

MAINTAINING CHILDREN'S MENTAL HEALTH IN THE RISKS OF THE 21ST CENTURY

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We believe that it is time to finally reveal the possibilities of psychological fulfillment of individual expectations of children and adolescents for their self-preservation and development of their own viability as the embodiment of the ability to maintain their own mental health in changing and naturally complicating risks, threats and dangers:

- Prevention of risky behaviors is provided by psychological barriers, in particular, motivational psychological barriers created and maintained by social attitudes in the interests and needs of the adolescent child. Values that arise on the basis of motivational, usually at 12 - 13 years of age, and are insights of lifelong prediction, i.e. the emergence of an intuitive idea of the course of his next life as a whole, his individual life mission, his own life meaning - "meaning -for-themselves ", the values of their own life purpose. In the self-determination of the life values of a child of this age, perhaps the most important is the protective function of figurative consciousness, which contributes to a sense of security, a point of internal support. This was rightly noted by Annarumma (2020, p. 4): "Human life must be defended as well as the earth must be defended. Without exaltation or mutual demonization because they are both essential to each other".
- The fundamental psychogenic principle of balance between stability and change, like the manifestations of the properties of temperament, is embodied in establishing and maintaining a proportion between the constancy and variability of the human environment. At the same time, the least is said about the interior, accessories or other material things, although they are created and modified by people, namely the permanence and variability of relationships, their compliance with expectations and predictions in psychological "meaning-for-yourself", which is acceptable and gives the child the opportunity to avoid surprises and surprises, which naturally lead to the emergence of unpredictable and not fully aware of her ways of internal and behavioral response. Consistency as a rigidity and immutability of the endless repetition of the way a teenage child functions at school will lead to unconscious desires to go beyond this everyday life, to do the unexpected but interesting, to realize what is seen in other content as an experience of the unexperienced deed. Ways to prevent this are well researched Gorghiu et al. (2020, p. 729), who offered reliable means to avoid this danger: „The results of this research provide useful insights into the relations between the learning

motivation expectancy, better understanding expectancy, and usefulness for teaching with mobile devices“.

- The educational psychologist needs special attention in the period after mass collective events, which naturally increase the tension of each participant in proportion to the increase in their total number, because each person is a powerful psychogenic factor. The student's stay in the educational institution is already his collective activity in the classroom, which is a familiar, more or less mastered center, where surprises in the response of most participants are mostly predictable. The erection of several classes, the appearance of new students and new people violates this habit and releases the energy of excitement, which, reaching the phase of its greatest manifestation (culmination) changes to a state of exhaustion, and internal aftereffect - experiencing self-perception by other participants, which often causes uncertainty. called the "Parthenian reaction", which destroys self-esteem and can cause unpleasant physiological sensations.
- Concentration of influence of the educational psychologist occurs by avoiding distraction of the student by collective work with others, participation in carrying out mass actions, even presence on them without certain clear to pupils and significant for them professional and psychological role and, especially, out-of-professional contacts with other members of pedagogical staff, at least in the team itself, which calls into question the main purpose of the educational psychologist of the school - confidentiality, and therefore the preservation of children's secrets, the disclosure of which is fully or partially perceived by a teenager as the greatest contempt for himself, personal betrayal and is experienced as a severe childhood injury.
- Planning with the children, adolescents, young people and adults for their future and encouraging dreams should be done in conjunction with the realities of life that may become an obstacle in the short, medium and long term. It is valuable to demand and encourage children's experience of confronting the dangers, temptations, deceptions of older people and therefore reference (significant) for the child adolescents, young people, adults and older people, including their communication on social networks. Especially important is the child's experience of exposing dangerous intentions about themselves and leaving the partner contact without causing resentment, anger and desire for revenge on the other side, despite the child's exposure of dishonest, insidious or dangerous intention of the Internet partner. Talk directly about the risks, dangers and their possible consequences. Encourage child, adolescent, and adult examples of avoiding dangers, ways to avoid, and avoid risky and dangerous situations.
- Instrumental psychological examination of a child, adolescent, young man draws attention to himself, his own psycho-physiological indicators, their stability and dynamics, creates knowledge about himself, which becomes his value, which should be protected. This is the subject of mental health in its perception by the subject. The use of the educational psychologist of the school of psychological devices, and in Ukraine it is "Hist", "Vector", "Piatra", "Rin", "Fazagraf" and others, enrich the child, adolescent, adult with ideas about the relationship of mental and physiological functioning of the body: individual indicators of the simplest sensorimotor reactions, critical frequencies of fusion of light signals in individual visual perception, tremor as a natural microrhythm, emotional tension and associated heart rate, psychomotor thinking as the basis of all other mental activities. Periodic instrumental-psychological examination allows, firstly, to deploy garlands of associations associated with self-control and self-preservation of the human body, and secondly, to obtain instrumentally objectified indicators of the dynamics of variability of psychophysiological states, which are not subjectively expressed and therefore are not realized.
- It is important to hardware-psychological study of self-reflection of children, adolescents and even adults in unconscious or incompletely aware areas of their life. Particularly vulnerable are people with reduced emotional and volitional self-regulation.

Among the threats and dangers of the future, our duty to the younger and future generations is to develop the instincts, feelings and self-preservation of children and young people, who by their very birth suffer from inventions, conflicts and crises inherited by all previous older generations. The dominants of future self-preservation are in the mental development of children and youth, the main of which we consider mental abilities, development of feelings and especially - a sense of empathy for all living things, as well as - the imagination of every child and young person. her own life and the lives of others.

Our common methodology should be to understand that the social world is not simplified, but complicated, and we have a duty to prepare our children and young people to solve these complications.

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