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THE RELATIONSHIP BETWEEN SOCIOPHOBIA AND THE LEVEL OF ADOLESCENTS' SOCIAL ADAPTABILITY

MALIOVANA N.V., SAKHNO P. I. KOSHELIEVA K.V. **The relationship between sociophobia and the level of adolescents' social adaptability.** *Since mankind birth, human communication has played an enormous role in the socialization of mankind. Thanks to the possibility of communication, such a status quo in socialization was achieved. These two concepts are closely related, it is impossible to imagine the modern world without at least one of them. Due to significant socialization, there is a great need for communication between people and vice versa. There are many ways to communicate. However, against the background of significant socialization, there are various phobias and social interaction problems, the main of which is social anxiety disorder (SAD), also known as social phobia (or sociophobia). To a large extent, the formation of SAD begins in childhood so that any impact can be positive or negative. Studies conducted by various psychologists and researchers have shown that the emergence and experience of fears result from an environmental impact on humans.*

The aim of the research: To reveal the interconnection between sociophobia in adolescents and the level of social adaptability theoretically and practically.

Research object: Adolescents social anxiety disorder.

Research subject: Interconnection between social phobia and the level of social adaptability in adolescents.

Hypothesis: Adolescents with a low level of social adaptability have a higher severity of sociophobia, while more socially adapted people are on the contrary.

Keywords: sociophobia, the society, social adaptability, adolescents

МАЛЬОВАНА Н. В., САХНО П. І., КОШЕЛЄВА К.В. **Зв'язок соціофобії з рівнем соціальної адаптивності у осіб юнацького віку.** З часів зародження комунікації між людьми, вона відіграє величезну роль у соціалізації людства. Саме завдяки можливості комунікації було досягнуто такий статус-кво у соціалізації. Ці два поняття тісно пов'язані, не можливо уявити сучасний світ хоча б без одного з них. Через значну соціалізацію виникає велика необхідність у комунікації між людьми та навпаки. Для комунікації існує безліч способів. Проте на фоні значної соціалізації виникають різні фобії та проблеми соціальної взаємодії, головною з яких являється соціофобія. Значною мірою формування соціофобій починається з дитинства, тому будь-який вплив може стати позитивним або негативним. Дослідження, проведені різними психологами та дослідниками, показали, що виникнення та переживання страхів - результат впливу навколишнього середовища на людину.

Мета дослідження: теоретично та практично дослідити зв'язок соціофобії у осіб юнацького віку з рівнем соціальної адаптивності.

Об'єкт дослідження: соціофобія у осіб юнацького віку.

Предмет дослідження: взаємозв'язок соціофобії з рівнем соціальної адаптивності у осіб юнацького віку.

Гіпотеза: У осіб юнацького віку з низьким рівнем соціальної адаптивності вираженість соціофобії вища, а у осіб з високим рівнем соціальної адаптивності – нижча.

Ключові слова: соціофобія, соціум, соціальна адаптивність, особи юнацького віку.

МАЛЬОВАНА Н. В., САХНО П. И., КОШЕЛЕВА К.В. Связь социофобии с уровнем социальной адаптивности у лиц юношеского возраста. Со времен зарождения коммуникации между людьми она играет огромную роль в социализации человечества. Именно благодаря возможности коммуникации был достигнут такой статус-кво в социализации. Эти два понятия тесно связаны, невозможно представить современный мир хотя бы без одного из них. Из-за значительной социализации возникает большая необходимость в коммуникации между людьми и наоборот. Для коммуникации существует множество способов. Однако на фоне значительной социализации возникают разные фобии и проблемы социального взаимодействия, главной из которых является социофобия. В значительной степени формирование социофобий начинается с детства, поэтому любое влияние может оказаться положительным или отрицательным.

Исследования, проведенные разными психологами и исследователями, показали, что возникновение и переживание страхов – результат воздействия окружающей среды на человека.

Цель исследования: теоретически и практически изучить связь социофобии у лиц юношеского возраста с уровнем социальной адаптивности.

Объект исследования: социофобия у лиц юношеского возраста.

Предмет исследования: взаимосвязь социофобии с уровнем социальной адаптивности у лиц юношеского возраста.

Гипотеза: У лиц юношеского возраста с низким уровнем социальной адаптивности выраженность социофобии выше, а у лиц с высоким уровнем социальной адаптивности – более низкая.

Ключевые слова: социофобия, социум, социальная адаптивность, личности юношеского возраста.

Introduction. Social anxiety disorder is an irrational fear of any public activity (for example, giving public speeches) or actions accompanied by strangers attention (fear of public places attendance, public toilets usage, inability to do anything while watching from the outside or even talking to strangers and people of the opposite sex). Sociophobia is defined as an intense fear of being humiliated in social situations, more precisely when it is uncomfortable in front of other

people. Social phobias can reveal themselves as fear of others or speaking to an authoritarian figure. The most common is the fear of public speaking. Redness, the body's natural reaction to embarrassment, becomes painful, awkward. Shy people might feel very uncomfortable in the presence of other people. [13, p. 5].

The concept of social phobia was defined recently, in the early 1980s. According to I. Raboch (1995), social anxiety disorder is a frequent mental disorder affecting up to 13% of the population at some point in life, leading to serious health complications, which are associated, particularly with the frequent comorbidity of sociophobes with other diseases and systematic suicidal tendencies.

In the studies of the Canadian scientists – D. Dewitt, A. Ogbome (2000), social phobia is a chronic phenomenon that seriously disrupts patients' lives. Nevertheless, people plagued by this disease are rarely contacting the doctor. According to Canadian researchers, the peak of social phobia is between 30 and 45 years of patients' lives. Thus, sociophobia is a disease that requires comprehensive study and treatment. This problem deserves special attention from clinicians. [10, p. 75].

Fear in some people's lives with SAD is significant and sometimes prevents them from living a full life.

Fear is an emotion that arises in situations of threat to the biological or the existence of the individual and is aimed at the source of real or imagined danger. It varies in a reasonably wide range of shades (misgiving, dismay, apprehensions, scare). If the source of the danger is unknown or unconscious, the result is a state of anxiety. Functionally, fear serves to warn the subject of future danger, allows to focus on its source, encourages to look for ways to avoid it. When fear reaches the power of affect (panic, scare), it can impose stereotypes of behavior (escape, numbness, defensive aggression). Formed reactions of fear are sufficiently stable. The subject with sociophobia has obsessive inadequate experiences of fears of specific content (fear of blushing, fear of being ridiculed in public, etc.), covers the patient in a particular situation, and is accompanied by autonomic dysfunction. [13, p.17].

There is a fear of some societal action at social phobias, and the volitional component becomes inappropriate. Self-control is an essential trait of character that helps a person manage himself, his behavior and maintain the ability to perform activities in the most adverse conditions. A person with developed self-control is able to subordinate their emotions to the voice of reason in any situations and circumstances (even emergencies), disallowing them to disrupt the organized order of mental life. The main content of this property is the work of two psychological mechanisms: self-control and correction. By dint of self-control, the subject monitors the emotional state, identifying possible deviations (compared to the normal state) in the nature of its flow. In case of inconsistency, this result is

the impetus for launching a correction mechanism aimed at suppressing, restraining the emotional «explosion», returning to a normal response to the norm. A person with SAD is under the power of doubt. [13, p 89].

In some cases, social phobia is accompanied by obsessive movements and actions that acquire a protective nature for the patient, called rituals. In the second stage, human protective factors are triggered after the violation of self-control. The first reasonably holistic theory of protective mechanisms, «The Ego», was described by S. Freud. The term «protective mechanism» means a solid behavioral model (scheme) formed to protect «The Ego» from awareness of the phenomena that cause fear and anxiety.

Later, psychologists, psychoanalysts, and psychotherapists began to consider fear a feeling that has its source in a particular object. Anxiety is characterized by the absence of a specific thing and focus on the future. V. Frankl describes fear as a symptom that makes a patient feel scared that it will happen again. Here comes the fear of waiting (phobias), which leads to the fact that the symptom appears indeed, exacerbating the patient's initial fears. [13, p. 102].

Under certain conditions, fear itself may be something that the patient is afraid to repeat. Patients themselves report the scare of fear (phobophobia), leading to escape as a response (trying not to leave home, for example). If the patient learns to act beyond fear, it will recede gradually, as if atrophied by inaction. [1, p.43].

In contrast to panic disorder, social phobia always has a clear, single situational cause that triggers a cascade of psychovegetative manifestations that may differ from panic attacks (redness, tachycardia, palpitations, sweating, tremors, etc.). Preference to avoid a situation and anxiety while waiting are also bright signs of sociophobia. Healthy people also have many signs of social phobias, such as fear of public speaking, so the diagnosis is made only if the anxiety causes significant discomfort and the phobic experiences are assessed as excessive and unfounded.

Social phobia resembles panic disorder in its phenomenological manifestation. The difference is mainly in a stable social situation that causes this condition. [1, p.62].

Social adaptability is the ability to adapt to society's existing requirements and evaluation criteria by assuming norms and values of the community. The environment in which an individual exists can change as well because adaptation is a mutually perceptive process. A person who can meet society's requirements may not adapt to it. It means that moral attitudes and personal principles are completely different from those in the environment. In this case, the person himself must decide what should be changed to avoid being in a depressed emotional state. Therefore, adaptability should be defined not only as adapting to changes but also the desire to adjust to them.

Foremost, adaptability consists of the analysis and adequate perception of the environment, resulting in the ability to remain a whole person being developed. In addition, adaptability is expressed in the ability to transform the individual's surrounding reality according to their ethical and moral ideas. If a person has adaptability, it is much easier to tolerate life changes, has the opportunity to navigate in any (unpleasant in particular) situation adequately, has higher emotional stability and is able to change.

According to L. Zahorska, the socio-psychological adaptability of the individual acts as a prerequisite for the successful course of the adaptation process. [2, p.87]. A. Nalchadzhian and S. Pakulina describe the concept of personality adaptability as synonymous with adaptive abilities. S. Pakulina describes the adaptive and normative abilities as the reflexive and motivational properties of the individual that are manifested in progress and adaptability uniqueness of individual's behavior.

The structure of adaptive abilities includes such qualities as reflection, empathy, and self-regulation. A. Nalchadzhian differentiates adaptive abilities into potential and actual adaptabilities. [9, p 33].

Some scientists and researchers (V. Vitun, V. Lugova, A. Maklakov) identify the concept of adaptability with such a concept as personal adaptive potential. H. Selye was one of the first to develop the concept of adaptation potential. He defined the adaptive potential as two types of energy: surface and deep. [10, p. 18].

Social adaptation is a type of interaction between the individual and the social environment, which consists of adapting the individual to the conditions dictated by a particular society. There are three levels of adaptation: physiological, psychological, and social ones. Physiological adaptation involves the body's ability to adjust to maintain homeostasis; psychological adaptation means the normal functioning of all mental structures under the influence of psychological factors from the outside. Social adaptation is characterized by the ability of a person to build a behavior model following the conditions prevailing in that social environment. The individual goes through three stages of adaptation to the new social environment. The initial stage is the awareness of the individual's new environmental conditions, but there is a tendency to maintain their former value system. The second phase is the stage of tolerance, characterized by the manifestation of patience on both sides to the previously established rules. Then accommodation comes to restructure the mechanisms of mental activity for successful information assimilation. The final stage, called «assimilation», appropriates an external event and transforms it into an imaginary sphere. Disadaptation is a process inverse to social adaptation, which is observed when an individual cannot adapt to environmental conditions due to basic or functional mental illness. [14, p. 86].

Personality adaptation is a set of personality adaptations to individual factors such as microsocial systems (socio-psychological adaptation), organism conditions changes (biopsychological adaptation), workplace things (cognitive or operational adaptation), internal psychological environment (intrapersonal, introspective adaptation).

Social adaptation is a continuous process of responding to changes in human life, and it isn't easy to separate its aspects.

Thus, social adaptation can be considered a continuous communicative process in which people, adapting to each other, develop new ways of interacting with various structural elements of the social environment. The purpose of social adaptation is to integrate the individual into the existing system of social relations, which involves the development of stereotypes of behavior that reflect the system of values and norms and determine behavior in this cultural group, as well as the acquisition, consolidation, and development of interpersonal skills. [14, p.52].

The mental component of adaptive potential is mental processes and properties that allow to reflect the objective reality in all its diversity and to settle various relationships with it. V. Panferov describes the mental component of adaptive potential as the unity of integral mental formations (affective, temperamental, reflexive, regulatory, creative, characterological, interpersonal) and consciousness. [15, p.88]. The last component mentioned by the researcher is personality-regulatory (or personality regulation). It provides an actualization of the potential for adaptation to significant individuals' life situations.

A way of organizing personal regulation has been formed, which allows a person to manage his behavior following the requirements accepted by society to achieve the necessary success in professional activities and self-improvement. It is possible thanks to a conscious understanding and acquisition of potential and the arbitrary self-disclosure path choice; taking responsibility for the choice made. Self-realization and self-disclosure are impossible without self-awareness and the surrounding reality. [15, p.67].

The socio-psychological component of personal adaptation potential includes the development level of communicative abilities, interpersonal relationships, conflict and aggression level, social referentiality, and awareness of both real and potential social and moral support. [12, p.23].

Adolescence is a period for making responsible decisions that determine a person's future life: choosing a profession, place and meaning in life, developing their worldview and position, seeking a life partner and family. An essential psychological process of youth is the formation of self-awareness and «The Ego». [7, p 53].

Communication with peers is crucial for personality development in adolescence. It is a channel for information exchange, a specific type of

interpersonal relationship, and one of the types of emotional contact. The search for a life partner and like-minded people becomes relevant, the need for cooperation with people grows, and ties with a social group are strengthened. [7, p. 62].

In this way, many social fears arise and develop in adolescence, which can cause great harm to young people and their future.

Almost everyone is familiar with anxiety and excitement before a public speech, an important exam, or a meeting with an authoritative person to some extent. In this case, this type of anxiety has a positive function because it forces a person to organize available resources, prepare for future challenges responsibly and enhance the sense of responsibility at all. But sometimes, the fear takes on a completely different nature and leads to resource blocking instead of mobilizing. As a result, any form of social activity becomes inhibited, which brings the individual a lot of unpleasant experiences.

Replacing biological fears with social ones is quite gradual but irreversible. Social fears can be based on natural fears but always have a specific social component, which comes out first, displacing the primitive survival factors. [7, p.71].

There are four pairs of social fears in adolescence:

- Fear of authority and subordination.
- Fear of success and failure.
- Fear of close social contacts.
- Fear of assessments

Age fears are observed in emotionally sensitive young people as a reflection of the peculiarities of their mental and personal development. They usually arise due to parents' fears, excessive child protection from the danger, isolation from peers, anxiety about the child, a number of prohibitions, or because of complete child freedom on the contrary. [8, p.98].

Irrational fears are caused by learning that follows specific patterns. This learning is unconscious and often occurs in childhood when the child is «taught» to be afraid of sudden environmental changes, loud noises and pain, or severe adult behavior, peers communicating problems, and teachers' mistakes at a more conscious age. [2, p. 90].

Fear of failure is a generalized, holistic fear of the negative consequences of improper performance of specific activities, associated with motivation. People scared of failure are motivated not to succeed but to avoid failures. That kind of motivation is a form of psychological protection against social fears. Motivation increasing leads to a decrease in social anxiety and successful activities as a result. [7, p. 83].

Social fears are directly related to a person's unique ability to anticipate and consider options. Everything new, unexpected, and unusual makes us afraid. Everything unknown and uncertain creates anxiety and fear in the young man's

soul. [1, p.21].

There is also a social anxiety disorder called social phobias, a powerful fear of social situations. Some of the physical symptoms of people with social anxiety include sweating, muscle tension, shaky voice, palpitations, tremors, dry mouth, voice trembling, and shortness of breath. In severe social anxiety, a person can go into a panic attack.

There are also inductive fears, which are the strongest means of manipulating consciousness. [8, p.66].

Professor Y. Shcherbatykh suggested dividing fears into biological, social, and existential groups. [6, p.15].

Social fears are conditioned reflexes acquired from social interaction, which depend on human upbringing, rules, and norms dictated by society.

There are two approaches to the problem of studying social fear: psychological and clinical. The psychological approach can be divided into three areas: fear as a personality property, personality trait; social fear resulting from socialization and social adaptation; social fear as a situational expectation or anticipation of danger. Thus, social relations are the basis of human nature, which people cannot avoid.

Sociophobia is associated with human moral attitudes, the nature of relationships in society, social status, and a sense of responsibility. It is conscious fear which can be analyzed and conveyed verbally. Control is a conscious act of the mind and body. The alternation of control and its absence should occur with specific frequency and intensity at certain intervals. That alternation provides an element of surprise, which maintains emotional balance. As a result, a person can't build a lot of unreal expectations and, thereby, re-control their emotional state. [5, p. 104].

The problem of social fear is acute in adolescence, especially because there is a change in social roles during the age crisis. There are expectations of changes in the future that are not always positive and favorable but also harmful and disturbing. [2, p.72].

Thus, social fear can be controlled by providing emotional balance. Consequently, it is vital to develop emotion-control skills that will significantly help reduce the impact of social fear. Cases of success help to reduce social fears and strengthen the motivation of the individual to succeed. Failures contribute to the consolidation of social fears, which, in turn, promotes the development of motivation to avoid loss and consolidate them in personal qualities. Career guidance and the choice of suitable specialty could significantly impact human success, which helps to reduce social fears.

In adolescence, the perception of time changes. Because the future is the primary time dimension for young people, there is a fear of making a mistake in choosing a specialty. People are afraid of choosing the wrong profession, which

can be disliked and cause failure in future. Socialization of the young person's personality in the field of activity is associated with expanding opportunities to develop new activities, opportunities for growth, skills, and professionalism, the development of related professions, etc. [3, p.55].

There are also studies highlighting the relationship between the emotional and volitional domain and social fear, which demonstrate the processes of social fears and motivation for first-year students. Research report that freshmen are more motivated to avoid failure than to succeed. Success is not the primary thing for newcomers, but the process of adaptation in the new community and the importance of seeing a positive team assessment. This priority causes social fear because it partly consists of the fear of assessments. Gender differences are of particular interest. Adolescent females are more preoccupied to avoid failures and inclined to social fear. It is caused by less importance of success in personality assessment compared to men. Due to caution in social communication and poor interaction with other people, individuals suffering from social fear have a higher probability of living alone, having a poor education, and being easily exposed to alcohol, drugs, and other addictions. [2, p.111]. The critical impact of social fear can also cause some social phobias, which are very difficult to get rid of even with medical treatment. In this case, it is crucial to investigate and predict the negative impact of social fear.

Analysis of personality adaptability issues approaches makes it possible to make conclusions. First of all, there is a general idea in all approaches to understanding the phenomenon of personality adaptability: a high level of personality formation adaptability provides a well-received adaptation process and, as a result, a high degree of individual adaptability as a result of adaptation. Secondly, the degree of complex impact on the individual has a number of internal and external factors that can develop his adaptability and, consequently, determine the effectiveness of the adaptation process. It can be assumed that personality adaptation is an active and harmonious interaction with the environment of adaptation, which involves the development of the individual in accordance with mental activities, behavior, rules, and requirements of the environment, with adaptability as the integrative feature of individual adaptation.

Adolescence is a period of human growth, which significantly affects future life's success. A lot of formative factors influence a person being in adolescence. Consequently, the main task for psychology is to protect the individual from as many negative influences as possible, especially the most crucial one - social fear. It is significant because social activity boundaries expand, leading to the formation and consolidation of social fears at a young age. It negatively affects the formation of such components of personality as self-awareness, self-esteem, worldview, and career guidance. Social fear hinders the formation of social contacts, distorts the

concepts of love and friendship, and becomes an obstacle to implementing important life decisions. Under social fear impact, the motivation to avoid failure or excessive desire to succeed is formed. Thus, social fear a priori negatively affects young people's personality formation. Further research prospects are inquiring into the concept of social fear and its impact on personality formation in adolescence, exploring the features of the psychological experience of social fears by young people, looking for techniques to reduce the impact of social fear on personality development, proving the importance of analogous research for educational institutions with the further implementation of preventing social fear forms in the education system.

Empirical research, involving 64 young people of Sumy State University, was conducted for investigating the relationship between sociophobia and the level of social adaptability in adolescents, the obtained results make it possible to indicate a moderate and inverse relationship. It should be noted that the rank correlation coefficient is statistically significant, and the rank correlation relationship between the scores of the two tests is substantial. Thus, the research indicates that the relationship between the level of social adaptability and the manifestation of social phobia is evident but moderate enough. In order to test the hypothesis, the corresponding values of social adaptability level with the severity of sociophobia were calculated, and a percentage was found for the entire sample. As a result, the obtained data showed that 59.4% of the respondents correspond to the hypothesis.

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