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ECOLOGICAL PSYCHOLOGY

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PROFESSIONAL IDENTITY AND VALUE ORIENTATIONS OF A NEW UKRAINIAN SCHOOL TEACHER

Анотація. В умовах реформування загальної середньої освіти в Україні, реалізації концепції Нової Української Школи (НУШ) та викликів воєнного часу проблема формування стійкої професійної ідентичності вчителя як носія і транслятора гуманістичних цінностей набуває першочергового значення. У статті розглянуто поняття, які взаємопов'язані і доповнюють одне одного, розширюючи та поглиблюючи зміст феномену ідентичності, проте описуються деякими авторами як синонімічні: ідентичність вчителя, педагогічна ідентичність і професійна ідентичність вчителя. Педагогічна ідентичність є системною цінністю сучасної освіти. В контексті НУШ зріла педагогічна ідентичність забезпечує реалізацію педагогіки партнерства, слугує ресурсом психологічної стійкості вчителів і учнів в умовах воєнного часу та є передумовою формування національної ідентичності учнів. Розмита педагогічна ідентичність призводить до зниження авторитету вчителя, відтворення авторитарних моделей взаємодії та підриває ціннісний потенціал освіти. У статті розкривається сутність професійної ідентичності вчителя як динамічного, ціннісно зумовленого конструкту, що займає проміжне місце між особистісною та соціальною ідентичністю. Представлено чотирикомпонентну структуру педагогічної ідентичності (когнітивно-рефлексивний, ціннісно-смысловий, емоційно-афективний та поведінково-діяльнісний компоненти), визначено її критерії (рефлексивно-пізнавальний, ціннісно-смысловий, емоційно-ідентифікаційний, поведінково-автентичний), а також три рівні сформованості ідентичності (дифузний, формувальний і зрілий). Обґрунтовано, що добре сформована професійна ідентичність виступає чинником психологічної готовності вчителя до творчої діяльності, сприяє вільному виконанню професійних функцій, підвищує рівень домагань, розвиває індивідуальний стиль і уможлиблює автентичну суб'єкт-суб'єктну взаємодію в системі «вчитель–учень». Перспективи подальших досліджень вбачаються у розробці та апробації програм психологічного супроводу формування професійної ідентичності вчителів у системі неперервної освіти.

Ключові слова: професійна ідентичність вчителя, ціннісні орієнтації, Нова Українська Школа, аксіологічний підхід, педагогічна взаємодія, творчий потенціал, готовність до професійної діяльності.

Abstract. In the context of reforming general secondary education in Ukraine, implementing the New Ukrainian School (NUS) concept, and facing the challenges of wartime, the problem of forming a stable professional identity of the teacher as a bearer and transmitter of humanistic values becomes paramount. The article focuses on concepts that are interrelated and complement one another, broadening and deepening the content of the identity phenomenon, yet described by some authors as synonymous: teacher identity, pedagogical identity, and professional identity of the teacher. Pedagogical identity is a systemic value of modern education. In the context of the NUS, a mature pedagogical identity ensures the implementation of partnership pedagogy, serves as a resource for the psychological resilience of teachers and students in wartime conditions, and is a prerequisite for the formation of students' national identity. A blurred pedagogical identity leads to a decline in the teacher's authority, the reproduction of authoritarian interaction models, and undermines the value potential of education. The article reveals the essence of the teacher's professional identity as a dynamic, value-driven construct occupying an intermediate position between personal and social identity. A four-component structure of pedagogical identity is presented (cognitive-reflective, value-semantic, emotional-affective, and behavioral-activity components), its criteria



are defined (reflective-cognitive, value-semantic, emotional-identificatory, behavioral-authentic), along with three levels of identity formation (diffuse, forming, and mature). It is substantiated that a well-formed professional identity acts as a factor of the teacher's psychological readiness for creative activity, facilitates the free performance of professional functions, raises the level of aspirations, develops an individual style, and enables authentic subject-to-subject interaction within the 'teacher–student' system. Prospects for further research are seen in the development and testing of psychological support programs for the formation of teachers' professional identity within the continuing education system.

Keywords: professional identity of the teacher, value orientations, New Ukrainian School, axiological approach, pedagogical interaction, creative potential, readiness for professional activity.

Statement of the Problem and Its Connection with Important Scientific or Practical Tasks

In the current context of Ukrainian education reform – driven by European integration processes, implementation of the New Ukrainian School (NUS) concept, and the extreme challenges of wartime – a number of contradictions in teachers' professional activity have become sharper. On one hand, society demands a teacher who is a humanist, a creator, a leader, capable of subject-to-subject interaction and able to develop in students a value-based attitude toward themselves, others, and their country. On the other hand, a decline in the prestige of the teaching profession, the erosion of professional self-awareness, and a rise in professional burnout are all being observed – factors that directly affect the quality of the educational process [1].

As noted in earlier research, students' choice of a pedagogical university is often driven not by a vocation, but by the desire to acquire higher education as such – a situation that precludes the formation of an authentic professional identity during the stage of professional training [10]. Under martial law, this problem takes on a critical weight, since it is precisely the teacher who serves as an existential anchor for the child, a bearer of cultural memory and national identity. Hence an urgent scientific-practical problem arises: identifying the factors that form the teacher's professional identity as a prerequisite for their readiness for creative, value-oriented pedagogical activity within the 'teacher–student' system.

Analysis of Recent Research and Publications

The problem of identity has an interdisciplinary character and is explored across psychology, pedagogy, philosophy, and sociology. The theoretical foundations of identity research were laid by E. Erikson, who viewed it as a central psychosocial structure that forms over a lifetime [13]. The social-psychological aspects of identity are revealed in the works of H. Tajfel and J. Turner [15].

Of particular significance for pedagogical science and practice are the axiological approaches of I. Bekh, I. Ziaziun, and H. Ball, which substantiate the value dimension of education as the foundation of humanistic pedagogy [1; 3]. The problem of creative self-realization of the teacher was studied by V. Andrieiev, D. Bohoiavlenska, V. Kan-Kalik, V. Rybalka, Ya. Ponomarov, and others. Also important for our research are the contributions of foreign colleagues (C. Day, J. Nias, S. Feiman-Nemser), who demonstrate the dynamic, narrative, and value-conditioned nature of pedagogical identity [12; 14].

At the same time, despite a substantial body of scholarly work, a coherent conception of the teacher's professional identity specifically within the context of the NUS and considering contemporary socio-cultural challenges remains underdeveloped. Approaches to the structure of identity, the criteria for its formation, and the mechanisms by which identity influences the teacher's readiness for creative interaction with students all require systematization. These unresolved aspects constitute the problem field of the present article.

Purpose of the article – to conduct a theoretical-pedagogical analysis of the phenomenon of the NUS teacher's professional identity as an axiological category; to define the structure, criteria, and levels of pedagogical identity formation; and to substantiate its role as a factor of the teacher's psychological readiness for creative professional activity and effective interaction within the 'teacher–student' system.

Presentation of the Main Research Material

The teacher's professional identity is understood here as a dynamic, multidimensional, personal-value construct that arises in the process of professional development, provides the individual with integrity, self-sameness, and definiteness in professional activity, and occupies an intermediate position between personal and social identity. Unlike professional competence, which can be formed directly through instruction, identity is built through experience, reflection, value choices, and sense-making. This is precisely why it is a deep determinant of pedagogical behavior – more stable than individual knowledge or skills.

Drawing on scholarly approaches, we propose a four-component structure of the NUS teacher's professional identity:



Cognitive-Reflective Component – awareness of oneself as a subject of pedagogical activity, knowledge of one's strengths and weaknesses, capacity for pedagogical reflection, and critical comprehension of one's own experience.

Value-Semantic Component – the core component, encompassing the system of pedagogical values (love for the child, dedication to the profession, justice, respect for dignity) and understanding of the meaning of pedagogical work as a socially significant mission. Through this component, identity acquires an axiological character.

Emotional-Affective Component – a sense of pride in belonging to the pedagogical community, job satisfaction, pedagogical optimism, emotional resilience.

Behavioral-Authentic Component – the ability to act in accordance with one's identity, to choose strategies, methods, and forms of work that correspond to one's internal value convictions.

The criteria for pedagogical identity formation are: reflective-cognitive (depth of self-awareness), value-semantic (presence of a stable value system), emotional-identificatory (strength of emotional connection with the teacher role), and behavioral-authentic (alignment between convictions and practices). According to the degree of expression of these criteria, three levels are distinguished: diffuse (blurred identity, contradictory values, low reflection), forming (sufficiently conscious identification, positive attitude toward the profession, but non-systematic reflection), and mature (stable, coherent identity, organic correspondence between values and practices, authenticity) [1; 2; 10].

An important theoretical position is that a well-formed professional identity directly acts as a factor of the teacher's readiness for creative professional activity. As shown in research by V. Rybalka and V. Moliako, creativity is a property of professionals who work effectively in their respective field. Moreover, 'in the case of the unity of the specialist's personality [and] formed identity, their activity will be a flow of creativity where nothing is superfluous' [10]. Conversely, a teacher with an unstable, diffuse identity tends to reproduce reproductive, authoritarian, or manipulative interaction models – a tendency that negates any creative potential.

Table 1 Structure of the Teacher's Personality with Formed Professional Identity

Dimension	Motivational Component	Informational-Cognitive Component	Goal-Forming Component	Operational-Result Component	Emotional-Affective Component
Communication Ability	Need and motivation to communicate with students, parents, colleagues; need for psychological-pedagogical information and experience sharing	Use of professional terminology; perception and discussion of ideas; ability to objectively perceive another person's personality	Understanding partners; accepting community-developed decisions; understanding the causes of another's behavior	Effective interaction; recognizing the partner's value; establishing contacts; high speech culture	Acceptance of fellow professionals and student; ability to evoke positive emotions; tolerance and sensitivity
Orientation	Humanistic pedagogical orientation; striving for creative self-realization and a positive self-image as teacher	Broad cognitive interests in pedagogy and psychology; creative processing of information; interest in spiritual values	Awareness of activity goals; formation of plans for further growth	Overcoming obstacles; identification with the professional community; career growth	Job satisfaction; sense of love and respect for the student
Character	Initiative, responsibility, activity,	Curiosity, diligence,	Goal-directedness, independence,	Perseverance, discipline,	Sense of dignity, tact, humor; pride,

Dimension	Motivational Component	Informational-Cognitive Component	Goal-Forming Component	Operational-Result Component	Emotional-Affective Component
Self-Awareness	organization, demandingness toward oneself and students	avoidance of templates	critical thinking, decisiveness	self-control, independence	satisfaction from the profession
	Awareness of oneself as a professional; need for self-knowledge and self-improvement	Development of reflection; ability for self-observation and comparison of 'real self' and 'ideal self'	Goal-setting; possession of professional ideals and self-improvement programs	Objective self-assessment; self-regulation and self-control in activity	Positive self-attitude; sense of dignity; ability to manage emotions
Experience	Readiness to act according to ideals; need to disseminate one's own mastery	Deep knowledge of professional content; reflection on one's own capabilities	Ability to resolve complex situations; development of creative activity strategy	Developed skills; pedagogical technique; ability to mobilize all experience	Satisfaction from acquired experience and level of mastery
Intellect	Orientation toward concentration; motivation for intellectual development; need for creative search	Adequate attention span; sensory-perceptive abilities; 'openness' to new knowledge	Logical thinking, creativity; ability to independently formulate hypotheses	Ability for 'lateral thinking'; creative imagination; developing ideas in intensive work	Sustained attention under pressure; inspiration; resilience to failures and criticism
Psychophysiology	Orienting-exploratory reflex reactions; formation of stable creative activity dispositions	Average level of sensitivity; high or average level of nervous system ergicity	Average or high level of plasticity; emotional stability and self-regulation	High work capacity; balance of excitation and inhibition processes	Average level of emotionality

In the context of the NUS, special significance attaches to the teacher's capacity for subject-to-subject interaction grounded in the recognition of the value of the other and of oneself. Partnership pedagogy – one of the key principles of the NUS – requires from the teacher not merely methodological preparation but, above all, value-semantic clarity. A teacher with a blurred identity cannot become an equal partner: they inevitably revert to authoritarian or laissez-faire models, often without realizing it. A mature professional identity, by contrast, generates the corresponding communicative, characterological, and reflexive properties: initiative, responsibility, goal-directedness, capacity for reflection, self-acceptance, and empathy [10].

In wartime conditions, the role of the teacher's identity becomes even more pressing. The teacher today is not only an educational agent but also a bearer of national identity and psychological resilience – a symbol of safety for the child. One's own mature pedagogical identity allows the teacher to endure high psycho-emotional demands, find resources for creativity, flexibly adapt work formats (for example, to distance learning), and simultaneously remain authentic [2; 5].

The professional community plays an important role in the development of professional identity, serving as a reference group and acting for the individual as a source of behavioral norms and value orientations, as well as a standard for comparison (T. Newcomb, M. Sherif, H. Kelley). The reflection of group values leads to the formation of value-semantic orientations in the individual, and the achievement of professional identity is associated with the person's adoption of value positions sanctioned by the professional community.

L. Roberts and J. Dutton identify four directions in the formation of professional identity: the moral direction (the content of identity includes moral qualities distinguishing 'good' from 'bad' people), the evaluative direction (the group to which the person belongs is positively assessed by members of their own and other groups), the developmental direction (change of identity over time), and the structural direction (characterizing the various ways individuals organize and structure their multiple identities, including professional identity) [4].

At the same time, the process of forming professional identity is not completed at the stage of professional training. It continues throughout the entire professional life of the teacher and depends on many factors: professional reflection, interaction with the professional community, experience of pedagogical activity, the continuing education system, and social recognition of the profession. For this reason, an important task of contemporary pedagogical education is to create conditions for supporting the teacher's professional self-determination, developing their reflective culture, and fostering awareness of their own professional mission [8].

In wartime conditions, the teacher's professional identity also fulfills a stabilizing function. The teacher's capacity to remain psychologically resilient, to support students, to demonstrate humanistic values and civic responsibility becomes a vital resource of the educational system [11]. The teacher is often the figure who helps the child preserve a sense of security, trust, and a vision of the future. This underscores the need to strengthen psychological support for teachers, to develop programs for professional self-preservation, and to support the pedagogical community.

Thus, the professional identity of the New Ukrainian School teacher is not merely an individual characteristic of the teacher's personality but a strategic resource for the development of contemporary education. Its formation must become one of the priority areas of the system of pedagogical and continuing education, since it is precisely a mature professional identity that ensures the teacher's readiness for creative activity, effective pedagogical interaction, and the realization of education's humanistic values in the face of societal challenges [16; 17].

Digital Transformation and the Teacher's Professional Identity in the Context of Continuing Education

Contemporary processes of digital transformation in education introduce an additional dimension to the problem of the teacher's professional identity formation. The rapid transition to distance and blended learning formats, which was catalysed by the COVID-19 pandemic and further deepened by the full-scale war, has posed qualitatively new demands on the teacher's professional self-determination. Research evidence confirms that teachers who possess a stable professional identity demonstrate greater adaptability in the face of technological and organisational changes — they perceive digital tools not as an existential threat to their professional role, but as an extension of their pedagogical capabilities [18; 19].

In this context, continuing professional education acquires a special significance. It is not merely a mechanism for the acquisition of new competencies, but a space for the “recollection” and reconsolidation of professional identity under conditions of constant change. Recent systematic reviews of the literature devoted to teacher identity demonstrate that the very process of professional learning – particularly when it is collaborative, reflective, and oriented towards practice – is one of the most potent tools for identity formation and stabilisation throughout the career trajectory [20]. The community of practice (J. Lave, E. Wenger) fulfils a function of “identity scaffolding”: it provides the teacher with recognition, value feedback, and a shared professional narrative. For the NUS teacher, such communities – methodological associations, school teams, online professional networks – constitute resources of identity support, the significance of which is particularly pronounced under martial law, when standard institutional structures may be disrupted.

A separate aspect meriting attention is the relationship between a teacher's professional identity and their psychological well-being. Studies conducted during the years of the full-scale war in Ukraine confirm that among the key predictors of emotional resilience and resistance to professional burnout in educators is precisely the presence of a clear and stable professional self-concept. Teachers who clearly articulate the meaning of their activity, identify strongly with the teaching profession, and perceive themselves as agents of change demonstrate significantly higher indicators of job satisfaction and coping

capacity under conditions of chronic stress [21]. Conversely, a blurred professional identity, accompanied by value ambivalence and a deficit of professional self-respect, creates preconditions for emotional exhaustion, the adoption of depersonalisation strategies, and ultimately for departure from the profession – a trend that has intensified considerably in the conditions of wartime dislocations [22].

The gender dimension of professional identity deserves special mention in the Ukrainian context, given that the pedagogical profession in Ukraine remains predominantly female. For women teachers, professional identity is often interwoven with family-role identity, which creates additional complexity under martial law: the need to simultaneously fulfil roles as educator, mother, carer, and psychological support figure generates a specific “identity overload.” This circumstance is particularly important for the design of psychological support programmes for teachers, which must take into account the multi-dimensionality and dynamic nature of their identity.

Regarding the methodological instruments for studying and supporting professional identity, it is important to note the growing interest in narrative approaches. The teacher’s professional narrative – the story they tell about themselves as a professional – is at once a diagnostic tool and an instrument of identity construction. Research demonstrates that participation in reflective biographical seminars and narrative writing practices significantly enhances self-awareness and strengthens the value-semantic component of identity [23]. These approaches are promising for inclusion in the continuing education system for NUS teachers, particularly at a time when the war has disrupted conventional biographical scenarios and compelled many teachers to reconstruct their professional self-image in fundamentally new contexts.

A further direction in the scholarly discussion concerns the relationship between the professional identity of the teacher and students’ national identity. In the conditions of the Russian-Ukrainian war, this relationship is becoming especially significant: the teacher acts not only as a transmitter of knowledge, but also as a bearer of cultural memory and civic values. A teacher who is personally immersed in a mature professional identity grounded in humanistic and patriotic values becomes a natural model for students’ civic and national self-determination. International data confirm that teachers with a clear axiological identity exert a statistically significant influence on the civic engagement and national identification of their pupils [24]. This provides an additional argument for prioritising the systematic support of teacher identity formation at the institutional level – as a strategic investment not merely in the quality of education, but in national resilience as a whole.

Thus, the problem of the teacher’s professional identity in the NUS context extends far beyond the scope of individual-psychological formation and constitutes a systemic pedagogical and socio-cultural phenomenon. The theoretical analysis conducted confirms the need for an integrated approach to its study, which combines psychological and pedagogical, axiological, biographical, and socio-cultural perspectives. The development of corresponding programmes for the support of teacher identity formation within the system of continuing education is a priority task of contemporary Ukrainian pedagogical science and practice, which acquires particular urgency in the conditions of wartime and post-war recovery of the educational system.

Conclusions and Prospects for Further Research

The analysis conducted allows for the following conclusions. The teacher's professional identity is an axiological category reflecting the teacher's value-semantic self-determination and constituting a systemic value of modern education. It has a complex structure encompassing cognitive-reflective, value-semantic, emotional-affective, and behavioral-activity components; its formation is assessed by means of four criteria (reflective-cognitive, value-semantic, emotional-identificatory, and behavioral-authentic) at three levels (diffuse, forming, mature).

A well-formed professional identity is a key factor of the teacher's psychological readiness for creative professional activity, ensures the free performance of functions, an elevated level of aspirations, and the development of an individual style – and is a necessary prerequisite for authentic subject-to-subject interaction within the 'teacher–student' system in the NUS context. In wartime conditions, a mature pedagogical identity becomes a resource of psychological resilience for all participants in the educational process.

Prospects for further scholarly investigation are seen in empirical research into the levels of professional identity formation among NUS teachers, in the development and testing of a psycho-pedagogical support program for building mature teacher identity within the continuing education system, and in researching the relationship between the teacher's professional identity and students' national identity under wartime conditions.

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THE PROFESSIONAL PRACTICE OF HEALTHCARE WORKERS: TODAY'S PSYCHOLOGICAL CHALLENGES

Анотація. Професійне вигорання медичного персоналу в умовах війни, пандемій і системних реформ охорони здоров'я набуло ознак хронічного стану, що глибоко вкорінюється у клінічну практику, когнітивні процеси та моральну свідомість лікаря. Йдеться не лише про емоційне виснаження, а про комплексне порушення внутрішнього функціонального балансу, коли змінюється мотиваційна структура, редукується здатність до емпатії, а толерантність до невизначеності стрімко знижується. В умовах повномасштабної війни в Україні ці симптоми набули нової інтенсивності: лікарі працюють у постійній загрозі для життя, при мінімальних ресурсах, часто без адекватного відновлення чи підтримки. Це формує системну загрозу не лише для психічного здоров'я працівників, а й для стабільності медичної допомоги в цілому.

Метою статті є дослідження змін у структурі професійного вигорання медичного персоналу в умовах війни, пандемій і трансформацій медичної системи, з акцентом на зрушення в мотиваційному, емоційному та когнітивному компонентах, а також на потребу в нових підходах до психологічної підтримки.

У статті представлено комплексний аналіз механізмів професійного вигорання через призму надзвичайних умов: бойових дій, епідеміологічних викликів, реформ управлінських структур. Описано трансформацію класичної моделі вигорання в нову, контекстуально-обумовлену форму, де ключовими стають десенсибілізація, фрустраційна втрата професійного сенсу та зниження когнітивної гнучкості. Розглянуто дані клінічних спостережень, опитувань і статистики МОЗ, що демонструють масштаб проблеми. Виокремлено моделі психологічної підтримки, які довели свою ефективність: телемедичні консультації, мобільні бригади кризових психологів, супервізійні групи для медичних команд. Наголошено на потребі переосмислення не лише методик інтервенції, а й організаційної філософії закладів охорони здоров'я, де профілактика емоційного виснаження має бути вбудована в щоденну практику.

Отримані результати мають прикладне значення для формування нової парадигми підтримки медичного персоналу в умовах тривалих криз, що забезпечить збереження їхньої функціональної спроможності та стійкості до професійних деформацій.

Ключові слова: професійне вигорання, медичний персонал, війна в Україні, психологічна підтримка, емоційне виснаження, ПТСП

Burnout among healthcare staff, in the context of war, pandemics and systemic healthcare reforms, has taken on the characteristics of a chronic condition that is becoming deeply ingrained in clinical practice, cognitive processes and the moral consciousness of healthcare professionals. This is not merely a matter of emotional exhaustion, but a complex disruption of internal functional balance, where the motivational structure shifts, the capacity for empathy diminishes, and tolerance for uncertainty rapidly declines. In the context of full-scale war in Ukraine, these symptoms have taken on a new intensity: doctors work under constant threat to their lives, with minimal resources, often without adequate rest or support. This poses a systemic threat not only to the mental health of staff but also to the stability of healthcare provision as a whole.

The aim of this article is to investigate changes in the structure of professional burnout among medical staff in the context of war, pandemics and transformations of the healthcare system, with a focus on shifts in the motivational, emotional and cognitive components, as well as on the need for new approaches to psychological support.

The article presents a comprehensive analysis of the mechanisms of professional burnout through the prism of extraordinary conditions: combat operations, epidemiological challenges and reforms of management structures. It describes the transformation of the classical burnout model into a new, context-



dependent form, where desensitisation, frustration-induced loss of professional meaning, and reduced cognitive flexibility become key factors. Data from clinical observations, surveys and Ministry of Health statistics are examined, demonstrating the scale of the problem. Models of psychological support that have proven their effectiveness are highlighted: telemedicine consultations, mobile teams of crisis psychologists, and supervision groups for medical teams. The need to rethink not only intervention methods but also the organisational philosophy of healthcare institutions is emphasised, where the prevention of emotional exhaustion must be embedded in daily practice.

The findings have practical implications for the development of a new paradigm for supporting medical staff during prolonged crises, which will ensure the preservation of their functional capacity and resilience to occupational burnout.

Key words: professional burnout, medical personnel, war in Ukraine, psychological support, emotional exhaustion, PTSD

Formulation of the problem In the current climate of a multi-faceted crisis caused by full-scale war, pandemics and reforms, the psychological strain on healthcare workers has reached unprecedented levels. From interns and general practitioners to surgeons working in frontline conditions, everyone faces multi-faceted pressure – emotional, operational and moral. Traditional training does not always take these challenges into account, which is why there is a rise in burnout, anxiety disorders and PTSD. Professional burnout is no longer limited to isolated cases – it is becoming systemic. This is precisely why a detailed study of the structure of professional burnout in emergency situations must form the basis for developing modern support mechanisms that are adapted to the new reality of clinical practice in Ukraine.

The purpose of this article is to analyze the transformation of professional burnout among healthcare workers during war, pandemics, and systemic healthcare reforms, with a focus on motivational decline, reduced tolerance for uncertainty, and the urgent need for sustainable psychological support mechanisms.

Outline of the main material The professional activities of healthcare workers in the modern healthcare system are increasingly accompanied by multi-layered psycho-emotional stresses, which are chronic in nature and linked to constant interaction with patients experiencing physical and mental stress. A characteristic feature is the cumulative effect of emotional burnout, which develops against a backdrop of high responsibility, conflicting expectations between patients and staff, and the need to make decisions in situations of high uncertainty. Working under strict regulations, limited resources and time constraints, healthcare professionals are forced to constantly adapt their responses and adjust their communication behaviour, transforming individual patterns to comply with the requirements of professional etiquette and medical protocols. This creates the basis for persistent neuropsychological stress, in which cognitive fatigue, sensory overload, emotional exhaustion and a state of constant readiness for emergencies converge. At the heart of daily practice lies the confrontation with complex diagnoses, incurable diseases and palliative care, which inevitably leads to traumatic experiences, including the phenomenon of secondary traumatisation. This is compounded by frequent changes to the regulatory framework, the ongoing digitisation of processes, and an increasing administrative burden, which distances the doctor from direct contact with the patient, shifting the focus towards bureaucratic functionality. Faced with a constant lack of time and the need to balance a multitude of roles, healthcare professionals experience psycho-emotional pressure that manifests as sleep disturbances, psychovegetative disorders, anxiety, and symptoms of depression. As noted by Zhdan V. M., in collaboration with Rudenko Yu. O. and Kolisnyk A. A., modern medical education must take these dynamic stresses into account, developing the individual's internal resources as early as the training stage [2].

Chronic emotional stress in the medical environment is not an exceptional individual phenomenon, but a structural characteristic of professional activity, which is actively encoded in neuropsychological structures through the constant activation of the sympathetic-adrenal system. Emotional stress accumulates due to the inability to complete the stress response – doctors are often forced to suppress natural emotional expression due to social prohibitions and the ethical imperatives of the profession. The result is a delayed psychological reaction, manifesting as increased irritability, somatic symptoms and affective instability, which over time creates the conditions for professional burnout. The absence of appropriate mental hygiene mechanisms leads to frustration and tension escalating into chronic demotivation and an apathetic attitude towards patients. Y. V. Gorbokon emphasises that effective professional training must include modules on developing psycho-emotional self-regulation skills, enabling future doctors to adapt to the high emotional turbulence of the working environment [1]. The ability to withstand repeated psychological blows – from the loss of a patient to moral dilemmas – is becoming no less a significant competence than clinical

reasoning or mastery of modern treatment protocols. At the same time, the development of resilience to destabilising factors depends to a large extent not only on an individual's psychological constitution, but also on the level of support from the team, the presence of a clear hierarchy, and conditions for continuous professional development.

Constant exposure to serious diagnoses triggers psychological defence mechanisms that are not always adaptive. The clinical setting is dominated by cases that go beyond routine practice: complex operations, terminal conditions, and therapeutic helplessness in the face of progressive cancer or chronic renal failure. The psyche internalises a recurring pattern of helplessness, triggering syndromes of loss of professional identity and causing crises of meaning in one's work. In a series of publications, Lazurenko O. emphasises that a healthcare professional's professional development must integrate experience of extreme situations as a fundamental training model with reflective reinforcement [3][4][5]. Processing such experiences emotionally without proper preparation leads to a loss of cognitive flexibility, a reduction in empathic mechanisms, and a tendency to formalise relationships with patients. The sense of a living ethical interaction disappears, replaced by the functional performance of duties without emotional involvement, which in turn creates an internal conflict between ethical vocation and professional reality. This confirms the need to introduce a psychotherapeutic element into training programmes – not merely as an optional module, but as a compulsory component for developing the skills to deal with difficult topics such as death, loss, hopelessness, and the limits of medical care.

Time constraints in medical practice become a constant background stressor which, combined with an excessive workload, triggers a state of multi-tasking overload. The essence of this phenomenon lies in the fact that the doctor simultaneously performs diagnostic, therapeutic, administrative and communicative functions, without sufficient time for cognitive recovery. This leads to impaired ability to concentrate deeply, errors in record-keeping, and emotional breakdowns in high-pressure situations. At the same time, multitasking has become the norm, a situation not addressed by organisational policy. Smila N. V. and Lazurenko O. highlight that the training of future doctors must incorporate not only clinical but also organisational competence, teaching future specialists to independently structure their working hours and avoid psychological overload [4]. The lack of distinction between work and private time, particularly in the context of night shifts, on-call duties and emergency calls, leads to disruption of circadian rhythms, reduced cognitive performance and a chronic decrease in dopamine levels. This has consequences not only in physiological terms but also in terms of moral motivation, as the doctor begins to lose a sense of productivity, which translates into a feeling of professional helplessness.

Limited resources, particularly shortages of medicines, equipment or support staff, lead to a disconnect between professional ideals and actual practice. Although aware of the optimal course of action, doctors are often unable to implement it due to a lack of basic conditions. This creates a state of cognitive dissonance, which is extremely psychologically draining. Faced daily with compromises between what is right and what is possible, the doctor gradually loses a sense of effectiveness, and responsibility begins to weigh heavily, a burden not offset by any external rewards. As Lazurenko O. emphasises, to bridge this gap, elements of psychological support, reflective analysis and the development of internal self-regulation skills are essential [6]. It is self-regulation in the face of stressors that allows one to maintain a balance between the humanistic values of the profession and the realities of clinical practice. An increase in the level of professional self-awareness occurs not through abstract ideals, but through the ability to bridge the gap between normative expectations and actual resource capabilities without undermining one's personal structure.

Modern medical practice operates within a constantly changing social and operational environment, in which professional burnout is not a temporary condition but takes on the characteristics of a chronic syndrome with distinct dynamics and phases. Pandemics, large-scale military conflicts and cyclical healthcare reforms create multi-structural stress-inducing systems, where external threats, institutional transformations and internal cognitive-emotional dichotomies are simultaneously activated. In such conditions, healthcare workers lose their footing in familiar models of professional fulfilment: the stability of routine protocols disappears, the structures of interaction between colleagues change, and the boundary between personal and professional life becomes blurred. The motivational foundation, previously built on humanistic ideals of care, gradually shifts towards survival, resource conservation and the avoidance of overload, leading to a reduction in professional identity. Tolerance for uncertainty, which was previously a relatively stable competence, diminishes in emergency situations due to constant cognitive conflicts caused by a lack of clear information, contradictory instructions and the absence of a definitive prognosis. Within the pandemic regime, healthcare professionals are forced to operate in a state of constant mobilisation: changing protocols, temporary patient routes, restricted access to protective equipment, and a shortage of

specialists – all of this creates a high level of emotional strain, which over time leads to professional burnout. Depersonalisation syndrome is particularly acute when a doctor, in an attempt to conserve their remaining energy, automatises their interaction with the patient, reduces their empathetic engagement and projects detachment as a self-defence mechanism [6].

With the onset of full-scale military operations, the burden on the healthcare system—as the organisational and functional framework for the population’s survival—increases. In such conditions, burnout takes on a mixed character – it involves both the classic symptoms described in clinical classifications and new phenomena associated with combat trauma, rapid decision-making in an unstable environment, and constant exposure to life-threatening situations. Doctors working in frontline hospitals or mobile teams face a total lack of time, resources and even the right to a full psycho-emotional response. Such conditions lead to the development of persistent forms of desensitisation, where the psyche cuts off access to emotions, leaving only cognitive function. This is useful for survival, but catastrophically dangerous in the long term: the lack of emotional processing of loss, aggression and helplessness accumulates and turns into a background psychological pressure that cannot be relieved. In the context of the medical front line, the very concept of motivation changes: instead of a desire to help, an internal imperative arises to function despite pain, fatigue and a loss of meaning. This transformation of the motivational core creates a risk of professional involution, where the healthcare worker performs actions without engagement in the process, feeling neither gratitude, nor a sense of achievement, nor a need for further fulfilment.

One of the most paradoxical consequences of systemic transformations is that internal reforms in healthcare, designed to optimise processes, in many cases merely complicate staff adaptation. Changes in management structure, digitalisation, deregulation or increased control are often not accompanied by appropriate psychological support. As a result, doctors are forced to spend a significant amount of energy mastering new administrative functions, rather than concentrating on the clinical process. A decline in tolerance for uncertainty under such conditions becomes a widespread phenomenon, as the system fails to provide answers to basic questions regarding stability, roles and the rules of the game. Uncertainty about how long a particular funding policy will remain in place, what regulatory changes are in the pipeline, and what the workflow and scope of responsibilities will be tomorrow – erodes inner confidence, which is a key stabilising factor in a high-stress profession. Strategic thinking is lost, there is a shift towards short-term tasks, and the motivational structure is dominated by the avoidance of negativity rather than the pursuit of positivity. This fundamentally alters behavioural patterns: instead of initiative, we see increased reactivity; instead of openness to change, we see defensive avoidance of new formats [3].

The growing need for new mechanisms of psychological support is a logical consequence of the intensification of crisis factors. Traditional approaches to psychological support, focused on individual counselling or training sessions, no longer meet the scale of demand, as the need extends beyond emotional stabilisation to include organisational, motivational and existential support. A multi-tiered system is required: ranging from daily self-regulation protocols embedded in the workflow to integrated programmes of psychosocial recovery involving the entire clinical team. Such an approach demands a shift in the very paradigm of human resources management within healthcare institutions – from a focus on control to a priority on support. Mechanisms for emotional relief must become a standard part of medical routine, rather than an exception or a privilege. It is advisable to create spaces for psychological reframing, where staff can discuss their experiences, process events, and reframe their own reactions without fear of judgement or administrative punishment. In this context, it is not clinical psychotherapy that comes to the fore, but preventive psychology, which focuses on maintaining work capacity, fostering resilience and supporting self-identity within stressful systems.

New forms of support must take institutional dynamics into account: if the environment is unstable, support must be mobile, adaptable and accessible in various formats – from online consultations to group supervision. It is advisable to establish multidisciplinary mental health support teams that collaborate with management to identify areas of psychological risk and implement recovery-oriented practices. This could involve both the introduction of daily mindfulness micro-practices and the development of internal support protocols for crisis situations – protocols where healthcare professionals are not left to cope with trauma alone, but have guaranteed support from colleagues, mentors and qualified specialists. Thus, the transformation of psychological support mechanisms must take place not only at the level of individual programmes, but also through a systemic rethinking of the role of psychological well-being in healthcare management policy. Without this, no reform, no equipment, and no protocols will be able to ensure the full functioning of a system that relies on human resources – vulnerable, yet capable of regeneration, provided they are not ignored [10].

Since 24 February 2022, the psychological landscape of the Ukrainian healthcare system has become extremely complex. Medical staff, particularly in frontline areas, are working in a state of constant operational mobilisation, where clinical care is intertwined with military logistics, life-threatening risks and unpredictability. Amid regular shelling, evacuations, unstable energy supplies and periodic shortages of medicines, doctors are forced to work with maximum concentration and minimal rest. The pattern of professional burnout, which until 2022 was largely driven by overwork, has now been compounded by a shift in the motivational framework. In the first months of the full-scale invasion, a phase of hyperactive altruism was observed: medical staff often volunteered for extra shifts, set up mobile clinics, and voluntarily accompanied the evacuation of patients. However, by early 2023, many were already showing signs of accumulated emotional exhaustion: according to the Centre for Public Health, 60% of healthcare workers are showing signs of chronic burnout, 25% require specialist psychological support, and over 30% have symptoms comparable to PTSD. The prevalence of sleep disorders among healthcare workers exceeded 80%, depressive symptoms 60%, and anxiety and concentration disorders over 50%. These findings were confirmed by studies conducted as part of a programme by the Ministry of Health in collaboration with international partners (WHO, 2023), which revealed a clear link between the duration of shifts in high-risk areas and an increase in symptom severity.

In the clinical structure of burnout in wartime conditions, a transformation can be observed not only at the motivational level but also at the cognitive level. Whereas until 2022 the main stressor was multitasking, it is now unpredictability and the lack of reflective stabilisation. The doctor is unable to conduct a post-event analysis of the clinical situation, as they immediately switch to a new source of risk. After treating injured civilians or military personnel, the medic is forced to switch to attending to families in a bomb shelter or the urgent evacuation of a premature infant without an incubator available. Such operational overload triggers the phenomenon of professional decongruence, where consciousness ceases to recognise the integrity of the professional mission, focusing solely on tactical responses. This deepens depersonalisation – the doctor loses contact not only with patients but also with themselves as a practitioner of a humanistic profession. Instead of satisfaction from helping, a neutral reaction or even alienation sets in, which is the mind's natural response to chronic danger. This phenomenon is exacerbated by the lack of access to qualified psychological support. As of mid-2024, according to data from the Mister-Blister platform, there are around 120 specialised centres for psycho-emotional support officially operating in Ukraine; however, the actual need is three times this number.

The number of requests for psychological help in Ukraine's healthcare sector rose from 8,000 in 2020 to over 40,000 in 2024, indicating an unprecedented increase in psychological strain. In particular, there has been a rise in requests for short-term crisis intervention, as most workers are unable to undergo full-scale psychotherapy due to their irregular schedules. In frontline regions, such as the Kharkiv, Donetsk and Zaporizhzhia regions, a telemedicine support model is in use, allowing consultations to be conducted online. However, with limited access to a stable internet connection, this model loses its effectiveness. That is why, from 2023, mobile teams of psychologists have been actively introduced, working on a rota basis alongside medical facilities, particularly in military hospitals and rehabilitation centres. These teams consist of a psychotherapist, a crisis psychologist and a support coordinator, enabling the rapid identification of PTSD symptoms and the implementation of stabilisation techniques even before clinical decompensation occurs. The brief-focus CBT method, adapted to the conditions of combat medicine and time constraints, has been found to be particularly effective. According to estimates by the PZMOZ clinical group, its effectiveness when working with medical personnel reaches 80% in the first three weeks following the traumatic event [11].

In the context of contemporary social and civilizational challenges, the issue of the successful professional integration of future medical professionals has become particularly relevant, as it is directly determined by the level of their psychological resilience. This resilience emerges as a complex, multi-component construct that integrates the emotional, volitional, motivational, and cognitive aspects of an individual's life. As substantiated in the study by O. Palamarchuk and I. Gaba, it is precisely this integral resource that ensures an individual's effective adaptation to conditions of high uncertainty, allowing them to maintain internal homeostasis, high performance, and constructive communication in a professional environment [12]. Through the lens of the conceptual model proposed by these authors, psychological resilience transforms into a powerful tool for professional development through a series of interrelated mechanisms. In particular, emotional stability serves as a fundamental factor in counteracting destructive psychological reactions, minimizing the risks of developing professional burnout syndrome or panic states in crisis clinical and organizational situations. At the same time, volitional tension ensures the ability to consciously maintain the chosen course of action and fulfill professional duties under the intense moral and

psychological pressure inherent in medical practice. The motivational component, based on an internal orientation toward the profession's social mission, continuous self-improvement, and individual responsibility, supports long-term work capacity in a stressful environment. Finally, cognitive flexibility and analytical thinking determine the ability to quickly solve complex clinical problems and make informed decisions in the face of a lack of or conflicting relevant information.

Within the framework of higher medical education, this resilience functions not merely as a static safety margin, but rather as a dynamic platform for the development of a future physician's professional identity. During the learning process, students with a high level of psychological resilience find it significantly easier to manage distress during simulation sessions, clinical rotations, and direct interaction with patients; they demonstrate greater self-confidence, the ability for deep self-analysis, and constructive reflection. This, in turn, determines their integration as agents who proactively respond to environmental challenges rather than merely reacting to them. According to the research by O. Palamarchuk and I. Gaba (2024), the development of psychological resilience is closely correlated with the development of agency (subjectivity)—a conscious internal stance through which a professional does not merely reproduce a prescribed social role, but autonomously and meaningfully constructs their own professional mission and development trajectory [12]. In this way, resilience transforms from a purely individual psychological resource into a fundamental basis for self-determination in the professional sphere, upholding deontological norms, collegiality, and maintaining stable, long-term motivation.

From a practical standpoint, the empirical and theoretical findings obtained justify the need to modernize current educational and professional programs at medical higher education institutions. The emphasis must shift from the purely academic development of clinical competencies (hard skills) to the targeted development of students' psychological resilience and resistance. Effective implementation of this approach is possible through the systematic integration into the educational process of training in emotional self-regulation, psychological supervision practices, and reflective analysis, as well as through the incorporation of controlled, high-intensity stressors into simulation-based training. The implementation of this strategy will not only optimize graduates' readiness for initial adaptation in the workplace but also lay a solid foundation for their long-term personal and professional viability in a changing sociocultural context.

Given the scale of the traumatic stress, the duration of the war and the strain on the healthcare system's resources, we should expect to see symptoms becoming chronic among medical staff in the coming years. This requires not only an expansion of emergency care but also the strategic implementation of a policy of long-term psychological recovery, focused on preserving the specialist's core sense of self. Integrated support models that simultaneously take into account emotional, ethical, motivational and organisational components – with an emphasis on autonomy, flexibility and institutional accountability – could provide a solution. Without such solutions, even the most dedicated professionals face the threat of emotional breakdown, whilst the system itself faces the risk of losing human resources, the recovery of which will take not months, but years.

Conclusions Thus, the full range of contemporary challenges faced by medical staff – from pandemic-related overload to the existential strain of martial law – forms a new picture of psychological strain, in which the boundaries between clinical, moral and cognitive fatigue are blurring. Burnout is no longer a reaction to overload, but rather an integrated symptom complex of systemic destabilisation. Profound shifts are occurring within the professional structure: tolerance for uncertainty is declining, empathic engagement is diminishing, and motivation is shifting from a sense of vocation to the mechanical performance of duties. The psyche of healthcare professionals, constantly immersed in multifactorial stress, loses its ability to regenerate without external support. As evidenced by survey data and clinical monitoring, over 60% of Ukrainian healthcare professionals exhibit symptoms of chronic exhaustion, with one in four requiring specialised psychotherapeutic assistance. These circumstances necessitate a rethinking of organisational models towards the introduction of comprehensive psychological support systems – ones that are adaptive, mobile and integrated into daily routines. Without such a strategic shift, it will be impossible to maintain either the quality of care or the human resources upon which the entire healthcare system relies.

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**PSYCHOLOGICAL RESILIENCE RESOURCES OF PERSONNEL OF THE STATE
EMERGENCY SERVICE OF UKRAINE UNDER CONDITIONS OF WARTIME
CHALLENGES**

Анотація. У статті представлено теоретико-аналітичний аналіз проблеми психологічної стійкості персоналу Державної служби України з надзвичайних ситуацій в умовах воєнного часу. Актуальність дослідження зумовлена суттєвим зростанням психоемоційного навантаження на працівників ДСНС внаслідок повномасштабної війни в Україні, необхідністю виконання професійних обов'язків в умовах постійної загрози життю, високого рівня невизначеності, відповідальності за життя людей та систематичного контакту з наслідками руйнувань, людських втрат і травматичних подій. За таких умов проблема збереження психологічного здоров'я, професійної ефективності та здатності до післястресового відновлення набуває особливого наукового й практичного значення.

Психологічна стійкість розглядається як складний багаторівневий психологічний феномен, який забезпечує підтримання ефективного функціонування особистості в умовах тривалого впливу стресових, кризових та екстремальних чинників. Особливу увагу приділено сучасним науковим підходам до вивчення психологічної стійкості, серед яких концепція резильєнтності, теорія життєстійкості, ресурсний підхід та сучасні дослідження психологічного здоров'я особистості. Показано, що здатність людини успішно долати наслідки стресу визначається не окремими психологічними якостями, а цілісною системою внутрішніх і зовнішніх ресурсів.

Теоретичну основу дослідження становлять праці зарубіжних і вітчизняних науковців, присвячені проблемам адаптації особистості до несприятливих життєвих обставин, збереження психологічного здоров'я, подолання професійного стресу та забезпечення психологічного благополуччя в умовах кризових подій. Узагальнення сучасних наукових підходів дозволило розкрити зміст психологічної стійкості як результату взаємодії особистісних, професійних та соціально-психологічних ресурсів.

Обґрунтовано авторську структурно-функціональну модель ресурсного забезпечення психологічної стійкості персоналу ДСНС України в умовах воєнного часу. Встановлено, що основу моделі становлять три взаємопов'язані блоки ресурсів: особистісні саморегуляторні, професійно-екзистенційні та соціально-психологічні. До особистісних саморегуляторних ресурсів віднесено життєстійкість, стресостійкість, емоційну саморегуляцію, адаптивні копінг-стратегії, толерантність до невизначеності, когнітивну гнучкість і самоефективність. Професійно-екзистенційні ресурси охоплюють професійну ідентичність, внутрішню мотивацію, професійну компетентність, смисложиттєві орієнтації, цінності та відданість місії служби. Соціально-психологічні ресурси представлені соціальною підтримкою, згуртованістю підрозділу, організаційною підтримкою та психологічною безпекою професійного середовища.

Особлива увага приділяється аналізу механізмів взаємодії зазначених ресурсів та їх ролі у підтриманні психологічного здоров'я, професійної ефективності, профілактиці професійного вигорання та забезпеченні постстресового відновлення працівників ДСНС. Показано, що психологічна стійкість формується внаслідок синергічної взаємодії всіх складових ресурсної системи, а недостатній розвиток окремих її компонентів може негативно впливати на адаптаційний потенціал особистості та ефективність професійної діяльності.

Ключові слова: психологічна стійкість, психологічні ресурси, резильєнтність, життєстійкість, психологічне здоров'я, персонал ДСНС, воєнний час, професійний стрес, ресурсний підхід, постстресове відновлення.

Abstract. Abstract. The article presents a theoretical and analytical examination of the problem of psychological resilience among personnel of the State Emergency Service of Ukraine (SESU) under wartime conditions. The relevance of the study is determined by the significant increase in the psycho-emotional burden placed on SESU personnel as a consequence of the full-scale war in Ukraine, the necessity of performing professional duties under constant threat to life, a high level of uncertainty, responsibility for human lives, and systematic exposure to the consequences of destruction, human losses, and traumatic events. Under such circumstances, the preservation of psychological health, professional effectiveness, and the capacity for post-stress recovery acquires particular scientific and practical significance.

Psychological resilience is considered a complex, multilevel psychological phenomenon that ensures the maintenance of effective individual functioning under conditions of prolonged exposure to stressful, crisis-related, and extreme factors. Particular attention is paid to contemporary scientific approaches to the study of psychological resilience, including the concept of resilience, hardiness theory, the resource-based approach, and modern studies of individual psychological health. It is demonstrated that an individual's ability to successfully overcome the consequences of stress is determined not by isolated psychological characteristics but by an integrated system of internal and external resources.

The theoretical foundation of the study is based on the works of both international and Ukrainian scholars devoted to issues of adaptation to adverse life circumstances, preservation of psychological health, coping with occupational stress, and ensuring psychological well-being during crisis events. The synthesis of contemporary scientific approaches made it possible to reveal the essence of psychological resilience as a result of the interaction of personal, professional, and socio-psychological resources.

The authors substantiate a structural-functional model of resource support for the psychological resilience of SESU personnel under wartime conditions. It was established that the model is based on three interrelated resource domains: personal self-regulatory resources, professional-existential resources, and socio-psychological resources. Personal self-regulatory resources include hardiness, stress resistance, emotional self-regulation, adaptive coping strategies, tolerance for uncertainty, cognitive flexibility, and self-efficacy. Professional-existential resources encompass professional identity, intrinsic motivation, professional competence, life-meaning orientations, values, and commitment to the mission of service. Socio-psychological resources are represented by social support, unit cohesion, organizational support, and psychological safety within the professional environment.

Particular attention is devoted to analyzing the mechanisms of interaction among these resources and their role in maintaining psychological health, professional effectiveness, preventing occupational burnout, and facilitating post-stress recovery among SESU personnel. It is demonstrated that psychological resilience is formed through the synergistic interaction of all components of the resource system, whereas insufficient development of individual components may negatively affect an individual's adaptive potential and professional performance.

Keywords: psychological resilience, psychological resources, resilience, hardiness, psychological health, SESU personnel, wartime conditions, occupational stress, resource-based approach, post-stress recovery.

Problem statement. The full-scale war in Ukraine has substantially transformed the operating conditions of all services within the security and civil protection sector, imposing new tasks and an increased level of responsibility on personnel of the State Emergency Service of Ukraine (SESU). SESU personnel are involved daily in responding to the consequences of missile and artillery attacks, conducting emergency rescue operations in areas of destruction, evacuating civilians, clearing debris, searching for victims, and performing other tasks related to ensuring public safety. These activities are carried out under conditions of constant threat to life, a high degree of uncertainty, and the necessity for rapid decision-making, which significantly increases the psycho-emotional burden on specialists.

A distinctive feature of SESU personnel's professional activity is their systematic exposure to the consequences of human losses, severe injuries, and the destruction of housing and infrastructure, creating conditions for the accumulation of occupational stress and secondary traumatization. Unlike short-term emergency situations in peacetime, wartime events are characterized by prolonged duration, recurrence, and high-intensity exposure to stressogenic factors. Under such circumstances, SESU personnel are required to perform their professional duties while simultaneously experiencing personal concerns related to family safety, uncertainty about the future, and the broader consequences of war.

Prolonged exposure to these factors creates preconditions for emotional exhaustion, chronic occupational stress, anxiety and depressive states, maladjustment, occupational burnout, and other manifestations of psychological distress. Recent studies indicate that the accumulation of psycho-emotional strain may negatively affect not only the psychological health of personnel but also the quality of professional performance, the speed of decision-making, the effectiveness of teamwork, and overall readiness to carry out official duties. Consequently, the problem of preserving the psychological health of SESU personnel has acquired particular scientific and practical significance.

At the same time, contemporary research in the psychology of extreme activities demonstrates that even under conditions of intense stress and constant threat, some specialists maintain a high level of professional effectiveness, adaptability, psychological recovery, and personal well-being. This indicates the existence of certain internal and external resources that support psychological resilience and enable successful functioning in extreme conditions. Therefore, increasing attention is being directed toward shifting the focus from studying exclusively the negative consequences of stress to investigating the resources that facilitate effective coping and the maintenance of psychological health.

In contemporary psychological science, psychological resilience is regarded as one of the leading areas of research concerning the adaptive capacities of individuals under conditions of uncertainty, risk, and crisis situations. Particular prominence has been given to the resource-based approach, according to which psychological resilience is formed through the interaction of personal, socio-psychological, and professional resources. Within this framework, attention is focused not only on an individual's capacity to withstand stress but also on the ability to preserve psychological health, restore internal balance, and maintain effective functioning following crisis events.

Despite the considerable number of studies devoted to occupational stress, burnout, and psychological adaptation among representatives of high-risk professions, the issue of a comprehensive analysis of the resources of psychological resilience among SESU personnel under wartime challenges remains insufficiently explored. Further scientific investigation is needed regarding the structure of psychological resilience resources, the mechanisms of their interaction, and their role in ensuring psychological health, professional effectiveness, and the capacity for post-stress recovery among SESU personnel. This determines the relevance of the present study and defines its theoretical and practical significance.

The aim of this article is to provide a theoretical substantiation of the significance of psychological resources in the formation and maintenance of psychological resilience among personnel of the State Emergency Service of Ukraine under wartime challenges and to develop an original structural-functional model for supporting psychological resilience.

Outline of the main material. The problem of psychological resilience is among the key areas of contemporary psychological science, as it is associated with the study of mechanisms of individual adaptation to stressful, crisis-related, and extreme life conditions. It becomes particularly relevant in the context of wartime challenges, when the effectiveness of professional activity largely depends on an individual's ability to maintain psychological balance, sustain professional performance, and recover following exposure to psychologically traumatic events.

In international psychology, the development of scientific concepts of psychological resilience has occurred primarily within the framework of resilience theory, which explains the mechanisms of successful adaptation to adverse life circumstances. A significant contribution to this field was made by A. Masten, who viewed resilience as a universal human capacity for adaptation and effective functioning under conditions of risk, stress, and crisis. She argued that psychological resilience is not an exceptional characteristic of certain individuals but is formed through the operation of basic adaptive mechanisms of personality and the supportive resources of the social environment [12].

Further development of research on psychological resilience is associated with the work of G. Bonanno, who demonstrated that experiencing traumatic events does not necessarily result in persistent maladaptive outcomes. Bonanno substantiated the phenomenon of natural resilience, according to which a

substantial proportion of individuals are capable of maintaining a relatively stable level of psychological functioning and social adaptation even after exposure to highly stressful events [4].

A substantial contribution to the study of psychological resilience was also made by S. Southwick and D. Charney. Based on many years of research involving representatives of high-risk professions, military personnel, and individuals who had experienced extreme events, they identified the principal determinants of resilience. These factors include optimism, emotional self-regulation, social support, moral and value orientations, cognitive flexibility, and a sense of meaning in life, all of which facilitate effective coping with stress and the maintenance of psychological well-being [16].

An important direction in resilience research emerged through the concept of hardiness developed by S. Maddi. Within this framework, hardiness is understood as an integrated system of personality attitudes that promotes constructive coping with stress and adaptation to difficult life circumstances. Maddi identified three interrelated components of hardiness—commitment, control, and challenge—which foster an active stance toward life difficulties and contribute to personal development [10].

The further evolution of scientific views on psychological resilience led to the development of the resource-based approach, which received its most comprehensive substantiation in the works of S. Hobfoll. According to the Conservation of Resources Theory, the effectiveness of adaptation to stress is determined by the availability, accumulation, and rational use of personal, social, and professional resources. Within this framework, resources are regarded as the primary condition for maintaining psychological well-being, whereas their loss or the threat of loss constitutes a major source of stress, psychological exhaustion, and maladjustment [7].

In contemporary psychological science, increasing attention is being devoted not only to the mechanisms of coping with stress but also to the factors that promote personal growth following crisis experiences. In this context, the scientific approaches of M. Seligman and M. Ungar are of particular importance. Within the framework of positive psychology, Seligman substantiated the role of optimism, psychological well-being, personal strengths, and life-meaning orientations as important determinants of psychological resilience. Ungar significantly expanded the understanding of resilience by emphasizing the interaction between the individual and the social environment, as well as the availability of external resources necessary for successful adaptation under adverse life circumstances [15].

In Ukrainian psychology, the problem of psychological resilience has been investigated within the context of psychological health, personal development, life construction, and coping with crisis situations. S. Maksymenko substantiated the decisive role of internal personal resources in the processes of self-development, self-realization, and overcoming life difficulties [11]. T. Tytarenko viewed psychological resilience as an individual's ability to preserve agency, life meanings, and prospects for personal development under conditions of social crises and traumatic events [17]. N. Chepeliieva emphasized the role of meaning-making mechanisms of self-regulation, personal experience, and the interpretation of life events in ensuring psychological adaptation. In the works of L. Karamushka, psychological resilience is examined through the lens of psychological health, professional well-being, and resources for coping with occupational stress across various professional groups [8].

The conducted theoretical analysis of contemporary scientific approaches to understanding psychological resilience demonstrated that its maintenance is based not on isolated personality traits but on an integrated system of internal and external resources that interact with one another and ensure effective functioning under conditions of elevated stress. Such a system is of particular importance for personnel of the State Emergency Service of Ukraine, whose professional activity is associated with continuous exposure to risk, uncertainty, responsibility for the lives of others, and the necessity of making decisions under extreme wartime conditions.

The synthesis of the principles of resilience theory, hardiness theory, the resource-based approach, and contemporary studies of psychological health makes it possible to view the psychological resilience of SESU personnel as the result of integrating personal self-regulatory resources, socio-psychological support, and professional-existential factors. The interaction of these components ensures the maintenance of psychological well-being, professional effectiveness, and the capacity for recovery following exposure to traumatic events.

To systematize the identified theoretical provisions and to represent the structure of resource support for the psychological resilience of SESU personnel under wartime challenges, the authors developed a structural-functional model (Figure 1). The model reflects the main groups of resources, the mechanisms of their interaction, and the outcomes of the functioning of the resource system that ensure the preservation of psychological health, professional effectiveness, prevention of occupational burnout, and successful post-stress recovery among SESU personnel.

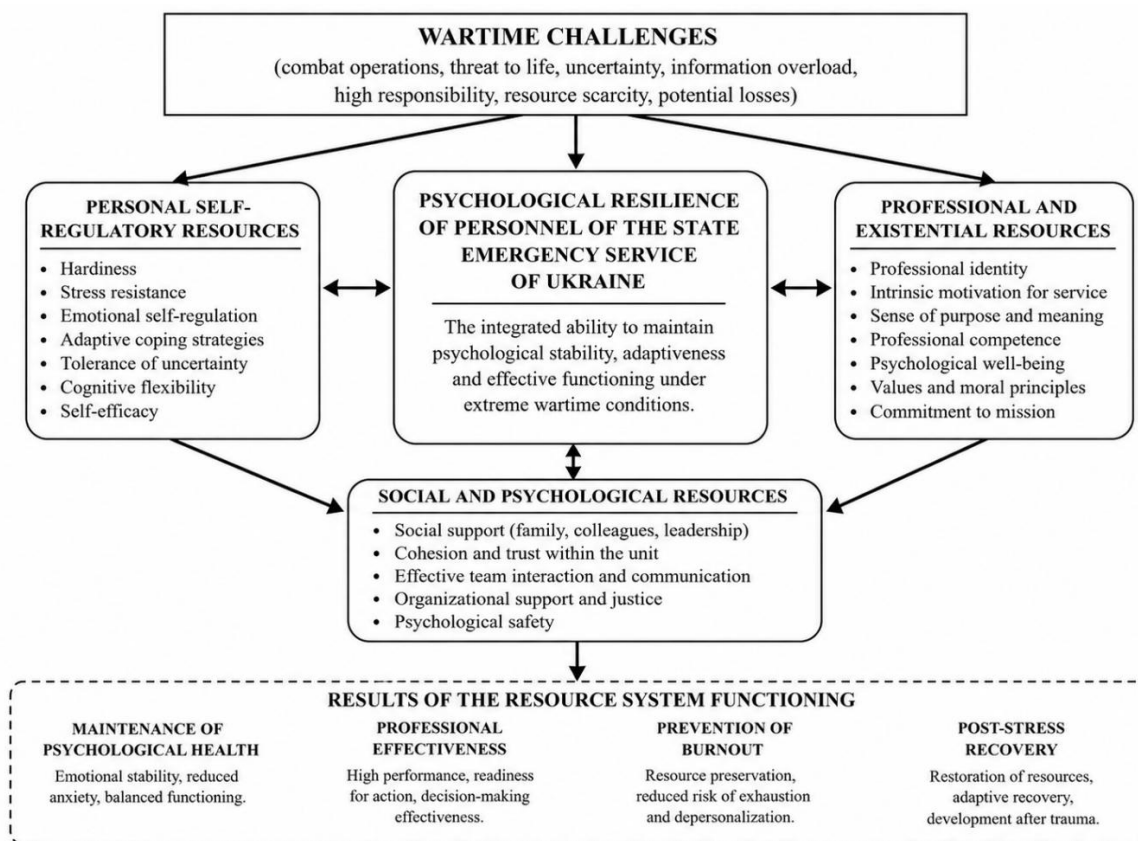


Figure 1. Structural-Functional Model of Resource Support for the Psychological Resilience of Personnel of the State Emergency Service of Ukraine under Wartime Conditions

The first structural component of the proposed model consists of personal self-regulatory resources, which reflect the individual's internal psychological potential necessary for maintaining effective functioning under the extreme demands of wartime conditions. This component encompasses a set of individual psychological characteristics that enable SESU personnel to consciously regulate their emotional state, behavior, cognitive processes, and adaptive responses in accordance with the requirements of their professional duties.

As the foundational level of resource support for the psychological resilience of SESU personnel under wartime conditions, personal self-regulatory resources include hardiness, stress resistance, emotional self-regulation, adaptive coping strategies, tolerance for uncertainty, cognitive flexibility, and self-efficacy. The selection of these specific resources is based on contemporary theories of resilience, the resource-based approach to stress coping, and studies on the psychological support of professionals in high-risk occupations. Under wartime conditions, these resources function as internal psychological mechanisms that sustain psycho-emotional balance, facilitate effective adaptation to extreme stressors, preserve professional performance, and support the fulfillment of official duties under conditions of heightened risk and uncertainty. Their interaction forms an individual's resource potential, which serves as an essential prerequisite for the development and maintenance of psychological resilience among SESU personnel, enabling them to function effectively in situations involving threats to life, high levels of responsibility, and substantial psycho-emotional strain.

The fundamental component of this resource domain is hardiness, which is regarded as an integral personality characteristic determining an individual's readiness to actively overcome difficulties, accept challenges, and maintain a sense of personal agency under difficult life circumstances. In wartime conditions, hardiness contributes to sustaining professional engagement, responsibility, and commitment to fulfilling official duties despite considerable psycho-emotional demands.

The realization of hardiness largely depends on an individual's ability to effectively withstand stress-inducing influences, highlighting the importance of stress resistance as a critical resource. Stress resistance supports effective functioning under intense stress, preserves cognitive performance, concentration, response speed, and the adequacy of decision-making in emergency situations.

At the same time, successful resistance to stress is impossible without the capacity to control one's emotional reactions. Therefore, emotional self-regulation occupies an important place within the structure of self-regulatory resources. It involves the ability to recognize, monitor, and constructively manage one's emotional experiences. Through mechanisms of emotional self-regulation, the risk of emotional exhaustion, anxiety reactions, and other manifestations of psychological maladjustment is significantly reduced.

However, effective management of emotional states alone does not guarantee successful coping with difficult life circumstances. To achieve this, individuals must possess appropriate behavioral response mechanisms implemented through adaptive coping strategies. These strategies facilitate constructive management of complex and uncertain situations through active problem-solving, mobilization of internal and external resources, and the seeking of social support. Their effective use reduces the negative impact of stressors and enhances an individual's adaptive capacities.

The specific nature of SESU personnel's professional activity during wartime is characterized by constant uncertainty, which underscores the importance of tolerance for uncertainty as a distinct psychological resource. This characteristic reflects an individual's capacity to function effectively in situations marked by insufficient information, unpredictability of events, and the absence of clear forecasts regarding future developments. Tolerance for uncertainty contributes to reducing anxiety levels and preserving the ability to make decisions under complex operational conditions.

The ability to act constructively under uncertain conditions is closely related to the flexibility of cognitive processes; therefore, cognitive flexibility represents another important component of this resource domain. Cognitive flexibility enables individuals to rapidly modify their patterns of thinking and behavior in response to changing circumstances. Through cognitive flexibility, SESU personnel can quickly adapt to new situations, identify alternative solutions to problems, and respond effectively to dynamic changes in the operational environment.

The integration of these resources creates the foundation for the development of self-efficacy, which serves as the integrative component of the personal self-regulatory resource system. Self-efficacy reflects an individual's confidence in their ability to successfully perform professional tasks and overcome difficulties. A high level of self-efficacy supports intrinsic motivation, responsibility, and an active professional position, which is particularly important under conditions of elevated risk, uncertainty, and significant responsibility for the outcomes of professional activities.

Thus, personal self-regulatory resources constitute the fundamental level of resource support for the psychological resilience of SESU personnel. Through their interaction, they create the necessary conditions for maintaining psychological balance, adaptability, and effective performance of professional duties under wartime conditions.

At the same time, personal self-regulatory resources do not function in isolation and cannot fully ensure the maintenance of psychological resilience among SESU personnel during wartime. Their effective realization largely depends on the availability of professionally determined and existential resources, which shape motivational orientation, the meaning of professional self-realization, and the individual's value system. For this reason, professional and existential resources constitute an important structural component of the proposed model, providing the meaning-based foundation of psychological resilience and supporting SESU personnel's readiness to perform their duties under the prolonged influence of wartime challenges.

Professional and existential resources reflect a system of personal meanings, values, professional beliefs, and motivational factors that ensure not only effective performance of official duties but also the maintenance of psychological resilience under prolonged exposure to extreme demands. Unlike personal self-regulatory resources, which primarily facilitate adaptation to stress through mechanisms of emotional and behavioral regulation, professional and existential resources perform the function of meaning-based integration of professional experience and contribute to preserving the individual's inner integrity in the face of wartime challenges.

A central element of this domain is professional identity, which provides awareness of one's belonging to a professional community and acceptance of the values of rescue work as part of personal self-identification. It forms the basis of intrinsic motivation for service, supporting readiness to fulfill professional duties even under conditions of substantial risk, uncertainty, and threat to life. Moreover, SESU personnel's professional activity acquires particular psychological significance through the recognition of its social importance, which fosters the development of life-meaning orientations and promotes the perception of professional activity as a socially significant mission.

An important factor in the functioning of this resource complex is professional competence, which provides a foundation for confidence in one's abilities and a sense of control over professional situations. The possession of the necessary knowledge, skills, and abilities reduces subjective uncertainty, enhances

decision-making effectiveness, and supports confidence in the correctness of professional actions. In turn, psychological well-being serves as an indicator of the successful functioning of professional and existential resources, reflecting the degree of harmonization between personal needs, professional goals, and life meanings.

Particularly important under wartime conditions are values and moral principles, which function as internal regulators of professional behavior and determine the nature of decision-making in complex and morally ambiguous situations. They ensure the preservation of professional ethics, responsibility, and the humanistic orientation of professional activity even under conditions of intense psycho-emotional strain. The integration of professional identity, intrinsic motivation, life-meaning orientations, competence, and value-based moral principles finds its most comprehensive expression in commitment to the mission of service, which serves as the system-forming factor of this resource domain and ensures the stability of professional activity under the prolonged influence of wartime challenges.

Professional and existential resources constitute the meaning- and value-based foundation of the psychological resilience of SESU personnel. They ensure the maintenance of professional motivation, preservation of psychological well-being, awareness of the social significance of one's work, and readiness to perform official duties under conditions of heightened risk, uncertainty, and responsibility, which are essential prerequisites for effective functioning in extreme wartime conditions.

A distinctive feature of SESU personnel's professional activity is that it is carried out primarily through team-based interaction, where the successful accomplishment of official tasks depends not only on the qualities of individual employees but also on the effectiveness of the group as a whole. In situations involving elevated risk, time pressure, and the need for rapid response to emergencies, psychological resilience becomes not only an individual phenomenon but also a collective one.

For this reason, social and psychological resources constitute an important component of the resource support system for psychological resilience, as they create the environment necessary for maintaining an individual's adaptive potential under wartime conditions.

From the perspective of the socio-psychological approach, an individual's ability to cope effectively with stress largely depends on the quality of interaction with their immediate social environment. The presence of supportive interpersonal relationships, trusting relations within a team, a sense of belonging to a professional group, and confidence in the availability of assistance during critical situations significantly reduce the intensity of stress experiences and enhance adaptive capacity. For SESU personnel, such resources are of particular importance, as their professional activity is often associated with life-threatening situations, physical exhaustion, and emotionally intense events.

An important role in ensuring psychological resilience is played by the level of unit cohesion, which fosters an atmosphere of mutual trust, responsibility, and readiness to overcome difficulties collectively. Under such conditions, an individual employee perceives themselves not as an isolated actor but as part of a professional community capable of providing support in difficult situations. This contributes to reducing psychological tension, increasing confidence in one's actions, and creating conditions for the more effective utilization of personal and professional resources.

Another significant factor is organizational support, which reflects the extent to which the organization cares for the psychological well-being of its personnel, ensures access to professional assistance, provides effective managerial decision-making, and maintains efficient internal communication. In the context of wartime conditions, organizational support becomes an important resource for preventing occupational burnout, as it fosters a sense of security, predictability, and fairness within the professional environment.

A special place within the structure of socio-psychological resources is occupied by psychological safety, which creates conditions for the open discussion of difficulties, emotional experiences, and the consequences of exposure to traumatic events. The opportunity to seek help, share personal experiences, and receive support from colleagues or supervisors contributes to reducing the risk of accumulated psycho-emotional strain and the development of maladaptive consequences of occupational stress.

Social and psychological resources provide the level of interpersonal and organizational support that enables SESU personnel not only to perform their professional duties effectively but also to maintain psychological health under prolonged exposure to wartime challenges. Unlike personal and professional-existential resources, which are primarily located at the individual level, social and psychological resources function at the level of the professional environment, creating conditions for the realization and enhancement of all other components of psychological resilience.

The personal self-regulatory, professional-existential, and socio-psychological resources identified within the model do not exist independently but form an integrated, multilevel system of resource support

for the psychological resilience of SESU personnel under wartime conditions. Each of these resource domains performs specific functions; however, only their interaction ensures an adequate level of adaptation to the extreme conditions of professional activity. The loss or insufficient development of any component inevitably reduces the effectiveness of the entire psychological resilience system.

Personal self-regulatory resources create the individual's internal adaptive potential by enabling the regulation of psycho-emotional states, behavior, and constructive responses to stress. However, the capacity for self-regulation alone does not determine the direction of professional activity or ensure its sustained maintenance under extreme demands. This function is performed by professional-existential resources, which imbue professional activity with personal meaning, support motivation for service, foster awareness of the social significance of one's work, and contribute to preserving the individual's value-meaning integrity. It is precisely through the combination of internal self-regulatory mechanisms and professional meaning orientations that the stability of SESU personnel's professional activity is ensured under wartime conditions.

At the same time, the realization of personal and professional potential does not occur in isolation but within a system of continuous interpersonal and professional interactions. The effectiveness of personal self-regulatory and professional-existential resources largely depends on the socio-psychological environment in which professional activity is carried out. Socio-psychological resources provide the external conditions that support psychological resilience through systems of social support, trusting relationships, team cohesion, and organizational interaction.

Under such circumstances, the socio-psychological environment serves not merely as a background for professional activity but as an active factor in the resource support of psychological resilience. Through mechanisms of support, mutual assistance, and professional solidarity, individuals' internal resources are strengthened, the negative effects of stressors are reduced, and personnel's ability to cope effectively with complex and crisis situations is enhanced. The presence of a psychologically safe environment also creates conditions for the timely restoration of resources following professionally traumatic experiences.

Thus, personal self-regulatory, professional-existential, and socio-psychological resources form an interconnected system in which each component strengthens and complements the others. Their integration ensures the development of a holistic personal resource potential that serves as the direct foundation for the formation and maintenance of psychological resilience among SESU personnel under wartime conditions.

The psychological resilience of SESU personnel under wartime conditions is not the result of the isolated influence of any single group of resources but rather of the synergistic interaction of personal, professional-existential, and socio-psychological factors. Their integration ensures the formation of a comprehensive resource support system that enables SESU personnel to maintain psychological health, professional effectiveness, and the capacity for productive functioning under prolonged exposure to wartime threats and extreme demands.

The proposed system of personal self-regulatory, professional-existential, and socio-psychological resources is not merely a collection of isolated characteristics but functions as an integrated mechanism for maintaining the psychological resilience of SESU personnel under wartime conditions. The interaction of these resources ensures not only adaptation to the impact of extreme occupational stressors but also creates conditions for preserving professional potential, psychological well-being, and the capacity for further development. Therefore, an important element of the proposed model is the outcomes block, which reflects the principal psychological and professional consequences of the effective utilization of an individual's resource potential.

From the perspective of the resource-based approach, psychological resilience is manifested not only in the ability to withstand stress but also in maintaining an optimal level of functioning under conditions of prolonged psycho-emotional strain. Accordingly, one outcome of the effective interaction of resources is the preservation of psychological health, characterized by emotional stability, reduced anxiety, self-regulatory capacity, and the maintenance of internal balance in the face of wartime challenges.

In addition, a well-developed resource system ensures a high level of professional effectiveness, manifested in readiness to perform official duties, the ability to make well-founded decisions under conditions of uncertainty, and the preservation of productivity even in the presence of considerable physical and psycho-emotional strain. At the same time, sufficient resource potential serves as an important factor in the prevention of occupational burnout, as it contributes to the preservation of personal resources, prevents emotional exhaustion, and reduces the risk of depersonalization and professional maladjustment.

Particularly important under wartime conditions is an individual's capacity for recovery following exposure to traumatic events. Therefore, one of the key outcomes of the functioning of the resource system is post-stress recovery, which involves not only returning to a previous level of functioning but also

developing new adaptive capacities, personal growth, and an enhanced ability to respond effectively to future challenges. Taken together, these outcomes reflect the effectiveness of the resource support system for the psychological resilience of SESU personnel and confirm its importance for maintaining psychological health and professional reliability under wartime conditions.

The proposed structural-functional model expands scientific understanding of the psychological resilience of SESU personnel as a multilevel psychological phenomenon determined by the simultaneous influence of internal and external personal resources. Unlike approaches that conceptualize psychological resilience primarily as a set of individual psychological characteristics, the proposed model emphasizes the systemic nature of its formation and maintenance under wartime conditions. Such an approach makes it possible to view psychological resilience as a dynamic process supported by the interaction of personal characteristics, professional meaning orientations, and resources of the social environment.

The model is particularly significant in the context of SESU personnel, whose professional activity is carried out under conditions of constant uncertainty, elevated risk, and substantial psycho-emotional strain. Under such circumstances, psychological resilience functions not only as a factor of professional reliability but also as an essential condition for preserving psychological health and ensuring the long-term sustainability of professional functioning.

Conclusions. The theoretical analysis of contemporary scientific approaches to the study of psychological resilience demonstrated that this phenomenon is regarded as a complex multidimensional construct that ensures the maintenance of effective functioning under conditions of stress, uncertainty, and extreme influences. The synthesis of the principles of resilience theory, hardiness theory, the resource-based approach, and contemporary research on psychological health made it possible to establish that psychological resilience is formed through the interaction of personal, professional, and social resources that support adaptation, the preservation of psychological well-being, and the capacity for recovery following traumatic experiences. Under wartime conditions, the issue of psychological resilience acquires particular importance for personnel of the State Emergency Service of Ukraine (SESU), whose professional activity is characterized by a high level of risk, constant uncertainty, significant responsibility, and the necessity of making decisions in extreme circumstances. Under such conditions, psychological resilience serves as an essential prerequisite for maintaining psychological health, professional reliability, and the effective performance of official duties.

As a result of the theoretical synthesis of existing scientific approaches, the authors substantiated a structural-functional model of resource support for the psychological resilience of SESU personnel under wartime conditions. It was established that the model is based on three interrelated groups of resources: personal self-regulatory resources, professional-existential resources, and socio-psychological resources. Personal self-regulatory resources provide the internal mechanisms of adaptation and self-regulation; professional-existential resources form the meaning- and value-based foundation of professional activity; and socio-psychological resources create the external conditions necessary for the realization and maintenance of an individual's resource potential.

The psychological resilience of SESU personnel is the result of the synergistic interaction of all components of the resource system. The effectiveness of this system is manifested in the preservation of psychological health, the maintenance of a high level of professional effectiveness, the prevention of occupational burnout, and the facilitation of successful post-stress recovery. At the same time, insufficient development or depletion of individual resources may negatively affect the stability of the entire system of psychological support for professional activity.

Prospects for Further Research. Future studies may be directed toward the empirical validation of the proposed structural-functional model of resource support for the psychological resilience of SESU personnel under wartime conditions. It would be advisable to identify both quantitative and qualitative indicators of individual resource groups, as well as to determine the nature of their relationships with indicators of psychological health, professional effectiveness, occupational burnout, and post-stress recovery. Such research would make it possible to clarify the role of specific resource components in maintaining the psychological resilience of SESU personnel and to determine their contribution to effective functioning under conditions of heightened occupational risk.

A separate area of scientific inquiry may involve investigating the functioning of personal self-regulatory, professional-existential, and socio-psychological resources at different stages of SESU personnel's professional careers. Examining the influence of length of service, the specific nature of professional tasks, the level of involvement in emergency response operations, and the intensity of wartime stressors would deepen understanding of the mechanisms underlying the development of psychological resilience and its dynamics across different categories of personnel. In addition, analyzing the relationships

between an individual's resource potential, characteristics of the professional environment, and indicators of psychological well-being among SESU personnel appears to be a promising direction for future research.

Another important avenue for further investigation is the development and evaluation of comprehensive psychological support programs aimed at enhancing the psychological resilience of SESU personnel. Particular attention should be devoted to designing interventions focused on the development of hardiness, self-regulation skills, psychological safety, team interaction, and the prevention of occupational burnout. Long-term monitoring of the effectiveness of such interventions in preserving psychological health, improving professional effectiveness, and facilitating post-stress recovery among SESU personnel would also be valuable. Such efforts would contribute to the improvement of the psychological support system for SESU activities under wartime conditions.

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PSYCHOLOGICAL FEATURES OF THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE EFFECTIVENESS OF PROFESSIONAL INTERACTION IN THE DIGITAL ENVIRONMENT

Анотація. У статті розглядаються психологічні особливості впливу емоційного інтелекту на ефективність професійної взаємодії в цифровому середовищі. Аналізується сутність емоційного інтелекту як інтегративної особистісної характеристики, що забезпечує здатність розпізнавати, розуміти та регулювати емоції в процесі професійної комунікації. Визначено особливості цифрового середовища як простору професійної взаємодії, що характеризується опосередкованою комунікацією, високою інтенсивністю інформаційних потоків та зниженим рівнем емоційної виразності в міжособистісних контактах.

У статті досліджується взаємозв'язок між емоційним інтелектом та ефективністю професійної комунікації, командної роботи та психологічної адаптації фахівців у контексті цифровізації професійної діяльності. Встановлено, що високий рівень емоційного інтелекту сприяє розвитку емпатії, емоційної саморегуляції, конструктивного вирішення конфліктів та формуванню позитивного психологічного клімату в професійному середовищі. Визначено роль емоційного інтелекту у підвищенні продуктивності дистанційної взаємодії, зниженні професійного стресу та запобіганні емоційному вигоранню.

Експериментальне дослідження підтвердило ефективність психологічних методів розвитку емоційного інтелекту, зокрема тренінгових технологій, рефлексивних методів та комунікативних практик, у покращенні якості професійної взаємодії в цифровому середовищі. Розвиток емоційного інтелекту забезпечує формування ефективних комунікативних навичок, емоційної компетентності та психологічної стійкості фахівців в умовах сучасних цифрових трансформацій.

Ключові слова: емоційний інтелект, професійна взаємодія, цифрове середовище, професійна комунікація, емоційна саморегуляція, емпатія, цифровізація, психологічна стійкість, емоційне вигорання, командна робота.

Abstract. The article examines the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment. The essence of emotional intelligence is analyzed as an integrative personal characteristic that ensures the ability to recognize, understand, and regulate emotions in the process of professional communication. The specifics of the digital environment as a space for professional interaction are identified, characterized by mediated communication, a high intensity of information flows, and a reduced level of emotional expressiveness in interpersonal contacts.

The article investigates the relationship between emotional intelligence and the effectiveness of professional communication, teamwork, and psychological adaptation of specialists in the context of the digitalization of professional activity. It has been established that a high level of emotional intelligence contributes to the development of empathy, emotional self-regulation, constructive conflict resolution, and the formation of a positive psychological climate in the professional environment. The role of emotional intelligence in increasing the productivity of remote interaction, reducing professional stress, and preventing emotional burnout is outlined.

The experimental study confirmed the effectiveness of psychological methods for developing emotional intelligence, including training technologies, reflective methods, and communicative practices, in improving the quality of professional interaction in the digital environment. The development of emotional intelligence ensures the formation of effective communication skills, emotional competence, and psychological resilience of specialists under conditions of modern digital transformations.



Keywords: emotional intelligence, professional interaction, digital environment, professional communication, emotional self-regulation, empathy, digitalization, psychological resilience, emotional burnout, teamwork.

Introduction. The modern stage of societal development is characterized by the rapid digitalization of professional activity, which significantly transforms the ways of interpersonal interaction, professional communication, and work organization. The use of digital platforms, remote forms of cooperation, and online communication creates new requirements for the personal and professional qualities of specialists. In conditions of reduced direct emotional contact, emotional intelligence acquires particular importance as the ability to recognize, understand, and regulate one's own emotions and the emotional states of others. It is the level of emotional intelligence development that largely determines the effectiveness of professional interaction, the productivity of teamwork, the ability to resolve conflicts constructively, and psychological adaptation in the digital environment.

The problem of emotional intelligence is one of the most relevant issues in modern psychological science. The theoretical foundations of emotional intelligence research were established in the works of John Mayer and Peter Salovey, who considered it as a set of cognitive abilities related to understanding and regulating emotions. A significant contribution to the popularization of the concept was made by Daniel Goleman, who substantiated the role of emotional intelligence in professional success and leadership. The model of emotional-social intelligence was developed by Reuven Bar-On, emphasizing the adaptive capabilities of the individual. The peculiarities of emotional regulation and interpersonal interaction were also investigated by Howard Gardner in the theory of multiple intelligences and by Susan David in the context of emotional agility and psychological resilience.

In Ukrainian psychological science, the problem of emotional intelligence and related phenomena has been examined in the works of E. Nosenko, N. Kovryha, S. Derevianko, O. Vlasova, and T. Kyrylenko. Researchers emphasize the importance of emotional competence, empathy, self-regulation, and communicative culture as significant factors of effective professional interaction [1–5].

Despite the considerable number of studies, the problem of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment requires further investigation. This issue becomes especially relevant in the context of remote work, increasing professional stress, and the need to maintain effective communication in the online space, which determines the necessity of studying the psychological mechanisms of emotional intelligence development as an important resource for professional effectiveness and the psychological well-being of the individual.

The purpose of the study is to provide a theoretical substantiation and empirical investigation of the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment, as well as to determine the role of emotional self-regulation, empathy, and communication skills in ensuring productive professional communication under conditions of digitalization.

The modern development of digital technologies and the transformation of the professional environment significantly change the nature of interpersonal interaction and professional communication. The spread of remote work, online communication, and digital platforms actualizes the problem of effective professional interaction under conditions of limited direct emotional contact. Under such circumstances, emotional intelligence acquires particular importance as an individual's ability to recognize, understand, and regulate one's own emotions and the emotional states of others.

The theoretical foundations of emotional intelligence research were established in the works of John Mayer and Peter Salovey, who considered it as a system of cognitive abilities related to understanding and regulating emotions. A significant contribution to the development of the concept was made by Daniel Goleman, who substantiated the role of emotional intelligence in professional success and leadership. The model of emotional-social intelligence was developed by Reuven Bar-On, who emphasized the adaptive capabilities of the individual. The peculiarities of emotional regulation and interpersonal interaction were also investigated by Howard Gardner and Susan David [1, 3].

In the works of John Mayer and Peter Salovey, emotional intelligence is considered within the framework of the cognitive concept of emotional intelligence, according to which it is a set of intellectual abilities related to the recognition, understanding, analysis, and regulation of emotions. The researchers defined emotional intelligence as an individual's ability to recognize their own emotions and the emotions of others, to use emotional information for thinking and decision-making, and to effectively manage emotional states in the process of interpersonal interaction. The theoretical approaches to the study of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment, according to the scientific perspectives of these authors, are presented in Table 1.

A significant contribution to the development and popularization of the concept of emotional intelligence was made by Daniel Goleman within the framework of the mixed model of emotional intelligence, which combines cognitive abilities with personal and social competencies. The researcher substantiated that emotional intelligence is an important factor of professional success, effective leadership, interpersonal interaction, and an individual's ability to emotional self-regulation in the context of professional activity.

The model of emotional-social intelligence was developed by Reuven Bar-On within the framework of the non-cognitive (mixed) concept of emotional intelligence, which emphasizes the adaptive capabilities of the individual. The researcher considered emotional-social intelligence as a set of emotional, personal, and social competencies that ensure a person's ability to effectively understand themselves and others, manage emotions, cope with stressful situations, and successfully adapt to the demands of the social and professional environment [1, 4].

The peculiarities of emotional regulation and interpersonal interaction were also studied by Howard Gardner and Susan David. Within the framework of the theory of multiple intelligences, Howard Gardner identified interpersonal and intrapersonal intelligence, which are associated with a person's ability to understand their own emotional states, motives, and the experiences of others, as well as to effectively build social interaction. Within the concept of emotional agility, Susan David considered an individual's ability to recognize, accept, and constructively regulate their own emotions as an important condition for psychological resilience, adaptive behavior, and effective professional communication in conditions of change [2, 3].

In Ukrainian psychological science, emotional intelligence is considered an important factor of personal development, emotional self-regulation, and effective interaction of an individual with the social environment. Researchers emphasize its connection with behavioral adaptability, communication abilities, emotional competence, and professional success of the individual. The analysis of these concepts makes it possible to more deeply reveal the psychological mechanisms of the influence of emotional intelligence on the quality of professional interaction in the digital environment [3, 4].

Among Ukrainian scholars, the problem of emotional intelligence and related phenomena was examined in the works of E. Nosenko, N. Kovryha, S. Derevianko, O. Vlasova, and T. Kyrylenko, in particular [1, 2, 5]:

E. Nosenko and N. Kovryha considered emotional intelligence as a personal resource that ensures the awareness, understanding, and regulation of emotions and influences the adaptability of an individual's behavior.

S. Derevianko studied the phenomenology of emotional intelligence, emphasizing its structure, functions, and role in interpersonal interaction.

O. Vlasova investigated the social abilities of the individual, particularly communicative and emotional components that influence the effectiveness of social and professional interaction.

T. Kyrylenko explored the emotional sphere of personality, the peculiarities of emotional regulation, and the significance of emotions in human behavior and communication, among other aspects.

Therefore, emotional intelligence acts as an important factor of successful professional activity, as it ensures the development of empathy, communicative competence, emotional self-regulation, and the ability to resolve conflicts constructively. A high level of emotional intelligence contributes to the formation of a positive psychological climate, increases the effectiveness of team interaction, and facilitates an individual's adaptation to the conditions of the digital professional environment. In contrast, an insufficient level of emotional competence development may complicate professional communication, provoke emotional burnout, and reduce professional productivity. Ultimately, researchers consider emotional intelligence an important resource for emotional self-regulation, adaptive behavior, communicative effectiveness, and professional development of the individual. The analysis of contemporary scientific approaches confirms the relevance of studying the psychological characteristics of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment..

Table 1

Theoretical Approaches to the Study of the Influence of Emotional Intelligence on the Effectiveness of Professional Interaction in the Digital Environment

Author	Concept / Approach	Main Provisions	Significance for the Research Topic
1	2	3	4
John Mayer, Peter Salovey	Cognitive model of emotional intelligence	Emotional intelligence is understood as a set of cognitive abilities related to recognizing, understanding, analyzing, and regulating emotions	Explains the role of emotional awareness and emotional regulation in effective professional communication and interpersonal interaction in the digital environment
Daniel Goleman	Mixed model of emotional intelligence	Combines cognitive abilities with personal and social competencies, including empathy, motivation, and self-regulation	Substantiates the importance of emotional intelligence for professional success, leadership, teamwork, and conflict resolution in online interaction
Reuven Bar-On	Emotional-social intelligence model	Emotional intelligence is viewed as a complex of emotional, personal, and social competencies ensuring adaptability and stress resistance	Reveals the importance of emotional adaptability and stress management in conditions of digital communication and remote professional activity
Howard Gardner	Theory of multiple intelligences	Distinguished interpersonal and intrapersonal intelligence associated with understanding oneself and others	Emphasizes the significance of communicative competence, empathy, and social interaction in professional communication
Susan David	Concept of emotional agility	Focuses on the ability to recognize, accept, and flexibly regulate emotions under conditions of change and stress	Highlights the role of emotional flexibility and psychological resilience in maintaining effective professional interaction in the digital environment
E. Nosenko, N. Kovryha	Emotional intelligence as a personal resource	Emotional intelligence is considered a factor of behavioral adaptability and emotional self-regulation	Demonstrates the importance of emotional competence for adaptation to the digital professional environment
S. Derevianko	Phenomenology of emotional intelligence	Studies the structure, functions, and manifestations of emotional intelligence in interpersonal interaction	Explains the psychological mechanisms of emotional interaction in professional communication
O. Vlasova	Social and communicative abilities of personality	Investigates emotional and communicative components of social interaction.	Reveals the importance of communicative competence for effective online professional cooperation
T. Kyrylenko	Emotional sphere and emotional regulation	Examines emotional processes, emotional regulation, and the role of emotions in communication and behavior	Confirms the significance of emotional self-regulation for effective professional interaction in the digital space

The relevance of analyzing contemporary concepts of emotional intelligence is determined by the rapid digitalization of professional activity, the spread of remote communication, and the transformation of interpersonal interaction in the online space. Under conditions of information overload, professional stress, and reduced direct emotional contact, an individual's ability to emotional self-regulation, empathy, constructive communication, and psychological adaptation becomes particularly important. Therefore, the



study of scientific approaches to understanding emotional intelligence makes it possible to determine its role as an important resource for ensuring effective professional interaction and psychological resilience of specialists in the modern digital environment.

The empirical study of the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment is aimed at examining the relationship between the level of emotional intelligence development and specialists' ability to communicate effectively, cooperate, and regulate emotional states in online interaction. Emotional intelligence is considered an important factor of professional communication that affects an individual's ability to understand their own emotions, take into account the emotional reactions of others, prevent conflicts, and maintain constructive interaction in a digital format.

The study used a comprehensive approach to examining the influence of emotional intelligence on the effectiveness of professional interaction. The sample consisted of 30 fourth-year students majoring in Psychology at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, aged 20 to 22. The participants voluntarily took part in the study and provided the necessary data for further analysis.

The choice of psychology students is justified, as their future professional activity is directly related to communication, emotional self-regulation, empathy, and the ability to build effective interaction with other people, including in an online format. The digital environment imposes additional requirements on professional communication, as it limits nonverbal cues, complicates emotional recognition, and requires a high level of awareness in expressing one's thoughts and feelings.

The following psychodiagnostic methods were used to collect empirical data:

1. D. Lyusin's Emotional Intelligence Questionnaire was used to determine the level of emotional intelligence development, particularly the ability to understand and manage one's own emotions and the emotions of others.

2. The Methodology for Assessing the Effectiveness of Professional Communication in the Digital Environment (S. Lee, B. Quigley) was used to identify the features of online interaction, communicative flexibility, the ability to cooperate, emotional self-regulation, and constructive resolution of communication difficulties in a digital format.

In the course of the study, the results of testing using D. Lyusin's Emotional Intelligence Questionnaire were analyzed. This made it possible to determine the level of students' ability to understand their own and others' emotions, manage emotional states, and use emotional information to build constructive professional interaction in the digital environment. The obtained results indicate an uneven level of emotional intelligence development among psychology students, which directly affects the effectiveness of their professional interaction in the digital environment. According to the study results, 39.96% of respondents have an average level of emotional intelligence, 33.4% have a low level, 16.65% have a high level, and 9.99% have a very low level.

The predominance of the average level of emotional intelligence indicates that most students possess basic skills of emotional self-regulation and understanding of their own emotions and the emotions of others. Such students are able to maintain professional communication and adapt to the conditions of digital interaction; however, they may experience difficulties in stressful or conflict situations of online communication. At the same time, the significant proportion of students with low and very low levels of emotional intelligence (43.39%) indicates insufficient development of emotional control, empathy, and effective communication skills. In the digital environment, this may manifest itself in difficulties in understanding the emotional context of messages, a decrease in the quality of interpersonal interaction, increased communicative tension, and professional stress.

Only 16.65% of respondents demonstrated a high level of emotional intelligence, which is characterized by the ability to emotional flexibility, constructive conflict resolution, effective self-regulation, and maintenance of productive professional interaction in online communication. These indicators are the most favorable for successful professional activity under conditions of digitalization.

The Self-Presentation Tactics Scale by S. Lee and B. Quigley makes it possible to identify the features of behavioral strategies that students use in the process of professional and interpersonal interaction, particularly in the digital environment. In online communication, self-presentation acquires special importance, since it is through messages, communication style, reactions, and digital behavior that individuals form an impression of themselves as future specialists.

The obtained results show that the most prevalent tactic among students is "the desire to be liked" — 30%, which indicates their tendency to establish positive contact, maintain a friendly atmosphere, and be accepted in a professional group. The tactic of "disclaimer" accounts for 23.3%, which may indicate a tendency to avoid responsibility or distance oneself from possible mistakes in communication. The tactics

of “apology” and “exemplification” have equal indicators — 16.7% each, demonstrating a combination of defensive and constructive forms of self-presentation. The least pronounced tactic is “self-handicapping” — 13.3%, which may manifest itself in reduced confidence or in justifying possible difficulties in interaction.

In the context of professional interaction in the digital environment, these results indicate that students use both assertive and defensive communication strategies. Assertive tactics contribute to establishing productive online interaction, maintaining a positive image, and ensuring effective teamwork. In contrast, the predominance of defensive tactics may complicate open communication, reduce confidence in professional communication, and increase emotional tension.

Thus, the results confirm that emotional intelligence is an important factor in regulating self-presentation and professional communication. The better individuals understand their own emotions, control their reactions, and recognize the emotional states of others, the more effectively they choose interaction strategies in the digital environment. Therefore, the importance of developing emotional intelligence as a psychological resource for ensuring effective professional interaction in the digital environment is confirmed, which actualizes the need to implement training programs aimed at developing the emotional competence of future specialists.

Correlation analysis revealed a relationship between the level of emotional intelligence and students' choice of self-presentation tactics: 16.65% of respondents with a high level of emotional intelligence more often use assertive tactics, particularly “the desire to be liked” — 30% and “exemplification” — 16.7%. At the same time, students with low and very low levels of emotional intelligence (33.4% and 9.99%) are more inclined to use defensive self-presentation strategies: “disclaimer” — 23.3%, “apology” — 16.7%, and “self-handicapping” — 13.3%.

Thus, the obtained data indicate that a higher level of emotional intelligence is associated with more constructive self-presentation and more effective professional interaction in the digital environment.

Pearson correlation analysis made it possible to establish statistically significant relationships between the level of emotional intelligence and students' tactics of professional interaction in the digital environment. In particular, a positive correlation was found between a high level of emotional intelligence and the use of the assertive tactic “the desire to be liked” ($r = 0.62$; $p \leq 0.05$), which indicates that students with developed emotional competence are more capable of building positive professional communication. A positive correlation was also established between the level of emotional intelligence and the tactic “exemplification” ($r = 0.54$; $p \leq 0.05$), indicating the tendency of emotionally competent students to demonstrate constructive models of behavior in digital interaction.

In contrast, negative correlations were found between a low level of emotional intelligence and defensive self-presentation tactics: “disclaimer” ($r = -0.48$; $p \leq 0.05$) and “self-handicapping” ($r = -0.51$; $p \leq 0.05$). These tendencies indicate that insufficient development of emotional intelligence may complicate effective professional interaction and contribute to the use of less adaptive behavioral strategies in the digital environment.

Conclusion. The obtained results confirmed that emotional intelligence is an important psychological factor in effective professional interaction in the digital environment. It was established that students with a higher level of emotional intelligence more often use constructive and assertive communication strategies, particularly the tactics of “the desire to be liked” and “exemplification,” which contribute to the formation of a positive professional image and productive online interaction. The correlation analysis revealed positive relationships between emotional intelligence and assertive self-presentation tactics, as well as negative relationships with defensive strategies such as “disclaimer” and “self-handicapping.” These tendencies indicate that developed emotional self-regulation, empathy, and communication skills increase an individual's ability to interact effectively under conditions of digitalization, reduce the risk of communication difficulties, and contribute to the psychological adaptation of future specialists.

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RESILIENCE AS A PROFESSIONALLY IMPORTANT QUALITY OF PRACTICAL PSYCHOLOGISTS: A CONTEMPORARY SCIENTIFIC PERSPECTIVE

У статті здійснено теоретичний аналіз резильєнтності як професійно важливої якості практичних психологів. Розглянуто сучасні наукові підходи до розуміння феномену резильєнтності, зокрема диспозиційний, процесуальний та соціально-екологічний підходи. Особливу увагу приділено ролі резильєнтності у забезпеченні професійної ефективності, психологічного благополуччя та професійної стійкості практичних психологів. Проаналізовано взаємозв'язок резильєнтності з професійним стресом, вторинною травматизацією, втомуою від співчуття та професійним вигоранням. Показано, що резильєнтність є багатовимірним психологічним ресурсом, який включає емоційний, когнітивний, поведінковий і соціальний компоненти. Теоретичний аналіз свідчить, що резильєнтність сприяє адаптації, професійній компетентності та збереженню психічного здоров'я фахівців допомагаючих професій.

Ключові слова: резильєнтність, практичні психологи, професійний стрес, профілактика вигорання, професійна компетентність, психологічне благополуччя.

Abstract. The article presents a theoretical analysis of resilience as a professionally important quality of practical psychologists. Contemporary scientific approaches to understanding resilience are examined, including trait-oriented, process-oriented, and socio-ecological perspectives. Particular attention is devoted to the role of resilience in maintaining professional effectiveness, psychological well-being, and occupational sustainability among practical psychologists. The relationship between resilience and occupational stress, secondary traumatic stress, compassion fatigue, and professional burnout is analyzed. Contemporary research demonstrates that resilience functions as a multidimensional psychological resource incorporating emotional, cognitive, behavioral, and social components. Theoretical evidence indicates that resilience contributes to adaptive functioning, professional competence, and maintenance of psychological health among helping professionals. The significance of resilience for psychologists working under conditions of social instability and military conflict is substantiated. The necessity of developing resilience through professional education, supervision, and continuing professional development is emphasized.

Keywords: resilience, practical psychologists, occupational stress, burnout prevention, professional competence, psychological well-being.

The aim of the article. The aim of the article is to analyze resilience as a professionally important quality of practical psychologists and to determine its significance for maintaining professional effectiveness, psychological well-being, and successful adaptation to occupational challenges.

Problem statement. Contemporary psychological practice is characterized by increasing emotional demands, responsibility for clients' well-being, and exposure to various forms of psychological suffering. Practical psychologists regularly interact with individuals experiencing anxiety, depression, traumatic stress, interpersonal conflicts, and crisis situations. Such professional activity requires not only specialized knowledge and counseling skills but also personal psychological resources that enable specialists to maintain emotional stability and professional effectiveness over time.

The growing prevalence of social crises, economic instability, and military conflicts has intensified the demand for psychological services worldwide. In Ukraine, the consequences of war have significantly increased the number of individuals requiring psychological support, thereby placing additional emotional and professional demands on psychologists. Under such conditions, the ability to maintain effective functioning despite chronic stress becomes one of the most important characteristics of professional competence.



The concept of resilience has emerged as a key construct for understanding successful adaptation under adverse circumstances. Werner and Smith demonstrated that many children raised under conditions of social disadvantage achieved positive developmental outcomes in adulthood [13]. Their findings challenged deficit-oriented approaches and stimulated scientific interest in protective factors that facilitate successful adaptation.

A substantial contribution to resilience theory was made by Masten A., who conceptualized resilience as «ordinary magic» and emphasized the operation of normative adaptive systems supporting healthy development [6]. Expanding resilience theory, Bonanno G., argued that resilience reflects the capacity to maintain relatively stable psychological functioning following potentially traumatic events [1].

Contemporary socio-ecological approaches emphasize the importance of environmental influences. According to Ungar M., resilience should be understood as a dynamic process emerging through interactions between individuals and social resources [12]. Connor K. and Davidson J. highlighted emotional regulation, self-efficacy, persistence, and adaptability as central characteristics of resilient functioning [2].

For practical psychologists, resilience acquires particular significance because professional activity requires continuous engagement with emotionally demanding situations. Psychologists regularly work with clients experiencing anxiety disorders, depression, trauma-related difficulties, grief, interpersonal conflicts, crisis situations, and other forms of psychological distress. Effective professional functioning under such conditions requires not only technical competence but also the ability to preserve emotional balance, psychological stability, and occupational effectiveness over extended periods of time.

Presentation of the main material (continuation). The significance of resilience for practical psychologists becomes particularly evident when considering the specific characteristics of professional psychological activity. Unlike many other occupations, psychological practice requires continuous emotional involvement, intensive interpersonal communication, and responsibility for the psychological well-being of clients. The effectiveness of psychological assistance depends not only on professional knowledge and technical competence but also on the specialist's ability to maintain emotional stability while working with individuals experiencing distress, trauma, and crisis situations.

Contemporary scholars increasingly emphasize that practical psychologists belong to the broader category of helping professionals whose occupational functioning is characterized by substantial emotional demands. According to Skovholt T., and Trotter-Mathison M., helping professionals are regularly exposed to emotionally charged interactions that require empathy, compassion, and sustained psychological engagement [11]. Such occupational characteristics create conditions under which personal psychological resources become critically important for maintaining professional effectiveness and preventing emotional exhaustion.

One of the defining features of psychological practice is emotional labor. The concept of emotional labor, initially introduced by Hochschild, refers to the management of emotions in accordance with professional expectations and organizational requirements. In the context of psychological counseling, emotional labor involves the ability to remain empathic, supportive, and professionally engaged even when working with highly distressing client experiences. Practical psychologists are expected to regulate their emotional responses while simultaneously maintaining authentic therapeutic relationships. This requirement creates a considerable psychological burden and increases the importance of resilience as a professional resource.

The relationship between resilience and professional competence has received increasing attention within contemporary psychological research. According to Grant L. and Kinman G., resilience contributes significantly to professional effectiveness among helping professionals because it supports adaptive coping, emotional regulation, and occupational engagement [4]. Their research demonstrated that resilient specialists are more capable of managing professional stressors and maintaining psychological well-being despite challenging working conditions. These findings suggest that resilience should be regarded as an integral component of professional competence rather than merely a desirable personal characteristic.

Professional identity represents another important factor associated with resilience. A strong professional identity provides psychologists with a sense of purpose, coherence, and commitment to professional values. Contemporary research indicates that specialists possessing well-developed professional identities are generally more resilient when confronted with occupational challenges. Professional identity facilitates meaning-making processes, enhances motivation, and supports persistence during periods of stress and uncertainty.

The importance of meaning-making has been repeatedly emphasized in resilience research. According to Southwick S., et al., resilient individuals often demonstrate an ability to identify meaning and

purpose within adverse experiences [10]. Such cognitive processes contribute to adaptive functioning and facilitate psychological recovery following stressful events. For practical psychologists, professional meaning may emerge through helping others, contributing to societal well-being, and supporting clients in overcoming psychological difficulties. Consequently, professional purpose functions as a significant protective factor supporting resilience and occupational sustainability.

Another essential aspect of resilience among practical psychologists involves adaptive coping strategies. Coping refers to cognitive and behavioral efforts aimed at managing internal and external demands perceived as stressful. Richardson G., emphasized that resilient functioning is closely associated with the ability to mobilize effective coping resources when confronted with adversity [9]. Research consistently demonstrates that psychologists who utilize active coping strategies report lower levels of occupational stress and greater professional satisfaction than those who rely primarily on avoidance-based approaches.

The effectiveness of coping strategies is particularly important within contemporary professional environments characterized by increasing complexity and uncertainty. Practical psychologists frequently encounter situations involving ethical dilemmas, conflicting professional demands, limited resources, and emotionally demanding cases. Under such circumstances, resilience facilitates flexible adaptation and enables specialists to respond constructively to occupational challenges. Rather than perceiving difficulties as overwhelming threats, resilient psychologists are more likely to view them as manageable problems requiring appropriate professional responses.

A growing body of research also highlights the role of psychological flexibility in resilient functioning. Psychological flexibility refers to the capacity to adapt behavior and cognition in response to changing situational demands while remaining committed to personally meaningful goals and values. Contemporary studies indicate that psychological flexibility contributes significantly to emotional regulation, adaptive coping, and psychological well-being. For practical psychologists, flexibility is essential because professional practice often requires rapid adaptation to diverse client needs and unpredictable circumstances.

The importance of resilience becomes even more evident when considering occupational hazards associated with psychological practice. Among the most frequently discussed challenges are secondary traumatic stress, vicarious traumatization, compassion fatigue, and professional burnout. These phenomena have received considerable scientific attention because of their potential impact on both professional effectiveness and psychological health.

McCann I., and Pearlman L., were among the first researchers to systematically investigate the psychological consequences of indirect trauma exposure among helping professionals [7]. Their theory of vicarious traumatization suggests that continuous exposure to clients' traumatic experiences may alter therapists' cognitive schemas concerning safety, trust, control, intimacy, and meaning. Such changes may negatively affect both personal well-being and professional functioning. The authors argued that therapists working with traumatized populations constitute a particularly vulnerable professional group requiring effective protective resources.

The concept of compassion fatigue was subsequently elaborated by Figley C., who described it as a state of emotional and physical exhaustion resulting from prolonged empathic engagement with individuals experiencing trauma and suffering [3]. According to Figley C., compassion fatigue emerges when helping professionals repeatedly absorb clients' emotional pain without sufficient opportunities for recovery and emotional processing. Practical psychologists frequently encounter such risks because empathic engagement constitutes a central element of therapeutic work.

Contemporary studies indicate that resilience serves as an important protective factor against both vicarious traumatization and compassion fatigue. Newell J., and MacNeil G., found that helping professionals possessing higher levels of resilience demonstrated lower susceptibility to secondary traumatic stress and greater psychological well-being [8]. Their findings suggest that resilience contributes to effective emotional processing and facilitates recovery following exposure to emotionally demanding professional experiences.

The protective function of resilience can be explained through several psychological mechanisms. First, resilient individuals generally demonstrate more effective emotional regulation skills. Second, they tend to utilize adaptive coping strategies and maintain stronger social support networks. Third, resilient professionals often possess greater psychological flexibility and stronger self-efficacy beliefs. Together, these factors reduce vulnerability to occupational stressors and support sustainable professional functioning.

An important direction of contemporary resilience research concerns the relationship between resilience and professional well-being. During the last decade, professional well-being has become one of the central constructs in occupational psychology because of its direct association with professional effectiveness, career sustainability, and quality of services provided by helping professionals. Researchers increasingly emphasize that successful professional functioning cannot be reduced solely to the absence of burnout or psychological distress. Instead, effective professional activity requires the presence of positive psychological resources that facilitate engagement, satisfaction, and personal growth.

Grant L. and Kinman G. argue that emotional resilience represents one of the key determinants of professional well-being among helping professionals [4]. According to their findings, specialists possessing higher levels of resilience demonstrate greater occupational engagement, stronger professional commitment, and higher levels of job satisfaction. Furthermore, resilience contributes to effective management of occupational stressors and supports maintenance of positive psychological functioning despite challenging working conditions.

The relationship between resilience and professional burnout represents one of the most extensively investigated areas within contemporary occupational psychology. Researchers increasingly recognize that helping professionals constitute a group particularly vulnerable to chronic occupational stress due to continuous emotional involvement, responsibility for clients' well-being, and exposure to psychologically demanding situations. Within this context, resilience is viewed as a significant protective resource that facilitates adaptation and supports occupational sustainability.

According to Maslach C. and Leiter M., burnout is a multidimensional syndrome consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment [5]. Emotional exhaustion reflects feelings of being emotionally overextended and depleted of psychological resources. Depersonalization manifests through detached or cynical attitudes toward clients, whereas reduced personal accomplishment is associated with diminished professional efficacy and satisfaction. The authors emphasize that burnout develops gradually as a consequence of chronic occupational stress and may negatively affect both professional performance and psychological health [5].

Practical psychologists are particularly vulnerable to burnout because their professional activity requires continuous empathic engagement and emotional responsiveness. Unlike many other professions, psychological practice involves sustained exposure to clients' distress, traumatic experiences, and emotional suffering. Consequently, psychologists often encounter situations requiring significant emotional investment while simultaneously maintaining professional objectivity and therapeutic effectiveness. Such demands may gradually contribute to emotional exhaustion if sufficient psychological resources are unavailable.

Contemporary studies indicate that resilience significantly reduces vulnerability to burnout. Southwick S. et al. argue that resilience facilitates successful adaptation to adversity through emotional regulation, cognitive flexibility, social support, and adaptive coping strategies [10]. Individuals possessing higher levels of resilience demonstrate greater ability to recover following stressful experiences and maintain psychological stability despite adverse circumstances. These characteristics contribute directly to burnout prevention and occupational sustainability.

The protective role of resilience can be explained through several psychological mechanisms. First, resilience facilitates emotional regulation, enabling specialists to manage intense emotional experiences without becoming overwhelmed. Second, resilient individuals generally demonstrate greater cognitive flexibility and are more likely to perceive difficulties as manageable challenges rather than insurmountable threats. Third, resilience contributes to the development and maintenance of supportive interpersonal relationships that provide emotional and practical assistance during periods of stress [10; 12].

Another important issue associated with professional functioning is psychological well-being. Contemporary researchers increasingly emphasize that effective professional practice requires not only the absence of psychological dysfunction but also the presence of positive psychological functioning. Psychological well-being encompasses life satisfaction, positive interpersonal relationships, personal growth, autonomy, environmental mastery, and a sense of purpose. These dimensions are particularly relevant for practical psychologists because professional effectiveness is closely connected with personal psychological health.

Research consistently demonstrates a positive relationship between resilience and psychological well-being. According to Bonanno G., resilience should be understood not merely as recovery following adversity but also as the ability to maintain relatively stable psychological functioning despite exposure to potentially traumatic experiences [1]. This perspective suggests that resilience contributes to well-being by preserving adaptive functioning and reducing vulnerability to psychological distress.

The significance of resilience becomes especially evident in relation to occupational engagement and professional satisfaction. Resilient psychologists are more likely to perceive their professional activity as meaningful and rewarding. They demonstrate greater confidence in their professional abilities, maintain stronger motivation, and experience a greater sense of personal accomplishment. Such characteristics contribute to long-term career sustainability and reduce the likelihood of occupational withdrawal.

An additional aspect of resilience involves post-traumatic growth. Contemporary scholars emphasize that exposure to adversity does not necessarily result in negative outcomes. In some cases, challenging experiences may stimulate personal development, increased self-awareness, strengthened interpersonal relationships, and enhanced professional competence. This perspective is particularly relevant for psychologists working in contexts characterized by trauma and social crisis. Resilience facilitates not only recovery from adversity but also the possibility of positive transformation and growth.

The relevance of resilience has become especially pronounced in Ukraine under conditions of prolonged military conflict. Psychologists working with military personnel, veterans, displaced individuals, and civilians affected by war encounter unique professional challenges associated with trauma, grief, loss, uncertainty, and chronic stress. Such circumstances create unprecedented demands upon psychological professionals and increase the necessity for effective resilience resources.

Recent studies indicate that psychologists working in crisis contexts require advanced emotional regulation skills, flexible coping strategies, strong professional identities, and access to supportive professional networks. Resilience enables specialists to maintain therapeutic effectiveness while preserving their own psychological health. Consequently, resilience should be viewed not only as an individual resource but also as a strategic component of professional preparedness in contexts characterized by social instability and collective trauma.

The socio-ecological perspective proposed by Ungar M. is particularly relevant in this context because it emphasizes the interaction between personal capacities and environmental resources [12]. Psychologists working under conditions of military conflict require access to professional support systems, supervision, collegial cooperation, and organizational resources that facilitate resilience development. Consequently, resilience should be viewed as a systemic phenomenon influenced by both individual and contextual factors.

Professional supervision occupies a central position within resilience development. According to contemporary research, supervision provides emotional support, professional guidance, opportunities for reflection, and assistance in managing occupational challenges. Regular supervision enables psychologists to discuss difficult cases, process emotional reactions, and receive constructive feedback concerning their professional practice. Such experiences contribute significantly to psychological well-being and reduce vulnerability to burnout.

The importance of supervision is particularly evident when working with traumatized populations. McCann I. and Pearlman L. emphasized that helping professionals exposed to clients' traumatic experiences require adequate support systems to prevent adverse psychological consequences [7]. Supervision functions as one of the most effective mechanisms for addressing these needs because it facilitates emotional processing and promotes adaptive coping.

Theoretical analysis of contemporary scientific literature therefore supports the conclusion that resilience represents a multidimensional psychological resource that contributes significantly to professional effectiveness, occupational sustainability, psychological well-being, and mental health among practical psychologists. Emotional regulation, cognitive flexibility, professional self-efficacy, adaptive coping strategies, social support, and professional supervision constitute central factors supporting resilient functioning. The development of these capacities should become one of the primary objectives of professional education and continuing professional development programs for psychologists.

Contemporary scientific literature increasingly emphasizes that resilience should be viewed not only as a mechanism of adaptation but also as a developmental capacity that can be intentionally strengthened throughout the professional lifespan. This perspective is particularly important in relation to practical psychologists because their professional effectiveness depends on the continuous development of personal and professional resources. Unlike traditional trait-oriented approaches that conceptualized resilience as a relatively stable personality characteristic, contemporary scholars argue that resilience develops through ongoing interactions among personal experiences, environmental influences, and professional learning opportunities.

One of the most significant implications of this perspective concerns the role of professional education. According to Masten A., resilience emerges through the successful functioning of adaptive systems that can be strengthened through supportive developmental experiences [6]. Applied to the

education of psychologists, this approach suggests that resilience should be considered an important learning outcome alongside professional knowledge and practical competencies. Educational programs may contribute to resilience development by promoting emotional awareness, reflective skills, stress-management abilities, and adaptive coping strategies.

Research indicates that resilience-oriented educational interventions can improve students' psychological well-being and increase preparedness for professional challenges. Training activities focused on emotional regulation, mindfulness, self-reflection, and interpersonal competence have demonstrated positive effects on resilience development among helping professionals. Such findings support the idea that resilience should be integrated systematically into professional preparation programs rather than treated as a secondary personal characteristic.

Another important issue concerns the relationship between resilience and self-care. Contemporary scholars increasingly recognize self-care as an essential component of professional competence. Historically, self-care was often perceived as a personal responsibility unrelated to professional effectiveness. However, recent evidence suggests that the maintenance of psychological well-being directly influences therapeutic effectiveness, ethical decision-making, and occupational sustainability.

Skovholt T. and Trotter-Mathison M. emphasize that helping professionals frequently prioritize clients' needs while neglecting their own psychological resources [11]. Such tendencies may increase vulnerability to emotional exhaustion and burnout. Resilience contributes to the recognition of personal limitations and encourages engagement in behaviors that support physical and psychological well-being. These behaviors may include regular physical activity, adequate rest, participation in leisure activities, maintenance of social relationships, and engagement in reflective practices.

The concept of self-care is particularly relevant for practical psychologists because professional activity requires continuous emotional availability. Effective psychological support depends upon the specialist's ability to remain emotionally present and professionally engaged. Consequently, self-care should be viewed not as a personal luxury but as an ethical and professional obligation that contributes to the quality of psychological services.

Recent investigations have also highlighted the role of positive psychological resources in resilience development. Optimism, hope, gratitude, and psychological capital have been identified as factors associated with resilient functioning and professional well-being. According to Southwick S. et al., resilient individuals often demonstrate an optimistic yet realistic orientation toward future challenges [8]. Such attitudes facilitate adaptive coping and enhance motivation during periods of adversity.

The importance of positive psychological resources becomes particularly evident within contexts characterized by prolonged uncertainty. Practical psychologists frequently work under conditions where outcomes remain unpredictable and progress may occur gradually. Optimism and hope enable professionals to maintain motivation and commitment despite challenges, thereby contributing to occupational sustainability and professional effectiveness.

Furthermore, contemporary resilience research increasingly emphasizes the importance of balancing professional engagement with personal well-being. Sustainable professional functioning requires the ability to maintain commitment to occupational responsibilities while simultaneously preserving personal psychological resources. Resilience facilitates this balance by promoting adaptive self-regulation, realistic expectations, and healthy professional boundaries.

Taken together, these findings indicate that resilience should be understood as a developmental and multidimensional resource that can be intentionally strengthened through education, supervision, self-care, reflective practice, and supportive professional environments. For practical psychologists, resilience represents not only a protective factor against occupational stress but also a foundation for professional growth, ethical practice, and long-term career sustainability. Consequently, resilience development should occupy a central position within contemporary models of psychologist education and professional development.

Conclusions

The conducted theoretical analysis demonstrates that resilience should be regarded as a professionally important quality of practical psychologists and an essential resource supporting successful occupational functioning. Contemporary scientific perspectives conceptualize resilience as a multidimensional construct incorporating emotional, cognitive, behavioral, and social components. These components collectively facilitate adaptation to professional challenges, maintenance of psychological well-being, prevention of burnout, and preservation of professional effectiveness.

The findings indicate that resilience contributes significantly to emotional stability, occupational sustainability, professional engagement, and psychological health. Furthermore, resilience functions as a

protective factor against secondary traumatic stress, compassion fatigue, and professional burnout. The importance of resilience becomes particularly evident under conditions of social instability, military conflict, and increasing psychological demands placed upon helping professionals.

Theoretical evidence supports the conclusion that resilience is not a fixed personality trait but a dynamic psychological resource that can be developed through professional education, supervision, reflective practice, and supportive professional environments. Consequently, resilience development should become an integral component of psychologist training and continuing professional development.

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A THEORETICAL MODEL OF SELF-CONFIDENCE FORMATION AS AN INTEGRATIVE INDICATOR OF THE PSYCHOLOGICAL ECOLOGY OF THE PERSONALITY OF A FUTURE PSYCHOLOGIST

У статті представлено теоретичну модель формування впевненості у собі як інтегративного показника психологічної екологічності особистості майбутнього психолога. Актуальність дослідження зумовлена необхідністю підготовки психологів, здатних до ефективної професійної діяльності, саморегуляції, професійного саморозвитку та підтримання власного психологічного благополуччя в умовах сучасних суспільних викликів. На основі аналізу сучасних наукових підходів розкрито психологічний зміст феноменів впевненості у собі, самоставлення, самооцінки, Я-концепції, професійної Я-концепції та професійної ідентичності.

Обґрунтовано теоретичні засади розроблення моделі та визначено її структурні компоненти. Модель побудована на положеннях системного, діяльнісного, гуманістичного, особистісно орієнтованого, екологічного та рефлексивного підходів. Встановлено, що самоставлення, самооцінка, Я-концепція, професійна Я-концепція та професійна ідентичність виступають взаємопов'язаними чинниками формування впевненості у собі майбутнього психолога. Центральним елементом моделі визначено впевненість у собі, яка інтегрує когнітивні, емоційні, ціннісні та поведінкові характеристики особистості та виступає показником її психологічної екологічності.

Доведено, що високий рівень впевненості у собі сприяє розвитку самоприйняття, емоційної стійкості, рефлексивності, відповідальності, професійної зрілості та здатності до гармонійної взаємодії із соціальним середовищем. Результатом реалізації запропонованої моделі є формування психологічно екологічної особистості майбутнього психолога, готової до ефективної професійної діяльності та професійного саморозвитку. Практичне значення дослідження полягає у можливості використання моделі як концептуальної основи для вдосконалення професійної підготовки майбутніх психологів та розроблення програм розвитку їхньої психологічної екологічності.

Ключові слова: впевненість у собі, психологічна екологічність, майбутній психолог, самоставлення, самооцінка, Я-концепція, професійна Я-концепція, професійна ідентичність.

The article presents a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist. The relevance of the study is determined by the need to train psychologists capable of effective professional activity, self-regulation, professional self-development, and maintaining their own psychological well-being in the context of contemporary social challenges. Based on the analysis of contemporary scientific approaches, the psychological essence of the phenomena of self-confidence, self-attitude, self-esteem, self-concept, professional self-concept, and professional identity is revealed.

The theoretical foundations for the development of the model are substantiated, and its structural components are identified. The model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches. It has been established that self-attitude, self-esteem, self-concept, professional self-concept, and professional identity function as interconnected factors in the formation of self-confidence in future psychologists. Self-confidence is defined as the central element of the model, integrating the cognitive, emotional, value-based, and behavioral characteristics of personality and serving as an indicator of its psychological ecology.

It is demonstrated that a high level of self-confidence contributes to the development of self-acceptance, emotional stability, reflexivity, responsibility, professional maturity, and the ability to interact harmoniously with the social environment. The outcome of the proposed model is the formation of a psychologically ecological personality of a future psychologist who is prepared for effective professional activity and continuous professional self-development. The practical significance of the study lies in the



possibility of using the model as a conceptual framework for improving the professional training of future psychologists and developing programs aimed at enhancing their psychological ecology.

Key words: self-confidence, psychological ecology, future psychologist, self-attitude, self-esteem, self-concept, professional self-concept, professional identity.

Problem statement. In the contemporary context of social development, the issue of preserving psychological well-being and fostering the psychological ecology of the individual has become increasingly important. Continuous social transformations, a high level of uncertainty, information overload, the consequences of military conflicts, and growing psycho-emotional demands highlight the need to develop internal personal resources that ensure adaptation, resilience, and harmonious interaction with the social environment. In this regard, particular attention should be paid to the professional training of future psychologists whose activities are directly related to providing psychological assistance and support to others.

The professional activity of a psychologist requires not only a high level of professional competence but also the development of personal qualities that ensure effective interaction with clients, the ability for self-regulation, reflection, and continuous professional growth. One of these important characteristics is self-confidence, which serves as a significant factor in professional development and psychological well-being. Self-confidence enables future psychologists to make responsible decisions, cope constructively with professional challenges, maintain internal balance, and effectively realize their personal and professional potential [4].

In contemporary psychological science, self-confidence is considered a complex integrative construct associated with self-esteem, self-attitude, self-acceptance, professional identity, and self-concept. At the same time, an analysis of scientific literature indicates that the role of self-confidence within the structure of the psychological ecology of the future psychologist's personality remains insufficiently explored. Despite a considerable number of studies devoted to self-awareness, professional development, and psychological well-being, the relationship between self-confidence and the components of psychological ecology requires further theoretical clarification.

This issue becomes particularly relevant in the process of training future psychologists, as it is during higher education that professional self-awareness, professional self-concept, and the value system of future specialists are actively formed. The level of self-confidence largely determines the success of professional adaptation, readiness for professional activity, effectiveness of interpersonal interaction, and the ability to provide psychological assistance [8].

Therefore, there is a need to develop a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the future psychologist's personality. The development of such a model will make it possible to systematize scientific knowledge regarding the psychological mechanisms underlying the development of self-confidence, determine its place within the personality structure of future psychologists, and identify promising directions for psychological support during their professional development.

Analysis of recent studies and publications. Analysis of Recent Research and Publications. The issue of developing self-confidence in future psychologists is interdisciplinary in nature and encompasses studies on self-awareness, self-esteem, self-attitude, self-concept, professional identity, and the psychological ecology of personality. In contemporary psychological science, self-confidence is viewed not merely as a separate personality trait but as a complex integrative construct that determines an individual's capacity for self-regulation, self-realization, constructive interaction, and professional development.

The first attempts to conceptualize self-confidence are associated with the works of A. Salter, who considered it in terms of the predominance of excitation processes over inhibition processes. J. Wolpe explained insecurity through the influence of social fears, whereas A. Lazarus linked it to a deficit of behavioral skills. Within the framework of Gestalt psychology, F. Perls emphasized personality maturity and the ability to take responsibility for oneself. In humanistic psychology, C. Rogers interpreted self-confidence as an individual's trust in their own life experience, considering it a necessary condition for self-actualization [9].

An important contribution to the study of self-confidence was made by V. Romek, who defined it as a stable positive cognitive-emotional attitude toward one's own abilities and capabilities. According to this approach, self-confidence includes a cognitive component related to belief in one's effectiveness and an emotional component manifested through social courage, initiative, and reduced shyness.

A considerable body of research has been devoted to the study of self-esteem as a central component of self-consciousness. In the works of I. Kon, V. Stolin, S. Pantileev, and R. Burns, self-esteem is regarded as an important mechanism of self-regulation that determines the level of aspirations, behavioral patterns, attitudes toward personal capabilities, and the capacity for self-development. Self-esteem is considered not only a result of self-knowledge but also an active factor in personal growth.

Particular significance for understanding the development of self-confidence belongs to the phenomenon of self-attitude. In psychological literature, self-attitude is interpreted as an emotional and value-based attitude toward oneself that encompasses self-respect, self-worth, self-acceptance, self-liking, and self-confidence. Positive self-attitude serves as the foundation for the development of internal stability, psychological maturity, and the ability to engage in ecologically balanced interactions with oneself and others.

Within the framework of humanistic psychology, A. Maslow and C. Rogers emphasized the role of self-acceptance, unconditional positive regard, and self-actualization in the development of a psychologically healthy personality. According to these approaches, self-confidence develops when individuals accept their own experiences, recognize their intrinsic value, and are capable of acting in accordance with their internal beliefs rather than relying solely on external evaluations.

The issue of the professional development of future psychologists has been explored in the works of N. Chepeleva, I. Andriichuk, Ye. Chorny, Z. Stanovskiykh, and other scholars. Researchers emphasize that the professional training of psychologists involves not only the acquisition of theoretical knowledge and practical skills but also the development of professional self-awareness, professional self-concept, reflection, empathy, and personal maturity.

The professional self-concept of a future psychologist includes an individual's perceptions of themselves as a future professional, an assessment of their professional qualities, an ideal image of a professional, and expected attitudes from the professional community. The level of its development largely determines professional identity, readiness for professional activity, and the ability for continuous professional self-improvement.

Special attention should be paid to the concept of the psychological ecology of personality. In the context of training future psychologists, psychological ecology may be understood as an individual's ability to maintain harmonious relationships with oneself, other people, and the professional environment without violating personal boundaries or the boundaries of others. It encompasses self-acceptance, emotional self-regulation, responsibility, ethical behavior, reflexivity, and the capacity for non-violent professional interaction.

Thus, the analysis of scientific research indicates that self-confidence in future psychologists develops at the intersection of several important psychological phenomena, including self-esteem, self-attitude, self-concept, professional identity, and psychological ecology. At the same time, the issue of developing a comprehensive theoretical model of self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored. This determines the necessity for further theoretical reflection and investigation of the problem.

The purpose of the article. The issue of self-confidence formation occupies an important place in contemporary psychological science, as it is directly related to the processes of self-awareness, self-regulation, personal growth, and professional development. This problem becomes especially relevant in the context of training future psychologists, whose professional activity requires a high level of psychological maturity, reflexivity, emotional stability, and the ability to engage in constructive interaction with others.

The first scientific approaches to understanding self-confidence were presented in the works of A. Salter, who considered it as a result of the predominance of excitation processes over inhibition processes and associated it with an individual's ability to openly express thoughts, emotions, and needs. The issue was further developed in the studies of J. Wolpe, who explained insecurity through the influence of social fears and anxiety, and A. Lazarus, who linked it to insufficiently developed behavioral and communication skills [12].

Within the framework of humanistic psychology, self-confidence was examined through the lens of self-realization and personal growth. C. Rogers emphasized that the foundation of self-confidence lies in positive self-attitude, self-acceptance, and trust in one's own experience. The scholar argued that congruence between the real self and the ideal self contributes to inner harmony and the development of a positive self-concept (Rogers, 2001). A. Maslow emphasized that self-confidence is an essential characteristic of a self-actualized individual who recognizes personal worth, demonstrates autonomy, and is capable of responsible decision-making (Maslow, 2019).

A significant contribution to the study of self-confidence was made by V. Romek, who defined it as a stable positive cognitive-emotional attitude toward one's own abilities and achievements. According to the author, the structure of self-confidence includes a cognitive component reflecting belief in personal effectiveness and an emotional component manifested through social courage, initiative, and readiness for independent action (Romek, 2008).

The concept of self-esteem is closely related to the issue of self-confidence. The theoretical foundations of self-esteem research were laid by W. James, who was among the first to view self-esteem as the relationship between personal achievements and the level of aspirations. These ideas were further developed in the works of I. Kon, R. Burns, V. Stolin, and S. Pantileev. These scholars considered self-esteem to be a central component of self-consciousness that determines an individual's attitude toward oneself, level of activity, and patterns of social behavior [1].

Particular importance for the development of self-confidence belongs to the phenomenon of self-attitude. In the works of V. Stolin and S. Pantileev, self-attitude is defined as an emotional and value-based system of attitudes toward oneself, including self-respect, self-acceptance, self-worth, self-guidance, and self-liking [2]. The researchers emphasize that positive self-attitude serves as the basis for psychological resilience, internal coherence, and harmonious personality development.

The issue of self-concept has been extensively explored in the works of R. Burns, I. Kon, C. Rogers, T. Tytarenko, S. Maksymenko, and other scholars. Self-concept is regarded as a complex system of an individual's perceptions about oneself, encompassing cognitive, emotional, and behavioral components. The formation of a positive self-concept contributes to the development of self-confidence, self-acceptance, and the capacity for personal self-development [6].

In the context of professional development, studies on professional self-awareness and professional identity are of particular importance. This issue is reflected in the works of N. Chepeleva, A. Rean, Ye. Chorny, I. Andriichuk, Z. Stanovskiykh, and other scholars. Researchers note that the professional development of psychologists involves not only acquiring professional knowledge and skills but also forming a professional self-concept, professional reflection, and readiness for responsible interaction with clients (Chepeleva, 2017).

In recent years, increasing attention has been paid to the issue of the psychological ecology of personality. Contemporary studies define psychological ecology as an individual's ability to maintain harmonious relationships with oneself, other people, and the environment without violating personal boundaries or the boundaries of others. Psychological ecology encompasses self-acceptance, responsibility, emotional self-regulation, reflexivity, empathy, and mindfulness. Therefore, it is directly related to the development of self-confidence and psychological maturity in future psychologists.

The analysis of contemporary scientific literature demonstrates the existence of a substantial body of research devoted to individual aspects of self-confidence, self-esteem, self-attitude, self-concept, and professional development. However, the issue of comprehensively examining self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored. The limited theoretical elaboration of this problem necessitates the development of a holistic theoretical model that would reflect the interrelationships among self-attitude, self-esteem, self-concept, professional identity, and self-confidence within the structure of the psychological ecology of future psychologists.

The development of a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist is determined by the need for a theoretical understanding and systematization of scientific knowledge concerning the psychological mechanisms underlying the professional development of future specialists in the field of psychology. In contemporary society, the professional activity of psychologists is associated with a high level of professional responsibility, emotional workload, continuous interaction with diverse categories of clients, and decision-making in complex life situations. In this regard, the issue of developing a psychologist's personality capable of maintaining psychological well-being and carrying out professional activities in accordance with the principles of psychological ecology becomes particularly significant.

An analysis of contemporary scientific literature has shown that self-confidence is one of the key factors in an individual's personal and professional development. At the same time, most studies focus on examining particular aspects of this phenomenon, including self-esteem, self-attitude, self-acceptance, self-concept, and professional identity. Despite the considerable number of scientific works devoted to these issues, the comprehensive examination of self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored [11].

The need to develop such a model is also determined by current trends in psychological education, which emphasize not only the formation of professional competencies but also the development of personal maturity, reflexivity, emotional resilience, responsibility, and the ability to interact harmoniously with the surrounding environment. These characteristics constitute the foundation of the psychological ecology of personality and ensure the effectiveness of a psychologist's future professional activity.

The theoretical foundation of the model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches. The systemic approach makes it possible to consider self-confidence as the result of the interaction of interrelated personal components. The activity-based approach emphasizes the active role of the individual in the process of personal development. The humanistic approach highlights the importance of self-acceptance, self-actualization, and personal growth. The personality-oriented approach facilitates an understanding of the uniqueness of an individual's inner world. The ecological approach considers the individual as a subject of harmonious interaction with oneself and the social environment, while the reflective approach emphasizes the role of self-knowledge and self-awareness in the development of self-confidence.

The proposed model reflects the logic of self-confidence formation through the successive development of self-attitude, self-esteem, self-concept, professional self-concept, and professional identity of the future psychologist. The central element of the model is self-confidence, which integrates the outcomes of the development of these components and serves as an indicator of the psychological ecology of personality.

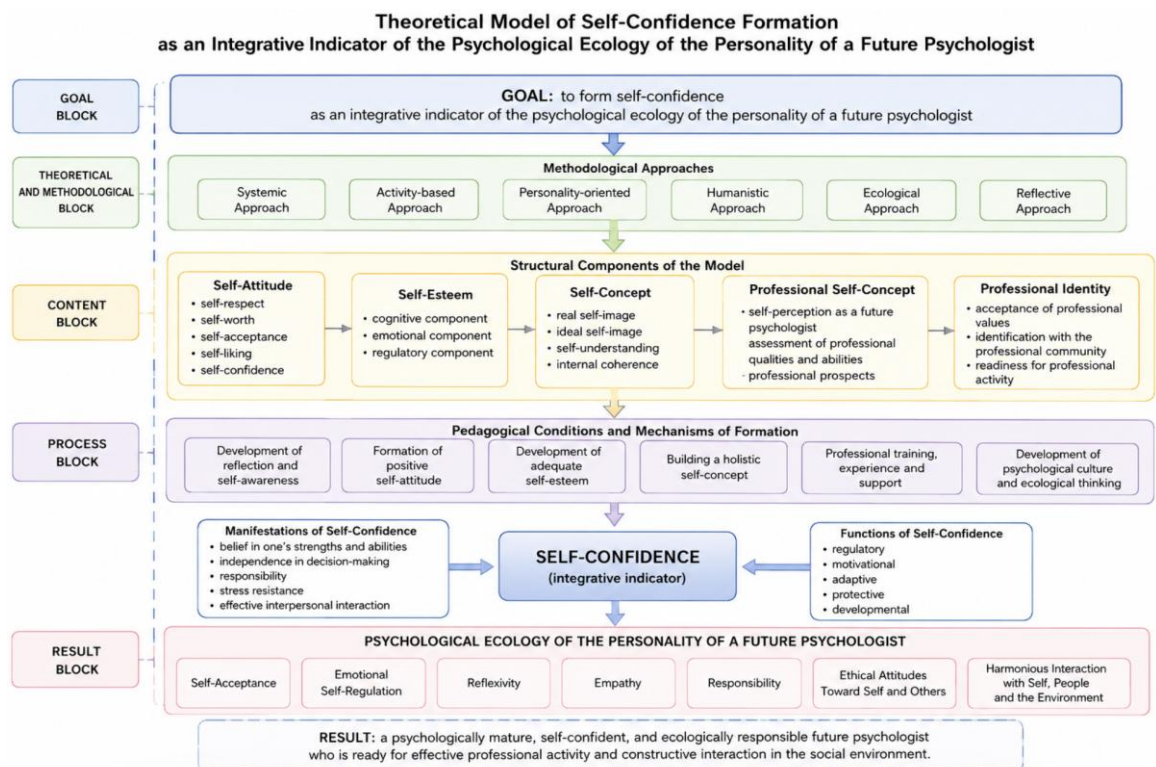


Figure 1. A Theoretical Model of Self-Confidence Formation as an Integrative Indicator of the Psychological Ecology of the Personality of a Future Psychologist

The proposed theoretical model reflects a holistic process of self-confidence formation in future psychologists and demonstrates its place within the structure of the psychological ecology of personality. The model is based on the principles of the systems approach and considers self-confidence as the result of the interaction of personal, professional, and socio-psychological factors.

The starting point of the model is the *goal-oriented block*, aimed at developing self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality. In this context, self-confidence is viewed not merely as a separate personality trait but as a generalized indicator of psychological maturity, internal harmony, and readiness for professional activity.

The *theoretical and methodological block* integrates a system of scientific approaches that constitute the conceptual foundation of the model. The systems approach enables the consideration of personality as a holistic structure of interconnected components. The activity-based approach emphasizes

the active role of the individual in personal development. The humanistic approach focuses on self-realization, self-actualization, and personal potential. The personality-oriented approach takes into account the uniqueness of the individual, while the ecological and reflective approaches explain the mechanisms of harmonious interaction with oneself and the surrounding environment.

The **content block** reveals the main structural components that contribute to the formation of self-confidence. The fundamental element is **self-attitude**, which reflects an individual's emotional and value-based attitude toward oneself. Self-respect, self-worth, self-acceptance, and self-liking create the psychological basis for a positive perception of one's personality.

On the basis of self-attitude, **self-esteem** is formed, enabling the evaluation of personal abilities, achievements, and prospects for development. Adequate self-esteem allows future psychologists to realistically assess their strengths and weaknesses while maintaining a positive attitude toward themselves. The next structural component is the **self-concept**, which integrates the system of an individual's perceptions about oneself. The self-concept ensures congruence between the real self and the ideal self, promotes internal harmony, and contributes to a coherent understanding of one's personality.

A special place within the model belongs to the **professional self-concept**, which reflects students' perceptions of themselves as future psychologists. It develops through professional education, practical experience, and awareness of one's professional role. A well-developed professional self-concept creates the foundation for the formation of professional identity.

Professional identity represents the final component of the content block and characterizes the degree to which an individual identifies with the profession of psychology. It involves the acceptance of professional values, norms of professional activity, and awareness of belonging to the professional community.

The **processual block** reflects the psychological mechanisms and conditions underlying the formation of self-confidence. These include the development of reflection, the formation of positive self-attitude, the enhancement of adequate self-esteem, professional training, acquisition of professional experience, psychological support, and personal growth. Through the implementation of these mechanisms, the gradual development of all structural components of the model is ensured.

The central element of the model is **self-confidence as an integrative indicator of the psychological ecology of personality**. It is the result of the harmonious development of all preceding components and reflects an individual's trust in their own abilities, readiness to make decisions, responsibility for personal actions, and capacity for effective interaction with others.

Within the model, self-confidence performs several important functions: **regulatory, motivational, adaptive, protective, and developmental**. Through these functions, it ensures psychological resilience, facilitates professional self-realization, and enhances the effectiveness of future psychologists' professional activities.

The **outcome block** of the model is represented by the **psychological ecology of the future psychologist's personality**. It manifests itself in the ability to maintain harmonious relationships with oneself and others, demonstrate self-acceptance, emotional maturity, responsibility, empathy, reflexivity, and professional ethics. A psychologically ecological personality is capable not only of effectively performing professional duties but also of maintaining personal psychological well-being.

Thus, the proposed model demonstrates that self-confidence is formed as a result of the consistent development of self-attitude, self-esteem, self-concept, professional self-concept, and professional identity. At the same time, it serves as an integrative indicator of the psychological ecology of the future psychologist's personality, reflecting the level of personal maturity, professional readiness, and the ability to interact harmoniously with the social environment.

Conclusions. As a result of the theoretical study, a model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist was developed. The construction of the model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches, which made it possible to consider self-confidence as a complex, multilevel personal construct.

The proposed model integrates interconnected structural components, namely self-attitude, self-esteem, self-concept, professional self-concept, and professional identity. It was established that the consistent development of these components ensures the formation of self-confidence, which serves as the central element of the model and integrates the cognitive, emotional, value-based, and behavioral characteristics of the future psychologist's personality.

It has been theoretically substantiated that self-confidence is one of the key indicators of the psychological ecology of personality, as it promotes self-acceptance, emotional stability, reflexivity,

responsibility, professional maturity, and the ability to interact harmoniously with the social environment. The outcome of the model implementation is the formation of a psychologically ecological personality of a future psychologist who is prepared for effective professional activity, professional self-development, and constructive interaction with clients.

Prospects for further research involve the empirical verification of the proposed model and the investigation of the relationships among its structural components in the process of professional training of future psychologists.

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**PSYCHOLOGICAL REHABILITATION OF PERSONS RELEASED FROM CAPTIVITY
AS A FUNDAMENTAL COMPONENT OF THE STATE REINTEGRATION SYSTEM:
REGULATORY GUARANTEES**

Анотація. У статті здійснено комплексне дослідження психологічної реабілітації звільнених з полону осіб як базової складової державної системи реінтеграції в умовах повномасштабної війни та післявоєнного відновлення України. Обґрунтовано, що перебування у полоні є однією з найбільш тяжких форм екстремальної психотравматизації, яка супроводжується тривалим психологічним тиском, ізоляцією, фізичним і психічним насильством та спричиняє комплексні негативні наслідки для психічного здоров'я особи. Встановлено, що наслідки полону проявляються у вигляді посттравматичних стресових розладів, тривожних і депресивних станів, емоційної дезадаптації, порушення соціального функціонування та кризи ідентичності, що обумовлює необхідність довготривалого психологічного супроводу та постізоляційної підтримки.

Проаналізовано сучасне нормативно-правове забезпечення права осіб, звільнених з полону, на психологічну допомогу та психологічну реабілітацію. Досліджено положення Закону України «Про систему охорони психічного здоров'я», Закону України «Про соціальний і правовий захист осіб, стосовно яких встановлено факт позбавлення особистої свободи внаслідок збройної агресії проти України, та членів їхніх сімей», а також підзаконних нормативно-правових актів Кабінету Міністрів України, Міністерства оборони України та Міністерства внутрішніх справ України у сфері реінтеграції звільнених осіб.

Особливу увагу приділено аналізу декомпресії (постізоляційної) як первинної форми психологічної реабілітації, спрямованої на стабілізацію психоемоційного стану, відновлення відчуття безпеки та поступове опрацювання травматичного досвіду. Обґрунтовано доцільність впровадження людиноцентричного, травмоінформованого та ресурсно орієнтованого підходів у системі психологічної реабілітації звільнених з полону. Встановлено, що сучасна державна політика у сфері психічного здоров'я поступово трансформується від медичної та компенсаторної моделі до моделі посттравматичного зростання, спрямованої на відновлення адаптаційного потенціалу особистості та її соціальної реінтеграції.

Ключові слова: полон; психологічна реабілітація; психологічна допомога; декомпресія (постізоляційна); ПТСР; звільнені цивільні особи; звільнені оборонці України; нормативні гарантії; державна система реінтеграції.



Abstract. The article provides a comprehensive study of the psychological rehabilitation of persons released from captivity as a fundamental component of the state reintegration system under conditions of the full-scale war and the post-war recovery of Ukraine. It is substantiated that captivity constitutes one of the most severe forms of extreme psychological traumatization, accompanied by prolonged psychological pressure, isolation, physical and psychological violence, and resulting in complex adverse consequences for an individual's mental health. It has been established that the consequences of captivity manifest themselves in the form of post-traumatic stress disorder, anxiety and depressive conditions, emotional maladjustment, impaired social functioning, and identity crisis, thereby necessitating long-term psychological support and post-isolation assistance.

The article analyzes the contemporary regulatory and legal framework governing the right of persons released from captivity to psychological assistance and psychological rehabilitation. Particular attention is paid to the provisions of the Law of Ukraine «On the Mental Health Care System», the Law of Ukraine «On Social and Legal Protection of Persons Recognized as Having Been Deprived of Personal Liberty as a Result of Armed Aggression against Ukraine, and Their Family Members», as well as subordinate legal acts of the Cabinet of Ministers of Ukraine, the Ministry of Defense of Ukraine, and the Ministry of Internal Affairs of Ukraine in the field of reintegration of released persons.

Special attention is devoted to the analysis of post-isolation decompression as the primary form of psychological rehabilitation aimed at stabilizing the psycho-emotional state, restoring a sense of safety, and facilitating the gradual processing of traumatic experiences. The expediency of implementing person-centered, trauma-informed, and resource-oriented approaches within the system of psychological rehabilitation for persons released from captivity is substantiated. It is established that contemporary state policy in the field of mental health is gradually transforming from a predominantly medical and compensatory model toward a post-traumatic growth model focused on restoring the adaptive potential of the individual and ensuring their social reintegration.

Keywords: captivity; psychological rehabilitation; psychological assistance; post-isolation decompression; PTSD; released civilians; released defenders of Ukraine; regulatory guarantees; state reintegration system.

Problem Statement. The unprecedented scale of the armed aggression of the Russian Federation against Ukraine, accompanied by systematic violations of international humanitarian law, mass cases of unlawful detention of Ukrainian defenders and civilians in captivity, the use of physical and psychological violence, torture, information and psychological pressure, and prolonged isolation, determines the relevance of this issue. Return from captivity is associated with complex psycho-emotional consequences, including PTSD, anxiety and depressive disorders, impaired social adaptation, identity crisis, difficulties in communication and reintegration into family and civilian environments. Currently, a significant number of released persons require comprehensive psychological recovery, psychosocial support, and long-term post-isolation assistance.

Contemporary Ukrainian scholarly studies (V. Apalkov, V. Bosniuk, M. Halych, V. Dotsenko, N. Zaretska, S. Pashkovskiyi, V. Chorna, Yu. Shyrobokov, O. Shportun, N. Yavorska, and others) demonstrate that captivity is regarded as one of the most severe forms of extreme traumatic experience affecting not only an individual's mental state but also their social functioning and ability to restore full-fledged life activity. The interdisciplinary nature of the issue requires a comprehensive approach to the formation and implementation of state policy regarding the reintegration of such a sensitive category as persons released from captivity.

The issue becomes particularly relevant in the context of the increasing number of Ukrainian defenders returning from captivity (according to official data from the Coordination Headquarters [1]) and the necessity of establishing an effective state reintegration system. As of 2025–2026, Ukraine has been gradually developing a comprehensive system of medical, psychological, rehabilitative, and social assistance for released persons, including specialized reintegration centers, psychosocial support, decompression measures, crisis counseling, and interagency cooperation.

At the same time, there remains a need for further scientific substantiation of the mechanisms of psychological rehabilitation as a fundamental component of reintegration into civilian life. Particular attention should be paid to the standardization of post-isolation support, interdisciplinary cooperation, psychological support for family members of released persons, and the development of long-term models of socio-psychological adaptation.

Thus, the study of psychological rehabilitation of persons released from captivity has important scientific, social, and practical significance, as it aims to develop effective mechanisms for restoring mental

health, social adaptation, and full reintegration of individuals who have experienced the traumatic experience of captivity into civilian life and society.

Main Body. Captivity is accompanied not only by physical and psychological violence, but also by prolonged isolation, sensory deprivation, constant threat to life, loss of control over one's existence, forced submission, and destruction of the basic sense of safety, which forms a specific complex of psychotraumatic consequences.

Leading specialists in military and crisis psychology substantiate that the experience of captivity belongs to the most severe forms of extreme psychological traumatization and is characterized by a complex and long-term impact on an individual's mental health. At the same time, contemporary military psychology emphasizes that combat psychological trauma and captivity trauma differ in their nature, mechanisms of formation, and psychological consequences. While combat stress is mainly associated with experiencing danger during active hostilities, the experience of captivity is characterized by a prolonged state of total helplessness, dependence on the aggressor, psychological pressure, and systematic destruction of personal autonomy. Therefore, the consequences of captivity are more prolonged and complex and may manifest themselves in the form of post-traumatic stress disorders, anxiety and depressive conditions, impaired interpersonal interaction, identity crisis, emotional maladjustment, loss of trust in the social environment, and other profound psychological changes even long after release [2].

Therefore, the experience of captivity requires a separate comprehensive approach to psychological rehabilitation and post-isolation support, since its consequences differ significantly from other types of combat-related psychological trauma.

The analysis of regulatory guarantees of the right to psychological rehabilitation for persons released from captivity requires distinguishing between the categories of «psychological assistance» and «psychological rehabilitation». For persons released from captivity, psychological assistance may be provided immediately after release as crisis support, whereas psychological rehabilitation constitutes the subsequent, more comprehensive, and long-term stage of recovery. The analysis of the regulatory definition of the concept of «psychological assistance» provided in paragraph 1, part 1, article 1 of the basic Law of Ukraine «On the Mental Health Care System» dated 15 January 2025 [3] gives grounds to conclude that among the actions constituting such assistance are also actions aimed at restoring mental health, that is, directly psychological rehabilitation. Therefore, in the contemporary reintegration system, the phrase «psychological assistance and psychological rehabilitation of persons released from captivity» is frequently used.

Within the framework of this study, psychological assistance is considered as a general category, whereas psychological rehabilitation is viewed as a separate complex of restorative measures in the field of healthcare and mental health care. Such an understanding also corresponds to the regulatory approach.

The Resolution of the Cabinet of Ministers of Ukraine dated 29 November 2022 «Certain Issues of Providing Psychological Assistance to War Veterans, Their Family Members, and Certain Other Categories of Persons» formulates the legal definition according to which «psychological rehabilitation is an activity aimed at restoring and supporting an individual's functioning in the physical, emotional, intellectual, social, and spiritual spheres through the use of methods of psychological and psychotherapeutic assistance in the form of psychotherapy, psychological counseling, first psychological aid, crisis psychological intervention...» [4].

Thus, psychological rehabilitation is one of the forms of assistance in the field of mental health aimed at restoring mental health, social functioning, and adaptive capabilities of an individual after the impact of psychotraumatic factors, in this case - captivity.

The right of persons released from captivity to psychological rehabilitation is guaranteed by the special Law of Ukraine «On Social and Legal Protection of Persons Recognized as Having Been Deprived of Personal Liberty as a Result of Armed Aggression against Ukraine, and Their Family Members» dated 26 January 2022, namely: «Persons recognized as having been deprived of personal liberty as a result of armed aggression against Ukraine shall, after their release, be provided with: 1) medical and rehabilitative assistance, including psychological assistance, as well as social and professional adaptation in accordance with the procedure established by the Cabinet of Ministers of Ukraine...» [5].

The procedure, forms, and peculiarities of psychological rehabilitation for such categories of persons (released civilians and released defenders of Ukraine) are primarily regulated by Resolution of the Cabinet of Ministers of Ukraine No. 296 dated 15 March 2024 [6], which provides for primary psychodiagnostic assessment, development of an individual psychological support plan, post-isolation decompression, preparation for return to family life, and comprehensive psychosocial recovery, while defining decompression (post-isolation) as the primary form of psychological rehabilitation.

The primary form of psychological rehabilitation of released persons is aimed at stabilizing the psycho-emotional and physiological condition after the experience of forced isolation, restoring a sense of safety, predictability, and control over one's environment. This set of measures involves creating conditions for gradual and safe processing of traumatic experiences, including repeated reconstruction of personal history in a constructive and resource-oriented context, individually controlled recollection of the circumstances of captivity, and the formation of further adaptive strategies. Important components of this process include preparing the individual for interaction with the media, restoring family and social ties, reintegration into professional and military environments, ensuring access to social, legal, psychological, and spiritual support according to the individual needs of the released person, as well as determining further measures of long-term support after completion of the reintegration period.

Further detailed regulation by the Cabinet of Ministers of Ukraine, the Ministry of Defense of Ukraine, and the Ministry of Internal Affairs of Ukraine was provided regarding the procedures for reintegration measures specifically for released defenders of Ukraine, including approved procedures for organizing reintegration measures and standard protocols for reintegration and post-isolation decompression [7–9].

Post-isolation decompression for a released defender of Ukraine consists of mandatory and variable components.

Mandatory decompression measures conducted with all released defenders of Ukraine primarily include assessment of their mental state and identification of persons requiring urgent (crisis) psychological assistance. Subsequently, psychodiagnostic examination using valid psychometric methods and ICT technologies is conducted. The next stage of psychological rehabilitation includes group psychoeducational sessions and individual psychological consultations aimed at resolving individual psychological and/or socio-psychological problems and identifying resources for post-traumatic growth. Final screening is conducted at the last stage.

Depending on the identified psycho-emotional condition, rehabilitation requests, and individual needs of released defenders, variable post-isolation decompression measures are implemented, involving phased application of psychological, psychotherapeutic, socio-communicative, and adaptive interventions. In particular, at the initial stage (first day), first psychological aid is provided to stabilize the psycho-emotional state, restore a sense of safety, and minimize acute stress reactions.

Work is also carried out with family members of released defenders of Ukraine (with their consent), including establishing communication with close relatives, informing them about the peculiarities of the reintegration process, defining the role of the family in the recovery process, and obtaining additional information regarding the individual psychological characteristics of released persons.

Variable measures also include group trainings on psychological relief and emotional stabilization aimed at reducing psycho-emotional tension, normalizing emotional reactions, and creating a supportive social environment. Individual and/or group low-intensity psychological interventions are implemented with the aim of safely processing traumatic experiences, restoring emotional and cognitive well-being, and providing counseling support to overcome behavioral practices posing risks to mental health, including alcohol or psychoactive substance use, and promoting healthy lifestyle skills.

Psychological interventions of medium and high intensity are conducted using recommended psychotherapeutic methods aimed at overcoming stress-associated mental and behavioral disorders caused by participation in hostilities, captivity, traumatic injuries, or other extreme circumstances. At the final stage (days 14–20), post-traumatic growth trainings are conducted, along with preparation of released defenders of Ukraine for further military service, return to family and social environments, interaction with media representatives, and further social reintegration.

Upon discharge of a released defender of Ukraine from a reintegration center or healthcare institution, the psychologist who provided psychological support during the reintegration measures formulates and provides recommendations regarding further post-isolation support or, where appropriate, referral for specialized psychological assistance of a higher level.

Within the framework of this study, it is also advisable to analyze recent changes in special legislation regarding the regulation of the primary purpose of providing psychological assistance to war veterans, their family members, and certain other categories of persons. In particular, in 2025 amendments were introduced supplementing the purpose of psychological assistance with the category of «post-traumatic growth of the individual» and excluding the provision regarding «prevention of disability».

In our opinion, such changes indicate a significant transformation of the contemporary state approach to mental health and psychological rehabilitation, particularly under conditions of martial law and large-scale psychological traumatization of the population.

First and foremost, this change reflects a transition from a predominantly medical and compensatory model of psychological assistance toward a person-centered and resource-oriented model of mental health support. Whereas the previous version of the norm focused mainly on minimizing negative consequences of psychological trauma, preventing mental disorders, and avoiding disability, the new version substantially expands the substantive understanding of psychological assistance, orienting it not only toward restoration of impaired functions but also toward the development of the individual's adaptive potential.

The inclusion of the category of «post-traumatic growth» in the regulatory framework of psychological rehabilitation is consistent with contemporary international approaches in the field of mental health, according to which traumatic experience is regarded not only as a factor of destruction but also as a potential source of positive personal transformation provided that adequate psychological support and assistance are ensured.

The fundamental provisions of the concept of Post-Traumatic Growth (PTG), developed by Richard Tedeschi and Lawrence Calhoun, consist in positive psychological transformation of personality resulting from experiencing and overcoming an extreme life crisis or traumatic event. In this context, post-traumatic growth should be understood as a process of positive personal changes following traumatic experience of forced isolation, manifested through increased psychological resilience, reconsideration of life values, restoration of subjectivity, enhanced capacity for social adaptation, formation of new meaning-oriented life perspectives, and development of crisis coping skills.

This concept acquires particular relevance under conditions of full-scale war when a significant number of individuals experience prolonged psychotraumatic influence. In the context of reintegration of persons released from captivity, such regulatory transformation is of special importance because it orients the system of psychological assistance not only toward stabilization of the psycho-emotional condition of the individual but also toward restoration of life activity, social functioning, adaptive resources, and the ability for further personal development.

Lorna Collier, while studying post-traumatic growth as one of the effective approaches in psychological rehabilitation of American veterans seeking recovery after combat stress, rightly notes that it should not be equated with resilience, since these are different categories [10]. A person who is already resilient to trauma will not experience post-traumatic growth because a resilient individual is not deeply shaken by the event and does not require the search for a new system of beliefs. Less resilient individuals, by contrast, may experience suffering and confusion while trying to understand why such a terrible event happened to them and what it means for their worldview.

To assess whether a person has achieved post-traumatic growth and to what extent, the Post-Traumatic Growth Inventory developed by Tedeschi and Calhoun is most commonly used. According to its developers, positive reactions should be examined in five areas:

- Appreciation of life;
- Relationships with others;
- New possibilities in life;
- Personal strength;
- Spiritual change [11].

Considering the above, we believe that post-traumatic growth should be regarded as a potentially possible outcome of rehabilitation rather than a guaranteed or mandatory consequence of trauma.

Under contemporary conditions, psychological rehabilitation should be regarded as a comprehensive multi-level process aimed at restoring mental health, social functioning, adaptive potential, and personal subjectivity after traumatic experience. In the context of persons released from captivity, psychological rehabilitation acquires particular specificity because the consequences of forced isolation are characterized by a high level of psychological traumatization, prolonged stress impact, and complexity of post-traumatic manifestations.

Accordingly, the state reintegration system must ensure an individualized and person-centered approach to each person released from captivity.

The system of psychological rehabilitation for persons released from captivity should include:

- crisis psychological assistance;
- psychological decompression;
- psychodiagnostics;
- psychotherapeutic support;
- socio-psychological adaptation;
- family counseling;

- long-term psychosocial support;
- measures for prevention of PTSD and suicidal behavior.

Conclusions and Prospects for Further Research. Psychological rehabilitation of persons released from captivity constitutes a fundamental component of the contemporary state reintegration system and an important element of ensuring national security, social stability, and restoration of the human potential of the state.

It has been established that captivity is accompanied by significant psychotraumatic impact, which determines the necessity for comprehensive, long-term, and interagency psychological support for released persons.

The contemporary regulatory framework in the field of psychological rehabilitation is gradually forming a systematic mechanism of post-isolation recovery; however, it still requires further improvement regarding interagency coordination, standardization of psychological assistance, ensuring accessibility of services, and development of a network of specialized rehabilitation centers.

Effective state reintegration policy should be based on the principles of person-centeredness, continuity of assistance, trauma-informed approach, multidisciplinary interaction, and long-term psychosocial support.

A promising direction for further scholarly research involves developing models of institutional support for psychological rehabilitation of persons released from captivity, mechanisms for evaluating the effectiveness of rehabilitation programs, and adaptation of international experience in post-isolation support to the conditions of Ukraine.

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PSYCHOLOGICAL SUPPORT FOR A CHILD EXPERIENCING THE LOSS OF A CLOSE PERSON

Анотація. У статті піднімається важлива проблема допомоги дітям, які переживають втрату близької людини. Здійснено теоретичний аналіз проблеми психологічної допомоги дітям, які переживають важку втрату, в умовах сучасних соціальних викликів та воєнних подій в Україні. Актуальність дослідження зумовлена різким зростанням кількості дітей, які втратили батьків, родичів або друзів унаслідок війни, що спричиняє глибокі психоемоційні переживання та потребує професійного психологічного супроводу. Наголошено, що смерть близької людини є однією з найбільш травматичних подій у житті дитини, яка може мати довготривалі наслідки для психічного, емоційного та соціального розвитку особистості.

У роботі висвітлено основні теоретичні підходи до розуміння дитячого горювання та психотравми. Проаналізовано наукові погляди закордонних і вітчизняних дослідників.

Визначено, що дитяче горювання має індивідуальний характер і може проявлятися через емоційні, поведінкові, когнітивні та соматичні симптоми. Особливу увагу приділено феномену дитячого травматичного горя, при якому симптоми посттравматичного стресового розладу блокують природний процес проживання втрати.

Розкрито сутність понять «горювання», «переживання» та «скорбота», охарактеризовано їх спільні та відмінні ознаки. Встановлено, що горювання є динамічним процесом адаптації до втрати, який супроводжується змінами у поведінці, мисленні, фізичному та емоційному стані дитини. Описано основні симптоми нормального горювання у дітей різного віку, серед яких тривога, страх, депресивні реакції, агресія, соматичні порушення, труднощі у навчанні та соціальній взаємодії. Підкреслено, що відсутність своєчасної психологічної допомоги може призводити до розвитку хронічної депресії, тривожних розладів, посттравматичного стресового розладу та соціальної дезадаптації.

У статті обґрунтовано значення психологічного супроводу дитини, яка переживає втрату близької людини. Психологічний супровід визначено як комплекс психологічних, педагогічних та соціально-емоційних заходів, спрямованих на створення безпечного середовища для проживання горя, стабілізацію емоційного стану, розвиток ресурсів дитини та підтримку її адаптації до нових життєвих умов. Окреслено ефективні методи психологічної допомоги дітям, серед яких арттерапія, ігрова терапія, написання листів померлому, створення книг пам'яті, групи психологічної підтримки та ритуали вшанування пам'яті. Акцентовано увагу на необхідності врахування вікових особливостей дітей та важливості участі дорослих у процесі підтримки дитини.

Визначено перспективи подальших досліджень, пов'язаних із вивченням впливу ранньої втрати на формування особистості дитини, розвиток прив'язаності, самооцінки, резильєнтності та міжособистісних стосунків. Перспективним напрямом є також дослідження ефективності сучасних психотерапевтичних програм і методів психологічної допомоги дітям, які переживають втрату в умовах війни.

Ключові слова: втрата, скорбота, горювання, дитяча психотравма, психологічний супровід.

Abstract. The article addresses the important issue of providing assistance to children experiencing the loss of a loved one. A theoretical analysis of the problem of psychological support for children undergoing severe loss in the context of contemporary social challenges and wartime events in Ukraine has been carried out. The relevance of the study is обусловлена the sharp increase in the number of children who have lost parents, relatives, or friends as a result of the war, which causes profound psycho-emotional experiences and requires professional psychological support. It is emphasized that the death of a loved one is one of the most traumatic events in a child's life and may have long-term consequences for the individual's mental, emotional, and social development.

The paper highlights the main theoretical approaches to understanding children's grief and psychological trauma. Scientific views of both foreign and Ukrainian researchers are analyzed.

It has been determined that children's grief is individual in nature and may manifest through emotional, behavioral, cognitive, and somatic symptoms. Particular attention is paid to the phenomenon of childhood traumatic grief, in which symptoms of post-traumatic stress disorder block the natural process of coping with loss.

The essence of the concepts of "grief," "experiencing," and "mourning" is revealed, and their common and distinctive features are characterized. It has been established that grief is a dynamic process of adaptation to loss accompanied by changes in the child's behavior, thinking, physical, and emotional state. The main symptoms of normal grief in children of different ages are described, including anxiety, fear, depressive reactions, aggression, somatic disorders, difficulties in learning, and social interaction. It is emphasized that the absence of timely psychological assistance may lead to chronic depression, anxiety disorders, post-traumatic stress disorder, and social maladaptation.

The article substantiates the importance of psychological support for a child experiencing the loss of a loved one. Psychological support is defined as a complex of psychological, pedagogical, and socio-emotional measures aimed at creating a safe environment for experiencing grief, stabilizing the emotional state, developing the child's internal resources, and supporting adaptation to new life conditions. Effective methods of psychological assistance for children are outlined, including art therapy, play therapy, writing letters to the deceased, creating memory books, psychological support groups, and remembrance rituals. Attention is focused on the need to consider children's age characteristics and the importance of adult participation in the process of supporting the child.

Prospects for further research related to the study of the impact of early loss on the formation of a child's personality, the development of attachment, self-esteem, resilience, and interpersonal relationships are identified. Another promising direction is the study of the effectiveness of modern psychotherapeutic programs and methods of psychological assistance for children experiencing loss in wartime conditions.

Key words: loss, bereavement, grieving, childhood psychological trauma, psychological support.

Introduction. The relevance of studying psychological assistance for children who are experiencing the loss of a close person is determined by profound socio-psychological changes and current challenges. The war in Ukraine has caused a sharp increase in the number of orphans and children who have lost parents, relatives, or friends. The death of a close person is considered one of the most stressful events in a child's life and requires support from specialists, as well as from family members and loved ones, in order to cope with this experience of loss.

Analysis of the problem and the essence of the study. Children perceive and express loss differently from adults, often through behavioral disturbances, somatic symptoms, or aggression. Without timely support, a severe loss may develop into chronic depression, post-traumatic stress disorder (PTSD), or anxiety conditions. Trauma of loss without appropriate therapy disrupts the cognitive, emotional, and social development of the forming personality. At the same time, there is a lack of Ukrainian-language, validated grief therapy programs that take into account the realities of the contemporary wartime experience.

Theoretical foundations of the study. The issues of psychological trauma and children's experience of loss (grief) have been extensively studied by a large number of international and Ukrainian scholars.



John Bowlby, the founder of attachment theory, thoroughly described how the disruption of the bond with a mother or close caregiver undermines a child's basic sense of security and causes deep psychological trauma. In his work "Mourning and Melancholia", Sigmund Freud laid the theoretical foundation for understanding the mechanisms of psychological processing of loss. Anna Freud studied children's reactions to separation from parents and loss of home during World War II, focusing on children's defense mechanisms.

In the 1980s, international researchers of childhood trauma and complicated grief, Robert S. Pynoos and Spencer Eth, were among the first to comprehensively describe the phenomenon of traumatic grief in children, where PTSD symptoms block the normal grieving process. Christopher Lane is known for his research on trauma and grief in adolescents who experienced war (particularly in Bosnia). Judith Cohen, Anthony Mannarino, and Esther Deblinger developed the widely recognized evidence-based TF-CBT (Trauma-Focused Cognitive Behavioral Therapy), specifically adapted for children who have experienced traumatic loss. William Worden proposed the concept of the "four tasks of mourning," which is widely used in child psychotherapy to support adaptation after the death of a loved one.

David Brent and Nadine Melhem conducted extensive longitudinal studies on the impact of sudden parental loss on the development of depression and PTSD in children [6].

In Ukrainian psychology, the concept of childhood psychological trauma is currently studied by Oleh Romanchuk, Viktoriia Horbunova, Vitalii Klymchuk, Viktoriia Nazarevych, Olena Voznesenska, Mykhailo Tomchuk, and Mariia Yatsiuk.

Psychiatrist and psychotherapist Oleh Romanchuk, director of the Institute of Cognitive-Behavioral Therapy, notes that life experience does not always allow individuals to understand how to cope with their own grief or support others in experiencing loss. In contemporary psychology, grief is viewed as a natural human response to loss, manifested on both emotional and physical levels. Awareness and understanding of these manifestations contribute to a more adaptive processing of grief and help individuals pass through this difficult state without serious consequences for mental and physical health [4].

Vitalii Klymchuk and Viktoriia Horbunova are actively involved in developing and adapting evidence-based methods of psychological assistance and mental health management for children in wartime conditions.

Liudmyla Tsarenko focuses on childhood psychological trauma, crisis counseling, and psychological support for families in acute grief.

Olena Voznesenska researches the use of art therapy methods for overcoming childhood trauma caused by war and loss.

Viktoriia Nazarevych develops art therapy techniques for assisting children experiencing psychological trauma.

Mykhailo Tomchuk and Mariia Yatsiuk are authors of a model of socio-psychological support for children experiencing parental loss.

Numerous studies on childhood trauma related to the loss of a loved one show that children experience grief in a complex way and require the presence of a reliable adult who can provide emotional support, a sense of safety, and psychological stability.

Presentation of the main material. Psychological support for a child experiencing the loss of a close person is a complex system of professional psychological, pedagogical, and socio-emotional interventions aimed at supporting the child in the process of grieving, adapting to changed life circumstances, preserving mental health, and restoring a sense of safety, stability, and emotional balance.

Psychological support involves creating a safe environment for expressing feelings, assisting in understanding and accepting the loss, developing effective coping strategies for emotional stress, as well as strengthening the child's personal resources and social connections. Its goal is to prevent long-term psychological disturbances and to promote gradual adaptation to life after loss.

In a child's psyche, deep emotional pain related to the experience of loss is often preserved and accompanied by fear and a sense of loneliness.

Irvin Yalom refers to the death of a parent as a catastrophe in a child's life.

Edith Mayes noted that "when a person you love dies, feelings of numbness, sadness, and inner protest arise. It feels as if part of oneself has been lost; the person feels disoriented and often cries."

American psychotherapist Linda Goldman, author of the book "Life and Loss: A Guide to Help Grieving Children," emphasizes that children should be able to enjoy life, dream, believe, and make plans for the future. However, in order to move forward, they must work through the burden of grief and loss [2, P. 11].

The concepts of “grieving,” “mourning,” and “bereavement” are closely interconnected, yet they carry different meanings.

Grieving is a natural psychological, emotional, and physical process of experiencing the loss of a significant person, relationship, important life values, or a familiar way of life. It is accompanied by a wide range of emotions: sadness, pain, anxiety, fear, anger, loneliness, and helplessness. Grieving is a dynamic process of adaptation to the loss of a loved one, meaningful relationships, safety, or a previously stable lifestyle.

In psychology, grieving is understood as a process of adaptation to loss during which a person gradually accepts a new life reality. The experience of grief may manifest not only emotionally but also through changes in behavior, thinking patterns, and physical condition.

For both children and adults, grieving is an individual process: its duration, intensity, and forms of expression depend on personality traits, age, the nature of the loss, and the availability of social support.

“Experience” is a broader concept referring to an internal emotional state or the process of a person’s interpretation of a particular event. Experiences can be both negative and positive and are not necessarily related to loss.

“Bereavement” refers to deep sadness, sorrow, and emotional pain that arise as a result of loss. Bereavement is primarily an emotional manifestation of grieving and is often externally expressed through crying, mourning, and a depressed mood.

Thus, summarizing the key concepts related to loss, it should be noted that grieving is an emotional response to the loss of a close person, an object, or an idea. The experience of severe loss is a state, while bereavement is what we do—it is the external expression of our grieving in actions [1, P. 15].

A child experiencing bereavement expends a significant amount of energy and therefore depletes their emotional and psychological resources. Sandra Fox identified four key tasks for children of any age related to loss: 1) understanding, 2) grieving, 3) commemorating, and 4) continuing life [2, P. 81].

Within the grieving process, Eberling proposes the following phases: 1) shock and disbelief, 2) searching and longing, 3) disorganization and despair, 4) reorganization and healing. According to Oleh Romanchuk, research on the processual nature of traumatic experiences is very important, and the current scientific consensus suggests that there are no strict sequential stages or phases; instead, grieving is a highly individual journey [4].

Symptoms of grief in children can take various forms and manifest differently in each child (see Table 1).

Table 1

Symptoms of normal grieving (according to L. Goldman)

Behaviour		
insomnia	Lack of apitite	poor grades at school
weeping	nigtmare	dreams about the deceased person
sighing	lethargy	absent-mindedness
heckling	excessive activity	social withdrawal
verbal attacks	fighting	excessive calmness
bedwetting	excessive touching	excessive huggings
Thinking characteristics		
inability to concentrate	difficulties with decision making	self-destructive thoughts
low self-esteem	preoccupation	confusion
despair		
Feelings		
anger	guilt	sadness
mood swings	anger	depression
panic	relief	helplessness
fear	intense feelings	loneliness
enxiety	feeling of unreality	
Physical symptoms		

headache	fatigue	задишка
dry mouth	dizziness	rapid heartbeat
hot or cold flashes	heaviness in the body	skin sensitivity
increased susceptibility to illness	feeling of emptiness in the body	chest tightness
muscle weakness	lump in the throat	abdominal pain

In younger school-age children, psychopathological symptoms are often masked by pronounced manifestations of autonomic dysfunction, such as headaches, pain in the heart region, breathing disturbances, discomfort in the epigastric area, enuresis, encopresis, and others. Such manifestations are frequently accompanied by behavioral disorders.

An adolescent, like a younger child, requires socio-psychological support in the process of grieving. Given age-specific characteristics, adolescence is a transitional stage in which behavioral reactions may develop along either adaptive or maladaptive trajectories. Negative consequences of experienced loss may include social maladaptation, increased deviant behavior, worsening depressive states, and the development of psychopathological disorders.

Mykhailo Tomchuk and Mariia Yatsiuk note that after a severe psychotraumatic experience, a child may externally appear indifferent to the event. Parents often mistakenly believe that the child quickly forgets the experienced grief; however, this is not the case. In reality, children return to the traumatic situation in conversations, drawings, and other forms of self-expression, thereby attempting to cope with the emotions resulting from the experience. Traumatic experience is also reflected in role-play games, where the child symbolically reenacts the event and processes their experience. In this context, play serves an important function of reducing psychological tension. At the same time, a pathological pattern may be indicated by the compulsive repetition of the same unchanging game scenario [5].

An important role in children's grieving process is also played by toys and personal belongings. The loss of a close person as a significant attachment figure often leads to the formation of an attachment to a so-called transitional object-such as a toy, a gifted item, or a personal belonging of the deceased. An indicator of gradual recovery from the loss is the emergence of new attachments connected with the child's current relationships and environment.

During grief, children become especially sensitive to the emotional state of the surviving parent. They tend to "absorb" their feelings, emotions, and attitudes toward the world and themselves, as if being emotionally "contaminated" by them. Unusual or strange behavior in this period often serves as a way of expressing internal pain and lived experience.

Methods of psychological assistance in cases of childhood loss of a close person. Psychological support for children experiencing the loss of a close person is based on creating a sense of safety, emotional stabilization, and sensitive processing of difficult feelings. A child's psyche differs from that of an adult; therefore, therapeutic methods are adapted to the child's specific age.

An important step in supporting children is that adults should first help themselves, as children inevitably adopt role models and are influenced by the extent to which adults are able to genuinely recognize and process their own losses and grief.

In addition, adults should be informed about ways to support the child and should be helped to dispel myths about loss and grieving. Such myths include: "grief and bereavement are the same experience," "infants and young children are too small to grieve," "grief has clear stages," "adults should avoid topics that make a child cry," "a child who is actively playing is not a grieving child," "it is better for children not to attend funerals," and others [2, P. 67].

An important task in grieving is commemorating the deceased. Linda Goldman distinguishes between formal and informal commemoration. Formal commemoration may take place in schools, camps, and communities that organize memorial events, create memorial boards, or include remembrance activities in yearbooks. Scholarship funds may be established, donations to charities organized, or memorial gardens planted. Informal commemoration may include children creating memorial videos about the deceased person, releasing balloons in their memory, baking cookies and bringing them to grieving friends, or staging performances and using the collected funds to establish a memorial fund in honor of a beloved teacher or classmate.

Projective diagnostic methods are often used to assess the intensity and complexity of emotional experiences. One such method is the "Person in the Rain" technique, which is aimed at assessing the strength of the ego, the individual's ability to cope with difficulties and withstand adverse circumstances.

It also allows for the identification of personal resources and the functioning of psychological defense mechanisms.

The purpose of the projective technique “Person in the Rain” is to determine a person’s behavioral characteristics in difficult life situations, their level of readiness to overcome difficulties, as well as to identify their characteristic psychological defense mechanisms. The research procedure involves asking the respondent to draw a person on a blank vertically oriented A4 sheet, and on another similar sheet to draw a person in the rain. The comparison of the two drawings makes it possible to identify the individual’s patterns of response to stressful and adverse circumstances, as well as to understand their emotional state and experiences in difficult life situations. The psychologist conducts an interview with the child, asking a series of questions, such as describing the person, their feelings and emotional state, whether the person feels comfortable in this situation, what mood they have, what they most want to do at that moment, and how they can be helped.

One effective way of grieving is a creative ritual through writing a letter to the deceased. The child should be encouraged to express their feelings. Adults should also talk about their own emotions. When we are able to talk about our feelings, they become less overwhelming, less oppressive, and not as frightening. People we trust in such an important conversation can help us realize that we are not alone.

Adults should understand that they must not dictate to children how they should grieve; instead, we should allow them to tell us where they are in this process. Adults who are grieving should not emotionally distance themselves from the child, as the child may perceive this situation as a secondary loss. When we allow ourselves to grieve, we are helping the child who is experiencing a difficult loss. It is a myth that adults should avoid topics that make a child cry. In fact, crying is a way of connecting with one’s pain and a means of alleviating it.

In supporting a child through loss, age-specific characteristics must be taken into account when determining forms of psychological assistance. In this regard, Wolfelt noted that if a child is old enough to love, they are old enough to grieve. Any child who is capable of loving is also capable of grieving, regardless of whether they can fully understand the loss cognitively.

It is important to tell children the truth about the death of loved ones and to allow them to attend funerals. Otherwise, it creates an environment of denial that prevents them from actively participating in the grieving process. Funerals, writing letters, and placing personal belongings into the coffin during the ceremony are very concrete ways through which children can contribute to the process of saying goodbye.

Psychologists recommend that adults build a library of resources with information about prevention, support during traumatic events, and post-crisis assistance, in order to have ready responses to the many questions that may arise in children as a result of loss and grief.

One method of support is the creation of a photo album, collage (Fig. 1), or memorial mural about the loved one and the time spent together, as children often like to express their memories through art. [3, P. 39].



Figure 1. Memory collage of Eva (8 years old) about her father.

Even young children can take part in a memorial project. Making a simple heart, a decorated box or photo frame, or even a festive ornament, or releasing a balloon with a note can help them express memories.

A memory book is a very useful tool that allows children to express their feelings and share what remains unspoken.

It is important for children to have a “resource shelf” at home or at school. It should include age-appropriate children’s literature on grief and childhood trauma.

Children should be taught to identify their feelings—for example, by drawing their emotions, keeping a feelings journal, writing and drawing in it, completing emotion-based tasks, making lists of what makes them angry, sad, afraid, or disappointed, and expressing feelings through sand, clay, or puppets.

Significant practical experience was presented by American specialists K. Andersen, E. G. Røeckholt, and M. Rise, who worked at the Center for Psychological Support for People Who Have Experienced Bereavement at the University Clinic of Akershus County. They developed an eight-step psychological support program for adults, children, and adolescents who have experienced the death of a loved one. The researchers emphasized the importance of organizing support groups according to participants’ age characteristics.

This approach is also used in Ukraine, in particular at the Institute of Health Psychology, where Ukrainian psychologists provide training in this methodology and offer psychological assistance to people experiencing loss. The program for children includes eight group sessions for children and adolescents, eight meetings for their parents, and one joint session for children and parents. The core principles of the method are coping with loss through active engagement and awareness of emotional experiences, using family resources, and the ability to continue life despite changed circumstances [1, P. 11].

The aim of such groups is to create a sense of safety, provide knowledge about grief, support each participant in emotionally processing the loss and developing self-control; preserve meaningful memories that become the foundation for the future; and help the child’s close environment better understand the grieving process so that significant adults can more effectively support the child. Thus, adults need to create a supportive space for children’s grieving and help them experience the loss together.

An important final psychological task for children experiencing loss is not simply to move forward, but to continue living.

Understanding, grieving, commemorating, and continuing life are essential parts of a child’s experience of loss, change, and growth.

Psychological support and psycho-pedagogical assistance are aimed at creating conditions that help the child understand and accept the loss of parents or close people, maintain a continued emotional bond through memories and love, honor their memory, and move forward in life by developing and realizing their potential.

Prospects for further research. Our interest in studying the issue of childhood loss includes various grief reactions, particularly how early loss affects personality development, attachment, self-esteem, resilience, and interpersonal relationships.

Another relevant direction is the study of the effectiveness of psychological interventions: different forms of support, therapeutic programs, support groups, art therapy, and play-based methods. It is important to determine which interventions are most effective for different age groups.

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EMPIRICAL STUDY OF EMOTIONAL BURNOUT AMONG PSYCHOLOGISTS IN CRISIS CONDITIONS

У статті представлено результати емпіричного дослідження емоційного вигорання психологів в умовах сучасної соціальної невизначеності. Актуальність дослідження зумовлена зростанням професійного навантаження на фахівців психологічного профілю в умовах війни, соціальної нестабільності, збільшенням кількості кризових запитів та необхідністю надання психологічної допомоги особам із травматичним досвідом. Метою дослідження стало вивчення особливостей прояву емоційного вигорання психологів, визначення основних факторів ризику та ресурсів його подолання.

У дослідженні взяли участь 130 практикуючих психологів віком від 21 до 60 років, які здійснюють професійну діяльність у державних установах, приватній практиці та змішаному форматі роботи. Для збору емпіричних даних використано авторський опитувальник, спрямований на виявлення рівня емоційного виснаження, професійного перевантаження, тривожності, психологічної стійкості та ресурсів професійного відновлення.

Результати дослідження засвідчили, що значна частина психологів демонструє середній та високий рівні емоційного виснаження, професійного перевантаження й тривожності. Встановлено, що провідними чинниками розвитку емоційного вигорання виступають емпатійне перевантаження, перфекціонізм, труднощі встановлення професійних меж, хронічний стрес та вплив соціальної невизначеності. Водночас важливими ресурсами профілактики вигорання є супервізія, особиста психотерапія, професійна підтримка, фізична активність, відпочинок та усвідомлення сенсу професійної діяльності.

Проведений кореляційний аналіз підтвердив наявність статистично значущих взаємозв'язків між показниками емоційного виснаження, професійного перевантаження, тривожності та психологічної стійкості. На основі отриманих результатів обґрунтовано авторську модель профілактики емоційного вигорання психологів, яка включає розвиток саморегуляції, формування професійних меж, ресурсне відновлення та підвищення рівня професійної рефлексії.

Практичне значення дослідження полягає у можливості використання отриманих результатів під час розробки програм психологічного супроводу, супервізійної підтримки та профілактики емоційного вигорання фахівців допоміжних професій.

Ключові слова: емоційне вигорання, психологи, професійний стрес, невизначеність, емпатійне перевантаження, психологічна стійкість, супервізія, професійні ресурси.

The article presents the results of an empirical study of emotional burnout among psychologists under conditions of contemporary social uncertainty. The relevance of the study is determined by the increasing professional workload of mental health specialists caused by war, social instability, the growing number of crisis-related requests, and the necessity to provide psychological assistance to individuals with traumatic experiences. The purpose of the study was to investigate the characteristics of emotional burnout among psychologists, identify the main risk factors, and determine the resources that facilitate its prevention and overcoming.

The study involved 130 practicing psychologists aged 21 to 60 years who worked in public institutions, private practice, and mixed professional settings. An author-designed questionnaire was used to assess the levels of emotional exhaustion, professional overload, anxiety, psychological resilience, and resources for professional recovery.

The findings revealed that a significant proportion of psychologists demonstrated moderate and high levels of emotional exhaustion, professional overload, and anxiety. The leading factors contributing to emotional burnout were identified as empathic overload, perfectionism, difficulties in establishing professional boundaries, chronic stress, and the impact of social uncertainty. At the same time, supervision,



personal psychotherapy, professional support, physical activity, rest, and a strong sense of professional meaning were found to be important protective resources against burnout.

The correlation analysis confirmed statistically significant relationships between emotional exhaustion, professional overload, anxiety, and psychological resilience. Based on the obtained results, an authorial model for the prevention of emotional burnout among psychologists was proposed. The model includes the development of self-regulation skills, the establishment of professional boundaries, systematic resource recovery, and the enhancement of professional reflection.

The practical significance of the study lies in the possibility of applying its findings to the development of psychological support programs, supervision practices, and burnout prevention interventions for helping professionals.

Key words: emotional burnout, psychologists, professional stress, uncertainty, empathic overload, psychological resilience, supervision, professional resources

Problem statement. In the context of contemporary social transformations caused by the full-scale war in Ukraine, socio-economic instability, and a high level of uncertainty, the workload of helping professionals, particularly psychologists, has increased significantly. Continuous work with crisis situations, traumatic experiences, loss, forced displacement, and the consequences of military actions requires psychologists to maintain a high level of professional involvement, emotional resilience, and psychological resources.

At the same time, prolonged emotional tension, a high degree of professional responsibility, constant empathic engagement, and insufficient opportunities for recovery create conditions that contribute to the development of emotional burnout. This phenomenon negatively affects not only the psychological well-being of specialists but also the quality of psychological services they provide, their professional effectiveness, and their ability to establish constructive relationships with clients.

The issue of emotional burnout becomes especially relevant under conditions of ongoing uncertainty, where psychologists experience the consequences of crisis events both as professionals and as direct participants in social processes. Under such circumstances, the risk of secondary traumatization, empathic overload, professional exhaustion, and a decline in psychological resilience increases substantially.

Despite the considerable number of scientific studies devoted to emotional burnout, the specific features of its manifestation among practicing psychologists working in conditions of war and social instability remain insufficiently explored. Furthermore, the role of psychological resources in preventing and overcoming burnout requires further empirical investigation. This creates a need for research aimed at identifying risk factors, mechanisms of burnout development, and effective resources for its prevention and management.

Therefore, the relevance of this study is determined by the necessity to preserve the psychological well-being of mental health professionals, enhance the effectiveness of their professional activities, and develop evidence-based programs for the prevention of emotional burnout under contemporary social challenges.

Analysis of recent studies and publications. The issue of emotional burnout is one of the most extensively studied topics in contemporary psychological science and is considered a complex multidimensional phenomenon resulting from prolonged occupational stress. This problem is particularly relevant for helping professionals whose work involves intensive interpersonal interaction, a high level of emotional involvement, and responsibility for the psychological well-being of others.

The first scientific approaches to studying emotional burnout are associated with the work of the American psychiatrist Herbert Freudenberger, who in 1974 introduced the term *burnout* to describe a state of emotional exhaustion among professionals working in social services. Freudenberger viewed burnout as a consequence of prolonged occupational overload accompanied by a loss of energy, motivation, and emotional engagement in professional activities [4].

The further development of the burnout concept is linked to the studies of Christina Maslach and Susan Jackson, who proposed the three-component model of burnout consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. This model has become the most widely used framework in contemporary empirical research and serves as the basis for the majority of burnout assessment instruments. In the works of C. Maslach, W. Schaufeli, and M. Leiter, emotional burnout is interpreted as a consequence of a prolonged imbalance between occupational demands and personal resources.

A significant contribution to the development of stress theory was made by Hans Selye, who substantiated the concept of the General Adaptation Syndrome and demonstrated that prolonged exposure

to stressors gradually depletes the adaptive resources of the organism. His resource-based approach became one of the theoretical foundations for contemporary burnout research.

In modern psychology, burnout is increasingly examined through the lens of resource-based theories. Particular attention should be paid to the work of Stevan Hobfoll, the author of the Conservation of Resources Theory, according to which psychological exhaustion results from the loss of personal, emotional, and social resources or from the threat of such losses. Within this framework, insufficient resource recovery is considered one of the key mechanisms underlying emotional burnout.

Special attention in contemporary research is devoted to the phenomena of secondary traumatization and empathic exhaustion among psychologists. Charles Figley was among the first scholars to describe the concept of *compassion fatigue* as a state of emotional exhaustion resulting from continuous exposure to clients' traumatic experiences. According to Figley, mental health professionals face not only occupational stress but also the accumulation of secondary traumatic experiences that gradually deplete their psychological resources [6].

Within the framework of humanistic psychology, the works of Carl Rogers are of particular importance. Rogers considered empathy to be the central mechanism of psychological assistance. However, contemporary studies indicate that excessive empathic involvement without adequate recovery may become a significant risk factor for professional burnout.

Among contemporary international scholars who have contributed substantially to burnout research are W. Schaufeli, M. Leiter, A. Pines, R. Burke, J. Greenberg, and T. Jackson. These researchers conceptualize burnout as the result of interactions among personal, organizational, and social factors. They emphasize that professional exhaustion cannot be explained solely by individual characteristics, as working conditions, organizational support, and broader social contexts play a crucial role in its development [1; 4].

In Ukrainian psychological science, the issue of emotional burnout has been investigated by T. Tytarenko, O. Melnyk, S. Rusanovskyi, I. Shakhov, I. Zhdanevych, N. Holovko, O. Tsarkova, O. Prokofieva, and others [3; 8; 9; 10]. Their studies focus on the impact of prolonged social instability, professional uncertainty, crisis situations, and war on the psychological well-being of helping professionals. Particular attention is paid to professional identity, psychological resilience, professional adaptation, and burnout prevention [7].

Recent studies indicate that during the full-scale war in Ukraine, psychologists experience a dual burden: they simultaneously provide psychological assistance to individuals affected by war and remain direct participants in the same social reality characterized by anxiety, uncertainty, loss, and chronic stress. Such circumstances significantly increase the risk of secondary traumatization, moral distress, and emotional burnout.

Thus, the analysis of scientific literature demonstrates that emotional burnout among psychologists is a complex multifactorial phenomenon shaped by occupational stress, empathic overload, resource depletion, and social uncertainty. At the same time, the specific manifestations of emotional burnout among practicing psychologists in contemporary Ukraine remain insufficiently explored, highlighting the need for further empirical research on this issue [9].

The purpose of the article. In order to investigate the characteristics of emotional burnout among psychologists under conditions of contemporary social uncertainty, an empirical study was conducted involving 130 practicing psychologists. The study aimed to identify the levels of emotional exhaustion, professional overload, anxiety, psychological resilience, as well as the resources and risk factors associated with emotional burnout. The professional activity of psychologists belongs to the category of "person-to-person" professions, which are characterized by intensive interpersonal interaction, the necessity of emotional involvement, constant decision-making, and the ability to cope with significant psychological demands. Under conditions of war and social instability, these requirements become even more pronounced, creating additional risks for the psychological well-being of professionals.

The first stage of the study focused on examining emotional exhaustion as the core component of burnout syndrome. The results showed that the mean score for emotional exhaustion was $M = 3,07$. Only 2,3% of respondents reported no signs of emotional exhaustion, whereas 35,4% demonstrated a moderate level, 27,7% a high level, and 6,2% a very high level of exhaustion.

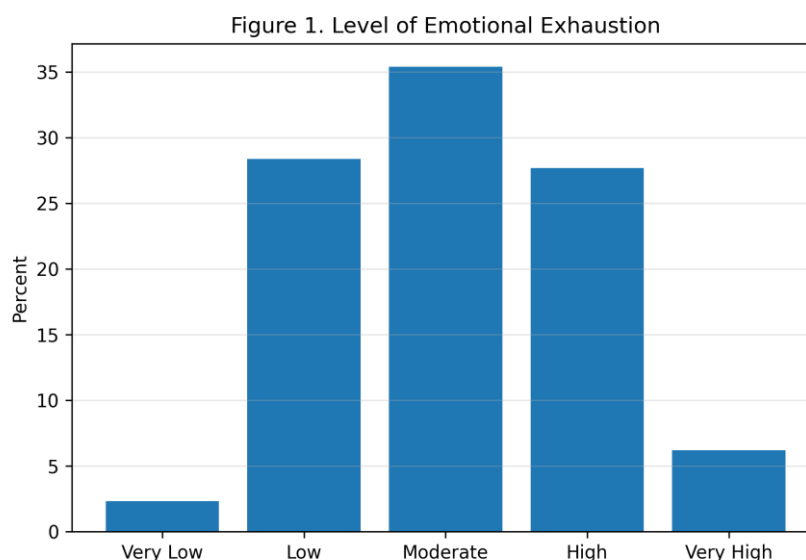


Figure 1. Level of Emotional Exhaustion Among Psychologists

Figure 1 presents the distribution of respondents according to their level of emotional exhaustion, which is considered one of the central components of burnout syndrome. The results indicate that the largest proportion of psychologists demonstrated a **moderate level of emotional exhaustion (35,4%)**, suggesting that emotional fatigue has become a common experience for many professionals working under conditions of prolonged stress and uncertainty.

A considerable percentage of respondents reported a **low level of emotional exhaustion (28,4%)**, indicating that these psychologists still possess sufficient emotional resources and coping capacities to manage professional demands effectively. However, a similarly large proportion of participants (**27,7%**) demonstrated a **high level of emotional exhaustion**, while an additional **6,2%** reported a **very high level**. Consequently, a total of **33,9% of respondents** can be classified as experiencing severe manifestations of emotional exhaustion.

Particular attention should be paid to the fact that only **2,3%** of psychologists reported a very low level of emotional exhaustion. This finding suggests that emotional strain has become a widespread phenomenon among mental health professionals, regardless of their professional experience or work setting.

The obtained results may be explained by the specific nature of psychological practice, which requires continuous emotional involvement, empathy, active listening, and responsibility for supporting clients experiencing psychological distress. In the context of war, social instability, and increasing numbers of trauma-related cases, psychologists are frequently exposed to emotionally demanding situations that gradually deplete their psychological resources.

From the perspective of Maslach's burnout theory, emotional exhaustion represents the first and most significant stage in the development of burnout syndrome. If prolonged emotional strain remains unresolved, it may lead to depersonalization, reduced professional effectiveness, and decreased job satisfaction. Therefore, the relatively high proportion of respondents with elevated emotional exhaustion indicates the need for preventive interventions aimed at protecting psychologists' mental health.

The findings presented in Figure 1 emphasize the importance of implementing strategies that support emotional recovery and professional well-being. Such strategies may include regular supervision, personal psychotherapy, peer support, workload management, self-care practices, and the development of psychological resilience. These measures can contribute to maintaining emotional balance, preventing burnout, and ensuring the long-term effectiveness of psychological practice [12].

Overall, the data suggest that emotional exhaustion is a prevalent issue among psychologists and represents one of the primary indicators of professional burnout in contemporary conditions. The results highlight the necessity of systematic prevention programs designed to strengthen personal resources and support sustainable professional functioning.

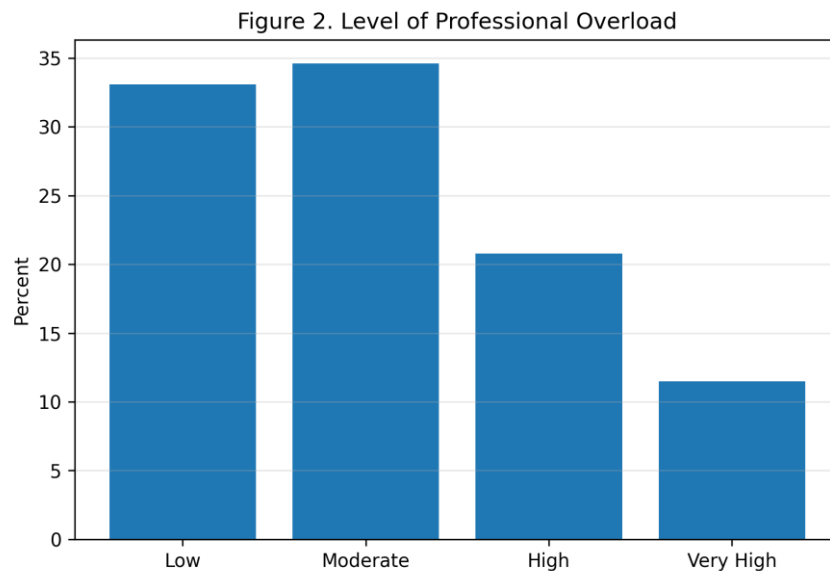


Figure 2. Level of Professional Overload Among Psychologists

Figure 2 presents the distribution of respondents according to their level of professional overload. The largest proportion of psychologists demonstrated a **moderate level of professional overload (34,6%)**, indicating the presence of a stable but still manageable workload. At the same time, **33,1% of respondents** reported a low level of overload, which may reflect the availability of sufficient self-regulation resources, well-established professional boundaries, or a less intensive work schedule.

Particular attention should be paid to the fact that **20,8% of psychologists** reported a high level of professional overload, while **11,5%** demonstrated a very high level. Therefore, a total of **32,3% of respondents** can be considered at increased risk of developing emotional burnout. This finding suggests that nearly one in three psychologists experiences excessive professional demands that may manifest through chronic fatigue, reduced concentration, difficulties in recovering after work, and emotional exhaustion.

The obtained results indicate that professional overload is one of the key risk factors contributing to emotional burnout among psychologists. It may be associated not only with the number of clients or working hours but also with the intensity of clients' problems, continuous exposure to traumatic experiences, a high level of responsibility for therapeutic outcomes, and difficulties in maintaining emotional distance after counseling sessions.

Thus, the data presented in Figure 2 emphasize the need for targeted prevention of professional overload among psychologists. Effective preventive measures may include regular supervision, the establishment of clear professional boundaries, systematic recovery planning, limiting excessive client-contact hours, and the development of self-regulation skills. These strategies can help maintain psychological well-being, professional effectiveness, and long-term resilience among mental health professionals [13].

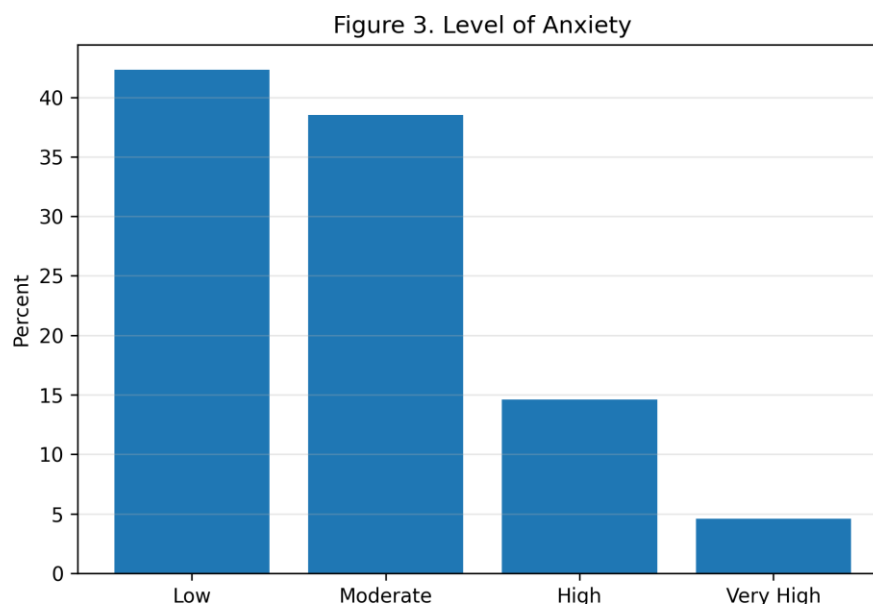


Figure 3. Anxiety Levels Among Psychologists

Figure 3 illustrates the distribution of respondents according to their level of anxiety. Anxiety is considered one of the most important psychological indicators of emotional well-being and professional functioning, particularly among helping professionals who work in emotionally demanding environments. The obtained results provide valuable insights into the psychological condition of practicing psychologists operating under conditions of prolonged social uncertainty and stress.

The analysis revealed that the largest proportion of respondents (**42,3%**) demonstrated a **low level of anxiety**. This finding suggests that a considerable number of psychologists possess effective coping strategies, sufficient emotional self-regulation skills, and psychological resources that enable them to manage professional challenges successfully. Such individuals are more likely to maintain emotional stability and adapt effectively to stressful situations.

At the same time, **38,5% of respondents** reported a **moderate level of anxiety**. Although moderate anxiety may be considered a normal reaction to challenging circumstances, its persistence over a prolonged period can negatively affect psychological well-being and professional performance. This result indicates that a substantial proportion of psychologists experience regular emotional tension associated with occupational responsibilities and the broader social context.

Particular attention should be paid to the respondents who demonstrated elevated anxiety levels. Specifically, **14, 6% of psychologists** reported a **high level of anxiety**, while an additional **4,6%** showed a **very high level**. Consequently, approximately **19,2% of respondents**, or nearly one in five psychologists, experience clinically significant anxiety symptoms that may interfere with their emotional well-being and professional effectiveness.

The findings suggest that anxiety among psychologists may be influenced by several interrelated factors. These include continuous exposure to clients' traumatic experiences, high professional responsibility, uncertainty regarding social and economic conditions, and the psychological consequences of living and working in a society affected by war and instability. Psychologists often face the challenge of supporting clients while simultaneously coping with their own emotional reactions to the same stressful circumstances.

From the perspective of stress and coping theories, elevated anxiety may contribute to the depletion of psychological resources and increase vulnerability to emotional burnout. Individuals experiencing persistent anxiety often report difficulties with concentration, emotional regulation, sleep quality, decision-making, and recovery after work. Over time, these difficulties may lead to emotional exhaustion and reduced professional effectiveness.

The results also demonstrate the importance of preventive interventions aimed at supporting psychologists' mental health. Strategies such as supervision, personal psychotherapy, mindfulness practices, stress-management techniques, peer support, and regular psychological self-care may help reduce anxiety levels and strengthen psychological resilience.

Overall, the findings presented in Figure 3 indicate that although the majority of psychologists demonstrate low or moderate levels of anxiety, a considerable proportion experience elevated anxiety

symptoms. These results highlight the importance of developing comprehensive psychological support programs that enhance emotional well-being, strengthen coping resources, and prevent the progression of anxiety into more severe manifestations of professional burnout.

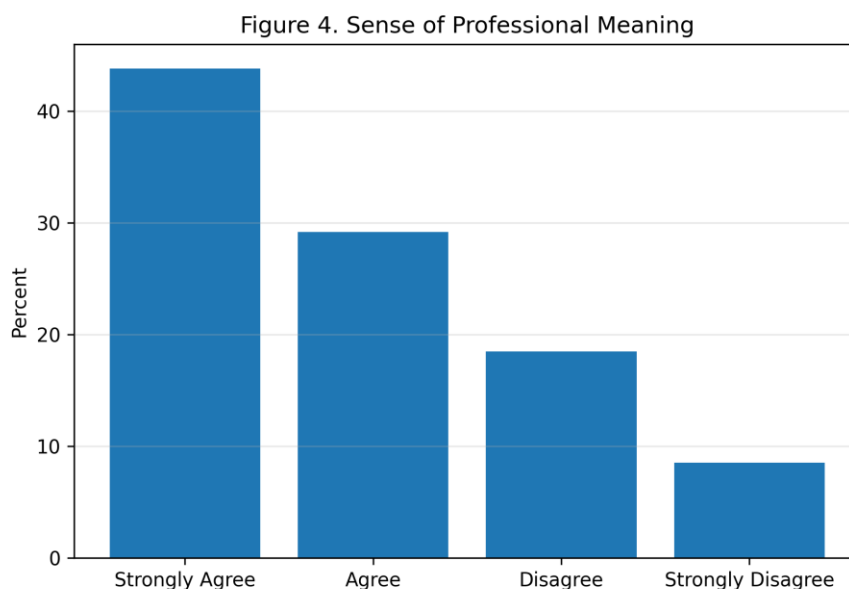


Figure 4. Sense of Professional Meaning

Figure 4 presents the distribution of respondents according to their perceived sense of professional meaning. This indicator reflects the extent to which psychologists view their professional activities as valuable, purposeful, and personally significant. In contemporary psychological research, a strong sense of meaning is considered one of the key protective factors against occupational stress and emotional burnout.

The results demonstrate that the largest proportion of respondents (**43,8%**) *strongly agreed* that their professional activity is meaningful and significant. In addition, **29,2%** of participants *agreed* with this statement. Therefore, a total of **73,0% of psychologists** expressed a positive perception of the meaning and value of their professional work.

These findings indicate that despite considerable professional challenges, emotional demands, and exposure to clients' psychological difficulties, most psychologists maintain a strong commitment to their profession. They continue to perceive their work as socially important and personally fulfilling. Such attitudes contribute to professional engagement, motivation, and resilience when facing occupational stressors.

At the same time, **18,5% of respondents** reported disagreement with the statement regarding the meaningfulness of their professional activity, while **8,5%** strongly disagreed. Consequently, approximately **27,0% of participants demonstrated** a reduced sense of professional meaning. This finding may indicate emotional fatigue, professional disappointment, decreased job satisfaction, or difficulties in maintaining motivation under prolonged stressful conditions.

From the perspective of Viktor Frankl's theory of meaning, individuals who perceive their activities as purposeful and valuable are more likely to demonstrate resilience in the face of adversity and stress. A strong sense of meaning enables professionals to interpret challenges as opportunities for growth rather than as threats, thereby reducing the negative psychological consequences of occupational demands.

The obtained results suggest that professional meaning functions as an important psychological resource that helps psychologists cope with stress and maintain emotional stability. Individuals who experience a high level of meaning in their work are generally more capable of sustaining professional motivation, preserving psychological well-being, and preventing the development of burnout symptoms.

Furthermore, the findings support contemporary models of occupational well-being, which emphasize that burnout prevention involves not only reducing professional stressors but also

strengthening positive psychological resources. A strong sense of purpose, professional identity, and commitment to helping others may significantly contribute to maintaining long-term professional effectiveness.

Overall, the data presented in Figure 4 indicate that most psychologists continue to perceive their profession as meaningful and socially valuable despite working in highly demanding conditions. This finding highlights the protective role of professional meaning as a factor that enhances resilience, supports psychological well-being, and reduces vulnerability to emotional burnout.

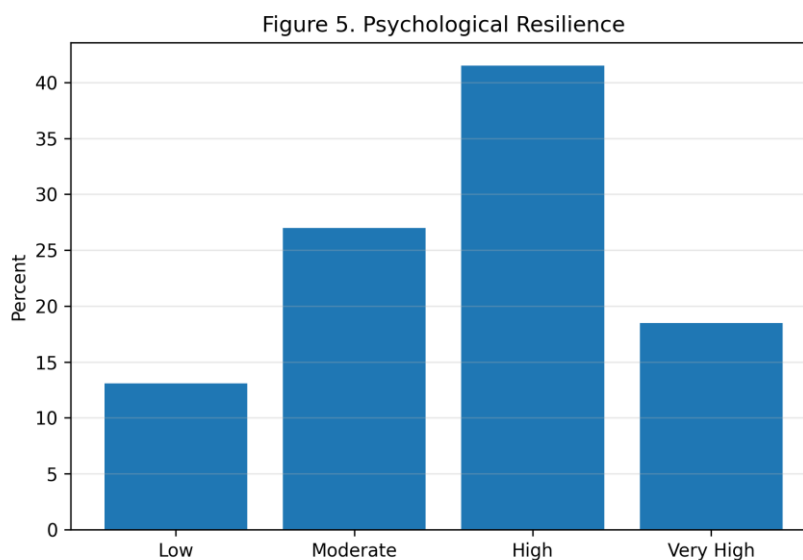


Figure 5. Psychological Resilience Among Psychologists

Figure 5 presents the distribution of respondents according to their level of psychological resilience. Psychological resilience is generally defined as an individual's capacity to adapt successfully to adversity, maintain emotional stability under stress, and recover effectively following challenging life circumstances. Within the context of psychological practice, resilience serves as a crucial protective factor that supports professional functioning and reduces vulnerability to emotional burnout.

The results indicate that the largest proportion of respondents (**41.5%**) demonstrated a **high level of psychological resilience**. In addition, **18.5%** of psychologists reported a **very high level of resilience**. Therefore, a total of **60.0% of participants** can be characterized as possessing strong adaptive capacities and substantial psychological resources for coping with occupational stress and uncertainty.

These findings suggest that the majority of psychologists participating in the study are able to maintain emotional balance despite demanding professional responsibilities and prolonged exposure to stressful situations. Such individuals are likely to demonstrate greater flexibility in coping with challenges, more effective emotional regulation, and a higher capacity for psychological recovery after difficult professional experiences.

At the same time, **27.0% of respondents** reported a **moderate level of resilience**. Although these individuals possess some adaptive resources, they may be more vulnerable to prolonged occupational stress and may require additional support to maintain their psychological well-being under highly demanding conditions.

Particular attention should be paid to the group of psychologists who demonstrated a **low level of psychological resilience (13.1%)**. This subgroup may be at increased risk of emotional exhaustion, anxiety, secondary traumatization, and burnout. Lower resilience levels may limit an individual's ability to cope effectively with professional stressors and recover from emotionally challenging situations.

The obtained results are particularly significant considering the contemporary social context characterized by war, uncertainty, economic instability, and increased psychological demands. Under such circumstances, resilience becomes a key factor enabling psychologists to continue providing effective support to clients while preserving their own mental health.

From the perspective of positive psychology, resilience is not merely a stable personality trait but a dynamic psychological resource that can be developed and strengthened over time. Research suggests

that resilience is associated with optimism, emotional self-regulation, adaptive coping strategies, social support, and a strong sense of purpose. Therefore, interventions aimed at enhancing resilience may significantly contribute to burnout prevention and professional well-being.

The findings also indicate that psychological resilience may function as a protective mechanism against the negative effects of professional overload and anxiety. This conclusion is supported by the correlation analysis, which revealed a negative relationship between resilience and burnout indicators. Psychologists with higher resilience levels tend to demonstrate lower emotional exhaustion and greater resistance to occupational stress.

Overall, the data presented in Figure 5 demonstrate that the majority of psychologists possess substantial psychological resources that support adaptation and professional functioning in challenging circumstances. Nevertheless, the presence of a subgroup with low resilience highlights the need for targeted preventive interventions, including supervision, personal psychotherapy, resilience training, stress-management programs, and the development of self-regulation skills. Strengthening these resources may contribute to improved psychological well-being, greater professional effectiveness, and long-term protection against emotional burnout.

Table 1.

Correlations Between Burnout, Anxiety, Depersonalization, Risk Factors, and Coping Resources.

	1	2	3	4	5
1. Burnout	1,00				
2. Anxiety	0,64	1,00			
3. Depersonalization	0,67	0,57	1,00		
4. Risk Factors	0,44	0,47	0,49	1,00	
5. Coping Resources	-0,49	-0,47	-0,59	-0,36	1,00

Table 1 presents the correlation matrix describing the relationships among the main variables of the study: burnout, anxiety, depersonalization, risk factors, and coping resources. Correlation analysis was conducted to identify the strength and direction of associations between the investigated psychological indicators and to gain a deeper understanding of the mechanisms underlying emotional burnout among psychologists.

The strongest positive correlation was found between *burnout and depersonalization* ($r = 0,67$). This result indicates that as emotional burnout increases, psychologists become more likely to experience depersonalization, which manifests as emotional distancing, reduced empathy, cynicism, and a detached attitude toward clients. The obtained finding is consistent with Maslach’s burnout model, according to which depersonalization develops as a psychological defense mechanism against prolonged emotional overload.

A strong positive relationship was also identified between *burnout and anxiety* ($r = 0,64$). This finding suggests that psychologists who experience higher levels of anxiety are more likely to demonstrate symptoms of emotional exhaustion and professional burnout. Persistent anxiety may contribute to emotional strain, reduce recovery capacity, and increase vulnerability to chronic occupational stress.

The analysis further revealed a moderate positive correlation between anxiety and depersonalization ($r = 0,57$). This relationship indicates that heightened anxiety is associated with a greater tendency toward emotional withdrawal and reduced emotional involvement in professional interactions. Such a pattern may reflect attempts to protect oneself from excessive emotional demands.

Moderate positive correlations were observed between *risk factors and burnout* ($r = 0,44$), *risk factors and anxiety* ($r = 0,47$), and *risk factors and depersonalization* ($r = 0,49$). These findings suggest that the accumulation of risk factors—including empathic overload, chronic stress, perfectionism, difficulties establishing professional boundaries, and excessive responsibility—contributes significantly to the development of burnout-related symptoms.

Particular attention should be paid to the negative correlations involving *coping resources*. The strongest negative relationship was found between *coping resources and depersonalization* ($r = -0,59$). This result indicates that psychologists who possess greater personal and professional resources are less likely to experience emotional detachment and cynical attitudes toward clients.

Similarly, negative correlations were found between *coping resources and burnout* ($r = -0,49$) as well as *coping resources and anxiety* ($r = -0,47$). These findings demonstrate the protective role of coping resources in maintaining psychological well-being. Resources such as supervision, personal psychotherapy,

social support, self-regulation skills, professional reflection, physical activity, and adequate recovery appear to reduce the impact of occupational stress and emotional exhaustion.

A weaker but still meaningful negative correlation was identified between *coping resources and risk factors* ($r = -0,36$). This result suggests that psychologists with stronger coping resources tend to experience fewer negative effects of occupational stressors and are more capable of managing professional challenges effectively.

Overall, the correlation analysis confirms that emotional burnout among psychologists is not an isolated phenomenon but rather a multidimensional process influenced by anxiety, depersonalization, occupational risk factors, and the availability of coping resources. The results support the assumption that burnout develops through the interaction of psychological vulnerability factors and protective resources.

The findings highlight the importance of strengthening coping resources and psychological resilience as key components of burnout prevention programs. Regular supervision, professional support, personal psychotherapy, and the development of adaptive coping strategies may play a crucial role in reducing emotional exhaustion, preventing depersonalization, and maintaining long-term professional effectiveness among psychologists.

Conclusions. The conducted empirical study revealed that emotional burnout is a significant issue among practicing psychologists working under conditions of social instability and uncertainty. The findings indicate a considerable prevalence of emotional exhaustion, professional overload, and elevated anxiety levels among mental health professionals. The results demonstrated that more than one-third of the respondents experienced high levels of emotional exhaustion, while nearly one-third reported substantial professional overload. Furthermore, a significant proportion of psychologists exhibited elevated anxiety levels, highlighting the negative impact of contemporary social challenges associated with war, uncertainty, and continuous emotional strain.

One of the most important findings of the study was the identification of the phenomenon of **empathic overload**, which manifests itself through excessive emotional involvement in clients' experiences, difficulties in maintaining psychological distance after counseling sessions, and persistent internal tension. The obtained data suggest that empathic overload may be considered one of the primary mechanisms contributing to the development of emotional burnout among psychologists.

At the same time, the study revealed the presence of considerable personal and professional resources among most respondents. High levels of perceived professional meaning and psychological resilience indicate that psychologists retain strong professional motivation, demonstrate adaptability to challenging working conditions, and maintain the effectiveness of professional interactions.

The correlation analysis confirmed the existence of statistically significant relationships between the main variables of the study. It was found that increases in professional overload and anxiety were associated with higher levels of emotional exhaustion. Conversely, psychological resilience and coping resources demonstrated a protective effect against the development of burnout symptoms.

The findings suggest that emotional burnout among psychologists is a complex multidimensional phenomenon influenced by a combination of professional, personal, and socio-psychological factors. The major risk factors include empathic overload, chronic stress, excessive professional demands, and heightened anxiety. In contrast, the primary protective resources include supervision, personal psychotherapy, professional support, self-regulation skills, psychological resilience, and a strong sense of professional meaning.

Therefore, the results of the study emphasize the necessity of developing and implementing comprehensive burnout prevention programs aimed at preserving psychologists' psychological well-being, professional effectiveness, and personal resources in the context of contemporary social challenges.

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EFFECTIVENESS OF THE USE OF ART THERAPEUTIC TECHNIQUES IN FORMING EMOTIONAL COMPETENCE OF STUDENTS OF A PEDAGOGICAL EDUCATIONAL INSTITUTION

Анотація. У статті здійснено теоретичний аналіз проблеми формування емоційної компетентності здобувачів освіти фахового педагогічного закладу з використанням різноманітних арт-терапевтичних технік. Актуальність окресленої проблеми зумовлена змінами у сучасній освітній системі України, в тому числі важливістю створення безпечного освітнього середовища в умовах високого психоемоційного напруження та постійних змін у суспільстві. У статті обґрунтовано сутність понять «емоційна компетентність» та «арт-терапія», важливість розвитку емоційної компетентності майбутніх вчителів початкових класів як важливої складової їх професійної підготовки. Обґрунтовано доцільність використання арт-терапевтичних методів у професійній підготовці майбутніх вчителів початкових класів.

У роботі представлено результати дослідницької роботи, проведеної на базі Комунального закладу Київської обласної ради «Білоцерківський гуманітарно-педагогічний фаховий коледж» серед здобувачів освіти спеціальності «Початкова освіта». З метою розвитку емоційної компетентності було впроваджено систему тренінгових занять з використанням арт-терапевтичних технік: ізотерапії, музикотерапії, казкотерапії, колажування, вправ із метафоричними асоціативними картками, рольовими іграми та творчими проектами. У процесі занять здобувачі освіти вчилися розпізнавати емоції, керувати власними станами, розвивати емпатію, професійну рефлексію. Та навички комунікації. Під час тренінгових занять учасникам пропонувалися розроблені апробаційні робочі аркуші, що давали можливість візуалізувати матеріал, що вивчається та зберегти як пам'ятку основну інформацію.

Аналіз результатів впровадженої програми підтвердив важливість використання арт-терапевтичних технік для формування емоційної компетентності майбутніх педагогів, зокрема емпатії, саморегуляції, рефлексії, комунікативної культури та готовності створювати психологічно безпечне освітнє середовище. У здобувачів освіти підвищився рівень емоційного інтелекту, знизився рівень тривожності, покращилися навички саморегуляції та ефективної взаємодії. Доведено, що використання арт-терапевтичних технік позитивно впливає на професійну підготовку майбутніх учителів початкової школи, розвитку емоційної стійкості, комунікативного рівня та готовності створювати психологічно безпечне освітнє середовище. За результатами проведеного дослідження розроблено методичний посібник щодо розвитку емоційного інтелекту засобами-арт терапії.

Ключові слова: емоційна компетентність, арт-терапія, педагогічна освіта, емоційний інтелект, тренінгові заняття, методики арт-терапії.

Abstract. Abstract. The article provides a theoretical analysis of the problem of forming emotional competence of students of a professional pedagogical institution using various art therapy techniques. The relevance of the outlined problem is due to changes in the modern educational system of Ukraine, including the importance of creating a safe educational environment in conditions of high psycho-emotional stress and constant changes in society. The article substantiates the essence of the concepts of "emotional competence" and "art therapy", the importance of developing emotional competence of future primary school teachers as an important component of their professional training. The feasibility of using art therapy methods in the professional training of future primary school teachers is substantiated.

The paper presents the results of research conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical Professional College» among



students of the specialty "Primary Education". In order to develop emotional competence, a system of training sessions using art therapy techniques was implemented: isotherapy, music therapy, fairy tale therapy, collage, exercises with metaphorical associative cards, role-playing games and creative projects. During the sessions, students learned to recognize emotions, manage their own states, develop empathy, professional reflexes. And communication skills. During the training sessions, participants were offered developed testing worksheets that made it possible to visualize the material being studied and save the basic information as a souvenir.

Analysis of the results of the implemented program confirmed the importance of using art therapy techniques for forming the emotional competence of future teachers, in particular empathy, self-regulation, reflection, communicative culture and readiness to create a psychologically safe educational environment. The level of emotional intelligence of the students increased, the level of anxiety decreased, the skills of self-regulation and effective interaction improved. It has been proven that the use of art therapy techniques has a positive effect on the professional training of future primary school teachers, the development of emotional stability, communicative level and readiness to create a psychologically safe educational environment. Based on the results of the study, a methodological manual was developed on the development of emotional intelligence using art therapy.

Key words: emotional competence, art therapy, pedagogical education, emotional intelligence, training classes, art therapy techniques.

Introduction. The system of modern education, especially in the conditions of martial law, needs specialists who not only possess professional knowledge, are able to transfer it and form the necessary competencies in pupils, but also possess a high level of emotional competence. Educators must be able to manage not only their own emotions, but also interact effectively with other people and create a positive educational environment. Professional pedagogical activity involves systematic and purposeful interaction with students. Parents, colleagues and the administration, and therefore it is important to learn to manage one's own emotions and the emotions of other people, understand the psychological state of others, maintain a positive microclimate and create a safe educational environment. Therefore, it is especially important for future primary school teachers to master emotional competence even during the period of study at an institution of professional preliminary higher or higher education, so as not to establish an effective connection with students in the first steps of their professional activity.

In the scientific study of I. Sukhopara couples emotional competence is defined as an important component of professional training that is related to motivation, creativity, partnership interaction and humanization of the educational process [11].

The relevance of the study of this problem is further strengthened in connection with the situation of uncertainty in Ukraine, constant air alarms, educational overload and general psycho-emotional stress. In such conditions, the educational process needs to update approaches to the training of specialists in the field of primary education. Future teachers should be ready to work in an emotionally stressful environment, adapt to the individual needs of schoolchildren, effectively and quickly overcome professional challenges, including those related to the consequences of military aggression against Ukraine.

However, analyzing the traditional system of training future teachers, we note that it is more focused on the formation of theoretical knowledge and methodological skills than on the development of the emotional sphere. This situation necessitates the use of new methods and technologies that will contribute not only to the professional but also to the personal development of the future teacher.

Analysis of the problem and the essence of the study. One of the effective means of forming emotional competence, including emotional intelligence, is art therapy techniques, which contribute to the harmonization of the emotional state and the development of the creative potential of the individual, while in no way harming either the emotional or mental state of the person.

As noted by O. Sova [9], art therapy has significant potential in the development of emotional self-knowledge, empathy, social and communicative skills and the ability to self-regulation. The researcher indicates that art therapy methods contribute to emotional self-expression, help a person better understand their own experiences and develop internal resources. The use of drawing, fairy tale and sand therapy, music, metaphorical maps, books, collage and other techniques creates conditions for safe expression of emotions and improvement of a person's internal state.

As noted by O. Bedichenko and Ya. Raevska [1], art therapy is a psychological method that makes it possible to solve psychological problems, develop emotional intelligence and harmonize a person's internal state.

It is also important that art therapy techniques do not require a high level of creative abilities and are not evaluated, but are aimed primarily at self-expression, reflection and emotional relief. That is why art therapy techniques can be useful in the educational process of pedagogical educational institutions.

Thus, the problem of using art therapy techniques in the formation of emotional competence of future primary school teachers is relevant. Its solution will contribute to improving the quality of professional training of future teachers in the formation of emotional stability, the development of empathy, communicative culture and the ability to create a psychologically safe educational environment.

The problem of emotional intelligence was considered in the works of foreign researchers D. Goleman, P. Salovey and J. Mayer, as well as native researchers L. Gilova, M. Zhuravlova, N. Kulyk, S. Podofey, I. Sukhopara. The theoretical foundations of art therapy are highlighted in the works of I. Ilchenko, N. Kalka, A. Kopytina, Z. Kovalchuk, L. Lebedeva, G. Odintsova and others. Researchers prove that art therapy has a positive effect on the development of emotional self-regulation, empathy and creative thinking.

The development of emotional intelligence and emotional competence of future teachers is quite actively considered in psychological and pedagogical literature and various studies. Researchers pay special attention to the formation of emotional culture, the development of empathy, communication skills, the ability to self-regulation and the creation of a safe educational environment.

However, the issue of the systematic use of art therapy techniques in the process of forming the emotional competence of future primary school teachers remains insufficiently studied. It also requires clarification of which art therapy methods are most appropriate for future teachers, how they affect the development of emotional self-awareness, self-regulation and professional reflection.

No less important is the fact that in conditions of martial law, the search for safe, accessible and non-violent methods of psychological assistance to both teachers and students becomes particularly relevant. Yes, art therapy techniques have significant potential, but their use in the system of professional training of future primary school teachers requires further scientific substantiation.

The purpose of this article is to substantiate the effectiveness of art therapy techniques in forming the emotional competence of students of a pedagogical educational institution.

The methodological basis of the study is the provisions of personality psychology, pedagogical psychology, the theory of emotional intelligence and the art therapeutic approach. The study is based on the understanding of emotional competence as an important component of the professional training of a future teacher, which provides the ability to self-knowledge, emotional self-regulation, interaction based on empathy and constructive communication.

In the process of the study, theoretical and empirical research methods were used: analysis of literature on the research problem, synthesis, generalization, comparison, systematization, pedagogical experiment, testing, analysis of activity products. The chosen methodology makes it possible to comprehensively consider the problem of the effectiveness of using art therapeutic techniques in the formation of emotional competence of students of a pedagogical educational institution.

Theoretical foundations of the study. The essence of the concept of «emotional competence» in modern psychological and pedagogical science is considered as an important component of the professional competence of a teacher. Zh. Stelmashuk defines the emotional competence of a teacher as a dynamic combination of knowledge about emotions, the ability to express, understand and manage one's own emotions and the emotional state of students, as well as personal qualities that ensure the organization of the educational process on the principles of empathy, respect and cooperation [10].

In studies devoted to the emotional competence of a primary school teacher, two main components are distinguished: personal, which includes the expression, understanding and management of one's own emotions, and interpersonal, which involves the ability to perceive, understand and influence the emotional state of students.

M. Shpak emphasizes [12] that the emotional competence of a teacher is a necessary condition for effective professional activity, as it ensures constructive interaction with students and a positive psychological climate in the classroom.

J. Mayer, P. Salovey and D. Caruso [15] define emotional intelligence as the ability to perceive, evaluate, understand emotions and manage them to promote thinking and personal development.

Based on the analysis of scientific approaches, the emotional competence of a future teacher can be defined as an integrated professional and personal quality that provides the ability to be aware of one's own emotions, regulate them, understand the emotional states of other people, show empathy and build constructive pedagogical interaction.

The concept of «art therapy» is interpreted as the use of art and creative activity for the purpose of emotional development, self-expression, psychological support and harmonization of the personality. The American Art Therapy Association defines art therapy as a professional activity in the field of mental health that combines active art creation, the creative process, psychological theory and human experience within the framework of therapeutic relationships [14].

O. Voznesenska [2] notes that art therapy is a universal method of psychological assistance, which allows a person to safely express emotions, experiences and internal conflicts through creativity. A. Kopytin defines art therapy as a method of personality development that promotes self-knowledge, development of creative potential and emotional harmonization [5].

The formation of emotional competence is especially important for future primary school teachers. It is the primary school teacher who accompanies the child at the stage of adaptation to school life, helps him build the first educational relationships, forms trust in the educational environment and supports positive motivation for learning. At the younger school age, children are still actively learning to recognize their own emotions, name them, control behavioral reactions and interact with peers. Therefore, a teacher with developed emotional competence is able not only to transfer knowledge, but also to be an example of emotionally mature behavior.

Experimental part. Professional training of future primary school teachers should include the formation of their ability for emotional self-regulation, empathetic listening, reflection, non-violent communication and the creation of a psychologically safe environment. The Bila Tserkva Humanitarian and Pedagogical Vocational College trains students in the specialty A3 Primary Education, which in turn creates the basis for the implementation of practice-oriented forms of work aimed at developing professionally significant qualities, the so-called soft-skills of a future teacher.

At the first stage of the study, in order to determine the level of emotional competence, 210 students - future teachers of the primary level were offered the Hall method, the analysis of the results of which showed that 38 students (18.1%) have a high level of emotional intelligence, 112 students (53.3%) have an average level of development, and 60 future teachers (28.6%) showed a low level of emotional intelligence.

The results shown in Figure 1 indicate that the majority of students demonstrated an average level of emotional intelligence. Such indicators indicate that future teachers are able to recognize their own emotions and the emotions of other people, but they are not always able to effectively manage emotional manifestations, act thoughtfully and effectively in critical situations, and maintain emotionally safe relationships.

Almost a third of students showed a low level of emotional intelligence, which indicates the need for targeted work aimed at developing emotional regulation, empathy, reflection, and positive communication skills. It should be noted that it is important for future primary school teachers to have a high level of emotional competence, as they are constantly in close contact with children, parents, and colleagues, and having highly developed emotional intelligence will help not only overcome, but also proactively anticipate a large number of negative situations.

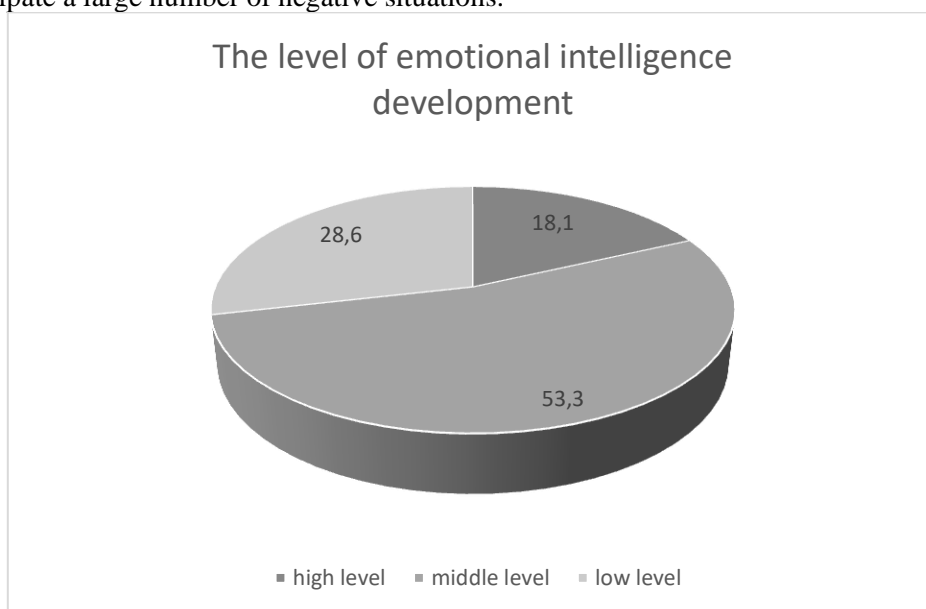


Fig. 1. Results of the level of emotional intelligence development of future primary school teachers

On the basis of the Bila Tserkva Humanitarian and Pedagogical Vocational College, a system of classes was introduced based on the use of training classes with art therapy techniques in order to develop the emotional competence of students in the specialty Primary Education. The program was aimed at developing emotional self-awareness, the ability to recognize and name one's own emotions, the formation of self-regulation skills, empathy, group interaction and professional reflection.

Each session was clearly structured and included the following stages: introductory, main and reflective. The introductory part included an exercise for getting to know each other, establishing group rules and their acceptance, exercises for setting the tone for understanding the topic and motivation. The main part covered the largest part of the session and included the perception of new material, various exercises, and work with worksheets.

In Figure 2 you can see samples of worksheets for the training sessions.



Fig. 2. Sample worksheets for training sessions 1,3,5.

The relaxation part was aimed at reducing activity, resting and summarizing.

The program included various art therapy techniques: isotherapy, collage, fairy tale therapy, music therapy, work with metaphorical associative cards, exercises with color and images, group creation of creative projects.

Isotherapy allowed students to visualize their own emotional states, better understand the causes of tension, anxiety or uncertainty. Collage contributed to the formation of a positive image of "I am a future teacher", the understanding of professional goals and personal resources.

Fairy tale therapy exercises were aimed at developing empathy, the ability to see the situation from another person's perspective, analyze the behavior of characters, and transfer these conclusions to pedagogical situations.

Music therapy was used for emotional relief, developing the ability to self-regulate, and creating a positive atmosphere in the group.

Working with metaphorical associative maps helped students verbalize complex experiences, develop reflexivity, and find personal resources to overcome difficulties.

Group art therapy exercises were of particular value for the development of emotional competence, as they contributed to the development of communication skills, mutual support, tolerance, and the ability to work in a team. During the classes, students not only performed creative tasks, but also discussed their own experiences, analyzed emotional reactions, learned to give feedback, and accept the opinions of other group members.

During the training sessions, special attention was paid to the use of practical exercises, role-playing games, art therapy methods and game situations that contributed to the development of emotional competence of future primary school teachers. The sessions were structured in such a way that students could not only get acquainted with the theoretical aspects of emotional intelligence, but also practically practice the skills of emotional self-regulation, empathy, reflection and constructive interaction.

The session «Introduction to Emotions and Emotional Intelligence» used the exercise «Circle of Emotions». Participants took turns naming the emotion they felt at the beginning of the session and briefly

explained its cause. The exercise contributed to the development of emotional openness, the formation of reflection skills and the creation of a trusting atmosphere in the group. Future teachers learned to be aware of their own emotional states and voice them safely.

During the lesson «Recognition of emotions and nonverbal communication», the game «Guess the emotion» was played. Students were shown photos with different emotional states or participants independently showed a certain emotion using facial expressions and gestures. Other participants had to identify the emotion and name the signs that helped them understand it. Using this game contributed to the development of observation, the ability to analyze the child's nonverbal behavior and better understand the emotional manifestations of younger schoolchildren.

During the lesson «Emotional self-regulation of a teacher», the exercise «Emotional thermometer» was used. Participants assessed their own emotional state on a scale from 1 to 10, after which they discussed ways to reduce emotional tension. Future teachers performed breathing exercises, relaxation exercises and short self-soothing techniques. The exercise helped to form self-control skills, awareness of their own state and prevention of emotional burnout.

During the lesson «Working with Negative Emotions», the art therapy exercise «Transform Anger» was conducted. First, the participants depicted a situation that caused anger or irritation, and then created a new, more positive drawing in which the situation was resolved peacefully. For example, a conflict between students was transformed into a situation of cooperation or mutual assistance. This exercise helped future teachers realize the possibility of controlling their own reactions, developing positive thinking and finding constructive ways to resolve conflicts.

The lesson «Empathy in the professional activities of a teacher» used the role-playing game «Teacher and student». One participant played the role of a child experiencing fear, insult or anxiety, and the other - the role of a teacher who must support the student. After the situation was completed, the participants analyzed the words of support, intonation, and the teacher's ways of responding. The game contributed to the development of empathy, pedagogical tact and emotional support skills of younger schoolchildren.

During the lesson «Emotions in the educational process of primary school», the game «Emotions in situations» was used. The participants were offered pedagogical situations: the child was not accepted into the game, the student received a low grade, the schoolboy is afraid to answer at the blackboard. Future teachers determined the child's possible emotions and suggested methods of pedagogical support. The exercise helped to form the ability to analyze the emotional state of students and build humane interaction.

In the lesson «Art therapy as a means of emotional development», the exercise «Draw your mood» was used. Students conveyed their own emotional state using colors, lines and images. After completing the drawings, a discussion was held, during which the participants explained the meaning of colors and images. The exercise contributed to the development of emotional self-expression, creativity and the ability to better understand internal experiences.

In the lesson «Emotions and music», the exercise «Music and mood» was conducted. Participants listened to various musical compositions and described the emotions they evoke. After that, they discussed how music can affect the psycho-emotional state of children in primary school. Using this exercise helped future teachers understand the possibilities of music therapy for creating a positive atmosphere in the lesson and emotionally relieving students.

During the lesson «Pedagogical communication and team interaction», the exercise «Compliment in a circle» was used. Each participant had to say a positive characteristic or words of support to another group member. The exercise contributed to the formation of a friendly attitude, the development of supportive communication skills and the creation of a positive psychological climate.

During the lesson «Professional reflection of a future teacher», the exercise «My resource» was carried out. Participants created a collage or symbolic drawing of their own resources that help them overcome difficulties and maintain emotional balance. This contributed to the development of reflection, awareness of their own strengths and the formation of a positive attitude towards their future profession.

The program turned out to be effective and efficient, because after its implementation, there was a noticeable positive dynamics in the development of emotional competence of students. Participants in the classes began to better recognize their own emotions, used self-soothing techniques more often, demonstrated greater openness in communication and readiness for cooperation. There was also a noticeable increase in the level of empathy, self-confidence and the ability to analyze pedagogical situations taking into account the emotional state of the child.

In order to study changes in the development of emotional intelligence, after the implemented program, Hall's diagnostics was repeated among the participants of the experimental group, which included

22 students (students who attended the psychological studio). The diagnostic results showed that 10 students (45.5%) had a high level of development, 10 students (45.5%) also had an average level, but the low level significantly decreased and was detected in 2 students (9%), which is shown in Figure 3.

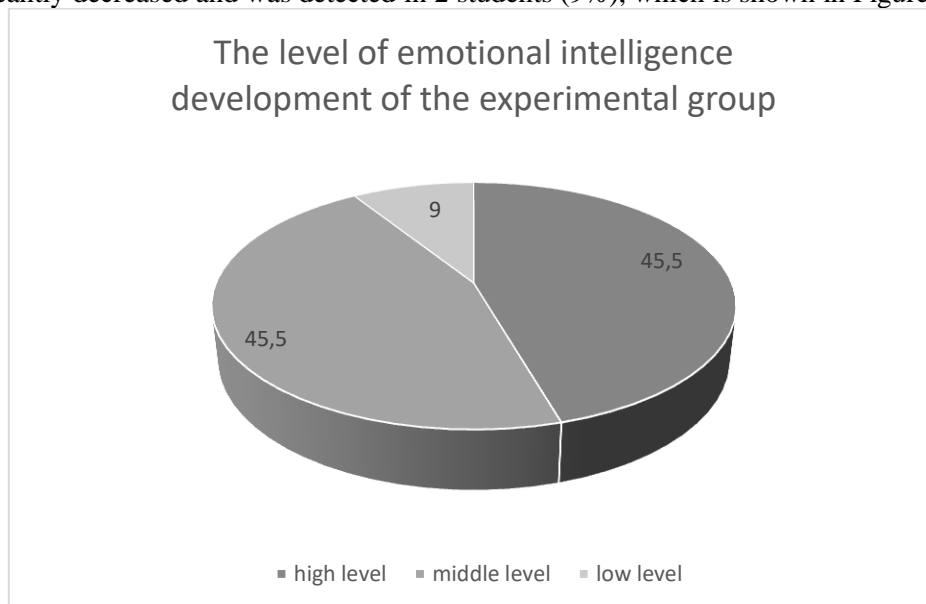


Fig 3. Results of repeated diagnostics of the level of emotional intelligence development

Also, after completing the program, during the conversation, students noted a decrease in anxiety, an improvement in their psychological well-being and an increase in interest in the future profession of a teacher. They admitted that they were able to more actively use creative approaches during the implementation of professional activities, for example, during various types of practice, better establish contact with children and at this stage they demonstrated greater confidence in interacting with primary school students.

Thus, the implemented system of training sessions using art therapy techniques has confirmed its effectiveness in the professional training of future primary school teachers. Art therapy methods contribute not only to the emotional relief of students, but also to the formation of important professional qualities: empathy, self-regulation, reflection, communicative culture and readiness to create a psychologically safe educational environment.

The conducted research and analysis of scientific literature confirms the assumption that art therapy techniques are an effective means of forming emotional competence of students of a pedagogical educational institution. They contribute to the development of emotional self-awareness, self-regulation, creative thinking and communication skills.

Prospects for further research. Prospects for further research in this area consist in the development and testing of a comprehensive program for the formation of emotional competence of future primary school teachers using art therapy techniques. It is advisable to conduct an empirical study to determine the levels of emotional competence of students before and after using such a program. The issue of integrating art therapy methods into the content of professional training of teachers in institutions of professional pre-higher and higher education also requires further study.

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**HIERARCHY OF CONTEMPORARY PERSONAL MEANINGS IN UKRAINE:
A PSYCHOLOGICAL ANALYSIS**

Анотація. Мета роботи – теоретично обґрунтувати та психологічно проаналізувати ієрархію сучасних смислів особистості в Україні, виявити особливості трансформації ціннісно-сислової сфери в умовах суспільних змін, воєнних викликів і переосмислення життєвих орієнтирів. Методологія дослідження ґрунтується на аксіопсихологічному, екзистенційному та суб'єктно-ціннісному підходах до вивчення смислової сфери особистості. Для реалізації мети розроблено авторську анкету «Ієрархія сучасних смислів особистості», структура якої містить оцінювання суб'єктивної значущості життєвих смислів, ранжування ціннісно-сислових орієнтацій та відкриті запитання рефлексивного характеру. Використано комплекс теоретичних, емпіричних і статистичних методів: аналіз, синтез, узагальнення, анкетування, ранжування, контент-аналіз, методи описової статистики та процентний аналіз. Наукова новизна роботи полягає у здійсненні комплексного психологічного аналізу ієрархії сучасних смислів особистості української молоді в умовах актуальних соціально-історичних трансформацій. Уперше емпірично встановлено тенденцію до переорієнтації смисложиттєвих пріоритетів із матеріально-статусних орієнтирів на екзистенційно-психологічні смисли, пов'язані з психологічним благополуччям, внутрішньою стабільністю, міжособистісною підтримкою та самореалізацією. Виокремлено провідні смислові домінанти, які визначають структуру життєвих орієнтацій сучасної студентської молоді в умовах суспільної нестабільності та воєнних викликів. Висновки. Встановлено, що провідними смисложиттєвими орієнтирами сучасної студентської молоді є психологічне благополуччя, сім'я, емоційна підтримка близьких, внутрішня стабільність, саморозвиток і професійна самореалізація. Водночас матеріальний статус, соціальна престижність і публічна успішність посідають периферійні позиції у структурі життєвих пріоритетів. Контент-аналіз відповідей респондентів підтвердив домінування смислів, пов'язаних із психологічною рівновагою, пошуком внутрішнього сенсу життя, особистісною стійкістю та вірою у майбутнє України. Отримані результати засвідчують динамічність ієрархії сучасних смислів особистості та її чутливість до соціокультурних трансформацій.

Ключові слова: внутрішня стабільність, життєві пріоритети, психологічне благополуччя, самореалізація, смисложиттєві орієнтації, студентська молодь, ціннісно-сислова сфера.

Abstract. The aim of this study is to theoretically substantiate and psychologically analyze the hierarchy of contemporary meanings of the self in Ukraine, and to identify the characteristics of the transformation of the value-meaning sphere amid social change, military challenges, and a reevaluation of life's guiding principles. The research methodology is based on axiopsychological, existential, and subject-value approaches to the study of the personal sphere of meaning. To achieve this goal, the author developed

a questionnaire titled “Hierarchy of Contemporary Meanings of Personality,” whose structure includes an assessment of the subjective significance of life meanings, a ranking of value-semantic orientations, and open-ended reflective questions. A range of theoretical, empirical, and statistical methods was employed: analysis, synthesis, generalization, surveying, ranking, content analysis, descriptive statistics, and percentage analysis. The scientific novelty of the work lies in conducting a comprehensive psychological analysis of the hierarchy of contemporary life meanings among Ukrainian youth in the context of current socio-historical transformations. For the first time, a trend has been empirically established toward a reorientation of life-meaning priorities from material and status-based benchmarks to existential and psychological meanings associated with psychological well-being, inner stability, interpersonal support, and self-actualization. The leading meaning-oriented dominants that determine the structure of life orientations among contemporary students in the context of social instability and military challenges have been identified. Conclusions. It has been established that the leading life-meaningful orientations of contemporary student youth are psychological well-being, family, emotional support from loved ones, inner stability, self-development, and professional self-actualization. At the same time, material status, social prestige, and public success occupy peripheral positions in the structure of life priorities. Content analysis of the respondents’ answers confirmed the dominance of meanings related to psychological balance, the search for inner meaning in life, personal resilience, and faith in Ukraine’s future. The results obtained demonstrate the dynamism of the hierarchy of contemporary personal meanings and its sensitivity to sociocultural transformations.

Key words: inner stability, life priorities, psychological well-being, self-actualization, life-meaning orientations, college students, the sphere of values and meaning.

Introduction. Under conditions of profound social transformations, wartime challenges, the digitalization of the life space, and the reconsideration of value orientations, the problem of the semantic organization of personality acquires particular relevance. Changes in social realities lead individuals to reassess their life priorities, ways of self-realization, and existential orientations, thereby actualizing the need to study the hierarchy of contemporary personal meanings as a psychological phenomenon. The semantic sphere serves as a constitutive component of the individual’s inner world, determining the direction of personal activity, the characteristics of self-regulation, adaptive potential, and life-construction strategies.

The scientific significance of the problem lies in the necessity to deepen psychological understanding of the transformation of meaning-of-life orientations under conditions of social change, whereas its practical importance is associated with the possibility of applying the obtained results in psychological counseling, psychoeducational activities, psychological support of the individual, and the development of programs aimed at promoting psychological well-being and resilience among the population of Ukraine.

Analysis of the problem and the essence of the study. The problem of the semantic organization of personality occupies an important place in contemporary psychological discourse, as it is associated with the study of the internal determinants of human life realization, value orientations, existential self-determination, and psychological resilience. The theoretical and methodological foundations for understanding the phenomenon of meaning were laid in the works of representatives of existential and humanistic psychology. In particular, V. Frankl [5] regarded the search for meaning as a fundamental motivational tendency of the individual. A significant contribution to the development of the problem of meaning-of-life orientations was also made by A. Maslow [8], C. Rogers [9], and other scholars who emphasized the interconnection between the semantic sphere and the processes of self-realization, self-actualization, and personal growth.

In contemporary Ukrainian psychology, the problem of the semantic regulation of human life activity is studied within the frameworks of axiopsychology, the psychology of life creation, and subject-oriented and existential approaches. Particular attention of researchers is devoted to the processes of transformation of the value-semantic sphere of personality under conditions of social instability, wartime challenges, and sociocultural changes. Despite a substantial body of research, issues related to the hierarchization of contemporary personal meanings in the Ukrainian social context, their psychological dynamics, and their influence on the construction of life strategies remain insufficiently explored. This determines the need for further theoretical conceptualization and empirical investigation of the outlined problem.

The aim of the article is to provide a theoretical substantiation and psychological analysis of the hierarchy of contemporary personal meanings in Ukraine, as well as to identify the peculiarities of the

transformation of the value-semantic sphere under conditions of social change, wartime challenges, and the reconsideration of life orientations.

Theoretical foundations of the study. The hierarchy of contemporary personal meanings is understood as a multi-level value-semantic system that reflects subjectively significant ways in which an individual interprets their own existence, life prospects, interpersonal relations, and social purpose. The formation of such a hierarchy is determined both by individual psychological characteristics and by the influence of current socio-historical conditions, which stimulate the transformation of existential and axiological priorities.

The theoretical foundation of the study is based on the provisions of existential, humanistic, axiopsychological, and deed-based paradigmatic traditions, within which the semantic sphere of personality is considered a central factor of life realization, self-creation, and spiritual self-determination. The conceptual understanding of the phenomenon of meaning is grounded in the ideas of V. Frankl [5], who defined the search for meaning as a fundamental motivational tendency of the individual and a key condition for maintaining psychological integrity in crisis situations.

A significant contribution to the study is made by the scientific approaches of T. Tytarenko [4], in whose works the life world of the individual is interpreted as a dynamic space of meaning-making, life projection, and construction of life strategies. Methodologically important are also the principles of the deed psychology of A. V. Furman [7], according to which the individual appears as an active subject of meaning-making, capable of reflexive rethinking of their own existence and responsible life-creation.

The axiopsychological dimension of the problem is represented in the works of I. Hulias [1; 2], Z. Karpenko [3], and A. A. Furman [6], where the value-semantic sphere of personality is considered as a spiritual-axiological construct that determines the direction of personal development, the nature of life choices, and the axiopsychological design of life realization. Also relevant for the study are the ideas of humanistic psychology by A. Maslow [8] and C. Rogers [9], in which the semantic organization of personality is associated with processes of self-actualization, self-acceptance, and personal growth.

The combination of the outlined theoretical and methodological approaches provides a foundation for understanding the hierarchy of contemporary personal meanings as a complex multi-level system that is sensitive to sociocultural transformations, wartime challenges, and changes in existential priorities within contemporary Ukrainian society.

Experimental part. The empirical analysis was conducted on the basis of Yuriy Fedkovych Chernivtsi National University. The survey involved 76 students enrolled in the Educational and Professional Program “Practical Psychology,” aged 19–20. The selection of student youth was determined by the fact that adolescence and early adulthood represent a sensitive period for the formation of the value-semantic sphere of personality, active professional self-determination, reconsideration of life priorities, and the construction of an individual life perspective.

The study of the hierarchy of contemporary personal meanings was carried out in compliance with the ethical principles of psychological research, including voluntary participation, informed consent, confidentiality, and anonymity of the obtained data. All respondents were informed about the purpose of the study, the specifics of the research procedures, and the possibility of withdrawing from participation at any stage without negative consequences.

In order to comprehensively examine dominant meaning-of-life orientations of student youth, the features of their value organization, and the subjective significance of current life priorities under conditions of contemporary sociocultural transformations, the author developed the questionnaire “Hierarchy of Contemporary Personal Meanings.” Its design was based on axiopsychological, existential, and subject-value approaches to the study of the personality’s semantic sphere.

Structurally, the questionnaire consists of three interrelated blocks. The first block is aimed at identifying dominant life meanings and includes a list of basic semantic orientations (security, family, professional self-realization, psychological well-being, material stability, self-development, spirituality, social activity, interpersonal relations, civic responsibility, etc.), the significance of which respondents rated on a subjective importance scale. The second block involved ranking values and meanings according to their degree of personal priority. Respondents arranged the proposed semantic constructs from the most to the least significant, which made it possible to determine both individual and group hierarchies of contemporary personal meanings. The third block contains open-ended reflective questions aimed at identifying individual ways of interpreting life goals, experiencing current social changes, and understanding one’s own life experience. The obtained responses served as the basis for content analysis of semantic categories and thematic dominants.

The mathematical foundation of the questionnaire was based on principles of ordinal scaling and rank analysis. A five-point Likert scale was used to assess the subjective significance of meanings, where values from 1 to 5 reflected the degree of expression of a given semantic orientation, from minimal to maximal importance. The integral indicator of each semantic construct was calculated as the arithmetic mean of respondents' answers.

During the analysis of ranking results, mean rank positions of individual values and meanings were determined: the lower the mean rank, the higher the subjective significance of the corresponding meaning within the life priorities of student youth. Descriptive statistics, percentage analysis, and qualitative psychological interpretation were used to summarize the empirical data.

The methodological design of the study also included a set of general scientific and psychological methods, namely theoretical methods (analysis, synthesis, generalization, and interpretation of scientific approaches to the problem of semantic organization of personality), empirical methods (questionnaire survey, content analysis, and ranking), and methods of quantitative and qualitative data processing (descriptive statistics, percentage analysis, and psychological interpretation of the obtained results). The application of an integrated methodological approach ensured a multidimensional study of the hierarchy of contemporary personal meanings under conditions of current sociocultural transformations. For a more in-depth analysis of the semantic sphere, content analysis of life priorities was used, which made it possible to systematize semantic constructs and identify key thematic categories within the structure of meaning-of-life orientations of student youth. To determine the subjective significance of individual values and meanings, the ranking method was applied, enabling the establishment of the hierarchical organization of respondents' current life priorities.

Results and Discussion. The results obtained using the author's questionnaire "Hierarchy of Contemporary Personal Meanings" revealed a pronounced transformation of meaning-of-life orientations among student youth under conditions of contemporary sociocultural and existential instability. The analysis of empirical data identified a tendency toward the reorientation of individual value systems in the direction of safety-related, existential, and self-development meanings, reflecting a growing need for internal psychological support, emotional resilience, and the preservation of a subjective sense of existential wholeness. The observed semantic dynamics indicate a shift in emphasis from externally determined criteria of success toward internally experienced values associated with psycho-emotional well-being, interpersonal support, and self-realization (Fig. 1).

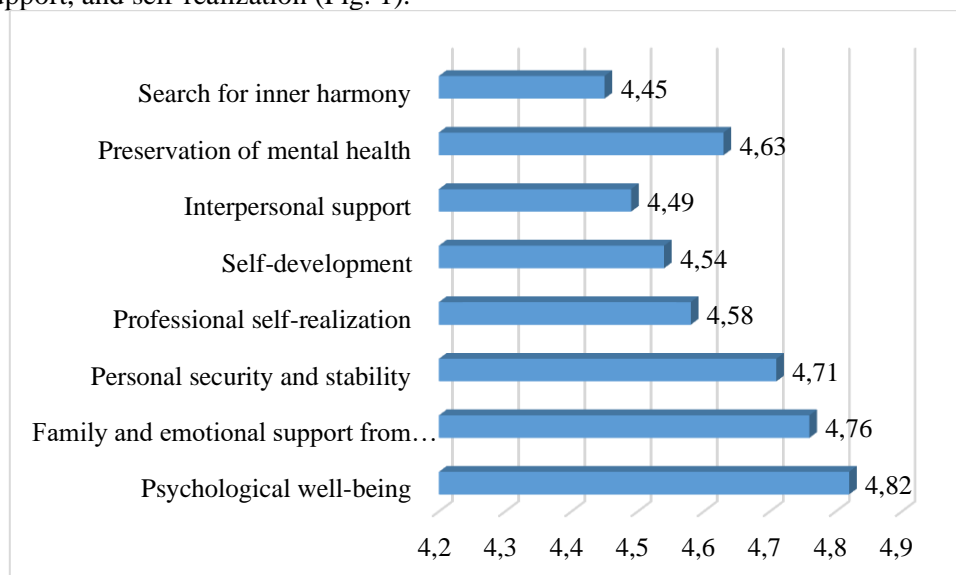


Fig. 1. Hierarchy of Dominant Meaning-of-Life Priorities of Contemporary Student Youth According to Mean Indicators of Subjective Significance (n = 76)

The analysis of mean indicators of the subjective significance of individual semantic constructs made it possible to determine that the dominant positions in the hierarchy of contemporary meanings are occupied by psychological well-being ($M = 4.82$), family and emotional support from significant others ($M = 4.76$), personal security and stability ($M = 4.71$), professional self-realization ($M = 4.58$), and self-development ($M = 4.54$). Such a configuration of semantic priorities indicates that, for contemporary

student youth, not only the aspiration for professional success becomes important, but also the need to preserve inner balance, psychological security, and emotional authenticity.

Particular attention should be paid to the fact that the highest ranking indicator was obtained by the meaning of psychological well-being. This provides grounds for interpreting mental health not only as an individually significant value but also as a leading existential resource of personality that ensures the possibility of adaptive functioning, emotional self-regulation, and maintenance of a subjective sense of life perspective. Under conditions of prolonged social tension and uncertainty, psychological well-being emerges as an integrative semantic core around which other life orientations are consolidated.

High indicators on the scale “family and emotional support from significant others” indicate an increased significance of interpersonal relationships as a source of emotional stabilization, acceptance, and psychological resilience. For student youth, the family environment increasingly performs the function of an emotionally secure space within which experiences of trust, support, and semantic belonging are ensured. This is consistent with the principles of humanistic and existential psychology concerning the fundamental role of intersubjective relationships in the process of constructing life meanings.

At the same time, the high level of significance attributed to personal security and stability indicates the actualization of the individual’s basic existential needs. The aspiration for predictability, control over one’s own life, and psychological certainty reflects the profound need of young people to restore a sense of subjective security as a necessary condition for personal development. In this context, safety-related meanings perform compensatory and stabilizing functions, contributing to the maintenance of inner integrity under conditions of destabilized social reality.

Equally indicative are the high indicators of professional self-realization and self-development, which represent students’ orientation toward active self-creation, expansion of personal potential, and construction of an individual life trajectory. This demonstrates the preservation of the value of professional identity and self-fulfillment even amid crisis-driven social transformations. At the same time, professional self-realization is increasingly interpreted not merely as the achievement of external success, but as a process of attaining inner congruence between personal values, abilities, and life goals.

High indicators were also recorded for meanings associated with interpersonal support ($M = 4.49$), preservation of mental health ($M = 4.63$), and the search for inner harmony ($M = 4.45$). The obtained quantitative data indicate an increase in the subjective significance of those semantic orientations that ensure emotional stability, psychological security, and the experience of the individual’s inner integrity. This provides grounds for asserting that contemporary student youth demonstrate a tendency toward the humanization of their semantic space, within which emotional sensitivity, reflexivity, authenticity, and the capacity for psychological self-preservation acquire particular importance.

Overall, the obtained results confirm that the structure of contemporary life meanings among young people is characterized by the strengthening of the existential-value component oriented toward maintaining psycho-emotional balance, personal resilience, and inner semantic integration. The identified hierarchy of meanings reflects not only the adaptation of youth to conditions of social uncertainty, but also the activation of internal psychological resources aimed at preserving subjective well-being and constructing a life perspective.

In contrast, comparatively lower indicators of significance were found for material status ($M = 3.41$), social recognition ($M = 3.18$), and social prestige ($M = 2.94$), as shown in Fig. 2. Such a distribution of semantic priorities indicates a gradual decline in the dominance of externally determined criteria of success within the structure of life orientations of contemporary student youth. Whereas under conditions of relative social stability material well-being, social prestige, or public recognition often functioned as leading indicators of personal fulfillment, under current socio-historical conditions their subjective significance is noticeably ycrnyed to meanings associated with psychological security, emotional support, and inner balance.

The obtained results provide grounds for identifying a tendency toward the strengthening of internally oriented meanings grounded in the individual’s need to preserve psycho-emotional stability, a sense of inner integrity, and existential certainty. This reflects a distinctive reconsideration by young people of the criteria of life success, in which priority is given not primarily to external attributes of social status, but rather to the ability to maintain psychological well-being, build authentic interpersonal relationships, and preserve inner resilience under conditions of uncertainty.

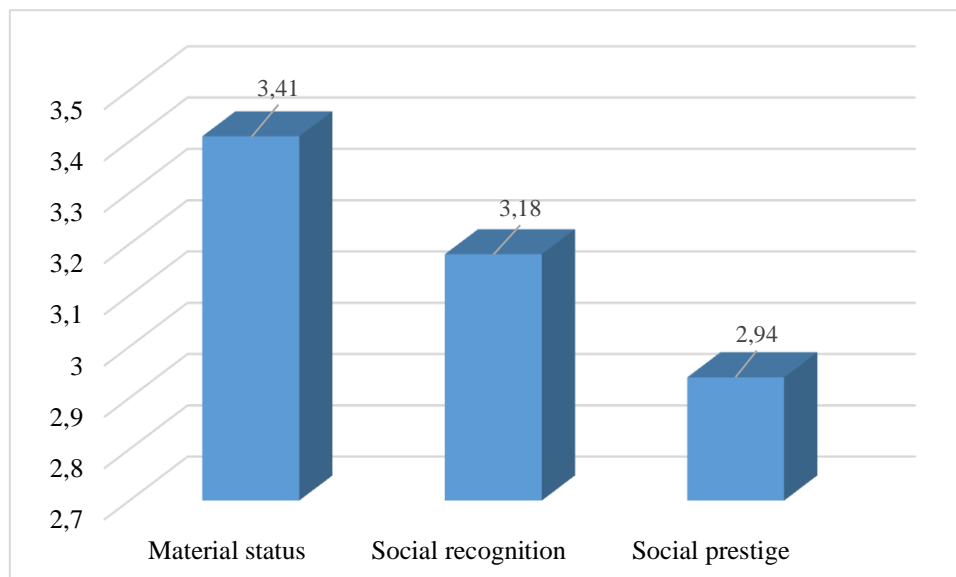


Fig. 2. Comparative Indicators of the Significance of Externally Oriented Semantic Constructs in the Structure of Life Priorities of Student Youth (n = 76)

The decrease in the significance of social prestige and public recognition may also indicate a transformation in the mechanisms of self-affirmation among young people. In the contemporary social context, the source of subjective value is increasingly becoming not external evaluation or status position, but the internal experience of personal congruence, meaningfulness of life, and emotional authenticity. Such a tendency points to the strengthening of the reflective component of self-consciousness, an orientation toward self-acceptance, and the predominance of intrapsychic criteria for evaluating one's own life realization.

At the same time, the obtained results may be interpreted as an adaptive response of youth to conditions of social instability and wartime challenges. Under circumstances of prolonged stress, uncertainty about the future, and constant informational tension, basic needs for security, psychological protection, and emotional support become increasingly actualized. Therefore, meanings associated with material success or social prestige recede to the periphery of the semantic structure, yielding priority to more fundamental existential orientations.

Thus, the identified semantic configuration reflects not only a situational shift in value emphases, but also deeper processes of transformation within the life world of contemporary youth, in which psychological resilience, the capacity for inner self-preservation, and the search for personally meaningful forms of life realization acquire central importance.

The results of the ranking of values and meanings confirmed the dominance of existential-personal orientations within the structure of respondents' life priorities (Fig. 3). The identified hierarchy of value-semantic constructs demonstrated the predominance of those life orientations that ensure the maintenance of psychological integrity, emotional balance, and inner congruence of the individual. The lowest mean ranks, indicating the highest level of subjective significance, were obtained by the categories "mental health" (mean rank = 1.9), "family" (2.3), "inner stability" (2.8), "self-realization" (3.4), and "support from significant others" (3.9). Such a configuration of value priorities reflects the actualization of meanings associated with the need for psychological security, the experience of emotional closeness, and the preservation of subjective well-being.

The leading position of the category "mental health" indicates that for contemporary student youth the psycho-emotional state is not only a condition of adaptive functioning, but also a fundamental existential resource that determines the capacity for self-regulation, constructive coping with stressogenic influences, and maintenance of a life perspective. The high significance of family relationships and support from significant others testifies to the strengthening role of interpersonal interaction as a factor of emotional stabilization and a source of the individual's semantic integration. In this context, the close social environment performs the function of a psychological space of security, trust, and acceptance, which acquires particular importance under conditions of social instability.

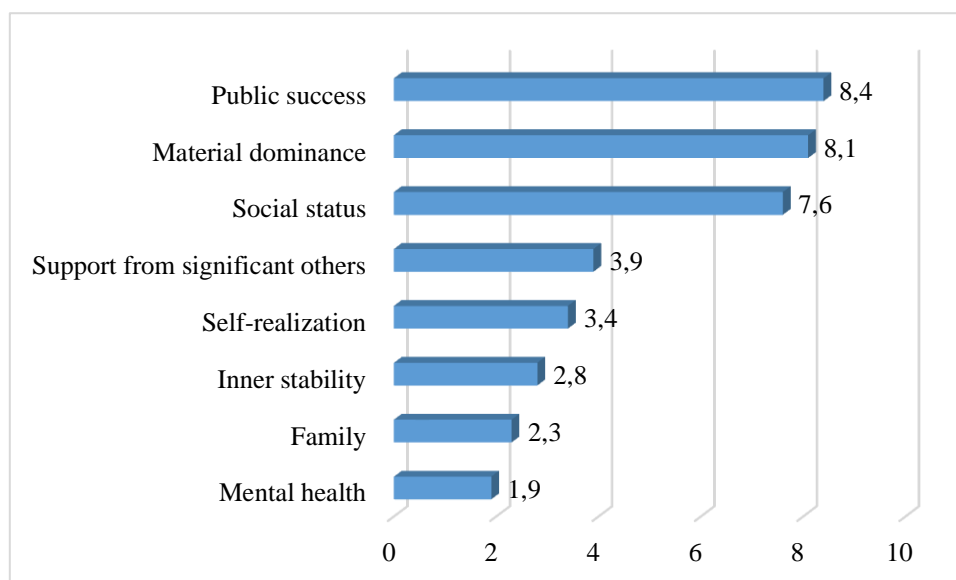


Fig. 3. Hierarchy of Value-Semantic Priorities of Student Youth According to the Results of Ranking Life Meanings (n = 76)

At the same time, the high rank positions of inner stability and self-realization indicate young people's orientation toward preserving personal autonomy, inner congruence, and the aspiration to actualize their own potential. In this context, self-realization appears primarily as a process of authentic self-fulfillment grounded in the harmonization of personal needs, values, and life goals, rather than merely in the achievement of external attributes of success. The identified tendency demonstrates a reorientation of youth from competitive-status models of self-affirmation toward internally determined ways of experiencing personal significance.

In contrast, such categories as "social status" (7.6), "material dominance" (8.1), and "public success" (8.4) occupied peripheral positions in the hierarchy of contemporary meanings among student youth. Such a distribution of rank indicators testifies to a decline in the subjective value of external markers of prestige and social recognition. Under conditions of prolonged social tension, uncertainty about the future, and heightened psychological vulnerability, young people are increasingly less oriented toward status-competitive forms of self-confirmation, giving preference instead to meanings that ensure emotional resilience and inner balance.

The obtained results encourage the interpretation of the contemporary semantic space of student youth as characterized by an intensified humanistic-existential orientation. Within the structure of life orientations, the dominant values are psychological self-preservation, emotional authenticity, interpersonal support, and inner harmonization. This indicates the formation of a new configuration of life meanings in which priority is given not to external success, but to the individual's capacity to maintain psycho-emotional integrity, adaptability, and semantic integration under complex sociocultural conditions.

The content analysis of responses to open-ended questions made it possible to identify several leading thematic categories that represent the respondents' current semantic dominants and reflect the specific features of the transformation of their life world under contemporary social challenges. Through the analysis of verbal representations, not only the substantive structure of dominant life orientations was revealed, but also the emotional-existential emphases through which young people interpret their own experiences, future, and prospects for personal development (Fig. 4).

The most widespread categories were "preservation of psychological balance" (68.4%), "support from close people" (63.2%), "self-development and professional formation" (57.9%), "search for the inner meaning of life" (51.3%), and "belief in the future of Ukraine" (46.1%). The obtained indicators demonstrate that the semantic space of contemporary student youth is clearly oriented toward maintaining psycho-emotional stability, preserving interpersonal closeness, and searching for internal adaptive resources. The dominance of the category of psychological balance indicates the actualization of the need for emotional self-preservation, inner stabilization, and restoration of a subjective sense of control over life circumstances.



Fig. 4. Leading Thematic Categories of Semantic Dominants Among Student Youth According to the Results of Content Analysis of Open-Ended Responses (n = 76, %)

The high frequency of references to the theme of support from close people reflects the increasing significance of emotionally rich relationships as a source of psychological support, a sense of security, and semantic belonging. Respondents' answers reveal a tendency to interpret the close social environment as an important factor in overcoming anxiety, uncertainty, and emotional exhaustion. Such an orientation indicates the growing role of intersubjective interaction in the processes of maintaining personal resilience and psycho-emotional adaptation.

The considerable prevalence of the category "self-development and professional formation" indicates the preservation of young people's orientation toward personal growth, realization of their own potential, and construction of professional identity even under conditions of an unstable social environment. At the same time, the professional perspective in respondents' statements was often combined with the need for semantic self-realization, inner congruence, and the search for activities corresponding to individual values and life beliefs.

Particular attention should be paid to the category "search for the inner meaning of life," represented in more than half of the respondents' answers. This indicates an intensification of reflective processes associated with the reconsideration of life goals, value orientations, and one's own place in the world. The substantive content of the responses reveals motives of existential self-determination, aspiration toward inner authenticity, and comprehension of life experience within the context of personal growth.

At the same time, the high frequency of the category "belief in the future of Ukraine" is particularly indicative, reflecting the presence among young people of collectively significant meanings associated with civic identity, the experience of social belonging, and hope for positive social transformations. The presence of such semantic constructs demonstrates that the respondents' individual semantic system integrates not only personal orientations, but also sociocultural and nationally significant values.

A considerable proportion of the responses contained reflections on the experience of uncertainty, the necessity of adapting to change, and the aspiration toward personal resilience. Respondents' statements revealed motives of emotional exhaustion, the search for internal resources for overcoming difficulties, and the need to restore psychological balance. This provides grounds for considering the contemporary semantic space of student youth as a dynamic system within which active reconsideration of life orientations, formation of new existential meanings, and actualization of mechanisms of psychological self-regulation take place.

The qualitative analysis of respondents' semantic statements demonstrated that contemporary student youth tend to interpret life success not only through the achievement of external results, but primarily in relation to the ability to preserve psychological integrity, maintain significant relationships, and realize their own potential under socially unstable conditions. Within the semantic structure of personality, a tendency toward the integration of individual-personal and socio-humanistic values can be observed, indicating the formation of a new configuration of life priorities among Ukrainian youth.

The obtained empirical data provide grounds for asserting that the hierarchy of contemporary personal meanings is characterized by dynamism, sensitivity to the socio-historical context, and a reorientation from material-status priorities toward existential-psychological meanings associated with security, psychological well-being, self-realization, and the value of interpersonal support.

The obtained research results actualize the need to develop practical recommendations aimed at maintaining the mental well-being of student youth, fostering personal resilience, and forming constructive meaning-of-life orientations under conditions of contemporary social challenges: 1. In the process of professional training of student youth, it is advisable to strengthen psychological support aimed at maintaining mental health, developing emotional resilience, and enhancing self-regulation skills. 2. It is important to create conditions within the educational environment that promote the development of reflection, meaning-of-life self-determination, and awareness of students' personal values. 3. It is advisable to implement psycho-developmental programs focused on fostering resilience, inner stability, and constructive stress-coping strategies. 4. In work with student youth, greater emphasis should be placed on interpersonal support, partnership-based interaction, and the creation of a psychologically safe educational environment.

Conclusions. The empirically identified features demonstrated a reorientation of the meaning-of-life priorities of student youth toward existential-psychological, safety-related, and self-development meanings. The leading life orientations of the respondents were identified as psychological well-being, family and interpersonal support, inner stability, self-realization, and self-development. The low significance of material-status values indicates a weakening of young people's orientation toward external criteria of success and a strengthening of internally determined meanings. Content analysis of the responses confirmed the actualization of meanings associated with psychological balance, personal resilience, support from close people, and the search for the meaning of life. The hierarchy of contemporary personal meanings is characterized by dynamism and sensitivity to socio-historical conditions, reflecting adaptive processes under circumstances of social instability.

A promising direction for further scientific inquiry is seen in the study of the dynamics of meaning-of-life orientations among youth under conditions of prolonged social transformations and wartime challenges.

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CLASSIFICATION OF FACTORS SHAPING TRUST: FROM INTERPERSONAL CENTRES TO INSTITUTIONAL LEGITIMACY

У статті здійснено розширене теоретичне узагальнення феномену довіри як соціально-інституційного ресурсу, що забезпечує кооперацію та стабільність взаємодій за умов невизначеності, ризику й інформаційної асиметрії. Показано, що довіра виконує функцію «скорочення складності» соціального середовища та зниження транзакційних витрат, а її дефіцит спричиняє посилення контролю, зростання недовіри як захисної установки, звуження горизонтів співпраці та підміну формальних правил неформальними гарантіями. На основі аналізу міждисциплінарних підходів обґрунтовано інтегровану класифікацію чинників формування довіри, що охоплює інституційно-політичні, нормативно-культурні та соціально-економічні детермінанти, чинники безпеки та керованості ризиків, результативність чи успіх соціальних суб'єктів, а також міжособистісні «осередки» довіри. Розкрито механізми впливу кожної групи факторів через забезпечення передбачуваності та підвітності інституцій, неупередженості й процедурної справедливості, стабілізацію норм і цінностей, дію етичних обмежень опортунізму, репутаційні стимули соціального капіталу, зниження економічної нестабільності та нормалізацію фінансових ризиків. Okремо акцентовано, що безпекове середовище й відчуття контролю над типовими життєвими ситуаціями підтримують готовність покладатися на інших та на «абстрактні системи», тоді як зростання «насиченості ризиком» повсякденності підсилює обережність і недовіру. Показано також роль результативності та успіху державних та недержавних акторів як сигналу компетентності й надійності, що або зміцнює, або прискорено руйнує довіру. Обґрунтовано, що деформації довіри найчастіше пов'язані з аномією, інституційною непередбачуваністю, кризовими явищами в економіці, криміналізацією чи тінізацією взаємодій та культурною нормалізацією недовіри, що звужує «коло» довіри до найближчого соціального кола.

Ключові слова: довіра; інституційна довіра; міжособистісна довіра; нормативна визначеність; соціальний капітал; культура довіри; трансформаційне суспільство.

The article provides an expanded theoretical generalization of the phenomenon of trust as a socio-institutional resource that ensures cooperation and stability of interactions under conditions of uncertainty, risk, and information asymmetry. It demonstrates that trust performs the function of “complexity reduction” within the social environment and lowers transaction costs, while its deficit leads to strengthened control, the growth of distrust as a defensive orientation, a narrowing of horizons of cooperation, and the substitution of formal rules with informal guarantees.

Based on an analysis of interdisciplinary approaches, the article substantiates an integrated classification of factors shaping trust, encompassing institutional and political, normative and cultural, and socio-economic determinants, factors of security and risk manageability, the performance or success of social actors, as well as interpersonal “nodes” of trust. The mechanisms through which each group of factors operates are revealed, including the provision of institutional predictability and accountability, impartiality and procedural justice, stabilization of norms and values, the operation of ethical constraints on



opportunism, reputational incentives of social capital, the reduction of economic instability, and the normalization of financial risks.

Special emphasis is placed on the role of the security environment and the sense of control over typical life situations in sustaining individuals' readiness to rely on others and on "abstract systems," whereas increasing "risk saturation" of everyday life reinforces caution and distrust. The article also highlights the role of the performance and success of state and non-state actors as signals of competence and reliability, which either strengthen trust or accelerate its erosion. It is argued that distortions of trust are most often associated with anomie, institutional unpredictability, economic crises, the criminalization or informalization of interactions, and the cultural normalization of distrust, which narrows the "circle" of trust to the closest social milieu.

Keywords: trust; institutional trust; interpersonal trust; normative certainty; social capital; culture of trust; transformational society.

Problem Statement. Under contemporary transformational conditions, trust serves as a key prerequisite for cooperation, rule compliance, and the stability of socio-economic interactions. However, in societies experiencing profound institutional and value shifts, as well as periods of crisis and heightened risk, trust is easily deformed: it narrows to the closest social circle, is substituted by informal guarantees, transaction costs increase, and the propensity for the informalization or shadowing of relations grows. This situation necessitates theoretical generalization and systematization of the factors that "assemble" trust at different levels—from interpersonal to institutional—and explain the mechanisms of its strengthening or erosion.

Analysis of Recent Research and Publications. The existing body of scholarly work demonstrates the multidimensional nature of trust and a variety of approaches to its explanation. Socio-psychological perspectives emphasize trust-related factors in interactions between citizens and institutional representatives, particularly in the context of security and law enforcement. Empirical measurements of public opinion (including national surveys) show that trust is significantly dependent on the predictability of rules and the quality of institutional practices. In economic-sociological studies, particular attention is paid to impartiality and institutional legitimacy as the foundation for the transition from "private" guarantees to systemic institutional trust, as well as to the importance of procedural justice, which is especially evident in the case of trust in the judiciary.

At the same time, Ukrainian studies of social regulation of behavior reveal normative mechanisms of trust and explain how anomic conditions—when old norms no longer operate and new ones have not yet become effective—narrow the radius of trust and reinforce a culture of distrust. A number of works are devoted to the culture of trust as an element of social memory and to social capital as an environment of reciprocity and reputational incentives. In broader theoretical interpretations, trust is examined through the lens of risk manageability and everyday security, as well as through the performance or success of social actors as signals of competence and reliability. Nevertheless, the literature remains fragmented, as factors are often considered separately, without an integrated framework that combines institutional, cultural, economic, risk-related, and interpersonal dimensions.

Main Body of the Article. A general framework of trust formation factors can be constructed using the research of N. M. Vasylets, who examined socio-psychological factors of citizens' trust in law enforcement officers [1]. Building on this line of inquiry, we propose a classification of factors that, figuratively speaking, "assemble" trust in all its manifestations.

The first classification dimension is the institutional-political factor of trust formation, namely the presence of functioning and legitimate institutions (state and local authorities, courts, police, etc.) that operate in a predictable and accountable manner. According to research by the Kyiv International Institute of Sociology, trust growth through the prism of institutionalization is influenced by the reduction of uncertainty and transaction costs. When rules are applied consistently, citizens and businesses are able to anticipate outcomes (contracts are enforced, violations are sanctioned), making cooperation a rational strategy rather than a risky gamble [2].

Y. Alimpiiev defines impartiality as the foundation of institutional legitimacy. Trust increases when institutional decisions are perceived as equal for all. In the context of governance quality, proven impartiality becomes the central mechanism enabling the transition from private guarantees provided by individual actors or organizations to systemic institutional trust [3].

Procedural justice is equally important. People tend to trust institutions more when decision-making processes are transparent and fair—when individuals are treated with respect, institutions demonstrate behavioral neutrality, and citizens have the opportunity to be heard—even if the outcome is not always

favorable. In Ukrainian conditions, this is clearly illustrated by trust in the judiciary, as analytical reviews explicitly indicate that the behavior and practices of judges themselves are decisive factors shaping trust in the judicial system [4].

The next classification dimension comprises normative and cultural factors. These include the set of norms, values, interaction habits, moral expectations, and cultural scripts that render the behavior of others predictable. Trust emerges when individuals and organizations expect others to act in accordance with rules, and when deviations are subject to social or normative sanctions.

In everyday and business interactions, trust arises and becomes consolidated primarily under conditions of normative certainty—when rules and expectations regarding “proper” behavior in typical situations are clear and relatively stable. In such contexts, the behavior of others becomes more predictable, uncertainty decreases, and the need to compensate for risks through informal guarantees such as “force” or “connections” diminishes. Instead, willingness to cooperate increases because the costs of monitoring and safeguarding are lower. Normative order is sustained not only through awareness of rules but also through their reproduction in stable practices and the existence of sanctions for violations, which together create a sense of predictability of the social environment as a key psychological precondition for trust. This mechanism is well documented in Ukrainian studies of social regulation of behavior under transformational conditions [5].

Conversely, when old norms have lost their regulatory capacity and new ones have not yet gained general acceptance or effectiveness, an anomic condition intensifies. In such situations, individuals narrow trust to a limited circle of “their own,” while interactions with “outsiders” become more cautious and are sometimes built on coercion or rigid safeguards [6].

A distinct layer of normative and cultural trust factors consists of ethical norms and values—justice, responsibility, respect for dignity, and integrity—which establish internal moral constraints (not to deceive, not to abuse, to fulfill commitments). When such values are supported by culture and social approval, trust relies not only on external control but also on expectations of self-regulated behavior. Norm violations acquire reputational and moral costs, while reliability becomes socially rewarded. In this sense, trust functions as part of social memory: societies determine whom one can—and sometimes should—trust, how quickly trust is formed, which signals indicate reliability, and which indicate risk. This, in turn, shapes the conditional radius of generalized trust—from close interpersonal circles to broader groups and institutions [7].

Importantly, these cultural characteristics are closely linked to norms of reciprocity and cooperation conceptualized through social capital. Participation in associations, organizations, and dense horizontal networks creates a reputational environment in which being reliable becomes rationally advantageous, while norm violations become costly due to the loss of support, access to networks, and long-term opportunities for interaction [8].

The opposite scenario—namely, the normalization of distrust—emerges when collective experience consolidates the attitude that “trusting is dangerous.” Formal rules are displaced by informal arrangements, suspicion and transaction costs related to control (checks, guarantees) increase, and even integrity-oriented actors are forced to act cautiously, inadvertently reproducing and reinforcing a culture of distrust [9].

Socio-economic conditions shape trust primarily through the reduction of uncertainty and the “cost” of honest interaction. When an economy moves out of a crisis state, incomes and employment become more predictable and the rules of the game more stable, reducing incentives for citizens and businesses to operate in the shadow economy or to seek informal (sometimes semi-criminal) means of securing agreements. In such circumstances, trust shifts from a logic of “better not to risk it” to a logic of “planning is possible.” Contracts are more frequently fulfilled, the need for excessive safeguards (intermediaries, advance payments, double guarantees) decreases, and integrity itself becomes economically more advantageous than circumventing the rules. In state policy documents addressing macroeconomic challenges, revenue management, and fiscal stability, this logic is reflected in the emphasis on resource controllability and the reduction of imbalances as prerequisites for restoring a normal economic order [10].

Moreover, studies of the shadow economy directly link its scale to the quality of “public services,” the level of tax pressure, and the overall attractiveness of legal economic activity. As soon as the legal sector becomes more productive and predictable, the incentives for informalization diminish, thereby creating more space for trust in transactions [11].

The stability of financial institutions (primarily banks and deposit guarantee systems) fosters trust through the normalization of financial risk. When banks demonstrate resilience, sufficient liquidity, and operate within a clear regulatory framework, saving funds and using credit cease to be perceived as

adventurous behavior and instead become standard activities involving calculated risk. This mechanism is reinforced by depositor protection instruments. In Ukraine, during the period of martial law, legislation provides for full deposit guarantees (without a ceiling on the amount), as well as transitional rules after its termination, which reduces fear of losing savings and increases households' willingness to keep funds in banks.

At the same time, regulatory reviews of the banking sector assess asset quality, the resource base, and key trends, which collectively function as signals of reliability for the market. The more transparent and stable the overall picture of the sector, the easier it becomes for citizens and businesses to make financial decisions based on expected rather than panic-driven behavior [12].

Special attention should be given to the views of A. Giddens, according to whom trust is closely "anchored" to everyday security and the manageability of risks. When individuals feel protected at work, in public spaces, and at home, and when typical life situations remain controllable and predictable, anxiety decreases and willingness to rely on others and on institutional rules increases. In such contexts, trust relies less on personal knowledge of one's partner and more on everyday stability and the stability of "abstract systems" (expert and organizational mechanisms) that allow daily life to function without constant checks and safeguards. It is precisely this routinization and repetitiveness of practices that sustains what Giddens associates with ontological security: people experience continuity in the life order and therefore more readily make cooperative decisions. Conversely, when the "security threshold" declines, uncertainty about the future grows, and everyday life becomes saturated with risks and unpredictable threats, trust is depleted. As a result, all interactions become more costly (due to increased control and insurance), while reliance on institutions and unfamiliar others weakens. Giddens conceptualizes this mechanism through the tension between security and danger, trust and risk in modernity, as well as through the dependence of everyday life on trust in abstract systems and expert knowledge [13].

In contrast, in the works of U. Beck, trust formation largely appears as an outcome phenomenon. Citizens tend to trust those institutions and decision-making centers that demonstrate the capacity to prevent crises, manage the consequences of dangers, and deliver tangible public results. In the risk society, practical effectiveness in responding to threats becomes a key signal of competence and reliability. Successful management of crisis situations reduces fear, normalizes expectations, and strengthens trust both rationally (as risks appear controllable) and emotionally (as a sense of stability is restored). Conversely, failures—such as disasters, governance breakdowns, prolonged stagnation, or evident helplessness in the face of risks—are rapidly converted into loss of trust. Beck describes this as a situation in which institutions that fail to cope with new risk challenges lose public approval, and citizens withdraw their trust. Thus, trust is formed as a derivative of visible effectiveness and the ability of institutions to ensure safe and predictable living conditions, and it becomes distorted when repeated failures render everyday risks unmanageable and undermine the legitimacy of the trusted actor [14].

As a separate factor of trust formation, interpersonal "nodes" of trust should also be highlighted. Such trust typically emerges within the family and among close acquaintances, where interactions are frequent, emotionally significant, and relatively predictable. Individuals share a common history, shared norms of "proper" behavior, mutual obligations, and informal sanctions for breaches of agreements. As a result, so-called bonding trust—that is, trust "among one's own"—is formed, providing basic psychological security and readiness for mutual assistance, especially under conditions of uncertainty. Ukrainian empirical data confirm this pattern: surveys conducted by the Kyiv International Institute of Sociology consistently show that respondents assign the highest levels of trust to family members and friends.

At the same time, the family-and-friends (basic) level of trust can serve as a starting point for expanding trust to broader groups, but only under favorable social conditions. In the terms proposed by R. Putnam, bonding networks are internally cohesive and effectively support their members, whereas bridging ties connect different groups and expand the circle of interaction. It is precisely through such "bridges" that trust begins to extend beyond the immediate circle and acquire a more generalized character [15].

The mechanism of this expansion is also explained by M. Granovetter's logic of weak ties. Contacts beyond the family circle connect individuals to other social networks, provide access to new information, and offer experiences of cooperation with "outsiders," gradually making trust less dependent on kinship and more dependent on rules, reputation, and repeated interaction [16].

Summarizing the above, we can accordingly group the factors influencing trust formation (Table 1).

Table 1.

Generalised classification of factors that shape trust



Group of factors	Content of factors	Description of the mechanism of influence
Institutional and political	Quality, legitimacy, and accountability of public institutions (courts, police, regulators, public authorities) and the alignment of governmental actions with societal expectations.	Predictability and fairness of procedures reduce uncertainty and make rule-based interaction rational; the need for informal guarantees and coercion decreases.
Normative and cultural	Established social norms, values, ethical standards, a culture of trust or distrust, and social capital (networks of interaction).	Norms and ethics shape expectations of appropriate behavior and increase the “cost” of violations; reputational mechanisms and reciprocity incentivize reliability and expand the radius of trust.
Socio-economic	Economic stability, level of well-being, scale of informalization or criminalization of interactions, and resilience of the financial system (banks, deposit guarantee schemes).	Stability reduces incentives for shadow practices and lowers the risk of non-compliance; financial stability normalizes saving and lending as “ordinary” calculated risks.
Security and risk manageability (after Giddens)	Threshold of everyday security (at work, in public spaces, at home), sense of control over typical situations, and the level of future uncertainty.	Higher security and risk manageability sustain a sense of stability and willingness to rely on people and “abstract systems”; rising risks and uncertainty reinforce caution and distrust.
Performance and success (after Beck)	Capacity of social actors (government, companies, institutions) to demonstrate effectiveness in achieving results and responding to challenges.	Success serves as a signal of competence and reliability and reduces perceived interaction risks; repeated failures accelerate the erosion of trust and legitimacy.
Interpersonal “nodes” of trust	Family and close circles as bonding trust, which under favorable conditions may evolve into broader (generalized) trust.	Frequent interactions, shared experience, and reputational sanctions generate high baseline trust; through networks and “bridges,” trust can expand to wider groups and institutions.

Conclusions. The synthesis conducted in this study allows us to assert that trust is formed as the outcome of interaction among several interrelated blocks of factors. Institutional and political conditions foster trust through legitimacy, impartiality, and procedural justice, thereby making rule-based interaction rational. Normative and cultural factors operate as a system of expectations and sanctions in which ethics and a culture of trust or distrust determine the size of the trust radius, while social capital transforms reliability into a reputationally advantageous strategy.

Socio-economic factors influence trust through stabilization and the reduction of incentives for informalization, as well as through the normalization of financial risks under conditions of resilient banking institutions. Security and the manageability of risks sustain trust by providing a sense of control and predictability in everyday life, whereas excessive “risk saturation” erodes trust. The performance and success of social actors function as signals of competence and reliability, while repeated failures accelerate the erosion of trust and legitimacy.

Finally, interpersonal “nodes” of trust (family and close circles) provide a basic level of trust “among one’s own” and may serve as a resource for expanding trust to broader groups under favorable societal conditions. Overall, the proposed integrated framework makes it possible to explain both the accumulation of trust and its deformations, and it can be applied to the analysis of policies and practices aimed at restoring trust in society.

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COMMUNICATIVE BARRIERS IN THE INTERACTION OF HIGHER EDUCATION STUDENTS: STRATEGIES FOR OVERCOMING THEM

Анотація. У статті розглядаються особливості спілкування здобувачів вищої освіти, визначаються основні причини виникнення комунікативних бар'єрів спілкування та окреслюються стратегії їх подолання. Показано, що спілкування стає засобом реалізації внутрішніх потреб та соціальних вимог, сприяє побудові соціальних зв'язків, самовираженню, забезпечує психологічну підтримку. Комунікативні бар'єри як різновид психологічних бар'єрів, визначаються як перешкоди, виникають у процесі передачі інформації від комунікатора до реципієнта, можуть деструктивно впливати на процеси міжособистісної взаємодії. Такі перешкоди є поширеним явищем серед здобувачів освіти, виникають в процесі взаємодії з найближчим соціальним оточенням, одногрупниками та групою в цілому, викладачами, родиною, медіа. Подолання комунікативних бар'єрів розглядається як необхідна умова розвитку комунікативної компетентності, підвищення якості взаємодії. Особлива увага сьогодні приділяється використанню дистанційних форматів в освітньому процесі, що значною мірою змінює взаємодію між студентами, студентами та викладачами. Такі формати можуть створювати специфічні комунікативні бар'єри, що потребує їх висвітлення та подальшого дослідження. На основі аналізу запропоновано шляхи подолання комунікативних бар'єрів спілкування. Зроблено висновок, що усунення комунікативних бар'єрів формує соціально-психологічний клімат в навчальній групі, впливає на міжособистісні стосунки, сприяє особистісному розвитку. Подальшою перспективою є емпіричне дослідження комунікативних бар'єрів спілкування здобувачів вищої освіти.

Метою статті є теоретичний аналіз особливостей комунікативних бар'єрів спілкування здобувачів вищої освіти та визначення шляхів їх подолання.

Ключові слова: здобувачі вищої освіти, комунікація, комунікативні бар'єри, міжособистісне спілкування, подолання бар'єрів, соціальна взаємодія.

Abstract The article examines the peculiarities of communication among higher education students, identifies the main causes of communicative barriers in interpersonal interaction, and outlines strategies for overcoming them. It is demonstrated that communication becomes a means of fulfilling internal needs and social demands, facilitates the establishment of social relationships, promotes self-expression, and provides psychological support. Communicative barriers, as a specific type of psychological barriers, are defined as obstacles that arise in the process of transmitting information from the communicator to the recipient and may have a detrimental effect on interpersonal interaction processes. Such obstacles are a common phenomenon among students and arise in the course of interaction with their immediate social environment, including peers, the academic group as a whole, instructors, family members, and the media. Overcoming communicative barriers is regarded as a necessary condition for the development of communicative competence and the improvement of the quality of interpersonal interaction. Particular attention is currently being paid to the use of distance learning formats in the educational process, which significantly transform interactions among students as well as between students and instructors. Such formats may create specific communicative barriers, which necessitates their further examination and continued research. Based on the analysis, strategies for overcoming communicative barriers in interaction have been proposed. It is concluded that the elimination of communicative barriers contributes to the formation of a positive socio-psychological climate within the academic group, influences interpersonal relationships, and promotes personal development. A promising direction for further research is the empirical investigation of communicative barriers in the interaction of higher education students.

The purpose of the article is to provide a theoretical analysis of the peculiarities of communicative barriers in the interaction of higher education students and to identify strategies for overcoming them.

Keywords: higher education students, communication, communicative barriers, interpersonal



communication, overcoming barriers, social interaction.

Problem statement In the contemporary context of educational development, communication emerges as one of the key factors of effective interaction within student groups and between students and instructors. The level of development of communicative skills determines not only academic performance but also the nature of interpersonal relationships and the emotional well-being of students. The student environment constitutes a specific social space in which intensive personality development takes place, professional values are formed, and skills of teamwork and partnership interaction are developed. However, communication within this environment is often complicated by various communicative barriers that may hinder mutual understanding and reduce the effectiveness of interpersonal interaction.

A theoretical analysis of foreign and domestic scholarly literature has demonstrated that the issue of the essence of communicative barriers, their role in the process of communication, as well as in professional and educational activities, has been addressed in the works of such authors as K. Aleksieieva, N. Alokhtina, O. Vynoslavska, M. Kozyriev, S. Maksymenko, M. Malyhina, L. Orban-Lembryk, L. Pliaka, L. Fedosova, V. Shapovalova, N. Yakovleva, and others. The peculiarities of communication in the educational process were investigated by Zh. Vitlin, G. Lozanov, and L. Merkulova. Communicative barriers arising in the process of interaction as a specific type of psychological barriers have been examined in the works of M. Filonenko, L. Kaidalova, S. Dmytriieva, and L. Zasiiekina. Contemporary research has extensively addressed social, psychological, and academic factors influencing the psycho-emotional state, as well as the active development of digital communication. However, the issue of communicative barriers in the interaction of higher education students remains insufficiently explored.

Outline of the main material. The introduction and implementation of distance learning formats in the educational process, as well as the growing academic mobility, significantly transform communication within the student environment, particularly in interactions among students and between students and teachers. New formats create both additional opportunities for interaction and specific barriers that require updated approaches to the development of communicative competence. The need for comprehensive theoretical and practical solutions aimed at overcoming communicative barriers in the student environment is currently highly relevant.

In contemporary academic discourse, increasing attention is devoted to the issues of transformations in the educational process under conditions of digitalization and the active implementation of information and communication technologies. In the works of T. Pylaieva, V. Yatsenko, and T. Onishchuk, which are dedicated to the study of approaches to developing communicative skills in the context of distance learning, a comprehensive analysis is carried out of the features of professional communication formation under conditions of significantly limited direct interpersonal interaction among subjects of the educational process.

The implementation of interactive teaching methods constitutes an essential component of effective interaction, as it facilitates learners' ability to articulate their viewpoints, engage in the critical discussion of issues, and receive systematic feedback.

O. Pyshchuk characterizes the concept of "communication" in both broad and narrow senses. In a broad sense, communication reflects the "semantic" aspect of social interaction, is aimed at achieving "social commonality," and performs managerial, informative, emotive, and phatic functions. These definitions indicate that the richness of content and knowledge, the expression of emotions and feelings, as well as the establishment and maintenance of contact, demonstrate the close semantic relationship between the terms "communication" and "interaction (interpersonal communication)" The researcher considers the communicative process as a sequence of communicative acts that are structured and expressed in the form of utterances [9].

Various types of communication are identified, and their classifications are developed. Direct and mediated communication, active and passive communication, short-term and long-term communication, personal and interpersonal communication, business communication, and other forms are distinguished. Communication is an essential component of the educational process. S. Kostyuk and M. Martseniuk proposed examining the structure of communication through the framework of a communicative situation. According to their approach, a communicative situation includes the following components: all participants involved in the communication process, the content of the information being transmitted, and the means of information transmission, which include speech, writing, and technical communication tools. Particular attention is paid to the conditions under which communication takes place, the intentions or goals of the participants, and the listener's feedback directed toward the substantive content of the message.

In the structure of the communicative process proposed by V. Hordiienko, the following elements are distinguished: the communicator (the sender who creates the message), the content of communication, and the process of encoding the message in verbal, symbolic, or nonverbal forms; the channel of communication through which the message is transmitted (speech, written text, or electronic media); decoding as the process by which the recipient perceives and interprets the message; and the recipient, who receives and interprets the communicated information; feedback, which indicates whether the message has been understood or misunderstood; and factors that may distort or hinder the process of information transmission, namely barriers that can be technical, psychological, cultural, or linguistic in nature.

In his research, O. Pryshchak defines the communicative process as a purposeful and dynamic activity involving the exchange of thoughts and information among communication participants. He considers the accurate perception and interpretation of another person's messages to be an essential component of this process. The author identifies the following characteristics of the communicative process: its orientation toward social and interpersonal relationships; the alternation of the roles of the "sender" and the "receiver" of information; the presence of information exchange, influence, and contact establishment. Furthermore, the process is considered dynamic, as it changes depending on the participants' reactions and the communication context. The essence of the phenomenon of communication is multifaceted; it is a multidimensional process of transmitting and receiving information, involving the mutual exchange of information. Communication is closely related to activity, as it emerges and develops within a person's joint activity. In the process of activity, information is exchanged, and values, knowledge, and experience are transmitted.

Communication is a multidimensional process of transmitting and receiving information, involving the mutual exchange of information. In the student environment, this process has its own specific features determined by age-related characteristics, namely heightened emotionality, a need for self-assertion, and a strong desire for group belonging and social recognition. In adolescence and early adulthood, interpersonal relationships become particularly significant, as group interaction influences the formation of self-esteem and personal development, and motivates the acquisition of professional knowledge and skills.

Contemporary research indicates that digital communication today ensures faster and more accessible information exchange; however, it also increases the risk of misunderstandings due to the absence of emotional contact and nonverbal cues. As a result, obstacles arise in the transmission of information from the communicator to the recipient, hindering effective interaction and constituting communicative barriers.

M. Filonenko considers verbal symbols to be the primary means of conveying ideas, while also attributing significant importance to nonverbal symbols, which include facial expressions, gestures, eye contact, and the spatial distance between interaction partners. Communication barriers also arise due to poor feedback (both verbal and nonverbal responses), which prevents determining whether the message has been interpreted in the intended meaning [12, p. 59].

Communication is viewed as a three-component process in which the communicative, interactive, and perceptual components are interrelated. According to this concept, communication is understood as interaction, mutual perception, and mutual understanding, rather than merely the transmission of information. The communicative component involves the exchange of information during communication, including knowledge, opinions, messages, and feelings. The interactive component refers to the organization of interaction, coordination of actions, mutual influence among participants, and cooperation. The perceptual component involves forming an impression of the interlocutor and establishing mutual understanding. The unity of these components ensures effective communication.

L. Kaidalova, L. Pliaka, N. Alokina, and V. Shapovalova distinguish cognitive, emotional, socio-role, and motivational barriers, which manifest in difficulties in understanding educational material, disruptions in feedback, and the formation of negative attitudes. Communicative barriers increase the conflict potential within the student environment, complicate adaptation to educational activities, and negatively affect the psychological climate of the group [4, p. 96-102].

S. Dmytriieva identifies psychological factors that contribute to the emergence of communicative barriers in interpersonal interaction, namely increased aggressiveness, inadequate self-esteem, high trait anxiety, and unproductive styles of responding in conflict situations. The author associates communication barriers with individuals' personality traits, aspirations, attitudes, linguistic characteristics, and communication styles [2].

H. Fedosova considers the main causes of communicative barriers to include differences in values, intellectual level, age-related differences, and emotional states. Communicative barriers affect individuals'

life, activities, learning, and well-being. The emergence of communicative barriers is significantly influenced by personal characteristics, aggressive behavior, lack of tolerance, and other related factors [11].

M. Kozyriev identifies the following causes of communicative barriers in communication: selective listening, evaluative judgments, and the credibility of information sources [5].

V. Dukhnevych and Z. Sivers consider individual psychological characteristics, namely temperament type, shyness, and modesty, to be the most significant psychological barriers.

N. Bruzhyna identifies three main groups of difficulties in interpersonal communication, namely socio-psychological difficulties, individual personality differences, and a lack of skills in expressing thoughts or conveying information.

There are various approaches to the classification of communicative barriers. L. E. Orban-Lembryk identifies different types of communicative barriers that may hinder effective communication. The researcher distinguishes phonetic, semantic, stylistic, logical, and meaning-related barriers. Phonetic barriers are caused by differences in the speaker's manner of speech. They impair the perception of information due to articulation disorders, speech tempo, intonation, lack of emotional emphasis or monotony, as well as an excessively quiet or overly loud voice. Semantic barriers may arise due to individual differences and a limited vocabulary, when phrases or symbols are interpreted in different ways.

The essence of stylistic barriers lies in differences in language styles and the complexity of messages. Logical barriers are associated with differences in the logical structure of thinking. A semantic (meaning-related) barrier arises due to differences in understanding and the semantic interpretation of messages. The causes include individual differences in perception, stereotypes, and expectations; if a statement is unclear, it may be incorrectly interpreted by another person.

Communicative barriers may lead to reduced self-confidence, increased anxiety levels, and decreased self-regulation. They can also contribute to the emergence of intrapersonal, interpersonal, and intergroup conflicts. Phubbing, as a dismissive behavior characterized by diverting attention to digital devices, complicates interaction and increases the likelihood of conflict emergence. The factors that intensify communicative barriers include insufficient levels of communicative competence, stress, conflict situations, and excessive use of digital communication. Collectively, these factors may lead to misunderstandings, reduced effectiveness of interaction, and a deterioration of the psychological climate.

In her works, L. Spivak notes an increased need for interpersonal communication specifically during adolescence and early adulthood. The author associates this with the search for personal identity, self-disclosure, the desire for equal relationships, and the need to share one's experiences, views, and plans. At this age, the need for recognition and self-assertion increases and is realized through communication. Social and professional orientations are formed.

Communication is one of the key factors in personality development during adolescence and early adulthood, as this period is characterized by the formation of basic social, moral, and professional orientations.

Based on the analysis of the literature and practical experience, the following strategies for overcoming communicative barriers have been identified:

- the development of communicative competence, namely the implementation of training programs aimed at enhancing active listening skills, assertive behavior, empathy and emotional intelligence, as well as techniques for clear and structured expression of thoughts;
- the formation of a supportive socio-psychological climate, the creation of a safe environment, the promotion of open dialogue within the group, and the implementation of integrative activities;
- overcoming status barriers involves fostering partnership-based communication between lecturers and students, implementing tutoring approaches, and engaging students in discussions and decision-making within academic groups;
- improving the culture of digital communication includes structuring messages in online interaction and using video communication to prevent misunderstandings.

The presence of the aforementioned factors negatively affects interaction within the academic group, contributes to the emergence of interpersonal conflicts, and complicates the learning process.

Conclusions and Prospects for Further Research. Based on the results of the theoretical analysis of communicative barriers in higher education students' communication, it can be concluded that at this age there is a strong need for self-assertion, recognition, and self-disclosure, as well as a desire to share one's experiences, plans, and views, and to receive feedback. It is typical to establish friendly relationships and expand one's social circle. Due to intensive personal development, communication becomes more selective and deeper in nature. The characteristics of adolescence and early adulthood give rise to certain barriers that hinder mutual understanding and effective interaction with one's immediate environment, including

peers and instructors. Such barriers are a common phenomenon among higher education students, have a destructive nature, and affect psycho-emotional well-being, interpersonal relationships, and personal growth, they may lead to decreased self-confidence and increased anxiety, reduce the level of self-regulation, alter group dynamics, and contribute to the emergence of both intergroup and intrapersonal conflicts.

Distance learning formats significantly transform interaction among students as well as between students and instructors, which may contribute to the emergence of specific communicative barriers. These issues require further examination and research. The elimination of communicative barriers involves a comprehensive approach that includes the development of communicative competence, the formation of a positive socio-psychological climate within the group, the improvement of digital communication culture, and the provision of psychological support for higher education students. Based on the theoretical analysis, we have proposed strategies for overcoming communicative barriers in the interaction of higher education students. The implementation of these measures will contribute to improving the quality of interaction and fostering the development of a harmonious personality. A promising direction for further research is the empirical study of communicative barriers in the interaction of higher education students.

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PROSPECTS FOR EFFECTIVE INTERACTION BETWEEN ARTIFICIAL INTELLIGENCE AND HUMAN PERSONALITY IN MODERN DIGITAL SOCIETY

У статті розкрито перспективи ефективної взаємодії людини зі штучним інтелектом у сучасному цифровому суспільстві.

У межах метасуб'єктної методології, яка розглядається як методологія саморозвитку особистості в умовах динамічного світу. Суб'єкт удосконалює засоби власного пізнання відповідно до закономірностей особистісного розвитку, динаміки розвитку референтного соціуму та усвідомлення суспільних трансформацій. До таких змін належать процеси, що відбуваються в інформаційно-технологічному середовищі, а також розвиток технологій штучного інтелекту, які постійно еволюціонують, ускладнюються та набувають нових функціональних можливостей.

Еволюція моделей штучного інтелекту відображає логіку методології саморозвитку, відповідно до якої суб'єкти пізнання аналізуються як з позиції їхньої внутрішньої психологічної організації, так і з огляду на їхню участь у процесах саморозвитку та взаємодії з іншими суб'єктами інтелектуальної комунікації.

Визначено такі перспективи ефективної взаємодії штучного інтелекту та особистості людини: вміння використання навичок ШІ + людина, зокрема, розуміння того, як формулювати запит на інформацію, у тому числі абстрактну; розширення можливостей автоматизації та оптимізації власної діяльності, зокрема, делегування таких завдань, як обробка запитів, великих обсягів даних, побудова графіків, виконання рутинних завдань; взаємне навчання; розробка для ШІ моделей когнітивної взаємодії з людиною з метою створення нових способів модернізації, стандартизації, оптимізації діяльності людини та підвищення її ефективності); оптимізація часових ресурсів для людини (виконання ШІ тих бізнес-процесів, які дозволять людині звільнити час для навчання та тих завдань, які може виконати саме людина); формування стандартів взаємодії ШІ та людини, зокрема на рівні як окремих дій, так і організації та суспільства в цілому; визначення моделей спільного прийняття рішень (вибір способу взаємодії та частки ШІ в прийнятті рішення, оцінка впливу дій ШІ на рішення людини); систематичне переосмислення (застосування нових способів удосконалення діяльності, процесів та бізнес-моделей з метою досягнення експоненціального зростання ефективності).

Ключові слова: штучний інтелект, взаємодія особистості людини зі штучним інтелектом, психологічні особливості, перспективи, сучасне цифрове суспільство.

The article reveals the prospects for effective human interaction with artificial intelligence in modern digital society.

Within the framework of metasubjective methodology, which is considered as a methodology of personal self-development in the conditions of a dynamic world, the subject improves the means of their own cognition in accordance with the patterns of personal development, the dynamics of the development of the reference society, and the awareness of social transformations. Such changes include the processes taking place in the information and technological environment, as well as the development of artificial intelligence technologies, which are constantly evolving, becoming more complex, and acquiring new functional capabilities.

The evolution of artificial intelligence models reflects the logic of the methodology of self-development, according to which subjects of cognition are analyzed both from the standpoint of their internal psychological organization and in view of their participation in the processes of self-development and interaction with other subjects of intellectual communication.

The following prospects for effective interaction between artificial intelligence and human personality have been identified: skillful use of AI + human skills, in particular, understanding how to formulate a request for information, including abstract information; expanding the possibilities of



automating and optimizing one's own activity, including delegating such tasks as processing requests, large volumes of data, constructing graphs, and performing routine tasks; mutual learning; developing models of cognitive interaction with humans for AI in order to create new ways of modernizing, standardizing, optimizing human activity, and increasing its effectiveness; optimizing time resources for humans through AI performing those business processes that allow people to free up time for learning and for tasks that only humans can perform; forming standards for AI-human interaction, both at the level of individual actions and at the level of organizations and society as a whole; determining models of joint decision-making, including the choice of interaction method and the share of AI in decision-making, as well as assessing the impact of AI actions on human decisions; and systematic rethinking, which involves applying new ways of improving activities, processes, and business models in order to achieve exponential growth in efficiency.

Keywords: artificial intelligence, interaction between human personality and artificial intelligence, psychological features, prospects, modern digital society.

Introduction. Effective interaction between artificial intelligence and human personality is extremely relevant in the context of the rapid digital transformation of modern society, accompanied by the active implementation of artificial intelligence technologies in all spheres of human life. Artificial intelligence systems are increasingly used in education, medicine, economics, public administration, communication, creativity, and professional activity, which significantly changes the nature of human interaction with the information environment.

The relevance of the study is determined by the need to identify optimal models of human interaction with artificial intelligence that contribute not only to increasing the efficiency of activity but also to personal development, the preservation of individuality, critical thinking, ethical values, and psychological well-being.

In modern conditions, artificial intelligence is not only a tool of automation but also an active participant in communicative, cognitive, and social processes, which requires a deep scientific understanding of the specific features of such interaction.

The problem becomes especially significant due to the emergence of generative artificial intelligence models capable of creating texts, images, program code, and other information products that influence activity, decision-making, professional self-realization, and other aspects. This actualizes the issues of responsibility, trust in algorithms, personal data protection, compliance with ethical standards, and ensuring the safe use of intelligent systems.

The study of the prospects for effective interaction between artificial intelligence and human personality has important practical significance for the formation of new approaches to work organization, the development of digital competencies, and human adaptation to the conditions of the information society.

In the context of globalization and digitalization of modern society, the problem of harmonizing human-artificial intelligence interaction is becoming one of the key directions of contemporary scientific research.

Certain aspects of the formation and development of artificial intelligence, as well as the study of its specific features, are addressed in the works of J. Barrat, R. Kurzweil, S. Russell, P. Norvig, and others. The psychological features of using artificial intelligence in education are explored in the studies of I. Vizniuk, V. Kyrychenko, A. Len, M. Moskaliuk, N. Moskaliuk, M. Rostoka, D. Usov, and others. At the same time, the psychological features of human interaction with artificial intelligence in modern digital society require further investigation.

The purpose of the article is to substantiate the prospects for effective human interaction with artificial intelligence in modern digital society.

Results and Discussion. The term "artificial intelligence" (AI) was introduced by the American computer scientist John McCarthy, who, at a seminar at Dartmouth College in 1956, set a task for ten scientists. The task was to make machines use natural language, form abstractions and concepts, solve problems that only humans could solve, and understand how to improve themselves. This two-month brainstorming session led to the establishment of scientific laboratories in various countries for the development of AI, including neural networks [14].

AI is actively developing in all spheres, as it contributes to the optimization and automation of various processes. According to data for the period from 2023 to 2030, the implementation of artificial intelligence technologies is expected to increase annually by 37.3% [3].

In the Concept for the Development of Artificial Intelligence in Ukraine, the terms are used in the following meaning: "artificial intelligence" is an organized set of information technologies through which complex tasks can be performed by using a system of scientific research methods and algorithms for

processing information obtained or independently created during operation, as well as by creating and using one's own knowledge bases, decision-making models, algorithms for working with information, and determining ways to achieve the assigned tasks; "the field of artificial intelligence" is an area of activity in information technology that ensures the creation, implementation, and use of artificial intelligence technologies [14].

The monograph *Strategy for the Development of Artificial Intelligence in Ukraine* states that "artificial intelligence is a function of artificial consciousness, represented by a system of algorithms created and controlled by it, which ensures self-learning based on available information, acquired knowledge, rules, laws of society, and its own experience; the creation of new knowledge on this basis for carrying out human instructions; as well as the ability to perform self-diagnostics and justify the decisions it makes" [10, p. 23].

The work *Artificial Intelligence in the System of Information and Analytical Support for the Training of Scientific Personnel* emphasizes that artificial intelligence nevertheless arises in the context of studying and applying naturally existing human intelligence [9, p. 242].

In the psychological and pedagogical context, AI is considered a multifaceted phenomenon that combines administrative and educational functions. The most common area of artificial intelligence application is its use as a tool for solving a range of technical issues related to providing information support for students, implementing automatic assessment systems for written works, and creating administrative and management resources for scheduling and managing educational processes [1].

The life of a modern person can no longer be imagined without the use of artificial intelligence algorithms — from autonomous machine learning systems and object recognition systems to various smart assistants. Today, the question of how AI technologies influence the mental states of modern individuals, their interaction with and trust in these technologies, human decision-making, emotional reactions, and other aspects of intersubjective relations is becoming increasingly relevant [11].

Artificial intelligence is a complex of technologies aimed at modeling human intellectual activity by means of computer systems. The main characteristics of such systems include the ability to learn, analyze information, recognize images, process natural language, and make decisions. In modern society, artificial intelligence is implemented through voice assistants, chatbots, recommendation systems, automated analytical programs, and other digital services.

Human interaction with artificial intelligence has a specific character, as it combines elements of technical and social communication. A person often perceives intelligent systems not only as mechanisms but also as subjects of interaction capable of "understanding" and "communication." This phenomenon is explained by the human tendency toward anthropomorphization, that is, attributing human traits and characteristics to technical objects.

The use of artificial intelligence significantly increases the speed of information processing and the efficiency of professional activity. However, at the same time, there is a risk of excessive dependence on digital technologies, which may negatively affect the development of critical thinking and personal autonomy. Constant reliance on intelligent systems for obtaining answers and making decisions gradually changes human cognitive mechanisms.

Within the framework of metasubjective methodology, which is considered a methodology of personal self-development in the conditions of a dynamic world, the subject functions simultaneously in two dimensions — internal and external. This duality determines the need for special means of coordinating these spheres. The main instruments of this process are knowledge and experience. In the course of self-development, this toolkit is constantly expanded and improved: through interaction with society as a collective subject, a person gains access to socially accumulated knowledge, while in the process of practical activity this knowledge is tested and transformed into proven personal experience.

The subject improves the means of their own cognition in accordance with the patterns of personal development, the dynamics of the development of the reference society, and the awareness of social transformations. Such changes include processes occurring in the information and technological environment, as well as the development of artificial intelligence technologies, which are constantly evolving, becoming more complex, and acquiring new functional capabilities.

The evolution of artificial intelligence models reflects the logic of the methodology of self-development, according to which subjects of cognition are analyzed both from the standpoint of their internal psychological organization and in terms of their participation in the processes of self-development and interaction with other subjects of intellectual communication.

Fundamental errors in the development of artificial intelligence programs are associated with the limitations of the cognition models on which they are based, bias in the selection of text corpora for training

and analysis, imperfections in the organization of the agents' social environment, and the subjectivity of criteria for evaluating the obtained results. In addition, there are objective difficulties that cannot be completely eliminated solely by improving software or algorithms.

According to the methodology of self-development, knowledge is inherently incomplete by its very nature; therefore, no instrument of cognition, including artificial intelligence, is capable of finally overcoming this incompleteness. The significance and practical value of knowledge are confirmed only in the process of real activity and practical application.

Artificial intelligence and related algorithms demonstrate high efficiency in processing large volumes of digital information. They are capable of identifying statistical patterns, formulating conclusions, and generating new texts based on analyzed data. However, their fundamental limitation remains the inability to work with what has not yet been clearly articulated, is not represented in neural network structures, and exists only at the level of potential meanings or possibilities [8, pp. 428–429].

The most important risks associated with the use of AI in human life activities should be identified as follows:

Violation of confidentiality: AI systems are capable of processing enormous amounts of personal data; therefore, improper processing or storage may lead to information leaks or violations of privacy.

Algorithmic bias: AI algorithms are trained on existing data that may be non-objective; accordingly, decisions based on such data may lead to distorted analytical results.

Lack of transparency and justification of decisions: the decision-making processes of AI systems are often difficult to explain and interpret.

Cyberattacks using AI capabilities: the creation of malicious programs or systems that can be used for hacking, fraud, or other criminal actions against companies and individuals [10].

Responsibility for decisions made by AI: automatically made decisions do not allow responsibility for their consequences to be assigned directly to AI systems.

It is impossible to replace human abilities and personal qualities in those areas of activity where individual “live” contact, the ability to determine a person’s emotional and physiological state, and understanding of interpersonal relationships are required.

Excessive dependence on intelligent systems may lead to a decrease in the level of critical thinking, the loss of independent information analysis skills, and the weakening of an individual’s social activity. The issues of personal data protection, information security, ethical use of algorithms, and responsibility for decisions made with the involvement of artificial intelligence also remain highly relevant.

One of the main prospects of human–artificial intelligence interaction is increasing the efficiency of human activity. Through the automation of routine processes, people gain the opportunity to focus on creative, analytical, and strategic tasks. In the field of education, artificial intelligence contributes to the personalization of learning, adaptation of educational content to the individual needs of students, and the development of digital competencies. In medicine, intelligent systems provide rapid processing of large volumes of information, improve diagnostic accuracy, and contribute to more effective patient treatment.

An important aspect of human–artificial intelligence interaction is the development of communicative and cognitive capabilities of the individual. The use of intelligent systems helps optimize the information search process, promotes the development of data analysis skills, and contributes to the formation of new models of professional activity. In addition, modern digital technologies create conditions for expanding access to knowledge, self-realization, and professional development.

It is advisable to identify the following prospects for effective interaction between artificial intelligence and human personality:

Skillful use of AI + human skills, particularly understanding how to formulate requests for information, including abstract information.

Expansion of opportunities for automation and optimization of one’s own activity, for example, delegating such tasks as processing requests, large volumes of information, constructing graphs, and performing routine tasks.

Mutual learning (training AI in new skills and workplace learning).

Development of cognitive interaction models for AI in order to create new ways of modernizing, standardizing, and optimizing human activity and increasing its efficiency.

Optimization of human time resources (AI performing processes that allow people to free time for learning and for tasks that only humans can perform).

Formation of standards for AI-human interaction, both at the level of individual actions and at the level of organizations and society as a whole.

Determination of joint decision-making models (choosing methods of interaction and the degree of AI involvement in decision-making, assessing the influence of AI actions on human decisions).

Systematic rethinking (inventing new ways of modernizing work, processes, and business models in order to achieve exponential growth in efficiency).

It should be noted that during human interaction with AI, the main criteria for success become:

- the use of AI for its intended purpose;
- the use of AI for processing reliable data in order to obtain a specific result;
- the determination of forms of interaction between humans and AI;
- verification of AI performance in terms of correctness, confidentiality, security, compliance with ethical standards and moral norms, reliability, and controllability of its actions and decisions.

Conclusions. Thus, the prospects for effective interaction between artificial intelligence and human personality lie in creating conditions for increasing labor productivity, developing education, science, and professional activity, expanding opportunities for personal self-realization, and improving social communication.

At the same time, an important task of modern society is to ensure the ethical, safe, and responsible use of artificial intelligence technologies in order to preserve the leading role of humans under the conditions of the digital transformation of modern society.

One of the key tasks of contemporary science is the in-depth study of the psychological mechanisms of human interaction with artificial intelligence in order to ensure a harmonious combination of technological development with the preservation of mental well-being and personal integrity.

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**METHODOLOGICAL FOUNDATIONS OF THE USE OF TRAINING TECHNOLOGIES IN
THE PROFESSIONAL TRAINING OF FUTURE SOCIAL WORK SPECIALISTS**

Анотація. Стаття присвячена комплексному аналізу методологічних засад застосування тренінгових технологій в підготовці спеціалістів з соціальної роботи. Актуальність дослідження зумовлена специфікою діяльності соціального працівника, яка вимагає не лише теоретичних знань, а й високого рівня розвитку комунікативних, емпатійних та організаторських здібностей. Автори детально розглядають ключові наукові підходи (компетентнісний, особистісно-орієнтований, діяльнісний та акмеологічний), що становлять фундаментальну основу моделювання тренінгового простору у вищій школі. У роботі розкрито сутність та структуру тренінгової діяльності як інтерактивної форми навчання, що забезпечує активну позицію студентів. Особливу увагу приділено дидактичним принципам організації тренінгів, серед яких виокремлено принципи партнерської взаємодії, активності, діалогізації, зворотного зв'язку та конфіденційності. Досліджено специфіку формування професійних компетентностей через систему спеціально підібраних вправ, кейс-методів, рольових ігор та рефлексивних практик. Наукова новизна роботи полягає в обґрунтуванні інтегративної моделі тренінгової підготовки, яка поєднує теоретичний, психоемоційний та операційно-діяльнісний компоненти. Практичне значення отриманих результатів полягає у можливості використання запропонованих методологічних підходів для розробки та впровадження авторських тренінгових програм у закладах вищої освіти з метою підвищення конкурентоспроможності випускників на ринку праці. У висновках стверджується, що тренінгова діяльність у підготовці майбутніх соціальних працівників повинна базуватися на синергії компетентнісного, діяльнісного та особистісно орієнтованого методологічних підходів. Вона виступає не просто як метод навчання, а як цілісна інтерактивна технологія формування професійної готовності майбутнього фахівця з соціальної роботи.

Ключові слова: тренінг, методологічні засади, діяльнісний підхід, компетентнісний підхід, аксіологічний підхід, компетенціарне навчання, експериментального навчання.

Abstract. The article is devoted to a comprehensive analysis of the methodological foundations underlying the application of training technologies in the professional preparation of social work specialists. The relevance of the study is determined by the specific nature of social workers' professional activities, which require not only theoretical knowledge but also a high level of communicative, empathic, and organizational competencies. The authors examine in detail the key scientific approaches—competency-based, learner-centered, activity-based, and acmeological—which constitute the fundamental framework for modeling a training environment in higher education institutions. The study reveals the essence and



structure of training activities as an interactive form of learning that promotes active student engagement. Particular attention is paid to the didactic principles of training organization, including partnership-based interaction, active participation, dialogical communication, feedback, and confidentiality. The article explores the specific features of professional competence development through the use of specially designed exercises, case-study methods, role-playing activities, and reflective practices. The scientific novelty of the study lies in the substantiation of an integrative model of training-based preparation that combines theoretical, psycho-emotional, and operational-activity components. The practical significance of the findings is associated with the possibility of applying the proposed methodological approaches to the design and implementation of original training programs in higher education institutions aimed at enhancing graduates' competitiveness in the labor market. The conclusions emphasize that training activities in the preparation of future social workers should be based on the synergy of competency-based, activity-based, and learner-centered methodological approaches. Training is considered not merely a teaching method but a holistic interactive technology for developing the professional readiness of future social work specialists.

Keywords: training, methodological foundations, activity-based approach, competency-based approach, axiological approach, competency-based learning, experiential learning.

Statement of the problem.

In 2014, the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) adopted the Global Definition of Social Work: 'Social work is a practice-based profession and academic discipline that promotes social change and development, social cohesion, empowerment and liberation. Social work is centred on the principles of social justice, human rights, collective responsibility and respect for diversity. Grounded in theories of social work, the social and human sciences, and local knowledge, social work engages people and structures to address life challenges and improve well-being' [1]. In other words, social work is defined both as a professional activity and as an academic discipline that plays a leading role in training specialists in this field.

The professional training of future social workers at the Mykhailo Kotsyubynsky Vinnytsia State Pedagogical University is based on the principles set out in the document 'Global Standards for Social Work Education and Training' of the International Federation of Social Workers (IFSW), namely: ensuring consistency in the provision of social work education, while valuing diversity, equity and inclusion; fostering collaboration and knowledge transfer between different schools of social work, integrating theory and practice, research and practical experience; the diversity of scientific and practical approaches, as well as historical, economic, cultural and political contexts, are taken into account in teaching; knowledge of human rights and methods of their protection, the historical context of the development of social work, and an emphasis on gender equality are relevant aspects of training future professionals in today's context [2]. Drawing on international teaching practices, great importance is attached in the training of future professionals not only to theoretical training but also to training methods for acquiring the necessary competencies.

This requires a thorough justification of the methodological foundations of training activities in the educational process of future social work professionals, which is the main objective of our article. An analysis of recent studies and publications shows that over the past decades, a number of studies have been conducted in Ukraine dedicated to the issue of applying training activities in the training of social work professionals. Thus, the specific features of conducting training in educational activities are examined by I. Hrechukha [3], V. Zlyvkov and S. Lukomska [4], N. Onyshchenko [5], A. Tangirov and D. Tangirova [6], L. Moroz and M. Mishchenko [7], S. Potyuk [8], and others. In our study of the origins of training activities and their various forms of implementation, we also draw on the works of Western researchers such as Kurt Lewin [9], Carl Rogers [10], D. Kirkpatrick [11], J. P. Campbell [12], W. McGehee [13], E. Salas [14], S. I. Tannenbaum and G. Yukl [15], and others.

Presentation of the main material. Training work as a means of pedagogical activity has always been at the centre of theoretical and empirical pedagogical research, since training is considered the primary means of developing many skills, abilities and competences of future specialists. Researchers have conducted numerous empirical studies on specific aspects of training delivery to optimise the learning process, minimise stress, develop coping strategies, and foster the currently popular concept of resilience. However, all these training techniques are designed for implementation in peaceful conditions and predominantly in face-to-face (offline) settings. Therefore, the notion that the issue of using training in psychology and social work has long been irrelevant is, in fact, now mistaken, because although many works have been written and practically all possible research has been conducted, the COVID-19 pandemic

and the war that began on 24 February 2022 have radically changed everything, not only for Ukraine but for the world as a whole. At present, the situation in the field of training within the education sector is quite critical: on the one hand, there is domestic and international experience accumulated over the years, and on the other, it is designed for conditions of peaceful, relatively stable life, albeit somewhat contradictory, as it is focused on achievement rather than survival and resilience – qualities that are highly relevant in today's circumstances.

Training is the systematic acquisition of knowledge, skills, abilities and attitudes aimed at improving performance in a particular field [3]. Training is designed to bring about cognitive and behavioural changes in participants, which are only possible through careful programme planning, the provision of feedback, and methods for assessing its effectiveness. Typically, the development of a training programme is based on the requests and needs of the organisation, group or community commissioning it.

The emergence of training as a distinct teaching method and the subsequent development of its various forms (personal development training, sales training, business training, etc.) are associated with the name of the American psychologist Kurt Lewin. In 1946, this social psychologist established special training groups aimed at improving communication skills. He and his students observed that effective changes in attitudes, as well as a more objective analysis of personality traits and behaviour, occur when a person acts and learns within a group [9].

Later, the National Training Laboratory was founded, where politicians, managers and administrators were taught how to resolve conflict situations, lead and communicate effectively. In 1954, sensitivity groups emerged, aimed at developing the ability to perceive one's own and others' states, and clarifying a person's core life values and attitudes. In the 1950s and 1960s, incidentally, the concept of a 'business consultant' also emerged (these were university lecturers in the US and research scientists). Carl Rogers made a significant contribution to the development of the training process [10]. In the 1960s, his life and social skills training programmes were used to train managers, teachers, consultants and others.

According to the methodological principles of classical training practice, training is a developmental method based on problem-centered learning through action and experience. It relies on information about participants' current behavior, situations emerging within groups, and attempts to modify these behaviors through interaction among participants. The key components of this method include the expansion and deepening of participants' self-awareness and self-understanding, as well as changes in their attitudes through conscious choice, cooperation, and shared responsibility in solving problems and accomplishing tasks. These outcomes are achieved primarily through participants' active involvement, while the trainer provides only minimal structuring of the learning process.

The development of self-awareness is associated with the confrontation of opinions and attitudes with lived experience, the recognition of errors and distortions, the discovery of factual realities, and the orientation of thinking toward planning and anticipating future events. As a result of this process, individuals may experience changes in their perceptions of themselves, their social roles, groups, and organizational structures. Furthermore, within the training approach, participants gain a deeper understanding of group dynamics, organizational challenges, and the effective use of small groups to enhance the functioning of social and community structures. Consequently, this method has been widely employed in the preparation of managerial personnel, generating expectations among administrators regarding the practical benefits of training programs for the functioning of various institutions and organizations.

Among the primary tasks of the training field, W. McGehee identified the following: determining who is qualified to serve as a trainer; defining the content of training sessions; selecting appropriate methods and evaluating their effectiveness; identifying who is responsible for developing training programs and certifying trainers; and examining the short-term and long-term outcomes of training interventions [13].

In contrast, J. P. Campbell argued that the field of personnel development training had become excessively broad and had effectively lost its clearly defined boundaries. He proposed limiting training activities to the enhancement of organizational effectiveness and positioning them within the domain of psychological practice, while leaving other objectives to related applied sciences [12].

Beginning in the 1960s, increasing attention was paid to the assessment of trainers' needs and the methodological foundations of training practice. Some of the earliest contributions in this area originated within military psychology, where methodological tools and procedures for evaluating the achievement of training goals and objectives were clearly defined. As noted by W. McGehee and P. W. Thayer, the training field required a form of "cookbook" or manual containing clearly specified descriptions of training sessions, including their objectives, "ingredients" (exercises and informational content), target audiences, and contraindications [13].

J. P. Campbell further observed that, unlike the 1950s, when training programs were primarily focused on the individual or micro level and could be successfully explained through traditional learning models, the 1970s created a need for the systematic classification of training programs and methods. He compared this process to the organization of cookbooks into categories such as “European” or “Asian” cuisine. According to Campbell, training programs aimed at developing particular skills should be integrated into broader classes of training interventions based on common principles and employing similar methodological tools. He identified four groups of methods that trainers should use in their practice: instructional techniques, managerial grids, cross-cultural exercises, and motivation-enhancement activities [12].

S. I. Tannenbaum and G. Yukl expanded this classification by including more specialized approaches, such as skill-acquisition exercises, team-building activities, and group cohesion interventions. Overall, they identified three categories of methods as particularly effective in training practice: simulations and games, video-based presentations, and behavioral modeling. In their view, the qualifications of a trainer should be assessed in terms of competencies and skills, attitudes, expectations, motivation, and the ability to establish effective interpersonal interactions [15].

Contemporary scholarly literature identifies several methodological approaches to the implementation of educational training programs that contribute to the optimization of the learning process, including the activity-based, competency-based, and axiological approaches. First, it is appropriate to examine the key aspects of the activity-based approach in greater detail.

The activity-based approach to the organization of the educational process is oriented toward the development of students’ independence and their ability to effectively address professional situations. According to N. Onyshchenko, “the activity-based approach is manifested in the mobility, activity, and initiative of future specialists; involving students in active learning during the study of academic disciplines contributes to the enhancement of their initiative and adaptability.” Consequently, within the context of training programs, this approach is implemented through the modeling of a trainer’s professional activities, the mastery of algorithms for preparing, conducting, and evaluating training sessions, as well as the independent design of training modules and activities [5].

Equally important is the competency-based approach, which emphasizes not only the acquisition of theoretical knowledge but also the development of integral, general, and professional competencies required for the future professional activity of social work specialists. In this regard, the position of N. Onyshchenko deserves particular attention. The scholar argues that “the competency-based approach involves shifting the focus from the quantitative accumulation of knowledge, abilities, and skills toward the development of students’ capacity for practical action, enabling them to apply skills and experience gained through successful performance in professional and social practice situations” [5]. In educational practice, this approach is implemented by bringing the learning process closer to authentic professional conditions through practice-oriented tasks, the development of training programs and activities, and the analysis of problem situations and professional cases.

Special attention should also be paid to the work of A. Tangirov and D. Tangirova, who describe the axiological (value-based) approach. According to the authors, this approach functions as a specific “bridge” between theory and practice [6], being grounded in the awareness of the value foundations of professional activity and the development of a learner-centered attitude toward training participants. It is advisable to distinguish between the practical and theoretical dimensions of the axiological approach. The practical dimension involves engaging students in training-based forms of learning that promote reflection on values, attitudes, and professional positions. The theoretical dimension is expressed through the assimilation of the fundamental values of psychological science and practice, including respect for human dignity, confidentiality, voluntary participation, the trainer’s responsibility for participants’ psychological safety, and ethical professional interaction.

In light of the above, it is also important to emphasize the necessity of implementing fundamental training principles. Researcher I. Hrechukha highlights the significance of adhering to such principles in the process of conducting training programs for students and describes their essence. In particular, the principle of equality ensures equal roles among participants and contributes to the creation of a trusting psychological climate within the training group. The principle of confidentiality involves the non-disclosure of personal information shared during training sessions. The principle of drawing upon life experience emphasizes that new knowledge should be based on participants’ own experiences. The principle of activity presupposes frequent changes in learning formats, including small-group work, role-playing activities, discussions, and debates. The principle of continuity or sequence ensures logical connections between

exercises, thereby facilitating the gradual achievement of training objectives. Finally, the principle of responsibility promotes students' ability to make independent and accountable decisions [3].

To further clarify this issue, L. Moroz and M. Mishchenko argue that "the general principle underlying the effectiveness of any training program is the activity-mediated engagement of participants in the learning process, during which specific forms and methods of subject-oriented interaction are modeled, creating favorable conditions for mastering 'cultural tools'" [7]. Therefore, the implementation of educational training programs accompanied by practical rehearsal through role-playing exercises enhances the effectiveness of learning outcomes and ensures the axiological orientation of students' professional preparation.

Thus, by the beginning of the 2020s, training had been recognized as an effective form of skills-based learning. However, it cannot be considered in isolation from other activities within organizations or other professional domains. For example, team-building training is aimed not only at strengthening group cohesion but also at achieving broader organizational objectives. Similarly, training in conscious parenting does not merely teach effective parent-child interaction; it also fosters an understanding of the role of parenthood in a rapidly changing and dynamic world.

According to most scholars and practitioners engaged in the theoretical and practical aspects of training, the primary goal of a training group is the development of an individual's socio-psychological competence, that is, the ability to interact effectively with other people. Nevertheless, this is not the only objective of socio-psychological training practice. Two additional goals may be identified: the development of an active socio-psychological position among participants, understood as the capacity to initiate socially significant transformations within the sphere of interpersonal relations, and the enhancement of psychological culture as an essential component of holistic personality development.

The general objectives of socio-psychological training may be specified through the following educational tasks: (a) acquiring knowledge in the field of social work; (b) developing and correcting participants' socio-psychological skills and competencies; (c) fostering awareness of one's social existence within a community of people; (d) enhancing the capacity for adequate and comprehensive self-understanding and understanding of others; (e) mastering techniques for decoding messages communicated by individuals and groups; (f) learning individualized methods of interpersonal communication; and (g) developing experiential understanding of group-dynamic phenomena and awareness of one's involvement in emerging interpersonal situations.

Training technologies are based on two seemingly contradictory yet complementary approaches: competency-based learning and experiential learning. The fundamental methodological principle and mechanism of training lies in providing participants with opportunities to experience a wide range of emotions and situations comparable to those encountered in real life and professional practice. The spectrum of these experiences is highly diverse, ranging from feelings of anxiety, confusion, uncertainty, and fear—particularly at the beginning of training sessions—and occasionally irritation, anger, or frustration, to feelings of joy, satisfaction, sympathy, affiliation, enthusiasm, solidarity, inspiration, and self-confidence.

Within the training process, individuals often experience particularly valuable and memorable heuristic emotions associated with insights, discoveries, and the perception of new perspectives. Training is regarded as a multifunctional method, and it is precisely this multifunctionality that accounts for its universality and practical applicability. Its principal functions include diagnostic, educational, developmental, heuristic, psychocorrective, self-regulatory, praxeological, and preventive functions.

As a rule, every training program is grounded in the fundamental methodological principles of a particular philosophical or theoretical approach. The most common general objectives of training include:

1. Acquiring knowledge in the field of social work.
2. Developing communication-related skills and competencies.
3. Enhancing the ability to achieve accurate and comprehensive self-understanding and understanding of others.
4. Facilitating personal development, the realization of creative potential, the attainment of an optimal level of functioning, and the experience of well-being, success, and life satisfaction.
5. Promoting self-awareness and self-exploration among participants in order to prevent or correct emotional disturbances through intrapersonal and behavioral changes.
6. Exploring the psychological challenges experienced by group members and providing support in addressing them.
7. Improving subjective well-being and strengthening mental health.

Training can be used to develop communication skills, enhance the effectiveness of acquiring professional knowledge, abilities, and competencies, improve intellectual capacities, foster emotional and volitional characteristics, and facilitate the identification, understanding, and resolution of personal, professional, and organizational problems. The primary object of training interventions is the individual, with their unique inner world, personal characteristics, established system of relationships, and values. During training, participants often experience a series of personal discoveries, the most significant of which is frequently a deeper understanding of themselves.

As a unique educational method, training incorporates a wide range of techniques, methods, and procedures. Training methods may be defined as a set of techniques and tools aimed at achieving the goals and objectives of a particular training program. The selection of methods depends on several variables, including the objectives of the program, its duration, participants' level of preparation, prior experience, the degree of interpersonal interaction among participants, the expected level of participant engagement, group size, and the availability of supporting resources and equipment.

Game-based methods constitute the core of the training process. Their implementation facilitates group formation and promotes group dynamics. Most game-based activities involve the collaborative completion of tasks assigned to the entire group or to smaller subgroups and typically require creative problem-solving. Role-playing and business simulation games, particularly those involving subgroup work, activate interpersonal communication skills through role exchange, stimulate participant engagement, and encourage creativity, originality, and non-standard thinking. In addition, these methods contribute significantly to group cohesion.

Discussion-based methods provide participants with opportunities to examine a problem from multiple perspectives, develop shared positions on controversial issues, reduce emotional bias and stereotypical perceptions, and decrease resistance to new information through the establishment of group norms and reference points. Furthermore, discussions enable participants to share personal experiences, engage in self-disclosure, and experience emotional release or catharsis. Such methods also facilitate the development of effective communication and interaction skills, including active listening, argumentation, and counterargumentation. As a result, discussion-based methods can contribute to changes in participants' attitudes and needs while expanding their capacity to analyze specific situations. These methods are transversal in nature and may be utilized throughout the entire training process, both during the analysis of participants' real-life experiences and in the debriefing of role-playing exercises or group activities.

Feedback, provided in the form of information shared by training participants, offers valuable insights into the quality and outcomes of training procedures, ongoing group processes, and the effectiveness of trainers' performance. Psychotechnical methods are aimed at creating a psychologically comfortable group atmosphere, influencing participants' emotional states, and developing various personal and communicative qualities. In particular, these methods seek to enhance participants' sensitivity to the surrounding social and psychological environment.

Experimental methods are based on the creation of artificial situations in which specific personality traits, group characteristics, skills, and competencies can be most effectively identified, demonstrated, assessed, and reinforced. These methods provide opportunities for controlled practice and observation within conditions that approximate real-life challenges.

Presentation methods encompass both verbal and non-verbal forms of presenting information designed to enhance perception and facilitate comprehensive understanding of the theoretical, applied, and practical issues addressed during training. Such methods include various techniques for delivering training content, including introductory talks aimed at creating a general understanding of the issues under consideration. Within training programs, presentation methods may take the form of lectures, reports, facilitated discussions, presentations of group work outcomes, and visual demonstrations utilizing projectors, video equipment, and other technological resources.

Conclusions

Training-based activities in the preparation of future social work specialists are grounded in the synergy of competency-based, activity-based, and learner-centered methodological approaches. Training should be viewed not merely as a teaching method but as a comprehensive interactive technology aimed at developing the professional readiness of future specialists.

Training activities integrate several fundamental principles, including subject–subject interaction, which presupposes an equal and collaborative dialogue between the trainer and students; the principle of active participation, which emphasizes learning through direct engagement and the simulation of real-life situations; reflexivity, which involves continuous analysis of personal experiences, emotions, and

behavioral patterns; and contextualization, which ensures the close alignment of training content with future professional practice.

The analysis conducted in this study allows for the identification of five principal groups of methods commonly employed in educational training programs: game-based methods, discussion-based methods, psychotechnical methods, experimental methods, and presentation methods. The effective combination of these methods creates favorable conditions for the development of both professional competencies and personal qualities required in social work practice.

In summary, training activities facilitate the transformation of students' theoretical knowledge into practical skills and competencies, including empathy, communication abilities, tolerance, and resilience to stress. Consequently, training serves as an effective tool for fostering a high level of professional competence and preparing future social workers to perform successfully in complex and dynamic social environments.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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SUPERVISION AS A RESOURCE FOR THE SOCIAL AND PSYCHOLOGICAL ADAPTATION OF THE INDIVIDUAL IN CONDITIONS OF UNCERTAINTY

Анотація. У статті здійснено теоретичний аналіз супервізії як ресурсу соціально-психологічної адаптації особистості в умовах невизначеності. Розглянуто особливості впливу невизначеності на психологічне функціонування особистості та процеси її адаптації до змінних умов життєдіяльності. Узагальнено сучасні наукові підходи до розуміння соціально-психологічної адаптації та визначено її основні психологічні ресурси.

Охарактеризовано супервізію як форму професійної підтримки, що забезпечує умови для розвитку рефлексії, усвідомлення професійного досвіду, підвищення психологічної стійкості та вдосконалення адаптивних стратегій поведінки. Проаналізовано основні функції супервізії та її можливості у підтримці особистості в ситуаціях професійної та життєвої невизначеності.

Особливу увагу приділено ресурсному потенціалу супервізії, який проявляється у сприянні усвідомленню власних можливостей, розвитку толерантності до невизначеності, зниженні емоційного напруження та розширенні репертуару способів подолання складних життєвих ситуацій. Обґрунтовано значення супервізії як ресурсу, що сприяє підтримці процесів соціально-психологічної адаптації особистості в умовах невизначеності. Ресурсний потенціал супервізії виявляється у створенні умов для осмислення досвіду, розвитку рефлексивності, актуалізації особистісних ресурсів та підвищення здатності до конструктивного подолання складних життєвих і професійних ситуацій. Перспективним напрямом подальших наукових пошуків є дослідження взаємозв'язку між супервізійною підтримкою та адаптаційним потенціалом особистості в умовах сучасних суспільних трансформацій.

Ключові слова: супервізія, соціально-психологічна адаптація, невизначеність, адаптаційний потенціал, психологічна стійкість, особистісні ресурси, психологічне благополуччя.

Abstract. The article presents a theoretical analysis of supervision as a resource for the social and psychological adaptation of the individual under conditions of uncertainty. The peculiarities of the influence of uncertainty on an individual's psychological functioning and adaptation to changing life conditions are considered. Contemporary scientific approaches to understanding social and psychological adaptation are summarized, and its key psychological resources are identified.

Supervision is characterized as a form of professional support that creates conditions for the development of self-awareness, understanding of professional experience, enhancement of psychological resilience, and improvement of adaptive behavioral strategies. The main functions of supervision and its potential in supporting individuals in situations of professional and life uncertainty are analyzed.

Particular attention is paid to the resource potential of supervision, which is manifested in promoting awareness of personal capabilities, reducing emotional tension, and expanding the repertoire of ways to cope with complex life situations. The significance of supervision as a resource that facilitates social and psychological adaptation under conditions of uncertainty is substantiated. The resource potential of supervision is revealed through creating opportunities for experience processing, activation of personal resources, and increasing the ability to constructively overcome complex life and professional challenges. Prospects for further research are associated with the empirical investigation of the relationship between

supervisory support and the adaptive potential of the individual in the context of contemporary social transformations.

Keywords: supervision, social and psychological adaptation, uncertainty, adaptive potential, psychological resilience, personal resources, psychological well-being.

Statement of the problem. The contemporary social environment is characterized by a high level of uncertainty caused by rapid social transformations, military conflicts, economic instability, digitalization, and the increasing unpredictability of everyday and professional life. Under such conditions, uncertainty becomes not only a characteristic of the external environment but also a significant psychological factor influencing emotional well-being, decision-making processes, interpersonal interactions, and the overall functioning of the individual.

The ability to adapt effectively to changing circumstances is increasingly recognized as an important prerequisite for maintaining psychological well-being and successful social functioning. Social and psychological adaptation is a complex and dynamic process through which an individual achieves a balance between personal needs, values, and goals and the requirements of the social environment. The effectiveness of adaptation largely depends on the availability of personal and environmental resources that enable individuals to cope with challenges, preserve psychological stability, and maintain productive functioning under conditions of uncertainty.

Recent scientific studies emphasize the importance of supportive and developmental resources that facilitate adaptation in periods of social instability and continuous change. Particular attention is paid to mechanisms that promote self-awareness, critical reflection on experience, psychological resilience, and the activation of personal resources. In this context, supervision is increasingly viewed not only as a method of professional guidance and support but also as a developmental process that creates opportunities for analysing complex situations, processing emotional experiences, and strengthening adaptive capacities.

Although supervision has traditionally been associated with the professional development of specialists in helping professions, contemporary approaches highlight its broader psychological potential. Supervision contributes to the integration of professional and personal experience, supports psychological well-being, and facilitates the development of constructive coping strategies in challenging situations. However, despite the growing body of research on supervision, adaptation, and resilience, the issue of supervision as a resource for social and psychological adaptation under conditions of uncertainty remains insufficiently explored. This determines the relevance of the present study.

The aim of this article is to theoretically substantiate supervision as a resource for social and psychological adaptation of the individual under conditions of uncertainty and to determine its role in supporting adaptive processes, strengthening personal resources, and maintaining psychological well-being in contemporary social realities.

Outline of the main material. Contemporary social reality is defined by an unprecedented degree of uncertainty arising from rapid social transformations, armed conflicts, economic instability, accelerating digitalization, and the growing unpredictability of everyday and professional life. Under such conditions, traditional problem-solving strategies progressively lose their effectiveness, and behavioural patterns established in more stable periods prove inadequate to new demands. Consequently, uncertainty increasingly functions not merely as a characteristic of the external environment but as a significant psychological phenomenon that influences emotional well-being, decision-making processes, interpersonal interaction, and the overall functioning of the individual [11; 12; 14].

Psychological research consistently demonstrates that uncertainty is associated with elevated levels of anxiety, stress, emotional tension, and subjective feelings of insecurity. At the same time, individuals differ substantially in their responses to uncertain situations. Tan, Farrell, and Waters [14], in their study of individual differences in therapists' affective responses to uncertainty, established that cognitive uncertainty and rejection sensitivity are significant predictors of emotional reactions to unpredictable situations. Their findings indicate that individuals who frequently experience doubt about their own thoughts and decisions tend to display stronger emotional responses to uncertainty, while sensitivity to criticism and rejection further amplifies these reactions. This evidence demonstrates that personal characteristics play a decisive role in shaping adaptive or maladaptive responses under conditions of uncertainty. Whereas some individuals perceive uncertainty as a threat, others regard it as a challenge or an opportunity for development — differences that are largely determined by personal resources, prior experience, emotional regulation capacity, and the availability of social and professional support systems.

Researchers emphasize that prolonged exposure to uncertainty may exert a markedly negative influence on psychological functioning, heightening vulnerability to emotional exhaustion and diminishing the individual's sense of control over life circumstances [11]. Saltzman and Hansel [11], examining

psychological and social determinants of adaptation under conditions of chronic stress, identified four distinct adaptation profiles, among which only 40 percent of participants demonstrated resilient responses. Social determinants such as financial instability, loneliness, and restricted access to information significantly reduced the likelihood of resilient adaptation. Nevertheless, uncertainty does not inevitably lead to maladjustment — its psychological consequences depend substantially on the individual's capacity to mobilize internal and external resources that facilitate adaptation and resilience.

Within contemporary psychology, adaptation is conceptualized as a dynamic process through which an individual establishes and maintains effective interaction with the social environment while preserving psychological well-being and personal integrity. Social and psychological adaptation involves behavioural flexibility, emotional regulation, cognitive restructuring, and the capacity to modify behavioural strategies in response to changing environmental demands. Adaptation is therefore not a static state but a continuous process of balancing personal needs and external requirements [11].

Under conditions of uncertainty, adaptation becomes especially significant, as individuals are required to respond to rapidly changing circumstances while maintaining effective functioning. Successful adaptation enables individuals to preserve psychological stability, sustain productive social relationships, and continue personal and professional development despite adverse conditions. Schäfer et al. [12], in their systematic review of individual, social, and societal resilience factors in response to societal challenges and crises, established that higher income and socioeconomic status, stronger cognitive emotion regulation skills, and higher perceived social support are associated with more resilient responses to stressor exposure. These findings confirm that adaptive functioning depends on the interaction of individual, interpersonal, and societal factors that collectively shape resilient outcomes.

Contemporary research increasingly emphasizes resilience as a central component of adaptive functioning. Resilience is generally understood as the capacity to maintain or restore psychological well-being despite exposure to adversity. It is not considered a stable personality trait but rather a dynamic process involving the activation of various protective resources. Individual factors such as self-efficacy, emotional competence, optimism, and psychological flexibility interact with social support and environmental conditions to promote adaptation in difficult circumstances [12]. The process of adaptation under conditions of uncertainty therefore requires access to resources that facilitate emotional processing of experience, critical self-reflection, and the development of effective coping strategies. Such resources may be internal — including psychological resilience and self-awareness — or external, encompassing supportive interpersonal relationships, professional assistance, and opportunities for reflective dialogue.

Although supervision has traditionally been associated with professional training and quality assurance in helping professions, contemporary approaches conceptualize it as a multifaceted developmental process that combines educational, supportive, and reflective functions [4; 8; 9]. The understanding of supervision has evolved considerably over recent decades. Earlier approaches primarily emphasized its administrative and evaluative dimensions, whereas contemporary perspectives focus on supervision as a collaborative relationship that fosters learning, professional growth, emotional support, and the integration of experience [4].

Li et al. [4], on the basis of a scoping review encompassing 59 supervision measures developed between 1984 and 2023, highlight that modern conceptualizations of supervision extend well beyond competence assessment and increasingly incorporate dimensions related to support, reflective capacity, interpersonal relationships, and psychological functioning. Importantly, the authors note that only a small proportion of existing measures have been subjected to cross-cultural validation, which limits the generalizability of findings across diverse professional contexts. These observations reflect the growing recognition of supervision as a developmental process that contributes simultaneously to professional effectiveness and personal well-being.

Within Ukrainian psychological discourse, supervision is increasingly viewed as a developmental and supportive practice with broad implications for professional functioning. Kharadzhy and Ivashchenko [2] characterize supervision as an important mechanism of professional growth that contributes to the development of professional competence, self-awareness, and reflective skills. The authors argue that supervision enables psychologists to analyse professional difficulties, integrate practical experience, and improve the quality of psychological assistance provided to clients. Komar and Chukhrii [3] similarly underline the significance of supervision in supporting professional development and strengthening psychological readiness for complex professional situations, noting that supervision promotes professional maturity and facilitates the constructive processing of difficult experiences. Liashch, Redko, and Chukhrii [5] further demonstrate that contemporary methods of social counselling incorporating supervision prove

effective across diverse client populations, providing a reflective foundation for enhancing the quality of professional practice.

The developmental potential of supervision is particularly evident in educational contexts. Research conducted by Petiak and Alieksieiev [9] demonstrates that supervision contributes substantially to the formation of professional identity among future counselling psychologists. Through participation in supervisory processes, students acquire opportunities to analyse their professional experiences, develop self-awareness, and strengthen confidence in their professional competencies. The significance of supervision in contemporary Ukrainian realities is further underscored by Anushkevych [1], who highlights its role in the training of future psychologists under wartime conditions. The author contends that supervision creates conditions for professional support, emotional stabilization, and the development of adaptive responses necessary for effective functioning in highly stressful and uncertain environments.

The resource potential of supervision becomes particularly significant under conditions characterized by heightened uncertainty. Contemporary theoretical approaches suggest that supervision provides a psychologically safe environment in which individuals can openly discuss professional and personal challenges, examine emotional reactions, and explore available coping resources. Such processes contribute to a deeper understanding of experience and support the development of more adaptive behavioural strategies. Liakhovets and Nyzovets-Kropta [6] emphasize that supervision promotes the conscious analysis of professional activities and supports psychological functioning under difficult social conditions. The authors demonstrate that supervision enables specialists to maintain professional effectiveness while simultaneously reducing the adverse psychological impact of prolonged stress and uncertainty, which is particularly relevant for educational psychologists working under the conditions of war.

A central mechanism through which supervision facilitates adaptation is reflection. Through reflective dialogue, individuals gain opportunities to examine their experiences from multiple perspectives, identify patterns in their reactions, and develop greater awareness of personal strengths and limitations. Reflection contributes to the integration of experience and enables individuals to derive meaning from challenging situations, thereby enhancing adaptive functioning and expanding the repertoire of effective behavioural responses. Beyond reflection, supervision contributes to adaptation through the facilitation of emotional regulation. The opportunity to discuss emotionally challenging experiences within a supportive professional context helps individuals process difficult emotions, reduce psychological distress, and develop more effective coping mechanisms — a process that is particularly important under conditions of prolonged uncertainty, when emotional resources may become progressively depleted.

An important dimension of supervision concerns its contribution to psychological well-being. Contemporary research demonstrates that supportive supervisory relationships are associated with positive mental health outcomes and enhanced professional satisfaction. Mavrogalou-Foti, Kambouri, and Çili [7] found that the quality of supervisory relationships significantly predicts mental health outcomes among doctoral students. Higher scores on the uncertain supervisory style and greater discrepancy between actual and preferred supervisory relationships were associated with elevated levels of depression, anxiety, and stress. Conversely, supportive supervision fosters emotional security, confidence, and a sense of professional competence — all of which are critical components of adaptive functioning. The significance of supervision as a source of resilience is further emphasized by Rankine, Beddoe, Weld, and Davys [10], whose research, conducted in the aftermath of the COVID-19 pandemic, revealed that supervision can serve as an important protective factor during periods of substantial social change. Through supportive professional relationships, individuals are able to maintain hope, strengthen coping capacities, and preserve psychological stability despite external uncertainty. The authors describe effective supervisors as beacons of hope who play a pivotal role in sustaining practitioners well-being and resilience in challenging organizational and social contexts.

The findings of Schreyer et al. [13] provide additional empirical support for the adaptive value of supervision. Their systematic review and meta-analysis, encompassing 32 studies with data from 1,614 supervisees and 2,282 patients, demonstrate positive effects of clinical supervision on therapist competence, therapeutic alliance, and patient symptom reduction. The authors conclude that supervision contributes to enhanced professional functioning while simultaneously supporting psychological well-being, thereby reinforcing its role as both a developmental and supportive intervention. It is important to note, however, that identified effect sizes are moderate and the overall quality of the evidence base is variable, underscoring the need for further methodologically rigorous investigation in this domain.

From the perspective of social and psychological adaptation, supervision may be conceptualized as a multidimensional resource that facilitates adaptive functioning through several interconnected

mechanisms. The first mechanism — awareness and integration of experience — is realized through reflective dialogue and the analysis of complex situations, enabling individuals to make sense of their experiences and develop new cognitive and behavioural strategies. The second mechanism — strengthening personal resources — involves the enhancement of self-efficacy, professional confidence, and competence, which directly amplifies adaptive potential. The third mechanism — promotion of emotional regulation and psychological well-being — encompasses the reduction of distress, the processing of difficult emotional experiences, and the improvement of overall psychological health. The fourth mechanism — development of adaptive strategies — involves supporting individuals in constructing and refining constructive ways of responding to uncertainty, which is essential for sustaining effective functioning in rapidly changing conditions. These mechanisms operate in interconnection and mutually reinforce one another, collectively forming a comprehensive adaptive resource.

The relevance of this conceptualization is particularly acute within the Ukrainian social context, where wartime conditions and associated social transformations present professionals in helping occupations with exceptional challenges. These circumstances require not only the preservation of the specialists' own psychological health but also the maintenance of high-quality assistance to individuals experiencing crisis. Supervision in this context fulfils a dual function: it supports the adaptation of professionals themselves and simultaneously enhances the quality of support they provide to clients facing difficult circumstances [1; 6]. Liashch, Redko, and Chukhrii [5] demonstrate that contemporary methods of social counselling that incorporate supervision enable more effective work with diverse client populations requiring support under crisis conditions, affirming that supervision is not merely a tool of professional development but a necessary element of the broader system of psychosocial support in conditions of uncertainty and social upheaval.

The relationship between uncertainty, adaptation, and supervision may therefore be understood as a dynamic and cyclical process. Conditions of uncertainty increase psychological demands and generate the need for adaptive responses. Adaptation, in turn, depends on the availability of personal and social resources. Supervision functions as one of these resources by providing structured opportunities for reflection, support, learning, and emotional processing. Through these mechanisms, supervision enhances adaptive potential and contributes to the maintenance of psychological well-being. Consequently, supervision should be regarded not only as a professional practice but also as an important psychological resource that supports social and psychological adaptation under conditions of uncertainty.

Conclusions. The theoretical analysis conducted in this article substantiates the conceptualization of supervision as a significant resource for the social and psychological adaptation of the individual under conditions of uncertainty. Contemporary social reality, characterized by military conflict, economic instability, and accelerating social transformation, generates sustained psychological demands that challenge individuals' adaptive capacities. The empirical evidence reviewed demonstrates that adaptation under such conditions depends on the availability of both internal resources — including self-efficacy, emotional competence, and psychological resilience — and external supportive mechanisms that provide structured opportunities for reflection, emotional processing, and the development of effective coping strategies. Supervision, through its multifunctional character, addresses precisely these adaptive needs by creating a psychologically safe space in which individuals can examine their experiences, regulate emotional responses, and strengthen personal and professional resources.

The analysis of contemporary research reveals that supervision contributes to adaptive functioning through four primary interconnected mechanisms: the facilitation of reflective awareness and the integration of experience; the strengthening of personal resources and professional competence; the promotion of emotional regulation and psychological well-being; and the development of adaptive behavioural strategies for responding constructively to uncertainty. These mechanisms are supported by empirical findings demonstrating that the quality of supervisory relationships predicts mental health outcomes, that supervision contributes to supervisee competence and therapeutic effectiveness, and that it functions as a protective resource during periods of significant social change. The Ukrainian context imparts particular urgency to these findings, as supervision proves indispensable not only for professional development but also for sustaining the psychological functioning of specialists working under wartime conditions.

It is essential to acknowledge, however, that the effectiveness of supervision as an adaptive resource is not unconditional. The quality of the supervisory relationship, the accessibility of supervision in crisis contexts, the professional preparation of supervisors, and the cultural appropriateness of supervisory models all constitute factors that significantly determine its actual impact. The evidence base for supervision, while broadly positive, remains characterized by moderate effect sizes and methodological

heterogeneity. These limitations do not diminish the substantive value of supervision as an adaptive resource, but they do highlight the importance of developing contextually sensitive supervisory practices that can effectively meet the needs of individuals functioning under conditions of prolonged uncertainty.

Prospects for further research. The present theoretical analysis reveals several important directions for future empirical investigation. The primary research priority concerns the systematic empirical study of the relationship between supervisory support and the adaptive potential of the individual under conditions of contemporary social uncertainty. While the theoretical foundations of this relationship are well-established, direct empirical evidence linking specific supervisory processes to measurable adaptive outcomes — particularly in populations experiencing prolonged crisis — remains limited. Future research should employ longitudinal designs that allow for the examination of how regular supervision shapes adaptive trajectories over time, utilizing validated instruments that capture both psychological well-being and professional functioning as outcomes. Studies conducted within Ukrainian and other conflict-affected contexts would make a particularly valuable contribution to the international literature on supervision and adaptation.

A second important direction involves the investigation of supervision as an adaptive resource across different professional groups and organizational contexts. The majority of existing research focuses on supervision in psychotherapy and clinical psychology, leaving open questions regarding its adaptive effects for social workers, educators, healthcare professionals, and other practitioners working under conditions of uncertainty. Comparative studies examining the effectiveness of different supervisory formats — individual versus group supervision, face-to-face versus online modalities, peer supervision versus hierarchical supervision — would generate practically significant knowledge for the design of supervisory systems capable of meeting the diverse needs of helping professionals in crisis conditions. The growing body of Ukrainian research on supervision in educational and social work contexts provides an important foundation for such investigations.

A third direction for future inquiry concerns the development and validation of culturally appropriate instruments for measuring the adaptive effects of supervision in non-English-speaking and crisis-affected contexts. As highlighted by Li et al., cross-cultural validation of supervision measures remains critically underdeveloped, limiting the applicability of existing findings to diverse populations. The creation of psychometrically robust tools sensitive to the specific challenges of adaptation under uncertainty — including scales assessing tolerance of uncertainty, resilience activation, and the perceived resource value of supervisory support — would substantially advance both research and practice in this area. Additionally, the investigation of supervision as a component of integrated psychosocial support systems, particularly in the context of post-war recovery and social rehabilitation, represents a promising avenue that connects supervision research with broader questions of public mental health and societal resilience.

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