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**SPECIFIC-SCIENTIFIC APPROACHES TO THE STUDY OF THE PROBLEM OF  
PSYCHOLOGICAL FEATURES OF MENTAL HEALTH FORMATION IN MILITARY  
PERSONNEL**

У статті представлено теоретичний аналіз конкретних наукових підходів, положення яких можуть бути використані для системного дослідження проблеми психологічних особливостей формування психічного здоров'я військовослужбовців. Актуальність проблеми пов'язана з необхідністю узгодження наукових позицій щодо збереження здоров'я, використання особистісних та соціальних ресурсів, профілактичної роботи, підтримання адаптивного функціонування, формування відповідального ставлення до здоров'я та врахування умов військово-професійного середовища. Проаналізовано праці Є. М. Потапчука, В. Є. Мозаліова, В. С. Ханджі, Н. С. Коструби та С. О. Чижевського, які досліджували основи збереження психічного здоров'я військовослужбовців, його критерії та показники, фактори ризику, а також напрями психологічної підтримки та відновлення. Методологічну основу статті склали положення щодо багаторівневої організації наукового пізнання, залежності методу дослідження від змісту предмета та необхідності поєднання взаємодоповнюючих наукових позицій. Були використані методи теоретичного аналізу, порівняння, концептуального уточнення, систематизації та узагальнення. Зміст наукового підходу було уточнено як систему вихідних положень, що визначає напрям, логіку та межі розгляду проблеми. Підхід, орієнтований на збереження здоров'я, було представлено як загальну спрямованість на збереження, підтримку, відновлення та зміцнення психічного здоров'я. Ресурсний підхід пов'язували з аналізом внутрішніх і зовнішніх можливостей та шляхів їх збереження, активізації й відновлення. Профілактичний підхід розглядали у зв'язку з інформаційно-просвітницькою роботою, формуванням відповідального ставлення до психічного здоров'я та реалізацією первинної й вторинної профілактики на індивідуальному, сімейному, груповому та організаційному рівнях. Підхід, орієнтований на резилієнтність, був спрямований на пояснення процесів підтримання та відновлення адаптивного функціонування в умовах значного навантаження. Валеологічний підхід уточнював ціннісний, когнітивний та поведінковий зміст діяльності, спрямованої на збереження здоров'я. Міждисциплінарний підхід забезпечував координацію психологічних, педагогічних, медичних, соціальних та організаційних заходів. Аналіз наукових праць дав підстави для обґрунтування взаємодоповнювального характеру окреслених підходів. Їхня система дає змогу розглядати поставлену проблему через взаємозв'язок особистої діяльності військовослужбовця, наявних ресурсів, профілактичних впливів, адаптаційних процесів та умов військового середовища. Основна спрямованість у рамках цієї системи визначається підходом, орієнтованим на збереження здоров'я, тоді як інші підходи уточнюють конкретні напрями, механізми, рівні та умови формування психічного здоров'я військовослужбовців.

**Ключові слова:** підхід, орієнтований на збереження здоров'я; психічне здоров'я; військовослужбовці; профілактичний підхід; психологічні особливості; методологія дослідження

The article presents a theoretical analysis of specific scientific approaches whose provisions can be used for a consistent study of the problem of psychological features of mental health formation in military personnel. The relevance of the issue is associated with the need to coordinate scientific positions on health preservation, the use of personal and social resources, preventive work, the maintenance of adaptive functioning, the formation of a responsible attitude towards health, and consideration of the conditions of the military professional environment. The works of Ye. M. Potapchuk, V. Ye. Mozaliyov, V. S. Handzha, N. S. Kostruba, and S. O. Chyzhevskiy were analysed; these researchers addressed the foundations of preserving the mental health of military personnel, its criteria and indicators, risk factors, and directions of

psychological support and recovery. The methodological basis of the article comprised provisions concerning the multilevel organisation of scientific cognition, the dependence of the research method on the content of the subject, and the need to combine complementary research positions. The methods of theoretical analysis, comparison, conceptual clarification, systematisation, and generalisation were used. The content of a scientific approach was clarified as a system of initial provisions that determines the direction, logic, and boundaries of considering a problem. The health-preserving approach was presented as a general orientation towards preserving, maintaining, restoring, and strengthening mental health. The resource approach was associated with analysing internal and external capacities and the ways of preserving, activating, and restoring them. The preventive approach was considered in connection with information and educational work, the formation of a responsible attitude towards mental health, and the implementation of primary and secondary prevention at the individual, family, group, and organisational levels. The resilience-oriented approach was directed at explaining the processes of maintaining and restoring adaptive functioning under considerable strain. The valeological approach specified the value-based, cognitive, and behavioural content of health-preserving activity. The interdisciplinary approach ensured the coordination of psychological, pedagogical, medical, social, and organisational provisions. The analysis of scientific works provided grounds for substantiating the complementary nature of the outlined approaches. Their system makes it possible to consider the stated problem through the interrelation of the military service member's personal activity, available resources, preventive influences, adaptation processes, and conditions of the military environment. The leading orientation within this system is determined by the health-preserving approach, while the other approaches clarify particular directions, mechanisms, levels, and conditions of mental health formation in military personnel.

Keywords: health-preserving approach; mental health; military personnel; preventive approach; psychological features; research methodology.

### **Introduction**

The problem of mental health among military personnel was the subject of scientific analysis in Ukrainian military psychology and health psychology. Ye. M. Potapchuk systematised the theoretical and practical foundations of preserving the mental health of military personnel and drew attention to the interrelation of personal capacities, socio-psychological conditions, and service organisation [10]. V. Ye. Mozaliov and V. S. Handzha substantiated the criteria and indicators of the mental health of military personnel, taking into account self-regulation, adequacy of behaviour, the quality of mental processes, and the ability to perform professional tasks [9, pp. 144-148]. N. S. Kostruba carried out a theoretical review of studies on the mental health of military personnel and summarised the main risks to mental well-being under the conditions of military activity [7, pp. 120-126]. S. O. Chyzhevskyi considered the psychological recovery of military personnel as a multilevel direction of support covering the periods of preparation, task performance, and return to everyday life [11, pp. 1-5]. These works confirmed the significance of the problem; at the same time, its methodological consideration requires the coordination of different scientific positions.

In foreign psychology, the content of mental health was expanded by provisions concerning positive personal functioning. C. L. M. Keyes substantiated that the absence of a mental disorder is not a sufficient basis for concluding that a person has full mental health, since it includes emotional, psychological, and social well-being [15, pp. 207-209]. In the context of military professional activity, this provision directs attention not only to difficulties or adverse states, but also to the military service member's ability to maintain self-regulation, productive interaction, responsibility for personal health, and the capacity to restore psychological strength after prolonged strain.

The issue of mental health formation also requires prior theoretical substantiation. A. F. Jorm associated mental health literacy with knowledge and beliefs that facilitate the recognition of psychological difficulties, understanding of self-help and professional support, and timely help-seeking [14, pp. 396-397]. L. O. Danylchuk and Ya. I. Yurkiv described readiness for health-preserving activity through axiological-motivational, cognitive-critical, emotional-volitional, and activity-related components [5, pp. 18-20]. C. L. M. Keyes, in turn, drew attention to positive psychological and social functioning [15, pp. 207-209]. The generalisation of these positions provided grounds for outlining the content of mental health formation in military personnel through the development of a value-based attitude towards health, psychological literacy, self-regulation methods, constructive coping with strain, the use of resources, and responsible health-preserving behaviour. This does not imply that health is created exclusively through external influence; rather, it concerns combining the activity of military personnel with conditions that support awareness of their own state, the use of available capacities, and timely access to assistance.

The analysis of scientific works provided grounds for establishing that particular aspects of the stated problem had been addressed in considerable depth. Researchers studied the criteria of mental health, the psychological consequences of combat strain, recovery, resources, resilience, mental health literacy, health-preserving behaviour, and preventive work. At the same time, existing works have not sufficiently systematised specific scientific approaches specifically to the study of the problem of psychological features of mental health formation in military personnel. The content of each approach, its scientific foundations, cognitive possibilities, limits of application, and relation to other approaches require clarification.

The purpose of the article is to provide a theoretical and methodological substantiation of specific scientific approaches to the study of the problem of psychological features of mental health formation in military personnel, to determine their content, cognitive possibilities, and interrelation, and to outline the leading orientation of the health-preserving approach.

### **Methodology of the article**

The methodological basis of the article consisted of provisions concerning the multilevel organisation of scientific cognition, the correspondence between the method of research and the content of its subject, and the interrelation of general methodological provisions with specific scientific positions. O. H. Danylian and O. P. Dzioban considered methodology as a system of principles, approaches, and methods of organising scientific cognition [6, pp. 131-134]. S. D. Maksymenko emphasised the need to select methodological orientations in accordance with the nature of the psychological object and the logic of its development [8, pp. 6-10]. In view of the above, the methodology of this article was directed at systematising scientific positions that reveal different aspects of the stated problem.

To achieve the purpose, the methods of theoretical analysis, comparison, conceptual clarification, systematisation, and generalisation were used. Theoretical analysis made it possible to determine the content of scientific works in which particular approaches were developed or applied. Comparison was used to establish differences in their subject orientation. Conceptual clarification ensured the distinction between an approach, a method, a particular theory, and content-related categories. Systematisation and generalisation made it possible to outline the interrelation of approaches without constructing a separate model and without attributing functions to them that they do not possess.

The source base comprised works by Ukrainian and foreign researchers. The methodological content of a scientific approach was considered with reference to the works of O. H. Danylian, O. P. Dzioban, and S. D. Maksymenko. The state of research on the mental health of military personnel was clarified on the basis of works by Ye. M. Potapchuk, V. Ye. Mozaliov, V. S. Handzha, N. S. Kostruba, and S. O. Chyzhevskiy. The health-preserving and preventive orientations were analysed on the basis of works by L. O. Danylchuk, L. O. Danylchuk and Ya. I. Yurkiv, as well as the provisions of the Ottawa Charter. The resource approach was considered on the basis of works by Ya. M. Buherko and S. E. Hobfoll; the resilience-oriented approach, on the basis of works by A. S. Masten and F. Walsh; the valeological approach, on the basis of works by V. I. Bobrytska and A. F. Jorm; and the interdisciplinary approach, on the basis of the provisions of G. L. Engel and health-preserving studies. This selection of sources ensured a diversified but subject-bounded analysis of the stated problem.

## **1. Theoretical foundations of the study**

### **1.1. The content of a specific scientific approach in psychological research**

The content of the concept of an “approach” requires primary clarification. O. H. Danylian and O. P. Dzioban defined a scientific approach through a set of initial attitudes, principles, and ideas about an object that determine the general strategy of its study [6, p. 184]. A scientific approach is not a separate method, because a method characterises the way in which a particular cognitive action is performed, whereas an approach determines the position from which a researcher formulates the problem, selects essential relations, and explains the resulting provisions.

In psychology, the significance of an approach is determined by the complexity of relations among mental processes, behaviour, activity, life experience, and social conditions. S. D. Maksymenko drew attention to the fact that a methodological position must correspond to the nature of the psychological object, while research should take into account its development, internal organisation, and interaction with the environment [8, pp. 6-10]. Thus, a psychological approach functions as an orientation that determines which aspects of the problem are regarded as central, which scientific categories are applied, and in what sequence the explanation is constructed.

In accordance with the subject of the study, a specific scientific approach sets a particular direction for considering the formation of mental health in military personnel. The health-preserving approach is oriented towards the conditions of preserving and strengthening health; the resource approach, towards

internal and external capacities and the ways of activating them; the preventive approach, towards information provision, the formation of a responsible attitude, and early support; the resilience-oriented approach, towards the processes of maintaining and restoring adaptive functioning; the valeological approach, towards values, knowledge, and behaviour; and the interdisciplinary approach, towards coordinating different levels of scientific explanation.

Therefore, in the context of the problem under study, a specific scientific approach should be used as a position already substantiated in science rather than as an author-defined new direction. Such a position makes it possible to consistently establish what is being studied, which factors and conditions are taken into account, and what place the corresponding approach occupies within the system of scientific analysis.

### **1.2. The state of scientific consideration of the stated problem**

Researchers considered the problem of specific scientific approaches in psychological studies in connection with methodological levels, the nature of the subject, and the organisation of scientific explanation. O. H. Danylian and O. P. Dzioban substantiated the place of the specific scientific level between the general principles of cognition and specialised methods of research [6, pp. 177-184]. S. D. Maksymenko revealed the dependence of psychology's methodological means on the complexity and development of its subject [8, pp. 6-10]. These works created grounds for analysing approaches not as a formal list, but as a system of research positions with defined functions.

Researchers directly studied the problem of the mental health of military personnel in several directions. Ye. M. Potapchuk substantiated the theoretical and practical foundations of its preservation [10]. V. Ye. Mozaliov and V. S. Handzha identified the criteria and indicators of mental health that are important for military professional activity [9, pp. 144-148]. N. S. Kostruba generalised approaches to understanding the mental health of military personnel and considered risks associated with combat stress, professional strain, and insufficient support [7, pp. 120-130]. S. O. Chyzhevskiy drew attention to the organisation of psychological recovery and the interaction among the service member, family, unit, and specialists [11, pp. 1-5].

Particular specific scientific positions were developed within a broader range of psychological and interdisciplinary studies. C. L. M. Keyes substantiated the continuum approach to positive mental health [15, pp. 207-209]. Ya. M. Buherko systematised the directions of the resource approach in contemporary psychology [2, pp. 79-84], while S. E. Hobfoll developed the conservation of resources theory as one of its influential theoretical foundations [13, pp. 516-520]. A. S. Masten associated resilience with the functioning of basic adaptive systems [16, pp. 227-228; 234-235], and F. Walsh developed a resilience-oriented position at the level of family and social interaction [17, pp. 616-622]. V. I. Bobrytska revealed the value-based and activity-related content of valeological training [1, pp. 103-104; 159-160], A. F. Jorm addressed the content of mental health literacy [14, pp. 396-397], and G. L. Engel substantiated the need for a biopsychosocial explanation of the human condition [12, pp. 129-136].

The works of L. O. Danylchuk substantiated the health-preserving and preventive orientation of scientific analysis, the importance of information and educational work, personal responsibility, and interdisciplinary interaction [3; 4, pp. 42-44]. The joint work of L. O. Danylchuk and Ya. I. Yurkiv revealed the components of readiness for health-preserving activity [5, pp. 18-20]. At the same time, these provisions are considered alongside the works of other authors, because the stated problem requires not the singling out of one scientific contribution, but the substantive coordination of different research positions.

The analysis of scientific works provided grounds for establishing that the system of specific scientific approaches to the study of the problem of psychological features of mental health formation in military personnel had not been the subject of a separate comprehensive consideration. Therefore, the subsequent presentation is directed at determining the content of each approach, its scientific foundations, and its significance for the stated problem.

### **2. Specific-scientific approaches to the study of the stated problem**

In accordance with the subject of the study, the approaches are considered not through individual concepts included in their content, but through the research position established in science. For each approach, it is important to determine who developed or systematised its provisions, how it is applied in psychology, and what possibilities it opens for studying the psychological features of mental health formation in military personnel.

#### **2.1. Health-preserving approach**

The prerequisites for the health-preserving approach were established within the concept of health promotion. In the Ottawa Charter, health was regarded as a resource for everyday life, while health promotion was understood as a process of expanding the capacity of individuals and communities to influence the conditions of their own health [18, pp. 1-2]. This position changed the direction of scientific

analysis: alongside medical care and the elimination of adverse consequences, personal skills, a supportive environment, social interaction, and the participation of the person were included in the subject of research.

L. O. Danylchuk substantiated the health-preserving approach as an interdisciplinary scientific foundation combining psychological, pedagogical, medical, social, valeological, and recreational provisions [4, pp. 42-44]. The researcher distinguished health preservation from health care, a healthy lifestyle, particular technologies, and rehabilitation, and associated it with preserving, maintaining, and developing a person's life potential. L. O. Danylchuk and Ya. I. Yurkiv specified the psychological content of this position through value-motivational, cognitive, emotional-volitional, and activity-related readiness for health-preserving actions [5, pp. 18-20].

In psychological research, the health-preserving approach functions as a target orientation. It directs attention to the conditions under which a person can maintain psychological functioning, recognise changes in their state, regulate strain, use assistance, and participate in preserving their own health. With regard to military personnel, such analysis should combine personal actions with service organisation, the nature of commander interaction, unit cohesion, opportunities for rest, and the availability of psychological support.

Therefore, the health-preserving approach determines the general orientation of studying the stated problem towards preserving, maintaining, restoring, and strengthening the mental health of military personnel. The outlined approach makes it possible to consider this process through the interrelation of personal responsibility and the supportive conditions of the military professional environment.

## **2.2. Resource approach**

The resource approach developed in psychology as a research position that explains a person's ability to act under difficult conditions through the availability, accessibility, preservation, and use of internal and external capacities. Having generalised the works of representatives of this direction, Ya. M. Buherko distinguished transactional, integrated, and systemic lines of resource analysis. The transactional line focused on the correspondence between resources and situational demands; the integrated line, on resource management and effective use; and the systemic line, on their interrelation, hierarchy, and dynamics [2, pp. 79-82]. Thus, the resource approach in psychology is not reduced to compiling a list of qualities, but determines a way of analysing the interaction between a person and environmental demands.

One of the theoretical foundations of the resource approach was S. E. Hobfoll's conservation of resources theory. The researcher associated psychological strain with the threat of losing significant resources, their actual loss, or insufficient recovery after the investment of effort [13, pp. 516-519]. He also drew attention to loss cycles, in which an initial deficit reduces the possibilities of further coping, and to the need for a resource to correspond to the specific demands of a situation [13, pp. 519-520]. Within the resource approach, these provisions explain not an individual resource, but the regularities of resource support for activity.

In the context of the problem under study, the resource approach is directed at analysing the internal capacities of military personnel, including self-regulation, professional competence, experience of coping with difficulties, and meaning-related orientations, as well as external capacities, including support from comrades-in-arms and family, trust in command, availability of assistance, and organisation of recovery. It is important not only to establish their presence, but also to examine their accessibility, timely use, mutual reinforcement, and risks of depletion. In this case, compensation is considered as one of the possible mechanisms within the resource approach rather than as grounds for creating a separate author-defined approach.

Therefore, the resource approach makes it possible to study which internal and external capacities support mental health formation in military personnel, under what conditions they are preserved or depleted, and how they can be restored or supplemented. For the stated problem, its significance lies in revealing the resource conditions of health-preserving behaviour and adaptive functioning.

## **2.3. Preventive approach**

Within the stated problem, the preventive approach requires consideration as an independent scientific position rather than as a set of separate warnings concerning mental disorders. In her doctoral dissertation, L. O. Danylchuk substantiated social prevention as an integrally organised activity that combined information and educational work, competence formation, the participation of different actors, primary, secondary, and tertiary directions, and the principle of "help for self-help" [3]. The main content of this position consisted in increasing awareness, developing responsibility, the ability to recognise risks, and making informed decisions.

In the context of studying mental health formation, prevention is not equated with pre-emption. Pre-emption is primarily associated with the general anticipation of undesirable consequences, risk limitation, and precautionary measures. In this article, the preventive approach is directed at systematic

information provision, the formation of a responsible attitude towards mental health, the development of the ability to recognise changes in one's own state, the use of self-help methods, and timely help-seeking. This orientation is consistent with A. F. Jorm's provisions on mental health literacy [14, pp. 396-397] and V. I. Bobrytska's conclusions concerning the transition from knowledge to responsible behaviour [1, pp. 159-160; 172-173].

Primary prevention should cover all personnel and be directed at forming a culture of mental health. Its content includes scientifically grounded information about reactions to strain, explanations of self-regulation methods, support for a respectful attitude towards help-seeking, and the formation of responsibility for one's own state and the state of comrades-in-arms. Secondary prevention concerns military personnel or groups that have already experienced increased strain, losses, prolonged isolation, repeated rotations, or initial adverse changes. Its task is timely information provision, support, and prevention of further deterioration. The tertiary direction is associated with support after pronounced disorders and is not central to the problem of mental health formation.

According to the levels of implementation, the preventive approach includes individual, family, group, and organisational levels. The individual level concerns the military service member's knowledge, attitude, and responsible actions. The family level includes supportive communication and understanding of changes associated with service-related strain. The group level is implemented through mutual support, cohesion, and the collective attitude towards psychological assistance. The organisational level depends on commander influence, information procedures, the availability of specialists, and conditions for recovery.

Therefore, the preventive approach makes it possible to study the ways of forming an informed and responsible attitude among military personnel towards mental health, as well as the levels and conditions of transforming knowledge into practical action. Within the stated problem, its significance lies in directing psychological work towards forming readiness to maintain health before adverse changes deepen.

#### **2.4. Resilience-oriented approach**

The resilience-oriented approach developed as a result of the shift from focusing on deficits and adverse consequences to studying the processes that ensure the preservation or restoration of adaptive functioning. A. S. Masten substantiated resilience as the result of the functioning of basic adaptive systems, including self-regulation, cognitive capacities, motivation, social ties, and a supportive environment [16, pp. 227-228; 234-235]. This position made it possible to regard resilience not as innate invulnerability, but as a process dependent on personal capacities and living conditions.

F. Walsh developed the resilience-oriented approach in systemic and family psychology. The researcher directed attention to strengths, shared beliefs, the organisation of interaction, communication, and the ability of a family or group to mobilise capacities according to specific circumstances [17, pp. 616-622]. Her provisions emphasised the contextual nature of resilience: the same forms of support may have different meanings depending on the type of strain, the duration of adverse conditions, and the availability of social ties.

In psychology, this approach functions through the study of trajectories of functioning before, during, and after considerable strain. It involves analysing not only stable individual qualities, but also the flexibility of self-regulation, ways of coping with difficulties, the ability to use support, and the capacity to restore disrupted balance. For military personnel, resilience also depends on unit cohesion, the quality of commander interaction, family support, the clarity of requirements, and opportunities for recovery.

Therefore, the resilience-oriented approach makes it possible to study the psychological and socio-organisational processes through which military personnel maintain or restore adaptive functioning under prolonged strain. Its significance for the stated problem lies in revealing the dynamics of mental health formation rather than merely recording particular stable qualities.

#### **2.5. Valeological approach**

The valeological approach was developed within scientific and educational health studies as a position that combines value-based awareness of health, scientifically grounded knowledge, and corresponding behaviour. V. I. Bobrytska associated valeological training with the formation of responsibility for one's own health, the ability to make decisions, the acquisition of knowledge and skills, and positive motivation for a healthy lifestyle [1, pp. 103-104]. The researcher also drew attention to the need to move from awareness to modes of action that a person can use in real-life and professional conditions [1, pp. 159-160].

In psychology, the valeological approach directs research towards values, beliefs, motivation, and behaviour related to health. The gap identified by V. I. Bobrytska between knowledge and actual health-preserving activity demonstrated that information alone does not ensure responsible behaviour [1, pp. 172-173]. A. F. Jorm specified this conclusion in relation to mental health through the concept of mental health

literacy, which includes recognising difficulties, knowledge of risk factors, methods of self-help and professional assistance, and attitudes that facilitate help-seeking [14, pp. 396-397].

In the context of the problem under study, the valeological approach provides grounds for analysing how military personnel recognise the value of mental health, what knowledge they possess, how they assess changes in their own state, and whether they are ready to implement health-preserving actions. At the same time, this approach should not place all responsibility on the individual, because behaviour depends on the availability of assistance, commander support, the attitude of the collective, and the actual conditions of task performance.

Therefore, the valeological approach makes it possible to reveal the value-based, cognitive, and behavioural aspects of mental health formation in military personnel. For the stated problem, its significance lies in explaining the transition from knowledge about health to a responsible attitude, specific decisions, and everyday self-preserving practices.

## **2.6. Interdisciplinary approach**

The interdisciplinary approach developed in response to the limitations of explanations that take into account only one level of the human condition. G. L. Engel substantiated the biopsychosocial position and showed that a biomedical explanation does not encompass the significance of psychological processes, behaviour, life circumstances, and the social environment [12, pp. 129-136]. His work created grounds for integrating data from different fields around a common problem rather than using them in parallel without substantive connection.

The interdisciplinary orientation was developed in health-preserving studies. L. O. Danylchuk combined provisions from psychology, pedagogy, medicine, physiology, social work, valeology, recreation studies, and preventive education [4, pp. 42-44]. With regard to military activity, the need for such integration was confirmed by Ye. M. Potapchuk's research on the preservation of mental health [10], N. S. Kostruba's research on risks to mental well-being [7, pp. 120-130], and S. O. Chyzhevskiy's research on multilevel psychological recovery [11, pp. 1-5].

In psychological research, the interdisciplinary approach functions by establishing connections among psychophysiological condition, emotional regulation, professional experience, social relations, service organisation, and the availability of assistance. For example, deterioration in the sleep or emotional state of military personnel may be associated not only with individual vulnerability, but also with the strain regime, the duration of exposure to stressful conditions, the nature of interaction within the unit, and insufficient recovery. Therefore, explaining the stated problem requires the coordination of psychological, medical, pedagogical, social, and managerial provisions.

Therefore, the interdisciplinary approach makes it possible to consider mental health formation in military personnel through the interrelation of personal, social, professional, and organisational conditions. Its significance for the stated problem lies in overcoming one-sided explanations and identifying connections among different levels of health-preserving activity.

## **3. Results of the theoretical analysis and their discussion**

The theoretical analysis demonstrated that studying the problem of psychological features of mental health formation in military personnel requires not a mechanical listing of approaches, but the determination of their subject orientation. The health-preserving approach sets the general purpose of scientific consideration. The resource approach explains the conditions of availability, accessibility, preservation, and restoration of internal and external capacities. The preventive approach reveals information and educational work, the formation of a responsible attitude, and the levels of early support. The resilience-oriented approach explains the processes of maintaining and restoring adaptive functioning. The valeological approach specifies the value-based, cognitive, and behavioural aspects of health preservation. The interdisciplinary approach ensures the coordination of different levels of scientific explanation.

The comparison of the approaches provided grounds for establishing their complementary nature. Resource analysis without a preventive orientation does not fully explain how to form a responsible attitude towards using one's own capacities and timely help-seeking. The preventive approach without the valeological approach does not reveal the transition from received information to personally accepted values and behaviour. The resilience-oriented approach, without considering resources and environmental conditions, may unjustifiably place responsibility for adaptation solely on the military service member. The interdisciplinary approach without a general health-preserving orientation determines the breadth of analysis but does not establish a common purpose.

In the context of the problem under study, the health-preserving approach performs a leading orienting function. This does not mean that it replaces or subordinates other approaches. Its significance lies in combining different scientific positions around preserving, maintaining, restoring, and strengthening

the mental health of military personnel. The other approaches clarify the resources, preventive influences, adaptation processes, value-related changes, and environmental conditions through which this orientation is implemented.

Within the substantiated system of approaches, the content of mental health formation is revealed through several interrelated directions. The first direction covers awareness of the value of health and motivation to maintain it. The second concerns psychological literacy, the recognition of changes in one's state, and knowledge of forms of assistance. The third includes the development of self-regulation, constructive coping with strain, and the use of resources. The fourth is associated with maintaining and restoring adaptive functioning. The fifth provides for the creation of supportive conditions at the levels of the family, unit, command, and psychological support system.

In view of the above, mental health formation should not be reduced to the development of one psychological quality, the implementation of an information activity, or the teaching of individual techniques. The analysis of scientific works provided grounds for considering it as a prolonged process in which knowledge, values, methods of self-regulation, available resources, adaptation experience, and conditions of military activity mutually influence one another. This understanding follows from the generalisation of the positions of C. L. M. Keyes [15, pp. 207-209], A. F. Jorm [14, pp. 396-397], L. O. Danylchuk and Ya. I. Yurkiv [5, pp. 18-20], as well as studies on the mental health of military personnel [7; 9; 10; 11].

The practical significance of the results of the theoretical analysis lies in the possibility of using the system of outlined approaches when preparing the content of psychological education, organising health-preserving work, supporting commanders and families, planning recovery activities, and forming a favourable attitude towards psychological assistance. At the same time, each direction of work should be connected with a specific methodological position and should not substitute for a comprehensive consideration of the stated problem.

### **Conclusions**

The analysis of scientific works provided grounds for determining that a specific scientific approach is a substantiated research position that sets the direction, logic, and boundaries of scientific consideration of a problem. In psychology, it ensures the transition from general methodological provisions to a subject-defined analysis of mental processes, personal actions, and environmental conditions. Accordingly, the study of the problem of psychological features of mental health formation in military personnel should rely on scientifically developed approaches rather than on author-defined labels created through an arbitrary combination of separate concepts.

A system of health-preserving, resource, preventive, resilience-oriented, valeological, and interdisciplinary approaches was substantiated. The health-preserving approach determines the general orientation towards preserving, maintaining, restoring, and strengthening mental health. The resource approach reveals the conditions for using, preserving, and restoring personal and social capacities. The preventive approach directs attention to information provision, the formation of a responsible attitude, primary and secondary directions of work, and individual, family, group, and organisational levels. The resilience-oriented approach explains the dynamics of maintaining and restoring adaptive functioning. The valeological approach specifies values, knowledge, and behaviour. The interdisciplinary approach ensures the coordination of psychological, medical, pedagogical, social, and organisational provisions.

Within the substantiated system of approaches, the health-preserving approach performs a leading orienting function but does not replace other scientific positions. Its significance lies in determining a common purpose, while the other approaches reveal the resources, mechanisms, levels, conditions, and directions of mental health formation in military personnel. Such interrelation makes it possible to avoid both excessive concentration on adverse states and placing all responsibility for health on the individual.

The significance of the conducted work for the stated problem lies in systematising scientific positions through which mental health formation in military personnel can be considered as a prolonged process of developing a responsible attitude towards health, psychological literacy, self-regulation, the use of resources, the maintenance of adaptive functioning, and interaction with the military professional environment. The outlined provisions can be used in psychological education, health-preserving work, commander training, support for military collectives, and assistance to the families of military personnel.

### **Prospects for further research**

Prospects for further research are seen in deepening the theoretical analysis of the content, levels, conditions, and mechanisms of mental health formation in military personnel, and in clarifying the role of commander influence, family support, organisational culture, and information and educational work. The

specific features of applying the system of outlined approaches at different stages of military service and during psychological recovery require separate consideration.

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