers or strangers. Older teenagers show significant anxiety in all spheres of life (Maksymenko M.S., 2020).

The appearance and formation of adolescent fears are significantly influenced by the following factors: the instability of the individual's psyche; a desire for independence with uncertain social status; insufficiently formed self-esteem and self-regulation; conflict climate in the family and conflict relations with peers and teachers.

Our empirical study of fears in adolescence took place in several stages. The first stage of the psychodiagnostic survey took place in the fall of 2021, and the second in the spring of 2022, the respondent was asked to undergo a psychodiagnostic study according to the following methods: «Detecting the level of anxiety of teenagers» by O. Kondash, «Questionnaire of the hierarchical structure of actual personality fears» by Y. Shcherbatykh and E. Ivlev.

At the first stage of the study, in the fall of 2021, the degree of anxiety among teenagers was investigated. According to the results of the survey, it was established that among the selected respondents, 42% show a slightly increased level of anxiety, 36% have a high level of anxiety, only 19% of respondents have a normal level, and 3% have excessive calmness. When researching types of fears according to the methodology «Questionnaire of the hierarchical structure of actual fears of the individual» by Yu. Shcherbatykh and E. Ivlev (Fig. 1).

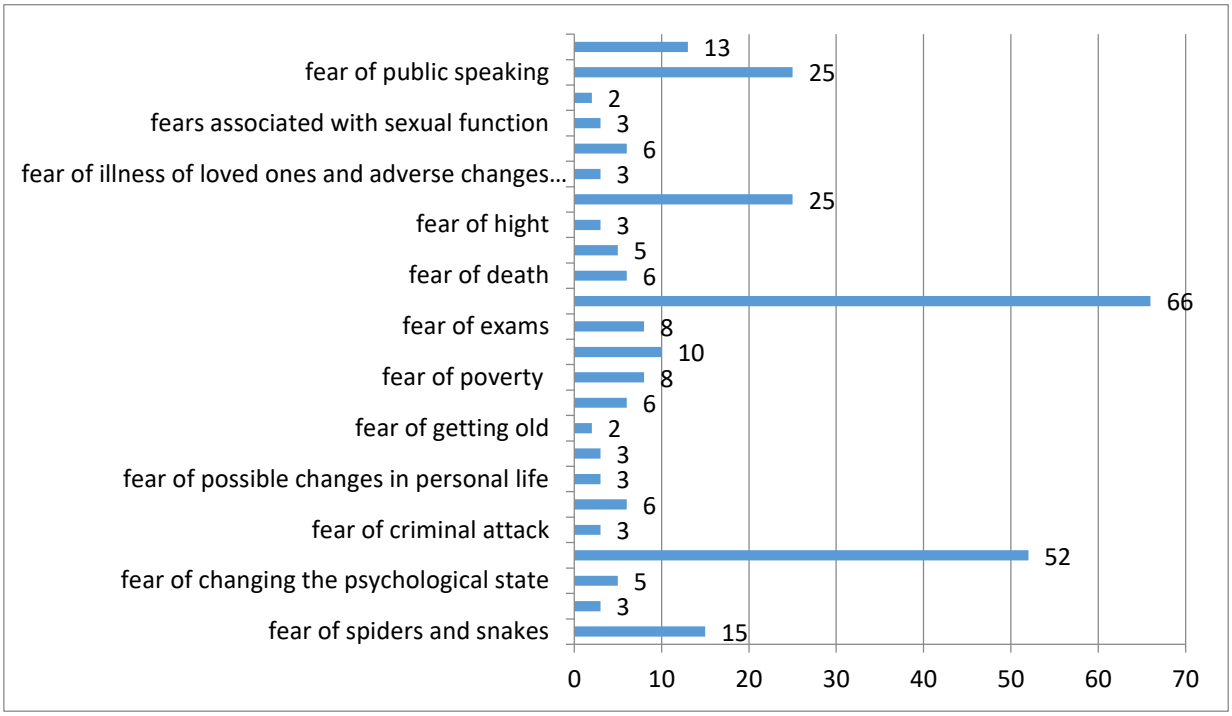


Fig. 1. General characteristics of respondents' current fears before the start of military operations

After analyzing the obtained results, it can be stated that 66% of respondents have a fear of war, 52% of respondents demonstrate a fear of illness of loved ones, 25% – fear of public speaking, 25% – fear of depth, 15% – fear of spiders and snakes and 13% – fear of aggression towards loved ones. At the second stage of the study, in the spring of 2022, we also examined the degree of severity of anxiety and current fears.

According to the results of the research on the level of anxiety among teenagers, it was established that 56% of respondents have a high level, an elevated level of anxiety was found in 38% of respondents, and only 6% of respondents have a moderate level of anxiety, a low level of anxiety was not found in any respondent.

The picture has changed regarding the severity of certain types of fears, except for the fear of war, which has already been detected in 70% of respondents, the fear of illness of loved ones – 68% of respondents, the fear of aggressive actions towards relatives is increasing in 24%, a significant percentage of the manifestation of fears about the future will appear – 48%, fear of poverty – 37%, increased fear of death – 32% and fear of becoming a victim of violence, acts of crime – 31% (Fig. 2).

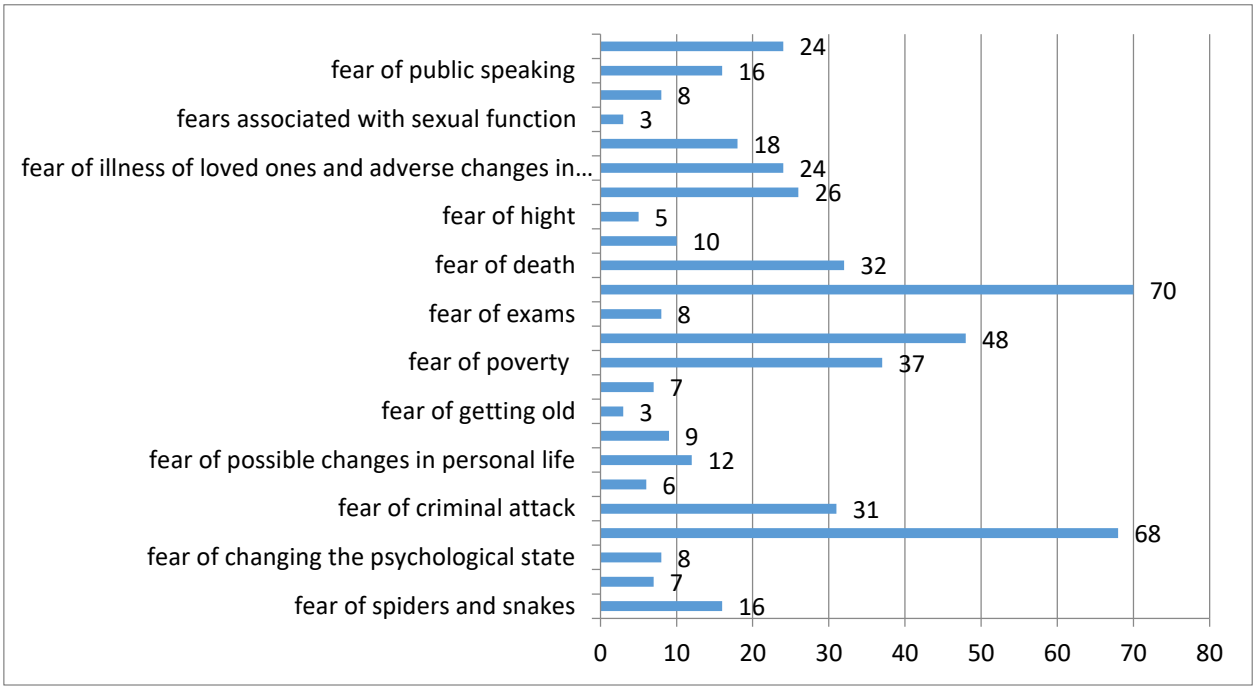


Fig. 2. General characteristics of respondents' current fears during military operations

Having analyzed the obtained data, it can be noted among teenagers that during military operations on the territory of Ukraine the level of fear of uncertainty about the future increased significantly (increased by 38%), the fear of being on the verge of poverty increased by 29%, and the fear of becoming attacked increased by 28% or a violent crime, the fear of illness of loved ones increased by 16%, and the fear that the illness of a loved one will lead to adverse changes in life increased by 21%, the fear of getting sick himself increased by 12%, and the fear of aggressive behavior towards loved ones increased by 11% (Fig. 3)

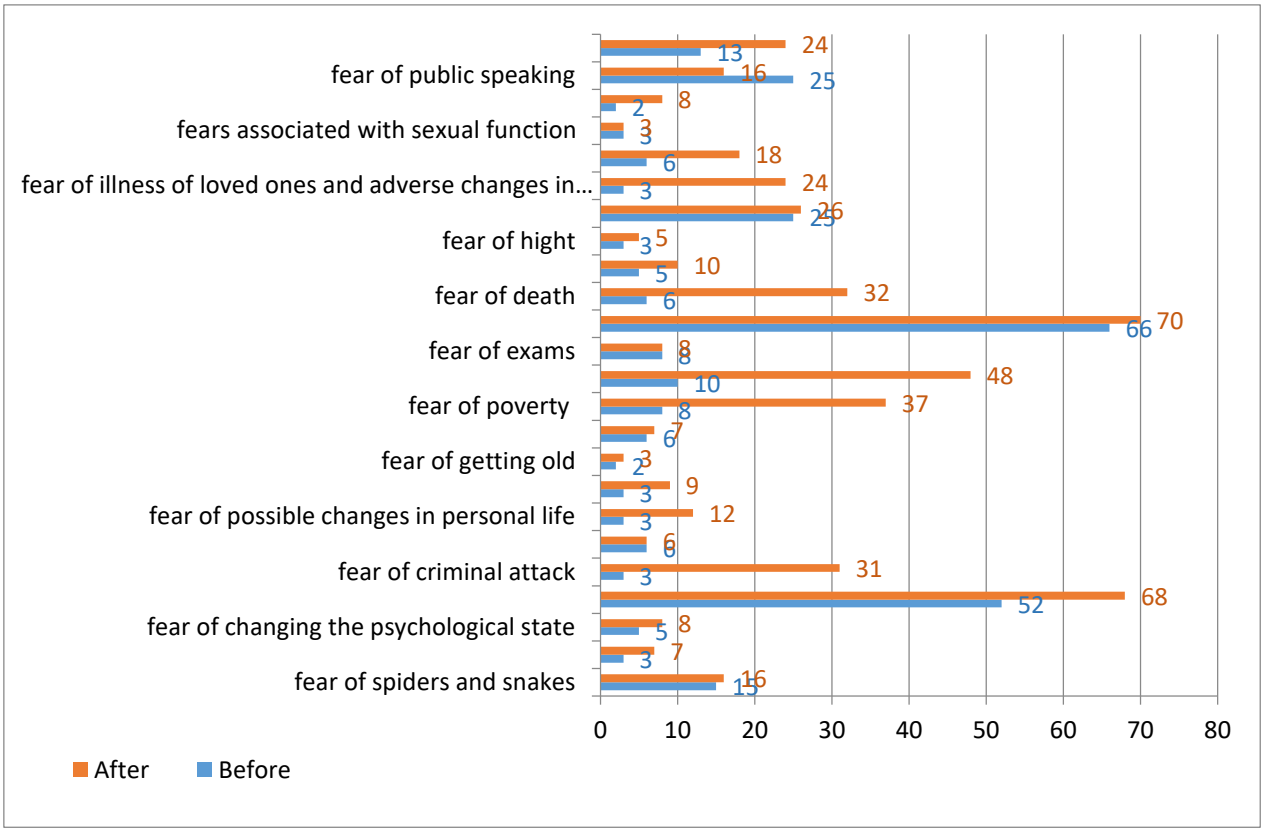


Fig.3 Comparison of the results of the expression of fears before and during military operations

In connection with the conduct of military operations on the territory of our country, the number of adolescents who feel the general anxious atmosphere, the anxious states of the surrounding people, and react acutely, fear not only war, but also the fear of the illness of their loved ones, has increased as children are afraid to be alone. They need physical intimacy with adults for their sense of security.

Conclusions.

According to the results of the conducted experimental research, it is possible to note that the unstable political situation, first the threat of territorial invasion, and then a full-scale invasion of the state, the conduct of active military operations on the territory of some regions of the state, have a negative impact on the emotional states of teenagers, and their psychological health is at risk. A very high level of anxiety was detected, thus on the eve of milirz operations, 42% of respondents had a high level, and during military operations we already have 56% of respondents with a high level of anxiety. The increased level of anxiety did not change significantly (increased by 2%), however, if considered in aggregate, 94% of Ukrainian teenagers found themselves outside the normal level of anxiety.

Against the background of anxiety, various fears grow and gain increased expression, so the level of fear of uncertainty about the future, fear of being on the verge of poverty, fear of becoming a victim of an attack or violent crime, fear of illness of loved ones, and fear of getting sick yourself is significantly increased.

The results obtained during the study cause concern for the psychological health of the young generation, and raise the question of the need to organize psychological support and assistance throughout the state.

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PARTICULARITĂȚI PSIHOLOGICE ȘI FACTORI DETERMINANȚI ÎN ACTIVITATEA INOVAȚIONALĂ LA STUDENȚI

Jana Racu, *Profesor universitar, doctor habilitat, Universitatea de Stat din Moldova*
Cristiana Gorceac, *Doctoranda, Universitatea de Stat din Moldova*

Statutul de student deschide posibilităţi de afirmare profesională, iar în contextul disciplinelor noi întâlnite la universitate se amplifică curiozitatea față de anumite probleme, prin urmare studentul este motivat să cerceteze soluții pentru a le rezolva, implicîndu-se în activități inovaționale. Dezvoltarea personalităţii în această perioadă determină implicarea studenților în activități de cercetare asemenătoare celor efectuate de către specialiști și împreună cu aceștia.

Activitățile inovaționale sunt analizate în contextul cercetării-dezvoltare, existentă în cadrul academic și care se referă atît la cercetări cît şi la întregul proces de dezvoltare, indirect relaționate cu implementarea unei inovaţii. Obiectivul acestora urmărește achiziția de cunoștințe noi pentru ulterioara proiectare de sisteme tehnice inovative moderne.

Accepțiunea *OECD/European Communities (2005*) analizează activitățile de inovare precum un ansamblu de activităţi ştiinţifice, tehnologice, organizatorice, financiare şi comerciale, care determină implementarea inovaţiei dar și acțiunile care influențează materializarea inovațiilor (The Measurement of Scientific and Technological Activities 3, 2005).