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PSYCHO-EMOTIONAL STATE OF PARENTS OF CHILDREN WITH DISABILITIES IN WAR CONDITIONS

В умовах війни психоемоційний стан людини зазнає значних змін, відображаючи її сприйняття навколишнього світу. Життєстійкість у таких стресових ситуаціях багато в чому залежить від здатності людини адаптуватися до нових життєвих викликів, справлятися зі стресом, долати труднощі та зберігати внутрішню рівновагу. Війна має значний вплив на емоційно-психологічний стан людини, спричиняючи глибокі та багатовимірні зміни. Зміна звичного способу життя та загрози безпеці можуть серйозно вплинути на психічне здоров'я та викликати емоційну нестабільність.

Дослідження психоемоційного стану батьків, які виховують дітей з інвалідністю, показало, що військовий конфлікт викликає різні форми стресу і тривоги та призводить до емоційного виснаження і погіршення психологічного стану. У статті представлено теоретичний та емпіричний аналіз психоемоційного стану батьків, які виховують дітей з інвалідністю в умовах війни. Психоемоційний стан є показником психологічного благополуччя людини і значною мірою визначається рівнем розвитку її емоційного інтелекту, який забезпечує здатність усвідомлювати та управляти як власними емоціями, так і емоціями інших людей.

Інтеграція наведених вище даних підтверджує тезу про мультиплікативний ефект війни. Всі розглянуті фактори - від складності поведінки дитини до економічної нестабільності - взаємно підсилюють один одного. Теоретичні моделі стресу, засновані на балансі загроз і ресурсів, пояснюють, чому батьки дітей з інвалідністю швидше перетинають «поріг патології»: їхні базові ресурси (час, гроші, соціальна підтримка) спочатку нижчі, а рівень втрат у воєнний час вищий

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Психоемоційні розлади у батьків дітей з інвалідністю виникають частіше, ніж у загальної батьківської популяції, оскільки війна додає додаткові шари ризику до існуючого тягаря догляду: фізична небезпека, руйнування служб, економічні втрати, соціальна стигма. Коли кількість втрат перевищує здатність сім'ї мобілізувати ресурси, стрес набуває клінічної форми.

Емпірична частина дослідження містить результати анкетування, спрямованого на аналіз психоемоційного стану батьків, які виховують дітей з інвалідністю в умовах війни, а також виявлення основних факторів, що мають на нього найбільший вплив. У дослідженні взяли участь 30 батьків, 25 жінок та 5 чоловіків, віком від 28 до 55 років, які виховують дітей з інвалідністю з різними нозологіями. Було виявлено, що 70% респондентів відчувають підвищену тривожність, порушення сну, почуття самотності та страху за майбутнє, а 80% відчувають емоційне виснаження. 85% респондентів діляться своїми переживаннями з родиною та друзями, що допомагає їм впоратися з виснаженням та викликами війни, і лише 30% отримують психологічну допомогу від фахівців, хоча 65% зазначили, що потребують професійної психологічної та соціальної підтримки. Значну увагу було приділено визначенню можливих шляхів підтримки батьків, які можуть покращити їхнє фізичне та психічне здоров'я. За даними опитування, 75% респондентів вбачають шляхи покращення свого психоемоційного стану в отриманні комплексної допомоги.

У статті підкреслюється, що саме комплексна підтримка батьків дітей з інвалідністю, яка включає психологічну допомогу, соціальні послуги та програми, спрямовані на зменшення відчуття ізоляції, дозволить їм відчути підтримку суспільства, ефективніше справлятися з викликами виховання дітей в умовах війни та забезпечити собі і своїм дітям кращу якість життя. Такий підхід сприяє інтеграції сімей у соціальне середовище, знижує рівень стресу та покращує психоемоційний стан батьків.

Ключові слова: психоемоційний стан, батьки дітей з інвалідністю, війна, емоційне вигорання, психологічна підтримка, соціальна підтримка, психологічне здоров'я.

In war conditions, the psycho-emotional state of a person undergoes significant changes, reflecting his or her perception of the world around him or her. Resilience in such stressful situations largely depends on a person's ability to adapt to new life challenges, cope with stress, overcome difficulties and maintain inner balance. War has a significant impact on the emotional and psychological state of an individual, causing profound and multidimensional changes. Changes in the usual way of life and threats to security can seriously affect mental health and cause emotional instability.

A study of the psycho-emotional state of parents raising children with disabilities has shown that military conflict causes various forms of stress and anxiety and leads to emotional exhaustion and deterioration of the psychological state. The article presents a theoretical and empirical analysis of the psycho-emotional state of parents raising children with disabilities in war. The psycho-emotional state is an indicator of a person's psychological well-being and is largely determined by the level of development of his or her emotional intelligence, which provides the ability to realize and manage both one's own emotions and the emotions of others.

The integration of the above data confirms the thesis of the multiplier effect of war. All the factors considered - from the child's behavioral complexity to economic instability - mutually reinforce each other. Theoretical models of stress based on the balance of threats and resources explain why parents of children with disabilities cross the “pathology threshold” faster: their basic resources (time, money, social support) are initially lower, and the rate of losses in wartime is higher

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Psycho-emotional disorders in parents of children with disabilities occur more often than in the general parental population, because war adds additional layers of risk to the existing caregiving burden: physical danger, destruction of services, economic losses, and social stigma. When the number of losses exceeds the family's ability to mobilize resources, stress becomes clinical.

The empirical part of this study contains the results of a questionnaire aimed at analyzing the psycho-emotional state of parents raising children with disabilities in war, as well as identifying the main factors that have the greatest impact on it. The study involved 30 parents, 25 women and 5 men, aged 28 to 55, raising children with disabilities with different nosologies. It was found that 70% of respondents experience increased anxiety, sleep disturbances, feelings of loneliness and fear for the future, and 80% feel emotionally exhausted. 85% of respondents share their experiences with family and friends, which helps them cope with the exhaustion and challenges of the war, and only 30% receive psychological assistance from specialists, although 65% said they need professional psychological and social support. Considerable attention has been paid to identifying possible ways to support parents, which can improve their physical and mental health. According to the survey, 75% of respondents see ways to improve their psycho-emotional state in receiving comprehensive care.

The article emphasizes that it is the comprehensive support for parents of children with disabilities, which includes psychological assistance, social services and programs to reduce the feeling of isolation, that will enable them to feel the support of society, cope more effectively with the challenges of raising children in war and provide themselves and their children with a better quality of life. This approach promotes the integration of families into the social environment, reduces stress and improves the psycho-emotional state of parents

Key words: psycho-emotional state, parents of children with disabilities, war, emotional burnout, psychological support, social support, psychological health.

Problem statement. Families raising children with disabilities belong to the most vulnerable categories, as they face increased difficulties in providing adequate care, medical services and social support for their children. According to international research (Brown & White, 2023), parents of children with disabilities living in armed conflict are 2-3 times more likely to develop depression and anxiety disorders than parents of children without disabilities. In addition, they are more likely to experience feelings of guilt, helplessness, and social isolation.

The war has exacerbated the problems of access to necessary services, increased the psychological burden on families and increased the risk of social exclusion. Parents of such children face a double challenge - to ensure the safety of their children under martial law, to provide them with care and specialized support, and to cope with their own stress and anxiety. In such circumstances, it is extremely important to study the psycho-emotional state of parents raising children with disabilities, as a significant psycho-emotional burden and high level of stress affect not only them, but also the quality of life of their children and the family as a whole. The study of this topic is extremely important, as it allows us to identify a number of factors that negatively affect the psycho-emotional state of parents, as well as to identify ways to overcome them. The relevance of the topic is also emphasized by its importance in the social context, and the development of effective support and intervention programs can help parents and children to survive these difficult times with the least consequences for their physical and mental health. Therefore, studying the psycho-emotional state of parents of children with disabilities is one of the key aspects of providing support to this category in the context of military trials.

The purpose of this article is to provide a theoretical grounding and empirical study of the psycho-emotional state of parents raising children with disabilities in war.

Presentation of the main material. The analysis of the scientific literature does not provide us with a clear and unambiguous definition of the concept of "psycho-emotional state". Scientists use a variety of terms, including: "mental state", "emotional state", "psycho-emotional state", etc. According to E.P. Ilyin, mental states are the reaction of functional systems to external and internal factors aimed at achieving a beneficial result for the body. This reaction helps to adapt to specific conditions of existence, maintain the integrity of the organism and ensure its vital activity in certain situations. Expanding the scientific understanding of mental states, M.A. Kuznetsov, K.I. Fomenko and O.I. Kuznetsov concluded that any mental state is both an experience of the subject and the result of the activity of various body systems. It has external manifestations and affects the effectiveness of the activity performed"[5]. At the same time, the psycho-emotional state serves as an indicator of the psychological well-being of the individual. We share the opinion of M.M. Shpak that the psycho-emotional state largely depends on the level of development of emotional intelligence, which determines the ability of a person to understand and manage both their own emotions and the emotions of others.

Research shows that a high level of emotional intelligence contributes to emotional self-control, effective self-regulation, increased stress resistance and plays an important role in ensuring positive well-being, psychological well-being and overall life satisfaction [2].

Psychological characteristics, problems of psychological health and well-being of parents raising children with disabilities have been studied since the 60s of the last century. In particular, M. D. Budaeva, T. M. Vysotina, A. L. Dushka, K. O. Dautova, G. A. Dykhanbaeva, O. O. Zymina, O. O. Ruskykh, M. M. Guslova, T. K. Sture analyzed the psychological characteristics of parents of children with developmental disabilities; G. B. Sokolova - studied emotional burnout and protective behavior of parents of children with Down syndrome, as well as the specifics of psychological and pedagogical support for families raising a child with disabilities; B. V. Andreyko - studied emotional states and psychological assistance to parents of children with developmental disabilities; L. G. Zaborina - dealt with issues of psychological stress and emotional experiences of parents of children with disabilities; E. Tykha, O. Mahler and G. Tsikoto studied how parents adapt to stressful situations and how this affects their relationships with children. A. Dushka focuses on modern innovative approaches to supporting families raising children with special needs, as well as ensuring their psychological well-being [11].

In her article "Psychological Assistance to Parents of Children with Special Educational Needs in the Context of War," T. Kalinina analyzes the level of parental anxiety during the war, considers ways to overcome stress and methods of psychological support [4]. O. Bukovska explores the difficulties faced by families raising children with developmental disabilities and suggests areas of psychological assistance. In particular, she identifies the following approaches: diagnostic, counseling, correctional, rehabilitation, prognostic, and multidisciplinary [2].

Children with disabilities require significantly more time for basic care, rehabilitation and medical manipulations. Longitudinal studies (Hayes & Watson, 2013; Karatzias et al., 2023) confirm that the intensity of care correlates with an increased incidence of clinical depression in mothers. Autism spectrum disorders, epilepsy, or severe cerebral palsy are often accompanied by aggression, self-stimulation, and nighttime awakenings. In a sample of Israeli families during Operation Swords of Iron, parental burnout was directly related to the frequency of the child's behavioral episodes [6].

Acute seizures, the risk of asphyxiation, and unpredictable hospitalizations maintain a state of hypervigilance, which, according to the allostatic load model, accelerates the development of anxiety and depressive disorders. The war dramatically reduces family incomes (up to 80% of Ukrainian caregivers surveyed have lost their main source of income) and complicates access to special food, diapers, and rehabilitation equipment. According to Hobfall's theory of resource conservation, it is the loss of resources that is the main predictor of distress [9].

Data from Disability Rights International (2023) show that the proportion of children who received regular rehabilitation dropped from 80% to less than 50% in the first year of the war. The closure of inclusive centers and the barrier nature of shelters deprive parents of respite care and increase social isolation, which in turn increases depressive symptoms. In shelters and temporary settlements, parents often face negative reactions to their child's "atypical" behavior. Single mothers, who make up up to 72% of the sample in NGO reports, demonstrate twice the risk of PTSD, especially in the frontline areas. Israeli and Polish data show that low social support and a lack of emotional regulation skills double the link between children's behavioral difficulties and parental burnout. On the contrary, the presence of "natural" support networks (relatives, online communities) serves as a stress buffer.

Semantic structural modeling by Hyland (2024) shows that when a family simultaneously loses housing, income, and access to health care, the likelihood of clinical depression in caregivers exceeds 60%. Thus, it is not a single stressor, but a cascade of stressors that leads to mental maladjustment. The integration of the above data confirms the thesis of the multiplier effect of war.

All of the factors considered - from the child's behavioral complexity to economic instability - mutually reinforce each other. Theoretical models of stress based on the balance of threats and resources explain why parents of children with disabilities cross the "pathology threshold" faster: their basic resources (time, money, social support) are initially lower, and the rate of losses in wartime is higher.

Psycho-emotional disorders in parents of children with disabilities occur more often than in the general parental population, because war adds additional layers of risk to the existing caregiving burden: physical danger, destruction of services, economic losses, and social stigma. When the number of losses exceeds the family's ability to mobilize resources, stress becomes clinical. Therefore, prevention programs should be equally multi-level: from restoring rehabilitation infrastructure and providing barrier-free shelters to expanding telepsychotherapy and mutual aid networks that support parents on a biopsychosocial level [5].

Scientific studies emphasize that the birth of a child with a disability imposes certain restrictions on the family's usual rhythm of life, changes the organization of everyday life, requires additional efforts and responsibilities, and sometimes even forces them to abandon established habits and traditions. This situation causes a feeling of fear, despair, uncertainty and helplessness, becoming a serious challenge for the family. The reaction to this event can vary: some parents take it hard at first, but eventually accept the situation, while others may even abandon the child. Scientists analyzing this problem have identified several stages of acceptance of a child with a disability. German psychologist E. Schuchhardt has identified eight such stages:

1. Shock. The birth of a child with special needs comes as an unexpected shock, for which it is impossible to be prepared. Parents are in a state of confusion and are easily influenced by external factors

2. Denial. Doubts about the diagnosis arise, and parents try to find alternative explanations, spending significant resources on finding another medical assessment.

3. Searching. They make every effort to "fix" the situation, sometimes losing sight of the importance of unconditional love for the child, which is accompanied by feelings of anxiety and frustration.

4. Aggression. There is anger at doctors, themselves, and others, which worsens family relationships, causes social isolation, and increases anxiety.

5. Depression. After numerous attempts to help the child, parents may feel hopeless, neglect their own needs and experience a deep state of emotional exhaustion.

6. Realization of reality. Gradually, understanding of the situation comes, parents begin to look for real ways to adapt to new conditions.

7. Constructive adaptation. They learn new parenting strategies, find resources to support their child, and begin to actively cooperate with specialists.

8. Acceptance and new meaning. Parents fully realize and accept the child's peculiarities, find new meanings in their experience and support his/her development [1].

This model allows for a better understanding of the psychological processes parents go through and helps to develop effective strategies to support their emotional well-being.

The vast majority of scholars believe that such parents live in extreme conditions, in a situation of chronic stress. Such extreme conditions become the main factor in the development of emotional burnout syndrome in parents raising children with disabilities.And the conditions of martial law have an even more significant impact on the deterioration of the psycho-emotional state of parents [3].

For this reason, we created a questionnaire for the empirical study aimed at collecting information about the psycho-emotional state of parents of children with disabilities and the changes in their lives that occurred after the outbreak of war. The structure of the questionnaire included several sections:

- general information about the respondents, their age, gender, type of their child's disability and place of residence;
- emotional state, this section consisted of questions about how the emotional state of parents has changed since the outbreak of war, what emotions have dominated them recently and whether the respondents feel emotionally exhausted;
- access to resources and assistance, this section consisted of questions that allowed us to assess the availability of resources and accessibility of services necessary to meet the vital needs of themselves and their

The main results of the survey are presented in Table 1.

Table 1.

Results of the study of the psycho-emotional state of parents of children with disabilities

№	Section	The result of the survey
1	Emotional state	70% experience increased anxiety, feelings of loneliness and fear for the future, and 80% feel emotionally exhausted
2	Social support	85% share their experiences with family and friends, while only 30% receive psychological help from specialist
3	Access to resources and assistance	50% face problems in accessing medical and rehabilitation services, 50% experience educational difficulties
4	Needs and possible ways of support	65% feel the need for psycho-emotional support from specialists, 90% for quality medical and rehabilitation services, and 70% for social integration and leisure

Parents of children with disabilities often experience increased anxiety and fear for the future of their children, and the analysis of the results showed that the level of anxiety and fear has increased significantly since the beginning of the war, as stated by 70% of respondents.75% do not leave the feeling of loneliness due to limited opportunities for communication, closure or inaccessibility of certain projects and support centers where they previously found help and support, 80% feel emotionally exhausted due to constant care for children without the possibility of rest or change of scenery Almost all respondents emphasized the importance of the role of support from family and friends. 85% of respondents share their experiences with family and friends and feel their support, while emphasizing that they would like to receive quality psychological assistance from specialists, as the survey showed that only 30% receive such assistance.

It was found that 50% of respondents have problems with access to medical and rehabilitation services, 50% experience educational difficulties due to the partial transition to distance learning and the loss of the ability of children to communicate with classmates, which negatively affects the emotional state

of children and, accordingly, leads to emotional exhaustion of parents who remain almost the only interlocutors of the child.

In addition, due to frequent air raids and the inability of children with disabilities to move and stay in shelters due to physical and health conditions, parents are forced to take their children out of school early almost every day, which only increases their stress and sense of helplessness.

Parents of children with disabilities identified the need for psycho-emotional support from professionals as their key needs (65%), quality medical and rehabilitation services (70%), and social integration and leisure (70%).

The questionnaire also contained additional questions, including: "What changes has the war brought to your life?" In their answers, 80% of respondents emphasized that they felt afraid of being abandoned and losing social assistance from the state, which in many families remains almost the only source of income, as mothers cannot work due to the need for constant care for a child with a disability.

To the question: "What, in your opinion, can improve the psycho-emotional state of parents of children with disabilities in times of war?" 75% answered that comprehensive support and assistance, including psychological, medical care, financial support, and access to quality educational services. Support from both the state and non-governmental organizations.

Conclusion. Disruption of the psycho-emotional state of parents of children with disabilities during war occurs at the intersection of several layers of risk. At the macro level, there is shelling and evacuations; at the level, the collapse of support systems and the economy; at the micro level, the severity of the child's disability and continuous care. These external factors are reinforced by internal factors (emotional regulation, social support) and socio-demographic determinants (gender, single parenthood, frontline location). The more layers are superimposed, the faster the stress turns into PTSD, depression, or parental burnout. Accordingly, effective interventions should be equally multi-level - from barrier-free shelters and rehabilitation to online psychotherapy and mutual aid communities that "stitch" the family with new resources despite the war storm. The study confirmed that the war has a negative impact on the psycho-emotional state of parents raising children with disabilities. High levels of stress, uncertainty about the future, and lack of proper support lead to a deterioration in their emotional well-being, which in turn affects the quality of family relationships and overall standard of living.

The support of family and friends, as well as the help of professionals, plays an important role in maintaining the mental health and resilience of parents. However, not all respondents are ready to share their experiences with their loved ones, and only 30% receive qualified psychological help.

The study also showed that parents face difficulties in accessing medical, rehabilitation and educational services for their children. They are particularly in need of psycho-emotional support, quality medical and rehabilitation programs, as well as opportunities for social integration and leisure. The findings emphasize the need to implement comprehensive assistance programs adapted to the needs of families of children with disabilities, which will help improve their psychological state and help them effectively overcome the challenges of war.

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PSYCHOLOGICAL FEATURES OF FUTURE PSYCHOLOGISTS' CREATIVE POTENTIAL IN THE CONTEXT OF MODERN EDUCATIONAL TRENDS

Анотація. Стаття присвячена вивченню психологічних особливостей творчого потенціалу майбутніх психологів у контексті сучасних освітніх тенденцій. У дослідженні проаналізовано роль творчого мислення в професійній діяльності психолога та фактори, що сприяють його розвитку під час навчання у закладах вищої освіти. Визначено основні складові творчого потенціалу: самоконтроль уявлень, рівень занурення у творчий процес, автоматизованість дій, ясність мети, здатність до гнучкого мислення. Особливу увагу приділено аналізу стану потоку у студентів-психологів як показника ефективності творчої діяльності.

У рамках емпіричного дослідження проведено психодіагностику студентів, що дозволило оцінити рівень розвитку їхнього творчого потенціалу. Встановлено, що більшість студентів мають достатньо високий рівень креативного мислення, проте частина з них потребує додаткової підтримки у розвитку навичок нестандартного підходу до вирішення завдань. Результати дослідження можуть бути використані для вдосконалення освітніх програм, орієнтованих на стимулювання творчої активності студентів-психологів, зокрема через інтеграцію інтерактивних методів навчання, проєктної діяльності та кейс-методів.

Ключові слова: творчий потенціал, креативне мислення, стан потоку, самоконтроль уявлень, психологічна освіта, мотивація, професійна діяльність, психодіагностика, освітні технології, саморегуляція, когнітивна активність, гнучкість мислення, особистість, студенти-психологи.

Abstract. The article is devoted to the study of psychological features of the creative potential of future psychologists in the context of modern educational trends. The study analyses the role of creative thinking in the professional activity of a psychologist and the factors that contribute to its development during studying in higher education institutions. The main components of creative potential are identified: self-control of ideas, level of immersion in the creative process, automatisation of actions, clarity of purpose, ability to think flexibly. Particular attention is paid to the analysis of the state of flow in psychology students as an indicator of the effectiveness of creative activity.

In the framework of the empirical study, psychodiagnostics of students was conducted, which allowed to assess the level of development of their creative potential. It has been found that most students have a fairly high level of creative thinking, but some of them need additional support in developing the skills of a non-standard approach to solving problems. The results of the study can be used to improve educational programmes aimed at stimulating the creative activity of psychology students, in particular through the integration of interactive teaching methods, project activities and case methods.

Keywords: creative potential, creative thinking, flow state, self-control of ideas, psychological education, motivation, professional activity, psychodiagnostics, educational technologies, self-regulation, cognitive activity, flexibility of thinking, personality, psychology students.

Introduction: Modern socio-cultural changes and reforms of higher education in Ukraine necessitate a revision of approaches to the training of future professionals. Changing societal demands, innovative development of science and the growing need for specialists capable of thinking outside the box require the educational system to adapt to new realities. This is especially true for professions related to interpersonal interaction, including psychology. A modern psychologist not only transfers knowledge or helps solve

problems, but also actively creates new approaches to diagnostics, therapy, and counselling. Their work is closely linked to creative thinking, which is the key to effectiveness in non-standard situations.

Therefore, developing the creative potential of psychology students is one of the most important tasks of higher education. This issue covers not only the process of acquiring knowledge, but also the ability to apply it in unforeseen circumstances. In psychological practice, it is impossible to foresee all scenarios, as each situation is unique and each client requires an individual approach. Therefore, future professionals should learn not only to analyse and critically comprehend information, but also to find new, non-standard ways to solve problems.

The purpose of the article is to identify and analyse the psychological characteristics of the creative potential of psychology students, to identify the key components of this phenomenon and to justify the need to integrate methods that promote its development into the educational process.

Theoretical basis of the study: In psychological science, the concept of creative potential is considered as a complex phenomenon that combines cognitive, emotional, motivational and behavioural components. According to Rybalka V. V., the creative potential of a personality is a key factor in the professional activity of a psychologist, as it determines his/her ability to innovative thinking and self-development [4]. According to O. V. Loboda, creative potential is not only a set of cognitive abilities, but also includes a motivational core that ensures a stable interest in creative activity [2]. Studies by Barron F. and Harrington D. M. show that creativity is associated not only with intellectual development, but also with personal characteristics such as openness to new experiences and emotional flexibility [6]. Among the modern studies that consider the state of flow as a key aspect of creative potential, it is worth highlighting the work of V. V. Naychuk, K. I. Fomenko and O. I. Kuznetsov. The authors propose a comprehensive methodology for psychodiagnosing the state of flow, which allows assessing the degree of involvement of a person in creative activity, his or her sense of control and transformation of time perception [3].

Unfortunately, the current education system in Ukraine is still focused mainly on an academic approach aimed at transferring theoretical knowledge. This creates a situation where graduates, despite a high level of awareness, have difficulty applying their knowledge in practice. Lack of proper attention to the development of creative thinking leads to stereotyped solutions and inability to adapt to new conditions, which is a serious challenge for the psychological profession. Therefore, it is necessary to change approaches to teaching, focusing on stimulating students' creative potential, creating conditions for their self-realisation, and expanding opportunities for practical application of knowledge.

The importance of creativity as a professional competence is confirmed by numerous studies. Scholars such as N. Huzii, V. Zahviazynskyi, V. Kan-Kalyk, N. Kichuk, S. Sysoieva emphasise that the ability to think creatively is an integral part of successful professional activity. They emphasise that the development of creativity in students is possible only if there is an appropriate educational environment that stimulates research activity, encourages experimentation, and expands the horizons of knowledge. That is why the educational process should go beyond standard lectures and seminars to include interactive teaching methods, work with real-life cases, teamwork, and the use of modern technologies.

In this context, the concept of creative potential is of particular importance. V. Rybalka defines it as a complex integrative phenomenon that includes cognitive, emotional, motivational and behavioural components [4]. This means that creativity cannot be considered only as a set of abilities - it includes a wide range of characteristics that determine a person's ability to generate new ideas, make decisions in difficult situations, and conduct critical analysis. A future psychologist should not only have the techniques, but also be able to adapt them to the needs of a particular client, modify them according to the circumstances, and offer alternative ways to solve problems.

The development of creative potential is associated with the processes of self-regulation, which allow an individual to manage their own cognitive activity, overcome obstacles, and find new approaches to activities. A number of researchers (including F. Barron and R. Sternberg) consider self-regulation of creative activity as a dynamic process that takes place on several levels. In the learning environment, this can be traced through the stages of the creative process: from preparation to implementation of the idea. At first, the student forms a task, analyses the problem, and searches for information. Then they face difficulties that may cause frustration, but at the same time encourage a deeper analysis of the situation. This is followed by the incubation stage, a period when the conscious search for a solution is replaced by a subconscious understanding of the problem. Then comes the insight - the moment of sudden understanding of the problem and finding a solution. The process ends with verification - checking the correctness of the conclusions, their adaptation to real conditions [6,7].

In the context of training future psychologists, it is important to create a learning environment that will promote self-regulation of creative activity. This involves the use of methods that stimulate analytical, critical and divergent thinking. These include the active use of case studies, project-based approaches, simulations of real-life situations, trainings, and discussions. For example, as part of a coursework, a student can work on a real case from a psychologist's practice, analyse the problem, and offer different solutions. This allows not only to consolidate theoretical knowledge, but also to learn to think outside the box, to make decisions under conditions of uncertainty [1].

It is important to keep in mind that the development of creative potential is not a purely cognitive process. It has a deep emotional aspect, as creative activity is often accompanied by experiences, doubts, and internal conflict. Students may experience feelings of self-doubt and fear of making mistakes, which hinder their creative development. Therefore, the role of the teacher is not only to impart knowledge, but also to support students, to create an atmosphere of trust where mistakes are not seen as failures, but as a natural part of the learning process [2].

Creativity development is a long-term process that requires a systematic approach. Its success depends on a number of factors: teaching methods, personal qualities of students, and support from the educational institution. The more opportunities for creative self-realisation a student receives during their studies, the easier it will be for them to adapt to real professional activities and find effective solutions in non-standard situations [2].

Thus, the development of the creative potential of future psychologists is one of the key tasks of modern education. It ensures not only academic success, but also the ability to perform effective professional activities, promotes flexibility of thinking, self-expression and harmonious personal growth. In today's realities, when psychology is becoming an increasingly popular field, it is creativity that will determine how ready a specialist will be for the challenges of the future, how able they will be to act in conditions of uncertainty and how effective they will be in helping people.

The empirical study analysed methodological approaches to the study of creative activity, which made it possible to identify key aspects of its manifestation and assess the level of development of this phenomenon among students. The study involved 48 students majoring in Psychology from the Vinnytsia Social and Economic Institute of the University of Ukraine, who were studying in the 2nd-4th years of their bachelor's and master's degrees. The main goal was to comprehensively analyse the individual characteristics of creative activity, including the ability to self-control, the vividness of ideas and the level of involvement in the state of flow during creative activity.

To achieve the set tasks, a number of psychodiagnostic methods were used, namely the method of studying the ability to self-control visual representations (R. Gordon), the method of studying the brightness and clarity of representations (D. Marks) and the method of studying the flow state in creative activity (V.V. Naychuk, K.I. Fomenko, O.I. Kuznetsov).

R. Gordon's methodology allowed to assess the ability to self-control visual representations. It is aimed at determining the level of control over mental images, their flexibility and ability to consciously manipulate spatial characteristics.

Another important research tool was D. Marks' methodology, which helped to determine the level of brightness and clarity of ideas formed by students in the process of performing tasks related to the mental representation of images. This technique helped to find out how detailed and expressive visual representations are, which play an important role in the development of creative thinking.

As for the methodology for assessing the flow state in creative activity, it is based on nine key parameters that characterise the flow state, including the level of concentration, the balance between challenges and skills, loss of time, sense of control over the situation, and other aspects of the optimal psychological state that contributes to the effectiveness of the creative process. The use of this tool allowed us to assess the extent to which students are involved in the creative process, what factors contribute to entering the state of flow, and how this state affects the productivity of their work.

The integrated application of these psychodiagnostic techniques allowed not only to quantify students' creative abilities, but also to gain a deeper understanding of the mechanisms of their creative activity. The obtained results open up opportunities for further research and contribute to the development of educational strategies aimed at optimising the educational process in order to develop the creative potential of future psychologists.

In our opinion, the level of vividness of ideas and the ability to consciously modify them directly affect the effectiveness of psychologists' professional training. This is due to the fact that the ability to work with ideas and use visualisation techniques are important components of many therapeutic methods. For

example, in the practice of cognitive behavioural therapy, methods of mental rehearsal, visualisation of positive scenarios and reconstruction of traumatic memories are widely used, which allows clients to learn new ways of overcoming difficulties. The high development of spatial representations contributes not only to better adaptation of students to new therapeutic techniques, but also allows them to develop their own unique approaches to psychological work. In addition, the ability to visualise clearly helps future professionals to interpret psychological test results more accurately and deeply, especially when it comes to analysing complex behavioural patterns or using projective techniques.

The results of the study confirmed the importance of these characteristics for the professional activity of a psychologist. It was found that 29% of students have a very high level of spatial representations. This category of students demonstrates the ability to quickly form complex images, detail them, and change them flexibly, which is extremely useful in the process of analysing psychological cases. A high level of imaginative thinking allows them to decompose situations into their constituent elements, identify hidden patterns and make effective decisions. This is especially important in areas such as psychodiagnostics, psychotherapy, and research, as it implies the ability to quickly process complex information flows, integrate different concepts, and draw logical conclusions.



Pic 1. Indicators of the ability to self-control, manipulate and consciously operate spatial representations (according to R. Gordon's method)

Another 42% of students demonstrated a high level of development of spatial representations. They have a well-developed ability to manipulate images, which contributes to effective learning and application of professional knowledge in practice. High cognitive plasticity allows them to adapt to various methods of psychological analysis, work with test instruments and quickly find connections between theoretical concepts. However, this group of students is characterised by a certain lack of deep intrinsic motivation, which can sometimes reduce the level of concentration and reduce the effectiveness of tasks that require prolonged analysis or creative approach.

The average level of development of spatial concepts was recorded in 21% of students. They demonstrate certain difficulties in forming clear images and controlling them, which can affect the quality of work with projective methods and visualisation techniques. Such students may have difficulty working out images in detail, which makes it difficult to use visualisation effectively in the psychotherapeutic process. They need more time to process information and additional training to improve their imagination skills.

In addition, 8% of students were found to have a low level of spatial imagination. This indicates significant difficulties with the formation of mental images, which can make it difficult to use visualisation techniques in working with clients. For example, when using metaphorical association maps or projective techniques, such students may have difficulty interpreting images, which reduces the effectiveness of diagnostic and therapeutic activities. Poorly developed imagery can also affect the ability to predict possible scenarios of client behaviour, which is an important element in the counselling process.

The analysis of the brightness and clarity of ideas also showed significant variability among students. 42% of the study participants demonstrated a high level of these characteristics, which indicates their ability to create detailed, structured images. This is important for the professional activity of a psychologist, as it contributes to an effective understanding of the client's inner world, the development of empathy, and the better use of metaphorical tools in psychological work. High vividness of imagery contributes to the rapid mastery of complex therapeutic concepts and techniques.



Pic. 2. Indicators of brightness and clarity of ideas in psychology students (according to the Marks method)

The average level of brightness and clarity of ideas was demonstrated by 46% of students. They are generally capable of forming high-quality images, but in some cases they may have difficulty in detailing and maintaining their clarity. This can affect their speed of thinking and ability to solve problems in an innovative way.

A low level of vividness and clarity of ideas was recorded in 12% of students. This indicates difficulties in creating detailed images, which can make it difficult to perform professional tasks, especially in the field of psychodiagnostics and psychotherapy.

Table 1.

Results of diagnosing the current state of psychology students (according to the methodology of K. Fomenko, V. Naychuk, O. Kuznetsov)

Scale	High level (%)	Medium level (%)	Low level (%)
Balance between the complexity of activities and skills	50%	42%	8%
Merging of consciousness and action	46%	38%	16%
Clarity of purpose	54%	37%	9%
Accuracy of feedback	48%	40%	12%
Concentration on the current moment	56%	38%	6%
A sense of control	52%	38%	10%
Loss of self-awareness	44%	46%	10%
Time transformation	50%	42%	8%
Autotelic experience	58%	38%	4%

The results of diagnosing the state of flow in psychology students demonstrate interesting patterns in their ability to immerse themselves in the creative process and perform professional tasks. One of the key aspects is the balance between the complexity of the activity and the level of skill development, as it determines the level of professional confidence and adaptation to new challenges. Half of the students (50%) show a high level of harmony between the complexity of tasks and their professional skills, which indicates their ability to easily adapt to creative challenges, confidence in their own competences and effectiveness even in situations of increased complexity. The situation is somewhat different for 42% of respondents who have an average level of this indicator. They are able to cope with the tasks assigned, but in difficult cases they may need additional time or support to adapt effectively. At the same time, 8% of students show a low level of this balance, which can cause difficulties in performing professional duties. The mismatch between the level of preparation and the complexity of creative tasks can cause stress, which in turn leads to a decrease in productivity and self-confidence.

An equally important indicator is the ability of students to merge consciousness and action, as this component determines the effectiveness of performing professional duties without unnecessary hesitation

or doubt. Almost half of the students surveyed (48%) demonstrate a high level of automaticity when performing creative tasks, which indicates their ability to fully focus on the process without the need for constant conscious control. This, of course, ensures their efficiency and naturalness in their work. At the same time, 38% of students have an average level of this indicator, which means that they can achieve automaticity, but in some cases need additional conscious control over their own actions, which can slow down the work process somewhat. 16% of students demonstrate a low level, which indicates difficulties with immersion in the work process. This may be due to uncertainty in their own decisions or insufficient preparation for tasks requiring high concentration and quick decision-making.

A clear understanding of the goal is an important factor for professional activity, as it ensures the ability to effectively plan work and achieve the set results. The study showed that 54% of students have a well-developed ability to formulate goals, which allows them to build a logical sequence of actions and correctly determine the expected results of their activities. At the same time, 37% of students demonstrate an average level of goal clarity, which indicates some difficulties in clearly defining the tasks they set for themselves. This may affect their productivity and efficiency in their work. 9% of students showed a low level, which indicates significant difficulties in formulating tasks and determining the final result of their activities, which can potentially create obstacles in the professional field.

Another important aspect is the accuracy of feedback, as the ability to evaluate one's own performance allows for timely adjustments and improved efficiency. Almost half of the students (48%) have a well-developed ability to adequately evaluate their work, which allows them to quickly make the necessary adjustments and achieve high results. At the same time, 40% have an average level of this skill, which means that they can analyse their own performance but sometimes need external control or support. 12% of students showed a low level of this indicator, which may indicate difficulties in self-assessing the success of completed tasks, and therefore an increased risk of errors in the process.

Concentration on the current moment is another important factor that affects the effectiveness of professional activity, especially in the field of psychology. 56% of students have a high level of concentration, which allows them to fully immerse themselves in their work, ignoring external distractions. 38% demonstrate an average level, which indicates a certain tendency to be distracted, which can affect their productivity. 6% of students showed a low level of concentration, which can be a serious obstacle to the effective performance of professional duties.

Equally important is the sense of control, as it provides confidence in one's own actions and helps to organise work effectively. 52% of students feel confident in their professional skills and are able to control the process of completing tasks. 38% demonstrate an average level, which means that their sense of control can be unstable and depend on specific conditions. 10% of students have a low level of control, which may indicate uncertainty and difficulty in making decisions.

The ability to lose self-consciousness during work is an important aspect that helps to avoid unnecessary worries and focus on the client. 44% of students are able to fully immerse themselves in the process without being distracted by internal doubts. 46% demonstrate an average level, which indicates a tendency to be distracted by external factors, and 10% have a low level, which means significant difficulties with immersion in the activity.

Time perception is also an important aspect of professional activity, as it affects the ability to allocate resources effectively. Half of the students (50%) perceive time flexibly during the creative process, which is an indicator of their full involvement in their work. 42% demonstrate an average level of this indicator, which indicates a periodic awareness of time, which, however, does not affect their effectiveness. 8% of students have a low level of time perception, which may indicate insufficient immersion in the process.

Autotelic experience, which is critical for intrinsic motivation, demonstrates the highest scores among all the scales studied. 58% of students enjoy the creative process, which contributes to their motivation. 38% report an average level, and 4% have a low level, which may indicate a lack of intrinsic motivation.

Conclusions and prospects for further research. The results of the study confirmed that the development of creative potential is an important factor in the professional training of future psychologists. It was found that students' creative potential is formed under the influence of cognitive, emotional, motivational and behavioural components.

It has been found that most students demonstrate a high level of development of creative abilities, in particular a harmonious combination of skills and complexity of tasks, which contributes to effective immersion in the state of flow. A high level of creative activity correlates with flexibility of thinking, the ability to quickly generate new ideas and make non-standard decisions. At the same time, a significant

number of students have an average level of creative potential development, which indicates the ability to be creative, but with certain difficulties in adapting quickly to non-standard tasks. This is especially evident in cases where it is necessary to find original solutions on their own or when there is no external support.

The greatest challenges are observed in students with a low level of creativity, who demonstrate difficulties in self-control of ideas, lack of clarity of purpose and problems with immersion in the state of flow. They are more likely to have difficulty using visualisation techniques, applying creative methods in psychological counselling, and making decisions in difficult situations.

The data obtained confirm that the traditional system of psychology training in Ukraine does not sufficiently promote the development of creative potential, as it focuses mainly on academic knowledge rather than on the practical development of creative skills.

A promising area for further research is to analyse the impact of creativity on the professional adaptation of students in various fields, in particular in the context of the expansion of specialities and interdisciplinary interaction. The modern labour market requires specialists not only to have deep knowledge in their field, but also the ability to think creatively, adapt to changes and quickly find non-standard solutions. The development of creative potential is a key factor in the formation of professional competence not only for psychologists but also for representatives of other professions related to human interaction, research of new technologies, organisation of the educational process, and management of innovative projects. Further research could be aimed at identifying the specifics of creative thinking in various professional areas, as well as developing educational approaches that will facilitate the integration of creative teaching methods into training programmes for future professionals.

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DETERMINATION AND CORRECTION OF PROCRASTINATION IN ADULTS

У статті розкрито результати теоретичного аналізу й емпіричного дослідження прокрастинації та її чинників у осіб дорослого віку. Констатовано, що у наукових дослідженнях вітчизняних і зарубіжних учених проблема прокрастинації особистості посідає досить важливе місце. Це спонукається необхідністю пояснення особливостей функціонування особистості в різних, зокрема нестабільних, умовах життєдіяльності. Прокрастинація осіб дорослого віку характеризує відтермінування дій попри усвідомлення ймовірності появи досить негативних наслідків. Прокрастинація спричинює появу негативних емоційних станів, зміни в системі мотивації, самоставлення й саморегуляції осіб у віці дорослості. На основі аналізу результатів емпіричного дослідження з'ясовано, що значній частці осіб дорослого віку притаманна схильність не вчасно виконувати заплановані справи, приймати потрібні рішення для початку діяльності, готовність відкладати початок роботи до дедлайнів, не вміння встановлювати першочерговість і терміновість поточних завдань. Прокрастинація більше характерна особам і віці середньої дорослості; жінки цього періоду мають більш виражену схильність до прокрастинації ніж чоловіки. У якості чинників прокрастинації осіб дорослого віку були виділені й досліджувалися ситуаційна і особистісна тривожність, мотивація досягнення, самооцінка, самоефективність і перфекціонізм. Завдяки кореляційному аналізу виявлено залежність рівня прокрастинації осіб дорослого віку від досліджених чинників ($p \leq 0{,}01$, $p \leq 0{,}05$). Констатуємо, що прокрастинація в осіб дорослого віку підвищується за вираженої особистісної і ситуативної тривожності, проявів перфекціонізму, зниження мотивації досягнення в бік уникнення невдач. Прокрастинація більшою мірою притаманна особам у віці дорослості зі зниженою самоефективністю й неадекватною самооцінкою. Обґрунтовано систему корекції чинників прокрастинації осіб дорослого віку на основі інтеграції елементів психологічної просвіти, проведення тренінгових і корекційних вправ (міні-лекції, презентації, мозкові штурми, групові дискусії, ігрова діяльність, проективні й арт-терапевтичні техніки тощо). Визначено доречність побудови системи корекції на принципах комплексності, послідовності, системності, врахування індивідуальних потреб й особливостей осіб у віці дорослості.

Ключові слова: прокрастинація, чинники прокрастинації, особливості й чинники прокрастинації в дорослому віці, система корекції.

The article presents the findings of empirical and theoretical research on adult procrastination and its contributing elements. It is said that the issue of personal procrastination holds a significant position in scientific research conducted by both domestic and international scientists. The desire to explain the characteristics of an individual's functioning in a variety of, especially unstable, life circumstances is what drives this. Adult procrastination is defined as delaying actions even when one is aware that there may be unfavourable outcomes. Adults who procrastinate are more likely to experience unpleasant emotional states, as well as changes in their motivation system, self-attitude, and self-regulation. According to the analysis of the empirical study's findings, a sizable percentage of adults have a propensity to put off starting activities in order to finish planned tasks on time, are willing to wait until deadlines to begin work, and struggle to establish priorities and urgency for ongoing tasks. People in their middle adult years are more likely to postpone; women in this stage of life are more likely than men to do so. Adult procrastination has been linked to a number of elements, including situational and personal anxiety, achievement motivation, self-efficacy, self-esteem, and perfectionism. According to correlation analysis, the characteristics under study had an impact on adults' procrastination levels ($p < 0.01$, $p \leq 0.05$). We conclude that persons who exhibit symptoms of perfectionism, significant situational and psychological anxiety, and a decline in achievement desire to avoid failures are more likely to procrastinate. Adults with low self-esteem and low self-efficacy are more likely to procrastinate. The integration of psychological education, training, and correction exercises (mini-lectures, presentations, brainstorming, group discussions, game activities, projective and art-therapeutic techniques, etc.) forms the basis of the system for correcting the factors that contribute to adult procrastination. It is decided whether it is reasonable to base a correctional system on the concepts of complexity, consistency, and systematicity while accounting for the unique requirements and traits of adults.

Keywords: procrastination, factors of procrastination, features and factors of procrastination in adulthood, correction system.

Introduction. In the conditions of modern instability, the study of the issues of optimal and effective management of a person's own life activities becomes particularly relevant. This applies to various areas—professional fulfilment, family relationships, raising children, attitude to one's own mental health, etc. In fact, this is a component of a broader view of the parameters of subjective well-being, life satisfaction, and assessment of life success by an adult. However, due to the action of various factors in a situation of life uncertainty, the ability of adults to maintain the desired efficiency decreases, which affects the degree of positivity of functioning.

In this context, the phenomenon of procrastination, or "procrastination syndrome," is actively being studied. In adulthood, procrastination is characterised by a tendency to suspend the start of tasks and actions, causing the experience of various negative emotional states, complicating goal setting and planning for the future, as well as the implementation of tasks in the present.

Procrastination in modern scientific sources is traditionally explained as a negative phenomenon for life and personality development. Key signs of procrastination indicate the tendency of adults to delay the completion of specific tasks. The increase in procrastination is likely due to personal experiences about poor-quality task performance, potential failure, the appearance of certain sanctions, and anxiety about the need to publicly demonstrate one's own incompetence. In addition, in conditions of rapid socio-economic and socio-political transformations, the demands on adults are growing rapidly, as a result of which they have to choose priority areas of life for self-realisation. Accordingly, in other areas that are currently less of a priority, under the influence of a situation of uncertainty, they have to use the strategy of "postponing for tomorrow," or they do not fully manage to perform tasks qualitatively. In some places, the tendency to an external locus of control and the tendency to shift responsibility to other significant persons, etc., prevail.

Thus, due to the action of various objective and subjective reasons, an adult with procrastination identifies the current life situation as problematic, may experience feelings of guilt, but continues to act stereotypically within the framework of procrastination patterns.

Theoretical foundations of research. Aspects of the problem of personal procrastination are reflected in the studies of domestic and foreign scientists. The concept of "procrastination" in various sources is identified as a phenomenon, a personality trait, a specific phenomenon, a situational

characteristic, a tendency, a form of behavior, a tendency, a habit, which indicates the absence of a single approach to its categorization and characteristics. Despite this, in most studies, the key features of procrastination are irrationality, delay in the implementation of intentions, and emotional discomfort. In particular, K. Ley interprets procrastination as a voluntary intention and irrational postponement of planned actions, even despite the fact that the individual is aware of the negative meaning of such an act [9, c. 64]. A similar opinion is expressed by P. Steele, who also emphasises the presence in a procrastinating individual of intentions to voluntarily and consciously postpone the execution of tasks without a good reason (or their completion even if part of the work has already been done), regardless of the understanding of the negative consequences. P. Steele argued that procrastination correlates with impulsivity, lack of self-control, decreased self-esteem and self-efficacy, motivation, perception of time perspective, and understanding of the "subjective utility of action" [16].

D. Ferrari called procrastination a functional delay in actions or avoidance of action and empirically proved that the personality traits associated with procrastination are low, inadequate self-esteem, lack of self-confidence and self-efficacy, loss of energy, manifestations of apathy, signs of depression, etc. [4., c. 73]. In addition, J. Ferrari, D. Tice, and S. Walters consider laziness to be the cause of procrastination, its determinant, along with the fear of failure.

In the publications of N. Milgram, procrastination is explained as a manifestation of procrastination behaviour, in which the demonstrated tendency to postpone, avoid, or postpone things is a special personal reaction in response to increased anxiety due to fear of unpredictable consequences. [12]. In addition, I. Janis and L. Mann categorise procrastination as an ineffective coping strategy, the manifestations of which are noticeable in a situation of confrontation over difficult work, regarding which there are pessimistic guidelines in terms of the possibility of achieving success. B. Burka and M. Yuen tend to explain procrastination as a kind of strategy for protecting the individual from low self-esteem.

In turn, A. Ellis and V. Knaus indicate that procrastination is an emotional disorder caused by an irrational style of thinking. Such irrational beliefs should be considered as a kind of internal system of personal coordinates with too high, dogmatic requirements for one's own behaviour in the form of obligations ("you have to," "must," "must"), as well as unrealistic, involuntary, generalised assumptions that can be proven or, conversely, refuted. Therefore, procrastination is considered a consequence of unsatisfactory living conditions that prevent the individual from performing any activity [14, p. 66-67].

The theoretical basis of our research is also the works of Ukrainian scientists on the problem under study. Researchers T. Koltunovich and O. Polishchuk emphasise that procrastination is procedurally characterised by a typical voluntary delay by an individual of starting a specific activity or performing significant tasks. This can lead to the appearance of uncomfortable feelings, the actualisation of anxiety, manifestations of stress reactions, and the appearance of tension in relationships with others [8, p. 214]. In addition, these scientists name psychophysiological (temperament properties), emotional (manifestations of anxiety, fear, emotional exhaustion), as well as motivational, behavioural, temporal, etc., factors of procrastination.

In scientific publications of M. Dvornyk, it was proved the relationship of procrastination with a high level of personal anxiety. Such a relationship triggers the behaviour of avoiding action, postponing its execution for later. This can serve for the individual as a manifestation of a kind of compensatory mechanism of psychological defence. In this case, procrastination acts for the individual as an immature mechanism of overcoming anxiety, an unconstructive coping mechanism, which leads to avoiding the problem and not solving it [3, p. 34].

The unconstructiveness of procrastination is also explained by E. Tatarinov. According to the scientist, procrastination is an irrational behaviour of a person, in which there is a constant repeated postponement of relevant matters for later with the awareness of the likelihood of negative consequences. Such irrational behaviour of a person is accompanied by negative emotional experiences with a reluctance to repeat them [17, p.303].

Y. Rudomanenko, in turn, identifies several key signs of procrastination, namely: the presence of the very fact of postponing (postponing, deferring, delaying) the start of an activity, or its failure to perform at all; the manifestation of a tendency to postpone matters for which specific terms (or deadlines) are defined; the presence in the individual of previous negative experience, reservations, attitudes, predictions about his own failure in a new attempt at activity; manifestations of negative emotional experiences in the case of postponing a matter, etc. [15, p. 216].

V. Luhova explains procrastination as a person’s constant and voluntary postponement of important matters (actions, tasks), which is accompanied by the appearance of a feeling of discomfort and negative

emotional experiences. As the researcher testifies, procrastination leads to states of exhaustion and anxiety, stress and overwork, the development of intrapersonal conflict, and deterioration of interaction with the environment, etc. [10]. V. Luhova identified the following as the key signs of personality procrastination: awareness of postponing tasks; the appearance of psychological discomfort due to postponing tasks; irrationality of motivation for activities that replace procrastinating activities; negative consequences of postponing tasks. V. Luhova mentioned internal (motivation, emotional-volitional sphere, locus of control, anxiety, perfectionism, value orientations) and external (deadlines and deadlines for completing tasks, high preoccupation with others, deferral of rewards, deferral of consequences) factors among the factors of procrastination.

We note that in modern conditions, procrastination is confidently embedded in the reality of the mental world and the life activities of adults and is closely related to their personal characteristics, motivational sphere, regulatory potential, coping strategies, perfectionism, anxiety, etc.

The purpose of the article. The aim of the article is to characterize the psychological determinants of procrastination in adults and to substantiate the system of their correction.

Methods. In the process of empirical research of adults (n=84), the following diagnostic tools were used: to study the level of procrastination – "General Procrastination Scale" (GPS) by K. Leigh [5, p. 30-31]; to study the factors of procrastination, namely; the level and characteristics of anxiety – "Personal and Situational Anxiety Scale" by C. Spielberger [11s, p. 25-28]; level and features of achievement motivation - "Methodology of studying motivation for achieving success - avoiding failures" [6, p. 146-147]; features of self-esteem – "Methodology of research on general self-esteem" (G. Kazantseva) [1, p. 53]; level of self-efficacy – "Self-efficacy Scale" by R. Schwarzer, M. Jerusalem [6, p. 142-143]; features of perfectionism – "The "The Perfectionism Scale" by V. Schaufeli. [5, p. 30-31]. Mathematical and statistical analysis of the research results was carried out using the SPSS Statistics program.

Sample. The study involved 84 adult males and females (age range 25 to 54 years) working in state and municipal institutions in the fields of education, trade, medicine, social protection, and law. The majority of the sample was female (53 individuals – 63,1%), and male (31 individuals – 36,9%).

Results and discussion. Based on the processing of the obtained empirical data, we can generalise the following trends regarding the features of procrastination and its factors in adults:

- the prevalence of an average level of procrastination (over 45%), which indicates a situational tendency to not quite complete planned tasks on time, the likelihood of being late with the conscious decision-making necessary for their implementation, postponing the moment of starting work until later, postponing the completion of actions, tasks, etc. (Fig. 1);

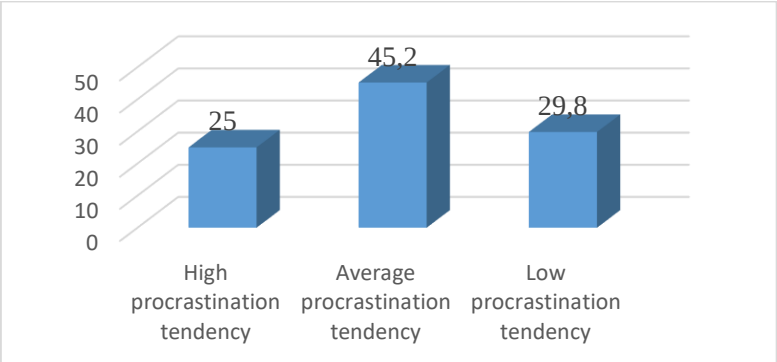


Fig. 1. Percentage values of the sample according to the "General Procrastination Scale" by K. Leigh.

- the most pronounced average level of both personal (59,5%) and situational (53,6%) anxiety; females are more anxious;

- 16,7% have a motivation to avoid failures, which may indicate an expectation of failure in their activities, a lack of perseverance, determination, initiative, organisation, a possible attempt to shift responsibility, etc;

- over 65% have an average level of self-esteem, which indicates the ability to fully adequately assess their own needs and abilities, an attempt to set realistic goals and objectives, and the ability to critically evaluate themselves;

- a higher than average level of self-efficacy prevails (58,3%), which indicates the tendency of such individuals to set realistic tasks and perform them, but in the event of failures or difficulties, their vital activity and working capacity may vary to some extent;

- 65,5% have expressed normal perfectionism, which generally indicates a harmonious desire to achieve perfection and hopes for success as a result of such efforts.

Thanks to correlation analysis (Pearson's criterion), it was found that the tendency to procrastinate in adults is to a greater extent supported by perfectionism (0,644, at $p \leq 0.01$), as well as situational (0,458, at $p \leq 0.01$) and personal anxiety (0,506, at $p \leq 0.01$). An inverse correlation was found between procrastination and motivation to achieve success/avoid failure (-0,481, at $p \leq 0.01$), self-esteem (-0,369, at $p \leq 0.05$), and self-efficacy (-0,597, at $p \leq 0.01$), which indicates the fact of increasing procrastination under conditions of decreasing the manifestations of these factors.

Analysis of the identified significant correlations shows that the tendency to procrastinate in adults becomes more pronounced with an increase in the level of perfectionism. We can say that the effort to obtain an ideal result in the performance of specific tasks and affairs affects the process of their activity. This may be due to the fact that the need to make long and significant efforts to plan and think through further work to achieve a perfect result can distract adults from the very process of performing specific actions, which will manifest itself in postponing the start and completion of the case. Excessive preoccupation with achieving the desired ideal result formats in adults increased demands on themselves, on the necessary conditions, on the necessary resources, etc. Accordingly, adults with pronounced perfectionism can potentially resort to choosing the tactic of refusing to perform a specific task, business, or activity due to the lack, in their opinion, of the best combination of circumstances to achieve the desired ideal result.

As our results have shown, for adults, the tendency to procrastinate is enhanced by a state of anxiety, which provokes the emergence of negative expectations and experiences both in relation to individual situations of activity performance and life activities in general. Due to the increase in the level of personal anxiety, confusion, concern, uncertainty, and fear; acute reactions to the actions of various situational factors; and procrastination in adults, increase. They can be noted as unwillingness or postponement to make decisions about their own actions in a specific situation; the start of the case is postponed, and there is a lot of concern about the possibility of its completion. Anxiety can increase disbelief in one's own abilities, provoke doubts about self-efficacy, and lead to a decrease in the level of aspirations, which provokes adults to consciously or subconsciously avoid situations of activity and communication that could potentially harm their self-esteem or are regarded as having a real or imagined danger of experiencing failure.

Given the results of the correlation analysis, we can also assume that adults have a tendency to increase procrastination due to a decrease in motivation to achieve success and, conversely, the emergence of expectations of a probable negative outcome of the performed activity. That is, procrastination in adults is enhanced by the motivation to avoid failure. Expectation of negative assessments and impacts, anticipation of potential disruptions in work, the presence of strict deadlines or a short time to complete the work, the novelty and complexity of tasks, etc., lead to increased personal and situational anxiety, destabilise balance, and increase neuropsychiatric instability in adults. In addition, the presence of inadequately low self-esteem does not contribute to the ability of adults to adequately assess their own capabilities and resources for effective and timely work performance. In this case, even minor errors made during performance, the resulting negative result reinforces the tendency to procrastinate in future attempts at activity as a way of compensating for the avoidance of potentially negative experiences. In addition, such an unfavourable tendency can affect the effectiveness of professional activity and lead to experiencing crisis states [7].

It is worth emphasising that procrastination is more characteristic of adults with inadequate self-esteem (mostly underestimated), which is caused by an uncritical assessment of one's own capabilities and competence and an inability to differentiate one's own strengths and weaknesses to solve specific tasks. In the case of underestimated self-esteem, procrastination in adults is reinforced by pronounced indecision, suspiciousness, excessive caution, pettiness, and individual vulnerability. They are quite orientated to the opinions of others, have an active need for social support, are external, and are ready to shift responsibility to others. In addition, in the case of inadequate underestimated self-esteem, fixation on one's own failures, self-pity, and indifference may manifest themselves.

The strengthening of the tendency to procrastinate in adults also occurs due to a decrease in confidence in one's own capabilities and self-efficacy. Among other reasons, this may be due to the

deterioration of adults' ability to self-organise at the level of goal setting, planning, selecting, and implementing an adequate program of actions for the circumstances, and self-control (especially in stressful circumstances). Because of this, negative emotions regarding attempts at activity are imprinted in the subjective experience to a greater extent, and memories of negative scenarios are imprinted. The expectation of a negative result may concern one specific activity or one's own activity in different areas of life. Characteristic signs for adults with reduced beliefs in their own self-efficacy will be the postponement of the start, execution, and timely completion of tasks and affairs. In this case, we can also speak of the manifestation of a kind of psychological defence mechanism: in order not to be even more disappointed in one's own ability to perform a specific activity, it is better to resort to postponing its start and/or completion.

Thus, the processing of the obtained data allows us to be sure that the factors of procrastination of adults should be considered perfectionism, situational and personal anxiety, motivation to achieve success/avoid failure, self-esteem, and self-efficacy. This generally confirms the conclusions obtained by Ukrainian scientists regarding the determination of procrastination in general, as well as in adulthood in particular [10; 13].

The field of our scientific interest was also the justification of the direction of the system for correcting the factors of procrastination of adults. We thought it appropriate to find out the views of scientists on what psychological strategies, methods, and approaches would be effective for correcting the strategy of adults to resort to avoiding postponing important matters, which can also be useful for preventing emotional and professional burnout, as well as maintaining mental health. So, N. Berehova and V. Pidhaniuk emphasise the effectiveness of cognitive-behavioural therapy resources in psychological work with procrastination [2, p. 12-13]. It is the techniques of cognitive-behavioural therapy, according to researchers, that can help a person focus on changing rigid and dysfunctional patterns of their own thoughts, emotional reactions, and ways of doing things. Thanks to the use of cognitive-behavioural therapy, it is also possible to correct the ability of adults to achieve certain goals, in particular, if a high degree of avoidance is noted due to the unwillingness to experience distress. Also, in working with adults, this direction of psychotherapy makes it possible to develop self-regulation skills (including emotional self-regulation), self-control, goal-setting, and success orientation. In publications by other authors, psychological training is recognised as an effective method for correcting personality procrastination.

In the context of substantiating the system of correction of procrastination of adults and its factors, we emphasised the expediency of educational work. In this case, we are talking about raising awareness of adults about the problem of procrastination, the need to draw their attention to the presence of their own tendency to procrastinate in a situation of making a decision, performing actions, and completing specific cases or tasks. In educational work, it is also important to process information about the effects and consequences of procrastination for the life of the individual, effective ways to overcome procrastination, and its levelling of the influence of factors that increase the tendency to procrastination. Accordingly, in the structure of the correction system to achieve the tasks of psychological education, it is advisable to provide for mini-lectures, presentations, watching videos, reading, and discussing books that are thematically devoted to the problem of procrastination of the individual. We believe that the correction system should have an interactive work format. Therefore, in our opinion, it is appropriate to include in the process of implementing this system methods of group discussion, role-playing games, projective drawings, elements of psychogymnastics, techniques for forming specific skills, verbalisation, feedback, elements of play therapy, art therapy, etc. This will create an opportunity for working out in adult procrastinators the factors that enhance procrastination, namely: symptoms of situational and personal anxiety; self-regulation skills (planning, modelling, programming, evaluating the result, control and self-control, etc.); goal-setting through adequate setting of life goals and formulating specific tasks, strengthening a stable orientation to achieving them while avoiding the habit of procrastination; orientation to the motivation of avoiding failures; reduced confidence in one's own self-efficacy and uncertain belief in one's capabilities through working with rational optimistic attitudes; manifestations of destructive perfectionism, etc.

The implementation of the correction system will contribute to the achievement of important changes for procrastinating adults at different levels of mental functioning. In particular, the correction system at the cognitive level will be aimed at the following key tasks, the solution of which will allow adults to:

- understand the essence and causes of procrastination;
- integrate the information received about the essence and causes of procrastination into a holistic view of this problem;

- comprehend procrastination situations and their circumstances from their own life experience, which prompted the manifestations of procrastination, reinforced the desire to postpone things for later, postpone, or not complete the activity;

- form the basis for better self-awareness, understanding of one's own resources, strengths, and weaknesses; expand the idea of one's own potential and the inability to fully realise it due to the presence of a tendency to procrastinate;

- promote reflection on subjective experience with procrastination, understanding, and working out cognitive distortions and irrational attitudes.

At the same time, the correction system is potentially orientated towards working with the emotional sphere of adults and their behaviour. Accordingly, the tasks of the correction system in this context are defined as follows:

- to direct efforts to correct signs of personal and situational anxiety;

- to foster awareness, understanding, and acceptance of one's own emotions, needs, and desires, goals, and tasks of life;

- to practice the skills of setting goals, planning, implementing, and monitoring the program of actions, self-regulation, and time management;

- to focus on maintaining motivation to achieve success, developing self-efficacy, faith in oneself, and one's capabilities;

- to correct manifestations of ineffective tendencies to set excessively high demands on oneself and/or others;

- to form an attitude towards gradually changing the situation of procrastination, to develop perseverance skills with the intention of postponing or postponing for later, not completing actions, affairs, tasks;

- strengthen intentions and promote the integration of attempts to use the acquired skills in one's own life activities.

Accordingly, in the practical aspect, it is appropriate to direct the efforts of the correction system towards working out non-constructive/irrational personal attitudes, aspirations, motives, and methods of action that deepen procrastination, prevent adults with procrastination from feeling successful, do not encourage further self-development, and hinder self-realisation.

Conclusions. Procrastination in adults is interpreted as a conscious and desired postponement (slowing down, postponing) of actions despite understanding the likelihood of negative consequences for a specific or different area of life. Procrastination in adults is accompanied by increased anxiety, the appearance of emotional tension and discomfort, which negatively affects the success and results of activity. Procrastination in adults can lead to a decrease in vital indicators, less successful performance of professional activities, and affect their mental health, physical well-being, and subjective well-being. It was empirically revealed, and in the process of correlation analysis, it was found that procrastination in adults increases with manifestations of perfectionism, pronounced signs of personal and situational anxiety, and a decrease in motivation to achieve in the direction of avoiding failures. Adults with doubts about their self-efficacy and inadequately low self-esteem are more prone to procrastination. A well-founded system for correcting procrastination factors in adults combines elements of psychological education, training, and corrective exercises.

A perspective for further research. The prospect of further research is to study the age dynamics of procrastination; the influence of other individual and social factors on the tendency to procrastinate.

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PSYCHOLOGICAL SUPPORT AND EMOTIONAL BALANCE RECOVERY FOR CHILDREN IN THE PROCESS OF EXPERIENCING TRAUMATIC EVENTS

У статті розглянуто важливість психологічної підтримки у відновленні емоційної рівноваги дітей, які пережили травматичні події. Підкреслено роль своєчасної та кваліфікованої психологічної допомоги в процесі адаптації дітей до складних умов, що виникають після травмуючих переживань, таких як насильство, природні катастрофи або військові конфлікти. Окреслено, що одним із ключових аспектів стабільності дитини є підтримуючі відносини з близькими, зокрема з батьками. Описано, що вік, індивідуальні особливості, рівень емоційної підтримки та соціальна адаптація безпосередньо впливають на реакцію дитини та її здатність справлятися зі стресом. Проаналізовано основні методи психотерапії, які використовуються для опрацювання травматичних переживань, зокрема ігрову терапію, арт-терапію та когнітивно-поведінкову терапію.

Особливу увагу приділено взаємодії психологів і батьків у процесі відновлення дитини. Зазначено, що важливість підтримки з боку сім'ї в поєднанні з професійною допомогою фахівців є ключовим фактором у забезпеченні ефективного відновлення емоційної рівноваги дітей. Психологи забезпечують спеціалізовану терапевтичну підтримку, яка допомагає дитині опрацювати травматичний досвід, розвинути навички саморегуляції та повернути відчуття безпеки. Водночас батьки є головним джерелом емоційної підтримки, і їхнє розуміння та чуйне ставлення відіграють вирішальну роль у процесі одужання.

Ключові слова: психологічна підтримка, емоційна рівновага, травматичні події, діти, відновлення, психотерапія, батьки, сімейна підтримка.

Abstract. The article discusses the importance of psychological support in restoring emotional balance for children who have experienced traumatic events. It highlights the role of timely and qualified psychological assistance in helping children adapt to difficult circumstances that arise after traumatic experiences such as violence, natural disasters, or military conflicts. It is outlined that one of the key aspects of a child's stability is supportive relationships with close family members, particularly parents. The article describes how age, individual traits, the level of emotional support, and social adaptation directly influence the child's response and ability to cope with stress. It also analyzes the main psychotherapeutic methods used to process traumatic experiences, including play therapy, art therapy, and cognitive-behavioral therapy.

Special attention is given to the interaction between psychologists and parents in the process of the child's recovery. It is noted that the importance of family support combined with professional help from specialists is a key factor in ensuring the effective restoration of emotional balance in children. Psychologists provide specialized therapeutic support that helps children process traumatic experiences, develop self-regulation skills, and regain a sense of security. At the same time, parents are the main source of emotional support, and their understanding and compassionate attitude play a decisive role in the healing process.

Keywords: psychological support, emotional balance, traumatic events, children, recovery, psychotherapy, parents, family support.

Problem statement. Modern conditions caused by war and its consequences cause significant psycho-emotional stress on children, in particular on those who have experienced serious psychological trauma and stressful situations. Traumatic events, such as the death of a parent, stressful situations during hostilities, and forced relocation, significantly affect the psycho-emotional state of children, causing them anxiety, depressive states, and difficulties in adapting to a new life. This creates a need to develop effective approaches to psychotherapeutic assistance to children who have experienced such trauma.

Psychological support for children in war and post-war stressful situations requires a comprehensive approach, which includes both individual and group therapy methods. The primary task is not only to alleviate the symptoms of trauma, but also to restore emotional balance and stabilize the child's psychological state. At the same time, it is important to take into account the individual characteristics of each child, their age characteristics, as well as the presence or absence of social support from the family or community.

Despite significant attention to crisis assistance provided to adults, the problem of children's mental recovery remains insufficiently studied in the context of modern military conflicts. It is important to study the specifics of the impact of traumatic events on children, particularly in war conditions, and to determine the most effective methods of support and therapy for such children. In particular, it is necessary to consider how psychological assistance can contribute to the formation of resilience, the development of internal resources and the ability to adapt.

Thus, the relevance of the study lies in the need to develop and implement scientifically based approaches to providing crisis assistance to children who have experienced severe traumatic events. Increasing the effectiveness of psychotherapeutic methods will help not only reduce the effects of stress, but also contribute to the long-term restoration of psychological stability and emotional well-being of children.

The aim of the article is to analyze effective approaches to providing crisis psychological assistance to children who have experienced traumatic events, as well as to identify strategies for restoring their psychological balance and emotional well-being.

Presentation of the main material. A traumatic event for a modern child is a certain situation that significantly disrupts his usual way of life, causes severe stress or a feeling of helplessness. Such events may include natural disasters, accidents, violence, war, as well as the loss of loved ones, in particular parents or relatives. Modern children face new challenges due to global and social changes, which, in turn, can become traumatic situations.

War, in particular, is one of the most traumatic events for children. During conflicts, children often witness violence, destruction and the loss of loved ones. They experience feelings of helplessness, anxiety and sometimes physical injuries [1]. The loss of parents or loved ones due to death or disappearance can have long-term psycho-emotional consequences. For children, war is not only a stressful event, but also a disruption of the stability that is necessary for their normal development.

Stability is the foundation of a child’s psychological well-being, and traumatic situations can destroy it at all levels. Children who experience traumatic events often lose their sense of security, a basic need for harmonious development. Unexpected and stressful events, such as sudden loss of home, separation from loved ones, forced relocation, or other drastic changes in life, create constant tension and a sense of instability in children. In such conditions, the child’s brain is forced to function in survival mode, which can lead to increased anxiety, fears, and sleep disturbances. One of the key aspects of stability is stable relationships with loved ones. War often tears families apart, causing loss or long-term separation from parents, relatives, or friends. Children who find themselves in a new environment without a familiar circle of friends feel isolated, lonely, and emotionally uncomfortable. Even when families remain together, adults may be so preoccupied with survival that they may not always be able to pay enough attention to children’s experiences.

A routine, a stable educational environment, and the opportunity to develop through learning and play are critically important for children. However, traumatic events disrupt a child’s normal life: predictability disappears, the environment changes, established relationships are destroyed, and a sense of stability disappears, which creates additional stress and emotional tension. This deprives the child not only of the opportunity to gain new knowledge, but also of important social contacts that contribute to emotional development. The lack of structure and predictability in life can cause confusion, irritability, and even behavioral disorders [2].

The combination of factors that disrupt stability has long-term consequences for children's mental health. Prolonged uncertainty, fear for one's life and the lives of one's relatives, and the inability to return to one's usual way of life can lead to chronic stress, emotional exhaustion, and even post-traumatic stress disorder. Lack of stability can negatively affect the formation of trust in the world and people, which will affect the child's further emotional development and interpersonal relationships [3].

An important aspect of experiencing a traumatic event is not only its nature, but also how the child perceives and adapts to the changes caused by it. Age, individual characteristics, level of emotional support, and social adaptation directly affect the child's reaction and ability to cope with stress. Younger children may not be fully aware of what has happened, but on a subconscious level they feel tension and instability, which manifests itself through aggressive or withdrawn behavior, sleep disturbances, loss of appetite, or increased anxiety. In older children, traumatic experiences can cause feelings of helplessness, emotional exhaustion, and difficulties in learning and communication, which complicates their social functioning.

Older children may have a greater awareness of what happened, but their emotional reactions can be no less devastating. They may experience intense fear for their future, grief for lost loved ones, and feelings of loneliness. In addition, adolescents may begin to show aggressive or destructive tendencies that are the result of internal conflict and an inability to cope with the emotions they have experienced.

Traumatic events can significantly change a child's life. The changes concern not only the emotional state, but also social adaptation. Children who have experienced trauma may feel alienated from their peers, avoid schools or social contacts. The loss of a stable environment can lead to learning problems, reduced self-esteem and self-identification. They often experience difficulties in communicating with others, which only increases the feeling of loneliness and isolation.

The psychological consequences of traumatic events can last for many years if the child is not provided with adequate support [4]. Prolonged stress disorders, anxiety, depression, sleep disorders, aggressiveness or, conversely, excessive passivity are just a few examples of consequences that can lead to significant difficulties in the child's later life. Therefore, it is important that an individual approach is applied to children who have experienced traumatic events in providing crisis psychological assistance.

Understanding what constitutes a traumatic event for a child helps not only to correctly assess their condition, but also to create appropriate conditions for restoring emotional health and adaptation to new conditions. It is important to provide support from professionals and the family to reduce the effects of trauma and build resilience to future stressful situations.

Experiencing trauma as a child is a very complex process that requires special attention from adults, as traumatic events can have a significant impact on the psyche. The role of parents in restoring children's emotional balance after traumatic events is key, as they are the ones who create a space of safety and support for the child. First of all, parents should be attentive to the child's emotional state, notice changes in their behavior, and respond with understanding and patience. It is important to show that any feelings - fear, sadness, anger, or anxiety - are natural and that they can be discussed openly without judgment or devaluation.

The emotional presence and stability of parents are crucial. Children, especially during times of stress, are guided by the reactions of adults. If parents themselves show strong anxiety or cannot cope with their own emotions, this only intensifies the child's experiences. Therefore, it is important for adults to work on their own psychological resilience in order to become a support for the child [5].

Communication and trust are another important aspect. Parents can help the child express their feelings through conversations, drawings, games or fairy tale therapy. It is important not to pressure or force the child to talk if they are not ready, but instead to make it clear that they can turn to their parents at any time.

Routine and predictability also contribute to the restoration of emotional balance. Trauma often deprives a child of a sense of control over their own life, so creating a clear structure of the day, maintaining familiar rituals (for example, having dinner together or reading before bedtime) help restore a sense of stability and security.

If the symptoms of stress remain strong and prolonged, and the child is constantly in a state of anxiety, fear, anger or apathy, avoids communication, has problems with sleep or eating, and these manifestations do not decrease over time, parents should consult a child psychologist or psychotherapist [6]. It is also worth consulting a specialist if the child constantly remembers or relives the trauma in dreams, during games or in real life, which causes him severe stress. Destructive behavior, in particular excessive aggression, a tendency to self-harm or complete emotional closure, also indicates that the child cannot cope

with his experiences on his own. It is especially important to consider the state of the parents themselves: if they do not know how to react correctly, become too emotional (show excessive anxiety, rigidity or avoid talking about the problem) or are themselves experiencing severe stress, this can complicate the process of helping the child. In addition, it is necessary to pay attention to psychosomatic manifestations, such as frequent headaches, abdominal pain, breathing problems or other physical symptoms without an obvious medical cause, as this may be the result of unresolved emotional experiences. In such situations, professional support becomes necessary to help the child stabilize his emotional state, teach him to cope with stress and ensure healthy psychological development [7].

Psychologists help children understand and experience their feelings so that they do not remain suppressed or manifest as psychosomatic symptoms. Using art therapy, play therapy, cognitive-behavioral techniques, or a body-centered approach, the specialist helps them express their emotions in a safe way. This is especially important for children who cannot yet verbalize their experiences.

One of the main tasks of a psychologist is to create a safe space where a child can gradually regain trust in the world. Traumatic experiences often destroy this feeling, forcing the child to live in constant expectation of danger. Through therapeutic sessions, the psychologist teaches the child self-regulation techniques, helps him regain control over emotions and bodily reactions.

Psychologists also work with parents and caregivers, because the family environment greatly influences the recovery process. Parents receive recommendations on how to support the child, how to respond to their emotions, and how to remain emotionally stable in difficult circumstances.

Thus, the role of psychologists in restoring the emotional balance of children is irreplaceable. They not only help the child cope with the consequences of trauma, but also form stress coping skills, which will contribute to their resilience in the future. Psychological support, provided in a timely manner, can prevent the development of severe psychological disorders and promote the harmonious development of the child even after the trials they have experienced [8].

An important aspect of this process is the restoration of emotional balance, since emotions play a key role in the child's ability to adapt to change and recover from traumatic experiences. Emotional stability is the basis for the child's development, social adaptation and mental health.

Children are vulnerable to stress factors, so when they experience traumatic events, their emotional reaction can be excessively strong. These emotional shocks can manifest themselves in various forms, such as anxiety, anger, fear or depression. Restoring emotional balance helps the child regain control over their feelings, which allows them to reduce the negative consequences of trauma.

One of the main mechanisms that helps a child cope with trauma is the ability to restore a sense of security. Children who have experienced trauma often feel that their world has become unpredictable and dangerous. This can lead to constant anxiety and stress. Restoring emotional balance allows you to create a stable and safe environment for the child, which allows them to regain mental balance and feel control over their lives again.

Emotional balance is also important for the development of healthy interpersonal relationships. Children who have experienced trauma may have difficulty trusting others, which can make it difficult for them to socialize. If a child's emotional health is not restored, it will be difficult for them to establish healthy contacts with other people, which can lead to social isolation and the development of psychosocial problems in the future.

During traumatic experiences, a child may experience decreased self-esteem, doubts about their ability to cope with difficulties. Restoring emotional balance helps the child to regain inner strength, which is the basis for developing self-esteem and self-confidence. If the child cannot cope with emotions, this may hinder their development in the future, because resilience and self-esteem are important for overcoming life's difficulties.

An individual approach to each child in the process of restoring emotional balance is extremely important, since each child's body reacts to trauma in its own way. The child's age, temperament, social environment and previous experience affect his reaction. Given these factors, specialists should apply individual support methods that will contribute to the child's emotional recovery and help him return to a normal state.

Another important component of restoring emotional balance is providing the child with the opportunity to express his feelings. Psychological help should include methods that give the child space for open expression of his emotions. These can be art therapy methods, games or conversations that allow the

child not only to be aware of his feelings, but also to learn to control them. This approach promotes the development of emotional literacy and the ability to cope with future difficulties.

Finally, restoring emotional balance is the basis for further psychotherapeutic work with the child. Once emotions stabilize, the child becomes more open to recognizing and working with traumatic experiences. Without emotional balance, psychotherapy may not produce the desired results, since the child will not be ready to work with deep traumas. Therefore, the main focus on emotional recovery is a critically important step in achieving positive results in therapy.

The main goal of such work is to help the child safely express and process his experiences, regain a sense of control and stability, and teach self-regulation skills. For this, various methods are used, each of which has its own specifics.

The main method of working with young children (from 3 to 10 years old) is play therapy, since play is a natural way for children to communicate. Through play, the child can safely express fears, experiences, and conflicts. The psychotherapist creates an environment in which the child can recreate a traumatic event, but with the opportunity to change its course, gain a sense of control and security. Story-role-playing games, puppet theater, and special therapeutic toys are used. The method of "non-directive play therapy" is especially effective, when the therapist intervenes minimally, allowing the child to independently manage the game process.

The method of art therapy helps to express one's emotions nonverbally, which is especially important in cases where it is too difficult for the child to talk about what they have experienced. Drawing, modeling, and applique help a child transfer internal experiences to the outside world and process them in a safe way. For example, the "Drawing of Fear" technique allows a child to visualize their fears and then change or "overcome" them, which helps reduce anxiety. Art therapy is also used in group classes, which helps children realize that they are not alone in their experiences.

CBT is effective in working with older children who can be aware of their thoughts and behavioral patterns. The main focus of CBT is to help the child change destructive beliefs associated with the trauma (for example, "I am to blame for what happened" or "The world is dangerous") and teach them new ways to respond to stress. Methods for identifying and correcting negative automatic thoughts, relaxation techniques, and desensitization are used (for example, gradual familiarization with memories of the trauma in a safe context).

Trauma is often imprinted on the physical level in the form of muscle tension, breathing disorders or coordination problems. Body-oriented methods help children relieve tension through breathing exercises, movement games, dance therapy or working with body awareness. For example, the "Grounding" technique (exercises on feeling one's own body) helps the child regain control over bodily reactions and reduce anxiety.

Fairytale therapy is effective for younger and middle-aged children, as stories help to indirectly talk about difficult experiences. The therapist creates or adapts a fairy tale in which the character faces similar difficulties, but gradually finds a way out. This gives the child the opportunity to identify with the hero, see possible ways to overcome the problem and gain hope for a positive solution to the situation.

Eye movement desensitization and processing of traumatic experiences (EMDR) is suitable for working with children who have experienced severe traumatic events, such as violence or combat. Using rhythmic eye movements or tactile stimulation (tapping), the therapist helps the child process memories of the trauma so that they no longer cause strong emotional arousal. The method is based on the natural mechanisms of information processing by the brain and helps reduce the level of fear and anxiety.

Group classes help children realize that they are not alone in their experiences, and also contribute to the development of communication skills and emotional support. Various methods are used in such groups: art therapy, role-playing games, psychodrama, body techniques. The shared experience of experiencing and supporting contributes to the faster integration of traumatic experiences.

Each of the psychotherapy methods has its own specifics and is selected individually depending on the age, characteristics of the traumatic experience and the level of emotional readiness of the child to work with a psychologist. A comprehensive approach that combines various techniques allows you to support the child as effectively as possible, help him restore emotional balance and learn to cope with the experience in a healthy way.

Timely professional support combined with a caring attitude of parents significantly increases the child's chances of successful emotional recovery and further harmonious development. Psychologists provide specialized therapeutic support that helps the child process traumatic experiences, develop self-

regulation skills and regain a sense of security. At the same time, parents are the main source of emotional support, and their understanding and sensitive attitude play a crucial role in the recovery process. Interaction between specialists and the family allows you to create a holistic system of care, which significantly increases the effectiveness of the child's recovery.

Psychologists help parents better understand their child's emotional reactions and teach them how to support them during a crisis. Often, parents do not know how to respond to their child's fears, aggression, or isolation, and may either overprotect them or, conversely, ignore the problem, which only makes the situation worse. Specialists teach parents to recognize signals of emotional distress and give the right responses – in particular, how to create a sense of stability, how to talk about trauma in an age-appropriate way for the child, and how to help them express their feelings in a safe way. On the other hand, without parental support, even the most effective psychotherapy may have limited results. The child spends most of his time in the family environment, and it is there that he should receive stability, care, and understanding. Psychologists can use various methods of work – play therapy, art therapy, cognitive-behavioral or body-oriented techniques – but if the child encounters misunderstanding or emotional coldness at home, his condition may remain unstable. Therefore, it is important that parents not only cooperate with a specialist, but also be ready to change their approaches to upbringing and communication with the child.

Another important aspect is working with the emotional state of the parents themselves. If they have also experienced a traumatic event (for example, during military operations or a natural disaster), they may be psychologically exhausted and unable to fully support the child. In such cases, psychologists also work with adults, helping them overcome their own stress so that they can provide the child with the necessary emotional support. This can include both individual therapy for parents and family counseling, where the entire family learns effective ways of interacting.

Thus, a child's harmonious recovery after traumatic events is possible only if psychologists and parents work closely together. Psychologists provide professional support, helping the child cope with the consequences of the trauma, and parents provide a safe environment and daily emotional support. The interaction of these two components creates favorable conditions for the child to not only overcome difficulties, but also acquire stress-resistance skills that will help them in the future.

Conclusions. Psychological support is an indispensable component of the process of restoring emotional balance in children who have experienced traumatic events. Timely and qualified help from a psychologist allows not only to process the stress experienced, but also to create conditions for the development of healthy coping mechanisms in the future. Various methods of psychotherapy, such as play therapy, art therapy, cognitive-behavioral and body-oriented techniques, contribute to the deep processing of traumatic experiences, allowing children to restore emotional stability and return to normal development.

However, the effectiveness of psychological help increases significantly when it is combined with the caring attitude of parents, who are the child's main caregivers and emotional supporters. Parents, working in close cooperation with a psychologist, receive the necessary knowledge and tools to create a stable and safe environment for their child. They help the child survive the trauma, maintaining harmonious relationships in the family and providing them with the emotional support necessary for recovery.

Thus, successful restoration of a child's emotional balance after traumatic events is possible only with a comprehensive approach that includes professional psychological support and active participation of parents. The interaction of these factors contributes not only to overcoming the consequences of trauma, but also to the formation of resilience skills and the ability to cope with life's difficulties in the child, which is an important part of his healthy psychological development.

Prospects for further research. In the future, it is necessary to conduct a detailed study of the effectiveness of different psychotherapy methods in the context of specific traumas, such as violence, military actions or natural disasters. More attention should be paid to comparing techniques such as play therapy, art therapy and cognitive-behavioral therapy to identify their specific advantages and limitations in different age groups of children and under different conditions.

Another important direction is to study the role of the family environment in the child's recovery process. Studying how different parenting styles, emotional availability and support from the family affect the effectiveness of the psychotherapy process can help to create more precise recommendations for parents and professionals who work with children who have experienced trauma. This will allow the development of training programs for parents and specialists to improve cooperation in the recovery process.

Equally important is the study of the long-term effects of psychological support for children. Research into how early intervention in traumatic events impacts children's emotional and social development in adulthood will help us better understand which strategies are most effective in building resilience and the ability to adapt to difficult life situations. This research opens up possibilities for creating evidence-based recommendations and psychological support programs for children in crisis situations.

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ANALYSIS OF INTERNAL FACTORS IN THE FORMATION OF PROFESSIONAL SELF-AWARENESS OF FUTURE PSYCHOLOGISTS.

Актуальність дослідження становлення професійної самосвідомості майбутніх психологів обумовлена зростаючими викликами, які супроводжують їхню майбутню професійну діяльність.

Професійна самосвідомість визначається як багатокомпонентна відносно стабільна цілісна підструктура особистості, що забезпечує її професійне становлення та самореалізацію у професійній сфері на основі усвідомлення фахових вимог, своїх можливостей та емоційно-ціннісного ставлення до себе як представника професійної спільноти.

Емпірична частина роботи містить результати констатувального етапу дослідження за участю 360 студентів 1-4 курсів спеціальності «Психологія» встановлено сприятливу динаміку зростання упродовж фахового навчання вибірки майбутніх психологів з високим рівнем сформованості професійного Я-образу та професійної самооцінки потенціалу. Виявлено суперечливий характер формування професійної самооцінки результату через значну кількість носіїв неадекватного (завищеного чи заниженого) рівня, а також розповсюдженість проблеми недостатнього рівня комунікативного самоконтролю серед випускників-психологів.

При вивченні внутрішніх чинників становлення професійної самосвідомості з'ясовано, що провідними мотивами вибору професії опитаними студентами-психологами встановлено бажання вдосконалювати знання з психології, допомагати людям і будувати успішну кар'єру. Встановлено, що серед навчально-професійних спонук майбутніх психологів домінують фахово орієнтовані та пізнавальні мотиви. Ієрархію термінальних цінностей очолили сприятливі для майбутньої професійної діяльності цінності – упевненість у собі, щастя інших і творчість. Значущими для студентів-психологів інструментальними цінностями виявлено дбайливість, толерантність, широту поглядів і ефективність у справах.

Виявлено, що більшість студентів оцінили свою обізнаність з професіограмою психолога як високу, але не пов'язують її з фаховою самосвідомістю. Самого психолога студенти уявляють як самоактуалізованого соціального інтроверта з розвиненими інтелектом і професійною компетентністю, що приймає себе й іншого. Домінуючою освітньою парадигмою у сучасних вітчизняних ЗВО зафіксовано компетентнісну, відтак доведено, що становлення фахової самосвідомості майбутніх психологів відбувається спонтанно, як допоміжний супутній вектор формування їхньої професійної компетентності.

Ключові слова: професійна самосвідомість майбутнього психолога, внутрішні чинники розвитку професійної самосвідомості майбутнього психолога, професійний Я-образ, професійна самооцінка, мотивація вибору професії, ціннісні орієнтації, термінальні цінності, інтрументальні цінності.

The relevance of studying the formation of professional self-awareness of future practical psychologists is due to the growing challenges that accompany their future professional activities.

Professional self-awareness is defined as a multi-component relatively stable integral substructure of the personality, which ensures its professional formation and self-realization in the professional sphere

based on the awareness of professional requirements, its capabilities and emotional and value attitude towards itself as a representative of the professional community.

The empirical part of the work contains the results of the ascertaining stage of the study with the participation of 360 students of 1st-4th years of the specialty "Psychology", a favorable growth dynamics was established during professional training of a sample of future psychologists with a high level of formation of a professional self-image and professional self-assessment of potential. The contradictory nature of the formation of professional self-assessment of the result due to a significant number of carriers of an inadequate (high or low) level, as well as the prevalence of the problem of an insufficient level of communicative self-control among psychology graduates, was revealed.

While studying the internal factors of the formation of professional self-awareness, it was found that the main motives for choosing a profession by the surveyed psychology students were the desire to improve their knowledge of psychology, help people and build a successful career. It is recorded that professionally oriented and cognitive motives dominate among the educational and professional motivations of future psychologists. The hierarchy of terminal values was headed by values favorable for future professional activity – self-confidence, happiness of others and creativity. Caring, tolerance, broad outlook and efficiency in business were found to be important instrumental values for psychology students.

It was found that the majority of students rated their familiarity with the professional profile of a psychologist as high, but did not associate it with professional self-awareness. Students imagine the psychologist as a self-actualized social introvert with developed intelligence and professional competence who accepts himself or herself and others. Competence is the dominant educational paradigm in modern domestic higher education institutions, so it is proven that the formation of professional self-awareness of future psychologists occurs spontaneously, as an auxiliary accompanying vector of the formation of their professional competence.

It was recorded that the leading external socio-psychological factors in the formation of the professional self-awareness of psychology students are the contents of the professional profile of a psychologist, the guidance of teachers and examples of the work of professionals. It was revealed that the most influential internal factors in the formation of professional self-awareness of future psychologists are their self-concept, educational and professional motivation and hierarchy of value orientations.

The appropriateness of purposeful psychological support for the formation of professional self-awareness of psychology students has been proved in two implementation vectors - motivational and educational work with teachers and developmental and corrective activities with students. Approbation of programs for the development of professional self-awareness of future psychologists by means of actualization of their personal resources confirmed the effectiveness of the application of social-psychological training based on the signs of increasing the level of development of structural components and actualization of the functions of professional self-awareness of psychologist graduates as a leading component of their readiness for professional activity.

Key words: professional self-awareness of a future psychologist, internal factors in the development of professional self-awareness of a future psychologist, professional self-image, professional self-esteem, motivation for choosing a profession, value orientations, terminal values, instrumental values.

Relevance of the research. Given that professional self-awareness is a significant personal asset of a graduate psychologist, it is important to determine the influence of his personal characteristics on its formation. Interacting with external determination, these characteristics significantly determine the content of the professional self-concept of the future psychologist. In the model we developed, these characteristics are designated as internal socio-psychological factors in the formation of professional self-awareness of psychology students. Such a starting factor is the motivation for choosing a profession, the content of which we found out by means of a written survey of respondents using a questionnaire [1; 4; 5; 6].

Presentation of the main material. It should be noted that the questionnaire provided for the respondent to choose several answer options from the list of motives for choosing a psychological specialty proposed by us, as well as to formulate his own answer option. Based on the analysis of the generalized data of the entire sample, their ranking was carried out, which allowed us to determine the hierarchy of motives for choosing the profession of psychologist by respondents. The summarized statistical data are presented in Fig. 1.

The leading motive for choosing a profession among the students we surveyed was their desire to deepen their own psychological awareness (58.00% of the votes), which is more a means than a goal of further successful professionalization. However, in second place is a professionally oriented motive

(48.00% of the votes) - the desire to help people solve their psychological problems.

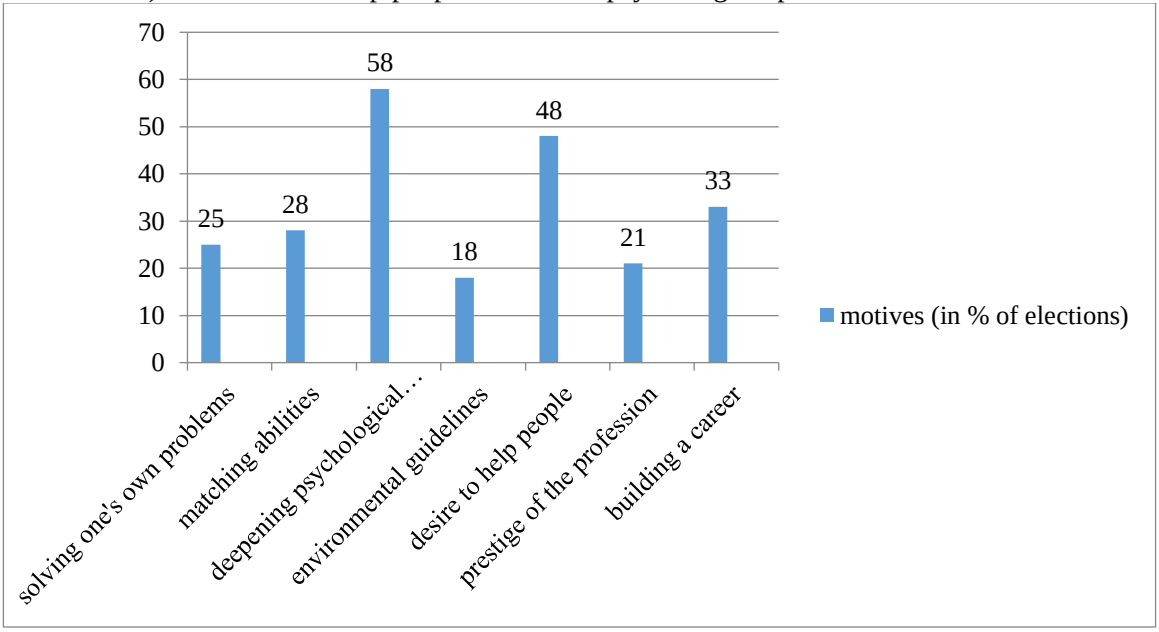


Fig. 1. Distribution of motives for choosing a profession by psychology students.

It is noteworthy that a third of students (33.00%) were oriented to build a successful career by choosing the profession of a psychologist. Incidentally, we note that the revealed direct correlation between the first and third motives of the established hierarchy (r=0.323**) indicates the likelihood of students' expectations to apply their own psychological competence in the field of business, entrepreneurship, etc. For a fourth of students, the psychological profession was to become a tool for solving their own psychological problems. Some of the respondents were guided by the prestige of the psychological profession, but few listened to the instructions of the environment when choosing it. Among the individual personal responses of psychology students, both favorable motives appeared, such as: vocation, interest in working with people, knowing oneself for further successful self-realization, and dubious or unfavorable ones - the desire to achieve a high social status, to gain power over other people. The analysis of variance showed the statistical significance of such motives for choosing a profession as the correspondence of the profession to the chosen abilities (F=2.344*) and the desire to build a successful career (F=2.417*) for the formation of the professional self-image of future psychologists. It was also found that the desire to deepen one's psychological knowledge affects the formation of self-esteem of professional knowledge (result) (F=3.711**), and the desire to help people solve their psychological problems is a significant factor in the formation of self-esteem of professional skills and abilities (F=3.210**).

The next step in this stage of the research was to study the educational and professional motivation of future psychologists. The application of the diagnostic method [7] and the processing of the obtained data allowed us to establish a hierarchy of this motivation (Table 1).

It was found that among the students we studied, the professionally oriented motive of learning occupies high ranking positions - the prospect of becoming a highly qualified specialist.

Table 1.

Hierarchy of educational and professional motives of psychology students

Motive name	First year		Second year		Third year		Fourth year	
	Average value	**Rank**	**Average value**	**Rank**	**Average value**	**Rank**	**Average value**	**Rank**
Become a highly qualified specialist	6,30	3	6,20	1	6,20	2	6,20	2
Get a diploma	5,60	6	6,00	3	5,50	4	5,50	5
Successfully study and pass tests and exams	5,70	5	5,10	8	5,30	6	4,80	6
Get a scholarship	3,50	14	4,15	12	4,20	11	2,50	15

Acquire deep and solid knowledge	6,70	1	6,10	2	6,10	3	6,10	3
Be constantly ready for classes	5,10	8	4,60	10	4,60	10	4,10	11
Do not neglect the study of academic subjects	5,30	7	5,30	6	5,40	5	4,50	7
Keep up with classmates	4,30	12	4,10	12	4,70	9	4,20	10
Ensure the success of future professional activities	6,10	4	5,80	5	6,30	1	5,90	4
Fulfill the requirements of teachers	4,60	11	4,55	11	4,70	9	3,80	12
Achieve the respect of teachers	4,80	10	5,20	7	4,90	8	4,30	9
Be an example for classmates	3,90	13	3,60	13	4,00	12	3,17	14
Earn the respect of parents	4,90	9	4,90	9	5,10	7	4,40	8
Avoid punishment and condemnation for poor study	3,40	15	3,50	14	3,90	13	3,30	13
Receive intellectual satisfaction and develop abilities	6,50	2	5,90	4	6,30	1	6,30	1

Among first-year students, the tendency to acquire deep and solid knowledge dominates, which will weaken somewhat during further study. We see the triad of leading educational and professional motives of third-year students as favorable, which combines their desire to ensure the success of future professional activity, to become a highly qualified specialist and to acquire deep and solid knowledge. This motivation intertwines the optimal goals and resources of professional development of psychology students. It is also important for respondents of all courses to receive intellectual satisfaction and develop abilities in the process of their professional training, since this motive occupies high ranks, and among graduates it generally leads the rating.

Pragmatic factors, such as obtaining a diploma, not neglecting the study of academic subjects and successfully passing tests and exams, occupy middle ranks. Socially oriented motivations were found to be not very influential in the understanding of the studied psychology students – achieving parental approval and teacher respect, as well as studying on a par with classmates, as these motives complete the rating.

The application of variance analysis confirmed the significance of professionally oriented motivation for the formation of professional self-awareness of future psychologists. In particular, the desire to become a highly qualified specialist is important for professional self-image (F=3.450**), self-assessment of professional knowledge (F=3.108**), self-assessment of professional skills and abilities (F=3.212**), and the motive of ensuring the success of future professional activity is influential for self-assessment of professional knowledge (F=3.508**), as well as for self-assessment of professional beliefs (F=2.978*). Self-assessment of professional knowledge is influenced by the motives of acquiring deep and solid knowledge (F=3.801**), obtaining intellectual satisfaction and developing abilities (F=2.824*). It was also found that the motive of fulfilling the requirements of teachers is statistically significant for the formation of the professional self-image of future psychologists (F=2.919*), self-assessment of professional knowledge (F=2.799*), self-assessment of professional skills and abilities (F=3.008**). Interestingly, the motive of setting an example for classmates is a significant factor in the formation of their communicative self-control (F=2.814*).

As already noted, the development of professional self-awareness of future psychologists is determined by a number of factors, among which value orientations occupy one of the leading places. Therefore, they were the focus of our empirical research as an important internal factor in the formation of professional self-awareness of psychology students. The diagnostic tool for this was the methodology "Value Orientations" by M. Rokych [3].

We paid attention to the values that occupied the first three positions of the rating, since they are the most significant and relevant in the lives of respondents, as well as to the last three positions, which reflected insignificant and less relevant values. The generalized results are presented through a hierarchical matrix of terminal values, presented in Table 2.

Table 2.

Hierarchy of terminal values of psychology students

Content description of value	First year		Second year		Third year		Fourth year	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Happiness of others	12,30	1	12,40	3	12,10	3	11,90	3
Self-confidence	11,70	2	12,80	2	13,10	1	12,50	1
Creativity	11,50	3	13,10	1	12,40	2	12,10	2
Entertainment	10,80	4	9,50	11	10,80	5	11,50	4
Cognition	10,70	5	10,60	5	8,80	11	9,10	11
Happy family life	10,10	6	9,90	8	10,70	6	11,30	5
Development	9,90	7	9,10	12	10,40	7	9,20	10
Social recognition	9,80	8	11,60	4	9,80	9	10,70	6
Productive life	9,60	9	8,50	13	9,90	8	10,20	8
Freedom	9,50	10	10,50	6	11,90	4	10,70	6
Having friends	9,10	11	10,10	7	9,10	10	9,70	9
Material security	8,70	12	9,70	10	8,20	13	9,00	12
Life wisdom	8,60	13	7,70	15	7,46	16	8,20	13
Interesting work	8,50	14	8,10	14	8,30	12	6,90	14
Beauty of nature and art	8,20	15	9,80	9	7,90	15	10,30	7
Health	7,90	16	7,60	16	6,70	17	6,30	16
Love	7,80	17	6,50	17	8,00	14	6,70	15
Active, working life	5,30	18	5,20	18	4,60	18	5,30	17

As can be seen from the generalized results of the study, presented in Table 2, the first three ranks among the studied students of all courses were occupied by the following terminal values (values-goals): Self-confidence (freedom from internal contradictions, internal harmony) - first rank; creativity (the possibility of creative activity) - second rank; happiness of others (equality, brotherhood, equal opportunities for all) - third rank. In our opinion, such a choice of dominant values is associated with the crisis situation in our country; the desire to have equal rights, opportunities; the desire to help and support other people in a difficult situation, which is obvious, especially for the especially sensitive psyche of students.

In addition, it should be noted that for 2nd year students, social recognition is quite important - fourth rank, although for students of other courses this value is of mediocre importance. Entertainment is important for first- and fourth-year students (fourth ranking position), while third-year students value freedom more as independence of actions.

Signs of intellectual burnout are demonstrated by students who have crossed the “equator” of learning, since the value of knowledge drops from the fifth position of the rating in the first and second years to the eleventh position in the third and fourth years.

The last ranking positions for students of all years were occupied by such terminal values (values-goals) as: active life (fullness and emotional saturation of life) - the last 18th rank; health (physical and mental) - 17th rank; love (physical and spiritual closeness with a loved one) - 16th rank (respectively 17th, 16th and 15th ranking positions for fourth-year students).

Actually, the devaluation or “denial” of such values has a negative trend, since students ignore important aspects of the formation of their professional self-awareness - orientation towards the future, in particular, in the field of professional activity; creating families based on spiritual closeness, not mercantile

interests; maintaining health based on a healthy lifestyle, not "absorption" in bad habits. Therefore, these students need socio-psychological assistance in developing these values.

Significantly greater discrepancies were found in the hierarchy of instrumental values of psychology students. As can be seen from the results of the study presented in Table 3, the first three ranks among the first-year students were occupied by the following instrumental values (values-means): care (care) - first rank, efficiency in business (hard work, productive work) - second rank, tolerance for the opinions of others - third rank. This value triad is quite favorable for the professional activity of a psychologist.

In the second year, only the second position in the value rating was preserved, instead the leader was the value of intransigence to one's own shortcomings and others (first rank), and the third rank position was occupied by the value of rationalism (the ability to think logically, make conscious, rational decisions). This ratio indicates the dominance of rational means of self-realization and self-criticism of students.

Table 3.

Hierarchy of instrumental values of future psychologists

Content description of value	First year		Second year		Third year		Fourth year	
	Average value	Rank	Average value	Rank	Average value	Rank	Average value	Rank
Neatness	7,10	16	6,30	17	5,50	18	6,60	16
Education	7,10	16	7,80	16	5,80	17	6,80	15
High demands	8,60	14	9,50	8	10,70	7	9,20	13
Cheerfulness	8,70	13	8,90	13	7,70	14	7,30	14
Diligence, discipline	9,00	12	9,90	4	9,80	10	10,50	8
Independence	10,60	4	9,00	12	6,30	16	3,20	18
Intolerance to flaws, shortcomings in oneself and others	10,40	5	11,70	1	7,30	15	6,50	17
Education	9,90	8	9,70	6	8,90	11	9,50	12
Responsibility	7,80	15	8,30	15	8,40	13	9,90	11
Rationalism	10,30	6	10,10	3	12,60	1	11,00	5
Self-control	9,40	9	9,30	9	8,60	12	10,70	7
Courage and defending one's opinion	9,10	11	9,20	10	11,40	4	11,10	4
Strong will	9,30	10	8,70	14	10,60	8	10,80	6
Tolerance to the opinions of others	10,80	3	9,60	7	11,80	3	12,00	2
Broadness of views	9,90	8	9,80	5	12,10	2	12,10	1
Honesty	10,00	7	9,20	10	10,40	9	10,30	10
Efficiency in business	11,30	2	11,60	2	11,10	5	10,40	9
Care	11,70	1	9,10	11	11,00	6	11,90	3

The value of rationalism has become even more important for third-year students – the first rank, the second ranking position for them was taken by the breadth of views (the ability to understand the point of view of others, respect other tastes, customs, habits), compared to the second year, the value of tolerance (tolerance to the opinions of others) – the third rank was restored.

The most important value for graduates was found to be the value of breadth of views (the ability to understand the point of view of others, respect other tastes, customs, habits) – the first rank, then tolerance (tolerance to the opinions of others) – the second rank, and the third ranking position was taken by the value of care (care). Obviously, such a set of leading values is favorable for the future professional activities of psychology students who are completing their professional training.

The last places among instrumental values (values-means) for the first-third year students were occupied by such values as neatness (the ability to maintain order in affairs) and politeness (good manners). It should be noted that neatness is not a significant value for graduates (sixteenth rank). However, they completely ignore the values: independence as the ability to act independently, decisively (eighteenth rank). Also, against the background of the value of tolerance, intolerance to flaws, shortcomings in oneself and others (seventeenth rank) turned out to be devalued for fourth-year students.

We associate the high rating choice of certain values with the peculiarities of the process of socialization of students, which occurs in a situation of socio-economic instability, value-normative tension that exists in modern society. Adolescence is marked as a period of value conflicts, it is in student age that the process of formation, development of the system of value orientations takes place and instability of value orientations is observed. Therefore, such a choice of terminal values, in our opinion, is situational, dependent on the difficult conditions in which students find themselves, as well as on the peculiarities of family values that they learn from their parents and values borrowed from their peers. Given the established thesis that professional self-awareness is derived from a more general personal self-awareness, we included its study in the process of empirical research. The focus of the study of the self-concept as a product of the formation of a person's self-awareness was on its components such as the image of the "I", self-esteem and self-respect.

The method of 20 statements by M. Kuhn and T. McPartland [6] about themselves made it possible to identify the most common judgments by means of quantitative and qualitative analysis, that is, to study the content of the image of the "I". Most often, respondents indicated their own identity through formal biographical characteristics - age, gender, social status (student), future profession, residence. These judgments, as a rule, began the students' self-description. Then more individual physical and psychological qualities of the respondents appeared - features of appearance, character traits, type of temperament, abilities, habits, tastes (preferences). Occasionally, students described themselves through their current emotional state (“I am happy,” “I am usually in a good mood,” etc.), their own dreams (“I want to become a great psychologist,” “I dream of living and working abroad”), or past experiences (“I became a successful student,” “I recently got married”). We see as a positive trend the identified trend, characteristic of students of all years of study, that self-descriptions contain judgments directly or indirectly related to future professional activities (“I am a future psychologist”, “I work as a psychologist at school” (“I want to become a class psychologist”, etc.). The analysis of variance allowed us to identify the expected statistical significance of the content of the self-image for the formation of the professional self-image of future psychologists (F=3.344**), as well as such components of their professional self-awareness as self-assessment of professional beliefs (F=2.478*) and self-assessment of professionally significant qualities (F=2.608*).

Investigating the characteristics of the self-image of respondents using the method of personal differential, we obtained a picture of self-descriptions that are reflected in the self-image of students (21 personal qualities were involved, corresponding to three classical factors of semantic differential: assessment, strength and activity. Summary statistics are presented in Table 4.

The assessment factor represents the individual's perception of his or her real personal qualities. The significant number of low-level assessment carriers among students of all courses is noteworthy. Among first-year students, their number is more than a third (34.00%), in the second year it decreases to 20.00%. A slight decrease in this indicator among second-year students, in our opinion, is due to the fact that they have somewhat adapted to the learning process, feel more confident, because they understand the requirements of teachers better. However, in the second half of professional training, the number of low-level carriers increases significantly again. This indicates that they see a limited number of positive personal qualities in themselves, are critical of their own behavior, their own capabilities.

Table 4.

Indicators of the manifestation of factors of assessment, strength and activity of future psychologists (in % of carriers).

Year of study	Rating /levels			Strength /levels			Activity /levels		
	Low	Medium	High	Low	Medium	High	Low	Medium	High
First	34,0	46,0	20,0	62,0	34,0	4,0	44,0	54,0	2,0
Second	20,0	54,0	26,0	44,0	42,0	14	22,0	58,0	20,0
Third	36,0	50,0	14,0	54,0	44,0	2,0	52,0	38,0	10,0
Fourth	40,0	50,0	10,0	60,0	40,0	0,0	60,0	36,0	4,0

About half of the studied students of all courses are carriers of an average level of assessment. The average values for the assessment factor indicate the awareness of students about their positive qualities, the individual accepts them, is satisfied with their own self-image, and if difficulties arise, can easily change their ideas about their own personal qualities. The number of carriers of a high level of assessment was found to be limited, and from the second half of professional training a downward trend in the number of this sample was recorded. Only 14.00% of 3rd-year students and 10.00% of 4th-year students are generally satisfied with their own positive characteristics. This is evidence that they perceive themselves as carriers of socially desirable and positive personal qualities ("I know that I am compassionate, tolerant, balanced, benevolent..."). A high level of assessment has a positive effect on the development of professional self-awareness of this group of subjects.

The strength factor presents the individual's perception of the development of his or her willpower (the real strength of the self-image). A generalized analysis of the research results showed that the majority of first-year (62.00%), third-year (54.00%) and fourth-year (60.00%) students have low indicators of willpower. Accordingly, these students' perceptions of the development of their willpower, their own willpower characterize them as having a low level of self-control, unable to adhere to the accepted line of behavior, dependent on external circumstances and assessments.

A significant percentage is also made up of the sample of carriers of an average level of strength; the number of this sample increases by the fourth year of study (from 34.00% of first-year students to 42.00% of second-year students and 44.00% of third-year students). Among graduates, this indicator decreases to 40.00%. On the other hand, the number of carriers of a high level of the strength factor is limited: only 4.00% of first-year students, 14% of second-year students and 2.00% of third-year students. A high level of development of the strength factor is inherent in such a small number of the studied, which is rather due to their clearly manifested individual psychophysiological characteristics. In general, it can be concluded that students' ideas about strength and the development of their own volitional qualities characterize them as anxious, asthenic, dependent on external circumstances and assessments of others; those who have an insufficient level of self-control, unable to stick to the accepted line of behavior. This necessitates a thorough systemic influence on the development of the volitional sphere of these students.

The activity factor reflects the perceptions of the subjects about their personal activity (the real activity of the self-image). The study showed that among the first-year students, those who define their level of activity of the self-image as average prevail - 54.00%. However, among the first-year students, there is also a large sample of low-level carriers (44.00%), and only 2.00% of first-year students have a high level of activity. During the second year of study, the statistical picture improves significantly, as the number of low-level carriers decreases to 22.00%, and the sample of high-level carriers increases to 20.00% of psychology students. However, in the second half of professional training, the situation rapidly worsens, as a downward trend in the number of high-level carriers is recorded against the background of a significant increase in the number of students with a low level of activity. This means that most students consider themselves to be inactive in the manifestations and features of their own professional development. We assume that the established trend of decreasing activity of psychology students during their professional training is associated with a certain fatigue, burnout, or with a certain adaptability to the requirements of the environment, which makes their professional development more structured.

Conclusion. In general, it was found that the most favorable are the statistical indicators of assessment, strength and activity in second-year students, which may be associated with their successful adaptation to professional training. At the same time, a noticeable fact is the low statistical indicators of graduates in all factors, which indicates the crisis dynamics of their personal manifestations at the stage of completing professional training.

Prospects for further research work are aimed at studying the relationship and mutual influence of the professional self-awareness of future psychologists with their professional competence and orientation in the formation of readiness for professional self-realization.

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PSYCHOLOGICAL MODEL OF FANTASY DEVELOPMENT IN YOUNGER SCHOOLCHILDREN

Анотація. У статті наголошується на необхідності розвитку фантазії молодших школярів як важливого чинника становлення їх творчої особистості. Підкреслюється, що молодший шкільний вік є сензитивним періодом для розвитку фантазії, а тому завданням сучасної початкової школи є використання сприятливого для розвитку цієї психічної функції періоду.

На основі змістовного аналізу теоретико-емпіричних наукових досліджень сучасних українських та зарубіжних психологів, педагогів розкриті актуальні напрями вивчення окресленої проблеми.

Представлено психологічну модель розвитку фантазії у молодших школярів в умовах цілеспрямованого психолого-педагогічного впливу. Вона складається з трьох блоків: цільового (визначено мету формувальних впливів: розвиток фантазії (вербальної та невербальної) у молодших школярів), операційно-діяльнісного (виділено внутрішні чинники, зокрема вікові, гендерні й індивідуально-психологічні особливості особистості (інтелект, самооцінка і рівень домагань, рівень суб'єктивного контролю, інтроверсія-екстраверсія, емоційна лабільність-емоційна стабільність, тип темпераменту, психофізіологічна міжпівкульна робота мозку)), зовнішні чинники (особливості сімейного виховання, характер і система шкільного навчання) та психолого-педагогічні умови розвитку фантазії в учнів, просвітницько-консультативні заходи для вчителів, батьків, психологів, засоби розвитку фантазії учнів) та результативного (відображено якісні показники (компоненти), зокрема потребнісно-мотиваційний, інформаційно-пізнавальний, цілеутворюючий, операційно-результативний, емоційно-почуттєвий) та кількісні показники (рівні) розвитку фантазії учнів).

У процесі дослідження зроблено висновок про провідну роль учителя в розвитку фантазії молодших школярів, зокрема забезпеченні ним для цього необхідних психолого-педагогічних умов.

Ключові слова: фантазія, творчість, творча особистість, молодші школярі, навчальна діяльність, психологічна модель розвитку фантазії.

Annotation. The article emphasizes the need to develop the imagination of younger schoolchildren as an important factor in the formation of their creative personality. It is emphasized that the younger school age is a sensitive period for the development of imagination, and therefore the task of modern elementary school is to use a period favorable for the development of this mental function.

Based on a substantive analysis of theoretical and empirical scientific research by modern Ukrainian and foreign psychologists and teachers, current directions for studying the outlined problem are revealed.

A psychological model of the development of imagination in younger schoolchildren in conditions of targeted psychological and pedagogical influence is presented. It consists of three blocks: target (the goal of formative influences is defined: the development of fantasy (verbal and non-verbal) in younger schoolchildren), operational-activity (internal factors are highlighted, in particular age, gender and individual-psychological characteristics of the personality (intelligence, self-esteem and level of aspirations, level of subjective control, introversion-extroversion, emotional lability-emotional stability, type of temperament, psychophysiological interhemispheric work of the brain)), external factors (peculiarities of family upbringing, nature and system of school education) and psychological and pedagogical conditions for the development of fantasy in students, educational and advisory measures for teachers, parents, psychologists, means of developing students' fantasy) and effective (qualitative indicators (components) are reflected, in particular need-motivational, information-cognitive, goal-forming, operational-resultative, emotional-sensory) and quantitative indicators (levels) of the development of students' imagination).

In the process of research, a conclusion was made about the leading role of the teacher in the development of the imagination of younger schoolchildren, in particular, in providing them with the necessary psychological and pedagogical conditions for this.

Key words: fantasy, creativity, creative personality, younger schoolchildren, educational activity, psychological model of fantasy development.

Formulation of the problem. In today's extremely complex conditions, the problem of developing a creative personality, capable of thinking independently, generating original ideas, making bold, non-standard decisions and being responsible for their implementation, quickly and easily adapting to changing life conditions, is of particular relevance. The problem of forming a creative person especially concerns the younger generation, on which the future of our state largely depends. One of the strategic tasks of reforming education in Ukraine, proclaimed in a number of regulatory and legal educational documents, in particular the Laws of Ukraine «On Education», «On General Secondary Education», the Concept «New Ukrainian School», the State Standard of Primary Education is to ensure the most favorable conditions for the development of the personality and creative self-realization of the younger generation.

The implementation of this task in primary school can be carried out provided that the psychological acquisitions of preschool age are productively used in educational activities, which form the internal resources of the further personal development of children of primary school age. One of such key new formations of preschool children is fantasy, which is the main characteristic of a creative personality and its activities (O. Gubeko [6], O. Klepikov [11], V. Klymenko [12], G. Kostyuk [14], O. Kulchytska [18], I. Kucheryavy [11], V. Molyako [22], V. Rybalka [19], R. Rozental [27], V. Romenets [20], R. Sternberg [28], E. Torrens [29]).

The sensitive period for the development of imagination, according to the definition of psychologists (G. Kostyuk [14], S. Maksymenko [16], V. Molyako [22], V. Rybalka [19], V. Romenets [20]), E. Torrens [29], is preschool and also junior school age. Therefore, the task of modern primary school is the need to use a period favorable for the development of this mental function.

When moving from preschool to junior school age, the leading activity of children changes - play gives way to learning, which, unfortunately, in comparison with play, does not sufficiently activate their imagination. The dependence of a child's imagination on a change in the leading activity leads to the predominant development of the reproductive imagination in junior school age, and the fact that creative imagination, already sufficiently developed by play, does not find its proper place in the learning process, in our opinion, is a serious psychological and pedagogical problem.

The purpose of the article is to present the psychological model of fantasy development in younger schoolchildren that we have developed.

Analysis of recent research and publications. Theoretical and empirical scientific research by modern Ukrainian and foreign psychologists and teachers has revealed relevant directions for studying the outlined problem, in particular, the formation of fantasy in the early stages of ontogenesis, the psychological mechanisms of its functioning (I. Bila [3], I. Voronyuk [4], O. Gubenko [6], I. Gruzynska [5], A. Denisyuk [7], V. Ivanova [9]), the development of fantasy in gifted children of preschool and primary school age (I. Karabaeva [10], T. Yatsenko [10], the development of fantasy as a component of the formation of subjectivity in younger schoolchildren (I. Titov [23]), technologies for the development of fantasy in younger schoolchildren (G. Altshuler [24], I. Bartashnikova [1], O. Bartashnikov [1], E. Zaika [8], L. Makridina [15], M. Meyerovich [16], J. Rodari [25], L. Shragina [16]).

The basis for the development of a psychological model of the development of imagination in younger schoolchildren was the relevant scientific provisions: psychological and pedagogical ideas of humanizing school education, implementing a personality-oriented approach to organizing the educational process (I. Bekh [2], O. Pehota [17], V. Rybalka [19]); about creative pedagogical activity (M. Konovalchuk [13], S. Sysoeva [18; 21]); about self-realization of schoolchildren in the creative process (K. Rogers [26]), about the personal characteristics of a creative personality (V. Klymenko [12], O. Kulchytska [18], V. Molyako [22], V. Rybalka [19], R. Rozental [27], V. Romenets [20], R. Sternberg [28], E. Torrens [29]); the position of numerous scientific works that reflect the psychological features of the development of imagination in children of primary school age (G. Kostyuk [14], O. Kulchytska [18], V. Molyako [22], V. Romenets [20], R. Sternberg [28], E. Torrens [29]); the development of games, exercises, methods, techniques for the development of children's imagination (G. Altshuller [24], I. Bartashnikova [1], O. Bartashnikov [1], E. Zaika [8], L. Makridina [15], M. Meyerovich [16], J. Rodari [25], L. Shragina [16]).

Presentation of the main material. The psychological model of the development of fantasy in younger schoolchildren (Fig. 1) developed by us is based on the concept of a three-dimensional, step-by-

step specific psychological structure of the personality of V. Rybalka [19], in particular on the socio-psychological-individual («vertical»), activity («horizontal») and developmental dimensions. The proposed model illustrates the specifics of the development of fantasy in younger schoolchildren in conditions of targeted psychological and pedagogical influence.

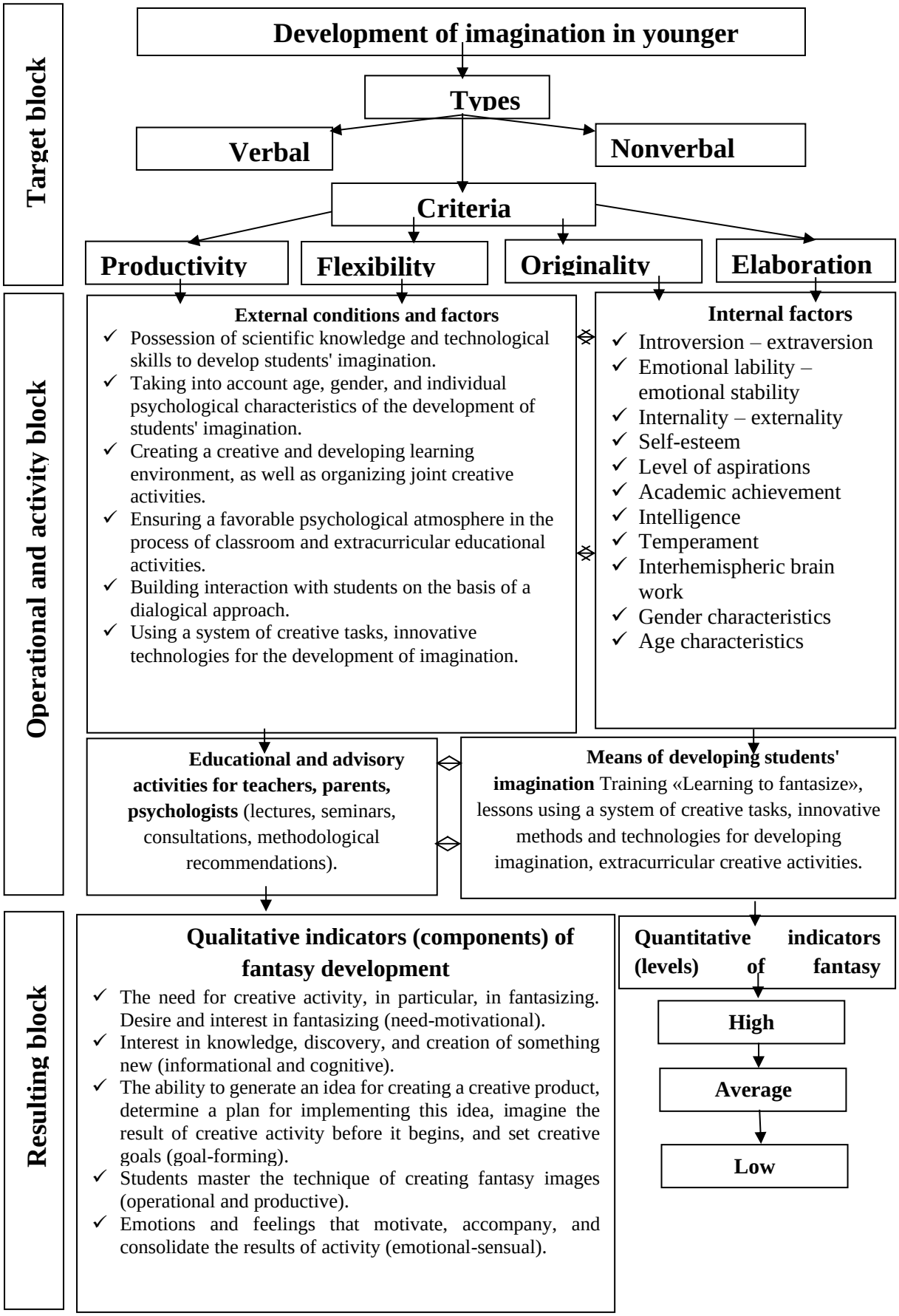


Fig. 1. Psychological model of fantasy development in younger schoolchildren

The psychological model consists of three blocks: target, operational-activity and effective. The target block defines the goal of formative influences: the development of imagination in younger schoolchildren. The operational-activity block identifies internal factors, external factors and psychological and pedagogical conditions for the development of imagination in students. The developed model, in our opinion, will contribute to the development of imagination in younger schoolchildren by comprehensively taking into account both internal factors (age, gender and individual psychological characteristics of the personality (intelligence, self-esteem and level of aspirations, level of subjective control, introversion-extroversion, emotional lability-emotional stability, type of temperament, psychophysiological interhemispheric brain work)), and external factors (peculiarities of family upbringing, nature and system of school education) and by ensuring the necessary psychological and pedagogical conditions:

1. Possession of scientific knowledge and technological skills regarding the development of students' imagination.

2. Taking into account the age, gender and individual psychological characteristics of the development of the imagination of younger schoolchildren.

3. Creation of a creative developmental learning environment, as well as the organization of joint creative activity of the teacher and students as a consistent change in the forms of social interaction, which unfold in the logic of restructuring the levels of self-regulation from maximum teacher assistance to students in performing creative tasks to a consistent increase in students' self-regulation and the formation of the ability to independent creative activity. Maximum use of the life experience of younger schoolchildren when stimulating various types of activity, encouraging independent searches and non-trivial judgments of students.

4. Providing a favorable psychological atmosphere that ensures: freedom of creative self-expression of students, providing them with a sufficient amount of external freedom and effective assistance in gaining internal freedom; positive emotional involvement of students in creative activity; participation of students in the selection and organization of various types of creative activity; demonstration by significant adults (teachers) of examples of creative behavior.

5. Building interaction with students on the basis of a dialogical approach, which involves: perception of the student as an equal partner in creative activity; unconditionally positive attitude, respect for students and belief in their potential creative abilities; personal openness and trust; disposition to mutual understanding and creative cooperation; giving students freedom of choice, the right to their own position.

6. Using a system of creative tasks, innovative methods and technologies for the development of imagination, which ensure the inclusion of students in personal and creative search activities. Promoting the manifestation and realization of students' interests and abilities by involving them in various types of creative activity.

Also, the operational and activity block highlights educational and advisory activities for teachers, parents, and school psychologists (lectures, seminars, consultations, methodological recommendations), as well as means of developing students' imagination (training «Learning to Fantasize»; lessons using a system of creative tasks, innovative methods and technologies for developing imagination; extracurricular creative activities).

The results block reflects qualitative indicators (components) and quantitative indicators (levels) of the development of students' imagination.

Qualitative indicators (components) of the development of students' imagination:

Need-motivational component. The need for creative activity, in particular, in fantasizing. Desire and interest in creative imagination, fantasizing. The need for new impressions, mastering and knowing the world around them (cognitive motive). The desire for approval, creative achievements and successes in cognitive and creative activity (motive of self-affirmation). The desire to reveal one's own creative potential (motive of self-expression, self-realization).

Informational-cognitive component. Deep interest in knowledge, discovery, creation of new things. The ability to pose problematic questions, search for ways to solve them.

Goal-forming component. The ability to plan and program future actions of creative activity. The ability to imagine the result of creative activity even before its beginning, as well as its final product. Setting creative goals, forming creative plans for the future, the desire to look into the future, imagine it more perfect. The ability to imagine the future in images, in real and even fantastic representations. Generation of the idea of creating a creative product, as well as determining the plan for implementing this idea.

Operational-resultative component. Possession of the technique of fantasy. The ability to begin, continue and fruitfully complete the creation of a new work of fantasy. Productivity, flexibility, originality, sophistication in creating new creative products.

Emotional-sensual component. Emotional and sensual reactions of the individual that motivate, accompany and consolidate the results of object and subjective creation: surprise, delight, inspiration, joy, satisfaction, etc. Vivid images of the imagination enhance the emotional tone of activity, stimulate an elevated mood in the process of work, contribute to the emergence of enthusiasm for activity. Emotional stability (during intense creative search, during disappointments, criticism or failures).

Quantitative indicators (levels) of students' imagination development include low, medium and high.

A low level of imagination development has the following characteristics:

The student has difficulty completing tasks to find different options for obtaining a result; to develop hypotheses and produce original ideas. The student is unable to independently put forward ideas regarding the creation of new fantasy images, does not seek to improve his cognitive and creative activity, does not demonstrate interest or demonstrates a weak interest in any types of creative activity, is unable to independently create new creative products, or creates simple, schematic, poorly developed images, previously seen or heard, without showing a desire to embody them in an external product. The images created by such a student are of little interest, do not make an impression on the listener or viewer. The student is not interested in future creative activity, does not seek to participate in its collective forms, does not show initiative, does not participate in discussions, does not share his creative ideas with his friends. He perceives tasks passively, and thinks inertly. Extremely low productivity. Images are uninteresting, not detailed. The student avoids tasks of increased complexity, does not show interest in problem-search types of tasks. He experiences difficulties in organizing independent work, therefore he almost always needs the help of a teacher or friends. His mastery of methods of creative activity is extremely slow, therefore he prefers to act according to a template. The creative product has an unfinished appearance. Self-regulation skills are weakly manifested. The student feels uncomfortable, insecure, is afraid to speak in public. His perception of any creative products is not distinguished by liveliness and emotionality. Failures are accompanied by prolonged negative emotions. Has low or high self-esteem. Typically self-centered, has difficulty communicating.

The average level of imagination development has the following characteristics:

The student is able to independently, and sometimes with the help of a teacher, put forward ideas regarding the created fantasy images, copes with tasks to find different options for obtaining a result; to develop hypotheses and produce original ideas, but does not strive for the largest number of them and is not able, if the task requires it, to choose the most successful solution to the problem. He takes on creative work with pleasure, but his productivity is not high enough. He seeks opportunities to express himself in creativity, but his interest in it is unstable. The images created are of little interest, mostly predictable, standard, moderately detailed. The student seeks to improve his cognitive and creative activity, demonstrates partial interest in various types of creative activity. He successfully interacts with the team, but does not always express his point of view, is afraid of criticism. The student prefers easy tasks rather than complex ones, but is not always persistent in solving them. Interest in problem-searching types of tasks is present, but it is unstable. Capable of intense activity, "immersion" in tasks. The student is able to work independently, but this is not always evident. The mastery of methods of creative activity occurs at an average pace, success in mastering is not constant. The creative product has a completed appearance, but not all details have been worked out. Self-regulation skills are not sufficiently developed. The emotions that accompany the activity, as a rule, depend on many circumstances: the environment, mood, success or failure. The perception of various creative products is characterized by liveliness and emotionality. The average level is characterized by insufficiently developed skills of adequate self-assessment. The student is responsive, attentive, but can be impatient and abrupt in communication.

A high level of imagination development has the following characteristics:

The student is able to independently, without the help of a teacher, put forward various ideas regarding the created fantasy images, owns various techniques and methods for creating new images that are distinguished by diversity, originality, as well as elaboration and detail, seeks to embody them in a new creative product. The images created by such a student are very interesting, make a vivid impression on the listener or viewer.

The student is easily given tasks to highlight features, find different ways of classification, search for different options for obtaining a result, identify and formulate problems, independently generate a large

number of ideas, distant associations, improve the object, find new ways of using it. Shows activity, interest, readiness, desire to improve his cognitive and creative activity. His creativity is original, original, bears the imprint of the creator's personality. In his work, he adheres to an individual pace and style, being able to subordinate emotional, intellectual and volitional efforts to a certain goal. He does not need the help of a teacher. The student is in constant search of any opportunities for the release of his creative energy and gets pleasure more from the process itself than from the result. He seeks to consider the problem at a deeper level or from another side. The images are unusual, great attention to detail. Able to formulate problems, ask clear questions, come to well-founded conclusions and decisions, check them, think freely, interact effectively with the team, see alternative ways to solve the problem and choose the most successful one. The student is independent, not afraid of criticism, proactive, persistent. His perception of various creative products is characterized by activity, liveliness and emotionality. The student applies various types of independent work with the greatest effectiveness in a specific situation. Learning methods of creative activity occurs quickly and easily. The creative product has a completely completed appearance. Self-regulation skills are quite developed, hence high productivity. As a rule, activity is accompanied by a positive emotional mood, a state of enthusiasm, the student often goes beyond the given. Interest in problem-search types of tasks is constant, their solution is a priority, fundamentally independently. The student has regular adequate self-assessment. He is deeply empathetic, sensitive to the problems and needs of others, and trusts his feelings and intuition more.

Conclusions. All blocks of the model are interconnected and coordinated with each other. The model represents a complex process of imagination development in younger schoolchildren, which is possible due to targeted psychological and pedagogical influence.

The creative interaction of the teacher, school psychologist, parents with students according to the model is aimed at supporting children's creative activity, developing their imagination by providing appropriate psychological and pedagogical conditions and taking into account the age, gender and individual psychological characteristics of younger schoolchildren necessary for carrying out creative activity, creating new creative products and, as a result, the formation of their creative personality.

Prospects for further exploration in this direction. The prospects for further research in this direction lie in the development and testing of a psychological and pedagogical program for the development of imagination in younger schoolchildren as an important factor in the formation of their creative personality in the process of educational activity.

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THEORETICAL ASPECTS OF STUDYING THE PSYCHOLOGICAL BASIS FOR THE FORMATION OF COMBAT READINESS IN SERVICEME OF THE LAND FORCES OF THE ARMED FORCES OF UKRAINE

В статті розкривається сутність психологічної готовності як системного утворення, яке охоплює мотиваційні, вольові, емоційні та когнітивні компоненти особистості, розглядається взаємозв'язок між психологічною готовністю та бойовою ефективністю. Структурні компоненти якої виділяються основними складниками такими як мотиваційна установка на виконання завдання, емоційна стабільність, стресостійкість, рівень самоконтролю, оперативне мислення та адаптивні ресурси особистості. Аналізується вплив бойової обстановки на психічний стан військовослужбовця. Окрему увагу приділено психологічним навантаженням, які супроводжують виконання завдань в умовах загрози життю та здоров'ю. Розглядаються внутрішні (індивідуальні особливості, психофізіологічні характеристики) та зовнішні (організація служби, рівень підготовки, морально-психологічне забезпечення) чинники, що впливають на формування бойової готовності. Висвітлюється значення професійної роботи військових психологів і командного складу у створенні сприятливого морально-психологічного клімату та підвищенні готовності особового складу що є важливим внеском у науково-практичне розуміння психоемоційної підготовки військових, що є надзвичайно актуальним у сучасних умовах оборони України.

Ключові слова: психологічна готовність, військовослужбовці, Збройні Сили України, бойові завдання, мотивація, стресостійкість, саморегуляція, морально-психологічний стан, професійна підготовка, бойова ефективність.

The article reveals the essence of psychological readiness as a systemic construct that encompasses the motivational, volitional, emotional, and cognitive components of personality. It examines the relationship between psychological readiness and combat effectiveness. The structural components of readiness are identified as key elements such as motivational orientation toward task completion, emotional stability, stress resistance, level of self-control, operational thinking, and adaptive personal resources. The influence of the combat environment on the mental state of servicemen is analyzed. Particular attention is paid to psychological stressors that accompany the execution of tasks under life- and health-threatening conditions. The study also considers internal factors (individual traits, psychophysiological characteristics) and external factors (service organization, training level, moral and psychological support) that influence the formation of combat readiness.

The role of military psychologists and command staff is highlighted in creating a favorable moral and psychological climate and enhancing the readiness of personnel — a contribution that is of crucial importance for the scientific and practical understanding of psycho-emotional preparation of the military, especially under the current conditions of Ukraine's defense efforts.

Keywords: psychological readiness, servicemen, Armed Forces of Ukraine, combat missions, motivation, stress resistance, self-regulation, moral and psychological state, professional training, combat effectiveness.

Introduction. In the current context of armed aggression against Ukraine, the issue of combat readiness among servicemen of the Land Forces of the Armed Forces of Ukraine is gaining particular importance. Among the various factors determining the army's ability to effectively accomplish combat tasks, psychological readiness of personnel plays a leading role. It is this readiness that shapes internal resilience, motivation, and the ability to act under conditions of high risk and uncertainty.

Studying the psychological foundations of readiness for combat assignments is crucial both for improving the training system of military personnel and for developing effective psycho-preventive and psycho-corrective measures. The theoretical comprehension of this phenomenon requires an

interdisciplinary approach that combines achievements in military psychology, pedagogy, sociology, and neuropsychology.

This article examines key theoretical approaches to understanding the psychological readiness of servicemen in the Land Forces of the Armed Forces of Ukraine, analyzes the factors influencing its formation, and outlines directions for further research in this area. **The psychological readiness of a servicemember to carry out combat missions is a complex integral construct that encompasses motivational, volitional, emotional, cognitive, and behavioral components.** Several approaches to its definition have been developed within military psychology, each emphasizing a particular aspect of this phenomenon. In this context, psychological readiness is viewed as a stable personality trait that ensures effective functioning under stress, risk, and responsibility. The main focus is placed on individual qualities such as decisiveness, emotional stability, self-control, and goal orientation.

The **functional-dynamic approach** interprets readiness as a dynamic psychological state that forms immediately before mission execution and is characterized by an optimal level of internal resource mobilization. Important factors here include situational motivation, level of arousal, attention concentration, and psychological mindset. Thus, psychological readiness is considered a system that includes several interconnected levels — personal, cognitive, emotional, and behavioral. The interaction of personnel within the team, support from commanders, the presence of well-practiced skills, and adaptation to the combat environment all play a significant role. In this context, psychological readiness is associated with achieving self-realization and unlocking the inner potential of the servicemember. Emphasis is placed on the development of self-regulation, reflection, and professional identity. All of these approaches highlight that psychological readiness is not only the result of training and instruction, but also an indicator of the servicemember's mental health, motivation, and inner maturity. Its development requires systematic work from psychologists, commanders, and an appropriate organizational and educational environment.

Theoretical foundations of research. The phenomenon of psychological readiness among servicemen of the Land Forces of the Armed Forces of Ukraine to accomplish assigned combat tasks is multifaceted and requires comprehensive theoretical analysis. Psychological readiness is generally defined as a dynamic, integrative quality of the individual that ensures successful functioning in complex, high-stress, and potentially life-threatening situations. The theoretical basis for studying this phenomenon lies in several scientific domains [2, c.129-144]. First and foremost, military psychology provides fundamental concepts regarding stress resistance, volitional regulation, and motivational readiness for combat actions. In the context of military activity, the ability of a servicemember to function effectively under conditions of increased psycho-emotional stress, uncertainty, and life-threatening danger is of critical importance. Military psychology offers a range of fundamental concepts that reveal the psychological mechanisms of adaptation to combat environments.

Stress resistance is defined as an individual's ability to maintain performance, self-control, and constructive behavior under conditions of chronic or sudden stress. It is shaped by individual experience, nervous system type, level of training, and social support.

Volitional regulation encompasses the ability to overcome obstacles, mobilize internal resources, and make responsible decisions in critical situations. This component includes the development of such qualities as decisiveness, self-discipline, endurance, and the ability to act in accordance with combat orders, even in extreme conditions.

Motivational readiness for combat operations is manifested in the servicemember's internal disposition to fulfill tasks, awareness of the importance of their role in the combat situation, and the drive to achieve results. It depends on both personal convictions and external factors—such as the authority of the commander, unit cohesion, clearly defined goals, and positive feedback.

Overall, these three components form the foundation for building sustainable psychological readiness for participation in combat and are the subject of systematic analysis within military psychology.

In addition, general psychology contributes through models of mental adaptation, emotional regulation, and cognitive flexibility under pressure. Since the functioning of servicemen in combat conditions is inevitably influenced by numerous stress-inducing factors—including physical and emotional exhaustion, informational uncertainty, and the threat to life and health—mechanisms of **psychological adaptation**, **emotional regulation**, and **cognitive flexibility** play a crucial role in maintaining optimal combat effectiveness.

Psychological adaptation is viewed as a process of dynamic adjustment of the individual to new and challenging living conditions, accompanied by transformations in motivation, attitudes, and behavioral

strategies. Military environments demand the ability to swiftly switch between response modes, preserve the integrity of the self-concept, and develop stable coping mechanisms.

Emotional regulation ensures the ability to control the intensity and nature of emotional responses, thereby reducing the risk of behavioral disorganization during combat missions. The capacity to recognize and effectively manage one's own emotions is a key condition for maintaining inner balance and supporting team cohesion.

Cognitive flexibility is manifested in the ability to quickly adapt thinking to changing circumstances, find non-standard solutions, efficiently redistribute attention, and re-evaluate the situation in response to new information. A high level of cognitive flexibility helps mitigate the negative impact of stress on decision-making and supports rationality in extreme situations.

Thus, these three components form the functional foundation of a servicemember's psychological resilience, contribute to sustaining professional effectiveness, and are the subject of in-depth analysis within both general and applied psychology.

Social psychology offers insight into group cohesion, leadership dynamics, and interpersonal trust, which are crucial in the context of military units. Special attention should also be paid to the theories of personality and activity, which explain the mechanisms of internal motivation and goal-setting, as well as to neuropsychological studies addressing the physiological correlates of decision-making and stress responses [4, c. 657-692].

Since within the framework of the personality-based approach, psychological readiness is viewed as a reflection of stable individual traits—such as responsibility, self-reflection, internal locus of control, emotional stability, and professional identity—these characteristics determine the extent to which a servicemember is capable of consciously perceiving their role in a combat situation, anticipating the consequences of their actions**,** and making decisions aligned with their internal beliefs and value orientations[5, c.1106-1111] From the perspective of the activity-based approach**,** emphasis is placed on the structure of combat activity**,** particularly its motivational, goal-oriented, and operational components. In this context, psychological readiness emerges as the result of actively constructing the meaning of a given task, accepting it as personally significant, and forming internal dispositions aimed at achieving the objective.

What matters is not only the presence of motivation but also the presence of personal meaning in one's actions, which ensures internal engagement in mission execution and resilience to external destabilizing factors [6, c. 82-96] .Thus, personality and activity theories offer a comprehensive view of psychological readiness as a multidimensional phenomenon, integrating both the deep characteristics of the individual and their ability to act purposefully under conditions of risk, tension, and responsibility. Their application is a necessary prerequisite for the development of effective psychological training programs within the Armed Forces of Ukraine.

Together, these approaches allow us to understand the structure, formation mechanisms, and influencing factors of psychological readiness as a critical component of combat capability. Establishing a clear theoretical framework is essential for developing effective training programs, psychological assessments, and intervention strategies within the Armed Forces of Ukraine.

The purpose of the article. Is to conduct a comprehensive theoretical analysis of the psychological foundation underlying the formation of readiness among servicemen of the Land Forces of the Armed Forces of Ukraine to carry out their assigned combat missions. In pursuing this goal, the study aims to examine scientific approaches to understanding the phenomenon of psychological readiness, identify key factors influencing its development, and outline conceptual foundations for further applied research in this field.

This article seeks to present a comprehensive theoretical analysis of the psychological foundations underpinning the formation of operational readiness among servicemen of the Land Forces of the Armed Forces of Ukraine to fulfill their designated combat missions. The study is structured around the following objectives:

- to critically examine existing scholarly approaches to understanding the construct of psychological readiness within military contexts;
- to identify and systematize the key psychological and organizational factors that influence the development of such readiness;
- to outline a conceptual framework that may serve as a basis for future applied research in the domain of military psychology.

A comparative analysis was conducted to identify commonalities and differences among existing theoretical models of psychological readiness. In addition, a structural-functional approach was applied to examine the components, determinants, and mechanisms involved in the formation of psychological readiness among servicemen of the Land Forces of the Armed Forces of Ukraine. As part of the study, content analysis was also used to assess military doctrine documents, training and methodological materials, and psychodiagnostic tools applied in preparing personnel for combat missions. The use of these methods made it possible to formulate the conceptual foundations of the research and to identify key psychological factors influencing readiness for combat deployment.

By addressing these components, the study aims to contribute to a more integrated understanding of the psychological mechanisms that enable effective task execution in the face of the challenges posed by modern warfare.

Methods. This study employs a theoretical and analytical methodology aimed at synthesizing existing scientific literature on the psychological readiness of military personnel. The primary methods used include theoretical analysis, systematization, and generalization of scientific sources in the fields of military psychology, general psychology, and behavioral sciences. His study employs a theoretical and analytical methodology aimed at synthesizing the existing body of scientific literature on the issue of psychological readiness among military personnel. The primary methods used include theoretical analysis, systematization, and generalization of scholarly sources in the fields of military psychology, general psychology, and behavioral sciences, encompassing contemporary approaches in these areas. The application of these methods made it possible to critically interpret and reconcile various theoretical concepts describing the psychological readiness of servicemen to perform combat tasks, as well as to identify the key determinants of its formation. This approach enabled the identification of essential factors influencing psychological readiness, taking into account the specific nature of professional military activity and both external and internal influencing conditions. A comparative analysis was conducted to identify similarities and differences in existing theoretical models of psychological readiness. Additionally, a structural-functional approach was applied to examine the components, determinants, and developmental mechanisms of psychological readiness among servicemen of the Land Forces of the Armed Forces of Ukraine.

The study also utilized the method of content analysis to evaluate military doctrine documents, training materials, and psychological assessment tools relevant to the preparation of military personnel for combat tasks. These methods allowed for the formulation of a conceptual framework and the identification of key psychological factors influencing readiness for combat deployment.

Conclusions. During the theoretical analysis of the issue of psychological readiness of military personnel to carry out combat tasks, it was established that this phenomenon is a multifaceted and dynamic construct that integrates a range of cognitive, emotional-volitional, motivational, and behavioral personality traits. Psychological readiness is not a static state but is shaped, transformed, and activated under the influence of specific conditions of professional military activity, particularly in the context of the ongoing military aggression against Ukraine. It changes depending on the intensity of combat workload, the level of threat, the characteristics of the command environment, and the emotional state of the personnel.

This issue becomes especially relevant in the context of the full-scale armed aggression against Ukraine, which has confronted military personnel with unprecedented challenges—high levels of stress, operational uncertainty, moral and psychological pressure, and prolonged deployment in combat zones. Under such conditions, psychological readiness becomes a critically important component of overall combat effectiveness, and its formation requires targeted training, continuous support, and scientifically grounded psychocorrectional interventions.

A comparative analysis of theoretical models has made it possible to identify a common core of psychological readiness components (motivation, self-regulation, stress resilience, professional competence), as well as to distinguish specific approaches to understanding the mechanisms of its formation. In particular, the structural-functional approach allows for a deeper understanding of the interconnections between internal mental states of the individual and the external conditions of combat activity. A common feature of almost all models is the conceptualization of psychological readiness as an integrative construct encompassing the motivational component, the emotional-volitional component (the ability to regulate emotional states and overcome difficulties), the cognitive component (task awareness, situational assessment, decision-making), and the behavioral component (willingness to act purposefully under conditions of risk and uncertainty).

At the same time, various scientific schools place emphasis on different aspects of this phenomenon. For instance, cognitive-behavioral models predominantly view readiness as a result of thinking strategies, prior experience, and learned responses to stressful events. In contrast, personality-oriented concepts focus on internal value orientations, levels of self-awareness, moral-volitional qualities, and the identity of the service member. Psychophysiological approaches emphasize the role of neuropsychological mechanisms, the state of the nervous system, and overall working capacity. Integrative (systemic) models strive to combine all of the above levels, treating psychological readiness as a complex interaction between the individual, the situation, and the social context.

A significant outcome of this analysis was the identification of limitations in certain models when applied to real combat conditions, as well as the determination of approaches that can be adapted to the current Ukrainian military context. Specifically, models that consider the socio-psychological dynamics within units, cultural codes of national resistance, and experience of adaptation to post-traumatic consequences offer greater potential for practical implementation in the training system of the Land Forces of the Armed Forces of Ukraine.

It was found that one of the key factors in readiness formation is the integration of moral and psychological qualities, professional motivation, and the ability to rapidly adapt to extreme situations. The importance of considering the socio-psychological climate in the unit, the leadership influence of commanders, and the effective use of psychological training during combat preparation was also substantiated.

The methodological basis of the study, which included the systematization of scientific sources, content analysis of military documentation, and psychodiagnostic materials, made it possible to develop conceptual foundations for further empirical research on this phenomenon and to identify directions for the practical implementation of psychological tools into the training structure of the Land Forces of the Armed Forces of Ukraine.

Thus, the results of the conducted theoretical study serve as a solid foundation for the development of a comprehensive system of psychological and pedagogical support for military personnel during training, participation in combat operations, and reintegration into civilian life. Further research should focus on creating adaptive models of psychodiagnostics, individualized psychological intervention programs, and the development of stress-resilient competencies under wartime conditions.

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SOCIAL AND PSYCHOLOGICAL FEATURES OF THE MANIFESTATION OF «SOFT SKILLS» IN STARTER SCHOLAR'S IN WAR TIME

У статті досліджуються психологічні особливості прояву та розвитку «soft skills» (гнучких навичок) у старших школярів в умовах воєнного часу, коли традиційне освітнє середовище зазнає суттєвих трансформацій, а психоемоційний стан підлітків перебуває під постійним впливом стресогенних чинників. Актуальність теми зумовлена потребою в адаптації освітніх стратегій до нових реалій, а також необхідністю формування в молоді ключових життєвих компетентностей, що сприяють не лише успішній соціалізації, а й психологічній стійкості в умовах кризи. Метою дослідження є виявлення специфіки прояву таких «soft skills», як емоційний інтелект, комунікативні вміння, критичне мислення, адаптивність, стресостійкість та навички командної взаємодії серед старших школярів, які навчаються в умовах часткової або повної дистанційної освіти, евакуації, переміщення чи загальної нестабільності, викликаної воєнними подіями. У роботі застосовано комплекс емпіричних методів дослідження, зокрема анкетування, тестування та спостереження, що дало змогу визначити рівень сформованості гнучких навичок у вибірці респондентів. Автор аналізує взаємозв'язок між рівнем розвитку «soft skills» і психологічною адаптованістю школярів до умов воєнного стану, а також вплив соціального оточення, підтримки з боку родини й освітнього середовища на активізацію внутрішніх ресурсів учнівської молоді. Результати дослідження свідчать про зростання значущості саме гнучких навичок у процесі подолання труднощів, збереження психічного здоров'я та побудови ефективної комунікації в умовах стресу. У статті також запропоновано практичні рекомендації для педагогів, психологів та батьків щодо цілеспрямованого розвитку «soft skills» у старшокласників з урахуванням специфіки воєнного часу.

Дослідження психологічних особливостей прояву "soft skills" у старших школярів в умовах воєнного часу є необхідним для розуміння не лише їхніх індивідуальних характеристик, а й для розробки ефективних освітніх програм, які можуть сприяти розвитку цих навичок у молоді в умовах стресу та змін. У даній роботі будуть проаналізовані особливості формування «soft skills» у контексті війни, що дозволить краще зрозуміти потреби учнів та знайти шляхи їхньої підтримки.

В статті акцентовано увагу на тому, що розвиток soft skills у старшокласників під час війни є критично важливим для їхнього емоційного здоров'я та життєвої стійкості. Педагоги мають формувати критичне мислення і командні навички через практичні завдання та підтримку взаємодії. Психологи повинні допомагати підліткам управляти емоціями, адаптуватися до змін і розвивати гнучкість мислення. Батьки, у свою чергу, мають бути живим прикладом стійкості, підтримувати ініціативність і залучати дітей до конструктивної комунікації.

Результати дослідження сприятимуть створенню адаптивних освітніх і психологічних програм, спрямованих на розвиток креативного мислення, підвищення емоційної стійкості та адаптивності підлітків. Це, у свою чергу, допоможе зменшити негативний вплив стресу на навчання й особистісний розвиток учнів, сприяючи їхній успішній інтеграції в суспільство та підготовці до майбутнього життя в умовах невизначеності.

Ключові слова: старші школярі, soft skills, гнучкі навички, психологічна адаптація, воєнний стан, емоційний інтелект, стресостійкість, комунікативні вміння, критичне мислення, дистанційне навчання.

The article explores the psychological features of the manifestation and development of «soft skills» in high school students in wartime, when the traditional educational environment is undergoing significant transformations, and the psycho-emotional state of adolescents is under constant influence of stress factors. The relevance of the topic is due to the need to adapt educational strategies to new realities, as well as the need to develop key life competencies in young people that contribute not only to successful socialization but also to psychological stability in times of crisis. The aim of the study is to identify the specifics of the manifestation of such soft skills as emotional intelligence, communication skills, critical thinking, adaptability, stress resistance and teamwork skills among high school students studying in conditions of partial or full distance education, evacuation, displacement or general instability caused by military events. The paper uses a set of empirical research methods, including questionnaires, testing, and observation, which made it possible to determine the level of flexible skills in the sample of respondents.

The author analyzes the relationship between the level of development of soft skills and the psychological adaptation of schoolchildren to martial law, as well as the impact of the social environment, family support, and the educational environment on the activation of students' internal resources. The results of the study indicate the growing importance of flexible skills in the process of overcoming difficulties, maintaining mental health and building effective communication under stress. The article also offers practical recommendations for teachers, psychologists, and parents on the targeted development of soft skills in high school students, taking into account the specifics of wartime. The study of the psychological characteristics of “soft skills” in high school students in wartime is necessary to understand not only their individual characteristics, but also to develop effective educational programs that can help develop these skills in young people under stress and change. This paper will analyze the peculiarities of soft skills development in the context of war, which will allow us to better understand the needs of students and find ways to support them.

The article emphasizes that the development of soft skills in high school students during war is critical for their emotional health and resilience. Teachers should develop critical thinking and teamwork skills through practical tasks and supportive interaction. Psychologists need to help adolescents manage emotions, adapt to change, and develop flexible thinking. Parents, in turn, should be a living example of resilience, support initiative and engage their children in constructive communication.

The results of the study will contribute to the creation of adaptive educational and psychological programs aimed at developing creative thinking, increasing emotional stability and adaptability of adolescents. This, in turn, will help reduce the negative impact of stress on students' learning and personal development, contributing to their successful integration into society and preparation for a future life of uncertainty.

Key words: high school students, soft skills, flexible skills, psychological adaptation, martial law, emotional intelligence, stress resistance, communication skills, critical thinking, distance learning.

Problem statement. In today's world, the ability to communicate, work in a team, adapt to change and solve problems is an integral part of personal and professional development. These so-called «soft skills» are becoming increasingly important, especially in the context of global challenges and instability we face in modern society. In wartime, the psychological peculiarities of the manifestation of these skills in high school students are of particular importance, because it is during this period that young people experience numerous stresses, changes in the social environment and personal challenges. The relevance of the study lies in the fact that military conflicts affect the psychological state of students, creating new needs and challenges in the process of learning and socialization. Children and adolescents are forced to adapt to new conditions, which is often accompanied by feelings of uncertainty, anxiety, and stress. This, in turn, affects their ability to develop and implement soft skills, which are critical for their socialization and further integration into society. Therefore, the study of psychological characteristics of soft skills in high school students in wartime is necessary to understand not only their individual characteristics, but also to develop effective educational programs that can promote the development of these skills in young people under stress and change. This paper will analyze the peculiarities of soft skills development in the context of war, which will allow us to better understand the needs of students and find ways to support them.

The analysis of the scientific and pedagogical literature allows us to note that the problem of forming soft skills in higher education students is quite new, which explains the small number of studies, but extremely interesting. Some aspects of the problem under study are considered in the scientific works of foreign scientists. For example, researchers from higher education institutions in Poland and Romania presented the results of a quantitative study on the integration of educational games into the subject of project management. Scientific research was aimed at developing soft skills that can be developed in students by involving them in educational games and project activities (Toader, C. S., Brad, I., Rujescu, C. I., Dumitrescu, C. S., Sîrbulescu, E. C., Orboi, M. D., Gavrilă, 2023).

The purpose of the article. The purpose of the article is to analyze the psychological features of manifestation and the level of soft skills development in high school students in wartime, as well as to identify the impact of crisis circumstances on the development of flexible skills that promote adaptation, emotional stability and effective interaction of adolescents in difficult life situations.

Presentation of the main material. The study of the psychological characteristics of soft skills among high school students in difficult wartime conditions requires the use of specific methods that allow us to assess the key aspects of soft skills, their relationship with motivational and personal factors, and the impact of stressful situations on their development. Several proven and adapted tools were used in the course of the study. The methodology for identifying communication and organizational tendencies (KOS-2) made it possible to determine the level of students' leadership and communication skills, which are important for their participation in group activities. This tool revealed the extent to which high school students are able to organize teamwork, take responsibility, and interact effectively with their peers. The practical significance of the study lies in the possibility of developing recommendations for optimizing the process of forming soft skills in high school students in wartime. The results of the study will contribute to the creation of adaptive educational and psychological programs aimed at developing creative thinking, increasing emotional stability and adaptability of adolescents. This, in turn, will help reduce the negative impact of stress on students' learning and personal development, contributing to their successful integration into society and preparation for a future life of uncertainty.

The sample of subjects consisted of 60 high school students. Cognitive skills encompass intellectual abilities that ensure effective solution of complex tasks and adaptation to new conditions. Critical thinking is the main component of this group and involves the ability to analyze information, assess its reliability, identify logical errors and make rational decisions. Creativity is also an important element of cognitive skills and is characterized by the ability to generate new ideas, use non-standard approaches and create innovative solutions. This skill is especially relevant in the modern world, where creative problem-solving is a competitive advantage. Adaptability, which is the ability to respond quickly to changes, learn new things and adapt to new conditions, completes the list of key cognitive skills. Soft skills can be classified according to different criteria, depending on their functional focus and the environment in which they are used. This approach allows for a deeper understanding of the nature of these skills, their role in various spheres of life, and the specifics of their formation and development [2].

Classification by functional focus. Effective communication skills. This category includes the ability to establish contact with interlocutors, convey information in an understandable and accessible form, show active listening and empathy, and use both verbal and non-verbal means of communication. Communication skills are of universal importance because they are the basis for successful interaction in both educational and professional environments.

The study of communicative and organizational tendencies of high school students was conducted using the KOS-2 methodology aimed at assessing the level of leadership and communication skills of students. The purpose of the study was to determine how well students are able to effectively interact with others, organize joint activities, and take responsibility, which is an important aspect of developing soft skills in adolescents. Since these skills are important not only in the educational process but also in the context of social changes related to the war, the study is particularly relevant. As for organizational skills, about 40% of the participants demonstrated a high level of development of these skills. They effectively planned and coordinated joint activities, distributed responsibilities and managed the work of the group, which allowed them to achieve high results [4]. However, the remaining 30% of students had a low level of organizational skills. This indicates that not all adolescents are confident in their leadership skills and they need more practice to develop such qualities as initiative, planning and decision-making. One of the important aspects of the study was to examine the impact of stress factors on the development of communication and organizational skills. The results showed that students who demonstrated a higher level of development of these skills also showed greater resilience to stressful situations. This confirms the

relationship between the level of soft skills development and psychological resilience to stress. Those participants who had greater communication and organizational skills coped better with tense situations, maintaining productivity and a positive attitude to the tasks that arose [10].

D. Johnson's creativity questionnaire was used to assess the level of creative thinking of high school students. This tool allowed not only to identify the ability of students to generate new ideas, flexibility of thinking and search for non-standard solutions, but also to assess the numerical indicators of these qualities. The methodology involves a number of tasks that help identify individual creative traits, such as originality, flexibility, associative thinking, and the speed of response to creative tasks. The results of the study showed that most students have an average level of creative thinking, with some of them demonstrating high levels of originality and the ability to quickly adapt their ideas to new conditions. A certain number of high school students showed low results in the category of «flexibility of thinking», which may indicate difficulties in adapting to non-standard situations or insufficient experience in finding alternative solutions.

According to the test results, only 25% of students demonstrated a high level of creativity, showing both the ability to generate non-standard ideas and flexibility in solving problems. 40% of students had average scores, indicating a moderate ability to think creatively, but with some difficulty in finding new solutions. The remaining 35% of students showed low levels of creativity, particularly in terms of flexible thinking and adaptability. The Smekal-Kucher personality orientation test was used to determine whether high school students are oriented toward personal or collective goals, which is an important component of their behavior in groups and society. This methodology allowed us to identify whether students are oriented toward individual achievement or team success, which is key to assessing their social skills, ability to cooperate and interact in a group.

The process of applying the methodology consisted in offering students a number of situations where they had to choose between decisions related to personal or collective goals. The test also used questions that required them to assess their preferences for teamwork or achieving personal results. Depending on their choice, students received a score that reflected their orientation toward individual or group goals [9].

Quantitative indicators were obtained by counting the answers that demonstrated a preference for individual or collective achievement. In particular, a scale was used for the assessment, where each answer was scored according to the extent to which it contributed to either personal or group development.

The results of the study showed that the majority of students, namely 60%, show a tendency to focus on collective goals, which indicates a high level of ability to cooperate and interact in a group. 30% of students had a clear focus on personal achievement, which may indicate their independence and desire to succeed at their own expense. Only 10% of students showed a mixed orientation, which indicates their ability to adapt to different conditions and change their priorities depending on the circumstances.

The T. Ehlers Achievement Motivation Diagnostic Tool was used to assess high school students' desire to succeed, their desire for self-realization, overcoming difficulties, and achieving high results. This tool allows us to find out how determined students are to achieve their goals, as well as what internal motives drive them to action.

Quantitative indicators were obtained by counting the number of responses indicating high achievement motivation, as well as by using a scale that assessed students' desire to succeed, ability to overcome difficulties and achieve desired results. In the case of high motivation, a student received a high score, and in the case of low motivation, a low score. The results of the study showed that 70% of students demonstrated high achievement motivation. They expressed a desire to achieve high results, were ready to overcome difficulties and take responsibility for their achievements. 20% of students showed an average level of motivation, showing interest in success, but with some doubts about their abilities or readiness to overcome difficulties. 10% of students had a low level of achievement motivation, which may indicate their low self-confidence or lack of results orientation.

These results indicate that the majority of high school students have a high level of achievement motivation, which is important for their development, especially in the context of stress and unpredictability characteristic of wartime. At the same time, students with a low level of motivation should be given more attention, in particular through psychological and pedagogical interventions that will help increase their self-confidence and ability to overcome difficulties [11].

In wartime, traditional channels of communication often become limited due to physical and technical difficulties, requiring adolescents to adapt to new forms of interaction. Today's adolescents experiencing armed conflict are developing effective communication skills through online channels, mobile applications, social media, and other digital tools. These skills are extremely important for future professional activities, as the modern labor market is increasingly focused on remote work, as well as on

effective online communication in conditions of limited physical contact. Teenagers who learn to communicate effectively through these tools develop the ability to quickly adapt to new conditions, which is an important aspect in the professional field. The ability to communicate clearly and effectively with other people, even in the absence of face-to-face meetings, becomes a necessary skill for professional growth and for maintaining the necessary connections in the business environment, education or other fields. War creates conditions in which adolescents must learn to be flexible and adaptive to rapid changes in the labor market, technology, and social structures. In such conditions, adaptability becomes one of the key skills needed to develop a career in a constantly changing world [5, p. 64].

Table 1.

Research results using the following methods

Methodology.	Assessable aspects of "soft skills"	Results and conclusions
Methodology for identifying communication and organizational aptitudes (KOS-2)	Leadership skills, communication skills, organization of work in a group	High school students showed a high level of communication skills, especially in group tasks. Leadership qualities are found in 40% of the participants, which indicates the potential for leadership development in teamwork.
The D. Johnson Creativity Inventory	Creative thinking, flexible thinking, generation of new ideas	A high level of creativity (80% of participants) allows students to generate non-standard ideas, but some participants had difficulty implementing these ideas in practical settings.
Methods of studying personality orientation Smekal-Kucher	Focus on personal or collective goals	60% of students are focused on collective goals, which contributes to their effective work in groups. The other 40% have a more individual approach to achieving goals, which affects their working methods.
T. Ehlers' method of diagnosing achievement motivation	Striving for achievement, self-realization, overcoming difficulties	75% of students are highly motivated to succeed, demonstrating perseverance and readiness to overcome obstacles on the way to their goals.

Based on the correlation analysis, the results of which are presented in the form of a diagram, a number of important conclusions can be drawn about the relationship between the psychological characteristics of the personality studied using four methods: KOS-2 (Communicative and Organizational Aptitudes), D. Johnson's Creativity Inventory, Smekal-Kucher's methodology, and T. Ehlers' methodology. All correlations were evaluated using Pearson's coefficient (r), and the results are presented as a percentage equivalent (i.e., r × 100), which allows for better visualization of the degree of correlation.

The highest correlations are observed between achievement motivation and other variables. In particular, according to the KOS-2 methodology, communication skills demonstrate a strong positive correlation with achievement motivation (r = 0,56; **p < 0,01)**, and organizational skills are even higher (r = 0.61, or 61%). This indicates that the higher the level of achievement motivation, the more actively an individual demonstrates social initiative, the ability to influence others and take responsibility in joint activities. Similarly, the positive correlations of organizational and communication skills with leadership qualities (59% and 47%, respectively) confirm that effective organization and interpersonal communication are closely related to leadership potential.

The Johnson Creativity Questionnaire revealed strong positive correlations between creative thinking and achievement motivation (r = 0, 67; **p < 0,01**), which can be interpreted as evidence that people with a high level of achievement motivation tend to be more intellectually flexible, search for original solutions and non-standard approaches to activities. Also significant is the relationship between flexibility of thinking and adaptability (r = 0,61; **p < 0.01**), which demonstrates that people with developed cognitive flexibility are better able to navigate change and easily adjust to new environmental requirements.

According to the Smekal-Kucher methodology, it was found that self-orientation is closely correlated with achievement motivation (r = 0,63; **p < 0.01**) and creativity (r = 0,59; **p < 0,01**). This suggests that individuals who are focused on their own needs, goals, and self-realization demonstrate a higher level of

intellectual activity and desire to succeed. On the other hand, orientation toward others is more related to sociability (r = 0,51; **p < 0.01**), which is logical, since this motivational attitude involves attention to interpersonal relationships and interaction with others.

T. Ehlers' methodology confirms the leading role of motivational factors in the development of other psychological qualities. In particular, the indicator of «striving for success» has strong relationships with sociability (r = 0,63; **p < 0,01**) and emotional stability (r = 0,58; **p < 0,01**), which may indicate that self-confidence, endurance, and internal focus are integral components of the person's achievable potential. The indicator of "overcoming difficulties" showed strong links with creativity (r = 0,60; **p < 0,01**) and emotional stability (r = 0,61; **p < 0,01**), which once again confirms the role of cognitive flexibility and internal balance in overcoming life challenges.

Thus, the results of the analysis suggest a systemic nature of the relationships between motivational, communicative, creative, and organizational characteristics of the individual. The most stable correlations are observed between achievement motivation and other variables, which indicates its fundamental role in shaping social efficiency and adaptive potential. Positive relationships between communication skills, leadership, organizational skills, and emotional stability indicate the integrated nature of the psychological functioning of the individual, where individual traits mutually reinforce each other. Thus, the correlation analysis confirms the inter-parametric interdependence of key psychological characteristics, which is an important basis for further applied and theoretical research in the field of personality psychology.

To support high school students on this path, teachers, psychologists, and parents can target key soft skills, taking into account the specifics of wartime.

Teachers should focus on developing critical thinking, as the ability to analyze facts and draw independent conclusions is vital in an information war. Students should be given tasks that require comparison, justification, and defense of their own position. In addition, it is important to encourage teamwork through mini-projects, discussions, and joint problem solving, as cohesion helps to survive in crisis situations. It is equally important to introduce elements of stress resistance into the educational process: short calming practices, breathing exercises, and grounding can be a great start or end to lessons [3].

Psychologists should pay special attention to the development of emotional intelligence in adolescents. Learning to recognize and safely express emotions helps to reduce the level of internal stress and avoid emotional outbursts. It is also extremely important to develop self-regulation and self-support skills: students should have simple but effective methods of reducing anxiety or overcoming panic. In addition, adaptability and flexibility should be prioritized. Through exercises on accepting change and planning in the face of uncertainty, psychologists can prepare young people to respond adequately to unforeseen circumstances.

Parents, in turn, play the role of living examples. Teenagers perceive not words, but actions. Therefore, the resilience and flexibility of adults at home should not only be topics for conversation, but a lifestyle. It is important for parents to involve high school students in family discussions and planning, stimulating the development of communication skills, critical thinking and responsibility. It is worth supporting the initiative of teenagers even in cases where their ideas seem «dizzying» to adults. Let young men and women make mistakes, learn and act - because today it is more important to teach them to be flexible and courageous than infallible. Thus, the targeted development of soft skills in high school students in war conditions is not a systematic and comprehensive work of all participants in the educational process. And each adult who joins this process becomes a kind of «architect of resilience» of the new generation [8].

Conclusion. The study found that in wartime, flexible skills play a particularly important role in ensuring psychological resilience, adaptation, and personal development of high school students. In today's environment, when the educational environment is being significantly transformed and adolescents are experiencing chronic stress, uncertainty, and loss of security, soft skills are becoming a tool for overcoming life challenges. These skills were most prominent among students who had support from family, teachers, or peers, which demonstrates the importance of a positive social environment. In contrast, students who experienced evacuation, loss of housing, or prolonged isolation showed a decrease in communication, anxiety, and decreased self-confidence. The study confirmed that the development of "soft skills" in high school students is not an automatic process, but requires targeted psychological and pedagogical support, especially in times of war. This applies, in particular, to critical thinking, decision-making skills, and effective teamwork, components that are formed in conditions of stability but require special support in times of crisis.

The importance of "soft skills" in the lives of adolescents has also been studied in the context of their impact on the effectiveness of learning, communication and vocational training. It was found that the development of such skills as emotional intelligence, stress resistance and the ability to communicate effectively play a key role in the social adaptation of young people, help in solving difficult situations and facilitate professional orientation in the future. Particular attention was paid to the impact of wartime on the development of soft skills. It was found that in times of war, adolescents face new challenges that require them to adapt to rapidly changing circumstances. This requires the development of stress resistance, the ability to make quick decisions, leadership skills and cooperation in difficult conditions.

Developing soft skills in high school students during war is critical for their emotional health and resilience. Teachers should develop critical thinking and teamwork skills through practical tasks and supportive interaction. Psychologists need to help adolescents manage emotions, adapt to change, and develop flexible thinking. Parents, in turn, should be a living example of resilience, support initiative and engage their children in constructive communication.

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PSYCHOLOGICAL PECULIARITIES OF PROFESSIONAL BURNOUT AND RESILIENCE OF EMPLOYEES IN THE STATE EMERGENCY SERVICE OF UKRAINE

Важливим завданням психологічної науки в сучасному воєнному протистоянні держави є дослідження психологічних особливоостей працівників органів і підрозділів Державної служби України (ДСНС). Так як саме вони першими прибувають на місця ракетних ударів, техногенних катострофф, забезпечують захист населення і територій від надзвичайних ситуацій, тощо. Важливим є вивчення саме тих особистісних характеристик, які допомогають виконувати професійні завдання працівникам ДСНС і вчасно попереджувати професійне вигорання.

Для визначення психологічних особливостей, зокрема ознак професійного вигорання та резильєнтності, працівників органів і підрозділів ДСНС було скомпоновано психодіагностичний комплек методів до якого увійшли: Діагностика ступеня готовності до ризику Г. Шуберта, Шкала самоефективності Р.Шварца та М.Єрусалема, Шкала оцінки рівня реактивної та особистісної тривожності Ч.С.Спілберга, Шкала депресії А.Т.Бека, Опитувальник А.Басса і А.Дарки, Дослідження Синдрому професійного вигорання Тест Дж. Гринберг, Шкала резильєнтності.

Встановлено, що переважній кількості досліджуваних властиві показники низького та середнього рівня тривожності, що вказує на переважання їх внутрішньої стабільності.

При дослідженні пережевання депресивних станів встановлено, що більшості досліджуваним притаманний нормальний стан. Проте у невеликої кількості досліджуваних є показники депресивності, які потребують психокорекції.

Встановлено, що у досліджуваних не виявлено показників професійного вигорання та наявний високий рівень резильєнтності.

За результатами емпіричного дослідження встановлено, що найбільш потужними у особистісній структурі працівників органів і підрозділів ДСНС є резильєнтність і професійне вигорання. Також виявлено потужні зв'язки депресивності, найменш зв'язаними (тобто ізольованими) виявилися показники індексу незалежності, рефлективності і самоприйняття. органів і підрозділів ДСНС Професійне вигорання є складним дисфункційно-особистісним.

Встановлено негативні зв'язки між професійним вигоранням та врівноваженістю і самоефективністю, тобто чим вище показники врівноваженості та сомоефективності, тим меньше показники професійного вигорання.

Встановлено позитивні зв'язки між професійним вигоранням та депресивністю, особистісною тривогою, тобто чим вище показники депресивності та тривожності, тим вище показники професійного вигорання.

Відповідно, для зниження ризиків професійного вигорання подальшу психокорекційну роботу потрібно спрямовувати на зниження особистісної тривожності та депресивності, а також на підвищення резильєнтності, самоефективності та врівноваженності.

Ключеві слова: професійне вигорання, працівників органів і підрозділів Державної служби України з надзвичайних ситуацій, резильєнтність, особистісна тривожність, депресивність, самоефективність, готовність до ризику.

An important task of psychological science in the modern military confrontation of the state is to study the psychological characteristics of employees in the organs and units of the State Service of Ukraine for Emergencies (SES). Since they are the first to arrive at the scene of missile strikes, man-made disasters, ensure the protection of the population and territories from emergencies, etc. It is important to study those personal characteristics that help SES employees perform their professional tasks and prevent professional burnout in time.

To determine the psychological characteristics, including signs of professional burnout and resilience, of employees in SES organs and units, a psychodiagnostic set of methods was compiled, which

included the following: G. Schubert's Risk Readiness Inventory, R. Schwartz and M. Jerusalem's Self-Efficacy Scale, C. Spielberg's Reactive and Personal Anxiety Scale, A. T. Beck's Depression Scale, A. Bass and A. Darkey's Questionnaire, J. Greenberg's Burnout Syndrome Test, and the Resilience Scale.

It was found that the vast majority of the subjects have low and medium levels of anxiety, which indicates the prevalence of their internal stability.

In the study of the depressive states expirience, it was found that the majority of the subjects are in a normal state. However, a small number of subjects have indicators of depression that require psychocorrection.

It has been found that the respondents did not show indicators of professional burnout and have a high level of resistance.

According to the results of the empirical study, it was found that the most powerful in the personal structure of employees in the SES organs and units are resilience and professional burnout. The study also revealed powerful connections between depression and the least connected (i.e. isolated) were the indicators of the index of independence, reflexivity and self-acceptance.

Negative relationships between professional burnout and balance and self-efficacy have been established, i.e., the higher the indicators of balance and self-efficacy, the lower the indicators of professional burnout.

Positive relationships between professional burnout and depression and personal anxiety have been established, i.e., the higher the indicators of depression and anxiety, the higher the indicators of professional burnout.

Accordingly, to reduce the risks of professional burnout, further psychocorrectional work should be aimed at reducing personal anxiety and depression, as well as increasing resilience, self-efficacy, and balance.

Key words: professional burnout, employees of the State Emergency Service of Ukraine, resilience, personal anxiety, depression, self-efficacy, risk tolerance.

Formulation of the problem. An important task for psychological science in the modern military confrontation of the state is to study the psychological characteristics of employees of the organs and units of the State Service of Ukraine (SES). Since they are the first to arrive at the sites of missile strikes, man-made disasters, ensure the protection of the population and territories from emergencies, etc. It is important to study those personal characteristics that help SES employees perform their professional tasks and prevent professional burnout in time.

To determine the psychological characteristics, including signs of professional burnout and resilience, of SES employees, it is necessary to select appropriate psychodiagnostic tools. The results of the empirical study can be used in planning psychocorrectional programs, development programs and training programs aimed at psychocorrection of negative emotional states, prevention of emotional burnout and development of internal stability and resilience.

Analysis of recent research and publications. The theoretical basis of the empirical study was the scientific provisions on professional burnout (Onishchenko N.V., Platonov V.M.) [1; 2] and resilience (Kokun O., Chukhriy I.) [3], etc. The psychodiagnostic set of methods was compiled in accordance with the author's Structural and Functional Model of the Social and Psychological Peculiarities of Professional Burnout of Employees of the Organs and Units of the State Emergency Service of Ukraine [4].

The purpose of the article is to conduct an empirical study of the psychological characteristics of professional burnout and resilience of employees of the bodies and units of the SES.

Outline of the main material. In times of military confrontation, the mental health of professionals who ensure the protection and security of the state, in particular employees of the SESU, is an important problem. Everyday work that involves significant health risks, threats to life and threats to witness difficult life events of other people can lead to professional burnout and complicate the processes of resilience.

Professional burnout can occur as a result of constant excessive professional demands, psychological pressure, and as a result, specialists lose motivation, deformation of the inner world of a person occurs, which further makes it impossible to work [4].

An empirical study was conducted to investigate the psychological characteristics of professional burnout and resilience of employees of the SES. Based on the results of the preliminary theoretical analysis of the research problem, a psychodiagnostic set of research methods was compiled, which included: G. Schubert's Risk Readiness Diagnostic, R. Schwartz and M. Jerusalem's Self-Efficacy Scale, C. Spielberg's

Reactive and Personal Anxiety Scale, A. T. Beck's Depression Scale, A. Bass and A. Darkey's Questionnaire, J. Greenberg's Burnout Syndrome Test, and the Resilience Scale.

According to the results of the study of diagnostics of the degree of risk readiness by G. Schubert (Table 1), it was found that the vast majority of the surveyed employees of the SES organs and units have indicators of average risk readiness (52%). Also, a significant part of the respondents (23.43%) have high indicators, which indicates their readiness to work in risky, difficult circumstances. Only 4% of respondents have a stable risk propensity, which may indicate risky behavior. It is worth pointing out that risk propensity is considered in psychological science as a stable personality trait (Y. Kozeletsky), as a psychological phenomenon characterized by the desire to take risks, a tendency to choose risky situations and an emotional preference for risky activities. It is also possible to assume that individuals with high scores on the risk propensity scale may increase the riskiness of the current situation by their actions [1].

It has been found that 19.43% of the subjects have low risk appetite, and only 1.14% of the subjects are characterized by excessive caution. These features may interfere with professional activity.

According to the results of the study of negative emotional states experienced by the employees of the SES (Table 2), it was found that the vast majority of them have low and medium indicators of reactive (54.29%) and situational (51.43%) anxiety.

It is worth pointing out that these indicators indicate that the subjects did not experience stress during the diagnosis and anxiety is not a personal trait. However, it is worth paying attention to the increase in activity and the motivational component in activity.

A significant part of the subjects showed average indicators of reactive (45.71%) and personal (45.14%) anxiety. That is, the subjects' anxiety indicators correspond to the norm, and both activity and internal balance are well-balanced.

Table 1.

The study of the degree of risk readiness by G. Schubert of employees of the SES organs and units n=178

scale / *level*	Degree of risk readiness in %.				
	Excessive caution	Reduced indicators	Average value	Increased indicators	Risk appetite
Indicators of employees in SES organs and units	1,14	19,43	52	23,43	4

Only 3.43% of the subjects have a high level of personal anxiety, which indicates that this is a personal trait that is the basis for the development of negative states, such as depression, aggression, or others. High levels of anxiety can be a significant obstacle to performance and make it impossible to make sober decisions.

Table 2.

Results of the methodology for diagnosing anxiety of SES employees using the Spielberger-Khanin methodology (N/%)

Anxiety level	Reactive anxiety		Personal anxiety	
	N	(%)	N	(%)
Low	95	54,29	90	51,43
Medium	80	45,71	79	45,14

High	-	-	6	3,43

According to the results of the study to determine the indicators of depressive states according to the method of A. Beck, it was found that the vast majority of the subjects (75.43%) have a normal condition. Mild depression is observed in 13.14% of the subjects, which indicates a slight decrease in mood and the need for psychological support.

Indicators of mild depression were detected in 9.71% of the subjects, and manifestations of severe depression in 1.71%. These data indicate a depressed mood, fatigue, difficulty concentrating and the need for psychological support.

Indicators of mild depression were detected in 9.71% of the subjects, and manifestations of severe depression in 1.71%. These data indicate a depressed mood, fatigue, difficulty concentrating and the need for psychological support.

A study was conducted to identify indicators of professional burnout syndrome among employees of SES organs and units (Table 4) according to the J. Greenberg test. According to the results of the study, it was found that all the subjects (100%) have a low level of professional burnout, which is not entirely consistent with the existing indicators of high personal anxiety and depression. Otherwise, these indicators of negative experiences are not related to professional activities.

Table 3.

Results of depressive states among the respondents according to the A. Beck methodology (%)

scale Level	Normal state	Light depression	Mild depression	Severe depression
depression	75,43	13,14	9,71	1,71

Professional burnout is a syndrome that occurs as a response to the effects of chronic stressors associated with professional activities. In the leading countries of the world, a series of trainings has been developed to overcome the risks of professional burnout [2].

Table 4.

The results of the indicators of professional burnout syndrome in the researchers according to the J. Greenberg test (%)

scale Level	Low level	Medium level	High level
Professional burnout	100	-	-

To study the peculiarities of resilience of employees of SES organs and units, a study was conducted using the Connor-Davidson questionnaire (Table 5). It was found that the overwhelming majority of the respondents have high resilience (100%).

Table 5.

Study of resilience of employees of SES organs and units using the Connor-Devinson questionnaire n=178

scale Level	Resilience level in %.				
	Low	Below average	Medium	Above average	High

Indicators of employees in SES organs and units	-	-	-	-	100

Resilience is the ability to resist and find constructive methods of overcoming stressful situations. Resilience in the psychological literature is considered as: positive, favorable social conditions, search for the meaning of life, awareness of one's own responsibility for one's life, adequate self-esteem, sense of humor [3].

That is, it can be assumed that most of the subjects have high levels of resilience, which is important in the performance of professional activities. It is resilience that is important in difficult life situations and depends on difficult external circumstances [3].

The connections between different measured indicators of burnout and resilience were analyzed. For this purpose, Spearman's correlation coefficients were calculated and their statistical significance was estimated. Correlations were calculated specifically between indicators from different methods. We paid special attention to the total number of connections and the number of strong connections for each indicator. Below is a table of the measured indicators ordered in descending order of the number of correlations (Table 6).

Table 6.

Indicators related to burnout and resilience by the number of significant connections

	Number of significant correlations (0.01)	Number of significant correlations (0.05)
Depression	15	3
Balance	15	2
Resilience	14	3
Acceptance of others	14	3
OT	14	3
Adaptation	13	3
Burnout	11	5
Impulsivity	11	4
Sociability	11	3
Self-efficacy	12	1
Leadership	9	4
RT	7	7
Hostility	9	1
Physical activity	8	2
Emotional comfort	7	2
Internalization	4	8

Domination	5	4
Aggressiveness	6	2
Activity	3	4
Readiness to risk	3	3
Sociability index	2	4
Index of “fight” acceptance	1	6
Self-acceptance	3	1
Reflectiveness	1	4
Index of independence	1	3

From the above, we can see that the indicators of resilience and burnout in terms of the number of strong connections are quite powerful - third and seventh place, respectively. Resilience has 14 strong and medium connections (significance level 0.01), that is, almost 61%, and burnout has 11 such connections (almost 48%). The most powerful in this sense was the depression indicator - 15 strong and medium connections (significance level 0.01). The least connected, that is, to some extent isolated, were the indicators of the index of independence, reflexivity, and self-acceptance.

Let's consider in more detail the significant connections between burnout and resilience. The strongest correlation for burnout was with the indicator of balance (-0.46). The correlations with depression (0.43) and personal anxiety (0.40) were slightly lower. In terms of resiliency, the highest correlation is with the indicator of personal anxiety (-0.54), which is one of the highest among all the correlation coefficients calculated. The second strongest correlation was with self-efficacy (0.43). Other significant correlation coefficients did not reach values above 0.40.

Conclusions and Prospects for Further Research. The results of the empirical study revealed that resilience and professional burnout are the most powerful in the personal structure of SES employees. The study also found strong correlations of depression, and the least connected (i.e., isolated) were the indicators of the index of independence, reflexivity, and self-acceptance.

Negative correlations between professional burnout and balance and self-efficacy have been established, i.e., the higher the indicators of balance and self-efficacy, the lower the indicators of professional burnout.

Positive correlations between professional burnout and depression and personal anxiety have been established, i.e., the higher the indicators of depression and anxiety, the higher the indicators of professional burnout.

Accordingly, to reduce the risks of professional burnout, further psychocorrectional work should be aimed at reducing personal anxiety and depression, as well as increasing resilience, self-efficacy, and balance.

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MENTAL HEALTH OF VOLUNTEERS

Анотація. Волонтерство в наш час стало прикметною ознакою цивілізованого громадянського суспільства, символом гуманізованого мислення і свідомості, альтруїзму і безкорисності. В XXI столітті спостерігається справжній волонтерський бум, гуманітарні та благодійницькі прояви якого наявні практично в усіх сферах суспільного життя, а інституційні форми представлені як відносно невеликими ініціативними групами, так і потужно організованими структурами. В умовах сучасних кризових ситуацій (військові конфлікти, пандемії та гуманітарні катастрофи) роль волонтерів набуває надзвичайного значення, оскільки вони забезпечують підтримку та допомогу тим, хто цього потребує найбільше, часто працюючи в екстремальних умовах та під високим рівнем емоційного навантаження. Однак, тривала діяльність у такому середовищі може призводити до значного фізичного та психологічного виснаження, що в свою чергу впливає на ефективність виконання завдань і загальне благополуччя волонтера. Актуальність теми обумовлена зростаючою кількістю випадків емоційного вигорання, стресових розладів, депресії та тривожності серед волонтерів, що підтверджується численними дослідженнями та практичними спостереженнями. Волонтери часто нехтують власними потребами та ментальним здоров'ям, зосереджуючись на допомозі іншим, що створює додаткові ризики для їхнього психоемоційного стану. ***Мета роботи***. Метою дослідження є аналіз сучасного стану наукового розуміння ментального здоров’я волонтерів як предмету психологічної науки. ***Методологія.*** Застосований комплекс загальнонаукових методів та спеціальних наукових підходів: аналізу та загального порівняння (вивчення стану та рівня дослідженності проблеми; розуміння наукових підходів та методологічних принципів, що застосовувались попередньо; виділення раніше невивчених аспектів; виокремлення ключових положень); систематизації та узагальнення (структурування матеріалів дослідження та підбиття підсумків і результатів роботи); синтезу (коректного порівняння і аналізу підібраної джерельної бази та вивчення передового досвіду волонтерського руху); вивчення продуктів діяльності волонтерської діяльності; системний (формування комплексного ґрунтовного уявлення про предмет дослідження). ***Наукова новизна.*** Полягає у систематизації та узагальненні загроз і викликів ментальному здоров’ю волонтерів та обґрунтуванні стратегій їх подолання. ***Висновки.*** 1) волонтерська діяльність, особливо в кризових умовах, є емоційно та фізично виснажливою, включають постійний контакт із травматичними подіями, велике навантаження, відсутність чітких меж між роботою та особистим життям, а також почуття відповідальності перед тими, кому вони допомагають; 2) основними ризиками для ментального здоров’я волонтерів є емоційне вигорання, хронічний стрес, тривожність та депресія; 3) найбільш ефективними заходами збереження відповідного здоров’я визначені організація регулярних психологічних консультацій і тренінгів з управління стресом; запровадження системи підтримки всередині волонтерських організацій; розробка гнучких графіків роботи, що дозволяють уникнути перевантаження; прищеплення навичок самодопомоги та управління стресом; впровадження політики турботи про психологічне благополуччя учасників волонтерських організацій та забезпечення доступу до професійної допомоги.

Ключові слова: волонтерство, волонтерська діяльність, ментальне здоров’я, психологічне здоров’я волонтерів.

Abstract. Volunteering has become a hallmark of a civilized civil society, a symbol of humanized thinking and consciousness, altruism and selflessness. The twenty-first century has witnessed a real volunteer boom, with humanitarian and charitable manifestations in virtually all spheres of public life, and institutional forms represented by both relatively small initiative groups and powerfully organized

structures. In today's crisis situations (military conflicts, pandemics, and humanitarian disasters), the role of volunteers is of paramount importance, as they provide support and assistance to those who need it most, often working in extreme conditions and under high levels of emotional stress. However, prolonged activity in such an environment can lead to significant physical and psychological exhaustion, which in turn affects the effectiveness of the tasks and the overall well-being of the volunteer. The relevance of the topic is due to the growing number of cases of emotional burnout, stress disorders, depression and anxiety among volunteers, which is confirmed by numerous studies and practical observations. Volunteers often neglect their own needs and mental health, focusing on helping others, which creates additional risks to their psycho-emotional state. ***The purpose of the study***. The purpose of the study is to analyze the current state of scientific understanding of the mental health of volunteers as a subject of psychological science. ***Methodology***. A set of general scientific methods and special scientific approaches was used: analysis and general comparison (studying the state and level of research of the problem; understanding of scientific approaches and methodological principles that have been used previously; highlighting previously unexplored aspects; highlighting key points); systematization and generalization (structuring the research materials and summarizing the results and results of the work); synthesis (correct comparison and analysis of the selected source base and study of best practices of volunteers). ***Scientific novelty***. It consists in systematizing and summarizing the threats and challenges to the mental health of volunteers and substantiating strategies for overcoming them. ***Conclusions.*** 1) volunteer activities, especially in crisis conditions, are emotionally and physically exhausting, including constant contact with traumatic events, heavy workload, lack of clear boundaries between work and personal life, and a sense of responsibility to those they help; 2) the main risks to the mental health of volunteers are emotional burnout, chronic stress, anxiety and depression; 3) the most effective measures for maintaining appropriate health are the organization of regular psychological counseling and stress management trainings; introduction of a support system within volunteer organizations; development of flexible work schedules to avoid overload; instilling self-help and stress management skills; implementation of a policy of care for the psychological well-being of volunteer organizations' members and ensuring access to professional assistance.

Keywords: volunteering, volunteer activity, mental health, psychological health of volunteers.

Stating the subject of the study. Statement of the problem. In the twenty-first century, volunteering as a social institution and socio-cultural phenomenon has become a firm part of society. According to a sociological study by the Gallup Institute (a US research institution that has been studying public opinion since 1935), conducted in 2008, 65% of the world's population participated in volunteer activities in various fields [Jones, 2023]; as of 2022 more than 100 million people in Europe work as volunteers, three out of ten Europeans consider themselves volunteers, about 80% of citizens consider the institution of volunteering an integral part of European democracy, and investments in volunteering are investments in social cohesion [Say & Malynovska, 2022]; volunteer organizations currently operate in more than 80 countries [Mirko & Ladonko, 2023]. At the international level, the public recognition and importance of volunteering is documented in the 2001 World Declaration of Volunteerism as a promotion of solidarity, humanism, and justice at the national and global levels; focus on promoting a healthy family and nation; the all-round development of people through the acquisition of new knowledge and skills, the development of creative potential; complementing the activities of other sectors to ensure public welfare, and it is also noted that volunteerism is the foundation of civil society, bringing the need for peace, freedom, security and justice into people's lives [UNGA Resolution, 2023]. The most famous and powerful examples of volunteering in the world are the humanitarian activities of the International Red Cross and Red Crescent Movement and the Peace Corps (USA). In fact, it can be argued that from the mid-nineteenth century, when the French writer and journalist Jean-Henri Dunant formulated and voiced the principles of volunteerism, to the present day, it has covered almost all spheres of public life and reached unprecedented proportions. Its key focus is to eliminate social abuse by supporting the most disadvantaged categories of the population; ensuring a decent existence for citizens who, due to objective circumstances, are unable to take care of themselves; “filling in” the shortcomings of state social policy, primarily through prompt response and providing effective targeted social assistance that meets the needs and demands of a particular person; dissemination of humanistic and altruistic ideas and attitudes in society as a practical embodiment of the idea of social service [Volunteer movement, 2015; Chaika, 2017]. Obviously, these facts and circumstances have led L. M. Salomon and H. K. Anheier, having conducted a comprehensive analysis of the non-profit (third) sector of the economy in 22 countries, to the conclusion that today there is a “global social revolution”, the essential core of which is the overactivation of organized private volunteer activity, which

is explained by the growth of self-determination of the individual in the context of the information revolution and the crisis of the state [Salamon & Anheier, 1998].

The specifics of volunteer activities and their wide geographical scope result in different, sometimes difficult and dangerous conditions for their implementation: irregular schedules, the risk of contracting various diseases, frequent significant physical and psycho-emotional stress, staying in areas of armed conflict and direct combat operations, etc. These factors have a direct impact on the mental health of volunteers. Given the high social significance of volunteering in modern conditions, the latter is increasingly in the focus of scientific attention. However, there is still a lack of comprehensive psychological research on this topic in the national science.

The above makes the issue of mental health of volunteers relevant and the article addresses it in the context of the psychological aspect.

Stating the aim of the study. The purpose of the study is to analyze the current state of scientific understanding of the mental health of volunteers as a subject of psychological science. Within the framework of this goal, the following tactical tasks have been set: 1) clarification of the concepts of "volunteering", "volunteer activity", "mental health" as a prerequisite for systematizing and generalizing the scientific problem; 2) identification and justification of criteria and indicators for assessing the mental health of volunteers; 3) study and analysis of the results of applied (empirical) research on the mental health of volunteers; 4) generalization of the results of scientific research on the problem.

Literature review. It is traditionally believed that the general principles and theoretical and applied foundations of the institution of volunteering were laid down in the nineteenth century by J.-A. Dunant (France) and T. More (England). They substantiated the "classical" features of volunteering (voluntariness, non-profitability and public benefit) and laid the foundations of the concept of social service.

The international history of volunteering and the peculiarities of the volunteer movement as a phenomenon of modern society have been studied by foreign and Ukrainian scholars M. Bostancioglo, R. Kolosova, M. Furlan, K. Hadzhi-Mitseva, G. Chenin, O. Shchekova, D. Eberly and others. Thanks to them, the genesis of the institute of volunteering has been studied quite thoroughly, and the volunteer movement itself has been analyzed through the prism of social, cultural and economic approaches.

The study of volunteering as a socio-cultural phenomenon was carried out in the works of I. Bekeshkina, M. Deichakivskyi, N. Ivchenko, F. Stupak, O. Shatokhina, O. Yaremenko and a number of others; socio-cultural and socio-economic aspects of volunteering were studied by O. Bezpalko, I. Gryga, N. Zaveriko, I. Zvereva, V. Kratinova, G. Laktionova, T. Lyakh, V. Nazaruk, I. Pinchuk, Y. Polishchuk, M. Tymenko, S. Tolstoukhova, as well as G. Cascelli, R. Crowe, R. Lynch, S. McCarley, M. Nuland.

The institute of volunteering has been studied as a kind of charity and a way of self-determination of the individual by A. Camus, R. May, E. Mounier, G. Allport, C. Rogers, J.-P. P. Sartre, V. Frankl, E. Fromm, I. Yalom, as well as E. Balashov, N. Dudko, M. Zakharchuk, O. Kyrychuk, M. Kornev, O. Kryvokon, O. Kulinchenko, S. Maksymenko, N. Pyontkovska, M. Tropina, V. Tatarenko and others.

Volunteerism as a form of social inclusion and social activity has been studied by M. Tropina, K. Khomenko, I. Karpova, I. Lytvynenko, E. Siryi and O. Sira.

The modern Ukrainian experience of volunteering has been studied by O. Glavnyk, O. Karpenko, H. Krapivina, T. Lyakh, I. Pinchuk and some other domestic scholars.

The nature and essence of mental health from a multidisciplinary perspective have been studied by R. Vynnychuk, T. Kosteva, G. Nikiforov, O. Tkachyshyn, F. Filatova and others.

Mental health from a medical point of view was studied by I. Fedorenko, I. Krakowska, V. Kovalev, N. Chaika and a number of others, who propose to consider it from the standpoint of diagnosis and treatment of mental disorders, the impact of stress on the emergence of psychosomatic diseases; from a socio-psychological point of view - by O. Antonenko, I. Golovin, M. Kramarenko and others, supplementing the scientific and theoretical basis of research with applied methods of diagnosis and recovery.

As a phenomenon of the human psyche, mental health is substantiated in the works of foreign researchers A. Ellis, A. Maslow, G. Allport, F. Perls and Ukrainian scientists I. Dubrovina, N. Pavlyk, E. Pomytkin, A. Shevchenko and some others.

Despite the fact that the phenomena of volunteering and mental health as separate subjects of scientific knowledge have been studied in modern science quite thoroughly and diversely, there is still a significant lack of separate theoretical and psychological works on the mental health of volunteers in the modern Ukrainian scientific discourse.

Research methodology. The research of the subject matter of this article was carried out using a set of general scientific methods and special scientific approaches: analysis and general comparison (to

study the state and level of research of the problem; to understand the scientific approaches and methodological principles used previously; to highlight previously unexplored aspects, as well as to identify key provisions); systematization and generalization (for structuring research materials and summarizing the results and findings); synthesis (for correct comparison and analysis of the selected source base and study of best practices in volunteerism); study of volunteerism products and systemic (for forming a comprehensive and thorough understanding of the subject of research).

Summary of the main material. For a deeper and more systematic understanding of the scientific problem raised, it is necessary to analyze and clarify the essence of its basic categories - "volunteer" and "mental health".

The concept of "volunteer" (from the French *volontaire* - "voluntary, volunteer", derived from the Latin *voluntārius* - "voluntary", "acting of one's own free will", derived from *voluntas* - "will", which is derived from the verb *volo* - "want") in the broadest socially widespread sense means an individual who voluntarily of his/her own free will, desire and beliefs on a voluntary, gratuitous basis devotes his/her time and efforts to helping people and/or animals in difficult circumstances and in need of support [Horsham et al., 2024; Nichol et al., 2024].

An in-depth study of the genesis of this concept [Lough, 2015; Boretska et al., 2024; Drapushko & Iliuk, 2023] allows us to identify a number of historical stages in its evolution from its inception to modern understanding:

1) the formation of the concept in the ancient period (II century BC - III century AD): the formation in ancient Rome of the idea of a volunteer as a person who acts of his or her own free will, without coercion (participation in religious rites, military service, participation in public works, etc.);

2) the concept gained a religious character in the Middle Ages (VI - XIV centuries): it was used to refer to people who devoted their lives to charitable activities or service to the church (monks or lay people who cared for the sick, helped the poor or were engaged in missionary work);

3) identification of the concept with voluntary participation in social and military initiatives in the eighteenth century: most often at that time in Europe and the New World, military volunteers were considered and called volunteers (for example, during the Napoleonic Wars and the War of Independence in North America);

4) the evolution of the concept as a form of charity in the nineteenth century and its social institutionalization: the formation of a stable substantive connection between volunteering and charity and social movements (public initiative associations to solve acute social problems, help the poor, fight for women's rights, etc.), which resulted in the emergence in 1863 of the world's first volunteer organization - the Red Cross, which attracted volunteers to help victims of wars and disasters;

5) global scaling of the volunteer movement in the twentieth century: qualitative growth of the volunteer initiative during the two world wars, pandemics and natural disasters of the second half of the twentieth century, the recognition of the institution of volunteering at the official international level contributed to the flourishing of this socio-cultural phenomenon and its legalization and legitimization in the civilized world; since the 1970s, the term "volunteering" has been actively used in international circulation, and the International Volunteer Association began to hold World Volunteer Conferences every two years;

6) volunteering as a manifestation of humanitarian will and exemplary civic initiative in the twenty-first century: volunteering covers almost all spheres of public life.

Thus, the genesis of the concept of "volunteer" covers the history of mankind lasting more than 2,000 years and its meaningful transformation from the idea of a person acting on his or her own free will to the understanding of a person characterized by selflessness, high social responsibility and social initiative. Nowadays, volunteering is a symbol of humanity, solidarity and readiness for selfless assistance. Derived from the concepts of "volunteer" and "volunteering" are the definitions of "volunteer activity" (voluntary, socially oriented, non-profit activity carried out by individuals - volunteers by providing various types of volunteer assistance), "volunteer movement" (a form of civic activity that is an organized social movement to provide selfless assistance to those in need) and "volunteer initiative" (a public initiative to provide volunteer assistance in solving a specific socially significant and acute problem), which are actively used by both public opinion and modern scientific thesaurus.

A general interpretation of the social institution of volunteering at the international level is provided by the UN - a contribution to the well-being of neighbors and society as a whole, made outside of one's own career on the basis of selflessness and gratuitousness [Anheier & Salamon, 2001]. It is in this interpretation that we will continue to understand this concept here and in the future.

According to the UN Volunteers Program (the UN Volunteering Unit), the number of volunteers worldwide as of 2023 was 970 million, which is equivalent to more than 125 million full-time employees, and the value of volunteer work is equal to USD 1.348 trillion. The United Nations Volunteers, 2023) [The United Nations Volunteers, 2023]. With such impressive figures, volunteering is, without exaggeration, becoming the locomotive of the non-profit (third) sector of the global economy, which further actualizes the scientific appeal to the institution of volunteering in general and to the mental health of volunteers in particular as a source of additional economic value.

An analysis of the latest scientific works of foreign and domestic scholars on the problem of mental health [Kalashnykova, Rudenko & Rudenko, 2024; Mental health, 2005; Dubych, 2024] allows us to identify, in our opinion, a number of key features and characteristics of this phenomenon:

- mental health is a multidimensional (quintessentially the results of psycho-emotional, psychophysiological, social, economic and other influences on a person) and complex (studied within the framework of subject areas and at the intersection of medicine, psychology, sociology and social work, economics and other branches of scientific knowledge) phenomenon that reflects the mental state of an individual (mental consciousness, from Latin *mens* or *mentis* - any spiritual process or phenomenon);

- mental health is considered as a phenomenon, as it has no analogues and/or similar phenomena in the objective world;

- in the modern scientific discourse, there is a steady tendency to identify mental health with mental health, the main components of which are considered to be the absence of mental disorders, normality; a person's stay in different states of mental well-being; individual autonomy; the ability to successfully influence the social and natural environment, adequately perceive reality, underlying trends in the development, growth and integrity of the individual;

- mental health is based on the mentality of the individual (a stable and characteristic way of thinking, emotional response and perception of the world around him or her; a set of psychological characteristics that determine how a person perceives the world around him or her, how he or she interacts with others, how he or she treats challenges and problems, and how he or she responds to stressful situations);

- most often, the criteria of mental health include positive well-being of a person, which is expressed by a state of joy and self-satisfaction in everyday life and allows to effectively cope with stress and other critical situations; flexibility and adaptability of a person to changing conditions of the present and the ability to solve life problems and establish favorable interpersonal relationships with others; emotional stability, which allows for effective management of the emotional and volitional sphere of the individual; self-determination of the subject of life, in which the latter has a conscious focus on his or her own values and beliefs; ability to communicate effectively with others, resulting in favorable relationships; ability to self-realization and self-development of one's own identity;

- unlike other characteristics of the mental and psycho-emotional state of a person, mental health is assessed subjectively, as it reflects, first of all, the degree of integration of a person into society and the benefits or harm that a person can bring to society.

In today's world, volunteering plays an important role in providing support and assistance to people in difficult life circumstances. At the same time, the volunteers themselves work in crisis conditions, often subjected to significant physical and psychological stress, which can adversely affect their mental health. Prolonged contact with traumatic conditions, psycho-emotional tension, a high level of personal responsibility and a lack of resources for recovery pose serious challenges to their psycho-emotional well-being. Despite the high social significance of the volunteer movement, the problem of the mental health of volunteers is often ignored both at the level of society and the volunteer organizations themselves. Many volunteers neglect their own needs, which can lead to emotional burnout, depression and loss of motivation. Lack of systematic support and preventive measures can lead to a decrease in the effectiveness of volunteering and, in extreme cases, a complete loss of interest in relevant activities.

As evidenced by the study of specialized sources [McDermott & O'Neill, 2021; Savychenko et al., 2024; Melnichenko, 2023; Ganoe, Roslida & Sihotang, 2023], the main risks provoking mental health problems of volunteers should be reasonably considered:

1) emotional burnout (occurs due to prolonged work in conditions of high stress without proper rest), the symptoms of which are fatigue and apathy, reduced performance, emotional detachment and loss of motivation tai enthusiasm for work;

2) chronic stress (provoked by activity in conditions of uncertainty, constant pressure and the need for quick decision-making), manifested in forms of sleep disorder, increased anxiety, depression and even psychosomatic diseases;

3) feelings of guilt and helplessness (feeling insufficiently done or that they cannot help everyone who needs it), psychological symptoms of which are self-blame, loss of self-confidence, a constant feeling of emotional burden, which over time can cause deep experiences and adversely affect the mental health of the volunteer);

*4) social isolation (*intense involvement in volunteer activities often leads to a decrease in social contacts outside of work), which can be expressed in distance from family and friends, lack of opportunity to share their emotions, difficulties in maintaining a balance between personal life and work, and can also increase feelings of loneliness and emotional exhaustion);

5) lack of professional support, including lack of access to qualified psychologists, lack of support programs and training in stress resistance skills and insufficient understanding of the importance of self-help and preventive measures);

6) physical exhaustion (high physical activity, lack of sleep, malnutrition and lack of regular rest negatively affect the health of volunteers, which in turn increases emotional exhaustion and reduces stress resistance);

7) information glut (a constant stream of negative information and the need to process a large amount of data creates additional cognitive pressure), which can lead to rapid fatigue, decreased concentration and increased anxiety.

All of the above risks require a comprehensive approach to resolution, including the introduction of psychological support programs, preventive measures and self-help tools (Table 1).

Table 1

Risks and threats to the mental health of volunteers and strategies to overcome them

Risks	Threats	Coping strategies
Emotional burnout	Excessive load, lack of rest	Regular rest, time management
Stress and anxiety	Uncertainty, lack of resources	Relaxation practices, meditation, sports
Social isolation	Lack of support, insufficient communication	Organization of meetings, community support
Physical fatigue	Intensive work, high physical activity	Proper nutrition, balance of work and rest
Motivational burnout	No visible results	Setting achievable goals, recognition of contribution
Financial pressure	Volunteering without pay, expenses	Search for grants, financial literacy
Psychological discomfort	Difficult conditions, negative news	Psychological support, consultations
Balance of life and work	Too much time for volunteering	Clear planning, definition of boundaries
Feeling powerless	Lack of global influence	Small steps, evaluation of local achievements
Self-esteem and self-awareness	Comparison with others, doubts	Develop self-awareness, support mentors

Source: compiled by the author on the basis of [12-18; 20]

Conclusions. The study of mental health of volunteers is an urgent scientific problem both to increase the effectiveness of volunteer activities and to ensure the sustainability of the volunteer movement as a whole. The integration of psychological support into the volunteering system will contribute to the creation of a healthy environment in which volunteers can help others for a long time without compromising their own well-being. The study identified the main challenges and risks to the mental health of volunteers, and suggested ways to preserve and strengthen their psycho-emotional well-being.

Thus, based on the results of studying the raised scientific problem, the following conclusions can be formulated.

1. Determining the impact of volunteering on mental health: Volunteering, especially in crisis settings, is emotionally and physically exhausting, and key factors that negatively affect the mental health of volunteers include constant contact with traumatic events, heavy workload, lack of clear boundaries between work and personal life, and a sense of responsibility to those they help.

2. The main risks to mental health exist in forms of emotional burnout, chronic stress, anxiety and depression, and the lack of proper psychological support can lead to reduced motivation, increased fatigue and a desire to stop volunteering.

3. Preventing burnout and maintaining the mental health of volunteers are critical to ensuring their effectiveness, and therefore the most effective measures are the organization of regular psychological consultations and training on stress management; introduction of a support system within volunteer organizations (supervisors, mutual assistance groups, etc.); development of flexible work schedules to avoid overloading, recommendations for volunteer support; instilling self-help and stress management skills (e.g. relaxation techniques, mindfulness and time management); volunteer organizations should implement a policy of caring for the psychological well-being of their participants, providing access to professional assistance and creating a friendly working environment.

The practical significance of the study. The results obtained can be used by volunteer organizations, community initiatives and psychologists to develop programs to support the mental health of volunteers. Implementation of integrated approaches will reduce stress, increase work efficiency and ensure long-term involvement of volunteers in socially significant projects.

Prospects for further research. Further study and improvement of the mental health criteria of volunteers will allow a deeper understanding of potential risks and threats, and therefore develop more effective and efficient mechanisms for preventing and overcoming them. In addition, it is quite promising to continue the study of the mental health of volunteers precisely in the psychological plane, since there is a wide arsenal of adaptive tools for the prevention, correction and therapy of mental disorders of subjects of the volunteer movement.

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PSYCHOLOGICAL CLINIC "BALANCE" AND SUPERVISION GROUP RULES

У статті аналізуються ключові фактори формування колективної травми. Для населення України нинішні умови російської військової агресії сприяють одночасному формуванню індивідуальної та колективної травми. Травма негативно впливає на особисті, психосоматичні та соціальні умови. Війна з ворогом після карантину COVID-19 стала ідеальним інкубатором для зростання проблем психічного здоров'я. Ключовими факторами колективної травми для населення України стали: значна поширеність травми, значне соціальне роздратування, колективне і всеосяжне відчуття несправедливості, неможливість швидко реагувати та довготривалий характер травмування. Найпоширенішими супутніми розладами колективної травми є тривожні розлади, депресія, зловживання алкоголем або залежність від нього, а також психосоматичні розлади. Найбільш вразливими є жінки та діти, тому необхідна довготривала сімейна, медична та психологічна підтримка і реабілітація постраждалих сімей.

У ситуаціях військової агресії та колективних катастроф, спричинених діяльністю людини, потреба у психологічній допомозі зростає.

У статті аналізуються проблеми підготовки психологів у період колективної травми та показано міжнародну співпрацю зарубіжних колег з викладачами кафедри психології та соціальної роботи Вінницького державного педагогічного університету імені Михайла Косубінського у підготовці майбутніх психологів.

У статті проведено кількісний та якісний аналіз діяльності психологічної клініки «Баланс» при Вінницькому державному педагогічному університеті імені Михайла Косубінського. Вказано кількість консультацій та причини звернень.

Учасники Міжнародного інституту травматології, які брали участь у психологічній практиці в психологічній клініці «Баланс», потребують постійного професійного супроводу та підтримки у формі супервізії.

Ключові слова: Міжнародний інститут травматології, психологічна клініка «Баланс», супервізія, колективна травма.

The article analyzes the key factors in the formation of collective trauma. For the population of Ukraine, the current conditions of Russian military aggression contribute to the simultaneous formation of individual and collective trauma. Trauma negatively affects personal, psychosomatic, and social conditions. The war with the enemy following the COVID-19 quarantine became an ideal incubator for growing mental health problems. The key factors of collective trauma for the Ukrainian population were: significant prevalence of trauma, considerable social irritation, collective and comprehensive sense of injustice, inability to respond quickly, and the long-term nature of traumatization. The most common comorbid disorders of collective trauma are anxiety disorders, depression, alcohol abuse or dependence, and

psychosomatic disorders. Women and children are the most vulnerable, therefore long-term family, medical, and psychological support and rehabilitation of affected families is necessary.

In situations of military aggression and collective catastrophe caused by humans, the need for psychological assistance increases. The article analyzes the problems of training psychologists during collective trauma and shows the international cooperation of foreign colleagues with teachers of the Department of Psychology and Social Work at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University in training future psychologists.

The article conducts quantitative and qualitative analysis of the activities of the psychological clinic "Balance" at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. The number of consultations and reasons for referrals are indicated.

Participants of the International Institute for Trauma Studies who were involved in psychological practice at the "Balance" psychological clinic require constant professional accompaniment and support in the form of supervision.

The article presents the rules for conducting supervision.

Keywords: International Institute for Trauma Studies, psychological clinic "Balance", supervision, collective trauma.

Problem Relevance.

Among the Ukrainian population, the key factors of collective traumatization are the significant prevalence of trauma, which affects the entire population (directly and through online sources), regardless of their direct relation to traumatic events.

Significant social irritation because interaction between people is much more important than natural and technical factors.

A collective and comprehensive sense of injustice is also present, which is characterized by a painful awareness of the innocence of victims (e.g., disabled children) and an inability to resist. In this case, the objects of traumatization are social groups, not just individuals. The entire community experiences trauma.

The inability to respond quickly: The waiting period is prolonged; people are forced to endure prolonged tension. Current events occur over an 11-year period of war and are intensified by the traumatic memories of past generations.

The long-term nature of traumatization continues as the war persists and there is no time for processing trauma [2]. Untreated traumas have many invisible psychosomatic effects.

Community trauma is shared traumatic stress. It occurs when society is overwhelmed by traumatic events, such as natural disasters, man-made catastrophes, terrorist attacks, mass shootings, massacres, inter-tribal conflicts, or war. This creates a context of a "wounded society," in which clients experience the same shared trauma as mental health specialists, humanitarian personnel, and medical personnel.

Without calming strategies or other resilience practices, teachers and clinicians endure extraordinary stress while trying to manage traumatic incidents involving students and clients.

The purpose of this article is to examine the activities of the International Institute for Trauma Studies and psychological clinic „Balance“.

Presentation of the main material. In light of the current situation in the field of training future psychologists, a Memorandum was signed in September 2023 between Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine) and the International Center for Mental Health and Human Rights (Boulder, Colorado, USA). This Memorandum concerns the establishment of the International Institute for Trauma Studies within the Department of Psychology and Social Work. The International Institute for Trauma Studies aims to train specialists with world-class psychologists, psychotherapists, and trauma therapists to provide psychological assistance to combat participants, war veterans, and their family members, as well as to conduct support groups for the spouses of military personnel and fallen servicemen.

Within the framework of the cooperation between the Department of Psychology and Social Work faculty and American psychotherapists, a working group was formed to develop a strategy for the International Institute for Trauma Studies at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University.

The working group included:

- Prof. Lazarenko Nataliia Ivanivna, Rector of the University;
- Gea Logan, Clinical Director of the International Center for Mental Health and Human Rights;

- Prof. Palamarchuk Olga Mykolaivna, Head of the Department of Psychology and Social Work at the university;
- Associate Professor Komar, Tetiana Oleksandrivna, Associate Professor of the Department of Psychology and Social Work at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and Head of the Psychodrama Section of the Ukrainian Association of Practical Psychology (NGO UAPP);
- Prof. Chukhrii Inna Volodymyrivna, Professor of the Department of Psychology and Social Work at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Project Coordinator of the Vinnytsia School of Modern Psychotherapy. (NGO UAPP).

Working meetings took place between Douglas Gardner, the director of the Highland Institute for Human Development in Boulder, Colorado and former UN Resident Coordinator and UNDP Permanent Representative in Ukraine from 2000 to 2004, and the following individuals:

- Nataliia Lazarenko, the rector of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
- Serhii Morgunov, the mayor of Vinnytsia
- Nataliia Zabolotna, the first deputy head of the Vinnytsia Regional Military Administration
- Olena Bessaraba, the regional coordinator of the All-Ukrainian Mental Health Program in the Vinnytsia region, initiated by First Lady Olena Zelenska
- Halyna Yakubovych, the deputy mayor
- Oksana Yatsenko, the director of the Education Department of the Vinnytsia City Council

Within the framework of the International Institute for Trauma Studies' activities, the following activities took place:

- Supervision meetings with Naomi Richman and Monique Leferink – 15 sessions.
- „Demo grief support group“ with group leaders Mary Suscilo and Tetiana Komar – 15 sessions.
- „Childhood trauma therapy“ training course by Patricia Tollison – 15 sessions.
- "Group Meditation Class," training course by Gea Logan – 15 sessions.
- "Introduction to Group Psychotherapy," training course by Michele Ribeiro – 15 sessions.
- "Combat Trauma" training course by Russ Carr – 15 session.

To consolidate the practical competencies of students at the International Institute for Trauma Studies, practical trainings and supervisions were organized. Students provided consulting services to the population of the Vinnytsia region.

The psychological clinic "Balance" began operating on February 19, 2024. From February 19 to August 29, 2024, the clinic held 934 consultation sessions across 118 cases, with 23 consultants participating. On average, this amounts to approximately 41 sessions and 5 clients per consultant and 8 sessions per case. This indicates consistent support and depth of request processing.

Of the consultants, 12 work permanently, and three are recent graduates. This combination of experience and fresh academic knowledge creates a balanced, dynamic mentoring environment.

Currently, 90 cases have been successfully closed (approximately 76% of the total), demonstrating the team's high level of effectiveness, engagement, dedication, and efficient organizational processes (planning, supervision, and case transfer).

Therefore, it is advisable to maintain the mixed team model, invest in supporting the sustainability of supervision and training modules for newcomers, develop analytics on "time to case closure" and success factors, and share best practices between permanent consultants and graduates.

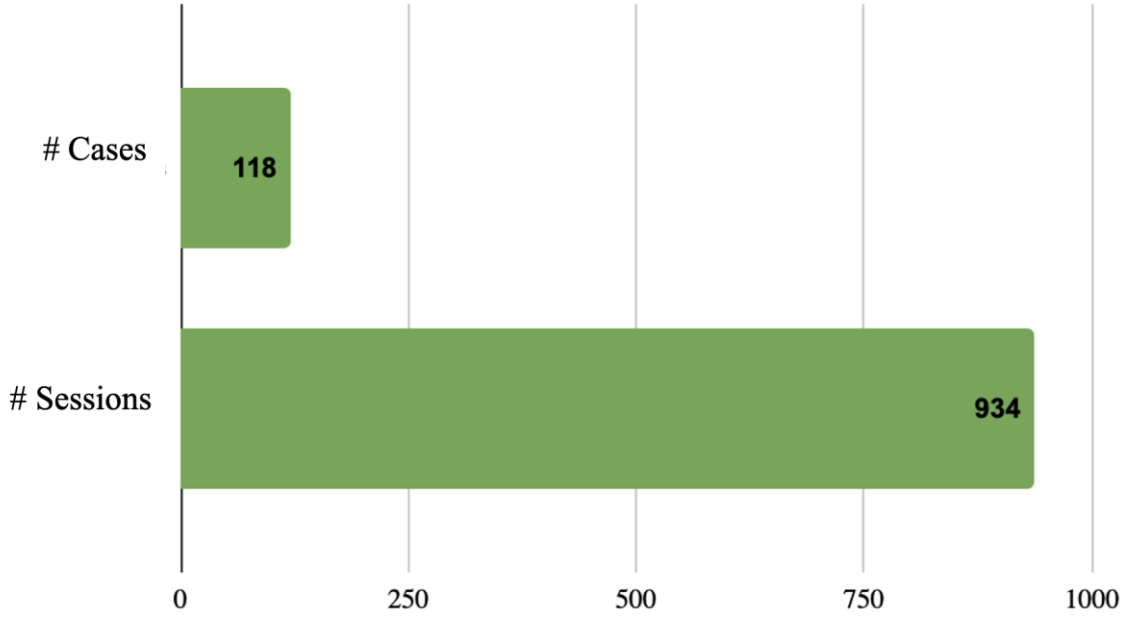


Figure 1.1. Distribution of cases and number of sessions conducted

The age range of clients was from 15 to 61 years old, with a median age of 19. This means that at least half of the referrals were from young adults, which emphasizes the particular relevance of consultation services for this demographic. Of the 934 consultation sessions, 76.4% (≈714 sessions) were conducted remotely, and 23.6% (≈220 sessions) were conducted offline. Service delivery channels (Fig. 1.2) were predominantly online.

The dominance of the digital format indicates the high accessibility and convenience of online interaction for the target audience. It also indicates the feasibility of further developing a hybrid model that prioritizes remote services and supportive, in-person formats for cases that require an in-person presence.

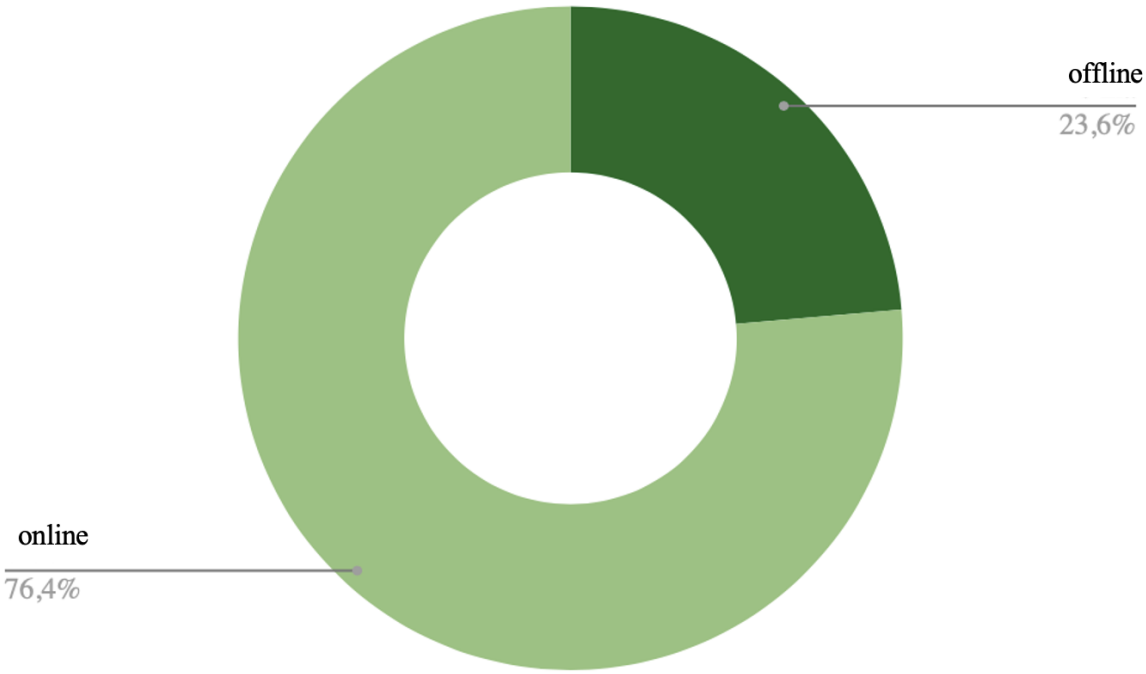


Figure 1.2. Distribution by session format

Based on the results of 934 consultation sessions, the thematic structure of cases (Table 1.1) reveals that internalized difficulties and interpersonal problems are prevalent among young adults.

Clients most frequently sought help for anxiety (201 sessions, 22%), low self-esteem (135 sessions, 14%), relationship problems (110 sessions, 12%), and difficulty communicating with family and friends (109 sessions, 12%). Together with family problems (71 sessions, 8%), these topics form the core of requests and account for 68% of all consultations. This indicates the need for systematic work on emotional regulation and interpersonal skills.

Functional difficulties related to studies and daily workload were represented by procrastination (7%) and stress (6%), strengthening the argument for implementing self-management programs and burnout prevention. Issues of loss and grief were recorded in 46 cases (5%), and aggression and personal boundaries in 40 cases (4%), emphasizing the importance of assertiveness training and safe conflict resolution. Episodes of depression (3%), loneliness, avoidance, and fears (2%), eating disorders (1%), feelings of guilt (1%), panic attacks (1%), and isolation (1%) have smaller shares but are clinically significant and require clear referral pathways and safety protocols. Adaptation difficulties related to IDP status were noted in five sessions (1%), requiring specialized, trauma-informed approaches.

Internalized states (e.g., anxiety, stress, panic attacks, depressive episodes, loneliness, and fears) account for approximately 35% of cases, increasing to 49% when low self-esteem is included. The expanded interpersonal cluster (e.g., relationships, communication, family, and boundaries) accounts for 36% of cases

These results confirm that clients' primary needs are to develop emotional self-regulation skills, increase self-esteem, improve communication, and establish personal boundaries.

Practically speaking, it is advisable to prioritize resources for group and modular interventions for anxiety and self-esteem, communication, and boundary training. It is also advisable to implement routine screening and referral algorithms for less common but risky conditions. This approach maximizes coverage of the most common requests while ensuring the safety and quality of care in more complex cases.

Table1.1.

Consultation sessions distributed by themes

Topic	# Sessions	%
anxiety	201	22%
low self-esteem	135	14%
relationship problems	110	12%
communication difficulties (family, friends)	109	12%
family issues	71	8%
procrastination	64	7%
stress	56	6%
loss	46	5%
aggression and personal boundaries	40	4%
episodes of depression	32	3%
loneliness, avoidance of others, fears	22	2%
eating disorders	14	1%
feelings of guilt	13	1%
panic attacks	9	1%
isolation	7	1%
adaptation difficulties due to IDP status (internally displaced person)	5	1%
	934	**100%**

Supervision is a discussion among professionals working with clients where experienced specialists (supervisors) help colleagues analyze complex cases, gain new insights, and improve their professional skills. Supervision can be defined as mutual consultation or experience sharing among colleagues, which promotes professional growth and improvement in work quality. Supervision groups are a method of collegial learning applied by professionals to expand knowledge, improve skills, and increase work effectiveness. Supervision provides professionals with the opportunity to analyze complex situations, reflect on their experience, and explore new approaches to their work. The main tasks of supervision groups are:

- Analysis of complex cases and work situations
- Providing feedback and recommendations
- Supporting the emotional state of professionals
- Forming new approaches to working with clients

Supervision groups allow for a deeper exploration of therapeutic processes, an understanding of the interconnections in counseling, and the discovery of new work perspectives. Participants have the opportunity to consider complex cases in a broader context, analyze professional difficulties, recognize "blind spots," and find effective solutions. Supervision groups also serve as a platform for discussing differences of opinion, which broadens understanding of specific cases. The safe environment of the group process promotes interpersonal communication development, strengthening group dynamics and facilitating deeper exploration of all professional inquiries related to therapeutic practice.

Supervision can significantly improve the psychological counseling process.

- improving the quality and effectiveness of therapy
- sharing experience in overcoming complex cases and problematic situations
- achieving consensus and strengthening cooperation between professionals
- team cohesion through a shared understanding of professional approaches

Supervision is particularly useful when a professional is having difficulty determining an effective work plan with a client. Analyzing a client case in a group setting helps identify the optimal approach and expand professional horizons. Additionally, supervision provides an opportunity to discuss issues of monitoring and evaluating professional approaches to therapy and ways to improve work effectiveness. The supervision group program includes sharing competent opinions and solving problems together, which promotes professional development.

Supervision is a key component of psychologists' professional development, providing opportunities for learning, support, and sharing experiences with colleagues. Supervision is an effective method of competency development that improves the quality of psychological service delivery.

Supervision Rules:

1. **Process confidentiality:** All conversations, situations, and cases discussed during supervision must remain confidential. This fosters an environment where participants can openly share their experiences and professional challenges.
2. **Adherence to the setting:** It is important to maintain the agreed-upon framework and meeting conditions, including the place, time, discussion format, and absence of distractions. This helps preserve the structure and effectiveness of supervision.
3. **Openness and honesty of participants**: Participants must be willing to openly share their thoughts, experiences, and professional challenges. This allows the supervisor to better assist each participant.
4. **Maximum engagement in the process is necessary:** All participants must engage fully in discussions and actively participate in supervision. This promotes a deeper understanding of situations and more effective learning processes.
5. **Contact from the "I-position":** Participants should express their thoughts and feelings from the "I position," speaking for themselves without making generalizations or shifting responsibility to others. This helps avoid accusations and maintains an atmosphere of mutual respect.
6. **Focus on the requests of the professional presenting the case:** All participants should focus their attention on the presenter's requests regarding a specific case or problem. This helps us concentrate on the main difficulties and needs of those seeking support.
7. **Absence of categoricalness:** Supervision should avoid making categorical judgments and recommendations. It is important to be flexible and open to consider the diversity of situations and contexts.
8. **Open and Clarifying Questions:** Participants should ask open and clarifying questions during supervision. This promotes a deeper analysis of situations and clarifies important moments that may not be obvious.
9. **Maintaining an atmosphere of cooperation** and mutual respect is also important.It is important to create an atmosphere where all participants interact with respect, regardless of their qualifications or experience level. This promotes constructive discussion and development.
10. **Absence of diagnostic conclusions:** Supervision does not involve making diagnoses or giving categorical assessments of clients' or colleagues' behavior. Supervision involves professional discussion of situations, not judgments about personality or health.
11. **Openness to thoughts and proposed hypotheses:** Participants should be open to new thoughts, ideas, and hypotheses proposed by others. This fosters diverse approaches and enables the discovery of non-standard solutions to complex situations.

Requirements for Supervision Participants:

- **Readiness for self-reflection:** Participants must be prepared to reflect on their professional strengths and weaknesses. This allows for a deeper understanding of one's own practice.
- **Respect for other participants:** It is important to interact with other participants respectfully, avoiding criticism that may be offensive or hostile.
- **Readiness for cooperation:** Participants must be prepared to collaborate, discuss potential solutions, and support one another while fostering a positive learning environment.
- **Openness to new approaches:** Participants should be open to new approaches to work and to seeking non-standard solutions. They should be ready to apply new knowledge and ideas to improve their practice.

These requirements and rules establish the basis for effective, constructive, and safe supervision aimed at supporting and developing each participant professionally.

Conclusions:

During collective trauma, when the entire population of Ukraine is affected, the need for psychological assistance and training for future psychologists becomes urgent. International colleagues (psychotherapists and trauma therapists) provide invaluable assistance in solving these problems. They teach relevant training courses and conduct practical classes and supervision. All of this is aimed at the quality training of specialists who will preserve the mental health of Ukraine's population.

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