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FACTORS OF EFFECTIVENESS OF PSYCHOLOGISTS' PROFESSIONAL ACTIVITY IN WORKING WITH CHILDREN OF INTERNALLY DISPLACED PERSONS IN A MULTICULTURAL ENVIRONMENT

У статті презентовано напрацювання авторів щодо дослідження проблеми факторів ефективності професійної діяльності психологів у роботі з дітьми ВПО в умовах полікультурного середовища. Метою статті є теоретичне обґрунтування та систематизація факторів ефективності професійної діяльності психологів у роботі з дітьми ВПО в умовах полікультурного середовища. Методологічна траєкторія дослідження ґрунтується на взаємодоповнювальній системі підходів: міждисциплінарному, психосоціальному, професійному, середовищному, дитиноцентричному та відновному. Міждисциплінарний підхід забезпечує інтеграцію знань із філософії, психології, соціології, педагогіки, культурології, правознавства та конфліктології, що дозволяє цілісно інтерпретувати багатовимірність психіки дитини та складну структуру полікультурного середовища. Психосоціальний підхід акцентує взаємозалежність психологічних характеристик і соціального контексту в умовах криз, воєнних подій і вимушеного переміщення, а професійний підхід окреслює стандарти, етичні засади та багатофункціональність психологічної практики (діагностика, корекція, консультування, просвіта, науково-дослідна діяльність). Середовищний підхід зосереджує увагу на аналізі й трансформації соціально-психологічного простору підтримки, дитиноцентричний – на пріоритетності потреб, прав, суб'єктності та культурної ідентичності дитини, а відновний – на посиленні ресурсного потенціалу, психічному відновленні й розвитку життєстійкості за умов підтримувального середовища.

У статті обґрунтовано, що ефективність професійної діяльності психолога з дітьми ВПО у полікультурному середовищі проявляється в позитивній динаміці психологічного стану дитини, відновленні адаптаційного потенціалу, зниженні тривожності та формуванні відчуття безпеки й належності. Систематизовано ключові фактори ефективності: особистісно-професійні (компетентність, емпатійність, стресостійкість, саморегуляція, рефлексивність, гуманістична спрямованість); полікультурну й соціокультурну компетентність (культурна чутливість, антидискримінаційні установки, адаптація методів до культурного контексту); середовищну чутливість (оцінювання середовища, міждисциплінарна взаємодія, урахування багаторівневих зв'язків дитини); методично-технологічні чинники (травмо-інформований підхід, арт-ігрові, наративні методи, групові та індивідуальні форми роботи, профілактичні програми); організаційно-інституційні (підтримка адміністрації, супервізії, підвищення кваліфікації, нормативно-правове забезпечення) та соціально-психологічні фактори партнерської взаємодії з сім'єю і громадою. Узагальнено, що ефективність професійної діяльності психологів у роботі з дітьми ВПО в полікультурному середовищі має системний, міждисциплінарний і культурно чутливий характер та потребує комплексної підготовки фахівців і підтримки на інституційному рівні.

Ключові слова: професійна діяльність психолога, фактори ефективності, діти внутрішньо переміщених осіб, полікультурне середовище, методологічні підходи.

The article presents the authors' research findings on the issue of factors determining the effectiveness of psychologists' professional activity in working with children of internally displaced persons (IDPs) in a multicultural environment. The purpose of the article is to provide a theoretical substantiation and systematization of the factors influencing the effectiveness of psychologists' professional activity in working with IDP children in multicultural contexts. The methodological trajectory of the study is based on a complementary system of approaches, including interdisciplinary, psychosocial, professional, environmental, child-centered, and restorative approaches. The interdisciplinary approach ensures the integration of knowledge from philosophy, psychology, sociology, pedagogy, cultural studies, law, and conflict studies, enabling a holistic interpretation of the multidimensional nature of the child's psyche and the complex structure of a multicultural environment. The psychosocial approach emphasizes the interdependence of psychological characteristics and the social context under conditions of crisis, armed conflict, and forced displacement, while the professional approach defines standards, ethical principles, and the multifunctionality of psychological practice (diagnostics, correction, counseling, psychoeducation, and research activities). The environmental approach focuses on analyzing and transforming the socio-psychological support space; the child-centered approach prioritizes the needs, rights, subjectivity, and cultural identity of the child; and the restorative approach emphasizes strengthening resource potential, psychological recovery, and the development of resilience within a supportive environment.

The article substantiates that the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment is manifested through positive dynamics in the child's psychological state, restoration of adaptive potential, reduction of anxiety, and the formation of a sense of safety and belonging. Key factors of effectiveness are systematized, including personal and professional factors (competence, empathy, stress resistance, self-regulation, reflexivity, and humanistic orientation); multicultural and sociocultural competence (cultural sensitivity, anti-discriminatory attitudes, adaptation of methods to the cultural context); environmental sensitivity (assessment of the environment, interdisciplinary interaction, and consideration of the child's multilevel connections); methodological and technological factors (trauma-informed approaches, art-based, play-based, and narrative methods, group and individual forms of work, preventive programs); organizational and institutional factors (administrative support, supervision, professional development, and regulatory and legal support); and socio-psychological factors related to partnership-based interaction with families and communities. It is concluded that the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment is systemic, interdisciplinary, and culturally sensitive in nature and requires comprehensive professional training and institutional-level support.

Keywords: psychologists' professional activity, effectiveness factors, children of internally displaced persons, multicultural environment, methodological approaches.

Problem statement. Large-scale social transformations caused by military events in Ukraine, mass internal displacement of the population, and the destruction of established sociocultural ties have intensified the problem of psychologists' professional activity in working with children of internally displaced persons (hereinafter referred to as IDPs). This category of children is exposed to a complex set of traumatic factors, including loss of safety, disruption of social contacts, changes in linguistic, cultural, and educational environments, which significantly complicates processes of adaptation and socialization [1].

Under these conditions, the professional activity of psychologists acquires particular social significance. At the same time, practical experience indicates that the effectiveness of psychological assistance provided to IDP children varies considerably. This situation necessitates a scientific analysis of the factors that determine the effectiveness of such professional activity, especially in a multicultural environment where diverse cultural norms, values, communication styles, and child-rearing practices interact.

Analysis of recent research and publications. In contemporary scientific research, the issue of psychologists' professional activity has been addressed in the works of national scholars, including Yu. Hychko (2021), L. Danylevych (2020), O. Kokun (2012), M. Martseniuk (2014), O. Mykhailenko (2019), V. Synyshyna (2019), R. Simko (2019), and others. Considerable attention has been paid to psychological assistance for children who have experienced traumatic events, as well as to the development of professionals' readiness to work with vulnerable social groups. However, issues related to a comprehensive analysis of the factors influencing the effectiveness of psychologists' activity specifically in working with IDP children in a multicultural environment remain insufficiently explored. Existing studies tend to focus either on the personal characteristics of specialists or on individual methods of

psychological intervention, which does not allow for the formation of a holistic understanding of the multidimensional nature of professional effectiveness within this context.

The purpose of the article is to provide a theoretical substantiation and systematization of the factors determining the effectiveness of psychologists' professional activity in working with children of internally displaced persons in a multicultural environment.

Presentation of the main research material. The methodological trajectory of the problem under study is outlined by a system of interrelated approaches, some of which have previously been presented within the authors' field of scientific interests [2, pp. 41–45], namely:

the interdisciplinary approach to studying the effectiveness of psychologists' professional activity in working with children of internally displaced persons in a multicultural environment presupposes the use of a comprehensive scientific toolkit that integrates knowledge from philosophy, psychology, sociology, pedagogy, cultural studies, law, conflict studies, and other fields of scientific inquiry. Such integration makes it possible to gain a deeper understanding of both the multidimensional nature of the child's psyche and the complex structure of a multicultural environment. The interdisciplinary approach ensures the systemic nature, variability, and cultural sensitivity of psychologists' professional activity in working with IDP children, which becomes particularly significant under conditions of cultural diversity. It enables not only the provision of effective psychological assistance in the immediate context but also the development of long-term strategies for adaptation and reintegration of children into a multicultural social space.

The psychosocial approach in psychology serves as a conceptual framework within which human behavior is viewed as the result of interaction between individual psychological characteristics and the social environment. The theoretical foundations of this approach were laid in the works of Erik Erikson [4], who substantiated the idea of psychosocial personality development throughout the life course, where each developmental stage is associated with overcoming specific socially conditioned crises. The psychosocial approach is based on the principles of interdisciplinarity, systemicity, and contextuality, which ensure the integration of psychological and social dimensions in the study of behavior, adaptation processes, identity development, and personal well-being. Its significance increases substantially under conditions of social instability, crisis phenomena, military events, and mass population displacement, when the interdependence between the psyche and the social context becomes decisive for the formation of individual life strategies.

The professional approach, under contemporary conditions of intensive development of scientific and applied psychology, emerges as a key methodological foundation of psychologists' activity. Its conceptual principles are grounded in scientific validity, systemicity, integrativity, interdisciplinarity, a close connection between psychological knowledge and practice, as well as the need to create effective mechanisms of influence on personality and to ensure the humanistic orientation of psychological assistance. The professional approach presupposes a holistic vision of psychological activity as a complex multidimensional process that includes diagnostic, corrective, counseling, psychoeducational, and research components. Its formation is associated with the development of professional ethics, standardization of psychological practice, and the institutionalization of psychologists' activity through professional associations, educational standards, certification systems, and ethical codes.

The environmental approach in psychology focuses not only on the individual but also on the nature of their interaction with the environment, which may perform supportive, neutral, or traumatizing functions. Applying the environmental approach to the study of the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment involves analyzing and transforming the socio-psychological space in which professional activities are carried out and psychological support is organized. This approach allows for a holistic understanding of the stated problem by emphasizing not only the individual psychological characteristics of the child but also their immersion in the complex sociocultural dynamics of a multicultural environment.

The child-centered approach is gaining increasing importance in contemporary psychological discourse and is based on recognizing the uniqueness, autonomy, and internal potential of the child as a full-fledged subject of psychological development. It reflects a fundamental shift in the understanding of childhood, whereby the child is no longer perceived as an "unfinished adult" but rather as a personality with their own needs, rights, developmental pace, and individual logic of behavior and experience.

The child-centered approach is one of the fundamental approaches in studying the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment, as the implementation of the principle of child priority implies that psychologists focus primarily on the child's personality, needs, interests, values, and developmental characteristics rather than on abstract norms or requirements of the adult social context, including the multicultural environment.

The restorative approach in psychology interprets the process of psychological recovery as a basic prerequisite for preserving the integrity of personality, resilience, adaptive functionality, and mental well-being. Within this approach, attention is focused not only on neutralizing and overcoming the destructive consequences of psychotraumatic events but also on purposefully strengthening the individual's resource potential and activating their internal capacities and resilience.

The methodological foundations of the restorative approach are based on the understanding of human capacity for self-regulation, self-recovery, and compensation for negative influences through internal resources combined with the supportive impact of the social and cultural environment. A psychologist operating in a multicultural space must possess skills to prevent bias and overcome intercultural barriers, demonstrate cultural sensitivity, competence in interethnic communication, and proficiency in providing crisis psychological assistance. The effectiveness of psychologists' professional activity within the restorative approach is ensured only under conditions of integration of knowledge from ecological psychology, cultural studies, pedagogy, and social work, as well as the formation of environmental sensitivity, a reflective professional stance, and a high level of ethical responsibility.

The outlined methodological approaches are not exhaustive; however, they serve as guiding reference points that provide a foundation for further theoretical exploration.

Based on the analysis of scientific contributions by national scholars, it should be noted that the effectiveness of psychologists' professional activity can be reasonably regarded as an integral characteristic that reflects the degree to which the goals of psychological assistance are achieved under conditions of optimal use of professional knowledge, skills, personal resources, and external conditions of activity. In working with children of internally displaced persons (IDPs), effectiveness is manifested in positive dynamics of the child's psychological state, restoration of adaptive potential, reduction of anxiety levels, and the formation of a sense of safety and belonging.

It should be emphasized that the effectiveness of psychologists' work with IDP children is not automatic and is largely determined by a set of interrelated factors that encompass a number of specific yet essential components of psychologists' overall professional activity. This necessitates a scientific analysis of the key factors determining the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment. These factors are considered in greater detail below.

Personal and professional factors. Among the leading factors of effectiveness are the personal and professional characteristics of psychologists (see the professional approach), which directly determine the specificity and outcomes of their interaction with children of internally displaced persons. Of particular importance are professional competence, which includes knowledge of developmental, crisis, and trauma psychology, psychology of development, as well as the theory and practice of intercultural interaction; empathy and emotional sensitivity, which ensure the ability to understand the child's emotional states while maintaining professional boundaries; stress resistance and well-developed emotional self-regulation skills, enabling psychologists to function effectively under conditions of increased emotional load and risk of secondary traumatization; reflexivity as the capacity for critical analysis of one's own professional activity, actions, and interactions with clients; and a value-based humanistic orientation focused on respect for the child's dignity, cultural identity, and recognition of the child's subjectivity. It is emphasized that the integration of solid professional knowledge with well-developed personal qualities creates the conditions for forming a safe and supportive psychological environment for IDP children.

Multicultural and sociocultural competence. In a multicultural environment, the effectiveness of psychologists' professional activity is largely determined by the level of their multicultural and sociocultural competence. These competences involve awareness of both cultural differences and commonalities among children with diverse sociocultural backgrounds; the ability to prevent stereotyping, discriminatory attitudes, and manifestations of cultural bias (see the psychosocial approach); the capacity to adapt methods and forms of psychological work to the cultural characteristics of the child and their family; and the development of tolerance, cultural sensitivity, and readiness for open dialogue (see the professional approach). As noted earlier, for IDP children a multicultural environment may serve both as a resource for social integration and as a factor of additional psycho-emotional strain. Under such conditions, a psychologist possessing multicultural and sociocultural competence contributes to the formation of the child's sense of acceptance, safety, and belonging to a new social community.

Environmental sensitivity constitutes one of the important factors of psychologists' professional effectiveness in a multicultural environment. In psychological discourse, environmental sensitivity is understood as the ability to perceive, analyze, and purposefully transform the social, cultural, emotional, and physical environment (see the environmental approach), taking into account the individual psychological, cultural, age-related, and social characteristics of the child. It includes skills of intercultural

communication; understanding of the social context of the child's life; mastery of methods for environmental assessment; and the capacity for interdisciplinary interaction with educators, social workers, volunteers, representatives of local authorities, and members of the territorial community. Thus, environmental sensitivity presupposes psychologists' ability to view the child not in isolation but as a subject of development (see the child-centered approach) embedded in a multilevel system of relationships, including the family, educational space, host community, and the broader cultural context. In a multicultural environment, such sensitivity makes it possible to avoid reductionist approaches, stereotyping, and the universalization of psychological problems experienced by IDP children.

Methodological and technological factors constitute an integral component of the effectiveness of psychologists' professional activity in a multicultural environment and determine the need to select appropriate forms, methods, and technologies of psychological work (see the professional approach). In working with children of internally displaced persons (IDPs), it is advisable to apply a trauma-informed approach that takes into account experiences of war and forced displacement; play-based, art-therapeutic, and narrative methods as safe and accessible tools for children of different ages; group forms of work aimed at developing social skills and intercultural interaction; individual psychological counseling oriented toward the needs of a particular child; and preventive programs designed to prevent maladaptation, aggressive behavior, or social withdrawal. It should be emphasized that psychologists' methodological flexibility and adaptability enhance the effectiveness of psychological intervention and ensure its alignment with the real needs of IDP children (see the restorative approach).

Organizational and institutional factors. The effectiveness of psychologists' professional activity is largely determined by the conditions and context of its implementation. Such factors include the availability of support from the administration of educational institutions and social services; interdisciplinary interaction (see the interdisciplinary approach) with educators, social workers, and medical professionals; access to resources, professional development programs, supervision, and professional support; as well as clear regulatory and legal frameworks governing psychologists' work with IDP children. It should be emphasized that the organizational environment may either strengthen psychologists' professional efforts or significantly reduce their effectiveness in the absence of systematic support.

Socio-psychological factors of partnership with families and the community. An important factor in the effectiveness of psychological work is interaction with parents or legal guardians of IDP children, as well as with the host community. Psychological support of the child (see the child-centered approach) is most effective when the family is actively involved in the process of psychological assistance, parental psychological culture is enhanced, a positive socio-psychological climate is fostered within the educational environment, and partnership relations between school, family, and community are developed. Altogether, this contributes to the sustainable psychological well-being of the child and their successful social integration into a multicultural environment.

It should be noted that the outlined list of factors is not exhaustive and may be expanded or modified depending on specific conditions and additional circumstances.

Conclusions. In summary, it should be emphasized that the effectiveness of psychologists' professional activity in working with IDP children in a multicultural environment has a multifactorial nature of complex interaction and goes beyond traditional counseling or corrective practice, acquiring a systemic, interdisciplinary, and culturally sensitive character. It is determined not only by the level of professional training of specialists, their personal qualities, intercultural competence, methodological flexibility, organizational conditions of activity, and the nature of interaction with the family and the child's social environment, but also by the overall readiness of psychologists for professional activity with IDP children in a multicultural environment.

Prospects for further research. Prospects for further research are seen in studying the interrelationships between individual factors of psychologists' professional effectiveness and the psychological well-being of IDP children, as well as in developing and testing an author-designed program aimed at enhancing professionals' effectiveness in a multicultural environment.

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