

and troubling feelings, approaching them in a caring and loving way, accepting negative experiences as a part of human life. Optimism is an individual's belief that everything will be better in the future despite the difficulties and obstacles of life. Shame is the feeling that occurs when an inadequacy or inappropriate behavior is noticed.

Objectives: The aim of this study was to investigate the effects of childhood trauma on self-compassion, optimism, and shame.

Methods: Childhood Trauma Scale, Self-Compassion Scale, Life Orientation Test and Shame Scale were administered to 384 individuals (304 Female and 80 Male). Their age range was between 18 and 25, with the mean of 21.26.

Results: The findings of MANOVA indicated that a significant main effect of gender on emotional abuse and sexual abuse however there was no main effect of gender on physical abuse, physical neglect, emotional neglect, and excessive protection. Women were exposed to emotional and sexual abuse more than men. MANOVA that was applied to the scores of CTQ revealed a significant overall main effect of self-compassion and optimism whereas there was no main effect of shame.

Conclusions: While self-compassion and optimism are the protective factors for the traumatized individuals, shame is the risk factor.

Disclosure: No significant relationships.

Keywords: Shame; Optimism; childhood-trauma; Self-compassion

EPV0364

The effectiveness of mental states' self-regulation of students in the course of educational activities

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Introduction: Studied the psychological mechanisms of mental states' self-regulation of students in the course of the educational activities: at lectures, seminars and exams.

Objectives: The main aims of the study were: 1. To identify the typical methods and techniques of mental states' self-regulation and regulatory abilities in everyday and stressful conditions of educational activity; 2. To establish the relationships between the quality of subject training, regulatory abilities and states of students; 3. To study the influence of mental structures (semantic, reflective) on self-regulation and regulatory abilities of students.

Methods: To solve these problems used a bank of 23 techniques, including 303 indicators. 260 1-st year students took part in the research (aged 18-20).

Results: As a result of the research, identified the states typical for lectures, seminars, exams. Comparison of mental states characteristics of humanities students and students of natural sciences did not reveal any differences. Among the mental states of highly effective students, particular importance have the cognitive mental states: interest, thoughtfulness and concentration. Found that the effectiveness of students' mental states self-regulation affects the productivity of passing the semester exam. The most commonly used methods are introspection (withdrawal), self-control, the use of logic, a positive attitude and search activity. This pattern is typical for both mathematics and psychology students.

Conclusions: Found that students with high self-regulation efficiency more often use a wide range of regulatory technics. Established the properties of personality, providing high efficiency of self-regulation, these are: adequacy, awareness, independence and assertiveness. This work was supported by the RFBR grant № 19-29-07072.

Disclosure: No significant relationships.

Keywords: self-regulation; student; educational activity; mental state

EPV0365

Self-regulation of students' psychological states

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Introduction: A system model of self-regulation of students' psychological states has been developed. As the main elements, the model includes the relationship between states and characteristics of consciousness, external factors and regulatory actions in a certain time range.

Objectives: To study conscious and unconscious methods of regulation of states in the relevant sections of the educational activities of students.

Methods: 98 students took part in this research, used different techniques of self-regulation and psychological states diagnosis.

Results: The regulation of psychological states occurs unconsciously. The success of the applied methods is relative and depends on both educational and personal factors. The regulators of states are various personal qualities. These are reflection, metacognitive abilities, intelligence, as well as the general ability to self-regulate. We discovered the influence of the meaningfulness of life on the psychological states. In the structure of students' states with a high level of meaningfulness of life an indicator of the general ability to self-regulation plays a central role. Indicators of emotional intelligence and locus of control characterize states of students with a low level of meaningfulness of life.

Conclusions: It has been found that the level of reflection of students plays a mediating role in the interaction of psychological states and adaptation processes. Emotional comfort, internal control, and self-acceptance have the greatest impact on states. The research confirmed the hypothesis of reflexive regulation of psychological states depending on various types of reflection during the performance of creative tasks. The research was carried out with the financial support of the RFBR; project No.19-013-00325.

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Keywords: mental state; self-regulation; student; consciousness

EPV0366

Inside out: Taking inpatient care home

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