

## ISSUES OF PSYCHOLOGY AND EDUCATION

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UDC 159.9

### FEATURES OF THE COGNITIVE COMPONENT OF PSYCHOLOGICAL READINESS FOR PROFESSIONAL SELF-CONCEPT OF TEENAGERS – STUDENTS OF BOARDING SCHOOLS

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*In the work the importance of psychological readiness for successful professional self-determination of personality is proved. The article puts forward the point of view of the author on the content and structure of psychological readiness for professional self-determination, including educational, activity, motivation and personality components on the example of consideration of the cognitive component of psychological readiness to professional self-determination of teenagers-students of boarding schools in special social situations of development.*

**Keywords:** *professional self-determination, psychological readiness to professional self-identification, special social situation of development, children left without parental care.*

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UDC 371.044.1

## NEW APPROACHES IN THE THEORY AND PRACTICE OF INDIVIDUAL MUSIC PEDAGOGY

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*The author considers the necessity to solve the problems which have appeared long ago in the national music performance pedagogy. Such categories of performing activity as «creativity», «artistry» are examined by the author on the base of their research sources and analysis of their components and the necessary conditions for their fruitful performance is given. The author puts the student's personality in the center of musical and pedagogical process and musical-pedagogical interests, thoroughly proving that it is the only possible way to provide truly creative atmosphere during the special instrument lesson.*

**Keywords:** *analysis, criticism, tradition, new approaches, teacher, student, creativity.*

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UDC 159.9

## THE RELATIONSHIP BETWEEN THE CHARACTERISTICS OF INTELLIGENCE AND CONTENT OF SELF-CONCEPT AMONG STUDENTS OF PHYSICAL AND MATHEMATICAL FACULTIES

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*In article provides the results of empirical studying of interrelation between features of social, emotional, verbal types of intelligence and contents of conception of «Me» of female students of Mathematical and Physical faculties. Features of each of the intelligence types are established, the content of such measurements as: Me-real, Me-ideal, Me-reflected are revealed. The nature of interrelation between the maintenance of a cognitive component of the conception of «Me» and different types of intelligence is established. The features reflected in conception of «Me» which are most closely connected with different types of intelligence are revealed.*

**Keywords:** *myself, Me-real, Me-ideal, Me-reflected, social intelligence, emotional intelligence, verbal intelligence.*

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