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THE IMPACT OF THE COVID-19 PANDEMIC AND QUARANTINE ON AN ADOLESCENT'S PERSONALITY

ABSTRACT

The article describes the impact of the Covid-19 pandemic and quarantine on the personality of contemporary adolescents. Due to the relevance of the topic around the world, the work focuses on adolescence, which is the most vulnerable to the changes caused by the pandemic. The features of adolescents, their new psycho-social formations and the specifics of the crises of this period are described. The emphasis has been placed on the significance of the role of communication in adolescence, where the leading tendency is peer communication. The research process was somewhat complicated due to the introduction of such quarantine regulations as distance learning, ban on mass gatherings, and so on. The article presents the results of an empirical study of the impact of quarantine on the personality of adolescents, namely the assessment of state (reactive) anxiety and identifying and assessing communication and organisational aptitudes of an individual (a communication study). Restrictions on social interactions in adolescence, physical activity, and inability to learn offline during quarantine lead to changes in the psycho-emotional state of adolescents, that is increased anxiety, depression, fear, aggression, etc. However, the article reveals both the negative and positive aspects of the impact of quarantine on an individual. In conditions of social isolation, uncertainty of the situation, and the influence of emotional tension, certain interpersonal and intrapersonal conflicts can occur leading to changes in the psychological state of an adolescent. Therefore, the implementation of quarantine regulations should entail awareness raising work among the population in order to reduce the impact of managing risk factors. The article describes the features of psychologists' psycho-correctional work with adolescents, educational and awareness raising work with parents and teachers to help adolescents adapt to the new living conditions in quarantine and distance learning.

KEYWORDS

quarantine, adolescence, pandemic, development, anxiety, state anxiety, trait anxiety, communication, psychocorrection.

INTRODUCTION

In recent years, the world has been hit by the Covid-19 pandemic, which has made adjustments to the entire life of societies not ready for drastic changes in their regular lives. As the results of a number of studies show, quarantine restrictions have had a significant impact on various spheres of the economy [1, 2] and social life [3, 4]. The article explored adolescence as the age category that is believed to be the most vulnerable to unpredictable changes. This stage is a difficult period in the life of almost every child, as well as for their parents and the inner circle within their social environment. This period is considered to be the formation of a child as a personality; thus, it is often characterised by a crisis in development. Adolescents are in great need of self-affirmation, independent and equal communication with peers and elders. Therefore, in the conditions of pandemics, quarantine restrictions, distance learning, the problems of adolescence are becoming more crucial and intensified.

Adolescence is one of the most difficult periods in human development, which determines the further life of the individual largely. The character formation, self-esteem building and development of other important personality structures occur mainly in adolescence. The new psycho-social formations, such as the child-to-adult transition, the desire for independence, as well as rapid hormonal adaptation of the body make adolescents particularly vulnerable and sensitive to adverse environmental influences. It is necessary to take into account the adolescents' inherent desire for independence, the want to get out of the care and control of parents, teachers and other significant adults. The main focus of communication in this period is shifted towards peers who acquire significance and serve an ideal image of a personality.

Adolescence is known for the greatest need for communication with peers and significant others, since communication occupies a special place in the adolescents' lives. The global pandemic of Covid-19 coronavirus infection has added more complexity to the usual lives of adolescents. Several restrictions, namely school closures, distance learning, cancellation of entertainment activities, restrictions to the number of people at gatherings in the same area, and others, were introduced due to the quarantine regulations. Such procedures have affected the changes in the adolescent communication sphere, because communication under such conditions becomes possible only remotely, thus, online. The vast majority of adolescents have experienced anxiety, fear, loneliness, and despair over the world's coronavirus outbreak.

The study of changes in adolescent behaviour during the Covid-19 pandemic, the art of influencing the child in a timely manner and executing psychoprophylactic or corrective work are supposed not only to improve students peer, students-teachers, students-parents' relationships significantly, but also reduce the number of offenses committed on the basis of adolescent increased aggression and emotional instability.

The object of the research is an adolescent personality.

The research aim is to study the impact of pandemics and quarantine on the adolescent's personality and emotional state.

Methods of the research entail analysis, synthesis, generalisation, observation, and conversation.

Spielberger-Khanin State Anxiety Inventory [5] was used to assess the adolescent level of state (reactive) anxiety.

Communication and Organisational Aptitudes (COA) Inventory [5] was employed to identify and assess the adolescent communication and organisational aptitudes.

Participants of the research: An empirical study was conducted at the Cherkasy Secondary School of I-III degrees № 19. Year 7 and Year 9 students in the number of 30 people aged 12-14 years were research participants. The study was conducted in two stages. Stage I of the diagnosis took place in December 2020, during distance learning, whereas Stage II occurred in April 2021, while students were in school.

THE IMPACT OF THE COVID-19 PANDEMIC AND QUARANTINE ON THE ADOLESCENT'S PERSONALITY

To study the impact of quarantine on the personality of an adolescent, Spielberger-Khanin State Anxiety Inventory as well as Communication and Organisational Aptitudes (COA) Inventory were employed. The choice was conditioned by the suggestion that during isolation in the quarantine period, adolescents might have increased levels of anxiety and impaired communication with peers. These conditions are due to the uncertainty and non-standard situation, unpredictability regarding the duration of distance learning and the introduction of unusual quarantine regulations that affect both the psychological state of adolescents and their communication with peers.

As has been stated, the study was conducted in two stages. In the first stage, the level of anxiety in adolescents was diagnosed. Scientific literature defines anxiety as an individual characteristic of a person, which is manifested through the tendency to excessive nervousness and anxiety in situations that pose a threat, worry, frustration and so forth. However, it is revealed only on a psychological level and is subjective [5]. The study of anxiety is essential, as it determines the subject's behaviour, their psychological states and the particularities of interaction with others. It should be remembered that a certain level of anxiety is a natural and obligatory feature of dynamic activity of any person, who has their own optimal, so-called, desired level of anxiety that is facilitative anxiety. A person's self-assessment of the state serves an essential component of self-control and self-education.

According to Yu. L. Khanin, the state anxiety or situational anxiety (hereinafter as SA) occurs as a human response to various, often socio-psychological stressors, namely expectations of negative assessments or aggressive responses, perceptions of adverse attitudes, threats to a person's self-esteem or status. On the contrary, trait anxiety (hereinafter as TA) as a characteristic, assets, and disposition provides an idea of individual differences in actions during diverse stressful situations. Thus, it is a question of a person's relatively steady tendency to perceive threat to the Ego in various situations and to respond to such situations by increased SA. The TA level characterises the past experience of the individual, that is the frequency of the person's anxiety experiences [5].

The State-Trait Anxiety Inventory (STAI) of Spielberger-Khanin has two separate subscales for the separate evaluation of each type of anxiety. The STAI-SA scale with the key questions about the person's feelings at the moment evaluates state anxiety, that is a temporary one; while the STAI-TA scale with the statements concerning the person's typical feelings measures trait anxiety that is a dispositional one. Since anxiety can be evaluated by other inventories, state anxiety and trait anxiety are indicated as SA and TA [5]. The results are evaluated according to the following scores obtained:

The scores up to 30 points correspond to the low levels of anxiety; 31-45 point-scores indicate a moderate anxiety level; 46 points and higher show higher anxiety levels. This way of evaluation allows for correlating the results on a universal scale of 20-80 with the arrays of normal distribution of individuals with different anxiety on the activity parameter.

In the second stage, Communication and Organisational Aptitudes (COA) Inventory was employed to identify and evaluate the adolescent communication and organisational aptitudes, which are an important component and precondition for the development of skills related to communication with others and the organisation of cooperative teamwork.

The desire to participate in organisational activities and interact with people depends on the activity content and typological characteristics of the individual, which are mostly determined by the subjective value and importance of activity results and human relationships, attitude towards others with whom the person interacts. These factors should be taken into account whilst making recommendations for the individuals with a low level of development of the aptitudes under research.

The evaluation of the anxiety levels according to the Spielberger-Khanin STAI conducted in two stages provided the results presented on the diagrams below. Figure 1 represents the mean data regarding the levels of state anxiety. Figure 2 demonstrates the findings of the levels of trait anxiety. Analysing the results of two stages, it can be argued that the high levels of both types of anxiety decrease in Stage II. However, a significant increase in the moderate levels of trait anxiety can be obvious in Stage II, with low anxiety levels remaining almost unchanged.

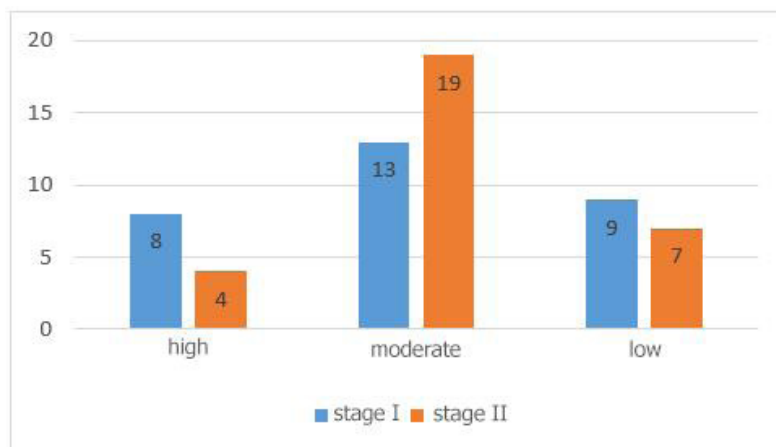


Figure 1. Changes in the state anxiety levels in participant adolescents in Stage I and Stage II of the research

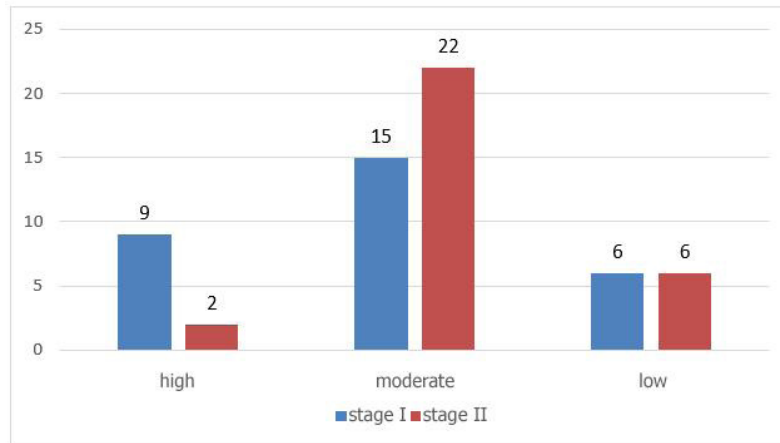


Figure 2. Changes in the trait anxiety levels in participant adolescents in Stage I and Stage II of the research

The data diagram based on the results of Communication and Organisational Aptitudes (COA) Inventory (Fig. 3) displays the noticeable increase in the high level of communication aptitudes during Stages I and II of the study (Fig. 4).

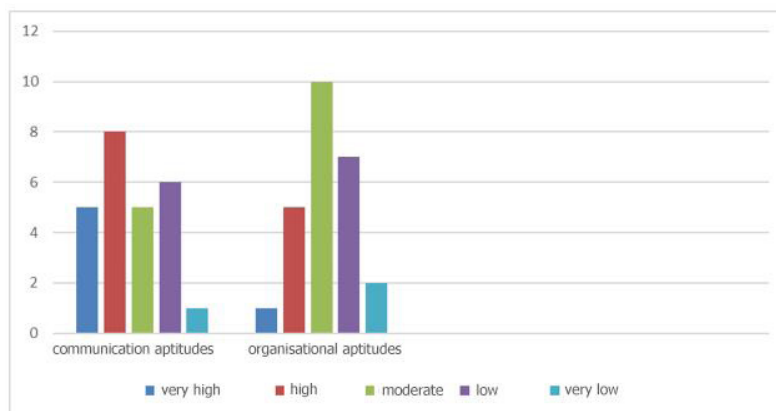


Figure 3. The comprehensive results of Communication and Organisational Aptitudes (COA) Inventory

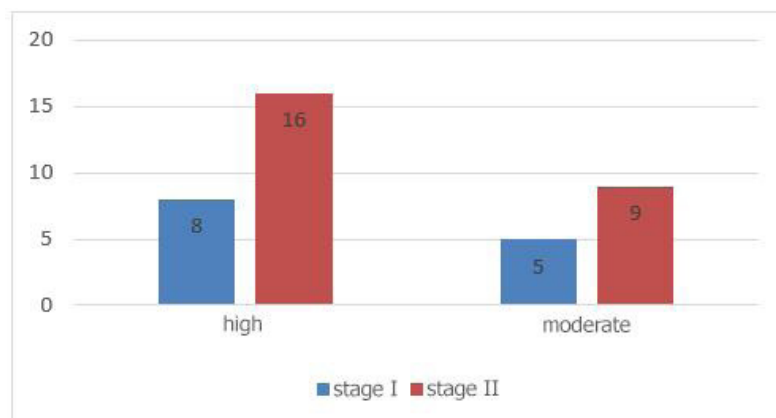


Figure 4. The changes in high and moderate values of communication aptitude during Stages I and II of the research

To determine the possibility of a correlation between anxiety and communication aptitudes, the SPSS statistical data processing programme and the Pearson correlation coefficient were employed. After having compared and correlated the results of the study, the following data were obtained. The correlation coefficients are significant at $r = 0.59$ at $p < 0.00$, and therefore, the adolescents with high levels of trait anxiety are evident to demonstrate low levels of communication aptitudes.

When comparing anxiety and organisational aptitudes, the correlation coefficient is found not to be significant $r = 0.015$ at $p < 0.00$, and therefore, there is no correlation found.

As a result of the study, it has been found that quarantine and distance learning have an impact on an adolescent personality, namely, they cause an increase in trait anxiety and reduce communication aptitudes. On comparing the results, it has been discovered that the adolescents showing high levels of trait anxiety manifest low levels of communication and organisational aptitudes. No other connections have been confirmed.

Ultimately, the study conducted has supported the need for diagnosing the adolescent personal characteristics, their psychological support and assistance within quarantine settings and distance learning. The necessity to provide psychological assistance to adolescents through involvement in psychological training, psycho-correctional groups that promote communication, positive thinking, reduction of anxiety and emotional stress has as well been confirmed.

DISCUSSION

In conditions of social isolation, vagueness as for the future, interpersonal and intrapersonal conflicts, children develop a sense of fear and tension, due to the expectation of threats and uncertainty. A school psychologist must be aware of the age and individual formation patterns of the emotional and volitional sphere of the adolescent personality, children's fears, objective and subjective problems, difficulties that arise at each stage of child development. Adolescent personality is not always simple and the scrutiny of it requires special training of a psychologist and educator, as well as understanding and acceptance by parents. It is not enough to know the methods and techniques of working with this age group, but also to distinguish the patterns of the relationship of personality traits, assets and their manifestations in behaviour [6].

Fear is characterised by a negative emotional state, a sense of real threat, the future-oriented focus, which is expressed in the fear of what will happen. In adolescents, feelings of fear are usually associated with the expectation of failure in social interactions. Fear is not a motivator, on the contrary, it is an obstacle to achieving certain results. Furthermore, occasionally fear makes it absolutely impossible to achieve the desired goal. On the functional level, fear not only warns the subject of possible danger, but also encourages the search and concretisation of the danger, activates studying the surrounding reality with the aim to identify the threatening object. The latter can be expressed through the feelings of powerlessness, insecurity, helplessness in the face of external factors and exaggeration of the threat. Behavioural manifestations of fear cover a general disorganisation of students' activities, which disrupts their concentration and productivity and is accompanied by a high level of anxiety.

In general, observations show that adolescents with high levels of anxiety are characterised by constant anxiety, shyness, difficulty in communication, and a tendency to ignore others [7]. Children with a high anxiety level suffer from feelings of guilt, long lasting feelings of insecurity after an accidental conflict, even if they are not guilty of it. They are often in a state of physical stress, which is manifested through the child's behavioural response, such as crying, resentment, stubbornness, etc. The accompanying tendencies include feelings of apathy, decreased levels of motivation and internal resources in achieving the goal. Children with high anxiety are considered as possessing hyper-sociality and an increased sense of responsibility. The child's excessive concentration on the result, work beyond the efforts usually does not lead to the desired result, yet makes the situation worse. As a result, the child experiences feelings of inner dissatisfaction, which is reflected in the behaviour and the child's psychological state [8].

The low level of anxiety may indicate, on the one hand, the norm, and, on the other hand, that the child has poorly developed defence mechanisms. Such adolescents often do not notice the danger, and are exposed to risky ideas and actions. At the behavioural level, it is manifested through carelessness, courage, ease in communication with others. Weak self-control, lack of motivation, feelings of carelessness, etc. are also characteristic to such an adolescent.

An important factor in intellectual development in adolescence is communication with peers, whose values, priorities, status, relationships play a central role in the development of contemporary youth. Violations of interpersonal relationships between classmates, according to many scholars, are caused by a lack of communication aptitudes, which is manifested in insufficient methods of persuasion, namely pressure, protest, opposition, etc. In the process of individual counselling of adolescents as to correction of their interpersonal relationships, a significant task of a psychologist is to identify individual psychological characteristics of the adolescent personality that block successful interpersonal interaction. These characteristics are grouped into natural genotypic traits, such as impulsiveness, shyness, imbalance, and rigidity; characteristic traits, covering indecision, uncertainty, isolation, conflict, audacity, indifference, etc.; family orientation towards others, namely egocentrism, selfishness, and aggression; lack of communicative tact, including a lack of communicative skills due to poorly developed reflection. The psychologist's task is to assist the adolescent in building positive interpersonal relationships, developing feelings of trust, empathy, the ability to establish contact with others and more.

Numerous adolescents have difficulties while interacting with peers and experience their loneliness painfully. Such difficulties in the social sphere can lead to the disruption of activities, relationships, generate negative emotions and feelings, cause feelings of discomfort. All the factors mentioned can have adverse consequences for the development of the child's personality. In addition to the interpersonal aspect, the development of the adolescent's personality is greatly influenced by the intrapersonal conflict.

To understand adolescence, parents, educators and psychologists are required to consider that this age is one of the supposed critical phases of a human life. It is so since a person cannot cope with the problems they face in their new age period. Adolescents' personal growth is inextricably linked to the development of their self-awareness encompassing learning moral concepts, developing moral feelings, strengthening

responsibility for themselves and others, increasing self-regulation, thus, an important task for psychologists is to use a set of counselling methods to develop and harmonise the adolescent's personality.

During the Covid-19 pandemic, the most important forms of remote work for a school psychologist have been individual and group classes. Owing to up-to-date technical means, it is possible to keep in touch with a child even during distance learning. According to some studies, the mental state of adolescents during the pandemic is radically different from the state of other older age groups. Obligatory self-isolation, changes in lifestyle and forms of education, as well as limited opportunities for leisure and communication with peers have affected the adolescents' personalities. Under such conditions, the adults' help in creating new rules of work and rest and maintaining the conventional environment is needed. In isolation settings, it is essential to discuss the benefits of existing conditions, that are the opportunity to acquire new skills, knowledge, abilities, to increase communication time with the loved ones, discover new hobbies and pastimes with the child [9].

It has been found that the main problem faced by adolescents in quarantine is the establishment of quality communication with peers. Regardless of age, students experience a lack of communication and difficulties in making contact during isolation. However, present-day information technologies make the options of communication via the Internet possible, in comparison with the previous periods, for example, forty years ago.

It is obvious that although modern Internet technologies accelerate and deepen human cognitive abilities significantly, they limit direct human contact with the real world, with the cognitive process being too formalised and selectively transmitted by various technical means.

A special kind of a mock computer-generated reality is being created. It is limited, on the one hand, by the capabilities of the creator's consciousness, and on the other hand, by the technical capabilities of computer technologies and software. The most important features of this type of virtuality are the immateriality of the object of knowledge, the conditionality of everything virtually available, the ability to change the parameters of this virtuality quickly and free entry into and exit from this reality. Virtual reality has its own specific characteristics of virtual existence, such as virtual space and virtual time, formation of its own laws of existence and interaction. It is fundamental that this artificially created virtual reality acquires signs of irrational industry and discreteness in the cognitive process, which breaks the real, living, holistic worldview into separate, intellectually formalised fragments providing specific practical interests of the subject of cognition [10].

The most significant negative consequence of this process has become the emergence and increase in the dominance of various indirect virtual forms of communication between people. It is known that a constant system of real relationships between people, their interactions and communication aiming to meet common interests is a crucial factor in shaping the sociality of each new generation. The effectiveness of such a system in the diffusion of the global system of virtual communication between people is constantly declining. According to various sociological studies in different countries, the time for communication between parents and children during the period of the expansion of online communication is steadily declining, while online communication among the younger generation is increasing.

Today, the Internet is an everyday environment, with people becoming hostages to that environment. Changing with the environment, the external attractiveness of virtual communication being overused can transform not into virtual but into factual loneliness, which negatively affects the formation of actual forms of interpersonal communication. The consequences of a constant existence within the Internet as the most important form of communication today are predictable. There is a special language not typical of the real world and for which the usage rules of the present language are not important. Gradually, the so-called "network ethics" with its mostly specific values appears. Graphics, photographs, films and drawings are gradually displacing the actual creative process. After all, the actual understanding of the term communication is changing. The ongoing global Covid-19 pandemic has given a significant boost to these processes. Virtual communication has become necessary for many types and forms of human activity and life. On the one hand, such communication has negative connotations, and on the other hand, there exists a positive one. Every year, humanity advances further into the field of information technologies, without which learning, work and human life would be impossible during the Covid-19 pandemic.

The words, as social isolation and quarantine, have confidently entered the lexicon of everyone around the world, creating a new reality. Quarantine regulations aiming to restrain the Covid-19 pandemic have led to a number of significant changes in the lifestyle of the population, including children. Consequently, every aware citizen must adapt to these changes. The first indicators of uncomfortable existence in any new environment are negative emotions, which are manifested through the increased anxiety and depression, and lead to other psychological problems on the physical and social level. The problem of parents and children in the first place lay in the unpreparedness of parents and teachers to distance learning, thus, the adaptation of children, especially adolescents, was problematic. For three years now, humanity has been accustomed to the latest forms of education, adapting to quarantine regulations. However, owing to distance learning, the latest information technology, the world has not reached the verge of destruction. Despite the disadvantages of quarantine regulations, there are many benefits in the use of information technology, since humanity has the opportunity to continue to work, learn, communicate, and develop.

CONCLUSIONS

In today's pandemic and quarantine environment, psychologists emphasise the crucial need to maintain the mental health of adolescents. Due to hormonal and psychophysiological changes, this age group is at risk. Adolescence is the most difficult in human development and determines the further life of the individual. The main tendency of adolescence is the reorientation towards the communication with peers. Adolescents are characterised by the creation of their own opinion based on the comparison of their own opinions with those of their peers, who represent the role models. It is valuable for a teenager to be involved in the process of communication, as it encourages the teenager to fulfil themselves as a person, form their self-concept and the view of the world around him.

Difficulties in communication are also related to the problems with parents, mainly due to misunderstandings on the part of the latter. Parents themselves are not psychologically able to keep up with the changes that are hastily taking place with their adolescent child. The child experiences an internal contradiction, when, on the one hand, the adolescent expects help and support from parents, on the other hand, they seek independence, freedom in their actions. Therefore, establishing contact is a task for both parents and children.

For adolescents, psychological discomfort during quarantine is caused predominantly by forced self-isolation, changes in their lifestyle and learning, as well as limited opportunities for leisure and communication with peers to the extent they are accustomed to. Subsequently, children are usually disoriented, they need the help of an adult in building new rules of education and leisure, together with maintaining an adaptive, comfortable environment for them. As a rule, parents are required to devote more time to the child, communicate with them actively, get involved in active participation in the organisation of adolescents' quarantine life, initiate the development of creative potential, motivation and activity. In turn, psychologists should help students to adapt to distance learning, overcome difficulties and develop new opportunities, as well as discuss the benefits gained from the current conditions as the opportunity to acquire new skills, increase time for communication with loved ones, develop adolescents' abilities, improve their knowledge and more.

As a result of our research, it has been found that quarantine and distance learning have an impact on the adolescent's personality, manifested through increased trait anxiety and reduced levels of communication aptitudes. The comparison of the results displays that the adolescents who have high levels of trait anxiety demonstrate low levels of communication and organisational aptitudes.

Thus, empirical research has shown the necessity to diagnose the personal characteristics of adolescents, provide them with psychological support and assistance in quarantine training. There is also a need to provide psychological assistance for adolescents through their involvement in psychological training, works of psycho-correctional groups, and psychological games that will promote the development of sociability, positive thinking, and anxiety decrease. Psychological support for adolescents' parents and teachers is also required in order to establish communication and learning properly.

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WPŁYW PANDEMII I KWARANTANNY COVID-19 NA OSOBOWOŚĆ MŁODZIEŻY

STRESZCZENIE

Artykuł opisuje wpływ pandemii i kwarantanny Covid-19 na osobowość współczesnego nastolatka. Ze względu na aktualność tematu na całym świecie, publikacja skupia się na okresie dojrzewania, który jest najbardziej narażony na zmiany wywołane pandemią. Opisano cechy nastoletniego dziecka oraz specyfikę kryzysu tego okresu. Nacisk kładzie się na znaczenie komunikacji w okresie dojrzewania, gdy wiodącym trendem jest komunikacja z rówieśnikami. Proces badawczy nieco skomplikowała sytuacja z wprowadzeniem wymogów kwarantanny: nauczanie na odległość, zakaz masowych zgromadzeń i tak dalej. W artykule przedstawiono wyniki badania empirycznego wpływu kwarantanny na osobowość nastolatka, a więc ocenę poziomu niepokoju sytuacyjnego (reaktywnego), oraz rozpoznanie i ocenę tendencji komunikacyjnych i organizacyjnych jednostki (badanie sfery komunikacyjnej). Ograniczenia interakcji społecznych w okresie dojrzewania, aktywność fizyczna, niemożność uczenia się offline podczas kwarantanny, prowadzą do zmian stanu psychoemocjonalnego dorastającego (wzrost niepokoju, depresji, strachu, agresji itp.). Artykuł ujawnia jednak zarówno negatywne, jak i pozytywne aspekty wpływu kwarantanny na jednostkę. W warunkach izolacji społecznej, niestabilności sytuacji, pod wpływem napięcia emocjonalnego mogą wystąpić konflikty interpersonalne i intrapersonalne, które prowadzą do zmian stanu psychicznego adolescenta. Dlatego wdrożenie środków kwarantanny wymaga pracy edukacyjnej ze społeczeństwem, w celu zmniejszenia wpływu zarządzanych czynników ryzyka. W artykule opisano cechy pracy psychokorekcyjnej psychologów z młodzieżą, pracy wychowawczej z rodzicami i nauczycielami, mającej na celu przystosowanie młodzieży do nowych warunków życia w kwarantannie i kształceniu na odległość.

SŁOWA KLUCZOWE

kwarantanna, okres dojrzewania, pandemia, rozwój, niepokój, niepokój sytuacyjny, niepokój osobisty, komunikacja, psychokorekcja.



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