

Personality and Environmental Issues, 2026. Volume 5, Issue 3.

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ВІННИЦЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ МИХАЙЛА КОЦЮБИНСЬКОГО**

ISSN 2786-6033 (print)

ISSN 2786-6041 (online)

*Сетифікат державної реєстрації
друкованого видання*

Серія KB № 24839-14779P від 04/30/2021.

Ідентифікатор медіа: R 30-01576

ОСОБИСТІСТЬ ТА НАВКОЛИШНЄ СЕРЕДОВИЩЕ

Том 5, Випуск 3.

Вінниця
2026

УДК 502/504:159.9:37(06)
Р 47

ISSN 2786-6033 (print)
ISSN 2786-6041 (online)
DOI: 10.31652/2786-6033-2026-
5(3)-1-152

Журнал включено до переліку наукових фахових видань (кат. Б), в яких можуть публікуватися результати дисертаційних робіт з психології та соціальної роботи (Наказ Міністерства освіти і науки України № 1543 від 20.12.2023).

Редакційна колегія:

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Особистість та навколишнє середовище. Вінниця: ВДПУ, 2026. Том 5, Випуск 3, 152 с.

У журналі представлені результати фундаментальних і прикладних досліджень у галузі психології, педагогіки, соціальної роботи, екологічної психології, психології особистості, соціальної психології.

Періодичність видання: 4 рази на рік. Рік заснування: 2021.

Засновник: Вінницький державний педагогічний університет
імені Михайла Коцюбинського

Свідectво про державну реєстрацію друкованого засобу масової інформації:
Серія KB № 24839-14779P від 30.04.2021.

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Personality and Environmental Issues, 2026. Volume 5, Issue 3.
MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE
PEDAGOGICAL UNIVERSITY

ISSN 2786-6033 (print)
ISSN 2786-6041 (online))

Certificate of state registration
of the printed media
Series KV No. 24839-14779P dated 04/30/2021.
Media identifier: R 30-01576

PERSONALITY AND ENVIRONMENTAL ISSUES

Volume 5, Issue 3.

Vinnytsia
2026

UDC 502/504:159.9:37(06)
P 47

ISSN 2786-6033 (print)
ISSN 2786-6041 (online)
DOI: 10.31652/2786-6033-2026-
5(3)-1-152

The journal is included in the list of scientific professional publications (Cat. B), in which the results of dissertations in psychology and social work can be published (Order of the Ministry of Education and Science of Ukraine No. 1543 of 20.12.2023).

Editorial board:

Editor-in-Chief: Oksana Liashch, Doctor of Psychology, Professor of the Department of Psychology and Social Work at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine);

Personality and environmental issues. Vinnytsia: VSPU, 2026. Volume 5, Issue 3, 152 p.

The journal presents the results of basic and applied environmental research in the fields of psychology, pedagogy, social work, ecological psychology, psychology of personality, social psychology.

Frequency of publication: 4 times a year. Year of foundation: 2021.
Founder: Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
Certificate of state registration of the print media:
Series KB № 24839-14779P from 30.04.2021.

Editorial office address:

32, K. Ostrozky str., 21100, Vinnytsia, Ukraine.
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**PROJECT-BASED LEARNING IN INCLUSIVE EDUCATION AS A TOOL FOR
DEVELOPING ENVIRONMENTAL AWARENESS AND SUSTAINABILITY COMPETENCIES**

Анотація. У статті розглянуто потенціал проєктного навчання в умовах інклюзивної освіти як педагогічного інструменту формування екологічної свідомості та компетентностей сталого розвитку здобувачів освіти. Актуальність дослідження зумовлена потребою оновлення змісту загальної середньої освіти відповідно до принципів Нової української школи, цілей освіти для сталого розвитку та сучасного розуміння інклюзії як забезпечення активної участі всіх здобувачів освіти незалежно від їхніх індивідуальних освітніх потреб, рівня навчальних досягнень чи особливостей комунікації.

Мета роботи полягає в теоретичному обґрунтуванні доцільності використання проєктного навчання в інклюзивному освітньому середовищі та визначенні його можливостей для розвитку екологічної відповідальності, системного мислення, командної взаємодії, критичного аналізу інформації та здатності учнів брати участь у розв'язанні локальних проблем сталого розвитку.

Методологія дослідження ґрунтується на аналізі наукової літератури, нормативних і концептуальних документів у сфері інклюзивної освіти та освіти для сталого розвитку, а також на узагальненні сучасних підходів до організації проєктної діяльності. Використано методи теоретичного аналізу, порівняння, систематизації, педагогічного моделювання та узагальнення. Особливу увагу приділено принципам універсального дизайну навчання, що передбачають варіативність способів подання інформації, залучення здобувачів освіти до діяльності та представлення результатів навчання.

Наукова новизна дослідження полягає в обґрунтуванні взаємозв'язку між проєктним навчанням, інклюзивною педагогікою та формуванням компетентностей сталого розвитку. Доведено, що проєктне навчання в інклюзивному середовищі сприяє не лише засвоєнню знань, а й формуванню ціннісного ставлення до довкілля, відповідальності за спільний результат, уміння працювати в команді та здатності пропонувати реалістичні рішення для школи, громади чи локального середовища. Перспективи подальших досліджень пов'язані з емпіричною перевіркою ефективності запропонованої моделі та розробленням критеріїв оцінювання сформованості екологічної свідомості й компетентностей сталого розвитку у здобувачів середньої та вищої освіти.

Ключові слова: екологічна свідомість, інклюзивна освіта, компетентності сталого розвитку, проєктне навчання, універсальний дизайн навчання.

Abstract. The article examines the potential of project-based learning in inclusive education as a pedagogical tool for developing environmental awareness and sustainability competencies in learners. The relevance of the study is determined by the need to update the content of general secondary education in accordance with the principles of the New Ukrainian School, the goals of Education for Sustainable Development, and the modern understanding of inclusion as ensuring the active participation of all learners regardless of their individual educational needs, level of academic achievement, or communication characteristics.

The purpose of the study is to theoretically substantiate the feasibility of using project-based learning in an inclusive educational environment and to determine its potential for developing environmental responsibility, systems thinking, teamwork, critical analysis of information, and students' ability to participate in solving local problems of sustainable development.

The research methodology is based on the analysis of scientific literature, regulatory and conceptual documents in the field of inclusive education and Education for Sustainable Development, as well as on the generalization of modern approaches to organizing project activities. The methods of theoretical analysis, comparison, systematization, pedagogical modelling, and generalization were used. Particular attention is paid to the principles of Universal Design for Learning, which provide for variability in the ways information is presented, learners are engaged in activities, and learning outcomes are demonstrated.

The scientific novelty of the study lies in substantiating the relationship between project-based learning, inclusive pedagogy, and the development of sustainability competencies. It is proved that project-based learning in an inclusive environment contributes not only to the acquisition of knowledge, but also to the formation of a value-based attitude toward the environment, responsibility for a common result, the ability to work in a team, and the capacity to propose realistic solutions for a school, community, or local environment. Prospects for further research are related to the empirical verification of the effectiveness of the proposed model and the development of criteria for assessing the formation of environmental awareness and sustainability competencies in learners of secondary and higher education.

Keywords: environmental awareness, inclusive education, project-based learning, sustainability competencies, Universal Design for Learning.

Introduction. In the context of contemporary transformations in general secondary education, the development of environmental awareness and sustainability competencies is becoming one of the key tasks of the educational process. The implementation of the New Ukrainian School concept, the growing importance of Education for Sustainable Development, and the need to ensure equal participation of all learners require a revision of traditional approaches to teaching. Modern education should not be limited to the transmission of knowledge about environmental problems, but should create conditions for students to understand the interconnections between environmental, social and economic processes, develop responsibility for the state of the environment, and gain experience in solving real-life sustainability problems [1-3].

This issue becomes especially relevant in inclusive education, where the educational process must take into account the diversity of learners, their different educational needs, levels of academic achievement, communication styles and opportunities for participation. Inclusion in this context should be understood not only as support for students with special educational needs, but also as the creation of a learning environment in which every learner can be actively involved in common educational activities. Therefore, the search for pedagogical approaches that combine accessibility, cooperation, practical orientation and value-based learning is of particular importance [4, 5].

Despite the availability of research on project-based learning, education for sustainable development and inclusive education separately, the problem of their integrated application remains insufficiently explored. In particular, there is a lack of studies that simultaneously consider project-based learning as a tool for developing environmental awareness, sustainability competencies and inclusive participation of learners. The issue of assessing the effectiveness of such projects also remains open, especially in terms of criteria that would reflect not only subject knowledge, but also teamwork, value-based attitudes, environmental responsibility, systems thinking and the ability to propose practical solutions.

Therefore, the relevance of this study is determined by the need to theoretically substantiate and methodologically describe the use of project-based learning in inclusive education as a tool for developing environmental awareness and sustainability competencies. The purpose of the study is to determine the pedagogical potential of project-based learning in inclusive education for developing environmental awareness and sustainability competencies in learners.

The theoretical basis of the study is formed by three interrelated research areas: Education for Sustainable Development, project-based learning, and inclusive pedagogy. Their integration makes it possible to consider the educational process not only as a means of transmitting knowledge, but also as a space for cooperation, practical action, value formation and the development of competencies necessary for responsible participation in society.

A considerable number of studies have been devoted to the theoretical foundations of sustainability competencies. Researchers emphasize that education for sustainable development should form not only environmental knowledge, but also systems thinking, anticipatory competence, normative and value reflection, strategic action, collaboration, critical thinking and integrated problem solving [6-8]. These competencies are particularly important in environmental education, since environmental problems cannot be understood only as natural phenomena. They are connected with social behavior, economic decisions, community development and the quality of human interaction with the environment.

Project-based learning is regarded in the scientific literature as one of the effective approaches to the formation of such competencies. It is based on the investigation of authentic problems, long-term collaborative work, independent decision-making, practical activity and the creation of a socially meaningful educational product. According to the studies of K. Brundiers, A. Wiek, C. Redman, S. Bell, D. Kokotsaki, V. Menzies, A. Wiggins and other scholars, project-based learning contributes to the development of students' autonomy, motivation, communication skills, critical thinking and ability to connect learning with real social and environmental challenges [9-12]. Therefore, this approach is especially relevant for environmental education, where learning content can be directly connected with local problems of the school, community or natural environment.

An important theoretical component of the study is the concept of inclusive education. In the modern understanding, inclusion is not limited to providing support for learners with special educational needs. It involves the creation of an educational environment in which every learner has the opportunity to participate actively, cooperate with others and demonstrate learning outcomes in different ways. Studies on inclusive pedagogy emphasize the need to move from separate adaptations for individual students to the design of an educational process that is initially open to learner diversity [13, 14].

The principles of Universal Design for Learning are of particular importance in this context. They provide for multiple ways of presenting information, engaging learners in educational activities and demonstrating learning outcomes [15, 16]. In project-based learning, these principles can be implemented through flexible distribution of roles, differentiated tasks, alternative forms of communication, various formats of presenting project results and the use of collaborative forms of work. This makes it possible to involve learners with different educational needs, levels of academic achievement, interests and communication styles in common project activities.

The literature on transformative sustainability learning also emphasizes the importance of combining cognitive, practical and value-based components of education. The formation of environmental awareness requires not only knowledge about ecological problems, but also personal involvement, practical experience, reflection and understanding of the consequences of human activity [17, 18]. In this regard, project-based learning can be considered as a pedagogical mechanism that connects knowledge, action and values.

Experimental part. The experimental part of the study was developed as a methodological design of an inclusive project-based learning model aimed at developing environmental awareness and sustainability competencies in learners. Since the research focuses on the pedagogical potential of project-based learning in inclusive education, the experimental design combines elements of pedagogical modelling, a quasi-experimental approach and mixed assessment methods. Such a structure makes it possible to describe not only the sequence of educational activities, but also the tools for evaluating changes in learners' competencies.

The proposed model is based on the implementation of an educational project related to a local problem of sustainable development. The project topic may be selected according to the educational context and the needs of a particular school or community. Possible topics include waste management, water quality monitoring, energy saving, biodiversity conservation, greening of the school area, responsible consumption or environmental behavior of learners. The key requirement is that the selected problem should be understandable, socially relevant and connected with the everyday experience of learners.

The experimental design includes three main phases: diagnostic, formative and evaluative-reflective. At the diagnostic phase, learners' initial level of environmental awareness, understanding of sustainability problems and readiness for teamwork are identified. This may be done through a short questionnaire, discussion, observation or analysis of learners' previous experience. At the formative phase, learners work on a project in inclusive teams, collect and analyze information, distribute roles, develop practical solutions and create a final product. At the evaluative-reflective phase, the results of the project are assessed through observation, analysis of project products, self-assessment, peer assessment and reflective tasks.

An important condition for the implementation of the model is the use of the principles of Universal Design for Learning. These principles provide for multiple ways of presenting information, involving learners in educational activities and demonstrating learning outcomes. In the context of project-based learning, this means that learners may work with different sources of information, perform different roles in a team and present the results of their work in various formats. Such an approach makes it possible to involve learners with different educational needs, levels of academic achievement, interests and communication styles.

The structure of the inclusive project-based learning model is presented in Table 1.

Table 1.

Structure of the inclusive project-based learning model

Stage	Content of activity	Inclusive and UDL-based component	Expected educational outcome
1. Identification of a local sustainability problem	Learners identify an environmental problem relevant to the school, community or local environment.	The problem is discussed in accessible forms; learners may express ideas orally, in writing, visually or digitally.	Awareness of the practical significance of environmental problems.
2. Formation of an inclusive project team	Learners are divided into teams according to interests, abilities and possible forms of participation.	Team composition takes into account different educational needs, communication styles and levels of academic achievement.	Readiness for cooperation and shared responsibility.
3. Distribution of roles	Learners choose or receive project roles: researcher, data collector, analyst, designer, speaker, coordinator, observer or presenter.	Roles are flexible and may be adapted according to individual strengths and needs.	Active participation of all learners in the common project.
4. Collection and analysis of information	Learners collect data through observation, surveys, measurements, interviews, analysis of open sources or comparison of information.	Different tools and formats of work are used to ensure accessibility of the research process.	Development of critical thinking, information literacy and systems thinking.
5. Development of practical solutions	Teams analyze the collected information and propose realistic actions for solving or reducing the selected problem.	Learners may contribute through discussion, visual materials, calculations, planning, communication or creative tasks.	Formation of strategic action competence and environmental responsibility.
6. Presentation of project results	Teams present the results in the form of a report, poster, infographic, video, presentation, exhibition or practical action.	Alternative formats of presenting learning outcomes are allowed.	Development of communication skills and public representation of the project product.
7. Reflection and evaluation	Learners analyze their own contribution, teamwork, difficulties, acquired knowledge and changes in attitudes toward environmental problems.	Reflection may be oral, written, visual or digital.	Awareness of personal progress and value-based attitude toward sustainable development.

The effectiveness of the proposed model should be assessed through a combination of quantitative and qualitative methods. Quantitative data may be obtained from pre- and post-project questionnaires, while qualitative data may be collected through teacher observation, analysis of project products, reflective tasks

and peer assessment. This approach makes it possible to evaluate both the final result and the learning process.

The main evaluation indicators include environmental awareness, systems thinking, teamwork, critical thinking, responsibility for a common result, ability to propose practical solutions and inclusive participation. These indicators reflect the logic of sustainability competencies and allow the educational effect of project-based learning to be assessed beyond subject knowledge.

Thus, the experimental part presents a structured model for organizing project-based learning in an inclusive educational environment. The model combines environmental content, practical activity, teamwork, flexible role distribution and reflective assessment, creating conditions for the development of environmental awareness and sustainability competencies.

Results and discussion. The results of the study are presented as a methodological substantiation of an inclusive project-based learning model aimed at developing environmental awareness and sustainability competencies in learners. The obtained results do not consist in the description of a single isolated educational activity, but in the development of a structured pedagogical model that combines environmental content, inclusive participation, project work and reflective assessment.

As a result of the study, three interrelated components of the model were identified: content, organizational and inclusive, and assessment and reflective. The content component focuses on selecting a real local sustainability problem relevant to learners. The organizational and inclusive component involves forming inclusive teams, distributing roles flexibly and applying the principles of Universal Design for Learning. The assessment and reflective component evaluates not only the final project product, but also cooperation, individual contribution, communication, critical thinking and changes in learners' attitudes toward environmental problems.

The proposed model shifts project-based learning from a product-oriented activity to a means of competence development. Its educational value is determined not only by the final presentation, poster or report, but also by learners' involvement in problem identification, data analysis, decision-making and reflection. The generalized structure of the educational effects of the model is presented in Table 2.

Table 2.

Educational effects of inclusive project-based learning

Component of the model	Pedagogical mechanism	Educational effect
Content component	Work with a real local environmental problem	Formation of environmental awareness and understanding of the practical significance of sustainable development
Research component	Collection, comparison and interpretation of information	Development of critical thinking, information literacy and evidence-based reasoning
Project component	Development of practical solutions and creation of a project product	Formation of strategic action competence and responsibility for the result
Inclusive component	Flexible distribution of roles and different forms of participation	Involvement of learners with different educational needs, interests and communication styles
Collaborative component	Teamwork, discussion and coordination of actions	Development of cooperation, communication and shared responsibility
Reflective component	Self-assessment, peer assessment and analysis of personal progress	Formation of value-based attitudes toward the environment and awareness of individual contribution

The results show that the effectiveness of inclusive project-based learning depends on the quality of pedagogical design. If a project is limited only to the creation of a visible product, its developmental potential decreases. In contrast, when the project includes problem identification, research, discussion, decision-making, practical action and reflection, it becomes a tool for developing sustainability competencies. Therefore, the proposed model should be understood as a sequence of interconnected educational situations rather than as a single task.

A particularly important result of the study is the clarification of assessment criteria for inclusive project-based learning. Traditional assessment often focuses mainly on the final product or the correctness of subject knowledge. However, in the context of sustainability competencies, it is necessary to evaluate a

wider range of educational outcomes. These include environmental awareness, systems thinking, critical thinking, teamwork, inclusive participation, strategic action and reflection.

The proposed criteria are presented in Table 3.

Table 3.

Criteria for assessing the development of environmental awareness and sustainability competencies

Criterion	Low level	Medium level	High level
Environmental awareness	Learner reproduces separate facts about environmental problems	Learner explains the causes and consequences of a selected environmental problem	Learner demonstrates a value-based attitude and connects the problem with personal or community responsibility
Systems thinking	Learner considers the problem as an isolated phenomenon	Learner identifies several environmental and social connections	Learner explains the relationship between environmental, social and economic factors
Critical thinking	Learner uses information without checking its reliability	Learner compares several sources or observations	Learner justifies conclusions using evidence, data or verified sources
Teamwork	Learner performs only an assigned task without interaction	Learner participates in group work and coordinates some actions	Learner actively cooperates, supports others and contributes to a common result
Strategic action	Learner describes the problem without proposing a solution	Learner proposes a general solution	Learner develops a realistic and feasible action or recommendation
Inclusive participation	Participation is uneven or limited to several active learners	Most learners are involved, but roles are not always balanced	All learners have meaningful roles and different forms of contribution are recognized
Reflection	Learner gives a formal answer about participation	Learner identifies difficulties and acquired knowledge	Learner analyzes personal progress, contribution and changes in attitude toward the problem

The analysis of the proposed criteria shows that inclusive project-based learning allows the teacher to assess not only what learners know, but also how they interact, make decisions and apply knowledge in practice. This is especially important for environmental education, because environmental awareness cannot be reduced to the memorization of concepts. It includes the ability to see the consequences of human activity, understand the complexity of ecological problems and participate in solving them at the level available to learners.

The structural model of inclusive project-based learning developed in the study is presented in Figure 1. It reflects the relationship between pedagogical conditions, the main stages of project activity and the expected educational outcomes.

PEDAGOGICAL CONDITIONS	INCLUSIVE PBL MODEL	EXPECTED OUTCOMES
Selection of a local sustainability problem	Preparatory stage and problem identification	Environmental awareness development
Consideration of learners' abilities and needs	Formation of an inclusive team	Inclusive participation of all learners
Flexible roles and accessible tasks	Role distribution and project implementation	Teamwork and practical action
Self-assessment, peer assessment and reflection	Reflection and competence assessment	Sustainability competence formation

Figure 1. Structural model of inclusive project-based learning for developing environmental awareness and sustainability competencies

The discussion of the results confirms that the proposed model corresponds to the logic of sustainability competencies. Work with a local environmental problem contributes to the development of systems thinking, since learners analyze the relationship between nature, human behavior, school life and community needs. The search for practical solutions supports strategic action competence. Teamwork and flexible role distribution contribute to collaboration competence. Reflection makes it possible to transform project experience into personal understanding and value-based attitude toward the environment.

The inclusive potential of the model is connected with the fact that project work creates different forms of participation. Learners may contribute as researchers, observers, designers, speakers, data collectors, analysts, coordinators or presenters. This allows the educational process to take into account different strengths and needs. At the same time, the use of Universal Design for Learning principles prevents inclusion from being reduced to separate adaptations for individual learners. Instead, the project is designed from the beginning as flexible, accessible and open to different ways of learning and communication.

Compared with traditional project activities, the proposed inclusive model has several advantages. First, it shifts the focus from the strongest or most active learners to the participation of the whole team. Second, it allows different forms of contribution to be recognized as educationally valuable. Third, it combines environmental knowledge with practical action and reflection. Fourth, it creates conditions for the development of both cognitive and social components of sustainability competencies.

At the same time, the implementation of the model may involve certain methodological risks. If the teacher does not provide sufficient guidance, the project may become fragmented and lose its educational focus. If roles are distributed formally, some learners may remain passive or excluded from meaningful participation. If assessment is based only on the final product, the process of cooperation, individual progress and inclusive interaction may remain unnoticed. Therefore, the teacher's role as a facilitator is essential. The teacher should support the formulation of the problem, help learners distribute roles, monitor teamwork, provide feedback and organize reflection.

The obtained results also indicate that the proposed model can be adapted to different educational contexts. It may be used in biology, geography, chemistry, technologies, civic education and integrated courses related to sustainable development. Possible project topics include waste sorting at school, water quality monitoring, energy saving, biodiversity observation, greening of the school area, responsible consumption and environmental behavior of students. This interdisciplinary character strengthens the practical significance of the model for general secondary education.

Conclusions. The study substantiates the pedagogical potential of project-based learning in inclusive education for developing environmental awareness and sustainability competencies in learners. It is shown that project-based learning becomes particularly effective when it is organized around a real local sustainability problem, involves learners in practical activity and provides opportunities for cooperation, reflection and the search for realistic solutions.

The main result of the study is the development of a structural model of inclusive project-based learning. The model combines pedagogical conditions, key stages of project activity and expected educational outcomes. Its central elements include the preparatory stage, identification of a local sustainability problem, formation of an inclusive team, distribution of roles according to learners' abilities and needs, project implementation, reflection and assessment of competence development.

The significance of the proposed model lies in the fact that it shifts the focus of project-based learning from the creation of a final product to the development of competencies. In this approach, educational value is determined not only by the quality of a presentation, poster, report or other project outcome, but also by learners' participation in problem identification, data analysis, teamwork, decision-making and reflection.

The use of Universal Design for Learning principles makes the proposed model suitable for inclusive education. Flexible roles, accessible tasks, alternative forms of participation and different formats for presenting results allow learners with different educational needs, abilities, interests and communication styles to be involved in common project activity.

The practical significance of the study is that the proposed model can be used in general secondary education, in particular in biology, geography, chemistry, technologies, civic education and integrated courses related to sustainable development. It may be applied to projects on waste sorting, water quality monitoring, energy saving, biodiversity observation, greening of the school area, responsible consumption and environmental behavior of learners.

Prospects for further research are related to the empirical verification of the proposed model in real educational settings. In particular, it is advisable to test the model in classes with different levels of learner diversity and to compare the dynamics of environmental awareness and sustainability competencies before and after project implementation.

Further studies should focus on developing and validating assessment tools for measuring the formation of sustainability competencies in inclusive project-based learning. Special attention should be paid to indicators such as systems thinking, critical thinking, teamwork, inclusive participation, environmental responsibility, strategic action and reflection.

Another promising direction is the adaptation of the proposed model to different school subjects and interdisciplinary courses. This would make it possible to determine which project topics and forms of organization are most effective for different age groups, educational contexts and types of learner needs.

Further research may also examine the role of digital tools in supporting inclusive project-based learning, including online collaboration platforms, digital portfolios, interactive presentations and tools for visualizing environmental data. This would strengthen the accessibility and flexibility of project activities and expand opportunities for learner participation.

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The article has been submitted to the editorial board 20.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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PSYCHOLOGICAL DETERMINANTS OF ETHNOCULTURAL COMPETENCE DEVELOPMENT THROUGH PROFESSIONAL FOREIGN LANGUAGE COMMUNICATION

Анотація. Мета роботи полягає у теоретичному обґрунтуванні психологічних детермінант розвитку етнокультурної компетентності засобами професійної іншомовної комунікації, інтеграції сучасних психологічних, педагогічних і міждисциплінарних підходів у цілісну концептуальну модель та визначенні можливостей її практичної реалізації у професійній підготовці майбутніх психологів. **Методологія** дослідження ґрунтується на системному, компетентнісному, особистісно орієнтованому, міжкультурному та психолінгвістичному підходах. Використано аналіз, синтез, узагальнення, моделювання, педагогічне спостереження, аналіз продуктів навчальної діяльності та апробацію авторської концептуальної моделі у процесі професійної підготовки 8 здобувачів другого (магістерського) рівня вищої освіти спеціальності С4 «Психологія» у 2025–2026 навчальному році. **Наукова новизна** полягає у розробленні концептуальної моделі розвитку етнокультурної компетентності майбутніх психологів засобами професійної іншомовної комунікації, яка інтегрує психологію етнокультурної ідентичності, концепцію міжкультурної комунікативної компетентності, теорію культурного інтелекту та професійну іншомовну комунікацію в єдину систему професійної підготовки. Уперше запропоновано алгоритм практичної реалізації цієї моделі, що забезпечує послідовне формування етнокультурної ідентичності, ціннісних орієнтацій, культурного інтелекту, міжкультурної чутливості, професійної рефлексії та готовності до конструктивної взаємодії в умовах культурного різноманіття. **Висновки.** Результати дослідження підтвердили результативність інтеграції психологічної підготовки та професійної іншомовної комунікації як ефективного засобу розвитку етнокультурної компетентності майбутніх психологів. Апробація запропонованої моделі засвідчила її практичний потенціал у професійній підготовці здобувачів вищої освіти та можливість використання під час модернізації освітніх програм, спрямованих на формування готовності майбутніх фахівців до професійної діяльності в полікультурному середовищі.

Ключові слова: етнокультурна компетентність; етнокультурна ідентичність; культурний інтелект; міжкультурна комунікативна компетентність; професійна іншомовна комунікація; професійна підготовка; психологічні детермінанти.

Abstract. Purpose. The purpose of this study is to provide a theoretical substantiation of the psychological determinants underlying the development of ethnocultural competence through professional foreign language communication, to integrate contemporary psychological, educational, and interdisciplinary approaches into a coherent conceptual model, and to determine its potential for application in professional education. **Methodology.** The study is based on systemic, competence-based, learner-centred, intercultural, and psycholinguistic approaches. The research employed a combination of analysis, synthesis, generalisation, conceptual modelling, pedagogical observation, and analysis of students' learning outcomes. The proposed conceptual model was piloted during the professional training of eight Master's students enrolled in the C4 Psychology programme throughout the 2025–2026 academic year. **Scientific novelty.** The study proposes a conceptual model for the development of ethnocultural competence through professional foreign language

communication, integrating the psychology of ethnocultural identity, intercultural communicative competence, cultural intelligence, and professional foreign language communication into a unified framework for the professional education of future psychologists. In addition, an implementation algorithm is developed to ensure the gradual formation of ethnocultural identity, value orientations, cultural intelligence, intercultural sensitivity, professional reflection, and readiness for constructive interaction in culturally diverse environments. **Conclusions.** The findings confirm that integrating psychological training with professional foreign language communication provides effective conditions for developing ethnocultural competence among future psychologists. The pilot implementation demonstrated the practical value of the proposed conceptual model and its applicability for enhancing higher education curricula aimed at preparing specialists for professional practice in multicultural contexts.

Keywords: cultural intelligence; ethnocultural competence; ethnocultural identity; intercultural communicative competence; professional foreign language communication; professional training; psychological determinants.

Introduction. The professional activity of today's specialists is increasingly carried out within the context of intercultural interaction, where effective communication is determined not only by proficiency in a foreign language but also by the ability to understand culturally conditioned patterns of behaviour, interpret the values of other communities, and engage in constructive professional dialogue. Under these conditions, professional foreign language communication acquires a new meaning: it becomes an environment in which individuals not only develop linguistic competence but also cultivate the psychological readiness required for interaction with representatives of other cultures.

The evolution of scholarly approaches to this issue reflects a gradual shift from a linguistic interpretation of intercultural interaction to its psychological conceptualisation. Whereas earlier studies focused primarily on language proficiency and knowledge of the cultural characteristics of different nations [12], contemporary psychology conceptualises intercultural interaction as a process encompassing ethnocultural identity, value systems, cultural intelligence, empathy, reflection, and an individual's capacity for constructive dialogue [14]. This development of scientific thought is natural, as these psychological characteristics determine an individual's readiness for effective professional activity in multicultural environments [11].

Significant contributions to the development of contemporary understanding of the psychological foundations of intercultural interaction have been made by J. Berry through his research on ethnocultural identity and acculturation [11], D. Deardorff through her process-oriented model of intercultural competence development [14], M. Byram through his conceptualisation of the relationship between foreign language education and intercultural communicative competence [12], and S. Ang, L. Van Dyne, and K.-Y. Ng through the development of the concept of cultural intelligence as a psychological prerequisite for effective interaction in multicultural settings [10].

This issue has also attracted considerable attention within Ukrainian scholarship. The psychological aspects of ethnonational identity have been examined by V. V. Predko [7]. The development of intercultural competence among future professionals has been investigated in the works of M. L. Ivanytska [3], H. Yu. Kravchenko and Yanshi Liu [4], O. V. Matviienko and Zhang Jing [5], O. Vasylenko [2], M. - S. Shamsutdinova [8], N. Soloshenko-Zadniprovska [22], and O. Pasichnyk [6]. These studies convincingly demonstrate that professional foreign language education provides broad opportunities for developing intercultural competence, cultural openness, and professional readiness for interaction in multicultural environments.

At the same time, a comprehensive analysis of contemporary psychological, educational, and translation studies indicates a gradual convergence of different scholarly approaches to understanding ethnocultural competence. Ethnocultural identity, cultural intelligence, intercultural competence, and professional foreign language communication are increasingly viewed not as isolated phenomena but as interrelated psychological factors in an individual's professional development. Within this context, particular importance is attached to investigating the psychological determinants that facilitate the development of ethnocultural competence among future psychologists through professional foreign language communication. This logic, which underpins the development of contemporary scientific knowledge, defines the direction and conceptual foundation of the present study.

The aim of the article is to provide a theoretical justification for the psychological determinants of ethnocultural competence development through professional foreign language communication, to integrate contemporary psychological and interdisciplinary approaches into a coherent conceptual model, and to identify the potential for its application in the professional education of future psychologists.

Theoretical Foundations of the Study. The understanding of ethnocultural competence has undergone substantial transformation over the past decades. While the early stages of intercultural research focused primarily on knowledge of the cultural characteristics of different nations and the acquisition of norms of intercultural behaviour [12], contemporary psychological research increasingly demonstrates that the effectiveness of intercultural interaction is determined primarily by the individual, including their value system, established ethnocultural identity, capacity for reflection, and psychological readiness for dialogue with representatives of other cultures [14].

Such an evolution of scholarly perspectives is both natural and expected. Globalisation, professional mobility, and the expansion of international cooperation have fundamentally changed the nature of intercultural communication. It is no longer viewed solely as a means of information exchange but increasingly as a space for interaction among individuals, each bringing their own cultural experience [14]. Consequently, contemporary psychological theories have shifted their emphasis from the acquisition of cultural knowledge to the internal mechanisms that enable openness to other cultures, the ability to understand their values without losing one's own cultural identity, and the capacity to build professional relationships based on mutual respect [11].

A significant contribution to the development of this perspective has been made by J. Berry, whose theory conceptualises acculturation as the outcome of interaction between the individual and a new cultural environment. He convincingly argues that preserving one's own cultural identity does not contradict openness to other cultures; on the contrary, it provides the psychological foundation for constructive intercultural interaction [11]. This idea has been further developed in contemporary Ukrainian psychological research. In particular, V. V. Predko argues that ethnonational identity is formed as a dynamic system of personal meanings that shapes an individual's social behaviour, value orientations, and readiness to interact with representatives of other ethnocultural communities [9].

The gradual expansion of the psychological understanding of ethnocultural competence has naturally led to a reconsideration of its structure. Contemporary research increasingly conceptualises it as an integrative personal characteristic that combines cognitive, affective-value, and behavioural components [14]. This perspective is reflected in the works of D. Deardorff, who presents intercultural competence as a process of continuous personal development [14], as well as in M. Byram's conceptualisation of the relationship between foreign language education, critical cultural awareness, and readiness for intercultural dialogue [12]. Ukrainian researchers O. Pasichnyk and O. Vasylenko likewise emphasise that intercultural competence can be effectively developed through foreign language education only when language instruction is combined with the cultivation of value orientations, cultural openness, and the capacity for mutual understanding [2].

The logical continuation of this evolution has been the growing interest in the psychological resources that enable successful functioning in multicultural environments. Consequently, contemporary international research increasingly focuses on cultural intelligence, intercultural sensitivity, empathy, and psychological adaptability [10]. In the works of S. Ang, L. Van Dyne, and K.-Y. Ng, cultural intelligence is conceptualised as an individual's ability to interpret culturally conditioned situations effectively and to adjust behaviour accordingly [21]. Recent empirical studies further demonstrate that the integration of cultural intelligence with professional foreign language communication creates favourable conditions for the development of intercultural competence in educational settings [16].

Within this context, the professional education of future translators and foreign language specialists acquires particular significance. The studies conducted by M. L. Ivanytska, H. Yu. Kravchenko, Yanshi Liu, O. V. Matviienko, and Zhang Jing convincingly demonstrate that professional foreign language communication creates conditions not only for the development of linguistic competence but also for fostering cultural reflection, psychological flexibility, and the ability to interpret culturally conditioned meanings in professional interaction [3]. These findings are consistent with the results of our previous study on the psychological mechanisms underlying the interpretation of ethnocultural realia in translation. That study demonstrated that successful intercultural interpretation is determined not so much by the level of linguistic competence as by the development of psychological readiness to understand another culture and the ability to integrate one's own cultural experience into the process of professional communication [8].

A comprehensive analysis of contemporary psychological, educational, and translation studies provides sufficient grounds for viewing ethnocultural competence as the result of the progressive development of scholarly understanding of the individual within the intercultural space. From recognising the role of ethnocultural identity, scholarly attention has naturally shifted to investigating the psychological mechanisms that foster openness to other cultures and, subsequently, to examining cultural intelligence and professional foreign language communication as factors in personal development.

Contemporary psychology increasingly focuses on the internal mechanisms of personal development that enable individuals to recognise cultural diversity, engage in constructive dialogue, and adapt their behaviour to new sociocultural contexts [14]. Consequently, ethnocultural competence is increasingly conceptualised as the outcome of the interaction of psychological, cognitive, affective-value, and communicative processes that develop throughout an individual's professional and personal growth [11].

The foundation of this process is a well-developed ethnocultural identity. Awareness of one's own cultural affiliation provides the psychological basis for perceiving other cultures without losing one's own system of values. In this regard, J. Berry's concept convincingly demonstrates that an individual's psychological adaptation to a multicultural environment is grounded in the ability to maintain a balance between preserving one's own cultural identity and remaining open to new cultural practices [11]. Expanding on this perspective, V. V. Predko argues that ethnonational identity develops as a dynamic personal construct that shapes the nature of social interaction, patterns of interpersonal perception, and readiness for intercultural cooperation [7]. Thus, ethnocultural identity should be regarded not as the final outcome of personal development but as the psychological foundation for further intercultural growth.

The next stage of development involves the formation of an individual's value-motivational sphere. It is this dimension that determines a person's readiness not only to perceive cultural differences but also to consciously build interaction based on respect, mutual understanding, and responsibility. D. Deardorff's process model of intercultural competence is founded on the premise that competence development begins with individuals' internal attitudes—openness, respect, curiosity towards other cultures, and a willingness to engage in continuous self-development [14]. A similar perspective is reflected in the work of M. Byram, who associates intercultural communicative competence with the development of critical cultural awareness, the ability to analyse one's own cultural assumptions, and to relate them to the values of other sociocultural communities [12]. Ukrainian researchers O. Pasichnyk and O. Vasylenko complement this perspective by emphasising that value orientations are the key factor determining the effectiveness of intercultural competence development through foreign language education [2].

The subsequent stage of personal development in an intercultural environment is associated with the formation of cultural intelligence. Contemporary psychological research conceptualises it as an integrative ability that enables individuals to interpret culturally conditioned situations appropriately, anticipate the behavioural patterns of their interlocutors, and consciously select effective strategies for professional interaction. In the works of S. Ang, L. Van Dyne, and K.-Y. Ng, cultural intelligence is presented as a multidimensional psychological construct comprising cognitive, motivational, metacognitive, and behavioural components [22; 23]. Such a structure explains why successful intercultural interaction depends not only on knowledge of cultural characteristics but also on an individual's ability to adapt their behaviour flexibly to new sociocultural circumstances.

Alongside cultural intelligence, increasing attention is being paid to the psychological qualities that ensure the depth and effectiveness of intercultural interaction. Contemporary research convincingly demonstrates that empathy, reflection, tolerance for ambiguity, cultural openness, and self-regulation shape interpersonal communication no less than language proficiency. In particular, S. Goldstein emphasises the importance of taking an individual's ethnocultural experience into account when assessing intercultural competence [18]. The findings of the systematic review by Wang Xiaoyan and colleagues confirm that contemporary models of intercultural competence increasingly integrate individuals' affective-value characteristics with their professional experience of intercultural interaction [23].

A natural stage in the development of these psychological mechanisms is their implementation through professional foreign language communication. Through professional communication in a foreign language, individuals apply their established psychological resources, reinterpret their own cultural experience, and acquire new patterns of intercultural interaction. This perspective is supported by D. Katan, who conceptualises translation and professional communication as processes of cultural mediation [20]. Similar conclusions can be found in the studies of M. Ivanytska [3], E. Gutiérrez-Santiuste and M. Ritacco-Real [19], and N. Cong-Lem [13], all of whom demonstrate that professional foreign language communication provides an environment for the development of intercultural reflection, professional responsibility, and psychological readiness for interaction in multicultural settings. The findings of our previous study also confirm that interpreting ethnocultural realia in translation relies not only on linguistic knowledge but also on a well-developed system of psychological mechanisms that enables understanding of culturally conditioned meanings and their adequate rendering in professional communication [9].

The development of ethnocultural competence is realised in practice only when individuals are given opportunities to apply their acquired psychological qualities in authentic intercultural interaction. For this reason, contemporary research increasingly regards professional foreign language communication not

merely as a component of language education but as an educational and sociocultural environment in which the personality of the future specialist is formed [12]. The use of a foreign language in professional activity requires continuous interpretation of cultural contexts, comparison of one's own experience with that of representatives of other cultures, and decision-making that takes into account the values and communicative norms of different sociocultural communities [20].

This understanding of professional foreign language communication has evolved gradually. M. Byram's concept of intercultural communicative competence expanded the traditional interpretation of language education by integrating language skills with the development of critical cultural awareness, the ability to analyse cultural phenomena, and the capacity to engage in an equitable dialogue with representatives of different cultures [12]. This idea was further developed in the work of D. Katan, who convincingly demonstrates that professional communication and translation are not merely processes of information transfer but, above all, processes of cultural mediation. At the centre of this approach is an individual capable of interpreting culturally conditioned meanings, anticipating potential communicative challenges, and identifying solutions that facilitate mutual understanding among participants in professional communication.

Contemporary international research confirms that professional foreign language communication creates favourable conditions for the development of the psychological characteristics that underlie ethnocultural competence. In particular, the study by E. Gutiérrez-Santiuste and M. Ritacco-Real demonstrates that students' participation in international telecollaborative projects fosters cultural openness, reflection, and the ability to engage in constructive interaction with representatives of other cultures [19]. Likewise, M. Feng and colleagues identified a strong relationship between the level of foreign language proficiency and the development of students' intercultural communicative competence, emphasising the decisive role of authentic communicative experience in fostering psychological readiness for intercultural dialogue [16].

An important direction in contemporary research is the conceptualisation of professional foreign language communication as a continuous process of personal development. The bibliometric analysis conducted by N. Cong-Lem demonstrates that, over recent decades, scholarly interest has gradually shifted from foreign language teaching methodology towards the investigation of the psychological factors underlying intercultural interaction, cultural intelligence, professional identity, and personal development within a globalised educational environment [13]. This trend reflects the natural convergence of personality psychology, foreign language pedagogy, and intercultural communication.

Ukrainian scholarly research has developed in the same direction. In the works of M. L. Ivanytska, the professional education of translators is viewed as a process of developing the ability to interpret literary and culturally marked meanings, which requires not only linguistic competence but also a high level of intercultural sensitivity and psychological reflection [3]. The studies by H. Yu. Kravchenko and Yanshi Liu [4], O. V. Matviienko and Zhang Jing [5], and N. Soloshenko-Zadniprovska [22] further confirm that the effectiveness of professional foreign language education is directly associated with the development of openness to cultural diversity, the ability to collaborate, and the readiness of future specialists to work in an international professional environment.

A logical continuation of these scholarly approaches is the study of the psychological mechanisms of translation as a distinct form of professional intercultural communication. In our previous research, we demonstrated that interpreting ethnocultural realia requires integrating linguistic knowledge, psychological readiness for intercultural interaction, and a well-developed system of cultural values. Within this framework, the translator acts not merely as a linguistic mediator but also as an active interpreter of cultural meanings, whose professional decisions determine the adequacy of intercultural communication [9]. Therefore, professional foreign language communication should be regarded as an environment in which ethnocultural competence is not only manifested but also continuously developed.

The analysis of contemporary psychological, educational, and translation studies indicates a consistent expansion of scholarly understanding of the nature of ethnocultural competence. At different stages, researchers have focused on particular dimensions of this phenomenon, including ethnocultural identity, intercultural competence, cultural intelligence, professional foreign language communication, and the psychological characteristics of the individual. Taken together, these scholarly approaches provide a comprehensive theoretical foundation for understanding ethnocultural competence as an integrative characteristic of personality. To systematise the findings of the present analysis, the main stages in the development of scholarly approaches are summarised in **Table 1**.

Table 1. Theoretical Foundations for the Development of Ethnocultural Competence in Contemporary Psychological and Educational Research

Research Approach	Core Idea	Key Scholars	Contribution to the Present Study
Psychology of Ethnocultural Identity	Personal development is shaped through awareness of one's ethnocultural identity and meaningful interaction with other cultures.	J. Berry, V. Predko	Provides the psychological foundation for the development of ethnocultural competence and professional identity.
Intercultural Communicative Competence	Effective intercultural interaction relies on the integration of language proficiency, cultural knowledge, values, and communication skills.	M. Byram, D. Deardorff, O. Pasichnyk, O. Vasylenko	Explains the structural and developmental nature of intercultural competence as a key component of professional foreign language education.
Cultural Intelligence	Successful functioning in multicultural settings depends on an individual's cognitive, metacognitive, motivational, and behavioural readiness for intercultural interaction.	S. Ang, L. Van Dyne, K.-Y. Ng	Explains the psychological mechanisms that enable adaptation to cultural diversity and foster intercultural sensitivity.
Professional Foreign Language Communication and Translation	Professional communication in a foreign language creates opportunities for developing cultural awareness, reflective thinking, and intercultural experience within authentic professional contexts.	D. Katan, M. Ivanytska, O. Matviienko, N. Cong-Lem, E. Gutiérrez-Santiuste	Demonstrates how psychological mechanisms of intercultural competence are translated into professional communication and foreign language practice.
Integrative Psychological Approach	Ethnocultural competence emerges through the interaction of ethnocultural identity, intercultural communicative competence, cultural intelligence, and professional foreign language communication.	Authors' conceptual synthesis based on contemporary research	Serves as the theoretical basis for the conceptual model proposed in the present study.

The systematisation of contemporary scholarly approaches demonstrates their inherent complementarity. Each of the analysed approaches highlights a particular aspect of ethnocultural competence development; however, their integration makes it possible to conceptualise this phenomenon as a holistic process of personal development. It is precisely the integration of psychological, intercultural, and professional communicative approaches that provided the foundation for the development of the authors' conceptual model of ethnocultural competence development through professional foreign language communication (Figure 1).

The proposed conceptual model (Figure 1) identifies a system of interrelated psychological components of ethnocultural competence among future psychologists. However, its effective implementation in the educational process requires defining a practical mechanism that ensures the consistent development of each identified component.

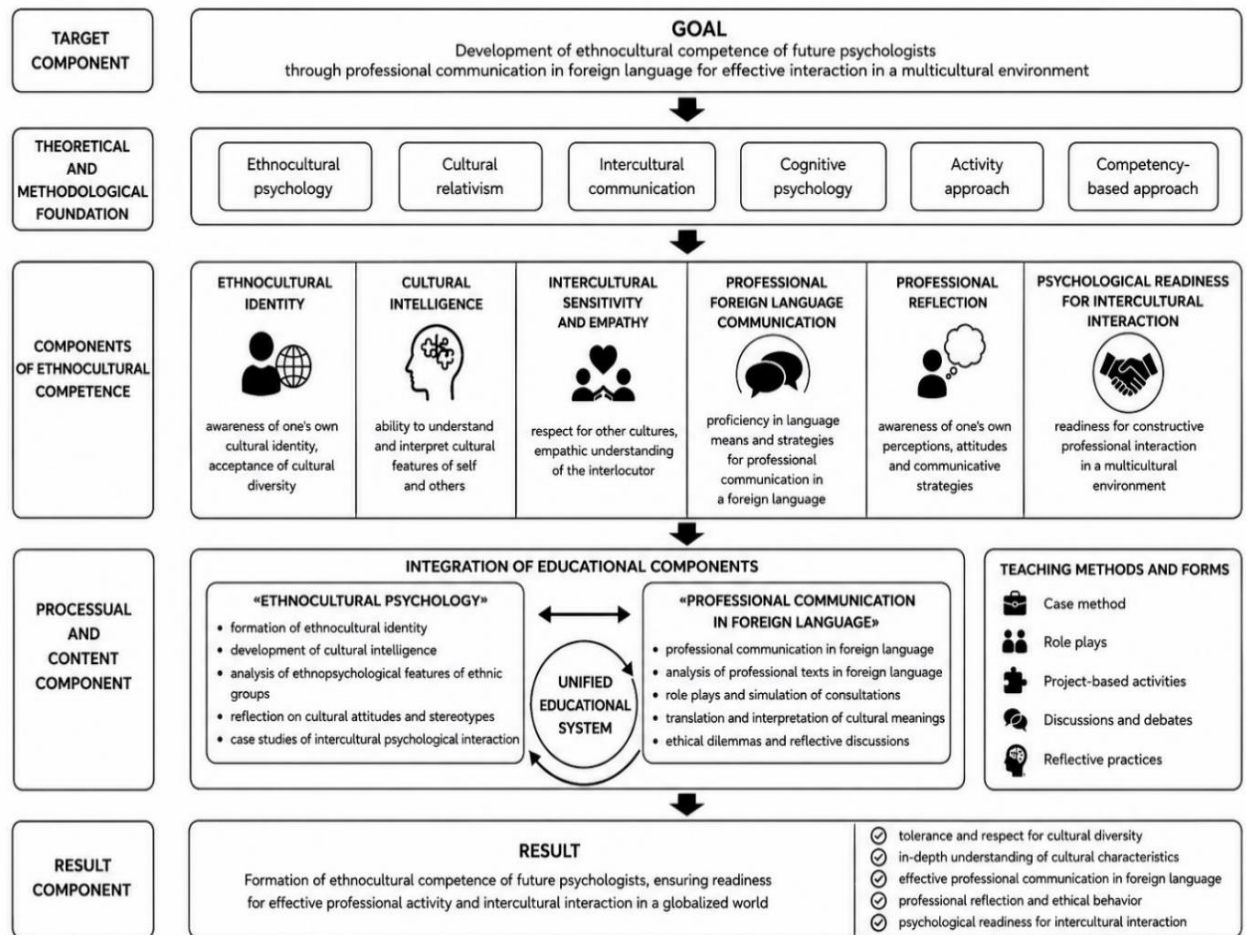


Figure 1. Conceptual Model for the Development of Ethnocultural Competence of Future Psychologists through Professional Communication in Foreign Language.

To this end, an algorithm for the development of ethnocultural competence (Figure 2) was designed. It reflects the logical progression from the formation of ethnocultural identity and value orientations to the development of cultural intelligence, professional foreign language communication, reflection, and readiness for professional activity in the context of intercultural interaction. Thus, while the conceptual model characterises the structure of the phenomenon under investigation, the algorithm illustrates the dynamics of its development within the educational process.

The algorithm represents the practical implementation of the conceptual model for developing ethnocultural competence among future psychologists during their professional education. Unlike the conceptual model, which defines the system of interrelated psychological components of the phenomenon under investigation, the algorithm demonstrates their sequential development within the educational process and the logical progression from one stage to the next.

The sequence of stages is not arbitrary. The development of ethnocultural competence begins with the awareness of one's own ethnocultural identity and value system, which constitute the psychological foundation of intercultural interaction. On this basis, cultural intelligence, the ability to engage in professional foreign language communication, reflection, and critical interpretation of one's own experience are gradually developed. The interrelationship among these components ensures the integration of knowledge, skills, value orientations, and psychological readiness for professional activity in a multicultural environment.

Thus, the algorithm for the development of ethnocultural competence serves as a practical instrument for implementing the proposed conceptual model and ensures the systematic development of future psychologists' psychological readiness for professional activity in the context of cultural diversity.

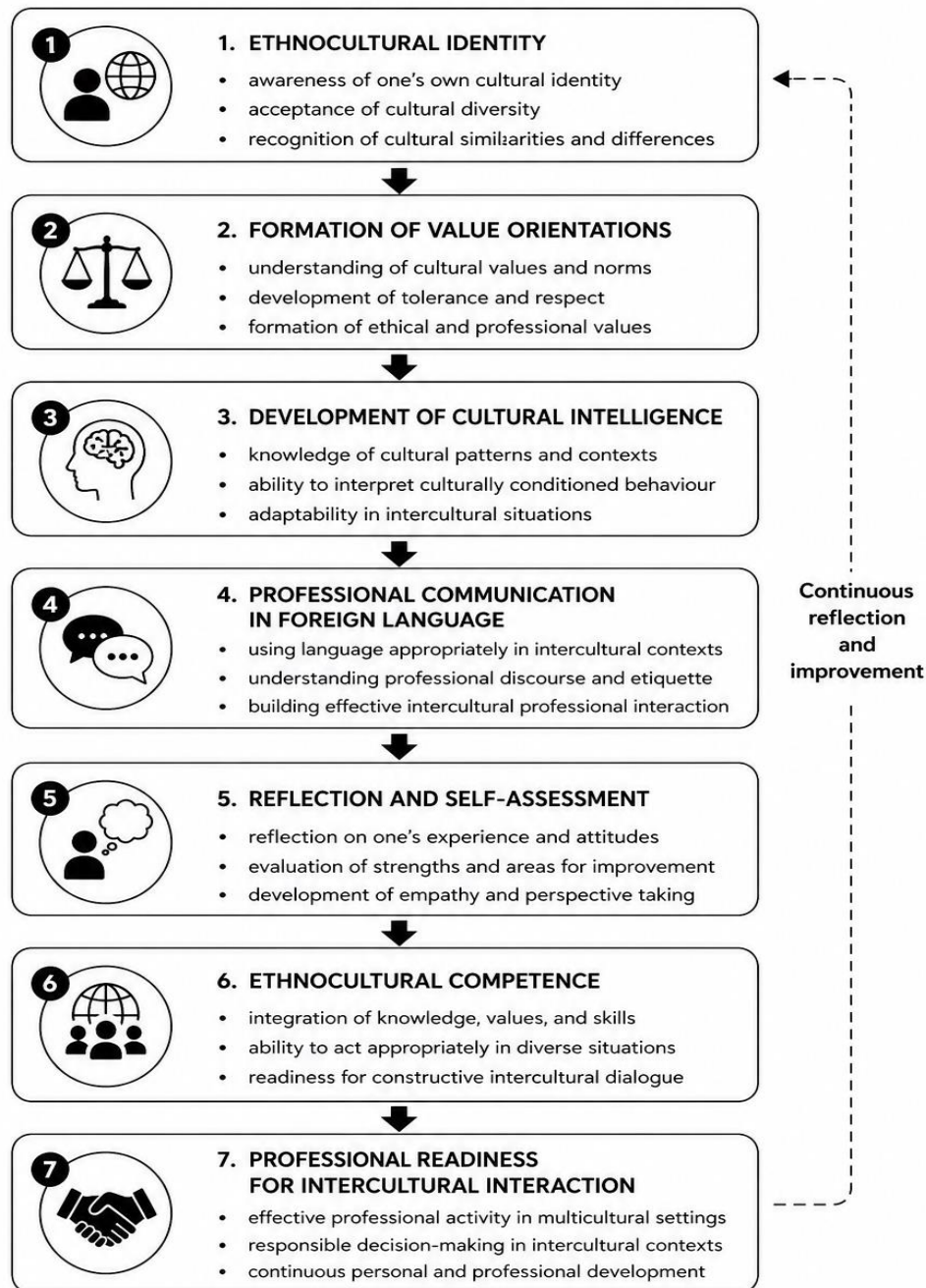


Figure 2. Algorithm for the Development of Ethnocultural Competence of Future Psychologists through Professional Communication in Foreign Language

The practical value of the proposed conceptual model lies in its potential application in the professional education of future psychologists. To examine the feasibility of its practical implementation, the model was piloted during the delivery of two interrelated educational components.

Experimental Part. The conceptual model for developing ethnocultural competence through professional foreign language communication was piloted during the professional education of second-cycle (Master's) students enrolled in the C4 Psychology programme while teaching the educational components *Professional Communication in English* and *Ethnocultural Psychology*.

The pilot implementation involved eight second-cycle (Master's) students enrolled in the C4 Psychology programme during the 2025–2026 academic year. The authors' conceptual model was implemented throughout the teaching of the educational components *Ethnocultural Psychology* and *Professional Communication in English*. The development of ethnocultural competence was examined through pedagogical observation, analysis of students' performance on professionally oriented learning tasks, analysis of learning products (psychological case studies and translation assignments), and observation of students' participation in reflective activities, role-playing exercises, group discussions, and

self-assessment. The results were analysed according to the following criteria: awareness of ethnocultural identity, development of cultural intelligence, intercultural sensitivity, professional reflection, and readiness for professional interaction in multicultural environments.

Table 2. Operationalization of the Components of Ethnocultural Competence in Professional Communication in Foreign Language

Component of the Model	Learning Activities	Expected Educational Outcome
Ethnocultural Identity	Analysis of cultural values; reflective discussions	Awareness of one's own cultural identity
Value Orientations	Ethical dilemmas; intercultural discussions	Respect for cultural diversity
Cultural Intelligence	Comparative analysis of cultural situations; case studies	Ability to interpret culturally conditioned behaviour
Professional Communication in Foreign Language	Role plays; professional dialogue; translation tasks	Effective intercultural professional communication
Reflection	Reflective journals; peer feedback; self-assessment	Development of professional self-reflection
Ethnocultural Competence	Integrated practical tasks	Readiness for professional activity in a multicultural environment

The practical implementation of the proposed conceptual model was carried out in accordance with the logic of its structural components. Each stage of the pilot implementation aimed to sequentially develop ethnocultural identity, cultural intelligence, professional foreign language communication, reflection, and the integration of these components throughout the professional education of future psychologists.

The first stage of the model's implementation focused on developing students' ethnocultural identity and cultural self-awareness. During the study of the educational component *Ethnocultural Psychology*, Master's students analysed the psychological characteristics of ethnic identity, national values, cultural traditions, the mechanisms underlying stereotype formation, and interethnic perception. Particular attention was devoted to fostering reflection, awareness of one's own cultural identity, and its influence on the professional activity of psychologists. The analysis of scholarly literature, classroom discussions, and reflective activities created opportunities to reinterpret personal experience and develop openness to cultural diversity.

The next stage aimed to develop cultural intelligence, intercultural sensitivity, and professional empathy. To achieve this, psychological case studies, problem-based situations, group discussions, and analyses of behavioural patterns characteristic of different cultural communities were employed. Particular emphasis was placed on discussing authentic professional situations that required consideration of clients' cultural backgrounds, ethical aspects of professional practice, and the psychological mechanisms underlying intercultural interaction. This organisation of the learning process fostered future psychologists' ability to analyse professional situations from the perspective of intercultural competence and to make well-founded professional decisions.

The practical implementation of the acquired psychological mechanisms took place during the study of the educational component *Professional Communication in English*. The course was structured in accordance with contemporary psychological theories, including structuralism, functionalism, behaviourism, Gestalt psychology, cognitive psychology, and cross-cultural communication. This made it possible to integrate professional foreign language education with the analysis of the psychological mechanisms underlying perception, thinking, behaviour, and interpersonal interaction.

The learning process involved professionally oriented communicative tasks in English, analysis of psychological case studies, participation in role-playing activities, simulation of psychological counselling sessions, discussion of ethical dilemmas, translation and interpretation of English-language professional texts, as well as reflective discussions on the influence of cultural context on professional communication. A distinctive feature of the course was the use of authentic materials that simulated real-life situations encountered by psychologists in international professional settings. This contributed not only to the development of foreign language communicative competence but also to the ability to interpret culturally conditioned meanings, anticipate potential communicative barriers, and select effective strategies for professional interaction.

The integration of the content of the two educational components ensured the continuity of ethnocultural competence development. The theoretical understanding of the psychological principles underlying intercultural interaction acquired through the study of *Ethnocultural Psychology* was translated into practical application through professional foreign language communication. At the same time, the experience of professional communication in English stimulated further reflection, deepened students' understanding of the psychological mechanisms of intercultural interaction, and contributed to the development of a coherent professional identity as future psychologists.

The selection of these educational components was determined by their interdisciplinary nature. The integration of psychological education with professional foreign language communication creates favourable conditions for the development of ethnocultural competence as an integrative characteristic of personality encompassing ethnocultural identity, cultural intelligence, intercultural sensitivity, professional reflection, and readiness for constructive interaction in multicultural environments.

The methodological support for the pilot implementation was based on the principles of the competence-based, learner-centred, intercultural, and psycholinguistic approaches. The organisation of the learning process involved the integration of professionally oriented communicative situations, analysis of psychological case studies, work with authentic English-language materials, translation tasks, reflective activities, and group discussions aimed at developing an understanding of cultural diversity in the professional practice of psychologists.

A distinctive feature of the pilot implementation was the integration of the theoretical understanding of the psychological mechanisms underlying intercultural interaction with their practical application through professional foreign language communication. This approach made it possible to trace how the development of ethnocultural identity, cultural intelligence, empathy, and reflection was manifested during the completion of professionally oriented learning tasks and was gradually integrated into the structure of ethnocultural competence among future psychologists.

The practical implementation of the conceptual model was carried out through a system of professionally oriented learning case studies integrated into the educational components *Ethnocultural Psychology* and *Professional Communication in English*. The selection of learning tasks aimed not only to develop professional foreign language competence but also to foster the psychological mechanisms that underpin individuals' ethnocultural competence.

Case Study 1. Analysis of a Psychological Situation of Intercultural Interaction

The first case study was designed to foster ethnocultural reflection and intercultural sensitivity. Master's students analysed a professional situation in which a psychologist worked with a client from a different cultural community. The task required students to identify potential psychological barriers to communication, analyse the influence of cultural values on the behaviour of the participants, and justify the psychologist's professional strategy.

The discussion was conducted in both Ukrainian and English, enabling students to integrate psychological analysis with professional foreign-language communication. This format promoted the development of reflection, empathy, tolerance towards cultural differences, and skills in well-reasoned professional communication.

Case Study 2. Professional Communication in English in the Context of Intercultural Interaction

The second case study simulated a professional psychological counselling session conducted in English. Master's students worked in pairs, assuming the roles of psychologist and client representing different cultural backgrounds. During the role-play, particular attention was paid to the use of professional psychological terminology, adherence to ethical principles of communication, the ability to ask open-ended questions, demonstrate empathy, and take into account the cultural characteristics of the interlocutor.

Following the role-play, a reflective discussion was conducted in which students analysed their own communicative decisions, identified the challenges of intercultural interaction, and proposed alternative strategies for professional behaviour. This form of learning contributed to the development of cultural intelligence, professional reflection, and psychological readiness to work in an international environment.

Case Study 3. Interpreting Culturally Conditioned Meanings in Professional Communication

The third case study integrated psychological analysis with translation activities. Master's students worked with authentic English-language texts containing culturally marked concepts, psychological metaphors, and features of professional discourse. The task required not only translating the text but also explaining potential interpretive difficulties arising from cultural differences and identifying the most appropriate ways to convey meaning in Ukrainian.

Particular emphasis was placed on the collaborative discussion of translation decisions. This enabled students to recognise the interrelationship between linguistic, psychological, and cultural factors in

professional communication and to view translation as a process of intercultural mediation. This approach is fully consistent with the provisions of the proposed conceptual model, according to which professional foreign language communication serves as an environment for the development of ethnocultural competence.

Results and Discussion. The analysis of the pilot implementation conducted with the participation of eight Master's students enrolled in the C4 Psychology programme during the 2025–2026 academic year demonstrated that integrating the educational components *Ethnocultural Psychology* and *Professional Communication in English* creates a coherent educational environment for the development of ethnocultural competence among future psychologists. Unlike the traditional approach to studying academic disciplines, which primarily emphasises the acquisition of discrete knowledge or professional skills, the proposed model was oriented towards developing a system of psychological characteristics essential for effective professional activity in culturally diverse environments.

Observation of the students' learning activities, analysis of their performance on professionally oriented tasks, participation in group discussions, role-playing activities, and reflective exercises made it possible to identify a positive developmental trend across the key components of ethnocultural competence. The most notable changes were observed in students' awareness of the significance of ethnocultural identity for the professional activity of psychologists. Whereas at the initial stage of learning cultural differences were primarily perceived as external characteristics of various social groups, the analysis of educational case studies gradually encouraged students to interpret them through the lens of professional ethics, psychological interaction, and personal responsibility. This tendency is consistent with contemporary psychological approaches to the development of ethnocultural identity, according to which awareness of one's own cultural identity constitutes a necessary prerequisite for constructive intercultural interaction [11].

Positive changes were also observed in the development of cultural intelligence and intercultural sensitivity. Completing professionally oriented communicative tasks in English required Master's students not only to use professional terminology but also to take into account the cultural characteristics of their interlocutors, select appropriate communicative strategies, anticipate potential challenges of intercultural interaction, and identify constructive ways of addressing them. Gradually, students moved beyond the mechanical reproduction of linguistic structures towards the conscious use of communicative resources in accordance with the psychological and cultural context of professional situations. This finding is consistent with contemporary concepts of cultural intelligence and intercultural competence [10].

The obtained results are consistent with the concept of cultural intelligence developed by S. Ang, L. Van Dyne, and K.-Y. Ng, according to which the effectiveness of intercultural interaction is determined by the development of the cognitive, motivational, and behavioural dimensions of cultural intelligence [10].

Particular attention was drawn to the results of tasks involving the translation and interpretation of culturally marked concepts. During the collaborative analysis of translation decisions, Master's students increasingly justified their choices not only on the basis of linguistic norms but also by considering the psychological characteristics of representatives of different cultures. This approach indicates the gradual development of the ability to integrate linguistic, cultural, and psychological knowledge into a unified system of professional thinking. These findings support the contemporary understanding of translation as a process of intercultural mediation that involves not only the linguistic rendering of meaning but also the interpretation of culturally conditioned meanings [20].

Another significant outcome of the pilot implementation was the enhancement of professional reflection. Reflective activities, self-assessment, and collaborative discussions of professional situations encouraged students to become more aware of their own communicative strategies, cultural attitudes, and potential challenges associated with intercultural interaction. Throughout the learning process, Master's students demonstrated a willingness to reconsider their professional decisions, engage in well-reasoned discussions of alternative approaches, and take cultural factors into account when analysing psychological situations. These findings are consistent with contemporary research that identifies professional reflection as an important psychological mechanism in the development of intercultural competence among future specialists [18].

The findings suggest that integrating psychological education and professional foreign language communication has considerable potential to foster ethnocultural competence among future psychologists. At the same time, the results indicate that the effectiveness of this process depends not on the isolated use of interactive teaching methods but on their systematic integration in accordance with the logic of the conceptual model. It is the interrelationship among the development of ethnocultural identity, cultural

intelligence, professional reflection, and foreign language communicative activity that ensures the integrity of the process of professional identity formation.

The pilot implementation also confirmed the effectiveness of the interdisciplinary integration of the educational components. Combining *Ethnocultural Psychology* and *Professional Communication in English* created conditions in which psychological knowledge was immediately applied in authentic professional communicative situations. This approach is consistent with current trends in higher education aimed at developing integrated competencies among future specialists [13]. At the same time, interdisciplinary education contributes to the development of professional readiness for effective activity in multicultural environments [16].

Conclusions. The findings of this study confirm that the development of ethnocultural competence among future psychologists is a complex integrative process determined by the interaction of psychological, intercultural, and professional communicative factors. A comprehensive analysis of contemporary scholarly approaches made it possible to establish that ethnocultural identity, cultural intelligence, intercultural communicative competence, value orientations, and professional reflection do not function in isolation but constitute an interconnected system of psychological determinants that ensures individuals' readiness for constructive professional activity in culturally diverse environments.

The principal scientific outcome of the study is the development of a conceptual model of ethnocultural competence development through professional foreign language communication, which integrates contemporary psychological and interdisciplinary approaches into a unified system of professional education for future psychologists. The proposed algorithm for the practical implementation of the model reflects the logic of the sequential development of ethnocultural competence—from the formation of ethnocultural identity and value orientations to the development of cultural intelligence, professional foreign language communication, reflection, and psychological readiness for intercultural interaction.

The results of the pilot implementation demonstrated that integrating the educational components *Ethnocultural Psychology* and *Professional Communication in English* creates an effective educational environment for the development of ethnocultural competence. The use of professionally oriented case studies, role-playing activities, analysis of intercultural situations, translation tasks, and reflective practices contributes to the development of cultural openness, professional reflection, intercultural sensitivity, and future psychologists' ability to make well-founded professional decisions in multicultural environments.

The practical significance of the study lies in the possibility of applying the proposed conceptual model and its implementation algorithm to modernize educational programs for the professional education of future psychologists, as well as to teach educational components related to professional foreign language communication, intercultural interaction, and ethnocultural psychology. The proposed approach may also be adapted for the education of specialists in other socioeconomic professions whose professional activities require effective interaction in culturally diverse environments.

Prospects for Further Research. Prospects for further research include empirically validating the proposed conceptual model using a larger sample of higher education students from different fields of study, which will make it possible to evaluate its effectiveness across diverse educational contexts. Another promising direction involves developing and validating psychodiagnostic instruments for the comprehensive assessment of ethnocultural competence and its individual psychological components.

Further scholarly investigation is also needed to examine the impact of digital educational environments, international academic projects, virtual intercultural interaction, and artificial intelligence technologies on the development of professional foreign language communication and ethnocultural competence among future specialists. Another important direction for future research is the conduct of comparative intercultural studies aimed at identifying the specific features of ethnocultural competence development across different countries and models of professional education.

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The article has been submitted to the editorial board 25.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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EMOTIONAL REGULATION AS A PREREQUISITE FOR CONSTRUCTIVE DIALOGUE IN CONFLICT SITUATIONS

У статті теоретично обґрунтовано роль емоційної регуляції як психологічної передумови конструктивного діалогу в умовах міжособистісного конфлікту. Вихідним є положення про те, що конфліктна взаємодія супроводжується підвищенням емоційного напруження, актуалізацією негативних емоцій, зміною когнітивного оцінювання ситуації та зростанням імовірності імпульсивних, захисних або деструктивних поведінкових реакцій. За таких умов здатність особистості усвідомлювати, диференціювати, приймати й регулювати власні емоційні стани набуває значення внутрішнього психологічного ресурсу, який забезпечує можливість збереження діалогічної взаємодії.

На основі аналізу наукових підходів уточнено зміст поняття емоційної регуляції в контексті конфліктної взаємодії. Показано, що емоційна регуляція не передбачає усунення, заперечення або пригнічення негативних емоцій, а забезпечує гнучке управління їх інтенсивністю, тривалістю та способами вираження відповідно до ситуації та комунікативної мети. Особливого значення набувають усвідомлення емоційного стану, когнітивна переоцінка конфліктної ситуації, контроль імпульсивних реакцій, децентрація, толерантність до емоційного напруження, емпатійне розуміння позиції іншого та вибір конструктивної комунікативної поведінки.

Запропоновано структурно-процесуальну модель емоційної регуляції конструктивного діалогу в умовах конфлікту, яка охоплює емоційно-діагностичний, когнітивно-переоцінювальний, регулятивно-стабілізаційний, комунікативно-діалогічний та рефлексивно-інтегративний компоненти. Визначено психологічні механізми, що забезпечують перехід від автоматичної емоційної реакції до усвідомленої діалогічної відповіді.

Обґрунтовано, що результативність емоційної регуляції доцільно визначати не відсутністю негативних емоцій у конфлікті, а здатністю особистості зберігати усвідомленість, самоконтроль, гнучкість когнітивного оцінювання, емпатійність, орієнтацію на предмет конфлікту та готовність до пошуку взаємоприйняттого рішення.

Ключові слова: емоційна регуляція; конфлікт; конструктивний діалог; міжособистісна взаємодія; когнітивна переоцінка; саморегуляція; емоційна усвідомленість; емпатія; комунікація; рефлексія.

The article provides a theoretical substantiation of the role of emotion regulation as a psychological prerequisite for constructive dialogue in interpersonal conflict. It is based on the premise that conflict interaction is accompanied by increased emotional tension, the activation of negative emotions, changes in the cognitive appraisal of the situation, and an increased likelihood of impulsive, defensive, or destructive behavioral responses. Under such conditions, an individual's ability to recognize, differentiate, accept, and regulate their own emotional states becomes an important internal psychological resource that enables the maintenance of dialogical interaction.

Based on an analysis of scientific approaches, the concept of emotion regulation in the context of conflict interaction is clarified. It is demonstrated that emotion regulation does not imply the elimination, denial, or suppression of negative emotions; rather, it involves the flexible management of their intensity, duration, and modes of expression in accordance with situational demands and communicative goals. Particular importance is attributed to awareness of one's emotional state, cognitive reappraisal of the conflict situation, control of impulsive responses, decentering, tolerance of emotional tension, empathic understanding of the other person's perspective, and the selection of constructive communicative behavior.

A structural-process model of emotion regulation in constructive dialogue under conflict conditions is proposed. The model comprises emotional-diagnostic, cognitive-reappraisal, regulatory-stabilizing, communicative-dialogical, and reflective-integrative components. The psychological mechanisms

facilitating the transition from an automatic emotional reaction to a conscious dialogical response are identified.

It is substantiated that the effectiveness of emotion regulation should be assessed not by the absence of negative emotions during conflict, but by an individual's ability to maintain awareness and self-control, demonstrate flexibility in cognitive appraisal and empathy, remain focused on the subject matter of the conflict, and be willing to seek a mutually acceptable solution.

Key words: emotion regulation; conflict; constructive dialogue; interpersonal interaction; cognitive reappraisal; self-regulation; emotional awareness; empathy; communication; reflection.

Introduction and Relevance of the Problem. Conflict is an inevitable form of social interaction arising wherever people differ in needs, expectations, values, goals, interpretations, roles, or preferred ways of acting. The psychological significance of conflict, however, is determined not only by the objective incompatibility of positions but also by the way this incompatibility is emotionally experienced. The same disagreement may become a productive discussion, a temporary rupture, or a prolonged destructive confrontation depending on how participants interpret the situation, regulate affective arousal, and transform emotional impulses into communicative action. For this reason, the study of constructive dialogue in conflict requires attention not only to communication techniques but also to the internal regulatory processes that make these techniques psychologically available at the moment of tension.

In everyday and professional discourse, constructive communication is often reduced to a set of verbal recommendations: speak calmly, use «I-statements», listen actively, avoid accusations, formulate requests, and seek compromise. These recommendations are valuable, yet they may be insufficient when emotional activation exceeds a person's regulatory capacity. A participant may know the rules of effective communication and nevertheless interrupt, attack, withdraw, become sarcastic, freeze, or repeat the same accusation when anger, fear, humiliation, shame, helplessness, or perceived injustice becomes dominant. The central problem is therefore not a lack of knowledge about communication alone, but the temporary narrowing of attention, cognition, behavioral flexibility, and capacity for perspective-taking under emotional load.

Emotions in conflict perform an adaptive signaling function. Anger may indicate a perceived violation of boundaries or injustice; fear may signal threat or anticipated loss; sadness may reflect loss of connection; shame may arise when the self is experienced as devalued; guilt may motivate repair; disappointment may signal unmet expectations. The problem emerges when the emotion is equated with an instruction for action. «I am angry» can rapidly become «I must attack»; «I am afraid» may become «I must avoid»; «I feel ashamed» may become «I must defend myself by devaluing the other». Emotional regulation creates a psychological interval between affective activation and behavioral response. Within that interval, the individual can identify what is happening, assess the meaning of the emotion, choose a regulatory strategy, and decide how to communicate without denying the emotional reality of the situation.

Contemporary research increasingly treats emotion regulation as both an intrapersonal and interpersonal phenomenon. Regulation may occur within the individual, but it also unfolds between people: one person's tone, facial expression, validation, withdrawal, criticism, or calm presence changes the emotional state of the other and, in turn, alters the trajectory of the interaction. Recent work on dyadic and interpersonal emotion regulation emphasizes that regulatory processes have consequences not only for the targeted emotion but also for relationship dynamics. This perspective is particularly important for conflict, where each participant simultaneously regulates the self and influences the emotional field of the interaction.

The relevance of the problem is intensified by the fact that constructive dialogue is required in diverse contexts: intimate and family relationships, educational environments, professional teams, organizational negotiations, helping professions, mediation, community interaction, and social conflicts. In each of these domains, escalation may have different consequences, but the underlying psychological task remains similar: to preserve sufficient self-regulation and relational contact so that disagreement can be processed through meaning, language, and coordinated action rather than through impulsive attack, avoidance, coercion, or emotional shutdown.

Theoretical Foundations of Emotional Regulation. Emotion regulation is commonly understood as the processes through which individuals influence which emotions they have, when they have them, and how these emotions are experienced and expressed. The process model associated with J. J. Gross shifted research away from viewing regulation as a single act of emotional control and toward analyzing regulation across the unfolding emotional episode. From this perspective, strategies may operate before an emotional response is fully activated or after physiological, experiential, and behavioral response tendencies have

emerged. This temporal logic is especially useful for conflict because regulation can begin before a difficult conversation, during the interpretation of the partner's words, at the moment of rising arousal, or after an impulsive response has already occurred.

The distinction between antecedent-focused and response-focused regulation clarifies why some strategies are more effective in particular phases of conflict. Situation selection and situation modification concern the conditions in which interaction occurs: choosing an appropriate time, reducing external distractions, limiting exposure to known triggers, or changing the format of a conversation. Attentional deployment concerns what the person focuses on: a provocative phrase, the broader context, the partner's intention, bodily signals, or the shared goal. Cognitive change concerns interpretation: whether disagreement is perceived as disrespect, abandonment, incompetence, threat, or a solvable difference. Response modulation concerns what happens after the emotion is activated, including breathing, pausing, changing voice intensity, inhibiting an insult, or temporarily interrupting the conversation.

Cognitive reappraisal is particularly relevant to constructive dialogue because it changes the meaning assigned to an event rather than simply masking the outward expression of emotion. In conflict, a statement such as «You never listen to me» may initially be interpreted as a global attack. Reappraisal does not require accepting the accusation as true; instead, it may involve recognizing that the statement could be an emotionally intensified expression of unmet need. This shift can reduce defensive responding and increase the possibility of clarification. The regulatory value of reappraisal therefore lies in creating alternative interpretations that preserve complexity and prevent the immediate fusion of subjective meaning with objective fact.

At the same time, no regulatory strategy should be treated as universally adaptive. Context, timing, intensity of emotion, relationship history, power asymmetry, and the nature of the conflict all matter. A strategy that is useful for moderate irritation may be insufficient during extreme arousal. Temporary disengagement may protect dialogue from escalation when both participants intend to return to the issue, but the same behavior may become avoidant if it functions as chronic withdrawal. Direct expression of dissatisfaction may be constructive when change is possible and necessary, yet harmful when it becomes contemptuous, humiliating, or coercive. Regulation therefore requires flexibility rather than rigid adherence to one "correct" strategy.

The multidimensional approach of K. L. Gratz and L. Roemer is also important because it conceptualizes emotion regulation as more than reducing emotional intensity. Their framework includes awareness and understanding of emotions, acceptance of emotional responses, access to effective strategies, and the ability to pursue goal-directed behavior and inhibit impulsive action while distressed. Applied to conflict, this means that successful regulation is not equivalent to becoming emotionally neutral. A person may remain angry or hurt and still act in accordance with the goal of dialogue, maintain boundaries, listen, formulate a request, and refrain from destructive behavior.

This multidimensional perspective allows us to distinguish regulation from emotional suppression. Suppression may reduce visible expression without changing the internal meaning or intensity of the experience and may sometimes interfere with interpersonal understanding. Constructive regulation, by contrast, includes the capacity to acknowledge the emotion internally, determine whether and how it should be expressed, and choose a form of expression proportionate to the situation. The key question is not «How do I stop feeling this?» but «How do I remain capable of purposeful action while this emotion is present?».

Conflict as an Emotionally Saturated Interaction. A conflict episode can be conceptualized as a dynamic sequence: triggering event – appraisal – emotional activation – physiological mobilization – action tendency – communicative response – reaction of the other participant – secondary appraisal – further escalation or de-escalation. Each link influences the next, and the process is recursive. A harsh tone may be interpreted as disrespect, which intensifies anger, increases physiological arousal, produces a sharper response, and confirms the other person's expectation of hostility. Thus, escalation is often maintained not by one isolated cause but by a feedback loop in which emotion and communication mutually reinforce one another.

Physiological arousal deserves particular attention. Classic research by R. W. Levenson and J. M. Gottman demonstrated the importance of physiological and affective patterns during couple conflict. When arousal rises, cognitive resources may become increasingly organized around threat detection and self-protection. The person may listen selectively, remember prior grievances, overestimate hostile intention, and lose access to nuanced language. The partner's neutral or ambiguous behavior may then be interpreted through a threat-focused lens. From the standpoint of constructive dialogue, the ability to notice rising activation before behavioral control is lost is therefore a central regulatory skill.

The emotional meaning of conflict is also shaped by relational history. Current disagreements often activate earlier experiences of being ignored, controlled, abandoned, criticized, humiliated, or treated unfairly. This does not mean that present conflict is merely a repetition of the past, but it explains why apparently small events can produce disproportionate emotional responses. A late message, forgotten promise, critical remark, or change of plans may acquire symbolic meaning: «I am not important», «I cannot rely on you», «My needs do not matter», or «I am being controlled again». Emotional regulation requires the ability to differentiate the present stimulus from the broader network of meanings it activates.

Another important process is emotional contagion and reciprocal regulation. In dyadic interaction, one person's activation changes the other person's emotional state. Raised voice may evoke fear or anger; withdrawal may intensify pursuit; sarcasm may evoke shame and counterattack; calm validation may reduce defensiveness. This reciprocal nature of regulation means that constructive dialogue cannot be understood as two independent individuals applying techniques in parallel. It is a co-regulated process in which each participant contributes to either widening or narrowing the regulatory capacity of the interaction.

Research on conflict communication further suggests that the effectiveness of directness, opposition, cooperation, and validation depends on context. Constructiveness cannot be defined as constant softness or agreement. At times, direct confrontation of a serious and changeable problem may be necessary. In other situations, support and validation may be more useful than immediate problem solving. The psychologically mature form of dialogue therefore combines emotional regulation with contextual sensitivity: the capacity to remain engaged with both the problem and the relationship.

Aim and Methodological Framework. The aim of the article is to provide a theoretical substantiation of emotional regulation as a psychological prerequisite for constructive dialogue in conflict situations and to develop a structural-process model of its realization. To achieve this aim, the following objectives were defined: to clarify the psychological content of emotional regulation in conflict; to analyze the relationship between emotional activation, cognitive appraisal, and communicative behavior; to distinguish adaptive regulation from suppression, avoidance, and impulsive discharge; to identify the psychological mechanisms that support the transition from emotional reaction to constructive response; to substantiate the components and stages of a structural-process model of emotional regulation in constructive dialogue; and to define criteria for evaluating the effectiveness of regulation in conflict interaction.

The methodological framework integrates the process approach to emotion regulation, the cognitive-behavioral approach, the interpersonal and dyadic perspective, the reflective approach, and the communicative approach to conflict. The process approach makes it possible to locate regulatory intervention at different stages of the emotional episode. The cognitive-behavioral perspective clarifies the relationships among interpretation, emotion, physiological activation, action tendencies, and behavior. The interpersonal perspective emphasizes reciprocal influence and co-regulation. The reflective approach highlights awareness of internal states and habitual patterns. The communicative perspective links regulation to observable dialogue behaviors such as listening, validation, assertive expression, clarification, negotiation, and repair.

The study uses theoretical analysis and synthesis of psychological literature on emotion regulation, interpersonal communication, conflict behavior, dyadic processes, and constructive problem solving; conceptual and terminological comparison; systematization; theoretical generalization; and structural-process modeling. The proposed model is theoretical and requires subsequent empirical verification [2].

Emotional Awareness as the Starting Point of Constructive Regulation. Emotional awareness is the first condition for regulation because an unrecognized emotional state is more likely to be enacted automatically. In conflict, people often identify only the most visible emotion, usually anger, while more vulnerable experiences remain outside awareness. Irritation may coexist with fear of rejection, disappointment, helplessness, grief, shame, or longing for recognition. When the emotional field is reduced to «I am angry» communication tends to organize around accusation. When the person can differentiate «I am angry because I felt ignored, and beneath the anger I am afraid that my needs do not matter», the possibilities for dialogue expand.

Awareness includes recognition of bodily signals. Increased heart rate, muscular tension, heat, shallow breathing, pressure in the chest, changes in voice, or an urge to interrupt may function as early markers of escalation. These signals are not merely physiological noise; they provide information about the narrowing of the regulatory window. Learning to notice them before the point of behavioral disorganization allows the person to intervene earlier. A brief pause taken at the first signs of escalation is qualitatively different from leaving after an exchange of insults.

Emotional differentiation is equally important. Global descriptions such as «I feel bad» provide little regulatory information. More differentiated labeling—irritated, offended, anxious, ashamed, disappointed, powerless, jealous, lonely—helps connect emotion with meaning and need. Labeling does not automatically solve the conflict, but it reduces ambiguity and supports more precise communication. Instead of «You make me crazy», a participant may say, «When the decision was made without me, I felt excluded and angry because participation in such decisions is important to me».

Awareness also includes recognition of action tendencies. Anger may generate an urge to attack, fear an urge to escape, shame an urge to hide, and hurt an urge to withdraw or retaliate. Constructive regulation does not demand that the action tendency disappear. It requires recognizing the tendency as a psychological impulse rather than an obligation. This distinction is one of the central transitions from reaction to response.

Cognitive Appraisal and Reappraisal in Conflict. Emotions arise not only from events but from the meanings attributed to events. Cognitive appraisal therefore occupies a central position in the regulation of conflict. Participants continuously answer implicit questions: What is happening? Is this dangerous? Is it fair? What does it say about me? What does it say about the other person? Can I influence the situation? Is the partner acting intentionally? These appraisals may occur rapidly and outside deliberate awareness, yet they shape emotional intensity and behavioral choice.

Conflict appraisals are vulnerable to cognitive distortions. Mind reading may transform uncertainty into certainty about hostile intention. Overgeneralization turns a specific event into «always» and «never». Personalization interprets another person's behavior as primarily directed against the self. Dichotomous thinking divides participants into right and wrong, victim and offender, competent and incompetent. Catastrophizing treats disagreement as evidence of relational collapse. Emotional reasoning equates the intensity of feeling with the truth of interpretation: «Because I feel betrayed, betrayal must have occurred exactly as I imagine it» [3].

Cognitive reappraisal involves generating a broader and more flexible interpretation without invalidating the original emotion. It may include separating facts from assumptions, considering situational explanations, examining alternative intentions, distinguishing impact from intent, and identifying the specific need or value involved. For example, «She interrupted because she does not respect me» can be reformulated as «I experienced the interruption as disrespectful; I need to clarify whether she was dismissing me or reacting impulsively». Such reappraisal does not erase the boundary issue; it prevents premature certainty from dictating behavior.

Decentering supports reappraisal by allowing thoughts to be experienced as mental events rather than unquestionable facts. In conflict, this may take the form: «I notice the thought that I am being deliberately humiliated», rather than «I am being deliberately humiliated». The linguistic difference reflects a psychological shift. It creates room for inquiry, evidence, and alternative perspectives. This is especially important when the emotional system is producing rapid threat-based interpretations.

Perspective-taking is a related but distinct process. It does not require agreement with the partner's position. Rather, it involves reconstructing how the situation may look from the other person's point of view. This capacity reduces egocentric certainty and supports dialogue because the partner's behavior becomes psychologically intelligible even when it remains unacceptable. Understanding is not the same as approval; it is a condition for accurate communication.

Regulation of Arousal and Tolerance of Emotional Discomfort. Constructive dialogue requires a level of physiological activation compatible with listening, language, inhibition, and flexible reasoning. When arousal becomes excessive, continuing the conversation at any cost may be counterproductive. Regulation-stabilization therefore includes strategies that reduce the intensity of activation without abandoning the issue. Slow breathing, grounding, posture change, sensory orientation, deliberate reduction of speech rate, temporary silence, or a mutually agreed pause can restore access to reflective functioning [12].

A pause is constructive when it is structured. It should communicate both the need for temporary regulation and the intention to return: «I want to continue this conversation, but I am too activated to speak carefully. I need twenty minutes, and then I will come back». Without the second element, withdrawal may be experienced as abandonment or punishment. Thus, even a self-regulation strategy has an interpersonal form and must be communicated in a way that protects the relational frame.

Tolerance of emotional discomfort is a core regulatory capacity. Many destructive conflict behaviors function as attempts to end intolerable internal states quickly. An insult may discharge anger; coercion may reduce uncertainty; withdrawal may reduce anxiety; premature agreement may reduce fear of rejection. These behaviors can provide immediate relief while worsening the long-term problem. The

capacity to remain with discomfort without impulsive action makes it possible to choose behavior according to goals and values rather than immediate relief.

Acceptance plays an important role here. Acceptance does not mean approving the conflict, agreeing with the partner, or resigning oneself to harmful behavior. It means acknowledging the present emotional state without adding a secondary struggle such as «I must not feel angry», «I should not be afraid» or «If I am hurt, I am weak». Secondary judgment often intensifies arousal. Acceptance reduces the energy spent fighting the existence of the emotion and redirects attention toward how to respond to it.

Regulation should also be distinguished from forced calmness. A person can speak quietly while using contempt, manipulation, or passive aggression. Conversely, a person may speak with visible emotion and still remain constructive. The criterion is not emotional flatness but preservation of agency, boundaries, respect, and goal-directed communication.

Communicative Transformation of Emotion. The communicative-behavioral component translates regulated emotional experience into language and interaction. This is the point at which internal regulation becomes visible in dialogue. A constructive message typically differentiates observation, emotional response, meaning, need, and request. Instead of global character judgments, the speaker refers to a specific situation. Instead of attributing motives as facts, the speaker describes impact and asks for clarification. Instead of demanding mind reading, the speaker formulates a concrete request [6].

Assertiveness is essential because constructive dialogue is not synonymous with compliance. Emotion regulation should increase the capacity to express disagreement clearly, set boundaries, refuse unacceptable behavior, and negotiate needs without humiliation or coercion. An emotionally regulated person may say «No», «This is not acceptable to me», or «I am willing to continue only if we stop insulting each other». The regulatory achievement lies in communicating the boundary without converting it into a global attack on the other person's worth.

Active listening is another behavioral expression of regulation. Genuine listening in conflict is difficult because the listener is simultaneously managing their own emotional response. The impulse to prepare a counterargument competes with the task of understanding. Reflective listening, paraphrasing, and clarification slow the interaction and reduce the risk that assumptions will replace information. Phrases such as «Do I understand correctly that...?» or «What was most important for you in that situation?» create cognitive space and signal relational engagement.

Validation has a specific regulatory function. To validate is to recognize that the other person's emotional response is understandable from their perspective, even if one disagrees with their interpretation or behavior. Validation reduces the need to intensify emotion in order to be heard. It may therefore interrupt escalation. However, validation should not be confused with agreement or surrender. «I understand why you were angry when you thought I had excluded you» can coexist with «I see the situation differently».

Repair is a particularly important feature of constructive dialogue. Regulation is never perfect; participants may interrupt, raise their voices, become defensive, or say something unnecessarily harsh. The decisive factor is whether the interaction contains mechanisms for repair: acknowledging escalation, correcting wording, apologizing for the form of expression, restating the underlying need, or returning after a pause. A relationship or dialogue does not become constructive because conflict is absent, but because disruption can be recognized and repaired.

Interpersonal and Dyadic Emotion Regulation. Emotion regulation in conflict is not solely an individual competence. Interpersonal regulation occurs when one person intentionally or unintentionally influences another person's emotional state. Tone of voice, facial expression, proximity, timing, responsiveness, humor, reassurance, silence, and validation can all alter arousal. Recent integrative work on supportive communication and interpersonal emotion regulation emphasizes the need to understand communication as part of the regulatory process rather than as a separate outcome.

Dyadic regulation is especially evident in recurring conflict patterns. One participant may pursue contact more intensely as anxiety rises, while the other withdraws to reduce overload. The withdrawal increases the first person's anxiety, leading to stronger pursuit; stronger pursuit increases the second person's overload, producing further withdrawal. Neither behavior can be understood adequately in isolation. The regulatory task is to change the cycle itself: the pursuer learns to express need without escalating pressure, while the withdrawing participant learns to request space without disappearing from the relational field.

Co-regulation also explains why a calm response can sometimes reduce escalation and at other times intensify it. If calmness is experienced as presence and receptivity, it may stabilize the interaction. If it is experienced as cold superiority or emotional disengagement, it may increase frustration. Regulatory

behavior therefore acquires meaning within the relationship. Technique without attunement may fail because the partner responds not only to what is done but to what it signifies [1].

The interpersonal perspective also highlights asymmetry. Not all conflicts occur between equally powerful participants, and not all situations are safe for open emotional expression. Constructive dialogue presupposes a minimum of psychological and interpersonal safety. In contexts involving intimidation, coercive control, violence, or serious abuse of power, the primary goal may be safety, boundaries, and access to support rather than mutual dialogue. Emotion regulation should never be used to place responsibility for another person's aggression on the individual experiencing it.

Structural-Process Model of Emotional Regulation for Constructive Dialogue. On the basis of the theoretical analysis, emotional regulation in conflict can be defined as a purposeful and context-sensitive process of awareness, interpretation, modulation, expression, and reflective integration of emotional experience that preserves the individual's capacity for goal-directed action and supports communication oriented toward clarification, boundary protection, mutual understanding, and problem solving.

The proposed structural-process model comprises five interrelated components: (1) emotional-awareness, (2) cognitive-appraisal, (3) regulation-stabilization, (4) communicative-behavioral, and (5) reflective-integrative. The components are presented sequentially for analytical clarity, but in real interaction they operate recursively. A person may move back from communication to stabilization, revise an appraisal after hearing the partner, or become aware of a previously unrecognized emotion during reflection.

The emotional-awareness component involves recognition and differentiation of emotions, bodily markers, action tendencies, triggers, and underlying needs. Its goal is to transform diffuse activation into psychologically meaningful information. The cognitive-appraisal component involves examining interpretations, assumptions, perceived threats, attribution of intentions, and rigid beliefs. Its goal is to increase cognitive flexibility and reduce automatic hostile or catastrophic interpretations.

The regulation-stabilization component includes acceptance of emotional experience, reduction of excessive physiological arousal, attentional control, tolerance of discomfort, impulse inhibition, and flexible selection of strategies. Its goal is not to eliminate emotion but to restore a level of activation compatible with deliberate action. The communicative-behavioral component includes assertive expression, active listening, validation, clarification, boundary-setting, formulation of requests, negotiation, and repair. Its goal is to convert regulated emotion into dialogue behavior.

The reflective-integrative component includes analysis of the conflict episode, identification of successful and unsuccessful regulatory choices, awareness of recurring triggers and relational patterns, integration of feedback, and planning of alternative responses. Its goal is to transform each conflict into a source of learning rather than merely an event to be survived. Over time, this component supports the development of a more flexible personal style of emotional regulation.

Table 1.

Structural-Process Model of Emotional Regulation as a Prerequisite for Constructive Dialogue

Component	Main task	Mechanisms / methods	Constructive-dialogue manifestation	Expected result
1. Emotional-awareness	Recognize the emotional state before it becomes automatic behavior	Emotion labeling; body scanning; trigger identification; differentiation of primary and secondary emotions; recognition of action tendencies	The participant can name what is happening internally and distinguish emotion from accusation	Awareness of the emotional process and reduced automaticity
2. Cognitive-appraisal	Examine the meaning assigned to the conflict	Fact–interpretation distinction; alternative	Less mind reading and global attribution;	More flexible and realistic interpretation of the situation

		explanations; cognitive reappraisal; decentering; perspective- taking	greater curiosity and clarification	
3. Regulation- stabilization	Maintain arousal within a range compatible with deliberate action	Breathing; grounding; attentional shifting; acceptance; pause; impulse inhibition; distress tolerance	Reduced escalation; capacity to remain engaged or to take a structured break	Restored behavioral choice and self-control
4. Communicative- behavioral	Translate emotion and needs into constructive interaction	Assertiveness; I- statements; active listening; validation; boundary-setting; concrete requests; negotiation; repair	Specific language instead of global accusations; preservation of contact and boundaries	Problem-focused, respectful dialogue
5. Reflective- integrative	Learn from the conflict and consolidate adaptive regulation	Post-conflict reflection; feedback; analysis of triggers; identification of patterns; planning alternative responses	Ability to discuss not only the issue but also how the dialogue unfolded	Flexible regulatory repertoire and improved future conflict management

Psychological Mechanisms of the Transition from Reaction to Response. The central psychological transition in constructive conflict regulation is the movement from automatic reaction to deliberate response. This transition is not a single mechanism but a coordinated sequence. First, attentional monitoring detects internal activation. Second, emotional labeling organizes the experience. Third, decentering separates the person from the immediate interpretation. Fourth, reappraisal expands the field of possible meanings. Fifth, physiological stabilization reduces the urgency of action tendencies. Sixth, goal activation restores awareness of what the person wants from the conversation. Seventh, communicative selection transforms the internal state into language compatible with both self-respect and relational respect [9].

Attentional deployment determines which aspects of the conflict dominate consciousness. Under threat, attention is drawn toward evidence of hostility and away from evidence of cooperation. Deliberately widening attention can therefore be regulatory: noticing the partner's complete message rather than one provocative phrase; remembering the shared goal; observing one's own body; or attending to information that contradicts the assumption of total hostility. This does not require ignoring genuine threat. It requires preventing attentional capture from becoming the sole organizer of the interaction.

Inhibitory control is another mechanism. Constructive dialogue often depends on not performing the first available action: not sending the message immediately, not interrupting, not using the most hurtful fact available, not raising the voice further, not leaving without explanation. Inhibition alone is insufficient because suppressed impulses may return, but it creates time for alternative behavior to be selected. Thus, inhibition functions as a bridge rather than an endpoint.

Goal activation is particularly important because emotional escalation changes the operative goal. A conversation may begin with the goal of solving a problem and shift toward proving innocence, winning, punishing, forcing recognition, or escaping discomfort. A simple regulatory question – «What do I want to achieve in the next five minutes?» - can expose this shift. Restoring the goal of understanding, boundary-setting, decision-making, or problem solving reorganizes behavior around longer-term consequences.

Mentalization and perspective-taking support the recognition that the partner has an internal world that cannot be inferred with certainty from observable behavior. During conflict, mentalization may collapse into certainty: «I know why you did this». Restoring curiosity – «What was happening for you?» - reduces attributional rigidity. This mechanism is especially valuable when the same behavior can have multiple meanings.

Repair integrates regulation and relationship. Once escalation has occurred, the regulatory task changes from prevention to restoration. Repair may involve acknowledging one's contribution, naming the emotional overload, clarifying intent, correcting an unfair statement, apologizing, or proposing a new format. The capacity to repair prevents the perfectionistic belief that constructive dialogue must proceed without mistakes. A more realistic standard is that participants can detect rupture and return to dialogue.

Adaptive and Potentially Maladaptive Strategies. The adaptive value of an emotion regulation strategy depends on context, timing, function, and flexibility. Cognitive reappraisal may reduce unnecessary escalation, but repeated reinterpretation can become self-invalidation if it is used to rationalize persistent mistreatment. Acceptance can support tolerance of emotion, but it should not become passive acceptance of boundary violations. A pause can protect the conversation, but repeated pauses without return become avoidance. Emotional expression can increase authenticity, but unmodulated expression may become aggression. The same outward behavior can therefore have different psychological functions.

Suppression is particularly complex. In some situations, temporarily inhibiting expression may be useful - for example, preventing an insult while searching for a more accurate formulation. Chronic suppression, however, may reduce emotional transparency and prevent the partner from understanding the significance of the issue. The relevant distinction is between strategic modulation of expression and habitual disconnection from emotional experience.

Rumination is another common response to conflict. Repetitive analysis can create the subjective impression of problem solving while actually maintaining anger and threat activation. Productive reflection differs from rumination because it leads to new information, differentiated meaning, or a plan for action. Rumination circles around blame and certainty; reflection increases complexity and choice.

Avoidance may reduce immediate distress but often leaves the underlying issue unresolved. Nevertheless, not every postponement is avoidance. A deliberate decision to delay a conversation until participants have sufficient time and regulatory capacity can be adaptive. The criterion is whether postponement serves later engagement or functions as a way to make engagement indefinitely unnecessary.

Cathartic discharge deserves caution. The belief that anger must be “released” through aggressive expression can reinforce aggressive scripts rather than improve regulation. Constructive expression aims to communicate the meaning of anger and protect boundaries without rehearsing hostility. Emotional authenticity does not require maximal intensity of expression.

Criteria for Evaluating the Effectiveness of Emotional Regulation in Conflict. The effectiveness of emotional regulation in conflict should not be evaluated solely by reduction of negative emotion. A dialogue may remain emotionally intense and still be constructive. More appropriate criteria concern the preservation or restoration of psychological functions necessary for interaction.

First, the person maintains awareness of the emotional state and can distinguish emotion from action. Second, the person retains the ability to inhibit impulsive behavior and choose a response. Third, interpretations become more differentiated and less globally accusatory. Fourth, the person can formulate needs, boundaries, and requests in specific language. Fifth, the person remains capable of listening and checking understanding. Sixth, disagreement can be tolerated without immediate devaluation of the other or collapse of the relationship frame [10].

Seventh, the participant can recognize when arousal has exceeded a workable level and can initiate a structured pause. Eighth, after escalation, the person is capable of repair and return. Ninth, the interaction shifts from proving who is “bad” or “right” toward defining the problem, clarifying positions, and identifying possible decisions. Tenth, the conflict produces learning: participants can identify triggers, patterns, successful strategies, and areas requiring further work.

At the dyadic level, effectiveness may be reflected in reduced reciprocity of negative affect, greater responsiveness, more accurate mutual understanding, increased capacity to alternate speaking and listening roles, and restoration of cooperative problem solving. Importantly, these criteria should be interpreted within the context of the relationship and should not be used to demand “calm communication” from a person facing intimidation or abuse.

Practical Application in Psychological Counseling and Mediation. The proposed model can be translated into a sequence of psychological interventions. At the assessment stage, the psychologist or mediator identifies typical conflict triggers, dominant emotions, physiological signs of escalation,

automatic interpretations, action tendencies, habitual regulatory strategies, and recurrent interaction cycles. Attention should be paid not only to what participants argue about but to how the conflict develops over time.

The emotional-awareness stage may use emotion diaries, trigger maps, body-signal monitoring, differentiation of primary and secondary emotions, and reconstruction of recent conflict episodes. The task is to increase precision. A client who reports «I just explode» can gradually learn to identify the preceding sequence: tension in the body, thought of being ignored, fear of losing influence, anger, urge to interrupt, raised voice. Once the sequence becomes visible, intervention points appear.

The cognitive-appraisal stage may include identification of automatic thoughts, fact–interpretation separation, examination of evidence, alternative explanations, perspective-taking, and analysis of rigid rules such as «If a person loves me, they should know what I need without being told» or «If I admit any part of responsibility, I will lose». The aim is not to replace negative thoughts with artificially positive ones but to develop interpretations that are more accurate, contextual, and useful for action.

The regulation-stabilization stage includes practicing short strategies before they are needed in real conflict. Breathing, grounding, attentional orientation, self-instruction, and structured pauses are more effective when rehearsed in advance. Clients can develop an individualized «escalation map» with early, middle, and late signs of overload and corresponding actions for each level.

The communicative-behavioral stage uses role play, rehearsal of assertive messages, validation practice, listening exercises, boundary statements, and repair attempts. A useful transformation is from accusation to structured expression: specific event – emotional impact – meaning or need – request. For example: «When plans changed and I learned about it at the last moment, I felt angry and unimportant. I need us to discuss changes that affect both of us. Next time, please tell me before the decision is final».

In mediation, the model can help the practitioner track not only substantive positions but the regulatory capacity of the participants. When arousal is too high, additional argument may deepen polarization. The mediator can slow the pace, summarize, separate issues, validate emotional significance without endorsing claims, and restore a workable level of interaction. Thus, emotional regulation becomes part of the procedural architecture of mediation.

In couple and family counseling, the model can be used to identify reciprocal cycles rather than locating the problem exclusively within one partner. The question shifts from «Who starts the conflict?» to «How does each response become a trigger for the next response?» This reframing reduces blame and makes the cycle itself a shared target for change.

In professional teams and educational settings, the model can support training in difficult conversations, feedback, negotiation, and boundary-setting. The emphasis should be on scenario-based practice rather than lecture alone, because regulatory skills must be available under activation, not only understood intellectually.

Discussion. The proposed model conceptualizes emotional regulation as a functional prerequisite for constructive dialogue rather than as an additional communication skill. This distinction has theoretical and practical significance. Communication techniques are implemented through cognitive and behavioral systems whose availability changes under emotional load. Therefore, interventions that teach dialogue without addressing emotional regulation may produce knowledge that is difficult to access precisely when conflict becomes intense.

The model also challenges the idea that successful regulation means minimizing emotion. Negative emotions can contain important information about boundaries, injustice, loss, unmet needs, or threat. Excessive focus on calmness may create a socially desirable but psychologically superficial form of communication. The aim is not to make conflict emotionally neutral but to preserve reflective and communicative capacity while emotion is present.

A second important implication concerns flexibility. Research on emotion regulation increasingly emphasizes that strategy effectiveness is context-dependent. The proposed model therefore avoids assigning fixed adaptive or maladaptive status to every strategy. A pause, direct confrontation, distraction, suppression of immediate expression, or acceptance can each be useful or harmful depending on function and context. Mature regulation involves selecting, monitoring, and revising strategies rather than applying them mechanically.

A third implication is the integration of intrapersonal and interpersonal regulation. Conflict cannot be reduced to self-control within two isolated individuals. Emotional states are mutually influenced, and each participant's behavior changes the regulatory demands placed on the other. This makes dyadic patterns an essential unit of analysis. The same individual may regulate effectively with one partner and poorly in a relationship organized around chronic threat, invalidation, or pursuit-withdrawal cycles.

A fourth implication concerns the relationship between regulation and power. Calls for emotional self-regulation can become ethically problematic when applied without attention to coercion, violence, or structural asymmetry. Constructive dialogue is not always the appropriate immediate goal. In unsafe situations, regulation may support protective action, boundary-setting, disengagement, and help-seeking rather than mutual problem solving. This limitation should be explicit in both research and practice.

A fifth implication concerns learning from conflict. The reflective-integrative component positions conflict as a potential source of psychological development. After the immediate issue is resolved, participants can examine what activated them, which interpretations intensified the episode, what helped them recover, and what should be done differently next time. Repeated reflection may gradually transform regulation from effortful technique into a more stable relational competence.

The model is consistent with contemporary developments that connect supportive communication, interpersonal emotion regulation, and dyadic regulation. Recent reviews emphasize that regulatory processes can improve or worsen affect and can influence relationship dynamics beyond the immediate emotional target. This supports the proposition that constructive dialogue should be studied as a regulatory-interpersonal system rather than solely as a set of verbal behaviors.

Conclusions. Emotional regulation is a fundamental psychological prerequisite for constructive dialogue in conflict situations. Conflict activates emotional, cognitive, physiological, and behavioral processes that can narrow attention, intensify threat appraisal, increase impulsivity, and reduce perspective-taking. The ability to regulate these processes creates the conditions under which disagreement can remain within the domain of dialogue rather than shift into destructive escalation, avoidance, coercion, or relational rupture.

The theoretical analysis supports a multidimensional understanding of regulation. Effective regulation includes awareness and differentiation of emotion, cognitive appraisal and reappraisal, acceptance of emotional experience, stabilization of arousal, tolerance of discomfort, inhibition of impulsive responses, flexible strategy selection, perspective-taking, assertive communication, validation, boundary-setting, and repair. Regulation should not be equated with suppression or emotional neutrality.

The proposed structural-process model comprises five interrelated components: emotional-awareness, cognitive-appraisal, regulation-stabilization, communicative-behavioral, and reflective-integrative. These components describe the movement from recognizing emotional activation to transforming it into deliberate communication and integrating the experience after the conflict. The model is recursive rather than strictly linear and can be applied to individual, dyadic, counseling, mediation, educational, and organizational contexts.

The key mechanisms of the transition from reaction to constructive response include attentional monitoring, emotion labeling, decentering, cognitive reappraisal, physiological stabilization, distress tolerance, impulse inhibition, goal activation, perspective-taking, verbalization of needs, and repair. The effectiveness of regulation should be assessed not simply by whether negative emotion decreases but by whether the person preserves agency, contact, boundaries, listening capacity, specificity of language, and the ability to return to problem solving.

The theoretical nature of the model constitutes both its value and its limitation. It provides an integrative framework but requires empirical verification. Further research should examine the relative contribution of each component, the temporal sequence of regulatory processes during real conflict, individual and cultural differences, and the role of relationship context and power asymmetry.

Prospects for Further Research. Promising directions include development of a psychodiagnostic protocol for assessing emotional regulation specifically in conflict situations; validation of a Conflict Dialogue Emotion Regulation Scale; observational studies combining self-report, behavioral coding, and physiological indicators; and experimental comparison of reappraisal, structured pause, validation, and perspective-taking interventions. Longitudinal studies could clarify whether improvement in regulation predicts more stable changes in conflict communication over time.

Further research should also examine dyadic regulation. Rather than measuring only each participant's individual traits, studies may assess how one person's regulatory behavior changes the other person's affect and subsequent behavior. Actor-partner models, sequential behavioral analysis, and ecological momentary assessment could be particularly useful. Another important direction is to study professional contexts such as mediation, psychological counseling, social work, education, and management, where emotional regulation is both a personal resource and a professional competence.

Cross-cultural research is necessary because norms of emotional expression, directness, hierarchy, disagreement, and relational obligation differ across cultural contexts. The same regulatory behavior may have different interpersonal meanings. Finally, research should distinguish ordinary interpersonal conflict

from interactions involving coercion or violence, where the criteria and goals of regulation require a safety-centered framework.

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The article has been submitted to the editorial board 16.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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CORRECTIONAL AND DEVELOPMENTAL PROGRAMME FOR THE INTERPRETATION OF THE SELF-IMAGE IN ADULTHOOD

У статті теоретично обґрунтовано корекційно-розвивальну програму, спрямовану на розвиток здатності особистості дорослого віку до інтерпретації образу Я, та представлено її структурно-змістову модель. Вихідним є положення про те, що інтерпретація образу Я становить системний психологічний процес, який охоплює усвідомлення особистістю власних характеристик і переживань, їх рефлексивне осмислення, інтеграцію життєвого досвіду в цілісну систему особистісних смислів та реалізацію сформованих уявлень про себе в поведінці й соціальній взаємодії.

На основі аналізу теоретичних підходів до вивчення самосвідомості, образу-Я, рефлексії, автобіографічної пам'яті, наративної ідентичності та автентичності виокремлено чотири взаємопов'язані процеси інтерпретації образу Я: **самосприйняття Я, самоосмислення Я, наративну інтерпретацію Я та самопрезентацію Я**. Самосприйняття забезпечує усвідомлення емоційно-оцінного ставлення до себе та диференціацію власних переживань; самоосмислення пов'язане з рефлексивним аналізом і смисловим упорядкуванням досвіду; наративна інтерпретація сприяє інтеграції минулого, теперішнього та уявлюваного майбутнього в цілісну особисту історію; самопрезентація забезпечує поведінкове втілення внутрішніх уявлень про себе у взаємодії із соціальним середовищем.

Розроблена корекційно-розвивальна програма ґрунтується на суб'єктно орієнтованому, гуманістичному та наративно-герменевтичному підходах і передбачає три послідовні етапи: **діагностико-мотиваційний, корекційно-розвивальний та інтегративно-рефлексивний**. Центральний етап структуровано у чотири взаємопов'язані модулі відповідно до визначених процесів інтерпретації образу Я. Зміст програми охоплює техніки самоопису та самоспостереження, створення емоційного автопортрета, побудову лінії життя, аналіз зв'язків «подія – смисл – наслідок», роботу з особистим наративом, переосмислення значущого життєвого досвіду, аналіз соціальних ролей, моделювання ситуацій самопрезентації та груповий зворотний зв'язок.

Обґрунтовано основні психологічні механізми реалізації програми: **рефлексію, смислотворення, наративізацію та саморегуляцію**. Очікуваними результатами її реалізації визначено підвищення диференційованості самосприйняття, ясності й внутрішньої узгодженості Я-концепції, здатності до осмислення та інтеграції життєвого досвіду, формування більш цілісного особистого наративу, а також посилення узгодженості між внутрішнім образом Я та його поведінковим втіленням. Практичне значення програми полягає в можливості її використання у психологічному консультуванні, груповій психологічній допомозі та корекційно-розвивальній роботі з особами дорослого віку. Перспективою подальших досліджень є емпірична перевірка ефективності запропонованої програми та визначення внеску окремих психологічних механізмів у динаміку інтерпретації образу Я.

Ключові слова: образ Я; дорослий вік; самосвідомість; інтерпретація образу Я; самосприйняття; самоосмислення; наративна інтерпретація; самопрезентація; рефлексія; смислотворення; наративізація; саморегуляція; корекційно-розвивальна програма.

The article provides a theoretical rationale for a correctional and developmental programme aimed at enhancing adults' capacity to interpret their self-image and presents its structural and content-based model. The study proceeds from the assumption that self-image interpretation is a systemic psychological process encompassing awareness of one's personal characteristics and experiences, their reflective comprehension, integration of life experience into a coherent system of personal meanings, and behavioural implementation of self-representations in social interaction. Based on the analysis of theoretical approaches to self-consciousness, self-concept, reflection, autobiographical memory, narrative identity, and

authenticity, four interrelated processes of self-image interpretation are distinguished: self-perception, self-understanding, narrative interpretation of the self, and self-presentation.

Self-perception provides awareness of emotional and evaluative attitudes towards oneself; self-understanding involves reflective analysis and meaning-based organisation of experience; narrative interpretation integrates past, present, and anticipated future into a coherent personal life story; and self-presentation reflects the behavioural expression of internal self-representations in the social environment. The correctional and developmental programme comprises diagnostic-motivational, correctional-developmental, and integrative-reflective stages. Its content is organised into four modules corresponding to the identified processes of self-image interpretation. Reflection, meaning-making, narrativisation, and self-regulation are identified as the principal psychological mechanisms underlying the development of self-image interpretation. The proposed model may be used in psychological counselling, group psychological support, and correctional-developmental work with adults. Further empirical research is required to evaluate the programme's effectiveness and clarify the contribution of the proposed psychological mechanisms.

Keywords: self-image; self-concept; adulthood; self-consciousness; self-image interpretation; self-perception; self-understanding; narrative identity; self-presentation; reflection; meaning-making; self-regulation; correctional and developmental programme.

The problem of the self occupies a central place in personality psychology because representations about oneself are involved in the regulation of behaviour, emotional reactions, interpersonal relationships, life choices, and the construction of personal goals. The self-concept does not constitute a simple list of traits attributed by an individual to herself or himself. It represents a dynamically organised system through which the person interprets both internal experience and interaction with the social world.

The significance of the structural organisation of the self-concept is supported by the concept of self-concept clarity introduced by J. D. Campbell and colleagues. Self-concept clarity reflects the extent to which self-beliefs are clearly and confidently defined, internally consistent, and relatively stable. Campbell et al. demonstrated that insufficient clarity of self-representations is associated with a number of less adaptive personality characteristics and with instability and inconsistency of self-descriptions (Campbell et al., 1996).

At the same time, consistency should not be understood as rigidity. Adult development continuously confronts the individual with situations requiring a revision of previously established self-representations. Changes in professional status, family relationships, social roles, achievements, crises, losses, migration, interpersonal ruptures, changes in life goals, or a reconsideration of personal values may create discrepancies between previous ideas about the self and current experience.

This problem corresponds with E. T. Higgins's self-discrepancy theory, according to which discrepancies between the actual self and ideal or ought self-representations are psychologically meaningful and associated with particular affective experiences (Higgins, 1987). Accordingly, the task of personality development cannot be reduced to preserving an unchanged self-image. A psychologically mature self-system should simultaneously provide a degree of continuity and remain sufficiently flexible to incorporate new life experience.

H. Markus and P. Nurius expanded the understanding of the self by introducing the concept of possible selves. Possible selves represent ideas about what an individual may become, would like to become, or fears becoming. They link current self-representations with motivation and future-oriented behaviour (Markus & Nurius, 1986). This position is particularly important for understanding self-image in adulthood, when personal development involves not only interpreting who a person currently is but also determining who they are becoming and which future versions of the self they consider personally acceptable.

Therefore, an important psychological problem is not only the content of the self-image but the person's capacity to interpret it. Interpretation presupposes an active relation to one's own experience: the person observes internal states, identifies personally significant experiences, establishes connections between events and changes in the self, constructs explanations, reconsiders previous meanings, incorporates new experiences into a life story, and correlates internal self-representations with actual behaviour.

In the present study, the interpretation of the self-image is conceptualised as a systemic psychological process through which an individual perceives and becomes aware of self-related experience, reflectively comprehends it, integrates it into a meaningful autobiographical and narrative structure, and implements the resulting self-representations through behaviour and social interaction.

Such an interpretation makes it possible to move from a static understanding of self-image to a procedural one. The question is no longer only “What does a person think about themselves?” but also “How does the person construct, comprehend, reconsider, integrate, and express these representations?”

This perspective is especially relevant to psychological practice. Counselling and correctional-developmental interventions frequently involve fragmented, contradictory, rigid, devalued, idealised, or externally imposed self-representations. Consequently, psychological support should not necessarily aim to construct an exclusively positive self-image. More important is the development of the person’s capacity to perceive themselves accurately, understand contradictory experiences, interpret their personal significance, integrate different aspects of the self, and behave in greater accordance with their own values and self-understanding.

The foregoing considerations determined the necessity of developing a correctional and developmental programme focused on the systemic development of self-image interpretation in adulthood.

Theoretical Framework. Contemporary approaches consider the self as a multidimensional and dynamic system. D. Oyserman emphasises that self-concept includes content, structure, and processes through which self-knowledge becomes activated and influences current behaviour (Oyserman, 2001). W. B. Swann and J. K. Bosson similarly conceptualise self and identity as systems that organise knowledge about the person and participate in social regulation (Swann & Bosson, 2010).

Within this perspective, self-concept clarity is particularly important. Campbell et al. (1996) define it in terms of clear definition, internal consistency, confidence, and temporal stability of self-beliefs. This does not imply that all contradictions within the self must be eliminated. Human beings occupy multiple social roles and possess different, context-dependent self-representations. What matters is whether the individual can integrate these representations into a sufficiently comprehensible personal system.

This distinction is fundamental to the proposed programme. Its objective is not to create a perfectly consistent person but to increase the potential for understanding and integrating one’s own complexity.

An additional explanatory perspective is provided by self-discrepancy theory (Higgins, 1987). Differences between the actual, ideal, and ought selves can become sources of emotional tension. However, psychologically productive work with these discrepancies requires more than their detection. A person needs to understand how ideal and normative self-representations were formed, which of them correspond to personal values, which are based primarily on external expectations, and how existing discrepancies influence everyday behaviour.

The concept of possible selves (Markus & Nurius, 1986) complements this approach by adding a prospective dimension. Self-understanding is therefore inseparable from self-projection: the current self is interpreted partly through the imagined future. Self-perception as an emotional-perceptual foundation of self-image interpretation. The first component of the proposed model is self-perception. It refers to awareness of personal qualities, states, emotions, bodily and psychological reactions, as well as the emotional and evaluative attitude towards oneself.

Self-perception constitutes the initial level of work with the self because a person cannot interpret what they do not sufficiently recognise. At the same time, intensive self-focus is not automatically constructive. Trapnell and Campbell (1999) demonstrated the importance of distinguishing reflection from rumination. Both are characterised by attention to internal experience, but they differ in motivational basis and psychological consequences. Reflection is associated with curiosity and a desire for self-knowledge, whereas rumination represents repetitive and often negatively coloured self-focused thinking.

This distinction has direct methodological implications. Exercises aimed at self-observation should not stimulate endless self-analysis or self-criticism. Their purpose is the development of differentiated, accepting, and sufficiently distanced awareness.

The concept of self-compassion also contributes to this aspect of the programme. K. Neff conceptualises self-compassion through self-kindness, common humanity, and balanced awareness of difficult experiences (Neff, 2003). In the context of self-image interpretation, this perspective helps prevent reflective work from becoming an additional instrument of self-devaluation.

Consequently, development of self-perception requires simultaneous attention to emotional awareness, differentiation of experience, acceptance, and the capacity to observe oneself without excessive fusion with immediate emotional reactions.

Self-understanding and reflection

The second process is self-understanding, which involves the transition from awareness of experience to its reflective comprehension.

Reflection is not identical to self-observation. It presupposes the ability to consider one’s own thoughts, emotions, motives, actions, and decisions as objects of psychological analysis. Grant, Franklin,

and Langford (2002) distinguish self-reflection and insight and demonstrate their relevance to self-regulation and behavioural change.

From the standpoint of the proposed model, productive self-understanding involves at least several interconnected operations: identification of a personally significant event, awareness of the emotional response to it, determination of its personal meaning, analysis of its influence on self-representations, and correlation of the event with subsequent decisions and behaviour.

I. Bulakh emphasizes that the development of an individual's self-image occurs through self-knowledge, reflection, and the interpretation of personal experience, contributing to the formation of a coherent perception of the self. Of particular importance in this process is the individual's ability to reinterpret personal experiences and life events, which facilitates the development of self-awareness and personal growth (Bulakh, 2025).

This logic underlies the use of the scheme «event – meaning – consequence». The event itself does not mechanically determine self-image. Its influence is mediated by interpretation.

This proposition is particularly important in adulthood. Two people may experience objectively similar circumstances but incorporate them into the self-system in completely different ways. Accordingly, psychological work should address the meanings attributed to experience.

An important expected outcome of self-understanding is the strengthening of self-concept clarity, but not through simplification. Rather, clarity arises through the establishment of meaningful relationships between previously fragmented aspects of experience.

Narrative interpretation of the self

The third process of the model is narrative interpretation of the self. Narrative approaches emphasise that individuals organise their experience through stories. McAdams (2001) conceptualises identity as an internalised and evolving life story through which the individual gives life a degree of unity and purpose. McAdams and McLean (2013) define narrative identity as an internalised and changing story that integrates reconstructed past and imagined future.

Autobiographical memory plays an important role in this process. Conway and Pleydell-Pearce (2000) proposed the self-memory system model, according to which autobiographical memories are constructed within the interaction between autobiographical knowledge and the goals of the working self. Memories are therefore not psychologically neutral archives. Their accessibility and organisation are linked to current goals and self-representations.

The narrative organisation of experience allows separate life episodes to be included in a broader temporal context. Habermas and Bluck (2000) identify temporal, causal, biographical, and thematic forms of coherence in life narratives. Although the foundations of narrative identity develop earlier, adulthood involves its continuous revision as new experiences emerge.

McLean, Pasupathi, and Pals (2007) proposed a process model in which stories both express existing aspects of the self and participate in their development. In other words, the self creates stories, but stories also create the self. This reciprocity is central to the proposed programme.

Working with a personal narrative should therefore not be understood as merely telling one's biography. Its psychological function consists in identifying significant events, clarifying causal and thematic connections, recognising continuity and change, and reconsidering meanings that have become restrictive.

Research on narrative identity suggests that the ways people construct meaning from experience provide information beyond conventional personality characteristics. Adler et al. (2016) systematised evidence concerning the incremental contribution of narrative identity to understanding psychological well-being.

Accordingly, narrative work within the programme is oriented toward the construction of a sufficiently coherent but open personal story. The aim is not to impose a positive reinterpretation of every event. Negative and traumatic experiences should not be artificially beautified. The task is rather to find a place for them within the broader life story so that a difficult episode does not become the sole definition of the person's identity.

Self-presentation and behavioural implementation of the self-image

The fourth process is self-presentation. Internal self-representations acquire psychological significance partly through their behavioural implementation. A person may conceptualise themselves as confident but repeatedly behave in a strongly submissive manner; consider autonomy a key value but systematically make decisions based primarily on external approval; perceive themselves as open while avoiding situations of emotional closeness.

Such discrepancies indicate that development of self-image cannot end at the level of verbal insight.

Authenticity research provides an important framework for understanding the relationship between internal experience and external behaviour. Kernis and Goldman (2006) conceptualise authenticity as a multidimensional phenomenon involving awareness, unbiased processing, behaviour, and relational orientation. Wood et al. (2008) likewise emphasise the relationship between authentic living, self-alienation, and the influence of external expectations.

For the purposes of the present model, self-presentation is not identified with impression management or constructing a socially desirable façade. It is understood as the individual's capacity to express and implement the self in interaction while retaining flexibility appropriate to the social context.

Authenticity does not require identical behaviour in every role. A person can behave differently as a professional, parent, partner, friend, or group member without losing internal continuity. The psychologically significant question is whether these behavioural variations are perceived as understandable manifestations of one's identity rather than mutually disconnected masks.

The theory of self-determination additionally emphasises autonomy as an important condition for integrated psychological functioning (Deci & Ryan, 2000; Ryan & Deci, 2000). From this perspective, behavioural implementation of the self-image is more adaptive when actions are experienced as personally endorsed rather than solely controlled by external pressure.

Purpose and Methodology. The purpose of the article is to provide a theoretical rationale and structural-content description of a correctional and developmental programme aimed at enhancing the potential for self-image interpretation in adulthood.

To achieve this purpose, the study addressed the following objectives: to clarify the psychological content of self-image interpretation; to substantiate the relationship between self-perception, self-understanding, narrative interpretation, and self-presentation; to define the structural stages of the programme; to characterise the goals and psychological technologies of its modules; to identify psychological mechanisms that potentially mediate the development of self-image interpretation; and to determine expected outcomes and directions for further empirical verification.

The methodological foundation integrates subject-oriented, humanistic, narrative-hermeneutic, and self-regulatory perspectives.

The subject-oriented approach allows the individual to be considered as an active agent capable of relating to personal experience, reinterpreting it, making choices, and constructing future directions. The humanistic approach emphasises personal uniqueness, acceptance, autonomy, congruence, and authenticity. The narrative-hermeneutic perspective provides a basis for examining how the individual constructs meanings and integrates biographical experience into a coherent personal story. The self-regulatory perspective makes it possible to conceptualise self-image not only as knowledge about oneself but also as a system that influences goal-setting, behaviour, evaluation of consequences, and further adjustment.

The study is theoretical and conceptual in nature. The methods employed include analysis and synthesis of psychological literature, conceptual comparison, theoretical generalisation, structural-functional analysis, systematisation, and psychological modelling.

Results and Discussion. The programme is based on the proposition that limitations in self-image interpretation may manifest not simply in negative self-evaluation but in insufficient coordination between several processes of self-consciousness.

An adult may, for example, be able to describe personal characteristics but have difficulty understanding their origin. Another person may analyse past experiences extensively but be unable to integrate them into a coherent life perspective. A third may possess considerable insight but fail to embody newly understood values in actual behaviour.

Therefore, the correctional and developmental target is not a single variable such as self-esteem. It is the integration of processes through which the person perceives, understands, narratively organises, and behaviourally expresses the self.

The goal of the programme is to enhance the potential for self-image interpretation in adulthood through the development of self-perception, self-understanding, narrative interpretation, and self-presentation and through strengthening their functional integration.

Organisational principles and stages of the programme

The programme is designed for group implementation. The group format creates an opportunity to combine intrapersonal and interpersonal reflection. Participants not only observe and interpret themselves but also receive feedback regarding how they are perceived by others. Group feedback is used as additional information rather than as an external verdict about the participant.

The organisation of the programme is based on the principles of psychological safety, voluntary participation, confidentiality, non-judgment, respect for individual pace, subjectivity, dialogue, reflexivity, gradual complexity, and integration.

Structurally, implementation comprises three interrelated stages: diagnostic-motivational, correctional-developmental, and integrative-reflective.

At the diagnostic-motivational stage, participants identify how they currently describe themselves, which characteristics they perceive as stable or contradictory, which aspects are easy or difficult to accept, and which questions concerning identity are currently significant. The psychologist does not attempt to immediately correct problematic representations; the stage serves both initial self-exploration and creation of motivation for subsequent work.

The correctional-developmental stage constitutes the central part of the programme and is organised into four modules: self-perception, self-understanding, narrative interpretation, and self-presentation. Each subsequent module builds on experience gained in the previous one while retaining opportunities to return to earlier themes.

The integrative-reflective stage focuses on consolidating acquired experience. Participants compare initial and current self-representations, identify changes in understanding, formulate discoveries about themselves, analyse unfinished questions, and define directions for further self-development.

Table 1

Structure of the correctional and developmental programme

Module	Process	Main goal	Core methods	Psychological processes	Expected outcome
I	Self-perception	Awareness and differentiation of self-image	Self-description; emotional self-portrait; self-observation; feedback	Emotional awareness; self-observation; reflection	More differentiated and structured self-perception
II	Self-understanding	Reflective and meaningful processing of experience	Life line; “event – meaning – consequence”; reflective questions	Reflection; meaning-making; cognitive integration	Greater clarity and internal coherence of self-concept
III	Narrative interpretation	Integration of experience into a coherent life story	Personal narrative; self-defining episodes; reinterpretation; future narrative	Narrativisation; autobiographical reasoning; cognitive flexibility	Integration of past, present and future
IV	Self-presentation	Behavioural implementation of self-understanding	Social-role analysis; modelling; feedback; behavioural experiments	Social reflection; self-regulation; behavioural flexibility	Greater congruence between internal self-image and external behaviour

The first module aims to create a psychological basis for further interpretive work. Participants are invited to describe themselves using personal, emotional, social, and value-related characteristics. It is important that the self-description is not restricted to socially desirable positive traits. The task is to observe the actual structure of self-representation.

A useful technique is the emotional self-portrait, in which the participant represents the current experience of the self through colour, symbols, metaphors, forms, or associative images and subsequently verbalises the meanings attributed to them. This enables integration of verbal-cognitive and emotional-symbolic aspects of self-perception.

Another component is group feedback. Participants may compare how they describe themselves, how they think others perceive them, and how other participants actually describe their impressions of interaction with them. Differences between these perspectives should be explored rather than assessed.

The expected result is strengthened emotional awareness, more differentiated self-perception, and a more structured primary image of the self.

Module II. Development of self-understanding

The second module focuses on reflective analysis. A central technique is construction of a life line. Participants mark events they consider influential for the development of their self-image. The important element is not the number of events but their psychological interpretation.

For selected episodes, participants work with the extended scheme: Event → What did it mean to me then? → What conclusion did I make about myself? → How did this conclusion influence subsequent behaviour? → How do I understand this event now?

This formulation enables identification of implicit conclusions that may continue to affect self-perception long after the original event. Psychological work does not deny the event but examines whether the conclusion still adequately represents the adult person.

The module also includes work with contradictions through the formula «I am... / At the same time I am...». Participants discover that apparently contradictory qualities may coexist without necessarily indicating fragmentation. Integration begins when contextual complexity can be acknowledged without reducing the self to one rigid label.

Module III. Development of narrative interpretation

The third module deepens work with autobiographical experience. Participants construct a personal story that includes significant episodes, turning points, relationships, achievements, crises, losses, decisions, and changes in life direction.

The psychologist's role is not to evaluate whether the narrative is correct. Attention is directed to its structure: which events occupy the most space, which events have almost disappeared, who is represented as the main agent, what recurrent themes are present, which conclusions about the self are repeated, whether continuity between past and present is visible, and whether the future is present in the story.

A separate exercise may involve writing "My life story from the perspective of today" followed by "The chapter I have not yet written." The second task introduces prospective identity and helps the participant identify which possible self they would like to approach.

Work with difficult experiences requires particular ethical sensitivity. Reinterpretation does not mean declaring a traumatic event useful or necessary. The objective is to separate the fact of what happened from a global destructive conclusion about identity and to integrate the experience without allowing it to exhaust the meaning of who the person is.

Module IV. Development of self-presentation

The fourth module transfers internal work to behaviour. Participants create a map of their principal social roles and analyse how they behave in each role, which aspects of themselves they express freely or hide, what image they try to create, and to what extent this behaviour corresponds to their actual values.

Role flexibility is distinguished from inauthenticity. Different forms of behaviour are normal in different contexts. The psychologically important issue is the person's subjective experience of congruence.

Modelling interpersonal situations may include acquaintance, professional communication, disagreement, receiving criticism, defending personal boundaries, asking for assistance, presenting an achievement, refusing an unwanted request, or expressing vulnerability.

These behavioural experiments create a corrective experience in which newly developed self-representations are tested in real or simulated interaction.

Psychological mechanisms of the programme

Reflection. Reflection creates the possibility of making one's own experience an object of awareness and analysis. It is productive when it leads to greater understanding rather than repetitive self-criticism. Within the programme, reflection permeates all modules but changes its object: emotional experience, significant life events, personal narratives, and behaviour.

Meaning-making. Events acquire psychological influence through the meanings attributed to them. Meaning-making allows a person to revise relationships between event and identity. The individual does not change the past but may change the interpretive conclusion through which the past is incorporated into the present self.

Narrativisation. Narrativisation organises fragmented experience into a temporally and thematically connected story. Its function is to integrate «I was», «I am» and «I may become». Narrative

coherence should not be equated with a polished biography without contradictions; a psychologically useful narrative may contain uncertainty while still providing sufficient continuity.

Self-regulation. Self-regulation provides the transition from internal understanding to action. If newly developed self-representations remain exclusively verbal, their developmental effect may be limited. Behavioural testing allows participants to assess whether new interpretations can function in social reality.

The overall logic of the programme may therefore be represented as: self-perception → reflection → meaning-making → narrative integration → self-regulation → behavioural implementation → new experience → further reinterpretation. The process is cyclical rather than strictly linear: new behaviour produces new experience, which again becomes material for self-interpretation.

Discussion of the Results. The proposed programme differs from interventions focused narrowly on increasing self-esteem. An exclusively evaluative approach risks creating another demand: the person should think positively about themselves. Such pressure may be particularly unproductive when the individual has complex or painful personal experience. The present model instead focuses on integrated self-understanding.

Its first distinctive feature is the procedural interpretation of the self-image. The self is considered not only through its content but through the processes by which this content is constructed, revised, and realised.

The second feature is the integration of emotional-perceptual, reflective, narrative, and behavioural dimensions. The third feature concerns the role of contradictions: they are not automatically conceptualised as pathology. Development involves increasing the person's capacity to recognise context-dependent and even conflicting aspects of themselves while creating a more complex integrative framework.

The fourth feature is the integration of past and future. Work with self-image is not limited to explaining how the person became who they are. Possible selves and future narrative are also included. The fifth feature is the transition from insight to behaviour. The programme assumes that self-understanding should be tested and embodied through interaction.

The proposed model is consistent with contemporary research demonstrating the psychological relevance of self-concept clarity, reflection, autobiographical memory, narrative identity, authenticity, and autonomous self-regulation.

At the same time, several limitations should be recognised. First, the current model is theoretical and requires empirical testing. Second, the relationship between the proposed four mechanisms is likely to be more complex than a simple sequential progression. Third, individual differences may determine which module becomes most significant for a particular participant.

Fourth, group work with autobiographical and potentially traumatic experience requires professional competence and careful regulation of depth. The programme should not substitute specialised trauma-focused psychotherapy when it is clinically indicated.

Fifth, an increase in self-concept clarity should not be treated as the only criterion of effectiveness. Greater psychological complexity may temporarily increase uncertainty because participants begin to question previously rigid beliefs about themselves. Consequently, empirical evaluation should include indicators reflecting not only evaluation of the self but also clarity, reflection, narrative integration, authenticity, and behavioural self-regulation.

Conclusions. As a result of the theoretical analysis and generalisation of the main research findings, a correctional and developmental programme for the interpretation of the self-image in adulthood was theoretically substantiated in accordance with the structural-functional model of the phenomenon under study. The programme is aimed at developing and coordinating four interrelated components of self-image interpretation: **self-perception, self-understanding, narrative interpretation of the self, and self-presentation.**

The programme was found to be comprehensive in nature, integrating psychotechnologies of reflective analysis, meaning-making, narrative reconstruction of life experience, development of self-regulation, and interpersonal interaction. Such an organisation of correctional and developmental work enables a consistent transition from awareness and differentiation of an individual's self-representations to their deeper understanding, the integration of significant life experiences into a coherent personal narrative, and the subsequent embodiment of the developed self-image in behaviour and social interaction.

The structure of the programme comprises **diagnostic-motivational, correctional-developmental, and integrative-reflective stages**, ensuring a logical sequence of psychological work. The correctional-developmental stage consists of four content modules, each focused on a corresponding process of self-image interpretation. At the same time, the modules constitute an integrated system, since

changes at the level of self-perception provide a basis for deeper self-understanding, narrative organisation of experience, and more conscious self-presentation.

It has been theoretically substantiated that the programme should be aimed not merely at developing a positive self-image but at **increasing its awareness, differentiation, meaningful integrity, and internal coherence**, as well as developing the individual's ability to integrate past experience with current self-understanding and prospects for further personal development. Particular importance is attached to achieving greater consistency between an individual's internal self-representations and their manifestation in behaviour and interpersonal interaction.

The practical significance of the developed programme lies in its potential application in psychological counselling, group psychological support, and correctional and developmental work with adults. **Prospects for further research** involve empirical testing of the programme, evaluation of its effectiveness, and investigation of changes in self-perception, self-understanding, narrative interpretation of the self, and self-presentation resulting from targeted correctional and developmental interventions.

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The article has been submitted to the editorial board 26.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

PSYCHOLOGY OF PERSONALITY

UDC 364.4:159.922.8:613.86

DOI: 10.31652/2786-6033-2026-5(3)-56-62

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**CATEGORICAL ANALYSIS OF THE CONCEPT OF "MENTAL HEALTH" IN THE
CONTEXT OF ADOLESCENT DEVELOPMENTAL TASKS**

У статті представлено авторські напрацювання щодо дослідження проблеми збереження ментального здоров'я підлітків в умовах тривалих воєнних дій на території України. Акцентовано на необхідності термінологічного розмежування понять «ментальне здоров'я» та «психічне здоров'я». Метою статті є здійснення категоріального аналізу концепту «ментальне здоров'я», виокремлення його складників та обґрунтування їхнього зв'язку із віковими завданнями розвитку підлітків, зокрема у контексті тривалих воєнних дій на території України.

Методологія дослідження ґрунтується на теоретичному аналізі та узагальненні наукових джерел, зокрема концептуального визначення Всесвітньої організації охорони здоров'я, багатокомпонентної моделі здоров'я Б. Райна в інтерпретації Н. Зимівець, а також комплексного підходу Л. Калашникової, Ю. Руденко та С. Руденка до розуміння сутності ментального здоров'я. Застосовано порівняльний аналіз понять «ментальне здоров'я» і «психічне здоров'я», а також структурно-функціональний аналіз вікових потреб, завдань розвитку підліткового періоду (соціально-культурних та соціально-психологічних) та відповідних психосоціальних новоутворень у їхньому взаємозв'язку зі складниками ментального здоров'я. Обґрунтовано необхідність доповнення переліку вікових соціально-психологічних завдань розвитку підлітків такими специфічними завданнями, як формування життєстійкості, нарощування особистісного адаптаційного потенціалу та мобілізації внутрішніх ресурсів особистості.

Наукова новизна дослідження полягає в авторському обґрунтуванні концепту «ментальне здоров'я» як інтегративного феномену, що поєднує емоційний, інтелектуальний, соціальний та духовний виміри благополуччя особистості за умови психічного виміру як їхнього необхідного базису; уперше встановлено зв'язок між складниками ментального здоров'я підлітків та соціально-культурними й соціально-психологічними завданнями їхнього розвитку; розширено перелік соціально-психологічних завдань підліткового віку за рахунок формування життєстійкості, нарощування адаптаційного потенціалу та мобілізації внутрішніх ресурсів особистості в умовах пролонгованого стресу воєнного часу.

Установлено, що формування ментального здоров'я підлітків нерозривно пов'язане з успішним розв'язанням соціально-культурних і соціально-психологічних завдань їхнього розвитку, а набуті внаслідок цього психосоціальні новоутворення забезпечують стан цілісного благополуччя особистості згідно з концепцією ВООЗ. Узагальнено, що здійснене теоретичне осмислення багатовимірності досліджуваного феномену закладає концептуальне підґрунтя для розроблення фахівцями соціальної сфери практичного інструментарію психосоціальної підтримки ментального здоров'я підлітків із урахуванням їхніх вікових завдань розвитку.

Ключові слова: завдання розвитку підлітків, категоріальний аналіз, ментальне здоров'я, підлітковий вік, психічне здоров'я, психосоціальна підтримка.

This article presents the author's research findings on the issue of preserving adolescents' mental health amid prolonged hostilities in Ukraine. It emphasizes the need to distinguish terminologically between the concepts of “mental health” and “psychological health.” The purpose of the article is to conduct a categorical analysis of the concept of “mental health,” identify its components, and substantiate their connection to the developmental tasks of adolescents, particularly in the context of the war in Ukraine.

The research methodology is based on a theoretical analysis and synthesis of scientific sources, including the conceptual definition provided by the World Health Organization, B. Ryan's multicomponent model of health as interpreted by N. Zymivets, as well as the comprehensive approach of L. Kalashnikova, Yu. Rudenko, and S. Rudenko to understanding the essence of mental health. A comparative analysis of the concepts of "mental health" and "psychological health" was conducted, as well as a structural-functional analysis of age-related needs, developmental tasks of adolescence (sociocultural and sociopsychological), and corresponding psychosocial acquisitions in their interrelation with the components of mental health. The paper justifies the need to supplement the list of age-related sociopsychological developmental tasks for adolescents with specific tasks such as developing resilience, enhancing personal adaptive potential, and mobilizing the individual's internal resources.

The scientific novelty of this study lies in the author's justification of the concept of "mental health" as an integrative phenomenon that combines the emotional, intellectual, social, and spiritual dimensions of an individual's well-being, with the psychological dimension serving as their essential foundation; for the first time, a connection has been established between the components of mental health of adolescents and the sociocultural and sociopsychological tasks of their development has been established; the list of sociopsychological tasks of adolescence has been expanded to include the development of resilience, the enhancement of adaptive potential, and the mobilization of the individual's internal resources under conditions of prolonged wartime stress.

It has been established that the development of adolescents' mental health is inextricably linked to the successful resolution of the sociocultural and sociopsychological challenges of their development, and the resulting psychosocial acquisitions ensure a state of holistic well-being in accordance with the WHO concept. It is concluded that the theoretical analysis of the multidimensional nature of the phenomenon under study lays the conceptual foundation for social workers to develop practical tools for providing psychosocial support for adolescents' mental health, taking into account their age-specific developmental challenges.

Keywords: adolescent developmental tasks, categorical analysis, mental health, adolescence, psychological health, psychosocial support.

Problem statement. An individual's mental health is recognized as a fundamental and integral component of their overall well-being, a basic prerequisite for full self-actualization, overcoming life crises, and productive functioning in society [8]. Amid prolonged military hostilities in Ukraine, adolescents – as a vulnerable population group – have faced a series of unprecedented challenges to their mental health. In particular, M. Slyusarevsky identified the following: the acquisition of tragic life experiences uncharacteristic of childhood, which is directly linked to the intense experience of loss and forced premature maturation; the negative impact of traumatic events on their psycho-emotional state and cognitive functions, manifested through depression, anxiety, and depressive disorders, reduced cognitive activity, as well as disorders of the motivational-volitional sphere and manifestations of aggression in the adolescent environment [6, pp. 7–8]. The lack of timely, qualified assistance can lead to serious long-term consequences, complicating the young person's future social integration and triggering the development of psychological disorders in adulthood. Given the scale and depth of these threats, safeguarding the mental health of adolescents is now recognized as one of the priority tasks of public policy and a key focus of activity for professionals in the social sector and the fields of psychology and education [5, p. 3]. We argue that the development of effective mechanisms for psychosocial support and the preservation of well-being for this group requires a deep theoretical understanding of the multidimensional nature of the phenomenon of mental health and the specifics of its development during adolescence.

Analysis of recent research and publications. The issue of maintaining the mental health of the younger generation is being thoroughly studied by researchers in the fields of social work and social psychology. Certain aspects of this issue are highlighted in the works of V. Panok (2022), M. Slyusarevsky & L. Hryhorovska (2022), O. Kravchenko (2023), I. Piesha & T. Andriuchenko (2023), O. Klochko & O. Klochko (2024), Ya. Omelchenko (2024), O. Shevchuk (2025), and others. Currently, the focus of scientific research is on the socio-psychological support of the mental health of children and adolescents and their socio-psychological rehabilitation during hostilities in Ukraine; prevention of destructive phenomena that threaten the mental well-being of these categories; preservation of the mental health of participants in the educational process in crisis conditions, etc. In the context of the investigated problem, the scientific research of L. Kalashnikova, Yu. Rudenko, S. Rudenko (2024) and S. Dubych (2024), dedicated to substantiating the essence of the concept of "mental health," is important.

At the same time, it should be noted that despite scholars' attention to this issue and the widespread use of the term "mental health" in domestic academic discourse, there is a certain lack of terminological clarity, which often leads to its conflation with the concept of "psychological health." Furthermore, the issue of comprehensively understanding the components of mental health and their deep interconnection with the key sociocultural and sociopsychological challenges of adolescence remains insufficiently explored.

The purpose of this article is to conduct a categorical analysis of the concept of "mental health"; to identify the components of mental health; and to substantiate their connection with the age-related developmental challenges of adolescents, particularly in the context of the war in Ukraine.

Presentation of the main research material. According to the WHO definition, *mental health* is a state of well-being and welfare in which an individual realizes their creative potential, can cope with life's stresses, work productively, and contribute to the life of the community [8]. We state that the above definition is not limited to describing solely the psychological dimension of an individual's health.

The concept of "*psychological health*," with its distinct clinical and diagnostic connotations, primarily indicates the absence of mental disorders and illnesses in a person, their adequate perception of the surrounding reality, and the conformity of their mental processes to neurophysiological developmental norms. In contrast, "*mental health*," as a broader, integrative concept, encompasses not only the aforementioned indicators of psychological well-being but also an individual's ability to successfully adapt and function in society, as well as their striving for self-actualization and creative self-expression.

In the Ukrainian academic community, the concept of "mental health" is primarily viewed as a generalized, comprehensive description of the psychological and psycho-emotional state of an individual or social group; it is emphasized that this concept is not linked to the diagnosis of a specific mental disorder or illness [1, p. 93]. Based on our observations, Ukrainian researchers often use the terms "mental health" and "psychological health" interchangeably in their work.

The conflation of the terms "mental health" and "psychological health" is largely due to the specifics of translating the English concept "mental health," which in Ukrainian academic discourse can be interpreted in two ways: both as "mental" and as "psychological" health. In this context, we consider N. Zymivets's observation regarding the use of the term "mental" in the original English-language WHO documents to be valuable. The researcher emphasized that this term, which has Latin origins, is significantly broader in essence and, in addition to the purely *psychological* dimension, encompasses *spiritual* and *intellectual* components [3, p. 48]. N. Zymivets disclosed their meaningful content based on B. Ryan's comprehensive model of health. [3, p. 48].

According to this model, the *spiritual* component of mental health manifests itself in an individual's ability to define, formulate, and shape their own life in accordance with a conscious sense of purpose and meaning, to strive for a creative and meaningful existence, to give and receive love, and to contribute to the spiritual well-being of others. The *intellectual* component involves a person's ability to find necessary information, acquire knowledge from a wide variety of sources, and effectively assimilate it; an individual must successfully apply their accumulated intellectual potential to make well-considered life decisions, particularly those directly related to the functioning of their own body [3, p. 48]. While agreeing with the scholar's conclusions regarding the distinction between the psychological, spiritual, and intellectual components of mental health, we note that, in light of the WHO's conceptual definition, this triad does not fully capture the multidimensional nature of the phenomenon.

That is precisely why, in the context of our research, we find the arguments of L. Kalashnikova, Yu. Rudenko, and S. Rudenko compelling; they examined the concept of "mental health" through the lens of a comprehensive approach. The researchers identified three system-forming components of mental health. The first is defined as mentality, understood as a person's general spiritual disposition toward their own well-being and that of those around them; the second is the balance between an individual's emotional, psychological, social, and spiritual well-being; and the third is a person's harmony with the surrounding world and with themselves [4, p. 79]. According to the researchers, it is precisely the unity of these components that makes mental health an essential foundation for an individual's successful social adaptation to conditions of instability, a guarantee for effectively overcoming life crises, maintaining inner balance, and engaging in resourceful interaction with society.

Summarizing the approaches outlined above by the WHO and Ukrainian researchers, we conclude that the concept of "mental health" goes beyond a purely clinical-diagnostic interpretation and emerges as a complex, integrative phenomenon rooted in the profound unity of the *emotional*, *intellectual*, *social*, and *spiritual* dimensions of an individual's well-being. Within the framework of the authors' understanding of the concept, we believe that the spiritual dimension encompasses mentality as a person's general spiritual

orientation toward well-being (both their own and that of their surroundings), as well as their harmony with the surrounding world and with themselves; however, it is not limited to these two aspects. At the same time, the *psychological* dimension of health serves as the necessary foundation upon which this multifaceted unity is built. Overall, given the complex architecture of the phenomenon, the overarching idea of the analyzed theoretical approaches is the understanding of mental health as a proactive state of the individual that ensures successful social adaptation, the ability to constructively overcome life's challenges and stress, maintain inner harmony, and ensure full social functioning.

Since the concept of "adolescent mental health" is at the center of the stated problem, we will examine age-related needs, the key developmental tasks of adolescence, and their connection to mental health.

Researchers consider a person's personal needs to be an effective internal mechanism that stimulates an individual's subjective activity and directs them toward successfully resolving age-related tasks. Among the basic *needs of adolescence*, researchers specifically identify the following: the need for respect and unconditional acceptance; the presence of clear but not rigid boundaries and rules established by adults; the need for development and learning through real-life experience; the desire for exciting life experiences and pleasure; the need for recognition, as well as for communication and acceptance by peers; and the need for creative self-expression, self-actualization, and the development of life prospects [7, p. 43]. Satisfying these needs is an essential foundation for accomplishing *the key developmental tasks of adolescence*. In the professional literature on social work, these tasks are typically categorized into three groups: *natural-cultural*, *socio-cultural*, and *socio-psychological* [2, p. 130]. In the context of our research, we will examine the sociocultural and sociopsychological tasks of adolescence, since their successful resolution is closely intertwined with the formation of the basic structural components of an adolescent's mental health.

The fulfillment of *sociocultural developmental tasks* plays an important role in shaping an individual's cognitive and value spheres. In particular, mastering the knowledge covered in the school curriculum and actively testing one's abilities in various areas of interest directly ensure the development of the *intellectual* component of mental health, stimulating the accumulation of the necessary cognitive potential of the individual. This established intellectual foundation enables adolescents to effectively process information and apply it to make well-considered, independent decisions that directly relate to their daily lives and the preservation of their own health.

At the same time, the development of group solidarity, the embrace of lofty romantic ideals (loyalty, friendship, courage, honor, etc.), value- and meaning-based self-definition, and purposeful self-development in significant areas of life serve as a powerful catalyst for the *spiritual* dimension of an adolescent's mental health, enriching their existence with value-based guidelines and profound meanings. Consequently, it is precisely through the fulfillment of these tasks that a young person acquires the ability to shape their own life in accordance with a conscious goal, learns to give and receive love, and strives for a life filled with creative meaning.

The comprehensive resolution of *socio-psychological developmental tasks*, encompassing the overcoming of the crisis of personal identity and status uncertainty between childhood and adolescence through autonomization from adults, identification with a reference group of peers, and the acquisition of self-regulation skills in significant spheres of behavior and relationships, lays a solid foundation for the *social* and *emotional* dimensions of a young person's mental health. Thanks to the fulfillment of these tasks, a teenager learns to adequately realize their feelings and experiences, consciously manage their emotional state, and build constructive and supportive relationships with their environment.

Given that, in the current context of uncertainty and the devastating impact of war on Ukrainian society, adolescents are recognized as one of the most vulnerable age groups, we consider it appropriate to expand the list of socio-psychological developmental tasks for adolescence. In particular, it is currently essential to foster resilience in adolescents, enhance their personal adaptive capacity, and mobilize their internal resources to ensure they can function fully under conditions of prolonged stress.

The need to substantiate these additional developmental tasks is due to the fact that the psychosocial challenges of wartime acutely actualize the individual's needs for basic safety, adaptation to uncertainty, and protection under conditions of prolonged stress. The needs actualized by the war direct the adolescent to solve new, time-dictated developmental tasks. Their successful resolution is accompanied by the emergence of fundamentally important psychosocial acquisitions – formed and strengthened protective psychosocial mechanisms of the adolescent, as well as their ability to ensure full life activity under wartime conditions. We assert that gaining these acquisitions creates conditions for strengthening the *emotional* and *social* dimensions of the growing individual's mental health in the context of the crisis challenges of war.

These psychosocial acquisitions find their direct expression in specific adaptive manifestations of the adolescent: in particular, mastering self-regulation skills under conditions of prolonged stress and uncertainty strengthens the *emotional* dimension of the adolescent's mental health, while maintaining the ability for constructive interaction with the environment ensures the stability of its *social* dimension. Therefore, strengthening these protective psychosocial mechanisms is critically important, as it contributes to the preservation of the mental health of the younger generation of Ukrainians under the conditions of acute socio-psychological challenges of wartime.

Systematization of the above theoretical provisions of the study allows us to visually present the dynamic nature of the formation of adolescents' mental health through the prism of their life activity and development. Since each of the identified needs of adolescence serves as an internal stimulating mechanism of the individual's subjective activity, it directs the personality to the resolution of corresponding age-related developmental tasks. Their successful resolution is accompanied by the adolescents' acquisition of corresponding psychosocial acquisitions, which, in turn, act as a direct source of filling and supporting the intellectual, spiritual, social, and emotional dimensions of their mental health.

Table 1 visually presents the structural and functional connections between *the age-related needs* of adolescents, their *developmental tasks*, acquired *psychosocial acquisitions*, and the corresponding *dimensions of mental health*. The proposed logical-structural construction takes into account both the basic age-related needs and traditional developmental tasks of the adolescent period, as well as the socio-psychological tasks additionally substantiated by us, caused by the challenges of wartime.

Table 1.

Interrelationship of age-related needs, developmental tasks, psychosocial acquisitions, and dimensions of adolescent mental health

Adolescent's age-related needs	Developmental tasks	Psychosocial acquisitions	Dimension of mental health
Development and learning through life practice.	Socio-cultural (cognitive sphere): mastering knowledge in the volume of the school course; active trial of strength in various spheres of interests.	Accumulated cognitive potential of the personality; ability to effectively operate with information; ability to make balanced independent decisions regarding their own life activity and health.	Intellectual
Creative self-expression, self-realization, and building life perspectives; the desire for interesting events and pleasure.	Socio-cultural (value-semantic sphere): formation of group solidarity; involvement in high romantic ideals (loyalty, friendship, courage, honor, etc.); value-semantic self-determination; purposeful self-education.	Ability to build one's own life in accordance with a conscious goal; ability to give and receive love; striving for an existence filled with creative content.	Spiritual
Recognition, communication, and acceptance by peers; respect and unconditional acceptance; the need for clear, but not rigid boundaries.	Socio-psychological (normative): overcoming the crisis of personal identity and status uncertainty; autonomization from adults; identification with a reference group of peers; acquisition of self-regulation skills.	Ability to adequately realize one's own feelings and experiences; ability to consciously manage the emotional state; ability to build constructive and supportive relationships with the environment.	Social and emotional
Basic safety, adaptation to uncertainty, and protection under conditions of prolonged stress.	Expanded socio-psychological (caused by the challenges of war): formation of resilience; growth of personal adaptive potential; mobilization of internal resources.	Formed and strengthened protective psychosocial mechanisms of the adolescent; ability to ensure full life activity under wartime conditions.	Emotional and social (in the context of psychosocial challenges of war)

Conclusions. Summarizing the above considerations, we conclude that the concept of “mental health” is not limited to a narrowly medical understanding but emerges as a complex, integrative phenomenon that combines the emotional, intellectual, social, and spiritual dimensions of an individual’s well-being. The psychological dimension of health serves as the necessary foundation upon which the unity of these components is built.

The development of mental health during adolescence is inextricably linked to addressing a range of sociocultural and sociopsychological developmental challenges. Since the psychosocial challenges of war acutely highlight an individual’s needs for basic safety, adaptation to uncertainty, and protection under conditions of prolonged stress, there is a need to expand the list of developmental tasks for adolescents to include specific tasks such as building resilience, building personal adaptive capacity, and mobilizing the individual’s internal resources. The psychosocial acquisitions adolescents acquire while addressing these specific tasks create the conditions for strengthening the emotional and social dimensions of the younger generation’s mental health amid the crisis conditions of war.

In general, the successful and comprehensive resolution of these challenges forms the basis of adolescents’ mental health, since the psychosocial acquisitions they acquire shape a state of holistic well-being in which, according to the WHO’s concept, an individual is capable of successfully coping with life’s stresses, fully realizing their creative abilities, and making a constructive contribution to social life.

Consequently, the theoretical analysis conducted in this article – which examines the multidimensional nature of the phenomenon of mental health and the specifics of its development in the context of adolescents’ age-related developmental challenges – lays the necessary conceptual foundation for practical solutions to the problem of preserving the well-being of this demographic group. We assert that mechanisms for psychosocial support of adolescents’ mental health should be based on targeted assistance in addressing their age-related developmental challenges. This conceptual approach provides a methodological basis for specialists to develop practical tools aimed at preserving the mental health of school-age youth.

Prospects for further research. The relationship between the components of mental health and the age-related developmental challenges of adolescents, as substantiated in this article, will serve as a theoretical foundation for further exploration of this issue and for the development of practical tools to support the mental well-being of adolescents in the school setting.

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The article has been submitted to the editorial board 22.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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

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

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

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

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

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

Introduction

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

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

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

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

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

Methodology of the article

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

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

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

1. Theoretical foundations of the study

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

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

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

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

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

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

1.2. The state of scientific consideration of the stated problem

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

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

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

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

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

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

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

2.1. Health-preserving approach

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

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

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

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

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

2.2. Resource approach

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

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

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

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

2.3. Preventive approach

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

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

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

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

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

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

2.4. Resilience-oriented approach

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

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

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

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

2.5. Valeological approach

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

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

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

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

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

2.6. Interdisciplinary approach

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

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

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

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

3. Results of the theoretical analysis and their discussion

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

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

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

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

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

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

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

Conclusions

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

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

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

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

Prospects for further research

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

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

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The article has been submitted to the editorial board 02.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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SELF-ESTEEM OF ADOLESCENTS IN THE SYSTEM OF PSYCHOCORRECTIVE WORK: THEORETICAL AND EMPIRICAL ASPECTS

Анотація. Мета роботи. Дослідження взаємозв'язку між самооцінкою, рівнем тривожності та особливостями стосунків між дитиною та батьками у підлітковому віці. Методологія. Методологічною основою дослідження стали положення гуманістичного, особистісно-орієнтованого, системного та діяльнісного підходів до розвитку особистості. Теоретичною основою стали концепції розвитку самооцінки, емоційної сфери та сімейної взаємодії. У дослідженні використовувався комплекс взаємодоповнюючих методів: теоретичні — аналіз, синтез, узагальнення та систематизація наукових джерел для вивчення сутності самооцінки, її структури, функцій та факторів формування; емпіричні — включали організацію та проведення психодіагностичного дослідження з використанням стандартизованих опитувальників: методика діагностики самооцінки особистості С. А. Будассі, опитувальник «Поведінка батьків та ставлення підлітків до них» Е. Шафера, шкала тривожності К. Д. Спілбергера — Ю. Л. Ханіна (State-Trait Anxiety Inventory — STAI); статистично-математичний — статистичний аналіз вибірки, кореляційний аналіз із використанням критерію Пірсона. Наукова новизна. Вперше було всебічно досліджено взаємозв'язок між самооцінкою, особистісною та ситуативною тривожністю та особливостями взаємовідносин між дитиною та батьками в контексті психокорекції проблем особистості підлітків; визначено стилі сімейного виховання, які можуть виступати як ресурсами, так і факторами ризику розвитку проблем особистості; Обґрунтовано доцільність застосування комплексних психокорекційних програм, спрямованих на формування адекватної самооцінки, емоційної саморегуляції та конструктивної взаємодії між батьками та підлітками як засобу профілактики поведінкових розладів. Висновки. Результати дослідження підтвердили наявність значущого взаємозв'язку між характеристиками стилів сімейного виховання, емоційним станом підлітків та їх самооцінкою. Отримані емпіричні дані не тільки дають змогу глибше зрозуміти механізми формування самосприйняття, але й можуть бути використані для розробки психокорекційних програм, спрямованих на формування здорової самооцінки, зниження тривожності та поліпшення якості сімейної взаємодії. Крім того, на основі аналізу результатів надано практичні рекомендації щодо підвищення самооцінки. Зокрема, це стосується формування навичок емоційної саморегуляції, розвитку усвідомлення власних сильних сторін, корекції нереалістичних уявлень про себе та поліпшення спілкування з батьками та однолітками. Особлива увага приділяється важливості створення позитивного соціально-психологічного клімату в сім'ї, що сприяє формуванню впевненості в собі, психологічної стабільності та самооцінки. Запропоновані рекомендації можуть бути використані психологами, вчителями та батьками у роботі з підлітками для підтримки їхнього емоційного благополуччя та особистісного розвитку.

Ключові слова: стосунки «дитина–батьки», підліток, самооцінка, тривога.

Abstract. Purpose of the work. Study of the relationship between self-esteem, level of anxiety and features of child-parent relationships in adolescence. **Methodology.** The methodological basis of the study was the provisions of the humanistic, personality-oriented, systemic and activity approaches to personality development. The theoretical basis was the concepts of the development of self-esteem, emotional sphere and family interaction. The study used a set of complementary methods: theoretical - analysis, synthesis, generalization and systematization of scientific sources to study the essence of self-esteem, its structure, functions and factors of formation; empirical - included the organization and conduct of a psychodiagnostic study using standardized questionnaires: the methodology for diagnosing personality self-esteem by S.A. Budassi, the questionnaire "Behavior of Parents and Attitudes of Adolescents to Them" by E. Shafer, the anxiety scale of C. D. Spielberger - Y. L. Khanin (State-Trait Anxiety Inventory - STAI); statistical and mathematical - statistical analysis of the sample, correlation analysis using the Pearson criterion. **Scientific novelty.** For the first time, the relationship between self-esteem, personal and

situational anxiety and the characteristics of child-parent relationships in the context of psychocorrection of adolescent personality problems has been comprehensively investigated; family upbringing styles have been identified, which can act as both resources and risk factors for the development of personality problems; The feasibility of using comprehensive psychocorrectional programs aimed at developing adequate self-esteem, emotional self-regulation, and constructive interaction between parents and adolescents as a means of preventing behavioral disorders is substantiated. **Conclusions.** The results of the study confirmed the presence of a significant relationship between the characteristics of family upbringing styles, the emotional state of adolescents, and their self-esteem. The empirical data obtained not only allow a deeper understanding of the mechanisms of self-perception formation, but can also be used to develop psychocorrectional programs aimed at developing healthy self-esteem, reducing anxiety, and improving the quality of family interaction. In addition, based on the analysis of the results, practical recommendations were provided for increasing self-esteem. In particular, this concerns the formation of emotional self-regulation skills, the development of awareness of one's own strengths, the correction of unrealistic attitudes about oneself, and the improvement of communication with parents and peers. Particular attention is paid to the importance of creating a positive socio-psychological climate in the family, which contributes to the formation of self-confidence, psychological stability and self-esteem. The proposed recommendations can be used by psychologists, teachers and parents in working with young people to support their emotional well-being and personal development.

Keywords: child-parent relationships, teenager, self-esteem, anxiety.

Introduction. General statement of the problem and highlighting its connection with important scientific or practical tasks. Adolescence is a critical stage of personality development, during which the formation of the self-concept, self-esteem, emotional sphere and models of social behavior takes place. It is during this period that personal difficulties are most intensely manifested, which may be accompanied by increased anxiety, self-doubt, emotional instability, conflict behavior, and impaired interaction with the immediate social environment.

One of the leading factors in the development of a teenager's personality is the system of child-parent relationships, which determines the features of the formation of self-esteem, emotional stability and behavioral patterns. Negative styles of family upbringing, excessive directiveness, inconsistency or emotional alienation can be predictors of the emergence of personal problems that require timely psychocorrection.

In modern conditions of social instability, martial law, constant psycho-emotional stress, the problem of developing effective psycho-correction programs aimed at increasing self-esteem, reducing anxiety and developing constructive interaction in the family becomes particularly relevant. This necessitates the scientific substantiation of psycho-correction mechanisms of influence on the personal development of adolescents.

Analysis of research and publications that initiated the solution of this problem and on which the author relies. Both foreign and domestic scientists were actively engaged in the issue of self-esteem. In particular, fundamental approaches to the study of self-esteem were laid down in the works of such researchers as R. Burns, W. James, A. Maslow, K. Rogers, M. Rosenberg. In their studies, they considered self-esteem as a central component of the "Self-concept", which affects the behavior of the individual, its adaptation to the social environment and success in various spheres of life.

In domestic psychology, the problem of self-esteem was studied by such Ukrainian scientists as G. S. Kostyuk, S. D. Maksymenko, V. O. Romanets and T. M. Tytarenko. Scientists emphasized that self-esteem is formed in the process of social interaction and activity of the individual, being the result of assessments of significant others and one's own analysis of one's achievements. In particular, they focused on the importance of the individual's awareness of his own life scenarios and their impact on self-esteem, emphasizing the need for constructive self-perception for the harmonious development of the personality.

Highlighting previously unresolved parts of the general problem. Despite the significant number of studies devoted to self-esteem, anxiety and family upbringing styles, the issues of a comprehensive analysis of their relationship in the context of psychocorrection of adolescent personality problems remain insufficiently covered. Most scientific works are aimed at describing the psychological features of development or individual factors of influence, while psychocorrection approaches that would simultaneously take into account self-esteem, the level of anxiety and the characteristics of child-parent relationships as interrelated factors in the formation of behavioral manifestations remain insufficiently substantiated.

Formulation of the purpose of the article. Research on the relationship between self-esteem, the level of anxiety and the characteristics of child-parent relationships in adolescence.

Main part. Theoretical foundations of the study. Self-esteem is one of the most important aspects of human psychology, which affects behavior, decision-making and life achievements. The formation of self-esteem is also influenced by personal characteristics. Emotional stability, temperament, character, features of emotional response, level of anxiety, all this is important for the formation of self-esteem [2, p.157].

Having studied temperament in more detail, we can conclude that emotionally stable individuals are less prone to experiencing failures and the opinions of others. In contrast, people with a more sensitive psyche, for example, melancholics, can experience even minor remarks for a long time. Phlegmatics, as a rule, do not pay special attention to this. Introverts are less dependent on the assessments of their environment than extroverts, although the latter often have an inflated self-esteem. On the other hand, introverts often rate themselves higher than others [3, p.54].

Foreign scientists pay considerable attention to this topic. For example, K. Jung, a Swiss psychiatrist and psychologist, developed a personality typology that includes the concepts of introversion and extraversion. He noted that introverts are oriented towards the inner world and are less dependent on the opinions of others, while extroverts are oriented towards the outer world and take into account the assessments of others more. Anxiety is an important factor in the formation of self-esteem, as it reflects the level of internal confidence of the individual. According to the research of C. Spielberger, anxiety can be a situational or stable character trait that affects the perception of one's own competence. G. Eysenck noted that people with a high level of neuroticism often have low self-esteem due to a tendency to constantly experience threat. K. Horney emphasized that negative social experience in childhood forms chronic anxiety, which undermines self-confidence [5]. Thus, anxiety can become a barrier to personal development, causing insecurity and fear of mistakes.

Anxiety can also be a signal of unsuccessful aspects of personal development that directly harm self-esteem. It can indicate the risk of developing neuroses, as well as arise as a result of traumatic events that destroy self-confidence. Anxiety is often exacerbated by serious illnesses and mental disorders, which further reduces self-esteem. People prone to anxiety see the world as a potential threat to their safety and self-esteem, which leads to its formation at a low level. They constantly feel anxiety, even when there is no real danger, and these experiences often have no objective grounds, which reflects their internal insecure attitude towards themselves [9].

Note that the formation of self-esteem plays an important role in the formation of a personality, especially in adolescence. Ukrainian researchers consider adolescence as a stage of intensive development of complex emotional structures, in particular moral and aesthetic feelings, which are key components of the worldview, motivation and value system of the individual [7, p. 71; 8, p.268].

Self-esteem plays an important role in the harmonious existence of a person in society and in achieving various life goals, such as success, self-realization, family well-being, spiritual and material well-being. It is closely related to the basic emotions, in particular fear, joy, sadness, etc. According to the views of K. Horney, self-esteem is a complex psychological phenomenon that affects the main features of the personality. It is formed on the basis of how a person perceives the feedback of others and evaluates his own activities, which helps him to realize his actions and personal qualities. A person's attitude towards himself is a component of his worldview, and therefore self-esteem occupies an important place in the structure of personality [4].

Self-esteem and emotional intelligence are two interconnected areas that constantly influence each other. A person with high self-esteem, as a rule, better understands his own and other people's emotions, knows how to manage them, which indicates developed emotional intelligence. On the contrary, with low self-esteem, it is often accompanied by difficulties in the emotional sphere: negative experiences, difficulty in managing emotions and misunderstanding of others. Developed emotional intelligence, in turn, strengthens self-esteem, helping to effectively manage emotions. The impact of self-esteem and emotional intelligence on a person's life is significant: high self-esteem contributes to success in education, work and personal life, while low self-esteem can lead to problems with mental health and relationships. High emotional intelligence helps to be an effective leader, establish communication and resolve conflicts, while low emotional intelligence makes it difficult to work in a team and manage stress. Understanding this relationship is important for improving mental health and quality of life, although it should be remembered that it is influenced by various personal factors [1].

Personality traits also have a significant impact on the formation of self-esteem, as they determine how a person perceives himself, reacts to life situations and interacts with others. This issue was studied by such famous psychologists as W. James, A. Maslow, K. Rogers, M. Rosenberg.

Self-confidence and determination contribute to high self-esteem, because people who are able to make decisions and take responsibility for their actions feel more stable and self-sufficient. On the other hand, shyness and anxiety can reduce the level of self-esteem, because a person often doubts their abilities and is afraid of criticism.

Optimism and positive thinking help to perceive themselves and their achievements in a better light, which helps to strengthen self-confidence. At the same time, excessive criticality and self-criticism can lead to low self-esteem, because a person constantly compares himself with others and focuses on his own shortcomings [4, p.172].

Empathy also plays an important role: people who are highly sensitive to the opinions of others may be overly dependent on others' evaluations, which makes their self-esteem unstable. Purposefulness and ambition, on the contrary, contribute to self-confidence, especially when a person achieves their goals and experiences personal development. Thus, character traits can both strengthen self-esteem and reduce it, influencing a person's perception of themselves and their place in the world [6, p. 201].

Thus, psychological factors determine the level of self-esteem and its resistance to external influences. The development of awareness, positive internal dialogue and emotional stability helps to form a healthy attitude towards oneself.

Experimental part. In the empirical study to identify the relationship between self-esteem, anxiety and the characteristics of child-parent relationships, a comprehensive psychodiagnostic toolkit was used, which includes the method of diagnosing personality self-esteem by S. A. Budassi, the questionnaire «Behavior of parents and the attitude of adolescents towards them» by E. Shafer, the anxiety scale of C. D. Spielberger - Y. L. Khanin (State-Trait Anxiety Inventory – STAI). The research base is the Vinnytsia Lyceum №11, Vinnytsia Lyceum № 15 and Vinnytsia Lyceum № 19, where 70 respondents participated, including 28 boys (40%) and 42 girls (60%) (Fig. 1) aged 14 to 16 years (Fig. 2). Respondents were selected by random sampling from among students who expressed a desire to participate in the study. The survey was conducted online using a Google form, which ensured the convenience of participation and accessibility for different categories of students. All participants provided oral informed consent to participate in the study, guaranteeing compliance with ethical standards, anonymity of responses, and use of results exclusively for scientific purposes.

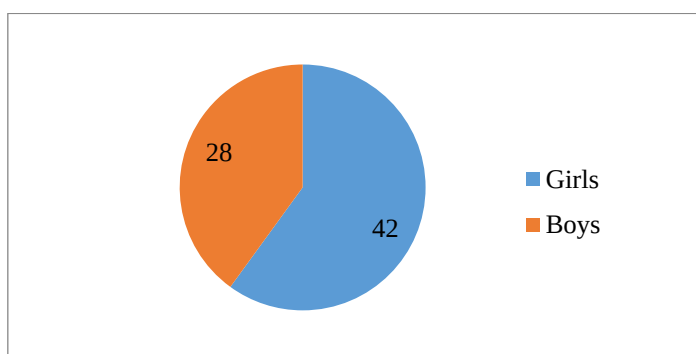


Fig. 1. Number of respondents by gender, persons

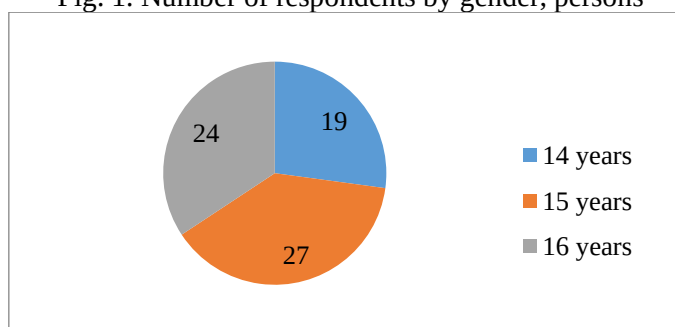


Fig. 2. Number of respondents by age, persons

In order to identify the relationship between the self-esteem of the individual, the level of anxiety and the characteristics of child-parent relationships, three psychodiagnostic methods were used: the method of determining self-esteem according to S. A. Budassi, the Spielberger-Khanin anxiety scale, as well as the questionnaire "Behavior of parents and the attitude of adolescents towards them" according to the method of E. Shafer.

In the process of analysis, levels of self-esteem were determined, levels of situational and personal anxiety were established, and five key parameters of parental influence were characterized: positive interest, directiveness, hostility, autonomy and inconsistency.

The distribution of respondents by level of self-esteem determined according to the method of S. A. Budassi can be seen in (Fig. 3).

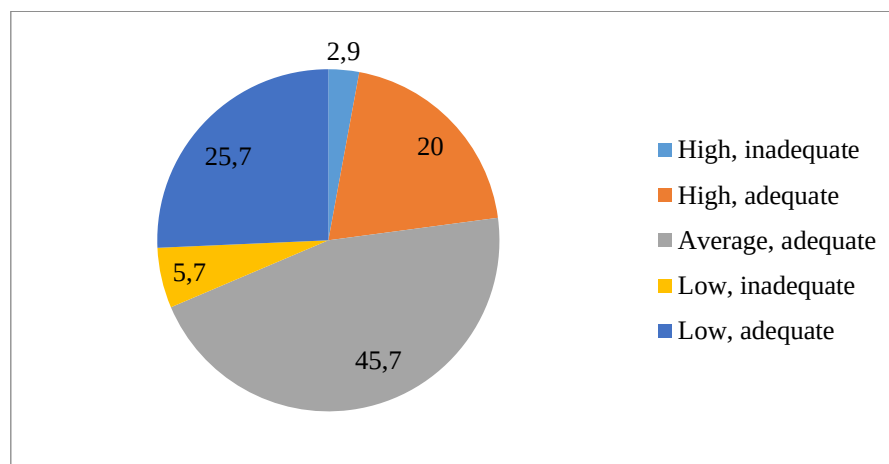


Fig. 3. Distribution of respondents by level of self-esteem according to the method of S. A. Budassi, %

As can be seen from Fig. 3, the largest proportion of study participants has an average, adequate level of self-esteem 45.7% (32 people). This means a sufficient level of confidence in their own abilities in the majority of adolescents involved in the sample.

In second place is low, adequate self-esteem 25.7% (18 people). This indicates that these participants realistically assess themselves, but their level of self-esteem is generally underestimated, which can be a potential factor in the development of anxiety or insecurity.

High, adequate self-esteem was demonstrated by 20% of respondents (14 people), which indicates a positive attitude towards themselves and confidence in their own abilities without signs of overestimation.

In contrast, inadequate levels of self-esteem were observed much less often: 5.7% (4 people) have low, inadequate, and only 2.9% (2 people) have high, inadequate self-esteem. This indicates that a small part of the respondents perceive themselves unrealistically – either too self-critically, or with signs of overestimation, which does not correspond to real possibilities.

As we already know, there is a general tendency towards the predominance of adequate self-esteem, which is observed both among girls and among boys. Let us pay attention to Table. 1, which demonstrates a detailed distribution of self-esteem levels by gender.

Table 1. Distribution of self-esteem levels by gender, person

Indicator	girls	boys
High inadequate	2	0
High adequate	8	6
Medium adequate	20	12
Low adequate	12	6
Low inadequate	0	4

In particular, the average, adequate level is most often found in girls (20 people) and somewhat less often in boys (12 people). A low, but adequate level is observed in 12 girls and 6 boys, respectively, which is also consistent with the general picture. High, adequate self-esteem was demonstrated by 8 girls and 6 boys.

It is worth noting that there are cases of inadequate self-esteem: two girls had high, inadequate self-esteem, and four boys - low, inadequate. This indicates a certain gender difference in the tendency to underestimate or overestimate self-esteem, which may be important in further analyzing the relationship with other psycho-emotional indicators.

In order to study the emotional state of the studied sample, the “Anxiety Scale” technique developed by Ch. Spielberger and adapted by Yu. Khanin was also used. This technique allows for a differentiated assessment of two components of anxiety: personal (as a stable individual characteristic) and situational (as a reaction to specific conditions or stressors). Let us first analyze the level of personal anxiety of the participants.

The distribution of respondents by level of personal anxiety can be seen in (Fig. 4).

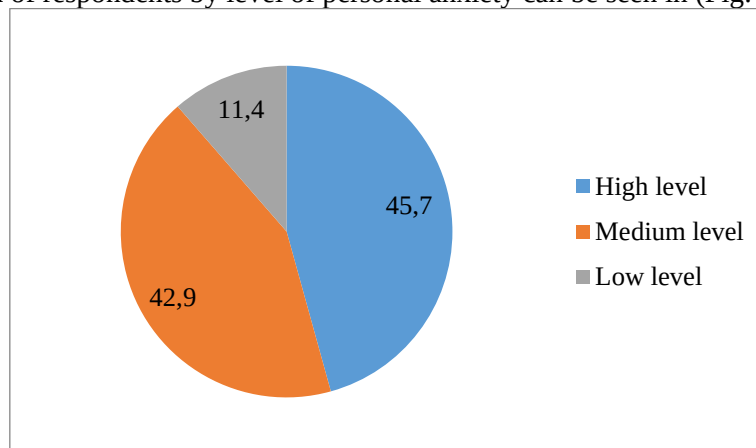


Fig. 4. Results of personal anxiety according to the method of C. D. Spielberger, %

As can be seen from Fig. 4, a high level of personal anxiety is demonstrated by 45.7% of respondents (32 people), which may indicate a stable tendency to experience anxiety regardless of the situation in which the individual is.

An average level of anxiety was found in 42.9% of respondents (30 people). This indicates a balanced emotional background with the possible manifestation of anxiety tendencies in certain contexts, but without signs of pathological fixation.

But a low level of anxiety turned out to be the least common - only 11.4% (8 people), which may indicate emotional stability or low sensitivity to threats, including social ones.

In addition to personal, the study also included an analysis of situational anxiety, which reflects the current emotional state of the individual in a specific situation and is more variable compared to personal. The distribution of levels of situational anxiety is shown in (Fig. 5).

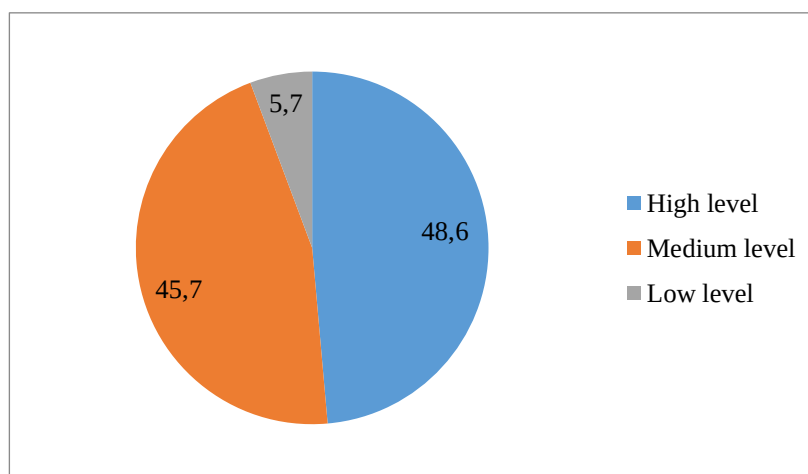


Fig. 5. Results of situational anxiety according to the method of C. D. Spielberger, %

As can be seen from Fig. 5, the largest proportion is made up of respondents with a high level of situational anxiety 48.6% (34 people). This indicates that almost half of the study participants at the time of the survey were in a state of psycho-emotional tension, with signs of increased anxiety or nervousness due to situational factors.

The average level of anxiety was recorded in 45.7% of respondents (32 people). This indicator indicates the ability of most young people to maintain relative emotional balance, regardless of the effects of stimuli or external stress.

In contrast, a low level of situational anxiety was found in only 5.7% of the sample (4 people). This may indicate both a high level of emotional self-regulation and reduced sensitivity to stressful influences, but in some cases - emotional inhibition.

Analysis of the quantitative distribution of levels of personal and situational anxiety according to the method of C. D. Spielberger indicates the dominance of medium and high levels of anxiety among respondents: in the case of personal anxiety, these levels cover a total of 88.6% of the sample, while situational anxiety within the specified limits is manifested in 94.3% of the studied subjects.

If we consider the distribution of anxiety levels by gender, given in (Table 2), we can see some differences between women and men.

Table 2. Distribution of anxiety levels by gender, person

Type / indicator	girls	boys
Personal anxiety		
High level	16	16
Medium level	22	8
Low level	4	4
Situational anxiety		
High level	18	16
Medium level	22	10
Low level	2	2

In particular, a high level of personal anxiety was found equally in 16 girls and 16 boys, while an average level was more common among girls (22 people versus 8 boys). A low level according to this indicator was observed in 4 representatives of each sex.

Regarding situational anxiety, a high level was recorded in 18 girls and 16 boys, and an average level in 22 girls and 10 boys. A low level of situational anxiety was found in only 2 girls and 2 boys.

These results may indicate a greater emotional sensitivity of girls compared to boys, given the greater proportion of average and high levels of anxiety among them, but overall anxiety remains relevant for both sexes to almost the same extent.

Also, within the framework of the study, an assessment of child-parent relationships was carried out using the E. Shafer questionnaire (Table 3), which allows studying various aspects of interaction in the "parent-child" system. The assessment was carried out using five key scales: POZ (Positive Interest), DIR (Directiveness), HOS (Hostility), AUT (Autonomy) and NED (Inconsistency).

Table 3. Distribution of levels of severity of indicators according to the E. Shafer questionnaire method among the studied respondents

	Weakly expressed	Normal	Clearly expressed
POZ	20,0 % (14 persons)	45,7 % (32 persons)	34,3 % (24 persons)
DIR	8,6 % (6 persons)	31,4 % (22 persons)	60,0 % (42 persons)
HOS	54,3 % (38 persons)	34,3 % (24 persons)	11,4 % (8 persons)
AUT	17,1 % (12 persons)	40,0 % (28 persons)	42,9 % (30 persons)
NED	22,9 % (16 persons)	31,4 % (22 persons)	45,7 % (32 persons)

As can be seen from Table 3, on the POZ scale, 45.7% of respondents demonstrated a level corresponding to the normative (average), 34.3% - a clearly expressed positive attitude towards the child, and only 20.0% - weakly expressed. This indicates a general tendency towards emotional acceptance of the child by the majority of respondents. In the context of the formation of self-esteem of respondents, a positive attitude from parents is a factor in the development of high and adequate self-esteem, since emotional support is basic for internal self-acceptance.

On the DIR scale, 60.0% of respondents showed clearly expressed directiveness, which indicates a significant proportion of participants who were subjected to a stricter style of upbringing with an emphasis on control and submission. Such an approach, depending on the balance with emotional support, can both contribute to the formation of structured self-esteem and create conditions for low or inadequate self-esteem, especially in the absence of recognition and support.

The HOS scale showed that 54.3% of respondents assessed difficulties in communicating with parents as weakly expressed, 34.3% - within the normal range, and only 11.4% - as clearly expressed. This indicates a generally favorable communicative background in the families of most participants. High-quality communication with parents contributes to the development of self-confidence, the formation of a positive image of the "I", therefore, is an important factor in the formation of healthy self-esteem.

Within the AUT scale (autonomy), 42.9% of participants demonstrated a high level of autonomy, 40.0% - medium, and 17.1% - low. Autonomy in this context reflects the ability of a child or young person to act independently, make decisions without excessive dependence on parental opinion, as well as a sense of personal responsibility. A high level of autonomy is usually associated with trusting, supportive relationships in the family, where the child has space to develop his own initiative. In contrast, a low level of autonomy may indicate excessive care, hypercontrol, or insufficient support for independence on the part of parents, which can potentially affect the formation of low self-esteem and increased anxiety.

The NED scale (inconsistency) revealed that 45.7% of respondents had a high level of uncertainty, 31.4% had an average level, and 22.9% had a low level. Uncertainty in parental behavior (inconsistency, contradictory demands) often creates a feeling of instability and uncertainty in children, which in turn negatively affects the formation of self-esteem.

Let us pay attention to Table 4, which shows in detail the results of the levels of expression by gender.

Table 4. Distribution of levels of scales of E. Shafer's methodology by gender, person

Scale / expression	girl	boy
POZ		
Clearly	18	6
Normal	18	14
Weak	6	8
DIR		
Clearly	22	20
Normal	16	6
Weak	4	2
HOS		
Clearly	2	6
Normal	14	10
Weak	26	12
AUT		
Clearly	22	8
Normal	16	12
Weak	4	8
NED		
Clearly	18	14
Normal	18	4
Weak	6	10

It can be concluded that girls more often than boys demonstrate a clearly expressed positivity of relationships (POZ), which may indicate their higher emotional involvement in interaction with their parents. At the same time, boys are dominated by a weakly expressed positivity, which may indicate a less pronounced emotional component in their perception of relationships with their parents.

On the directiveness scale (DIR), a clearly expressed level is observed approximately equally in both groups (girls - 22, boys - 20), which may indicate a general tendency to perceive parents as authoritarian.

In the hostility indicator (HOS), a significant proportion of girls demonstrate a weakly expressed level (26 people), which may indicate a tendency to avoid conflicting or tense memories of their parents, while in boys this indicator is more evenly distributed, with a slightly higher level of clearly expressed hostility (6 people).

The autonomy scale (AUT) indicates that girls more often demonstrate a clearly expressed desire for independence in relationships with their parents (22 people versus 8 boys), while boys somewhat more often demonstrate a low level of autonomy.

Regarding emotional distance (NED), girls tend to have a more pronounced distancing (18 people), but a normal level is also common among them. Boys, on the other hand, more often have a weak expression of this indicator, which may indicate a somewhat lower desire for emotional distancing from their parents.

In general, the results obtained indicate certain gender differences in the perception of child-parent relationships, in particular in emotional involvement, autonomy, and perception of directiveness.

Analysis of the study results using the POZ, DIR, HOS, AUT, and NED scales indicates a predominantly positive emotional perception of the child by parents, generally favorable communication in the family, and a sufficient level of autonomy, which is the basis for the formation of healthy self-esteem. At the same time, the presence of a high level of directiveness and inconsistency in upbringing indicates potential risks for the emotional development and internal stability of respondents, which requires further attention and support.

During the study, a correlation analysis was carried out to identify the relationship between self-esteem indicators, levels of anxiety (personal and situational) and parameters of child-parent relationships obtained using the E. Shafer questionnaire. The Pearson correlation coefficient was used for the analysis, which allows assessing the strength and direction of the linear relationship between quantitative variables.

The results indicate a statistically significant negative correlation between the level of self-esteem and situational anxiety ($r = -0.55$), as well as between self-esteem and personal anxiety ($r = -0.44$). This means that with an increase in self-esteem, the level of anxiety, both situational and stable personal, decreases. This relationship confirms the position of classical concepts of anxiety, in particular the approach of C. Spielberger, according to which high anxiety is often a consequence of low self-confidence, doubts about the value of one's own "I". In addition, a positive correlation was found between self-esteem and the level of autonomy in the style of parenting ($r = 0.46$). This relationship may indicate that under conditions of support for independence, trust and recognition of personal boundaries in the family environment, more positive self-images, higher self-confidence and the ability to make independent decisions are formed.

Along with this, the positive correlation between self-esteem and positive parental interest ($r = 0.42$) confirms the important role of parental support and acceptance in the formation of a confident and stable self-image. This result is consistent with the humanistic concept of K. Rogers, according to which the basic acceptance of a child by adults contributes to the development of adequate self-esteem and a high level of psychological well-being.

At the same time, the negative correlations between self-esteem and directiveness ($r = -0.39$), as well as between self-esteem and hostility towards parents ($r = -0.38$) indicate that excessive rigidity in upbringing, as well as emotional distance from parents, negatively affect the development of positive self-esteem. Given the concept of parenting styles by E. Schafer, directiveness in combination with emotional coldness most often leads to the formation of unstable or low self-esteem in adolescents.

The correlation between self-esteem and the indicator of inconsistency in interaction with parents turned out to be weak ($r = -0.17$), which suggests its indirect or mediated influence on the structure of self-esteem. The results of the study can be seen in (Table 5).

Table 5. Results of the correlation analysis

Indicator	Value
Self-esteem – personal anxiety	-0,44
Self-esteem – situational anxiety	-0,55
Self-esteem – POZ	0,42
Self-esteem – DIR	-0,39
Self-esteem – HOS	-0,38
Self-esteem – AUT	0,46
Self-esteem – NED	-0,17

Results and their discussion. Thus, from the obtained results, we can draw conclusions about the close relationship between self-esteem, anxiety and parenting style. Adequate self-esteem is formed in conditions of a positive emotional atmosphere, support and constructive interaction with parents. At the same time, strict control, directiveness or emotional distance from parents can be factors in the formation of inadequate, low or unstable self-esteem, which, in turn, increases the level of individual anxiety. The use

of correlation analysis made it possible to empirically confirm the relationship between these mental phenomena and outline directions for further in-depth study of the mechanisms of their interaction.

The obtained results of the experimental study also indicate the need to develop and implement comprehensive psychocorrectional programs aimed at increasing the self-esteem of adolescents by reducing the level of personal and situational anxiety, as well as harmonizing child-parent relationships. It is the comprehensive approach that combines the development of a positive self-image, the formation of emotional self-regulation skills, the development of constructive ways to overcome anxiety and psychological support for parents that creates the conditions for positive personal changes in adolescence. Psychocorrectional work should be aimed not only at overcoming individual behavioral manifestations, but also at eliminating the psychological factors that underlie them. Harmonization of family interaction will contribute to the formation of a safe emotional environment that ensures the development of adequate self-esteem, reducing anxiety, increasing confidence in one's own abilities and the formation of constructive models of adolescent behavior. Such an approach meets the modern tasks of personality psychocorrection and can become the basis for creating effective programs of psychological support for adolescent children.

Final part. Conclusions. The empirical study analyzed the relationship between the level of self-esteem, anxiety and the characteristics of family upbringing. For this purpose, standardized psychodiagnostic methods were used: the self-esteem assessment scale of S. A. Budassi, the Spielberger-Khanin anxiety level determination method, and the questionnaire "Parental Behavior and Adolescents' Attitudes to Them" by E. Shafer. The results obtained allowed us to identify the characteristic features of the formation of adolescents' self-esteem. In particular, it was found that the majority of respondents have an average (adequate) level of self-esteem, which is associated with moderate indicators of personal and situational anxiety. This indicates relative emotional stability and the presence of psychological resources for successful functioning in society. At the same time, respondents with low or high self-esteem demonstrated an increased level of anxiety, which may be an indicator of internal conflicts, emotional tension, and instability of self-perception. Analysis of data obtained using E. Shafer's method showed that the most unfavorable for the formation of adequate self-esteem are the authoritarian style of upbringing, excessive directiveness, hostility and restriction of the child's autonomy. In contrast, emotional warmth, acceptance and clear structuring of family roles contribute to the development of a positive self-image, self-confidence and reduction of emotional tension. Thus, it can be concluded that self-esteem is formed in close connection with social relationships, especially in the system of child-parent relationships, and its level largely depends on the psychological climate in the family and individual-personal characteristics.

Prospects for further research. They consist in the development, testing and experimental verification of the effectiveness of a comprehensive program of psychocorrection of personality problems and behavior of adolescents, aimed at increasing self-esteem, developing emotional self-regulation, reducing anxiety and optimizing child-parent relationships. It is also advisable to study the possibilities of using modern art therapeutic technologies, cognitive-behavioral methods, trainings for the development of emotional intelligence and family counseling as effective means of psychocorrection of the personal development of adolescents. Further research can be aimed at a comparative analysis of the effectiveness of various psychocorrection approaches depending on age, gender, level of anxiety and characteristics of the family environment.

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The article has been submitted to the editorial board 26.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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**THOUGHT DISORDERS: CONTEMPORARY APPROACHES TO THEIR
IDENTIFICATION DURING THE CLINICAL INTERVIEW**

Вступ. Порушення мислення є одним із ключових психопатологічних феноменів, що мають важливе значення для ранньої діагностики, диференційної діагностики та оцінювання перебігу психічних розладів. Незважаючи на значну кількість досліджень, присвячених їх феноменології, нейробіологічним механізмам та клінічним проявам, сучасні підходи до системного виявлення порушень мислення під час клінічної бесіди, особливо у практиці клінічного психолога, залишаються недостатньо узагальненими.

Мета дослідження – узагальнити сучасні наукові дані щодо порушень мислення, охарактеризувати їх нейробіологічні та клініко-психопатологічні особливості, проаналізувати сучасні підходи до їх оцінювання під час клінічної бесіди та запропонувати структурований алгоритм дослідження мислення для клінічної практики.

Матеріали та методи. Проведено наративний огляд сучасної наукової літератури з використанням публікацій, індексованих у міжнародних наукометричних базах даних, клінічних рекомендацій, міжнародних класифікацій психічних розладів та психометричних досліджень. Використано бібліографічний, порівняльний, системно-структурний і клініко-психопатологічний методи аналізу.

Результати. Сучасні уявлення розглядають порушення мислення як багатовимірний психопатологічний феномен, пов'язаний із дисфункцією мовленнєвих, виконавчих та когнітивних нейронних мереж. Показано, що порушення мислення мають трансдіагностичний характер і можуть спостерігатися при шизофренії, біполярному афективному розладі, депресивних та нейрокогнітивних розладах, органічних захворюваннях головного мозку, наслідках черепно-мозкової травми та розладах аутистичного спектра. Систематизовано основні характеристики мислення, зокрема темп, послідовність, цілеспрямованість, логічність, продуктивність і критичність, проаналізовано їх клінічне значення та сучасні підходи до оцінювання під час

дослідження психічного статусу. Розглянуто можливості застосування сучасних стандартизованих інструментів оцінювання (TLC, TALD, TLI, CLANG) та запропоновано структурований алгоритм клінічної бесіди для комплексного оцінювання порушень мислення.

Висновки. Комплексне оцінювання порушень мислення під час клінічної бесіди підвищує якість психопатологічного дослідження, сприяє ранньому виявленню психічних розладів та покращує диференційну діагностику. Запропонований алгоритм може бути використаний у практичній діяльності клінічних психологів, лікарів-психіатрів, лікарів-інтернів та мультидисциплінарних команд, а також у системі додипломної та післядипломної освіти фахівців у сфері психічного здоров'я.

Ключові слова: порушення мислення, клінічна бесіда, психопатологія, клінічна психологія, психічний статус, психодіагностика.

Background. **Thought disorders** are among the key psychopathological phenomena and play an important role in the early diagnosis, differential diagnosis, and assessment of the course of mental disorders. Although numerous studies have investigated their phenomenology, neurobiological mechanisms, and clinical manifestations, contemporary approaches to the systematic identification of thought disorders during the clinical interview, particularly in clinical psychology, remain insufficiently integrated.

Objective. To summarise current scientific evidence on thought disorders, describe their neurobiological and psychopathological characteristics, analyse contemporary approaches to their assessment during the clinical interview, and propose a structured algorithm for the assessment of thought processes in clinical practice.

Materials and methods. A narrative review of contemporary scientific literature was conducted using publications indexed in international databases, clinical practice guidelines, international diagnostic classifications, and psychometric studies. Bibliographic, comparative, system-structural, and clinical-psychopathological methods were applied to analyse and synthesise the available evidence.

Results. Current concepts describe thought disorders as multidimensional psychopathological phenomena associated with dysfunction of language, executive, and cognitive neural networks. Contemporary evidence indicates that thought disorders have a transdiagnostic nature and may occur in schizophrenia, bipolar disorder, depressive disorders, neurocognitive disorders, organic brain diseases, traumatic brain injury, and autism spectrum disorders. The main characteristics of thought processes, including tempo, sequence, goal-directedness, logical organisation, productivity, and critical thinking, were systematised, and their clinical significance as well as contemporary approaches to their assessment during the mental status examination were analysed. Modern standardised assessment instruments, including the Thought, Language and Communication Scale (TLC), the Thought and Language Disorder Scale (TALD), the Thought and Language Index (TLI), and the Clinical Language Disorder Rating Scale (CLANG), were reviewed. A structured algorithm for the clinical interview aimed at comprehensively assessing thought disorders was proposed.

Conclusions. Comprehensive assessment of thought disorders during the clinical interview improves the quality of psychopathological evaluation, facilitates early detection of mental disorders, and enhances differential diagnosis. The proposed algorithm may be used by clinical psychologists, psychiatrists, psychiatry residents, and multidisciplinary mental health teams, as well as in undergraduate and postgraduate education in mental health.

Keywords: thought disorders; clinical interview; psychopathology; clinical psychology; mental status examination; psychodiagnostics.

Introduction. Thought disorders are among the fundamental psychopathological phenomena that play an important role in clinical psychiatry and clinical psychology. They reflect the organisation of cognitive activity, directly affect communication, social functioning, and patient adaptation, and are of substantial importance for the early detection of mental disorders, differential diagnosis, assessment of the severity of psychopathological manifestations, and prediction of the course of illness [1, 2, 9, 13, 21].

Traditionally, thought disorders are divided into disorders of form and disorders of content. Formal thought disorders characterise the tempo, sequence, logical organisation, goal-directedness, and verbal expression of the thought process, whereas content disorders are associated with pathological ideas, beliefs, and judgments. Formal thought disorders are particularly accessible to clinical examination during psychopathological assessment because they are directly manifested in the patient's spontaneous speech and can be evaluated already at the stage of the clinical interview [3, 4, 13, 14].

For a long time, formal thought disorders were regarded primarily as a characteristic feature of schizophrenia. However, contemporary clinical, psychometric, neuropsychological, and neuroimaging studies indicate that they are transdiagnostic and may occur in bipolar disorder, depressive disorders, organic and neurocognitive disorders, autism spectrum disorders, after traumatic brain injury, and in individuals at high risk of developing psychosis. This approach has substantially broadened the understanding of the clinical significance of thought disorders and emphasised the need for their comprehensive assessment regardless of the mental disorder's nosological category [9, 15, 17, 19–22, 26, 28, 29, 33, 34].

At the same time, concepts regarding the mechanisms underlying thought disorders have changed substantially over the past decade. Contemporary models view them as a consequence of dysfunction in interconnected language, executive, and cognitive neural networks rather than solely as disturbances of associative processes. Standardised rating scales for formal thought disorder, as well as automated speech analysis methods using Natural Language Processing algorithms, have advanced considerably and show promise for the early detection of psychotic disorders and for increasing the objectivity of psychopathological assessment [4–8, 10, 14, 16, 21–29].

Despite the large number of publications devoted to neurobiology, psychometric assessment, and digital speech analysis, current evidence remains insufficiently integrated for the needs of clinical practice. Most studies address individual aspects of thought disorder, whereas syntheses of contemporary approaches to its assessment during the clinical interview, particularly from the perspective of clinical psychology, remain limited. This creates a need to systematise current scientific evidence, integrate psychopathological, neurobiological, and psychometric approaches, and develop a structured algorithm for the clinical assessment of thought disorders [5–10, 21–30, 33, 34].

Accordingly, it is relevant to summarise current scientific evidence on thought disorders, analyse their clinical-psychopathological and neurobiological mechanisms and contemporary approaches to assessment during the clinical interview, and determine the practical significance of this knowledge for the work of a clinical psychologist.

Objective

The objective of the study was, based on an analysis of contemporary scientific literature, to summarise current concepts of thought disorders; characterise their clinical manifestations and neurobiological mechanisms; outline contemporary approaches to their assessment during the clinical interview; and determine the practical significance of this knowledge for clinical psychologists.

Materials and Methods

The study was conducted as a narrative review of contemporary scientific literature with elements of comparative and critical analysis. Sources included publications indexed in PubMed/MEDLINE, materials from international scientific publishers, and documents of the World Health Organisation, the American Psychiatric Association, and the UK National Institute for Health and Care Excellence (NICE). The analysis drew on DSM-5-TR, ICD-11, and current clinical guidelines for the assessment of patients with mental disorders [6, 9, 19, 31, 32, 33].

The analysis included publications issued predominantly between 2016 and 2026. Systematic and narrative reviews, meta-analyses, clinical, neuroimaging, and psychometric studies, as well as international classifications and clinical guidelines, were included. Priority was given to studies addressing the phenomenology of thought disorders, their neurocognitive and neurobiological mechanisms, clinical assessment, standardised scales, and contemporary methods of speech analysis [5, 8, 9, 14, 20, 21, 25, 26, 27, 28, 29, 30, 33, 34].

Foundational publications issued before 2016 were used only as primary sources for standardised assessment instruments (TLC, TALD, TLI) and contemporary concepts of thought disorder [3, 15, 27]. Non-peer-reviewed materials, duplicates, abstracts without full text, and publications with insufficiently described methodology were excluded from the analysis.

Bibliographic, comparative, system-structural, and clinical-psychopathological methods were used to synthesise the findings. Results were systematised in the following areas: contemporary concepts of thought disorders, neurobiological mechanisms, clinical phenomenology, major characteristics of thinking, the clinical interview algorithm, and standardised assessment instruments. Based on the analysis, a practical algorithm for assessing thought disorders in clinical psychological practice was proposed.

Results

Contemporary Understanding of Thought Disorders

The analysis of contemporary scientific literature indicates that thought disorders are among the most complex yet informative psychopathological phenomena, reflecting changes in cognitive activity and

carrying substantial diagnostic significance. At the current stage of psychiatry and clinical psychology, they are viewed not merely as an isolated symptom of a particular disorder but as a multidimensional phenomenon arising from the interaction of neurobiological, cognitive, linguistic, and psychopathological mechanisms [9, 13, 14, 26, 27, 30, 33, 34].

The literature analysis confirmed the usefulness of distinguishing formal thought disorders from disorders of thought content. Formal disorders characterise the course of thought processes, including tempo, sequence, logical organisation, goal-directedness, productivity, and coherence, whereas content disorders reflect pathological ideas, beliefs, and judgments. Despite the relationship between these categories, formal disorders are the most readily assessed during the clinical interview because they are directly expressed in the patient's speech [1, 14, 15, 26, 31].

Thought disorders were long regarded mainly as a characteristic feature of schizophrenia. Contemporary studies, however, demonstrate their transdiagnostic nature. Formal thought disorders may occur in bipolar disorder, depressive disorders with psychotic symptoms, neurocognitive disorders, organic brain lesions, autism spectrum disorders, after traumatic brain injury, and in patients at high risk of psychosis [18, 21, 20, 26, 27, 30, 33, 34]. This perspective substantially broadens their clinical significance and supports a comprehensive assessment of thinking regardless of the nosological category of the mental disorder.

The analysis also showed that current classifications of mental disorders (DSM-5-TR and ICD-11) do not provide a separate standardised classification encompassing all formal thought disorders; instead, these phenomena are used as descriptive psychopathological characteristics within the mental status examination [1, 2, 26, 31, 32]. This necessitates the use of structured clinical interviews and standardised rating scales to increase the objectivity of psychopathological assessment.

Thus, the contemporary understanding of thought disorders is based on the integration of psychopathological, neuropsychological, and neurobiological approaches. For the clinical psychologist, this entails a comprehensive analysis not only of the content of the patient's statements but also of the organisation of thought, which is important for the early detection of mental disorders, differential diagnosis, and the determination of further clinical management [8, 9, 14, 27].

Neurobiological Mechanisms of Thought Disorders

Contemporary research indicates that thought disorders result not from a focal lesion in a single brain region but from dysfunction of interconnected neural networks supporting language, executive functions, semantic information processing, and cognitive control [9, 11, 14, 18, 22, 27]. This approach differs substantially from classical concepts that explained thought disorders primarily in terms of disturbances in associative processes.

Frontal, temporal, and parietal cortical regions play the greatest role in the development of thought disorders. The dorsolateral prefrontal cortex supports planning, maintenance of goal-directed activity, cognitive control, and working memory. In contrast, medial prefrontal regions are involved in self-monitoring, monitoring of one's own utterances, and behavioural regulation. Temporal structures, particularly the superior temporal gyrus and adjacent language areas, support semantic processing, language comprehension, and the formation of logical relationships between concepts. Disrupted interaction among these structures may lead to disorganisation of thought, loss of coherence, tangentiality, derailment of associative links, and reduced cognitive productivity [9, 14, 18, 27].

Contemporary researchers also devote particular attention to disturbances of semantic networks. In healthy individuals, concept activation occurs in an orderly manner, supporting the logical sequence of judgments. In psychotic disorders, excessive or chaotic spreading of semantic activation may occur, causing secondary or incidental associations to enter speech. Clinically, this may present as accelerated thinking, derailment, disruption of logical connections, and reduced speech coherence [9, 14, 22].

Executive functions also play an important role in the development of thought disorders. Reduced cognitive control, impaired inhibition of irrelevant information, deficits in working memory, and reduced cognitive flexibility make it more difficult to maintain the logical structure of an utterance, shift appropriately between topics, and monitor one's own speech. Accordingly, the severity of formal thought disorder often correlates with the degree of executive dysfunction and is one of the predictors of patients' social maladaptation [18, 21, 20].

Contemporary neuroimaging studies confirm structural and functional changes in patients with thought disorders. Reported findings include reduced grey matter volume in frontal and temporal cortical regions, altered functional connectivity between language and cognitive-control networks, and impaired integration of information across functional brain systems. The severity of these changes correlates with the clinical severity of thought disorder and the degree of cognitive deficit [16, 18, 27].

At the same time, current evidence indicates that the neurobiological mechanisms of thought disorders are not specific to schizophrenia. Similar alterations in functional brain organisation may be observed in bipolar disorder, neurocognitive disorders, organic brain lesions, and other mental disorders. This supports the transdiagnostic nature of thought disorders and the need for comprehensive assessment regardless of the condition's nosological category [10, 18, 27, 30, 33, 34].

These findings indicate that the contemporary understanding of thought disorders extends beyond classical psychopathological description and is based on the integration of clinical, neuropsychological, and neurobiological approaches. For the clinical psychologist, this means that assessment of thinking should consider not only observable speech manifestations but also the possible cognitive mechanisms underlying them, thereby improving the accuracy of psychopathological examination and supporting more substantiated differential diagnosis.

Major Characteristics of Thinking and Their Assessment During the Clinical Interview

The analysis of contemporary literature showed that assessment of thinking during the clinical interview should be comprehensive and encompass not only the content of the patient's statements but also the characteristics of the thought process. In contemporary clinical psychology and psychiatry, six major characteristics of thinking are of greatest practical importance: tempo, sequence, goal-directedness, logical organisation, productivity, and critical judgment. Their systematic analysis facilitates the timely identification of early psychopathological changes, differential diagnosis, and assessment of the degree of impairment in mental functioning [8, 14, 17, 33, 34].

Tempo of Thinking

The tempo of thinking characterises the speed at which thoughts are formed, developed, and verbally expressed. Under normal conditions, it corresponds to the rate of speech, permits timely shifting between topics, and does not interfere with the logical presentation of information.

Pathological changes in tempo may manifest as acceleration or slowing. Accelerated thinking is accompanied by rapid shifts in associations, verbosity, increased speech activity, and a tendency toward superficial logical connections. Such changes are most commonly observed in manic states and may be accompanied by elevated mood, psychomotor agitation, and reduced ability to maintain the main topic of conversation [9, 14, 34].

Slowed thinking is characterised by increased response latency, difficulty forming judgments, reduced speech activity, and a need for additional time to process information. Such manifestations are characteristic of depressive disorders, organic brain lesions, neurocognitive disorders, and certain forms of schizophrenia [14, 16].

During the clinical interview, it is appropriate to assess response speed, pause duration, ease of transitions between questions, speech rate, and the patient's ability to maintain an appropriate communication rhythm.

Sequence of Thinking

Sequence of thinking refers to the ability to move logically from one thought to another without losing the main topic. This characteristic most directly reflects the organisation of thought activity and is one of the most important indicators in psychopathological examination.

Disturbances of sequence may manifest as derailment, tangentiality, thought disruption, incoherence, excessive detail, or pathological circumstantiality. Despite their differing clinical manifestations, all of these phenomena involve impaired logical transitions between elements of an utterance and reduced speech coherence [14, 30, 34].

To assess the sequence of thinking, the clinical psychologist should attend to the patient's ability to answer without deviating from the question, to complete an initiated thought, to maintain logical connections between statements, and to avoid unjustified associative shifts.

Goal-Directedness of Thinking

Goal-directedness characterises the ability to maintain a defined direction of thought until a communicative or cognitive goal is achieved. Normally, a person can remain focused on the main topic of conversation, identify essential information, and complete a logical chain of reasoning.

In mental disorders, deviations from the main topic, difficulty maintaining the goal of an utterance, unjustified shifts to secondary details, or complete loss of the initial direction of thought may occur. Such changes are most commonly observed in schizophrenia, manic episodes, and organic brain disorders [7, 14, 18, 21].

Assessment of goal-directedness involves analysing the patient's ability to answer the question directly, maintain the topic of conversation, and complete statements without substantial deviation.

Logical Organisation of Thinking

Logical organisation reflects the ability to construct consistent cause-and-effect relationships, draw substantiated conclusions, and use appropriate inferences. Disturbances may manifest as paralogical thinking, illogical conclusions, contradictory judgments, or difficulty with abstraction [1, 14, 31].

During the clinical interview, logical organisation can be assessed through open-ended questions, interpretation of proverbs, explanation of cause-and-effect relationships, comparison of concepts, and analysis of everyday situations. What matters is not merely whether an answer is correct, but how it is constructed and the logic underlying the reasoning.

Productivity of Thinking

Productivity refers to the ability to generate new ideas, produce an adequate amount of meaningful information, and effectively solve cognitive tasks. Reduced productivity is manifested by poverty of speech, brief responses, difficulty generating new judgments, or a marked reduction in the number of associations. Conversely, excessive productivity may be accompanied by verbosity, an accelerated flow of associations, and an excess of secondary information [12, 14, 23, 34].

Critical Judgment

Critical judgment is the ability to recognise features of one's own mental state, adequately evaluate one's own statements, and correct errors during reasoning. Reduced critical judgment is characteristic of many mental disorders and is often accompanied by insufficient awareness of illness, denial of pathological experiences, or overestimation of one's abilities [1, 2, 31].

During the clinical interview, the clinician assesses the patient's attitude toward their own symptoms, ability to acknowledge errors, ability to consider the interlocutor's arguments, and ability to evaluate the results of their own activity critically.

Thus, a comprehensive assessment of tempo, sequence, goal-directedness, logical organisation, productivity, and critical judgment provides an integrated understanding of the patient's cognitive functioning. Systematic analysis of these characteristics during the clinical interview supports early detection of psychopathological changes, increases the accuracy of differential diagnosis, and facilitates selection of the optimal strategy for further clinical assessment and treatment [8, 14, 15, 33, 34].

The Clinical Interview as the Primary Method for Assessing Thought Disorders

The analysis of contemporary literature confirmed that the clinical interview remains the primary method for identifying thought disorders in psychiatric and clinical psychological practice. Unlike psychometric methods, which quantify individual characteristics of thinking, the clinical interview enables a comprehensive examination of thought processes through direct interaction with the patient. It allows assessment not only of the content of responses but also of the process of thought formation, the logic of reasoning, the nature of associative connections, speech characteristics, and the degree of critical awareness of one's own mental state [8, 14, 34].

One of the principal advantages of the clinical interview is the opportunity to observe the patient's spontaneous speech. Unlike structured tests, which constrain responses according to a predetermined algorithm, free narrative can reveal disturbances in tempo, sequence, logical organisation, and goal-directedness that may remain unnoticed during standardised questioning. Current recommendations therefore emphasise combining open-ended questions with targeted clarification, which helps assess thought processes without imposing a particular response format on the patient [8, 14, 28].

The clinical interview should proceed gradually from general to more specific questions. At the initial stage, spontaneous speech, rapport-building, patient orientation, overall coherence of statements, and the ability to sustain dialogue are assessed. The next stage involves analysis of specific characteristics of thinking, including tempo, logical organisation, sequence, productivity, critical judgment, and capacity for abstraction. When necessary, additional tasks may be used, such as explaining the figurative meaning of proverbs, comparing concepts, establishing cause-and-effect relationships, or solving simple problem situations [1, 14, 26].

When examining thinking, particular attention should be paid not only to whether an answer is correct but also to how it is constructed. Clinically relevant features include the duration of pauses before responding, ease of transition between topics, use of secondary details, preservation of logical connections between statements, ability to generalise information, and capacity to evaluate one's own judgments critically. Analysis of these features can reveal early psychopathological changes even in the absence of pronounced psychotic symptoms [8, 14, 34].

Interpretation of identified features should take into account the patient's age, educational level, language competence, cultural background, cognitive development, and the presence of neurological or somatic pathology. Slowed thinking, difficulty with generalisation, or reduced productivity do not necessarily indicate a mental disorder, as they may result from fatigue, emotional strain, medication use, or

comorbid conditions. Therefore, findings from the clinical interview should be evaluated comprehensively in relation to other components of the mental status examination and additional assessment data [1, 14].

Thus, the clinical interview is a universal tool for examining thought disorders. It provides a comprehensive assessment of cognitive activity, enables timely identification of psychopathological changes, and helps substantiate the need for further psychodiagnostic, neuropsychological, or psychiatric assessment. A structured approach to the clinical interview increases the objectivity of psychopathological evaluation and improves the quality of differential diagnosis [8, 14, 28].

Standardised Instruments for Assessing Thought Disorders

Alongside the clinical interview, standardised psychometric instruments play an important role in the assessment of thought disorders by providing a more objective and reproducible examination of individual psychopathological phenomena. Their use standardises clinical observation, enables quantitative assessment of symptom severity, supports monitoring of changes over time, and permits comparison of findings across clinical groups [8, 26, 30].

The most widely used instrument is the Thought, Language and Communication Scale (TLC), developed by N. Andreasen. The scale provides a systematic assessment of a broad range of formal thought and language disorders, including tangentiality, derailment, incoherence, neologisms, poverty of speech, and other clinical phenomena [4].

A more recent instrument is the Thought and Language Disorder Scale (TALD), which combines assessment of both objective speech manifestations and the patient's subjective experiences. This approach enables a more comprehensive examination of different aspects of thought disorder and increases the sensitivity of psychopathological assessment [15].

The Thought and Language Index (TLI) is widely used to assess speech coherence and disturbances in the logical organisation of utterances, primarily in clinical research and the early diagnosis of psychotic disorders. An additional instrument is the Clinical Language Disorder Rating Scale (CLANG), which provides a quantitative assessment of speech and communication characteristics in patients with psychotic disorders [8, 30].

Table 1

Comparative Characteristics of Contemporary Scales for Assessing Formal Thought Disorder

Scale	Primary purpose	Advantages	Limitations	Clinical use
TLC	Detailed assessment of formal thought and language disorders	Classic instrument; detailed description of phenomena	Requires substantial clinical experience	Clinical practice; research
TALD	Comprehensive assessment of objective and subjective disturbances	Highly structured; contemporary approach	Longer administration time	Clinical practice; research
TLI	Assessment of positive and negative thought disorder	Good sensitivity to early psychosis	Requires specialised training	First psychotic episode; research
CLANG	Assessment of disorganised speech	Detailed analysis of speech production	Less widely used in clinical practice	Primarily research

Despite the high informativeness of standardised scales, none can fully replace the clinical interview. Their integrated use is most effective, with psychometric findings complementing clinical observation and psychopathological analysis and thereby increasing the reliability and reproducibility of conclusions [8, 26, 30].

Practical Significance of Thought Disorder Assessment for the Clinical Psychologist

The analysis of contemporary literature indicates that assessment of thought disorders is a key component of psychopathological examination and an integral part of the professional work of the clinical psychologist. During the clinical interview, the specialist can assess not only the content of the patient's

statements but also the organisation of thought activity, speech characteristics, capacity for logical reasoning, level of abstract thinking, critical judgment, and cognitive control. Comprehensive examination of these characteristics may reveal early signs of mental disorders before pronounced clinical symptoms emerge and facilitate timely determination of the need for psychiatric consultation or additional psychodiagnostic or neuropsychological assessment [8, 14, 34].

Assessment of thought disorders is particularly important in differential diagnosis. Analysis of tempo, sequence, goal-directedness, logical organisation, productivity, and critical judgment helps distinguish psychotic disorders from affective, organic, neurocognitive, and neurodevelopmental disorders and assess the degree of cognitive deficit and its impact on everyday functioning. No single characteristic has independent diagnostic significance; findings must be interpreted only within the context of the overall mental status and clinical presentation [1, 14, 26].

An important direction in contemporary clinical psychology is the integration of traditional psychopathological assessment with standardised rating scales and digital technologies for speech analysis. Psychometric instruments (TLC, TALD, TLI, CLANG) increase assessment objectivity, enable quantitative determination of the severity of thought disorder, and allow monitoring of changes during treatment. At the same time, contemporary automated speech analysis methods based on Natural Language Processing algorithms show promising results for the early detection of psychotic disorders, the assessment of semantic speech coherence, and the prediction of psychosis risk. Despite their rapid development, these technologies cannot yet replace the clinical interview and should be regarded as adjunctive tools that complement psychopathological assessment [4, 5, 14, 25, 26, 30].

For the clinical psychologist, it is important not only to identify individual symptoms but also to understand their underlying mechanisms, their relationship with cognitive functions, and their impact on everyday functioning. This approach provides a comprehensive view of the patient's mental state, supports a well-founded clinical conclusion, informs further assessment strategy, and facilitates planning of psychological support within a multidisciplinary team.

Therefore, the findings confirm that systematic assessment of thought disorders during the clinical interview remains one of the most informative methods of psychopathological examination. Combining clinical observation, structured interviewing, standardised scales, and contemporary digital technologies creates conditions to improve diagnostic accuracy, early detection of mental disorders, and the individualisation of treatment and rehabilitation measures.

Conclusions. The analysis of contemporary scientific literature confirmed that thought disorders are multidimensional psychopathological phenomena with a transdiagnostic nature, occurring across a broad spectrum of mental, organic, neurocognitive, and neurodevelopmental disorders. Contemporary neurobiological evidence indicates that their development is associated with dysfunction of language, executive, and cognitive neural networks. Comprehensive assessment of tempo, sequence, goal-directedness, logical organisation, productivity, and critical judgment during the clinical interview improves the quality of psychopathological examination, facilitates early detection of mental disorders, and enhances differential diagnosis. The clinical interview remains the primary method for assessing thought disorders, while standardised scales (TLC, TALD, TLI, CLANG) increase objectivity and enable quantitative monitoring of changes. The synthesised findings and proposed clinical interview algorithm may be used by clinical psychologists, psychiatrists, and psychiatry residents, as well as in undergraduate and postgraduate training of mental health professionals.

Study Limitations

This study is a narrative review of contemporary scientific literature; therefore, the findings are based on a synthesis of published evidence and do not include original clinical or psychometric validation of the proposed algorithm for assessing thought disorders. The analysis predominantly covered English-language sources from the past decade and international clinical guidelines, consistent with current trends in psychiatry and clinical psychology, but this may limit consideration of certain regional features of clinical practice. The proposed algorithm does not replace professional clinical experience. It should be used only as a structured model of psychopathological interviewing in combination with a comprehensive analysis of the patient's mental status.

Practical Recommendations

Based on the analysis of contemporary literature, the following recommendations may be made for clinical psychologists and psychiatrists:

1. Assess thinking throughout the clinical interview, primarily using open-ended questions that stimulate the patient's spontaneous speech.

2. Analyse thinking comprehensively by assessing tempo, sequence, goal-directedness, logical organisation, productivity, and critical judgment rather than considering individual psychopathological phenomena in isolation.

3. Interpret identified disturbances only in relation to other components of the mental status examination, findings from the clinical interview, and the patient's somatic and neurological status.

4. Combine the clinical interview with standardised assessment instruments (TLC, TALD, TLI, CLANG), particularly during longitudinal follow-up, clinical research, and evaluation of treatment effectiveness.

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The article has been submitted to the editorial board 29.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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PSYCHOLOGICAL CORRECTION OF THE SELF-CONCEPT AMONG PROFESSIONALS IN THE HUMANITIES

У статті теоретично обґрунтовано зміст психологічної корекції Я-концепції фахівців гуманітарного профілю, розроблено структурно-процесуальну модель її реалізації. Вихідним є положення про те, що професійна діяльність гуманітарного спрямування ґрунтується на інтенсивній міжособистісній взаємодії, передбачає постійне співвіднесення фахівцем власних особистісних характеристик, професійних можливостей, цінностей і способів поведінки з вимогами професійної ролі. За таких умов Я-концепція виступає важливим внутрішнім регулятором професійної діяльності, а її суперечливість, ригідність або нестійкість можуть ускладнювати професійну самореалізацію, знижувати впевненість у власній компетентності й посилювати емоційне напруження.

Використано аналіз і синтез наукових праць із проблем Я-концепції, професійної ідентичності, особистісного й професійного розвитку; поняттєво-термінологічне зіставлення; систематизацію; теоретичне узагальнення; структурно-функціональне, концептуальне моделювання. Методологічну основу становлять особистісно орієнтований, когнітивно-поведінковий, рефлексивний, ресурсний і компетентнісний підходи.

Уточнено зміст поняття психологічної корекції Я-концепції фахівців гуманітарного профілю. Обґрунтовано структурно-процесуальну модель, що охоплює діагностично-рефлексивний, когнітивно-реконструктивний, емоційно-ціннісний, поведінково-діяльнісний та інтегративно-рефлексивний компоненти. Визначено психологічні механізми корекції: самоспостереження, рефлексію, усвідомлення суперечностей між реальним і бажаним Я, когнітивну реструктуризацію, переосмислення професійного досвіду, актуалізацію особистісних ресурсів, формування більш адаптивних моделей професійної поведінки та інтеграцію змін у професійний образ Я.

Психологічна корекція Я-концепції фахівців гуманітарного профілю доцільно розглядається не як формування «ідеального» образу професіонала, а як створення умов для більш реалістичного, цілісного, диференційованого й позитивно прийнятого уявлення людини про себе як особистість і суб'єкта професійної діяльності. Її результатами є підвищення узгодженості компонентів Я-концепції, розвиток професійної рефлексії, самоприйняття, усвідомлення власних ресурсів та обмежень, посилення професійної самоефективності й здатності до гнучкої саморегуляції.

Ключові слова: Я-концепція; психологічна корекція; професійна Я-концепція; професійна ідентичність; фахівці гуманітарного профілю; самоставлення; рефлексія; професійний розвиток; психологічні ресурси.

The article provides a theoretical substantiation of the content of psychological correction of the self-concept of humanities professionals and develops a structural-process model for its implementation. The study is based on the premise that professional activity in the humanities involves intensive interpersonal interaction and requires professionals to continuously correlate their personal characteristics, professional capabilities, values, and behavioral patterns with the requirements of their professional role. Under these conditions, the self-concept functions as an important internal regulator of professional activity, while its inconsistency, rigidity, or instability may hinder professional self-realization, reduce confidence in one's own competence, and increase emotional tension.

The study employed analysis and synthesis of scholarly works addressing self-concept, professional identity, and personal and professional development; conceptual and terminological comparison; systematization; theoretical generalization; structural-functional and conceptual modeling. The

methodological framework comprises person-centered, cognitive-behavioral, reflective, resource-oriented, and competency-based approaches.

The concept of psychological correction of the self-concept of humanities professionals has been clarified. A structural-process model has been substantiated, comprising diagnostic-reflective, cognitive-reconstructive, emotional-value, behavioral-activity, and integrative-reflective components. The psychological mechanisms of correction have been identified, including self-observation, reflection, awareness of discrepancies between the real and desired self, cognitive restructuring, reinterpretation of professional experience, activation of personal resources, development of more adaptive patterns of professional behavior, and integration of changes into the professional self-image.

Psychological correction of the self-concept of humanities professionals should be viewed not as the formation of an «ideal» image of a professional, but as the creation of conditions for developing a more realistic, holistic, differentiated, and positively accepted perception of oneself as both a person and a subject of professional activity. Its outcomes include greater coherence among the components of the self-concept, development of professional reflection and self-acceptance, increased awareness of one's own resources and limitations, enhanced professional self-efficacy, and a greater capacity for flexible self-regulation.

Key words: self-concept; psychological correction; professional self-concept; professional identity; humanities professionals; self-attitude; reflection; professional development; psychological resources.

Modern professional activity of humanities professionals takes place under conditions of intensive social interaction, the need to respond rapidly to change, make decisions in situations of uncertainty, address emotionally complex issues, and maintain the quality of interpersonal interaction. Psychologists, social workers, educators, social-sector professionals, and representatives of other “human-to-human” professions rely in their professional practice not only on specialized knowledge and technologies but also on their own personality as an important instrument of professional interaction.

Under these conditions, particular importance is attached to how professionals perceive and evaluate themselves, the extent to which they are aware of their own professional capabilities and limitations, how they see themselves in interactions with others, how they experience professional successes and failures, and the degree to which their actual self-image corresponds with their perceptions of the professional they aspire to become.

The system within which these perceptions are integrated is the individual's self-concept. It develops throughout life, changes under the influence of social and professional experience, and at the same time determines how individuals interpret their own achievements, difficulties, and future prospects.

For humanities professionals, a significant component of the general self-concept is the professional self-concept, which reflects individuals' perceptions of themselves as subjects of professional activity, their assessment of their own competence, professional qualities, capabilities, values, and prospects for further development.

Professional development is not always accompanied by the harmonious development of the self-concept. The accumulation of professional experience may be associated with increased self-criticism, doubts about one's own competence, dependence of self-esteem on external approval, excessively high self-demands, difficulties in accepting professional mistakes, or the development of a rigid image of the “right professional.” Consequently, the issue of purposeful psychological correction of the self-concept becomes increasingly relevant.

Theoretical Foundations of the Study. The issue of self-concept occupies an important place in psychological theories of personality. Within Carl Rogers' humanistic tradition, the self-concept is regarded as an organized system of an individual's perceptions of oneself that develops through interaction with the social environment. Particular importance is attributed to the relationship between the real self and the ideal self. A significant discrepancy between them may be accompanied by internal tension, reduced self-acceptance, and difficulties in personal self-realization.

R. Burns conceptualized the self-concept as a set of attitudes that individuals hold toward themselves, integrating cognitive, emotional-evaluative, and behavioral aspects. This approach makes it possible to analyze the self-concept not merely as a system of self-knowledge but as a psychological construct directly related to behavior and to the ways in which individuals interact with their environment [7].

In the context of professional activity, the self-concept is manifested more specifically through the professional self-image. Professionals develop a system of perceptions regarding their own competence,

professional abilities, effectiveness, the social significance of their work, their position within the professional environment, and their prospects for further professional development.

The professional self-concept is not static. New professional tasks, changes in social roles, professional achievements, mistakes, criticism, and interactions with colleagues and recipients of professional services continuously provide experiences through which it is refined and transformed.

A distinctive feature of humanities professions is the substantial involvement of the professional's personality in professional activity itself. Empathy, communicative openness, reflectivity, tolerance of uncertainty, the ability to establish professional boundaries, emotional self-regulation, and readiness to assume responsibility directly influence the nature and quality of professional interaction.

This creates a specific psychological risk: the evaluation of professional performance may be transferred to a global evaluation of one's own personality. A single professional mistake may be interpreted as «I am a bad professional»; a difficult interpersonal interaction as «I am unable to work effectively with people»; and critical feedback as confirmation of professional inadequacy.

Therefore, an important direction of psychological work is to differentiate between the evaluation of a specific professional action and the global self-evaluation of the individual.

Aim and Methodological Framework. The aim of the article is to provide a theoretical substantiation of the content of psychological correction of the self-concept of humanities professionals and to develop a structural-process model for its implementation. To achieve this aim, the following objectives were defined: to reveal the psychological content of the self-concept of humanities professionals; to identify the main directions of its psychological correction; to specify the psychological mechanisms underlying corrective interventions; to substantiate the components of the structural-process model; and to determine the criteria for evaluating the effectiveness of psychological correction.

The methodological framework of the study is based on person-centered, cognitive-behavioral, reflective, resource-oriented, and competency-based approaches. The person-centered approach recognizes the uniqueness of individual professional experience and rejects the formation of a universal «correct» image of a professional. The cognitive-behavioral approach makes it possible to analyze the relationships between self-perceptions, automatic thoughts, emotional responses, and professional behavior. The reflective approach emphasizes an individual's ability to become aware of their own patterns of thinking, emotional experiences, and actions. The resource-oriented approach directs psychological work toward identifying personal strengths and effective professional experiences. The competency-based approach links changes in the self-concept with the actual development of professional competencies and modes of professional activity.

The issue of self-concept occupies an important place in psychological research on personality, since an individual's system of self-perceptions determines the nature of self-perception, attitudes toward one's own capabilities, interpretation of life experiences, and patterns of interaction with the social environment. The self-concept becomes particularly significant in humanities professions, where the professional's personality is directly involved in professional interaction. Psychologists, educators, social workers, counselors, and other specialists in “human-to-human” professions perform their professional functions not only through acquired knowledge and technologies but also through their own values, communicative attitudes, emotional responses, patterns of self-regulation, and attitudes toward themselves and others.

The theoretical understanding of self-concept is largely associated with the humanistic psychology of Carl Rogers. In his theory, the self is viewed as an organized system of an individual's perceptions of oneself that develops and changes through life experience. Particular importance is attached to the relationship between the real self and the ideal self. Congruence between one's lived experience and self-perceptions contributes to psychological integrity, whereas a substantial discrepancy between the actual and desired self-image may be accompanied by internal tension and difficulties in self-acceptance (Rogers, 1961).

This proposition is particularly important for analyzing the professional self-concept. In the process of professional socialization, individuals gradually develop not only an understanding of the kind of professional they currently are, but also an image of the kind of professional they should or aspire to become. For representatives of humanities professions, such an ideal is often associated with high ethical and professional expectations: being competent, empathic, responsible, emotionally resilient, tolerant, capable of helping others, and able to identify appropriate solutions in complex situations. At the same time, an excessively idealized image of the professional self may create a substantial discrepancy between one's actual and desired professional self-images [10].

In this context, the propositions of E. T. Higgins' self-discrepancy theory are particularly important. According to this theory, an individual's psychological functioning is associated with the relationship between different self-representations, particularly the actual self, ideal self, and ought self (Higgins, 1987). Applying this approach to professional development makes it possible to distinguish at least three interrelated self-images: «the professional I actually am», «the professional I would like to be», and «the professional I believe I ought to be». A substantial discrepancy among these representations may be accompanied by dissatisfaction with oneself, professional insecurity, excessive self-criticism, and a sense of failing to meet professional requirements [8].

Therefore, one of the important objectives of psychological correction is not the mechanical «enhancement» of a professional's self-esteem, but rather the optimization of the relationship among different components of the professional self. This involves developing a more realistic perception of one's own capabilities and limitations, reconsidering excessively rigid professional standards, while simultaneously maintaining an orientation toward continued professional development.

A significant contribution to understanding the structure of the self-concept was made by R. Burns, who associated it with cognitive, emotional-evaluative, and behavioral aspects (Burns, 1979). This structure is of fundamental importance for the development of psychological correction of the professional self-concept. Changes occurring solely at the level of an individual's knowledge about oneself may prove insufficient unless they are accompanied by a transformation of one's emotional and value-based attitude toward oneself and are consolidated through behavior. Accordingly, psychological correction should encompass at least three interrelated areas: awareness and reinterpretation of the professional self-image; optimization of the emotional and value-based attitude toward oneself as a professional; and the development of new patterns of professional behavior [7].

In Ukrainian psychology, the professional self-concept is also regarded as a complex integrative psychological construct. R. V. Kalamazh emphasizes the systemic nature of the professional self-concept and its integration into the holistic structure of personality. In the process of professional development, individuals not only acquire specialized knowledge and skills but also develop a system of perceptions of themselves as subjects of the relevant professional activity (Kalamazh, 2010).

For humanities professionals, this implies continuously correlating their own characteristics with professional requirements and the outcomes of their professional activity. Professionals assess the extent to which they are able to establish interpersonal contact, understand another person, provide professional counseling, manage complex situations, maintain professional boundaries, assume responsibility, and at the same time preserve their own psychological resilience. Thus, the professional self-concept is continuously refined and transformed under the influence of actual professional experience.

An individual's professional formation involves not only the acquisition of a particular professional role but also the gradual integration of this role into the overall system of self-perceptions. In this context, O. M. Kokun conceptualizes professional formation as a long-term process of personal development in which the individual becomes a subject of professional activity (Kokun, 2012). Professional development is accompanied by changes in motivational, value-based, personal, and activity-related characteristics, providing grounds for considering the transformation of the professional self-concept as a natural component of professional genesis (professionogenesis).

An important aspect is the relationship between the self-concept and professional identity. V. I. Shakhov and V. V. Shakhov, analyzing the development of professional identity among future psychologists, emphasize the importance of professional self-awareness and the image of oneself as a future professional (Shakhov & Shakhov, 2019). Professional training creates an environment in which individuals correlate their personal characteristics with the requirements of their chosen profession, internalize its values, and gradually define their own place within the professional community.

This relationship is further elaborated in the works of O. P. Liashch. The researcher considers professional identity in relation to personal self-fulfillment, which makes it possible to emphasize not only an individual's belonging to a particular professional group but also the subjective experience of oneself as a professional and the opportunities for realizing personal potential through professional activity (Liashch, 2020).

This approach is significant for understanding the psychological correction of the self-concept. If individuals perceive themselves as insufficiently competent, insecure, or somehow «inadequate» as professionals, this may limit their professional initiative, readiness to make complex professional decisions, and motivation for further professional development. At the same time, the formation of a more realistic and coherent professional self-image may provide a psychological foundation for professional self-fulfillment [4].

An equally important component of the professional self-concept is an individual's emotional attitude toward oneself as a professional. O. P. Liashch emphasizes the role of the emotional sphere in the structure of teachers' professional identity (Liashch, 2020). This proposition suggests that professional self-perception cannot be reduced solely to a rational assessment of professional competencies. Individuals do not merely «know» what kind of professionals they are; they also emotionally experience their professional success or failure and their acceptance or non-acceptance of themselves in their professional role.

For representatives of humanities professions, the emotional-value component is of particular importance. A strong subjective sense of responsibility for the outcomes of helping another person may contribute to transferring the evaluation of a particular professional outcome to the evaluation of one's personality as a whole. For example, an unsuccessful counseling session may be interpreted not as a specific professional situation requiring further analysis, but as evidence of general professional inadequacy: «If I was unable to help, then I am a bad professional» [11].

Such globalization of negative evaluation may become one of the important targets of psychological correction. It is therefore appropriate to develop the ability to differentiate between one's personal worth, professional competence, and the outcome of a specific professional action. A professional may make a mistake, lack a particular competence, or require supervisory support; however, this should not automatically lead to a globally negative evaluation of oneself.

The concept of self-efficacy proposed by A. Bandura is particularly important for explaining the mechanisms of psychological correction. Self-efficacy reflects an individual's beliefs about their own ability to successfully perform the actions required to achieve a particular outcome (Bandura, 1977).

In the professional context, self-efficacy determines not only how individuals assess their own capabilities but also their readiness to initiate action, invest effort, persist following setbacks, and cope with challenging professional situations. Professionals with low professional self-efficacy may avoid certain tasks not because they are objectively incapable of performing them, but because they anticipate failure [6].

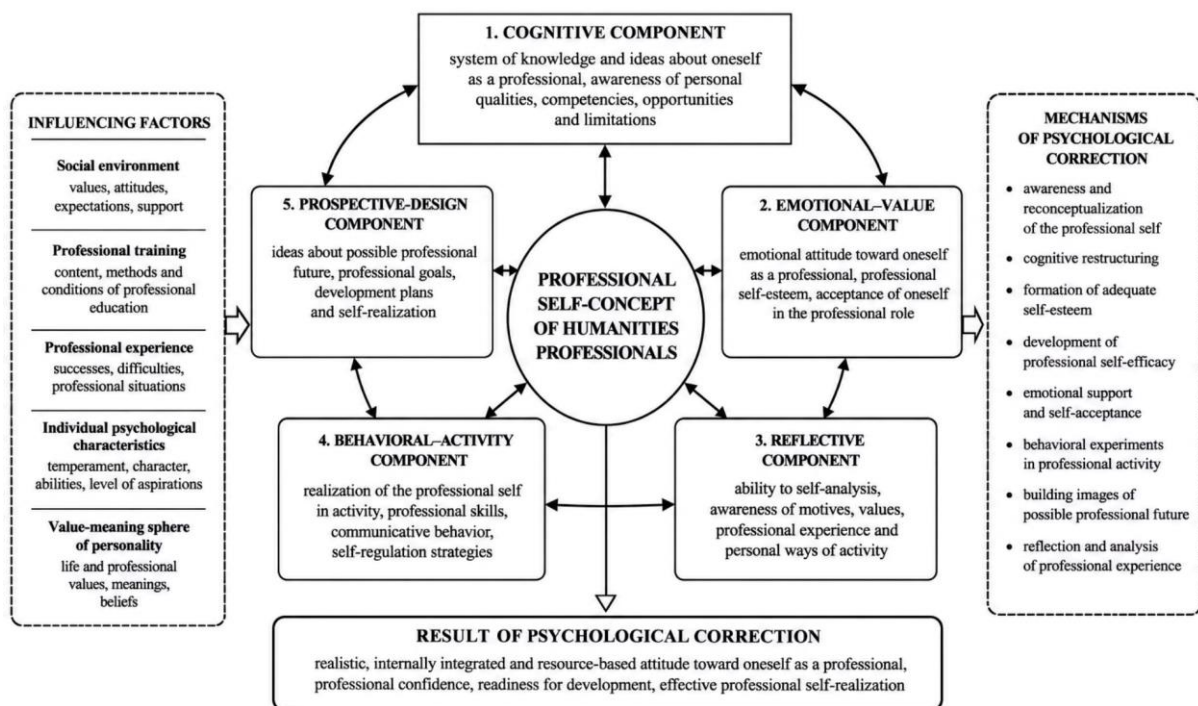


Fig. 1. Structural–process model of psychological correction of the self-concept of humanities professionals

This proposition is fundamentally important for the psychological correction of the self-concept. If psychological intervention is limited solely to verbally convincing individuals of their competence, the resulting changes may be unstable. A new perception of oneself requires confirmation through real-life experience.

Therefore, one of the mechanisms for correcting the professional self-concept should involve creating experiences of professional self-efficacy through the gradual performance of increasingly complex tasks, modeling professional situations, conducting behavioral experiments, analyzing one's own

successful actions, receiving constructive feedback, and engaging in supervision. Within this framework, change does not follow the pattern “I was told that I am a good professional,” but rather the sequence: «I tried – gained experience – analyzed the outcome – recognized my own capabilities – changed my perception of myself».

A promising concept for psychological correction is that of «possible selves», proposed by H. Markus and P. Nurius (1986). This concept broadens the understanding of the self-concept by incorporating not only an individual’s current perception of oneself but also images of who one may potentially become.

In the professional domain, it is therefore possible to refer to an image of the future professional self. Individuals may envision themselves as more competent, confident, and experienced professionals; at the same time, they may also develop negative anticipatory self-images, such as: «I will not be able to cope», «I will not succeed» or «I will never become sufficiently professional».

Accordingly, working with «possible selves» may constitute a distinct direction of psychological correction. It is appropriate to use techniques aimed at constructing images of the «present professional self», «desired professional self» and «possible professional self» as well as identifying specific steps required to move from one of these self-images to another.

This approach makes it possible to shift the focus of psychological work: instead of evaluating the individual according to the principle of «meeting or failing to meet the professional ideal», a developmental model of the professional self is formed, within which professionals perceive themselves as active subjects of continuous professional development.

A synthesis of the analyzed theoretical approaches makes it possible to define the professional self-concept of humanities professionals as a dynamic and integrated system of an individual’s perceptions, evaluations, and attitudes toward oneself as a subject of professional activity, encompassing awareness of one’s professional qualities, competencies, values, capabilities, and limitations; an emotional and value-based attitude toward oneself as a professional; an assessment of one’s own professional effectiveness; and perceptions of prospects for further professional development.

Within its structure, it is appropriate to distinguish five interrelated components: cognitive, emotional-value, reflective, behavioral-activity, and prospective-projective.

The cognitive component encompasses an individual’s system of knowledge and perceptions regarding their own professional characteristics. The emotional-value component reflects acceptance or non-acceptance of oneself in the professional role, professional self-esteem, and the nature of one’s emotional attitude toward oneself. The reflective component provides the capacity to analyze professional experience and understand the reasons underlying one’s own decisions and behavior. The behavioral-activity component is manifested in the ways in which the professional self is realized in specific professional activities. The prospective-projective component is associated with the image of the possible professional self, professional goals, and an individual’s vision of their further professional development.

Accordingly, we propose defining the psychological correction of the self-concept of humanities professionals as a purposeful psychological process aimed at increasing awareness, reinterpreting, and harmonizing the cognitive, emotional-value, reflective, behavioral-activity, and prospective-projective components of the professional self-image. This process is directed toward developing a realistic, differentiated, internally coherent, and resource-oriented attitude toward oneself as a subject of professional activity.

Importantly, the outcome of such correction is neither the construction of an “ideal” professional self nor an unconditional increase in self-esteem. Rather, it should result in the professional’s ability to realistically recognize their own strengths and limitations, accept themselves without global self-devaluation, distinguish a professional mistake from an evaluation of their personality as a whole, use experience as a resource for development, and construct a realistic trajectory for further professional growth.

This theoretical position provides a foundation for developing a structural-process model of psychological correction of the self-concept of humanities professionals and for identifying its stages, mechanisms, methods, and criteria of effectiveness.

We propose defining the psychological correction of the self-concept of humanities professionals as a purposeful psychological process of awareness, reinterpretation, and harmonization of the cognitive, emotional-value, and behavioral components of an individual’s self-perception, aimed at developing a realistic, differentiated, internally coherent, and resource-oriented professional self-image.

It is fundamentally important to distinguish psychological correction from attempts to artificially create an exclusively positive attitude toward oneself. The purpose of psychological intervention is not to convince professionals of their unconditional professional success, but rather to develop their ability to

realistically assess their own strengths, difficulties, limits of competence, and opportunities for further development.

Based on the theoretical analysis, **five interrelated components of the psychological correction of the self-concept** were identified.

Table. 1.

Structural-Process Model of Psychological Correction of the Self-Concept of Humanities Professionals

Structural-Process Model of Psychological Correction of the Self-Concept of Humanities Professionals			
Stage of Correction	Goal	Methods and Techniques	Expected Result
1. Diagnostic-reflective	Awareness of the current self-concept	“Who am I as a professional?”, “Real self – Ideal self – Professional self”, reflective journal	Awareness of the structure of one’s own professional self
2. Cognitive-reconstructive	Correction of dysfunctional beliefs about oneself	Analysis of automatic thoughts, work with beliefs, reframing	Formation of a more realistic image of the professional self
3. Emotional-value	Development of self-acceptance	Work with self-criticism, values, personal values, strengths	Positive and at the same time realistic self-attitude
4. Behavioral-activity	Consolidation of changes in professional behavior	Behavioral experiments, role-playing situations, case studies	Increase in professional confidence
5. Integrative-reflective	Integration of changes into the professional self-concept	“My professional self: before and after”, individual development plan	Holistic, flexible professional self-concept

In the context of the issue under investigation, **professional identity** is of particular importance, as it is associated with an individual’s awareness of themselves as a subject of professional activity and with their professional self-fulfillment (Liashch, 2020). The emotional sphere is an important component of professional identity, since professionals’ attitudes toward themselves and their experiences of their own professional competence, successes, and failures influence the nature of their professional self-perception (Liashch, 2020).

Diagnostic-Reflective Component. The first component involves examining the current structure of the professional’s self-concept, including perceptions of personal and professional qualities, self-esteem, self-attitude, professional expectations, and the images of the «real self», «ideal self», and «professional self».

An important objective is not only psychodiagnostic assessment but also the creation of conditions that enable individuals to recognize their characteristic patterns of self-perception and self-evaluation.

Reflection may focus on questions such as: «What kind of professional do I consider myself to be?», «What kind of professional do I think I should be?», «What criteria do I use to evaluate my own professional success?», «What happens to my self-esteem after I make a mistake?», and «To what extent does my attitude toward myself depend on the evaluations of others?».

Cognitive-Reconstructive Component. The second component is aimed at identifying and reconsidering dysfunctional beliefs about oneself.

The professional self-concept may include categorical beliefs such as: «I have no right to make mistakes», «A true professional always knows the right answer», «If a client is dissatisfied, I am a bad professional», «I must help everyone» or «Seeking help is a sign of my professional incompetence».

Such beliefs establish rigid criteria for self-evaluation. Psychological correction therefore involves identifying these beliefs, examining their realism, analyzing supporting and contradictory evidence, and considering alternative explanations.

Corrective work is aimed at shifting from global evaluations of the self toward a specific analysis of professional behavior: instead of «I am incompetent», the individual may formulate, «In this situation, I lacked certain knowledge»; instead of «I do not know how to work with people», the interpretation may become, «This interaction was challenging and requires further analysis».

Emotional-Value Component. Cognitive changes require emotional acceptance of a new self-image. A professional may rationally acknowledge that people have the right to make mistakes while remaining extremely critical of their own mistakes. Therefore, a distinct direction of psychological correction involves developing self-acceptance, psychological tolerance of one's own imperfections, and the ability to maintain a positive attitude toward oneself when facing professional difficulties.

In this context, self-acceptance should not be equated with a lack of critical self-evaluation. Rather, it refers to the ability to acknowledge one's own limitations while not turning them into grounds for global self-devaluation.

Behavioral-Activity Component. Changes in self-perception are consolidated through new experiences. Professionals who perceive themselves as insufficiently competent may avoid challenging professional tasks, public speaking, taking initiative, or discussing their own professional decisions. Such avoidance prevents them from gaining experiences that could challenge and disconfirm their negative beliefs.

The behavioral-activity dimension involves planning gradual professional actions, conducting behavioral experiments, modeling challenging situations, developing assertiveness and professional boundary-setting skills, and seeking supervisory support. Of particular importance is the accumulation of experiences of professional self-efficacy: individuals do not merely receive the message «you can do it», but acquire their own evidence that they are capable of acting effectively.

Integrative-Reflective Component. The final component is aimed at integrating the acquired experience into an updated self-concept. Professionals compare their initial self-perceptions with their current ones, analyze the changes that have occurred, identify new professional resources, and become aware of areas for further development.

An important outcome is the formation of a dynamic professional self-image. The individual gradually moves from the position of «I should already be a fully developed professional» to the position of «I am a professional who continues to develop».

Psychological Processes of Self-Concept Correction. Within the structure of the proposed model, a number of interrelated psychological mechanisms can be identified. Self-observation facilitates the identification of habitual ways of interpreting one's own behavior. Reflection enables individuals to become aware of the origins of their established self-perceptions and the criteria they use for self-evaluation.

Cognitive restructuring is aimed at examining dysfunctional beliefs and developing more flexible ways of interpreting professional experience. Decentering enhances the ability to consider a situation from different perspectives and to avoid equating a subjective self-evaluation with an objective fact.

Resource activation involves identifying personal strengths, successful experiences, professional achievements, and available sources of support.

Behavioral experimentation provides an opportunity to test new self-perceptions in real or simulated professional activities. Integration of professional experience ensures that newly acquired self-knowledge is incorporated into a coherent professional self-concept.

Corrective work should be implemented sequentially. At the first stage, an initial assessment of the self-concept is conducted and the individual psychological request is identified. The assessment focuses not only on the level of self-esteem but also on the structure of professional self-perceptions, the sources of self-criticism, and the relationship between the real and ideal self.

At the second stage, an individual map of the professional self is developed. It may include such areas as «my professional strengths», «areas for development», «my values», «my professional roles», «others' expectations», «my expectations of myself», «professional fears» and «resources».

The third stage involves working with maladaptive beliefs and excessively high professional standards. At the fourth stage, behavioral consolidation of changes takes place through the performance of professional tasks, situation modeling, role-playing exercises, case analysis, reflective journaling, supervision, and structured feedback. At the **fifth stage**, the achieved results are integrated and an individualized trajectory for further professional development is formulated.

Criteria for Evaluating the Effectiveness of Psychological Correction. The effectiveness of psychological correction of the self-concept should not be assessed solely in terms of increased self-esteem.

It is appropriate to consider the following criteria:

- realistic perceptions of one's own professional capabilities;
- congruence between the real and desired professional self;
- reduction in global negative self-evaluation;
- ability to differentiate between personal worth and the outcome of a specific professional action;
- increased self-acceptance;
- development of professional reflection;
- awareness of one's own resources and limitations;
- increased professional self-efficacy;
- readiness to seek professional support;
- ability to set realistic goals for professional self-development;
- flexibility of professional behavior;
- ability to constructively integrate the experience of professional mistakes.

A specific outcome of psychological correction is the transition from the evaluative model «I am a good/bad professional» to a differentiated model: «I have certain professional resources, competencies, limitations, and areas for further development».

Discussion of the Results. The proposed model makes it possible to conceptualize psychological correction of the self-concept as a multilevel process that extends beyond changes in self-esteem.

First, corrective work should be aimed not at mechanically increasing the positivity of the self-image, but at enhancing its realism and internal coherence. Overestimated professional self-esteem may hinder professional activity just as much as underestimated self-esteem, since it may reduce sensitivity to feedback and diminish awareness of the need for further professional development. Second, particular attention should be paid to an individual's professional standards. The aspiration to meet high standards can serve as a resource for professional development; however, when such standards are transformed into rigid and categorical rules, they may create a basis for chronic dissatisfaction with oneself. Third, psychological correction should take into account the social nature of the self-concept. Professionals' perceptions of themselves are not formed in isolation but are influenced by the professional environment, evaluations from colleagues, supervisors, clients, students, professional standards, and broader societal expectations.

Fourth, self-concept correction cannot be separated from actual professional activity. Positive cognitive formulations without new behavioral experiences have limited corrective value. It is professional action itself that generates new evidence on the basis of which individuals can reconsider and modify their perceptions of their own capabilities.

Fifth, psychological counseling, training programs, professional reflection, supervision, and intervention may serve as important contexts for the correction and development of the professional self-concept.

Conclusions. The self-concept of humanities professionals is a dynamic system of self-perceptions, evaluations, and attitudes that performs an important regulatory function in professional activity. Its professional component encompasses perceptions of one's own competence, professional qualities, capabilities, limitations, values, social roles, and prospects for further development.

Psychological correction of the self-concept of humanities professionals is defined as a purposeful process of awareness, reinterpretation, and harmonization of the cognitive, emotional-value, and behavioral components of an individual's self-perception.

The substantiated structural-process model comprises five interrelated components: diagnostic-reflective, cognitive-reconstructive, emotional-value, behavioral-activity, and integrative-reflective. The key mechanisms of psychological correction include self-observation, reflection, cognitive restructuring, decentering, resource activation, behavioral experimentation, and the integration of professional experience.

The outcome of corrective work should not be an unconditionally positive professional self-image, but rather the development of its realism, differentiation, internal coherence, and flexibility. A psychologically mature professional self-concept allows individuals to simultaneously recognize their competencies and limitations, achievements and mistakes, established professional qualities, and the need for continued development.

Prospects for Further Research. The theoretical nature of the proposed model highlights the need for its further empirical verification. Promising directions for future research include the development of psychodiagnostic criteria for assessing the self-concept of professionals across different humanities fields; investigation of the relationships between professional self-concept and professional self-efficacy, reflectivity, emotional exhaustion, and professional identity; development and validation of a comprehensive psychological correction program; implementation of a formative experiment involving experimental and control groups; and assessment of the long-term sustainability of the changes achieved.

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The article has been submitted to the editorial board 03.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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PSYCHOLOGICAL EFFECTIVENESS OF THE EMOTIONAL INTELLIGENCE DEVELOPMENT PROGRAM, DEVELOPED ON THE BASIS OF THE USE OF ART THERAPEUTIC METHODS, IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

Анотація. У статті здійснено теоретичний аналіз проблеми розвитку емоційного інтелекту майбутніх учителів початкової школи та представлено результати експериментальної перевірки психологічної ефективності програми розвитку емоційного інтелекту, розробленої на основі використання арт-терапевтичних методів у процесі професійної підготовки. Актуальність дослідження зумовлена зростанням вимог до особистісної та професійної готовності сучасного педагога, необхідністю формування його емоційної стійкості, здатності до саморегуляції, емпатійної взаємодії та створення психологічно безпечного освітнього середовища в умовах сучасних суспільних викликів. У статті уточнено психологічний зміст поняття «емоційний інтелект», розкрито його структурні компоненти та обґрунтовано доцільність використання арт-терапевтичних методів як ефективного засобу розвитку емоційного самоусвідомлення, емоційної саморегуляції, мотивації, емпатії та соціальних навичок майбутніх учителів початкової школи.

У роботі представлено результати експериментального дослідження, проведеного на базі Комунального закладу Київської обласної ради «Білоцерківський гуманітарно-педагогічний фаховий коледж» серед здобувачів освіти спеціальності «Початкова освіта». На констатувальному етапі дослідження взяли участь 210 студентів, із числа яких було сформовано експериментальну групу для реалізації програми психологічного гуртка «Емоційний інтелект». Програма включала систему тренінгових занять із використанням ізотерапії, музикотерапії, казкотерапії, мандалотерапії, колажування, вправ із метафоричними асоціативними картками, творчих і проєктивних технік, спрямованих на розвиток основних компонентів емоційного інтелекту. Під час занять учасники навчалися розпізнавати та усвідомлювати власні емоції, конструктивно регулювати емоційні стани, розвивати емпатію, удосконалювати навички комунікації, рефлексії та професійної взаємодії. Практичний супровід програми забезпечувався авторськими робочими аркушами, які сприяли систематизації отриманого досвіду, розвитку рефлексії та закріпленню сформованих умінь.

Аналіз результатів експериментального дослідження підтвердив психологічну ефективність запровадженої програми. Після її реалізації збільшилася частка учасників із високим рівнем емоційного інтелекту, покращилися показники емоційного самоусвідомлення, саморегуляції, емпатії, соціальних навичок і внутрішньої мотивації. Результати психолого-педагогічного спостереження засвідчили підвищення рівня рефлексивності, емоційної стійкості, комунікативної культури та готовності майбутніх учителів до конструктивної взаємодії з учасниками освітнього процесу. Доведено, що комплексне використання арт-терапевтичних методів є ефективним засобом розвитку емоційного інтелекту майбутніх учителів початкової школи та може бути рекомендоване для впровадження у систему їхньої професійної підготовки. За результатами дослідження розроблено методичний посібник «Розвиток емоційного інтелекту засобами арт-терапії», який може використовуватися у діяльності психологічних служб та закладів освіти.

Ключові слова: *арт-терапія; емоційний інтелект; емпатія; майбутні вчителі початкової школи; професійна підготовка; саморегуляція; соціальні навички.*

Abstract. The article provides a theoretical analysis of the problem of developing emotional intelligence of future primary school teachers and presents the results of an experimental test of the psychological effectiveness of the emotional intelligence development program, developed on the basis of

the use of art therapeutic methods in the process of professional training. The relevance of the study is due to the increasing requirements for the personal and professional readiness of a modern teacher, the need to form his emotional stability, ability to self-regulation, empathetic interaction and the creation of a psychologically safe educational environment in the conditions of modern social challenges. The article clarifies the psychological content of the concept of «emotional intelligence», reveals its structural components and justifies the feasibility of using art therapy methods as an effective means of developing emotional self-awareness, emotional self-regulation, motivation, empathy and social skills of future primary school teachers.

The paper presents the results of an experimental study conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical Vocational College» among students of the specialty «Primary Education». At the ascertaining stage of the study, 210 students participated, from among whom an experimental group was formed to implement the program of the psychological circle «Emotional Intelligence». The program included a system of training sessions using isotherapy, music therapy, fairy tale therapy, mandala therapy, collage, exercises with metaphorical associative cards, creative and projective techniques aimed at developing the main components of emotional intelligence. During the classes, participants learned to recognize and be aware of their own emotions, constructively regulate emotional states, develop empathy, improve communication, reflection, and professional interaction skills. Practical support for the program was provided by author's worksheets, which contributed to the systematization of the experience gained, the development of reflection, and the consolidation of the formed skills.

Analysis of the results of the experimental study confirmed the psychological effectiveness of the implemented program. After its implementation, the proportion of participants with a high level of emotional intelligence increased, and the indicators of emotional self-awareness, self-regulation, empathy, social skills, and internal motivation improved. The results of psychological and pedagogical observation showed an increase in the level of reflexivity, emotional stability, communicative culture, and readiness of future teachers for constructive interaction with participants in the educational process. It has been proven that the complex use of art therapy methods is an effective means of developing the emotional intelligence of future primary school teachers and can be recommended for implementation in the system of their professional training. Based on the results of the study, a methodological manual «Development of emotional intelligence through art therapy» was developed, which can be used in the activities of psychological services and educational institutions.

Keywords: *art therapy; emotional intelligence; empathy; future elementary school teachers; professional training; self-regulation; social skills.*

Problem statement. The professional activity of a primary school teacher is accompanied by high emotionality, the need for constant interaction with students, parents and colleagues, quick response to difficult situations, control of one's own emotional states and maintenance of a psychologically safe educational environment. In such conditions, the success of a teacher's professional activity depends not only on the level of subject and methodological training, but also on the formation of emotional intelligence, which is manifested in the ability to realize and understand one's own emotions, regulate them, recognize the emotional states of other people, show empathy and build constructive interpersonal interaction. Emotional intelligence acquires particular importance in the professional activity of a primary school teacher. For younger schoolchildren, a teacher is not just a source of knowledge, but also an important emotional guide, on whose behavior the child's psychological comfort, his attitude to learning, the features of interaction with peers and trust in the educational environment in general depend to a large extent. In this regard, the development of emotional intelligence of future teachers should be considered as a necessary component of their personal and professional development and psychological readiness for pedagogical activity. The emotional intelligence of a future teacher is considered as a complex personal and professional characteristic, which involves the ability to recognize, express and regulate emotions, effectively interact with others and act in emotionally difficult situations.

The results of modern scientific research confirm the connection between the emotional intelligence of a teacher and the quality of his professional activity. S. Nayak, in his study, which included 40 studies, confirmed the positive relationship between the emotional intelligence of teachers, teaching effectiveness, student involvement, satisfaction with professional activities and a decrease in the level of stress and professional burnout. The author also noted that structured programs for the development of emotional intelligence contribute to the improvement of self-awareness, empathy and interpersonal communication of teachers [7].

Similar conclusions were made in their review by M. Aponte, A. Vargas Sánchez and M. Vázquez, who analyzed 67 publications by researchers. They found that programs for the development of teachers' emotional intelligence have a positive effect on their psychological well-being, ability to regulate emotional states, manage stress and build constructive relationships with students. The most effective programs were those that combine theoretical training with practical and reflective methods aimed at developing emotional self-awareness, self-regulation, empathy, stress resistance and positive interpersonal interaction skills [5]. The authors attach particular importance to active and reflective forms of work, analysis of emotional reactions, modeling of professional situations and creating a safe space for using emotional response strategies.

The relevance of specially organized work on the development of emotional intelligence of future teachers is also confirmed by the results of Ukrainian empirical research. For example, O. Logvys, in the process of surveying applicants to pedagogical educational institutions, found that 88% of respondents had a low and 12% had an average level of the integral indicator of emotional intelligence. The results obtained gave the author reason to emphasize the need to develop new programs aimed at developing emotional competence, conscious flexibility and the ability to manage one's own emotional reactions [3].

Main part. In the context of training future primary school teachers, emotional intelligence is directly related to the features of professional communication. Y. Moskalenko and M. Oliyar note that a future teacher should not only be aware of the importance of emotionality in pedagogical communication, but also be able to appropriately use verbal and non-verbal emotional-intellectual means, take into account the psychological characteristics of younger schoolchildren and form an individual style of communicative behavior. The survey conducted by the authors of students of the specialty "Primary Education" indicated their awareness of the importance of emotional intelligence for future professional activity, but at the same time indicated the need for its purposeful formation in the educational process [6].

One of the promising means of developing emotional intelligence is art therapy, which creates conditions for safe non-verbal expression of experiences, emotional self-knowledge, reflection and processing of complex emotional states. Its use allows you to involve the individual in the creative process, in which emotions can be symbolically expressed through color, image, music, movement, metaphor or a created creative product. It is believed that art therapy work corresponds to a personally oriented approach, because it is based on individual understanding of images, feelings and associations and requires an atmosphere of emotional security, trust and self-reflection.

A. Lesyk and K. Saprankova consider art therapy methods as a complex means of influencing the emotional-volitional sphere of the personality, which can ensure the development of emotional intelligence only if it is systematically and continuously used. The authors emphasize that emotional intelligence has a complex structure and requires a complex influence, and artistic and creative activity creates opportunities for the development of emotional reactions, self-expression and active interaction with the social environment [2]. Modern studies of the use of art therapy in education also link it with ensuring psychological comfort, reducing emotional stress, developing creativity, self-knowledge, motivation and social skills of students.

Analysis of scientific works shows that most of the available research is focused either on the theoretical substantiation of the importance of emotional intelligence in the professional activity of a teacher, or on the application of individual art therapy methods in working with children and adolescents. Empirical studies of the effectiveness of comprehensive programs aimed at developing the emotional intelligence of future primary school teachers and implemented within the framework of their professional training remain insufficiently represented.

Thus, the theoretical concept of the study is based on the proposition that the emotional intelligence of a future teacher is a multi-component and professionally significant characteristic that can be purposefully developed. Art therapy provides a comprehensive impact on its cognitive-reflective, emotional-regulatory, motivational-value, empathic and social-communicative components through symbolization, creative self-expression, emotional relief, reflection, group interaction and actualization of personal resources. It is this position that became the basis for the development and implementation of the program of the circle «Development of emotional intelligence through art therapy» and further experimental verification of its effectiveness.

The experimental study was aimed at testing the effectiveness of the comprehensive educational and developmental program «Development of emotional intelligence through art therapy» in the professional training of future primary school teachers. The study was conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical

Professional College» among applicants for professional pre-higher education in the specialty of Primary Education.

The experiment took place in three stages: ascertaining, formative and control. At the ascertaining stage, the initial level of development of emotional intelligence of future teachers was determined, the features of their emotional sphere were studied, the levels of formation of individual structural components and the nature of the relationships between them were established. The results obtained became the basis for designing the content of the formative influence and the selection of art therapeutic means.

The formative stage consisted of the implementation of a specially developed program for the development of emotional intelligence. Its theoretical and methodological basis was the provisions of humanistic psychology, the theory of emotional intelligence and modern concepts of art therapy work. The goal of the stage was to create psychological and pedagogical conditions for the purposeful development of emotional self-awareness, self-regulation, motivation, empathy and social skills of future primary school teachers.

20 students who attended the psychological club «Emotional Intelligence» participated in the formative experiment. The program was implemented in the first semester of the 2025-2026 academic year. Participation in classes was voluntary, and the organization of work was based on the principles of confidentiality, psychological safety, invaluable acceptance of creative products, respect for personal boundaries and active group interaction.

The main goal of the club program was to develop the emotional intelligence of students using various art therapy techniques. Its tasks included developing the ability to recognize one's own emotions, developing emotional self-regulation, teaching ecological expression of feelings, developing empathy, constructive communication, self-awareness and self-worth.

The content of the program included a consistent study of the main components of emotional intelligence. The classes were devoted to familiarizing oneself with the concept of emotional intelligence, recognizing and differentiating emotions, understanding nonverbal manifestations of emotional states, developing self-awareness, working with anger, fear and anxiety, developing empathy, self-esteem, skills for constructive conflict resolution, overcoming stress and understanding one's own professional values and prospects.

The program used isotherapy, collage, color therapy, mandala therapy, fairy tale therapy, music therapy, drama therapy, work with metaphorical associative maps, plastic and motor exercises, group drawing and reflective discussion of creative products.

The structure of each session included an introductory part, the main art therapy block and a final reflection. The introductory part was aimed at actualizing the emotional state of the participants, setting them up for interaction and creating a safe atmosphere. The main block contained individual, pair or group creative exercises with the mandatory use of art therapy techniques. During the final reflection, the participants had the opportunity to describe their own feelings, understand the content of the created images, identify new ways of emotional response and correlate the experience gained with future professional activities.

A set of complementary psychodiagnostic methods was used to assess the effectiveness of the program. The general level and structural components of emotional intelligence were determined using the method of diagnosing emotional intelligence by N. Hall. The use of this method in studies of future teachers is justified by its focus on determining the ability to understand emotionally presented interpersonal relationships and manage the emotional sphere during decision-making.

Additionally, the Barko-Ostapovich-Oleshko emotional intelligence test, the V. Morosanova style self-regulation behavior questionnaire, the K. Zamfir professional motivation diagnostic method modified by A. Rean, the V. Boyko empathic abilities diagnostic method, and the Guilford-Sullivan social intelligence test were used. Such a complex provided an assessment of not only the integral indicator of emotional intelligence, but also its individual components: emotional self-awareness, self-regulation, motivation, empathy, and social and communicative abilities.

The control stage was carried out after the completion of all classes of the program among the same participants of the psychological circle. Its main task was to determine the dynamics of individual components of emotional intelligence and assess the effectiveness of the formative influence. The repeated examination was carried out using the same set of methods as at the ascertaining stage, which ensured the comparability of the results.

The repeated diagnosis was carried out after the completion of the program in a face-to-face format using Google Forms. Such an organization made it possible to provide all participants with the same conditions for passing the methods and automate the initial data processing.

The effectiveness of the program was determined by comparing the indicators of the initial and repeated examinations. Changes in the general level of emotional intelligence were assessed, as well as the dynamics of emotional self-awareness, the ability to manage one's own emotions, self-motivation, empathy, recognition of other people's emotions, style self-regulation, professional motivation and social intelligence. Along with quantitative data, the results of psychological and pedagogical observation of the participants' activity, the nature of their interaction, the ability to verbalize emotional experiences, use self-regulation methods and show empathetic attitude towards others were taken into account.

Psychological and pedagogical observation during the formative stage showed an increase in the level of emotional self-awareness, improvement of self-regulation skills, development of empathy, social skills and internal motivation of the participants. The creation of a psychologically safe environment, the comprehensive use of art therapy technologies and the organization of active group interaction were identified as significant conditions for such changes.

To determine the results of the study, a sample of a reference group of applicants for professional pre-higher education was selected, who participated in the ascertaining and control stages in the amount of 20 people, although 210 applicants participated in the ascertaining stage of the study.

Comparison of the results of the primary and repeated psychodiagnostic examination showed positive dynamics of the overall level of emotional intelligence of the participants after completing the program of the circle «Development of emotional intelligence through art therapy». The analysis was carried out according to three levels of emotional intelligence formation: high, medium and initial. The high level was characterized by the formed ability to realize and regulate emotions, to stably use the relevant skills in life and professionally oriented situations; medium - sufficient development of individual components in the presence of difficulties in their practical application; initial - insufficient formation of emotional competence and the need for targeted psychological support.

A detailed analysis of the results shows that in the process of developing the emotional intelligence of education seekers, positive dynamics are observed after the completion of the program. The share of seekers with a high level increased from 20.0% to 50.0%, i.e. by 30 points. In absolute terms, the number of such participants increased from 4 to 10 people. At the same time, the share of participants with an initial level decreased from 25.0% to 10.0%, i.e. by 15 percentage points. The number of seekers in this group decreased from 5 to 2 people. The decrease in the share of the average level from 55.0% to 40.0% should be considered a positive trend, since it was accompanied by the transition of some participants to the group with a high level of emotional intelligence. The above indicators reflect positive intra-group dynamics after the implementation of the program (Table 1).

Table 1

Dynamics of the levels of development of emotional intelligence of future primary school teachers before and after the implementation of the program

Level of development of emotional intelligence	Establishment stage, people	Establishment stage, %	Control stage, people	Control stage, %	Changed indicators, people	Absolute dynamics
High	4	20	10	50	+6	+30,0
Average	11	55	8	40	-3	-15,0
Initial	5	25	2	10	-3	-15,0

Thus, the experimental part of the study was built according to the scheme of repeated measurement of indicators in the same reference group before and after the implementation of the comprehensive program. This format made it possible to trace the intragroup dynamics of the development of emotional intelligence under the influence of art therapy classes.

Qualitative analysis of the results of the repeated examination and psychological and pedagogical observation showed that after completing the program, the participants were better aware of their own emotional states, more accurately named their experiences and linked them to specific events, needs and behavioral reactions, taking into account the fact that the program was implemented for a whole six months. During the final reflective discussions, most of the applicants noted that they began to better understand their own feelings and the reasons for their occurrence.

Such changes can be associated with the content of the first module of the program, which included the creation of an art business card, a drawing «My Emotional World», an emotional wheel, compositions «My Joy, My Sadness», a collage «I am Today» and keeping an emotional diary. The use of visual and

reflective methods contributed to the translation of internal emotional experience into a symbolic form, after which it became more accessible for awareness and verbalization.

The positive dynamics of this component are consistent with the results of systematic reviews of programs for the development of emotional intelligence for teachers. In them, reflective practices, emotional journaling and analysis of one's own reactions are identified among the most effective means of developing emotional self-awareness.

One of the most important results of the program was the improvement of emotional self-regulation skills. Participants reported that after completing the classes it became easier for them to restore emotional balance after stressful situations and control the intensity of their own reactions. Psychological and pedagogical observation also showed a more conscious use of methods for reducing tension and environmentally friendly expression of negative emotions.

Of particular importance for the development of this component were classes aimed at working with anger, fear, anxiety and stress. Participants performed the exercises «My anger», «Transform anger», «My fear and my protection», created mandalas, used breathing art practices and constructed a «box of calm». This sequence made it possible to combine the recognition of emotions, their symbolic expression, understanding of the causes and the search for an acceptable method of regulation.

The significance of these changes is determined by the fact that at the ascertaining stage, emotional self-regulation belonged to the least developed components of emotional intelligence. In the general sample, a high level of self-regulation was recorded in only 18.6% of respondents, while 25.2% demonstrated the initial level. Therefore, the program's focus on safe expression of anger, overcoming anxiety and restoring internal balance met the real needs of future teachers.

The results obtained are consistent with the conclusions of A. Kucherenko and L. Pervina, who, after the implementation of the program using art techniques, recorded a decrease in emotional instability and internal discomfort, as well as an increase in indicators of autonomy, self-acceptance and personal development [1].

After the implementation of the program, an increase in the internal motivation of the participants for self-knowledge, personal development and future professional activity was noted. While performing exercises related to building an image of the future, determining personal values and strengths, applicants more consciously formulated their own professional intentions and resources for their implementation.

The motivational block of the program included collages «My strengths» and «Me in 5 years», a drawing «My dreams», an exercise «Map of my values», the practice of gratitude and the creation of resource images. These techniques contributed to the formation of a positive self-image, awareness of the prospects for professional development and emotional reinforcement of personally significant goals.

At the ascertaining stage, the motivational component was one of the most developed: a high level was recorded in 29.0%, an average level in 51.9%, and an initial level in 19.1% of the total sample. Therefore, within the program, the task was not only to increase motivation, but also to deepen it in content - to move from a general positive attitude towards the profession to an awareness of individual professional values, resources, and ways of self-development.

During the program, an improvement in the participants' ability to understand the feelings of others, to take different emotional positions, and to show support during group interaction was observed. The participants became more attentive to the emotional reactions of their classmates, less categorical in their statements, and more open to discussing different ways of experiencing the same situations.

The development of empathy was facilitated by role-playing and art therapy exercises «Look Through My Eyes», «My Friend's Emotions», dialogue through drawing, pair and group creative activities, and fairy-tale therapeutic processing of fears and conflicts. These forms of work made it possible not only to intellectually determine the state of another person, but also to emotionally experience another position and reflect it in a creative product.

Positive changes in the development of empathy correspond to the conclusions of S. Nayak, according to which structured emotional training programs for teachers contribute to the development of empathy and improve interpersonal communication [7].

Positive changes were also observed in the social and communicative sphere. After completing the program, participants demonstrated greater openness in group interaction, the ability to constructively discuss differences, take into account the emotional state of the interlocutor and use more flexible behavioral strategies.

It is especially important that at the ascertaining stage, social skills turned out to be the least developed component of emotional intelligence: a high level was established in only 16.2% of respondents,

and the initial one - in 26.2%. Therefore, the program included group drawing, role-playing art exercises, «Dialogue through drawing», creative conflict analysis and joint projects.

The group format served a dual function. On the one hand, it created conditions for safe self-expression, and on the other, it provided an opportunity to practice listening skills, mutual acceptance, coordination of actions, and constructive conflict resolution. This has direct professional significance for future teachers, since their work involves constant interaction with students, parents, colleagues, and other participants in the educational process.

The results of quantitative and qualitative analysis provide grounds to identify several main trends, namely: an increase in the share of participants with a high level of emotional intelligence from 20.0% to 50.0% and at the same time a decrease in the share of participants with an initial level from 25.0% to 10.0%, improving the ability to realize and name one's own emotions, improving the skills of restoring emotional balance and ecological expression of negative experiences, strengthening internal motivation for self-knowledge and professional development, developing an empathetic attitude and constructive group interaction, increasing openness, communicative flexibility and readiness for cooperation.

The results of psychological and pedagogical observation confirmed the development of emotional self-awareness, self-regulation, empathy, social skills and internal motivation. These changes are associated with the creation of a psychologically safe environment, the comprehensive use of art therapy technologies and the organization of active group interaction.

The final part. The effectiveness of the program can be explained by the complex action of several interconnected psychological mechanisms.

1. Art therapy exercises that provided symbolic expression of emotional experience. Drawing, collage, creation of mandalas and metaphorical images helped participants to give internal experiences an external form, which contributed to their further awareness and analysis.

2. Combination of non-verbal self-expression with verbal reflection. Creative activity did not end with the creation of an artistic product, but continued with a discussion of feelings, associations, difficulties and ways of responding. This contributed to the transfer of emotional experience to the level of conscious understanding.

3. The important role of systematicity and duration of program implementation. The sequential transition from recognizing emotions to their regulation, developing empathy, working through conflicts and forming a professional self-image ensured the gradual complication of tasks and consolidation of acquired skills.

4. A psychologically safe group environment in which the rules of voluntariness, confidentiality, respect and unconditional acceptance were in effect. This reduced the fear of negative evaluation and promoted openness among participants.

5. Exercises that had a personal and professional focus. Participants not only worked with their own feelings, but also correlated the experience gained with future pedagogical activities, analyzed ways of responding in interaction with children and modeled professionally significant situations.

The results obtained are generally consistent with current scientific data. Systematic reviews of programs for the development of emotional intelligence for teachers confirm the effectiveness of complex interventions that combine reflective practices, emotional journaling, social-emotional learning, and situation modeling. The results also correlate with the data of A. Kucherenko and L. Pervina [1] regarding the positive impact of non-verbal art techniques on self-regulation, self-esteem, psychological well-being, and social adaptation of students.

When interpreting the results obtained, it is necessary to take into account a number of limitations of the study, namely, the fact that the experimental verification of the effectiveness of the program was carried out on a relatively small sample, which limits the possibility of extrapolating the results obtained to a wider population of future primary school teachers. At the same time, this sample size is sufficient for testing the author's program and determining its preliminary effectiveness. Also, the study was conducted in one institution of professional pre-higher education, so the results obtained to some extent reflect the features of a specific educational environment, the organization of the educational process and the contingent of education seekers. The experimental format involved comparing the indicators of participants before and after the implementation of the program without involving a separate control group. This approach allowed us to trace the positive intragroup dynamics of the development of emotional intelligence, but does not allow us to completely exclude the influence of external factors that could accompany the professional training of students during the experimental period.

In addition, the evaluation of the effectiveness of the program was carried out immediately after the completion of the formative stage, so the study does not allow us to assess the durability of the identified positive changes and their sustainability in future professional activities.

Despite the aforementioned limitations, the results of the study indicate a positive dynamics of the development of emotional intelligence of future primary school teachers and confirm the feasibility of using a comprehensive art therapy program as a component of their professional training.

Conclusions. The conducted study made it possible to experimentally verify the effectiveness of the author's program for the development of emotional intelligence of future primary school teachers using art therapy and to determine the features of its impact on the main structural components of emotional intelligence.

The results of the control stage of the study showed positive dynamics in the overall level of development of emotional intelligence of the program participants. After the completion of the psychological circle, the number of students with a high level of emotional intelligence increased from 20.0% to 50.0%, while the share of participants with an initial level decreased from 25.0% to 10.0%, which indicates positive changes in the development of the psychological characteristic under study.

Positive changes were recorded for all structural components of emotional intelligence. The participants of the study demonstrated a higher level of emotional self-awareness, the ability to recognize and analyze their own emotional states, used emotional self-regulation methods more effectively, showed more pronounced internal motivation for professional development, increased the level of empathy and social and communicative skills. The data of psychological and pedagogical observation confirmed the formation of more constructive models of interpersonal interaction, increased openness to reflection and the development of skills of emotionally appropriate behavior.

Analysis of the results obtained gives grounds to assert that the effectiveness of the program was ensured by a complex combination of various art-therapeutic methods (isotherapy, collage, mandala therapy, music therapy, fairy tale therapy, work with metaphorical images, group creative exercises), systematic application of them, reflective analysis of creative activity and the creation of a psychologically safe educational environment in which participants could openly explore their own emotional experiences and practice constructive models of emotional response.

The results obtained are consistent with the conclusions of modern studies, which prove the effectiveness of programs for the development of emotional intelligence of teachers and the use of art therapy technologies as a means of developing self-regulation, empathy, psychological well-being and professional competence.

The practical significance of the study is that the developed and tested program «Development of emotional intelligence through art therapy» can be used in the activities of psychological services, psychological support centers, institutions of professional pre-higher and higher pedagogical education as a component of psychological support for the professional training of future primary school teachers. Its content can be integrated into the work of psychological circles, training programs, selective educational components and activities aimed at developing the emotional competence of future teachers.

We see prospects for further research in expanding the sample of participants, conducting an experiment involving a control group, implementing a deferred control section to assess the stability of the results obtained, as well as in a comparative analysis of the effectiveness of individual art therapy methods in developing various components of emotional intelligence of future teachers of various specialties.

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The article has been submitted to the editorial board 09.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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TRAUMA-RELATED DISTRESS AND COPING STRATEGIES AMONG WIVES OF MILITARY PERSONNEL DURING WARTIME

Анотація. У статті представлено результати емпіричного дослідження взаємозв'язку рівня психотравматичного дистресу та стратегій копінг-поведінки у дружин військовослужбовців в умовах повномасштабної війни. Актуальність дослідження зумовлена зростанням поширеності проявів травматичного стресу серед членів сімей військовослужбовців та необхідністю подальшого наукового обґрунтування заходів їх психологічної підтримки.

Мета - емпірично дослідити рівень і структуру травматичного дистресу та особливості копінг-поведінки у дружин військовослужбовців, а також встановити характер взаємозв'язку між вираженістю дистресу та типами копінг-стилів (проблемно-орієнтованим, емоційно-орієнтованим, уникаючим).

У дослідженні взяли участь 30 жінок віком від 24 до 54 років, чиї партнери є військовослужбовцями. Зважаючи на обсяг вибірки, результати мають пілотний характер. Отримані дані є складовою ширшого дисертаційного дослідження посттравматичного зростання членів сімей військовослужбовців і в подальшому будуть інтегровані з результатами інших методик на розширеній вибірці.

Для діагностики застосовано україномовну адаптовану версію Шкали впливу травматичної події (IES-R) та ситуаційну версію опитувальника Brief-COPE для визначення стилю подолання (копінг). Було встановлено, що результати 80% респонденток перевищують рекомендований поріг клінічної значущості за IES-R (> 30 балів), що свідчить про виражену симптоматику травматичного стресу. Серед більш виражених копінг-стилів можна виділити емоційно-орієнтований та уникаючий. Виявлено статистично значущий прямий зв'язок між рівнем дистресу та стратегією позитивного рефреймінгу, яка є складовою проблемно-орієнтованого копінг-стилю ($r_s = 0.56$; $p = 0.001$). Для субшкал «звернення до релігії» ($r_s = -0.35$; $p = 0.055$) та «поведінкового розмежування» ($r_s = -0.32$; $p = 0.083$) виявлено помірні (слабкі) зворотні кореляційні зв'язки.

Практичне значення дослідження полягає у формуванні емпіричного підґрунтя для розроблення психологічних рекомендацій та програм супроводу членів сімей військовослужбовців, спрямованих на підтримку адаптації до тривалого стресу, розвиток резильєнтності, актуалізацію адаптивних копінг-ресурсів і створення передумов для посттравматичного зростання.

Ключові слова: війна, дистрес, дружини військовослужбовців, копінг-стратегія.

Abstract. The article presents the results of an empirical study on the relationship between the level of psychotraumatic distress and coping behavior strategies among the wives of military personnel under the conditions of full-scale war. The relevance of the study is driven by the growing prevalence of traumatic stress manifestations among family members of military personnel and the need for further scientific substantiation of measures for their psychological support.

The aim is to empirically investigate the level and structure of traumatic distress and the characteristics of coping behavior among the wives of military personnel, as well as to establish the nature of the relationship between the severity of distress and the types of coping styles (problem-oriented, emotion-oriented, avoidant).

The study involved 30 women aged 24 to 54 whose partners are military personnel. Given the sample size, the results are of a pilot nature. The obtained data are a component of a broader dissertation study on the post-traumatic growth of family members of military personnel and will be further integrated with the results of other methods on an expanded sample.

For diagnostics, a Ukrainian-adapted version of the Impact of Event Scale-Revised (IES-R) and a situational version of the Brief-COPE questionnaire were used to determine the coping style. It was established that the results of 80% of the respondents exceed the recommended threshold of clinical significance according to the IES-R (> 30 points), which indicates pronounced symptoms of traumatic

stress. Among the more pronounced coping styles, emotion-oriented and avoidant styles can be distinguished. A statistically significant direct relationship was found between the level of distress and the positive reframing strategy, which is a component of the problem-oriented coping style ($r_s = 0.56$; $p = 0.001$). For the subscales «turning to religion» ($r_s = -0.35$; $p = 0.055$) and «behavioral disengagement» ($r_s = -0.32$; $p = 0.083$), moderate (weak) inverse correlations were revealed.

The practical significance of the study lies in forming an empirical foundation for developing psychological recommendations and support programs for family members of military personnel, aimed at supporting adaptation to prolonged stress, developing resilience, actualizing adaptive coping resources, and creating prerequisites for post-traumatic growth.

Keywords: war, distress, wives of military personnel, coping strategy.

Introduction. The full-scale military invasion of Ukraine by the Russian Federation has exerted a profound traumatic impact not only on military personnel and combatants but also on their family members. The closest relatives, particularly the wives of military personnel, find themselves in a situation of chronic secondary traumatization characterized by an ongoing stress of anticipation, profound uncertainty, and the constant threat of loss, in addition to direct existential threats to their own lives and health.

Additional psychological burdens include a forced restructuring of their daily routines, heightened responsibility for family functioning, the necessity of independently managing household, financial, and child-rearing duties, and, in some cases, limited access to immediate social support. Under such extreme conditions, military wives frequently experience a broad spectrum of negative emotional states, including severe anxiety, fear, depressive moods, helplessness, and emotional exhaustion, which significantly compromise their psychological well-being and daily functioning [3, 2].

Prolonged deployment of a partner to high-risk zones, restricted communication, and continuous environmental reminders of warfare aggravates the psychological toll [3]. This context necessitates an in-depth exploration of how military wives experience and process trauma-related distress and what coping mechanisms they employ to navigate this adversity. Understanding these regularities provides an essential empirical foundation for assessing prospective pathways toward personal growth, developing target-oriented psychological support programs, and formulating actionable practical recommendations [8, 4].

Theoretical foundations of the study. The phenomenon of traumatic stress response has been extensively conceptualized within the framework established by Weiss and Marmar, which was operationalized via the Impact of Event Scale - Revised (IES-R) [6]. This framework delineates three primary symptom clusters: intrusive thoughts and memories (intrusion), active avoidance of trauma-related stimuli, and physiological hyperarousal [6]. The Ukrainian version of this tool was validated on a domestic sample exposed to wartime conditions by Krupelnitska et al. (2025) [6].

The theoretical foundation for exploring coping behaviors relies heavily on the transactional model of stress and coping formulated by Lazarus and Folkman (1984), which interprets coping as a dynamic, context-dependent process divided into problem-focused and emotion-focused efforts [7]. This model was subsequently refined by Carver (1997) into the Brief-COPE inventory, which allows for a more granular assessment of 14 distinct coping strategies [1]. The instrument was successfully adapted for the Ukrainian population by Yablonska et al. (2023) [12].

The psychological experience of military spouses should be considered within the broader context of prolonged and cumulative stress rather than as a response to a single traumatic event. Unlike situations in which a traumatic event has a clearly defined beginning and end, wartime conditions are characterized by continuing uncertainty, repeated exposure to threatening information, and the possibility of new potentially traumatic events. For wives of military personnel, these general wartime stressors are combined with concerns regarding the safety and well-being of their partners, periods of limited or interrupted communication, changes in family roles, and increased responsibility for maintaining everyday family functioning. Consequently, psychological adaptation occurs while the source of stress remains active, which may considerably complicate the process of emotional recovery.

An important characteristic of this experience is the coexistence of objective and anticipated threats. Even when a woman is not directly exposed to combat, information about hostilities, prolonged absence of communication with her partner, reports of casualties, and uncertainty regarding future developments may continuously activate threat appraisal mechanisms. From the perspective of the transactional model of stress and coping, the psychological impact of such circumstances depends not only on the objective characteristics of the stressor but also on its subjective appraisal and on the resources perceived as available

for managing it. Therefore, similar external circumstances may be associated with substantially different levels of distress and different patterns of coping behavior.

The situation experienced by military spouses may also be interpreted through the concept of ambiguous loss, in which psychological uncertainty emerges because a significant person is physically absent while remaining psychologically present. Although military deployment does not necessarily constitute loss in the conventional sense, prolonged separation combined with uncertainty about a partner's safety can create some of the psychological conditions characteristic of ambiguous loss. The absence of certainty and closure may complicate emotional regulation and maintain a persistent state of vigilance. In such circumstances, distress should not automatically be interpreted as evidence of psychological dysfunction; rather, elevated distress may represent a contextually understandable response to prolonged exposure to uncertainty and threat. At the same time, its intensity, duration, and impact on everyday functioning remain important indicators of the need for psychological support.

Coping behavior is particularly important in this context because it represents one of the mechanisms through which individuals attempt to regulate the relationship between external demands and available psychological resources. Problem-oriented coping may facilitate a sense of agency through planning, active problem solving, and the mobilization of available resources. Emotion-oriented strategies may help regulate intense affective responses when the stressor itself cannot be directly controlled. Avoidant strategies, in turn, may provide short-term relief by temporarily reducing contact with distressing thoughts or emotions, although their prolonged or rigid use may interfere with psychological adaptation. Thus, individual coping strategies should not be viewed as universally adaptive or maladaptive independently of the circumstances in which they are used.

This contextual perspective is especially relevant to the interpretation of coping among military wives. Many aspects of military service and combat-related risk cannot be directly influenced by family members. Consequently, strategies aimed primarily at changing the external situation may have limited applicability, whereas emotional regulation, seeking social support, acceptance, positive reframing, spirituality, and temporary distraction may acquire greater functional significance. The effectiveness of a particular strategy may therefore depend on its flexibility, intensity, duration, and correspondence with the controllability of the stressor.

At the same time, coping resources may play an important role not only in reducing distress but also in longer-term processes of adaptation and psychological transformation. The experience of overcoming prolonged adversity can contribute to the reconsideration of personal priorities, recognition of individual strengths, changes in interpersonal relationships, and the formation of new meanings. These processes are conceptually related to post-traumatic growth, which does not imply the absence of distress and may coexist with significant trauma-related symptoms. Therefore, examining the relationship between traumatic distress and coping strategies among wives of military personnel is important both for understanding their current psychological state and for identifying potential mechanisms that may subsequently contribute to adaptation, resilience, and post-traumatic growth.

Accordingly, the analysis of traumatic distress and coping behavior should take into account their dynamic and context-dependent nature. The identification of specific coping profiles associated with different levels of distress may provide a more differentiated understanding of psychological adaptation among military spouses and contribute to the development of support interventions that strengthen flexible and contextually appropriate coping resources rather than focusing exclusively on symptom reduction.

The mental health of individuals under acute and chronic wartime stress, alongside the determinants of psychological resilience, has been widely addressed in contemporary Ukrainian psychological literature. Crucial contributions have been made regarding the organizational and systemic aspects of mental health preservation (Karamushka et al., 2023) [3] and the maintenance of personality resilience under martial law (Kokun, 2023) [5]. The broad paradigm of mental health challenges and modern clinical-psychological responses during the war was thoroughly mapped by Chaban and Khaustova (2022) [2]. Furthermore, the conceptualization of resilience as a dynamic capacity and self-help tools under prolonged traumatization were developed by Lazos (2018) [8] and Tytarenko (2018) [11] respectively. While the baseline mechanisms of post-traumatic transformation, individual crisis resolution, and post-traumatic growth have been studied theoretically (Klymchuk, 2016; Lushyn, 2005; Tedeschi & Calhoun, 1996) [4, 9, 10], there remains a distinct scarcity of empirical investigations examining the direct interplay between trauma-related distress and specific coping profiles exclusively among military wives in Ukraine. This empirical gap justifies the relevance and timeliness of the current study.

Experimental part. The sample consisted of 30 women - wives of servicemen of the Armed Forces of Ukraine and other military formations, aged between 24 and 54 years ($M = 36.6$; $SD = 8.7$). All participants were citizens of Ukraine, residing primarily in the western and northern regions of the country. The vast majority were in long-term relationships (exceeding 10 years) and had children (24 out of 30 respondents). In terms of the partner's current deployment status:

- partner deployed directly in the combat zone - 19 individuals;
- partner serving outside the combat zone - 9 individuals;
- partner demobilized or discharged from active duty - 2 individuals.

Participation was strictly voluntary, and all respondents provided informed consent prior to data collection. No personally identifiable information was gathered. Due to the limited sample size, this study bears a pilot character, which mandates a cautious interpretation of generalized quantitative parameters; hence, the analytical focus is placed on descriptive statistics and non-parametric correlation analysis to guide subsequent large-scale research phases.

Traumatic distress was measured using the Ukrainian-language version of the Impact of Event Scale - Revised (IES-R) [6] - 22 items forming three subscales: intrusion, avoidance, and hyperarousal; total score range 0-88, clinical significance threshold 30 points. Coping behaviour was assessed with the situational version of Brief-COPE [1; 12] (28 items, 14 subscales, 4-point response scale), grouped into three styles: problem-focused, emotion-focused, and avoidant.

Internal consistency (Cronbach's alpha) was calculated for both instruments. IES-R demonstrated excellent consistency: total scale $\alpha = 0.963$; subscales: intrusion $\alpha = 0.907$, avoidance $\alpha = 0.911$, hyperarousal $\alpha = 0.878$. Brief-COPE: total scale $\alpha = 0.909$; styles: problem-focused $\alpha = 0.771$, emotion-focused $\alpha = 0.801$, avoidant $\alpha = 0.870$. All values exceed the accepted threshold of adequate consistency ($\alpha > 0.70$), confirming the reliability of the instruments in this sample.

Processing included descriptive statistics, Shapiro-Wilk normality test, and Spearman's rank correlation coefficient (rs). Given the small sample size and the non-parametric nature of the analysis, no parametric tests were applied. The significance level was set at $p < 0.05$.

Level and structure of traumatic distress: the mean IES-R total score was 50.33 ($SD = 21.87$), substantially exceeding the clinical threshold. The results of 80% of respondents (24 out of 30) exceed the recommended clinical significance threshold (IES-R > 30 points), indicating pronounced traumatic stress symptomatology. The mean per-item scores on the intrusion ($M = 2.35$), avoidance ($M = 2.23$), and hyperarousal ($M = 2.29$) subscales all fall above the midpoint of the 0-4 scale, suggesting pronounced manifestations across all three symptom clusters. The relatively balanced subscale profile points to the simultaneous presence of intrusive, avoidant, and hyperarousal symptoms (Table 1).

Table 1.

Descriptive statistics of traumatic distress (IES-R, $n = 30$)

IES-R Subscale	M	SD	Score range
Intrusion	2.35	1.03	0-4
Avoidance	2.23	1.04	0-4
Hyperarousal	2.29	1.03	0-4
Total score	50.33	21.87	0-88

Coping behaviour structure: analysis of the three generalised coping styles revealed the dominance of emotion-focused coping ($M = 25.10$; $SD = 4.99$) and avoidant coping ($M = 24.10$; $SD = 4.57$), with a somewhat lower but notable problem-focused style ($M = 20.47$; $SD = 4.74$). Among individual subscales, the highest scores were obtained for self-distraction, acceptance, and positive reframing; the lowest for substance use. These results reflect a combination of adaptive (reframing, acceptance, planning) and temporarily relieving (self-distraction) coping pathways, which is typical for conditions of prolonged uncontrollable stress (Table 2).

Table 2.

Descriptive statistics of generalised coping styles (Brief-COPE, $n = 30$)

Coping Style	M	SD
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Problem-focused	20.47	4.74
Emotion-focused	25.10	4.99
Avoidant	24.10	4.57

Associations between distress and coping: the Shapiro-Wilk test did not reveal significant deviations from normality for the main scales; however, given the relatively small sample size, Spearman's rank correlation was applied. At the level of generalised coping styles, no statistically significant associations with the IES-R total score were found: problem-focused coping $r_s = 0.28$ ($p = 0.139$); emotion-focused $r_s = -0.08$ ($p = 0.662$); avoidant $r_s = -0.15$ ($p = 0.422$).

At the level of individual subscales, a statistically significant positive association was found between distress level and the positive reframing strategy ($r_s = 0.56$; $p = 0.001$). Moderate inverse correlations were identified for the religion subscale ($r_s = -0.35$; $p = 0.055$) and behavioural disengagement ($r_s = -0.32$; $p = 0.083$), both falling short of conventional significance thresholds. The correlation results are presented in Table 3.

Table 3.

Spearman's rank correlations between traumatic distress and coping strategies (n = 30)

Brief-COPE Subscale / Style	r_s with IES-R total	p
Positive reframing	0.56	0.001
Religion	-0.35	0.055
Behavioral disengagement	-0.32	0.083
Problem-focused style (total)	0.28	0.139
Emotion-focused style (total)	-0.08	0.662
Avoidant style (total)	-0.15	0.422

Discussion. At the level of individual coping strategies, corresponding to the subscales of coping styles, a statistically significant positive correlation was found between traumatic distress and positive reframing ($r_s = 0.56$; $p = 0.001$). This association may indicate that as the level of traumatic distress increases, so does the tendency to reflect on experienced events, search for their personal meaning, and integrate the acquired experience into one's system of life beliefs and perceptions. At the same time, moderate (weak) negative correlations were identified for the strategies of religion ($r_s = -0.35$; $p = 0.055$) and behavioural disengagement ($r_s = -0.32$; $p = 0.083$). In turn, the absence of statistically significant associations between general coping styles and indicators of traumatic distress may be explained by the sample size or may suggest that the analysis of individual coping strategies provides greater informational value than the examination of broader coping clusters. The inverse - albeit sub-threshold - correlations for religion and behavioural disengagement should be interpreted cautiously given the sample size.

Conclusions. The analysis of the empirical data revealed a high level of traumatic distress among wives of military personnel: 80% of respondents scored above the clinical cut-off point on the IES-R, with a relatively balanced representation of intrusion, avoidance, and hyperarousal symptoms. In the coping structure, emotion-focused and avoidant coping styles predominated. The key empirical finding of the study was the identification of a statistically significant strong positive correlation between the level of traumatic distress and the positive reframing strategy ($r_s = 0.56$; $p = 0.001$), which constitutes a subscale of the problem-focused coping style. These findings may indicate that under conditions of more intense stress, respondents are more likely to engage in meaning-making and constructive reappraisal of their experiences.

The obtained results may be useful in the development of programmes and recommendations aimed at identifying and strengthening adaptive mechanisms for coping with stress-related and traumatic experiences associated with wartime conditions among wives of military personnel. A promising direction for further research is the integration of these findings with data obtained from other psychodiagnostic instruments, particularly those assessing changes in life perspectives and post-traumatic growth.

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The article has been submitted to the editorial board 04.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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**TRAINING TECHNOLOGIES AS A TOOL FOR DEVELOPING PROFESSIONAL
IDENTITY AND READINESS OF FUTURE SOCIAL WORK PROFESSIONALS**

Анотація. Сучасна трансформація соціальної роботи посилює вимоги до професійної підготовки майбутніх фахівців та актуалізує необхідність поєднання теоретичних знань із практичними компетентностями, професійними цінностями і сформованою професійною ідентичністю. Метою статті є теоретичне обґрунтування потенціалу тренінгових технологій як засобу формування професійної ідентичності та професійної готовності майбутніх фахівців із соціальної роботи. Методологічну основу дослідження становлять аналіз, синтез, порівняння та систематизація теоретичних підходів до професійної підготовки соціальних працівників, професійного становлення, експерієнтального навчання та використання тренінгових технологій. Професійна ідентичність і професійна готовність розглядаються як взаємопов'язані, але відмінні результати професійної підготовки: перша відображає усвідомлення та прийняття здобувачами професійних ролей, цінностей, відповідальності й належності до професійної спільноти, тоді як друга характеризує здатність і готовність ефективно виконувати професійні завдання. Обґрунтовано потенціал тренінгових технологій для інтеграції теоретичних знань, професійних цінностей, практичної діяльності, міжособистісного досвіду та рефлексії. Особливу увагу приділено їх значенню в контексті сучасних соціальних викликів України, пов'язаних із війною, вимушеним переміщенням, психосоціальними потребами населення та трансформацією громад. Наукова новизна полягає в концептуалізації інтегративної моделі, що охоплює когнітивний, аксіологічний, діяльнісний та рефлексивний компоненти професійного становлення. Зроблено висновок, що тренінгові технології можуть виступати проміжним освітнім середовищем між теоретичною підготовкою та реальною професійною практикою.

Ключові слова: тренінгові технології, соціальна робота, професійна ідентичність, професійна готовність, професійна підготовка, експерієнтальне навчання, професійні компетентності, майбутні соціальні працівники.

Abstract. The contemporary transformation of social work increases the requirements for the professional education of future specialists and emphasizes the need to combine theoretical knowledge with practical competencies, professional values, and a developed professional identity. The purpose of the article is to theoretically substantiate the potential of training technologies as a tool for developing the professional identity and professional readiness of future social work professionals. The study is based on the analysis, synthesis, comparison, and systematization of theoretical approaches to social work education, professional development, experiential learning, and training-based education. Professional identity and professional readiness are considered as interconnected but distinct outcomes of professional education: the former reflects students' understanding and acceptance of their professional roles, values, responsibilities, and belonging to the professional community, while the latter characterizes their ability and preparedness to perform professional tasks effectively. The article substantiates the potential of training technologies to integrate theoretical knowledge, professional values, practical action, interpersonal experience, and reflection. Their particular relevance is emphasized in the context of contemporary Ukrainian social challenges, which require social workers to operate effectively under conditions of war, displacement, psychosocial distress, community disruption, and increased demand for social support. The scientific novelty of the study lies in the conceptualization of an integrative model that includes cognitive, axiological, activity-based, and reflective components of training-based professional development. It is concluded that training technologies can serve as an intermediary educational environment between theoretical preparation and professional practice, simultaneously contributing to the development of professional identity and readiness for future social work practice.

Keywords: training technologies, social work, professional identity, professional readiness, social work education, experiential learning, professional competencies, future social workers.

Introduction

Contemporary social work is developing in an environment characterized by rapid social change, increasing complexity of clients' needs, transformation of social service systems, and growing requirements for professional competence. Social workers are expected not only to possess theoretical knowledge but also to communicate effectively, make ethical decisions, cooperate within multidisciplinary teams, respond to crises, establish professional boundaries, and work with individuals, families, groups, and communities experiencing complex life circumstances. Consequently, professional education should ensure the integration of knowledge, practical skills, professional values, and the ability to reflect on one's own professional actions.

Two interconnected outcomes are particularly important in this process: professional identity and professional readiness. Professional identity reflects how students understand themselves as future representatives of the profession, accept its values and ethical principles, and perceive their professional roles and responsibilities. Its development is recognized as an important objective of social work education (Wiles, 2017). Contemporary studies also demonstrate that reflection on educational and practical experience contributes to the gradual development of students' professional identity (Björktomta & Tham, 2024).

Professional readiness concerns the ability to transform acquired knowledge, values, and competencies into appropriate professional action. Therefore, a student may understand the principles and values of social work but remain insufficiently prepared to apply them in interviewing, counseling, conflict management, assessment, teamwork, or crisis response. The relationship between understanding oneself as a professional and being capable of professional action is therefore an important issue in social work education.

This problem has particular relevance for Ukraine. The full-scale war has significantly transformed social needs and professional social work practice. Forced displacement, loss and bereavement, veteran reintegration, disability, socioeconomic difficulties, family crises, and psychosocial distress require social workers to operate in increasingly complex circumstances. The war has simultaneously affected the development and transformation of social work itself, increasing the importance of flexible professional preparation and the ability to respond to rapidly changing needs (Romaniuk et al., 2024).

Traditional academic instruction alone cannot fully reproduce the interpersonal, ethical, and emotional complexity of such professional situations. Training technologies may help bridge this gap by providing students with opportunities to model professional situations, practise relevant skills, receive feedback, and reflect on their experience.

Despite considerable research on professional identity, experiential learning, field education, and interactive teaching methods, the potential of training technologies to simultaneously develop professional identity and readiness for practice requires further theoretical conceptualization. Therefore, the purpose of the article is to theoretically substantiate the potential of training technologies as a tool for developing the professional identity and professional readiness of future social work professionals and to conceptualize the mechanisms through which training-based learning contributes to their professional formation.

Professional formation in social work involves considerably more than the accumulation of theoretical knowledge. Students gradually acquire an understanding of the professional community to which they intend to belong, its ethical standards, values, responsibilities, and expected patterns of interaction. Professional identity can therefore be considered a developing perception of oneself as a social work professional based on the integration of personal experience with professional knowledge, values, roles, and ethical principles.

This process is particularly significant because social work is both a practice-based and value-based profession. Professionals frequently encounter situations in which there is no single standardized solution. Decisions require consideration of the client's needs and autonomy, ethical principles, available resources, institutional requirements, and possible consequences. Professional identity consequently provides an internal framework through which future specialists interpret their roles and responsibilities.

Professional identity develops through interaction between academic learning and professional experience. Wiles (2017) emphasizes its importance as an outcome of social work education, while Björktomta and Tham (2024) demonstrate the value of reflective practices in helping students connect educational experiences with their emerging understanding of the profession. Reflection allows students to

analyze their reactions, values, strengths, limitations, and professional boundaries and thereby transform experience into professional learning.

Professional readiness represents another dimension of professional formation and can be understood as a future specialist's preparedness and capacity to perform professional tasks appropriately. It includes theoretical knowledge but cannot be reduced to it. Readiness requires the integration of cognitive, communicative, operational, ethical, and reflective competencies that enable students to act in actual professional situations.

Professional identity and professional readiness should therefore be considered complementary rather than separate outcomes. Professional identity primarily answers the question "Who am I becoming as a social work professional?", whereas readiness addresses "What am I prepared and able to do as a social work professional?". Identity influences the values and professional position underlying action, while successful professional action reinforces students' perception of themselves as competent members of the profession.

This relationship requires educational environments where students can not only learn about professional activity but also experience elements of it. Field education performs an important function in this regard; however, real practice cannot guarantee that every student encounters the same professional situations, while some situations may be too complex or sensitive for initial learning. Training technologies can complement field education by providing a relatively safe environment for modelling, practising, and reflecting on professional activity.

In the context of social work education, training technologies can be understood as a structured system of interactive and experiential methods aimed at developing professional knowledge, skills, attitudes, behavioral strategies, and reflective capacities through active participation. They include role-playing, simulations, case analysis, group problem-solving, structured discussions, behavioral rehearsal, feedback, and reflective exercises.

Their methodological foundation is closely connected with experiential learning, according to which experience becomes educationally meaningful through reflection, conceptualization, and subsequent application. In training-based learning, students perform professionally relevant actions, analyze the results, connect their experience with theoretical concepts, and test modified strategies in subsequent activities. Experiential approaches are particularly appropriate for social work because they facilitate the integration of knowledge, experience, and reflexivity (Cherian & Prakash, 2022).

For example, a simulated client interview requires a student not simply to describe active listening but to establish contact, formulate questions, recognize emotional responses, maintain professional boundaries, and respond to unexpected information. Subsequent feedback and reflection make it possible to identify successful and problematic strategies and relate them to professional standards.

Simulation is particularly valuable because it allows complex professional situations to be reproduced without exposing actual clients to the consequences of novice mistakes. Recent empirical evidence indicates that virtual simulations can contribute to the development of assessment and direct-practice skills among social work students (Jefferies, 2024). Training methods can therefore create an intermediate educational environment between academic instruction and real professional practice.

However, interactive activity alone does not guarantee professional learning. A training exercise should have a clear educational purpose, correspond to relevant professional competencies, and include structured feedback and reflection. The facilitator's task is therefore not merely to organize activities but to help participants understand the connection between their experience, theoretical knowledge, professional values, and future practice.

The potential of training technologies can be conceptualized through four interconnected components of professional formation: cognitive, axiological, activity-based, and reflective.

The cognitive component involves understanding the theoretical foundations, methods, roles, responsibilities, and ethical requirements of social work. Training does not replace theoretical instruction but provides a context in which knowledge becomes functionally connected with professional situations. Case analysis and simulations require students to select and apply relevant knowledge rather than merely reproduce it.

The axiological component concerns the internalization and practical interpretation of professional values. Respect for human dignity, social justice, client autonomy, confidentiality, non-discrimination, responsibility, and professional boundaries become particularly meaningful when students encounter situations in which different values or interests conflict. Training scenarios allow ethical principles to be transformed from abstract declarations into criteria for professional decision-making.

The activity-based component represents the transition from knowing to doing. Through role-playing, simulations, group tasks, and behavioral rehearsal, students practise communication, interviewing, counseling, assessment, conflict resolution, teamwork, problem-solving, and decision-making. Repeated practice makes it possible to identify difficulties and develop more flexible professional strategies. Evidence concerning simulation-based social work education supports its potential for strengthening practical skills through realistic and engaging learning experiences (Jefferies, 2024).

Finally, the reflective component integrates experience with professional self-understanding. Students analyze not only what they did but why they acted in a particular way, what emotions influenced them, how their behavior affected others, and what should be changed in future practice. Reflection therefore connects professional readiness with professional identity. Research on reflective writing in social work education similarly demonstrates that structured reflection can support professional identity formation and make students' learning and development more visible (Björktomt & Tham, 2024).

On this basis, an integrative model of professional development through training technologies can be proposed:

Cognitive component → Axiological component → Activity-based component → Reflective component → further professional development.

The model should not be interpreted as a strictly linear sequence. Its components interact continuously. New knowledge influences professional values and decisions; practical action reveals gaps in knowledge and competence; reflection changes students' understanding of themselves and stimulates further learning. Training technologies consequently create a cyclical process through which professional identity and professional readiness mutually reinforce one another.

An important characteristic of the proposed model is that the effectiveness of training-based professional development depends not only on the content of individual exercises but also on the consistency with which students progress through different levels of professional learning. At the initial stages of social work education, training activities may focus primarily on understanding professional roles, recognizing the values of the profession, and developing basic communication skills. As students acquire theoretical knowledge and initial practical experience, training scenarios can become progressively more complex and include ethical dilemmas, multidisciplinary interaction, work with resistant or emotionally distressed clients, crisis situations, and cases requiring the simultaneous application of several professional competencies. Such gradual complication allows training technologies to accompany professional development throughout the educational process rather than functioning as an isolated teaching method.

The integrative nature of training technologies is also manifested in their ability to create a connection between individual professional development and group-based learning. Social work is fundamentally relational, and the professional formation of students occurs through interaction with other people. During training sessions, participants encounter different perspectives, behavioral strategies, communication styles, and interpretations of professional situations. Observing peers, participating in joint problem-solving, receiving feedback, and discussing alternative approaches encourage students to reconsider their own assumptions and develop greater flexibility in professional interaction. The group therefore becomes not only an organizational format for training but also a specific educational resource through which professional norms, values, and models of cooperation are experienced and critically interpreted.

Another significant aspect concerns the development of professional self-efficacy. Repeated opportunities to perform professional actions in a supportive educational environment can gradually reduce uncertainty associated with entering professional practice. Successful completion of progressively more complex tasks, together with constructive feedback and analysis of mistakes, allows students to recognize their developing competencies without creating an unrealistic perception of complete preparedness. At the same time, training may help students identify areas in which additional knowledge, supervision, or practical experience is required. In this respect, professional readiness should not be interpreted as absolute confidence but rather as the ability to combine competence with awareness of one's professional limitations.

Thus, training technologies contribute to professional formation at several interconnected levels: they provide opportunities to apply knowledge, experience professional values in action, develop practical competencies, interact within a professional learning community, and evaluate one's own readiness for future practice. Their educational potential is therefore determined not by interactivity itself but by the purposeful integration of experience, professional meaning, feedback, and reflection.

The proposed model also clarifies the dual function of training technologies. On the one hand, they contribute to professional readiness by allowing students to practise relevant actions. On the other hand,

participation in professional simulations, discussion of values, feedback, and reflection enables students to experience themselves in a professional role and therefore contributes to identity development.

he proposed approach acquires additional significance in the Ukrainian context. The war has transformed the conditions and priorities of social work and increased the diversity and complexity of professional tasks. Social workers may interact with internally displaced persons, veterans and their families, people experiencing bereavement and ambiguous loss, persons with disabilities, families affected by economic difficulties, and communities experiencing prolonged psychosocial stress. Research on the transformation of Ukrainian social work indicates that war-related changes have simultaneously created new challenges and stimulated adaptation within the profession (Romaniuk et al., 2024).

Accordingly, professional education should prepare students not only for standard service provision but also for uncertainty, interdisciplinary cooperation, psychosocial support, ethical complexity, and emotionally demanding interactions. Training technologies can model relevant situations before students encounter them in practice. Scenarios may include communication with a distressed client, work with a displaced family, interdisciplinary case discussions, conflict situations, community needs assessment, or establishing professional boundaries in emotionally intense interactions.

At the same time, training technologies should not be regarded as a substitute for field education, supervision, or direct professional experience. Their function is preparatory and integrative. Training can provide a controlled environment in which students develop initial strategies, identify their limitations, and learn to recognize situations requiring referral or additional professional support. This is especially important when working with vulnerable populations, where professional mistakes may have significant consequences.

Thus, in contemporary Ukrainian social work education, training technologies can contribute to preparing specialists who are not only knowledgeable but also capable of acting under changing circumstances while maintaining professional values, ethical standards, and reflective awareness.

Discussion

The theoretical analysis demonstrates that the value of training technologies extends beyond the development of individual practical skills. Their broader educational potential lies in integrating knowledge, values, professional action, interpersonal experience, feedback, and reflection within a single learning process.

This interpretation is consistent with studies emphasizing professional identity as an important outcome of social work education (Wiles, 2017), the role of reflection in its formation (Björktomta & Tham, 2024), and the potential of experiential and simulation-based approaches for developing practical competencies (Cherian & Prakash, 2022; Jefferies, 2024). At the same time, the proposed model integrates these dimensions by considering professional identity and professional readiness as mutually reinforcing outcomes rather than independent educational goals.

Several limitations should be recognized. Training situations remain constructed representations of professional reality and cannot fully reproduce the complexity, responsibility, unpredictability, and emotional intensity of actual client work. Their effectiveness also depends substantially on facilitator competence, appropriate selection of methods, psychological safety, quality of feedback, and meaningful reflection. Training technologies should therefore be integrated with theoretical education, field practice, supervision, and other forms of professional preparation rather than used as an isolated educational approach.

Conclusions

Training technologies constitute a significant practice-oriented component of contemporary social work education. Their educational potential derives from the possibility of integrating theoretical knowledge with professional values, practical action, interpersonal experience, feedback, and reflection. This makes them particularly relevant to the development of both professional identity and readiness for practice among future social work professionals.

Professional identity reflects students' understanding of themselves as representatives of social work, their acceptance of professional values, roles, responsibilities, and ethical principles. Professional readiness reflects their capacity to translate these foundations into competent professional action. The theoretical analysis suggests that these outcomes are interconnected and can be simultaneously strengthened through appropriately organized training-based learning.

The proposed integrative model identifies four mutually related components of this process: cognitive, axiological, activity-based, and reflective. Training technologies allow students to understand professional activity, interpret and internalize its values, practise professional actions, and reflect on their

own experience. Reflection closes and simultaneously renews this cycle by transforming practical experience into further professional development.

The relevance of this approach is particularly evident in contemporary Ukraine, where social work is being transformed by the consequences of war and the increasing complexity of individual, family, and community needs. Training technologies can provide future professionals with a relatively safe environment for preparing for complex professional situations while developing practical competence and a conscious professional position.

Further research should focus on the empirical verification of the proposed model, including assessment of how particular training methods influence different components of professional identity and readiness and whether these effects are maintained during subsequent field practice and early professional employment.

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The article has been submitted to the editorial board 07.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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TECHNOLOGIES OF SOCIAL WORK IN RESOLVING FAMILY CONFLICTS: THE ROLE OF SOCIAL INTERVENTION UNDER CONDITIONS OF UNCERTAINTY

Abstract. The article examines the problems of the emergence, course, and consequences of family conflicts in contemporary conditions, particularly during the wartime realities in Ukraine. Special attention is given to the analysis of socio-psychological factors that contribute to tension within families and to the possibilities of overcoming these issues through modern models and technologies of conflict resolution, including the involvement of a social worker. The material is based on a combination of theoretical sources and practical context, making it relevant for interdisciplinary application.

The article will be of interest to a wide audience – from scholars in the fields of psychology and social work to practitioners who encounter family dynamics problems on a daily basis. Its content may serve as a guideline for social workers, counseling psychologists, educators, and other professionals seeking to develop effective mechanisms of family support in crisis situations.

The aim of the article is to characterize the importance of targeted scientific and practical research in the field of family conflicts and to substantiate the need for integrating knowledge from various disciplines to create a comprehensive system of socio-psychological assistance. Particular emphasis is placed on the search for a balance between scientific analysis and practical strategies that can enhance family resilience in complex social conditions.

The article explores the main causes of family conflicts, their typology, and possible consequences for marital relationships and child development. Special focus is placed on the specifics of conflicts during wartime, when forced separation, emotional exhaustion, and constant stress significantly complicate communication between partners. The dual nature of conflict is also emphasized – it may destroy family relationships or, conversely, direct them toward a constructive path through the resolution of accumulated problems. The paper presents an overview of modern models and technologies of conflict management, as well as the role of the social worker as a mediator and facilitator in the processes of reconciliation and strengthening family unity.

The scientific novelty of the article lies in combining a theoretical overview of family conflict issues with practical approaches to their resolution. In particular, it is proposed to view conflict not only as a destructive phenomenon but also as a potential resource for development, provided it is timely directed into a constructive course. For the first time in the Ukrainian context, attention is drawn to the specifics of conflicts during wartime and their impact on the stability of marital relations.

Keywords: family conflict, social work, social work technologies, marital relations, war, psychological assistance, mediation, social support.

Introduction. Modern social transformations associated with war, forced migration, economic instability, loss of housing, changes in social roles, and the psychological consequences of prolonged stress have a significant impact on family functioning. In Ukraine, the problem of family conflicts has become considerably more acute under conditions of uncertainty, characterized by the unpredictability of the future, a lack of resources, the disruption of established social ties, and increased psycho-emotional strain on family members. Under such circumstances, modern social work technologies become particularly important, as they provide comprehensive support to families, facilitate the constructive resolution of conflicts, and strengthen family resilience and capacity [8; 9; 15].

A family conflict is a type of social conflict that arises from a clash of the interests, needs, values, or expectations of family members [8]. According to the World Health Organization (WHO, 2023), prolonged crisis situations significantly increase the risk of family conflicts, domestic violence, psychological disorders, and the breakdown of family relationships [8].

The family serves as a fundamental social institution that ensures not only the reproduction of society but also the formation of personal values, social orientations, and the psychological stability of the individual. However, current conditions of economic, social, and cultural uncertainty significantly complicate the functioning of the family, increasing the likelihood of conflict situations. Family conflicts thus become not only a private issue for individuals but also a factor influencing the overall social well-being of society.

Scientific literature emphasizes the multifaceted nature of family conflicts: they have both objective and subjective preconditions, manifest in various forms, and lead to ambiguous consequences—from the escalation of interpersonal tension to the breakdown of family relationships. At the same time, they can also perform a constructive function by encouraging the re-evaluation of family members' roles, needs, and values.

Given this, there is a clear need for an in-depth study of the theoretical foundations of family conflict research. In particular, it is important to define their essence and specificity, analyze their causes and typologies under socio-economic uncertainty, identify their socio-psychological consequences, and review the methods and technologies of social work in the field of family relations. These aspects form the content of this study.

The issue of family conflicts in Ukraine has been extensively studied by numerous Ukrainian scholars, psychologists, and social work professionals. Among the most prominent researchers are T. Aliksieienko, I. Bekh, O. Bezpalko, I. Humeniuk, O. Zvierieva, A. Kapska, T. Kotsiubynska, H. Laktionova, I. Martynenko, S. Maksymenko, T. Semigina, V. Trubavina, L. Tsybulko, and others, whose works have made a significant contribution to the study of the causes, characteristics, and constructive approaches to resolving family conflicts.

The main goal of the present study is not only to outline the causes and typology of family conflicts but also to comprehend their deeper significance for the development of modern social and psychological science and practice. The importance of this article lies in its ability to combine theoretical approaches with practical tools that can be applied in family counseling, social work, and psychological support. The article also aims to identify the key issues related to family conflicts and to reveal their socio-psychological consequences. Moreover, it seeks to provide important scientific and practical recommendations for constructive ways of resolving family conflict situations, making it relevant both for the academic community, practitioners, and individuals who face these problems in their daily lives.

Theoretical Foundations of the Study. The family represents one of the most important social institutions, as it provides emotional support, stability, and contributes to the formation of the individual's personality. However, it is within the family environment that conflicts often arise, posing a serious threat to relationship harmony. Their origin results from a combination of internal and external factors, which becomes especially evident under current social challenges, particularly during wartime. When one family member – most often the husband – is at war or forced to stay away from home, psychological tension within the family increases, accompanied by feelings of anxiety and uncertainty that create preconditions for misunderstandings.

Among the main causes of family conflicts, communication problems occupy a special place. Family members often struggle to express their needs and emotions openly, avoid dialogue, or fail to provide each other with adequate support. This is compounded by differences in values and role expectations: partners may have divergent views on child-rearing, the distribution of household or financial responsibilities, and under wartime conditions, such differences become even more pronounced. Economic difficulties also play a significant role, as they accompany the instability of modern life. Decreased income, job loss, or forced financial dependence intensify stress and lead to mutual reproaches. Psychological aspects – such as jealousy, distrust, aggressiveness, or a low level of emotional regulation – further aggravate the situation and, under external stress, may escalate into open conflict.

By their nature and content, such conflicts can be classified into several interrelated types. They are often communicative in nature, when misunderstanding and a lack of genuine dialogue lead to relationship strain. Equally common are role-related conflicts that stem from discrepancies in expectations regarding parental or marital functions. Material and domestic conflicts arise from financial difficulties or household management issues, while moral and value-based conflicts are linked to differences in worldview and life orientations. Particular attention should be paid to emotional and psychological conflicts, which

often intensify during wartime: the wife may experience loneliness, while the husband, upon returning, may struggle with post-traumatic stress that complicates his adaptation to family life.

Thus, family conflicts in today's social realities cannot be explained solely by individual psychological traits. They are the result of a complex interplay of personality characteristics, intra-family dynamics, and broader social factors, including war. Understanding their causes and typology allows for a deeper comprehension of the nature of such contradictions and serves as an essential prerequisite for developing practical recommendations aimed at preventing and overcoming destructive consequences in family relationships.

The consequences of family conflicts are multidimensional, manifesting both on individual and interpersonal levels. For couples, they often result in emotional exhaustion, alienation, and loss of trust, which over time may develop into chronic marital dissatisfaction. Constant tension in relationships frequently evokes feelings of loneliness even in the partner's presence, lowering overall psychological well-being and potentially leading to depressive or anxiety disorders. In extreme cases, unresolved conflicts result in divorce, the breakdown of family ties, and social isolation.

According to official data from the Civil Registry Office (DRATsS), Ukraine has shown an annual increase in the number of divorces, indicating a deepening of family crises. As illustrated in the diagram below, a temporary decrease in divorce rates was observed in 2022 compared to the pre-war period. This can be explained by the state of societal shock during the first months of the war, when couples sought to preserve family bonds despite external circumstances.

At the same time, in 2025 the number of divorces already exceeded the pre-war level, reflecting the growing tension as well as the emotional and physical exhaustion of married couples during the war. This dynamic shows that prolonged instability and constant stress place a serious burden on marital relationships, which do not always withstand the strain caused by wartime conditions.

Equally significant are the consequences for children growing up in a conflict-ridden environment. Constant quarrels between parents negatively affect a child's personality development, create a sense of insecurity, lower self-esteem, cause learning difficulties, and hinder interpersonal relationships. A child often takes on the role of a "mediator" or "culprit," which adds an additional psychological burden. In the future, this may affect their own relationships, as the conflict behavior learned in childhood is often repeated in adulthood.

At the same time, it should be emphasized that conflicts are not always purely destructive. When handled constructively, disputes can become a catalyst for positive change, as they help uncover hidden problems, express dissatisfaction, articulate one's needs, and find common solutions. Thus, conflict can, in a positive sense, contribute to better mutual understanding, greater trust, and the development of new forms of interaction. In a negative scenario, however, conflicts intensify contradictions, create resentment, foster alienation, and lead to destructive behavior patterns. Therefore, the outcome of a conflict depends on how willing family members are to engage in dialogue, compromise, and emotional self-regulation.

In the context of wartime, the consequences of conflicts become even deeper. The husband's absence due to military service or forced separation increases the risk of emotional distance and mutual misunderstanding. The return of a soldier is often accompanied by adjustment difficulties and possible post-traumatic stress disorder. This creates additional pressure on the family, as the wife, who has long assumed double responsibilities, expects immediate support from her partner, while he himself needs psychological help and time to recover. Under such conditions, conflicts—depending on whether the couple chooses cooperation or confrontation—can either serve as an impetus for strengthening family relationships and overcoming difficulties together, or lead to divorce, emotional isolation, and even acts of violence.

Thus, the consequences of family conflicts go far beyond personal experiences. They affect the emotional state of all family members, the quality of children's socialization, and the preservation of family unity as a whole. Therefore, the important task of modern science and practice is not only to analyze the causes and types of conflicts but also to recognize their dual nature—as both a potentially destructive and constructive phenomenon that can contribute to relationship development. This awareness should form the basis for developing effective strategies for managing and preventing conflicts, taking into account the specific conditions of modern life, especially the realities of war.

Experimental Section. Family conflicts have always remained an integral part of human interaction, as wherever there is emotional closeness, shared expectations, and mutual responsibilities, clashes of interests, views, and needs inevitably arise. However, under current circumstances—particularly in times of war—the issue of family conflict acquires special significance. Forced separation of spouses, when the husband is far away or directly involved in combat, leads to emotional strain, alienation, communication breakdowns, and the emergence of new psychological barriers to mutual understanding. In

such situations, even minor domestic disagreements may gain deeper meaning, becoming symbols of unexpressed support or unspoken emotions, which complicates the process of relationship restoration.

Analysis of the issue demonstrates that family conflicts are not exclusively destructive. Their impact is twofold: on the one hand, disputes can damage relationships, cause alienation, and even result in family breakdown; on the other hand, they may act as a catalyst for personal and relational growth, encouraging open discussion of problems and the search for compromise. The positive function of conflict lies in its ability to reveal hidden contradictions, allowing partners to reassess their expectations, establish a fairer division of responsibilities, and improve communication. The negative aspect manifests when conflict becomes chronic—characterized by recurring arguments, mutual resentment, and loss of trust—which often leads to separation or psychological violence. Therefore, family conflict can be viewed as a phenomenon with the potential for both destruction and constructive development.

From a socio-psychological perspective, it is essential to note that the consequences of family conflicts are experienced not only by the spouses but also by their children. For them, an atmosphere of constant quarrels becomes a source of stress, insecurity, and fear of losing parental affection. During wartime, these risks are amplified, as the child simultaneously faces the absence of one parent and instability within the family. Under such conditions, children of military personnel encounter serious psychological challenges that can have long-term effects on their emotional development, behavior, and social skills. Continuous stress, fear for the parent's safety, separation, social isolation, and economic uncertainty create an environment that significantly affects the child's psycho-emotional state [4].

In adulthood, this often results in a tendency toward conflict-prone behavior patterns or, conversely, avoidance of relationships due to fear of repeating past negative experiences. Therefore, unresolved family disagreements have long-lasting consequences for all family members, which justifies the need for effective mechanisms to address such issues.

An important prerequisite for constructive resolution is the use of various conflict management models. Below are the three most common models (Figure 1).

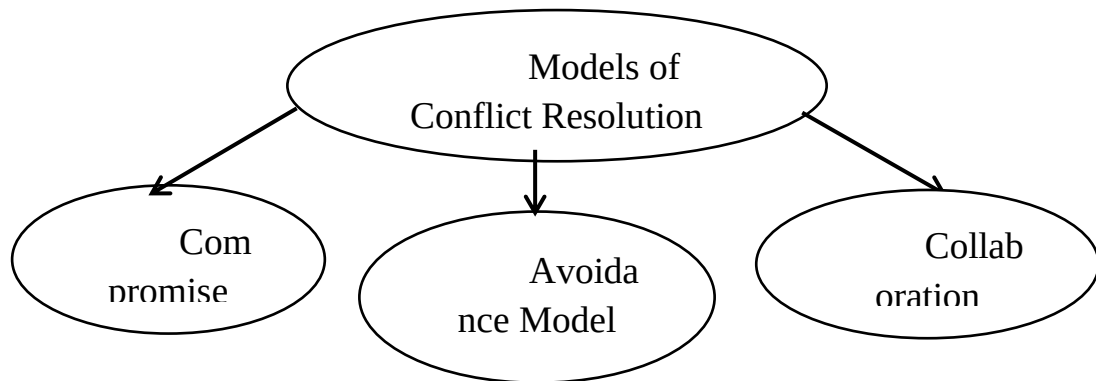


Fig. 1. Models of Conflict Resolution

This model involves each party giving up part of their demands to reach a mutual agreement. The collaborative model, in contrast, emphasizes open dialogue, exploration of underlying causes of disagreements, and the development of joint solutions. Finally, the avoidance model is applied when the issue is minor or requires additional time for reflection and emotional stabilization. In real-life situations, couples often combine these strategies, choosing the most appropriate one depending on the specific context.

Modern social work employs integrated technologies that combine psychological, educational, socio-legal, and mediation-based methods to provide comprehensive support for individuals and families experiencing social and interpersonal difficulties.

One of the fundamental technologies of social work is social counseling, which is aimed at analyzing the causes of conflict, developing effective communication skills, identifying family resources, and promoting constructive patterns of behavior. Crisis counseling is of particular importance, as it helps stabilize the emotional well-being of family members following traumatic or crisis-related events [12; 16].

The main objectives of social counseling include:

- analyzing the causes of conflict;
- identifying the family's internal and external resources;

- developing constructive communication skills;
- teaching emotional regulation and emotion management;
- exploring alternative strategies for conflict resolution.

Crisis counseling has proven to be particularly effective in helping families regain emotional stability after experiencing traumatic events.

Crisis counseling has proven to be particularly effective in helping families regain emotional stability after experiencing traumatic events.

An important area of contemporary social work is the application of the case management approach, which involves a comprehensive assessment of a family's needs, the development of an individualized intervention plan, the coordination of interagency cooperation, and the monitoring of social support outcomes [11]. The comprehensive nature of this approach ensures the effectiveness of interventions for families experiencing difficult life circumstances.

According to the Global Social Service Workforce Alliance (2023), case management includes:

- an initial assessment of the family's needs;
- the development of an individualized service or intervention plan;
- coordination of interagency collaboration;
- monitoring and evaluation of service outcomes;
- completion and closure of the social support process.

The main advantage of the case management approach lies in its comprehensive and coordinated provision of services,

Social support is one of the core social services provided to families that require long-term assistance and are experiencing difficult life circumstances. Its primary objectives include stabilizing family relationships, preventing recurring conflicts, strengthening parental capacity, and ensuring the safe and healthy development of children. The organization and delivery of social support services in Ukraine are regulated by the State Standard for the Social Service of Social Support for Families (Persons) in Difficult Life Circumstances [6].

The main areas of social support include:

- stabilizing the family's psychological climate;
- improving communication and interaction between parents;
- providing support to children;
- restoring family functioning;
- preventing the recurrence of family conflicts.

In Ukraine, the provision of social support services is governed by the State Standard for the Social Service of Social Support for Families (Persons) in Difficult Life Circumstances.

One of the most effective contemporary technologies for resolving family conflicts is mediation. The Law of Ukraine «On Mediation» defines mediation as a voluntary and confidential out-of-court dispute resolution procedure conducted with the assistance of a neutral third party (mediator) [5]. The practice of family mediation contributes to reducing emotional tension, achieving mutually acceptable solutions, preserving constructive relationships among family members, and protecting the best interests of the child [14].

According to the Law of Ukraine «On Mediation», mediation is a voluntary and confidential procedure for conflict resolution with the assistance of a neutral mediator.

The main advantages of mediation include:

- reducing emotional tension;
- identifying mutually beneficial solutions;
- preserving family relationships;
- protecting the best interests of children;
- preventing litigation and court disputes.

In the post-war period, family mediation has increasingly been used in cases of divorce, determining child residence and custody arrangements, and resolving property disputes.

During the war, Mental Health and Psychosocial Support (MHPSS) interventions have become increasingly widespread and are strongly recommended by international humanitarian organizations. These interventions include psychological first aid, family counseling, self-help and peer support groups, art therapy, cognitive behavioral techniques, and stress resilience training programs [9; 10]. Their implementation helps restore families' psychological resources and strengthens their capacity to adapt to crisis situations.

MHPSS interventions include:

- psychological first aid;
- self-help and peer support groups;
- art therapy;
- family therapy;
- cognitive behavioral techniques;
- stress resilience training.

According to the recommendations of the Inter-Agency Standing Committee (IASC, 2021–2024), psychosocial support constitutes the foundation of work with families in crisis and emergency settings.

Resolving family conflicts requires effective interagency collaboration among social workers, psychologists, lawyers, educators, child protection professionals, and healthcare providers. A multidisciplinary approach ensures a comprehensive response to families' social problems and enhances the effectiveness of social interventions [12; 13].

A multidisciplinary team typically includes:

- a social worker;
- a psychologist;
- a family physician;
- a lawyer;
- an educator;
- a child protection specialist;
- a community police officer.

This approach promotes integrated service delivery, improves coordination among professionals, and helps prevent the duplication of services.

One of the leading models of contemporary social work is the family-centered practice approach, which is based on partnership with the family, recognition of the family's strengths, the active participation of all family members in decision-making, and the development of internal family resources. This approach is widely endorsed by international organizations and is increasingly being implemented within Ukraine's social service system [8; 12; 16]. Family-centered practice is also recognized by UNICEF and international professional associations as one of the most effective models of social work with families.

The main principles of family-centered practice include:

- partnership with the family;
- respect for human dignity;
- recognition and utilization of the family's strengths;
- active participation of all family members;
- shared decision-making with the client.

Today, this model is being actively implemented within Ukraine's social service system.

Following the COVID-19 pandemic and under the conditions of war, the use of digital social work technologies has expanded considerably. These technologies include online counseling, remote social support, electronic case management, mobile mental health applications, and video mediation. The use of digital tools enhances the accessibility of social services regardless of individuals' place of residence or the prevailing security situation [8; 9].

Digital social work technologies include:

- online counseling;
- video mediation;
- remote social support;
- electronic case management systems;
- psychological support chatbots;
- mobile mental health applications.

Digital services ensure access to social assistance even in communities where social service providers are temporarily unable to operate.

Social work under conditions of uncertainty is based on the following principles:

- rapid response;
- flexibility;
- individualized intervention;
- multidisciplinary collaboration;
- a strengths-based approach;
- trauma-informed practice;
- ensuring the best interests of the child.

Particular attention is given to families of military personnel, veterans, internally displaced persons (IDPs), as well as the families of those who have been killed or reported missing.

A particularly important role in the modern context is played by the social worker, who can act as a mediator between family members and help them break the cycle of mutual accusations. The social worker's activities are aimed at creating conditions for constructive communication, restoring trust, and forming new patterns of interaction. By applying social work technologies—such as mediation, individual and family counseling, and group training focused on developing emotional intelligence and communication skills—the social worker helps couples not only resolve a particular conflict but also acquire tools for independently managing future disagreements.

An equally effective method is psychoeducation, which involves explaining to partners the psychological mechanisms of conflict behavior, teaching them to recognize emotional triggers, and distinguishing constructive expressions of disagreement from destructive ones. In crisis families, where conflicts are intensified by the consequences of war, it is advisable to involve mental health specialists to address trauma, post-traumatic stress disorders, and aggressive reactions.

Thus, overcoming family conflicts requires a comprehensive approach that combines the individual efforts of spouses with professional support. The key task of social workers and psychologists is not only to resolve current disputes but also to form a new culture of interaction within the family—one based on openness, empathy, and mutual respect. Only under these conditions does conflict cease to be a destructive factor and instead become a resource for development, helping families not only endure difficult circumstances but also strengthen their unity.

Conclusions. In summary, family conflicts are an inevitable part of marital life; however, their nature and consequences largely depend on the conditions in which the family lives. In modern Ukrainian realities—especially during wartime—the issue becomes more acute due to forced separations, constant stress, and psychological exhaustion of partners. Conflicts can have both destructive and constructive potential: they may either destroy relationships or encourage couples to address underlying problems. The consequences of such contradictions affect not only adults but also children, for whom an atmosphere of quarrels creates risks of emotional instability and negative modeling of future relationships.

The search for effective models and technologies of conflict resolution is therefore of particular importance. Compromise, collaboration, mediation, psychoeducation, and the involvement of social work and psychological specialists are vital tools for preserving families. The social worker's role lies in creating a safe space for dialogue, facilitating reconciliation, and assisting couples in developing a new culture of communication.

Hence, both scientific and practical interest lies not only in the analysis of the causes and typology of conflicts, but also in the development of comprehensive strategies for their resolution. Only by combining theoretical knowledge with practical mechanisms can the negative effects of conflicts be mitigated, their potential directed toward constructive outcomes, and family relationships strengthened—even under the most challenging social conditions.

Prospects for Further Research. The insufficient understanding of the socio-psychological mechanisms of family conflicts, especially under conditions of war and social uncertainty, highlights the need for continued scientific exploration in this field. It remains relevant to study the underlying factors influencing spousal behavior, interaction strategies, and ways of coping with emotional tension in crisis situations.

Future research should focus on identifying the interrelationship between social support, emotional intelligence, stress resilience, and the effectiveness of social work technologies. Understanding this relationship will allow for a deeper insight into how social, psychological, and economic factors affect the dynamics of family conflicts.

Modern social work technologies for resolving family conflicts under conditions of uncertainty are based on comprehensive, multidisciplinary, and family-centered approaches. The most effective interventions include social counseling, case management, social support services, family mediation, mental health and psychosocial support (MHPSS), multidisciplinary collaboration, and digital social work technologies. The integration of these approaches contributes to reducing the level of family conflict, restoring family resources, strengthening families' resilience to crisis situations, and promoting their overall well-being. In the context of Ukraine's post-war recovery, the further development and implementation of these technologies represent one of the key priorities for improving the national system of social services.

Based on the findings, future studies should also analyze the factors determining the success of mediation, psychoeducation, and other social support methods in families affected by war or prolonged stress. Such analysis will help identify the barriers and resources influencing families' ability to cope

constructively with conflicts and contribute to the development of new, effective social work technologies aimed at supporting families in complex social conditions.

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The article has been submitted to the editorial board 10.07.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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CENTERS OF SOCIAL SERVICES AS SUBJECTS OF SOCIAL AND LEGAL ASSISTANCE TO WOMEN AFFECTED BY DOMESTIC VIOLENCE

Анотація. У статті здійснено теоретико-аналітичний аналіз центрів соціальних служб як важливих суб'єктів соціально-правової допомоги жінкам, які постраждали від домашнього насильства. Актуальність дослідження зумовлена тим, що домашнє насильство в сучасних умовах є складною соціально-правовою проблемою, яка порушує фундаментальні права людини, негативно впливає на фізичне й психологічне здоров'я жінок, дестабілізує сімейне середовище, посилює соціальну ізоляцію постраждалих осіб і створює ризики для дітей. Особливої гостроти ця проблема набуває в умовах воєнного стану, внутрішнього переміщення населення, економічної нестабільності, зростання психологічного навантаження на сім'ї та посилення соціальної вразливості жінок, які потребують не лише кризового реагування, а й комплексного соціально-правового супроводу.

Мета статті полягає в аналізі ролі центрів соціальних служб у наданні соціально-правової допомоги жінкам, які постраждали від домашнього насильства, з'ясуванні основних напрямів їхньої діяльності та окресленні перспектив удосконалення соціально-правового супроводу постраждалих жінок. Методологія дослідження ґрунтується на використанні комплексу взаємопов'язаних наукових методів: аналізу нормативно-правових актів у сфері запобігання та протидії домашньому насильству, узагальнення наукових джерел із проблем соціальної роботи, соціально-правового захисту, підтримки жінок, материнства й дитинства, структурно-функціонального аналізу діяльності центрів соціальних служб, систематизації основних напрямів соціально-правової допомоги та узагальнення сучасних статистичних даних щодо мережі спеціалізованих служб підтримки постраждалих від домашнього насильства та/або насильства за ознакою статі в Україні.

Наукова новизна статті полягає в уточненні ролі центрів соціальних служб як базової ланки соціально-правової допомоги жінкам, які постраждали від домашнього насильства, та в обґрунтуванні їхнього місця в системі міжвідомчого реагування. Доведено, що центри соціальних служб виконують не лише функцію надання окремих соціальних послуг, а й забезпечують первинне виявлення проблеми, оцінювання потреб постраждалої жінки, інформування про її права й доступні механізми захисту, сприяння отриманню правничої допомоги, перенаправлення до спеціалізованих служб підтримки, соціально-психологічну підтримку, кризове реагування та подальший соціальний супровід. Схарактеризовано основні напрями соціально-правової допомоги: інформаційно-консультативний, соціально-діагностичний, правозахисний, соціально-психологічний, координативний, профілактичний і супровідний.

У висновках установлено, що центри соціальних служб є важливими суб'єктами соціально-правової допомоги жінкам, які постраждали від домашнього насильства, оскільки поєднують функції первинного реагування, соціального захисту, правового інформування, психологічної підтримки, перенаправлення до спеціалізованих служб і соціального супроводу. Ефективність їхньої діяльності залежить від доступності соціальних і правничих послуг у територіальних громадах, кадрової спроможності фахівців, чіткості локальних маршрутів допомоги, сталого фінансування та налагодженої міжвідомчої взаємодії. Перспективами вдосконалення діяльності центрів соціальних служб визначено розроблення локальних маршрутів допомоги постраждалим жінкам, посилення співпраці з поліцією, службами у справах дітей, закладами охорони здоров'я, освіти, центрами безоплатної правничої допомоги й громадськими організаціями, а також підготовку фахівців на засадах травмоінформованого, гендерно чутливого та правозахисного підходів.

Ключові слова: домашнє насильство; жінки; міжвідомча взаємодія; правовий захист; соціальний супровід; соціально-правова допомога; центри соціальних служб.

Abstract. The article provides a theoretical and analytical examination of centers of social services as important subjects of social and legal assistance to women affected by domestic violence. The relevance of the study is determined by the fact that domestic violence in contemporary conditions is a complex social and legal problem that violates fundamental human rights, negatively affects women's physical and psychological health, destabilizes the family environment, intensifies the social isolation of survivors, and creates risks for children. This problem becomes particularly acute under martial law, internal displacement, economic instability, increasing psychological pressure on families, and the growing social vulnerability of women who require not only crisis response but also comprehensive social and legal support.

The purpose of the article is to analyze the role of centers of social services in providing social and legal assistance to women affected by domestic violence, to identify the main areas of their activity, and to outline prospects for improving the social and legal support of affected women. The research methodology is based on the use of a set of interrelated scientific methods: analysis of legal and regulatory acts in the field of preventing and combating domestic violence; generalization of scientific sources on social work, social and legal protection, support for women, motherhood and childhood; structural and functional analysis of the activities of centers of social services; systematization of the main areas of social and legal assistance; and generalization of current statistical data on the network of specialized support services for persons affected by domestic violence and/or gender-based violence in Ukraine.

The scientific novelty of the article lies in clarifying the role of centers of social services as a basic link in the system of social and legal assistance to women affected by domestic violence and in substantiating their place within the system of interagency response. It is proved that centers of social services perform not only the function of providing individual social services but also ensure the primary identification of the problem, assessment of the needs of the affected woman, provision of information about her rights and available protection mechanisms, facilitation of access to legal aid, referral to specialized support services, socio-psychological support, crisis response, and further social case management. The main areas of social and legal assistance are characterized: informational and consultative, social and diagnostic, human rights protection, socio-psychological, coordination, preventive, and support-oriented.

The conclusions establish that centers of social services are important subjects of social and legal assistance to women affected by domestic violence, as they combine the functions of primary response, social protection, legal information, psychological support, referral to specialized services, and social case management. The effectiveness of their activities depends on the accessibility of social and legal services in territorial communities, the professional capacity of specialists, the clarity of local referral pathways, sustainable funding, and well-established interagency cooperation. The prospects for improving the activities of centers of social services include the development of local referral pathways for assisting affected women, strengthening cooperation with the police, children's services, healthcare and educational institutions, free legal aid centers, and non-governmental organizations, as well as training specialists on the basis of trauma-informed, gender-sensitive, and human rights-based approaches.

Keywords: centers of social services; domestic violence; interagency cooperation; legal protection; social and legal assistance; social case management; women.

Problem statement. Domestic violence is a complex social and legal problem that violates fundamental human rights, negatively affects women's physical and psychological health, destabilizes the family environment, intensifies the social isolation of survivors, and creates risks for children. This problem has become particularly acute under martial law, when social tension, economic instability, forced displacement, psychological exhaustion of families, and women's dependence on the abuser have increased.

According to the Law of Ukraine «On Preventing and Combating Domestic Violence», domestic violence includes acts of a physical, psychological, economic, or sexual nature committed within the family, within the place of residence, or between relatives, former or current spouses, regardless of whether they live together [1]. The Law of Ukraine «On Social Services» defines the legal and organizational foundations for providing social services to individuals and families in difficult life circumstances [2].

In this context, centers of social services act as important subjects in identifying cases of domestic violence, assessing the needs of affected women, providing information and counseling, ensuring social case management, referring survivors to specialized support services, and coordinating interagency cooperation. Their activities are not only social but also human rights-oriented, as they aim to restore

violated rights, ensure access to legal aid, crisis intervention, psychological support, and a safe environment.

Analysis of recent research and publications. The problem of social and legal assistance to women affected by domestic violence is interdisciplinary and is considered within the fields of social pedagogy, social work, law, psychology, gender studies, and public administration.

The theoretical and methodological foundations of social work with various categories of clients were developed by O. Bezpalko, I. Zvierieva, A. Kapska, L. Mishchuk, V. Polishchuk, V. Syniov, and S. Kharchenko. Issues of social and legal protection of children and youth were studied by I. Kovchyna, Zh. Petrochko, and V. Shtyfurak. The content and forms of social and socio-pedagogical work with the family were highlighted by T. Aliksieienko, V. Kravets, and I. Trubavina. Certain aspects of social and educational work with women were analyzed by T. Zharovtseva, K. Levchenko, A. Liakisheva, I. Parfanovych, and T. Poberezhets. The organizational and methodological foundations of the activities of centers of social services for families, children, and youth were considered by V. Stynska, S. Tolstoukhova, and A. Sheremet [9].

The works of I. Zvierieva and H. Laktionova are important for the problem under study, as they reveal the content and organization of social work with various categories of clients, including women. These studies present models of social services common in foreign practice: shelters for women, telephone support services, information centers for women, multidisciplinary women's centers, assistance centers for young mothers, services for overcoming women's unemployment, and others [9]. H. Tymoshko paid special attention to the activities of social services for women, mother and child centers, social dormitories, and centers of socio-psychological assistance for persons in difficult life circumstances [9].

In the context of the problem under study, the article by V. Stynska is particularly significant. Using the example of Ivano-Frankivsk region, it analyzes the activities of family socio-psychological rehabilitation centers as institutions that provide comprehensive social, psychological, pedagogical, medical, legal, and rehabilitation assistance to persons in difficult life situations, including those caused by domestic violence [10].

The National Report based on the monitoring of specialized support services for persons affected by domestic violence and/or gender-based violence emphasizes the need for further development of the network of specialized services, strengthening their integration into local response mechanisms, improving interagency cooperation, ensuring staff capacity, and expanding survivors' access to crisis rooms, shelters, day centers, mobile teams, and primary socio-psychological counseling services [6].

At the same time, the analysis of scientific sources shows that the activities of centers of social services in the field of social and legal assistance to women affected by domestic violence require separate scholarly consideration. Their functions, areas of activity, mechanisms of interaction with specialized support services, and possibilities for improving social and legal support for affected women remain insufficiently specified.

The purpose of the article – the purpose of the article is to analyze the role of centers of social services in providing social and legal assistance to women affected by domestic violence, to identify the main areas of their activity, and to outline prospects for improving the social and legal support of affected women.

Presentation of the main research material. Social and legal assistance to women affected by domestic violence is based on the combination of social protection, legal information, psychological support, crisis intervention, and interagency cooperation. It involves not only responding to the fact of violence but also creating conditions for restoring the safety, independence, social activity, and legal capacity of the affected woman.

The legal basis for the activities of centers of social services in this field is the Law of Ukraine «On Preventing and Combating Domestic Violence» [1], the Law of Ukraine «On Social Services» [2], the Procedure for Interaction of Entities Implementing Measures in the Field of Preventing and Combating Domestic Violence and Gender-Based Violence [3], as well as the State Social Program for Preventing and Combating Domestic Violence and Gender-Based Violence for the Period up to 2025 [4]. The Procedure for Interaction of Entities defines the mechanism of comprehensive response, which involves public authorities, local self-government bodies, the police, social services, healthcare and educational institutions, children's services, free legal aid centers, and specialized support services [3].

Thus, the regulatory and legal framework defines centers of social services not only as providers of social services but also as an important link in interagency cooperation in the field of identifying, responding to, supporting, and accompanying affected persons. Within this cooperation, centers of social

services ensure the initial contact with the affected woman, assess her needs, provide information about available protection mechanisms, organize assistance, and refer her to the relevant response entities.

According to the Ministry of Social Policy of Ukraine, as of May 2025, there were already 1,132 specialized support services for affected persons operating in Ukraine. These included 59 shelters, 109 day centers for socio-psychological assistance, 108 crisis rooms, 718 mobile teams of socio-psychological assistance, 117 specialized primary socio-psychological counseling services, 12 call centers/hotlines, and 9 other specialized services. In the first quarter of 2025, 14,362 persons received qualified assistance [5].

In the system of assistance to women affected by domestic violence, centers of social services perform a number of interrelated functions.

First, they perform an informational and consultative function, which consists in providing a woman with information about her rights, opportunities to receive assistance, and the procedure for applying to the police, the court, the free legal aid system, healthcare institutions, shelters, crisis rooms, and mobile teams.

Second, they perform a social and diagnostic function, which involves assessing the needs of the affected woman, determining the level of danger, and identifying the presence of children, as well as housing, financial, medical, psychological, and legal problems.

Third, they perform a human rights protection function, which includes facilitating access to primary legal aid, assisting with documentation, preparing applications to relevant authorities, and explaining the procedure for obtaining protection mechanisms and social guarantees.

Fourth, they perform a socio-psychological function aimed at crisis counseling, emotional support, stabilization of psychological condition, development of a safe behavioral strategy, and overcoming social isolation.

Fifth, they perform a coordination function, which involves cooperation of centers of social services with the police, children's services, healthcare and educational institutions, free legal aid centers, non-governmental organizations, shelters, crisis rooms, and mobile teams.

Sixth, they perform a support function, which consists in long-term assistance to a woman after her initial application: support in employment, restoration of documents, arrangement of social benefits, resolution of housing issues, enrollment of children in educational institutions, restoration of social ties, and development of a life strategy free from violence.

Thus, the functional role of centers of social services in the system of assistance to women affected by domestic violence lies not only in the provision of individual social services but also in ensuring primary response, social and legal protection, interagency coordination, and further support for the affected person. This approach is consistent with the provisions of the Law of Ukraine "On Social Services" and the Procedure for Interaction of Entities Implementing Measures in the Field of Preventing and Combating Domestic Violence and Gender-Based Violence [2; 3].

The effectiveness of implementing these functions largely depends on the availability and accessibility of specialized support services in territorial communities, to which centers of social services can refer affected women according to their needs and level of danger. Therefore, analyzing the current state of the network of such services in Ukraine is important for understanding the practical potential of social and legal assistance.

According to the results of national monitoring of specialized support services conducted by the National Social Service of Ukraine, in January 2025, 1,126 specialized services were recorded in 23 regions and the city of Kyiv, providing services in at least 647 communities and 684 settlements [6].

This indicates that the network of specialized assistance actually covers the territory controlled by the Government of Ukraine and includes both large cities and small settlements.

One illustrative example of specialized assistance to persons affected by domestic violence is the Kyiv City Center for Gender Equality, Prevention and Counteraction to Violence, which has been operating since 1998. Within the activities of the Center, affected persons can receive socio-psychological, informational, consultative, and crisis assistance, including the services of specialists, crisis rooms, and shelters. This experience confirms the importance of comprehensive support that combines primary counseling, safe temporary accommodation, and further support [5].

At the same time, the activities of individual centers should be considered in the context of the nationwide network of specialized support services.

The data presented indicate that Ukraine has formed an extensive network of specialized support services for persons affected by domestic violence and/or gender-based violence. At the same time, the existence of such a network does not reduce the role of centers of social services but, on the contrary, strengthens their importance as a basic link of social and legal assistance at the level of the territorial

community. It is centers of social services that often ensure the primary identification of the problem, assessment of the needs of the affected woman, determination of the further assistance pathway, referral to specialized services, and social support.

In this context, the integration of centers of social services into local mechanisms for responding to domestic violence is particularly important. The National Report based on the monitoring of specialized support services shows that the effectiveness of their activities depends on stable funding, staff capacity, established interagency cooperation, and clear referral of affected persons between assistance providers [6].

The practical significance of such cooperation is confirmed by the experience of the regional Center for Socio-Psychological Assistance in the village of Verkhovyna, Verkhovyna district, Ivano-Frankivsk region, with a Mother and Child Department for temporary accommodation of women with newborn children and pregnant women who have found themselves in difficult life circumstances that prevent them from fulfilling their maternal function. The Center demonstrates that assistance to women and families in difficult life circumstances should be comprehensive and include not only social counseling but also psychological, pedagogical, medical, legal, and rehabilitation support [10].

In the system of social and legal assistance to women affected by domestic violence, an important place is occupied not only by centers of social services but also by related specialized social institutions to which affected women may be referred according to their needs. One such institution is the Social Center for Mother and Child, a temporary accommodation facility for women in the seventh to ninth months of pregnancy and mothers with children from birth to 18 months of age who have found themselves in difficult life circumstances that prevent them from properly fulfilling their maternal responsibilities.

The activities of Social Centers for Mother and Child are related to the issue of social and legal assistance to women affected by domestic violence, since some of these women may simultaneously experience motherhood, housing instability, economic dependence, psychological crisis, and the need for safe temporary accommodation. In such cases, centers of social services can conduct an initial assessment of the needs of the affected woman, inform her about available types of assistance, facilitate access to legal and psychological support, and refer her to a Social Center for Mother and Child or other specialized services.

The main tasks of Social Centers for Mother and Child are to provide social, psychological, legal, and socio-pedagogical support to mothers in overcoming difficult life circumstances; prepare mothers and children for adaptation to society; create favorable conditions for child development; and protect the rights and interests of women and children temporarily residing in the institution.

Open materials of the National Social Service of Ukraine and monitoring reports confirm the continued functioning of Social Centers for Mother and Child in certain regions of Ukraine, in particular in Kherson, Poltava, Cherkasy, and Khmelnytskyi regions.

Thus, Social Centers for Mother and Child should be considered an important element of the institutional network of support for women and children, supplementing the activities of centers of social services in cases where a woman affected by domestic violence needs not only counseling or legal assistance but also temporary safe accommodation and comprehensive social support.

The content of the activities of these centers directly correlates with the needs of women affected by domestic violence, since their typical tasks include socio-psychological diagnostics, psychological and pedagogical assistance, socio-medical rehabilitation, corrective and restorative work, adaptation to the family environment, legal support, and other types of assistance [10]. Thus, the regional experience of Ivano-Frankivsk region confirms that effective social and legal assistance to affected women requires not isolated services but a holistic system of support in which centers of social services perform coordination, diagnostic, human rights protection, and supportive functions.

In the activities of centers of social services, social and legal assistance to women affected by domestic violence may be implemented according to the following algorithm:

1. initial application by a woman or identification of a case of domestic violence;
2. ensuring confidentiality, safety, and prevention of retraumatization;
3. initial counseling on rights, available services, and possible forms of assistance;
4. assessment of the needs of the affected woman and, if there are children, the needs of the child;
5. identification of risks and the need for crisis intervention, shelter, or a crisis room;
6. development of an individual assistance plan;
7. provision or organization of social, psychological, legal, medical, and other services;
8. referral to specialized support services, the police, free legal aid centers, healthcare institutions, and children's services;
9. social support and monitoring of the situation;

10. support for social adaptation, restoration of resources, and independence of the affected woman.

This algorithm corresponds to the multilevel logic of socio-pedagogical support substantiated by V. Stynska. At the macro level, assistance is ensured through state policy and legislation; at the meso level, through the activities of social services, institutions, organizations, communities, and specialized facilities; and at the micro level, through direct individual work with the woman, her child, family, and immediate social environment [9].

Despite the positive dynamics in the development of the network of specialized services, the activities of centers of social services in the field of social and legal assistance to women affected by domestic violence face a number of problems. These include uneven access to services in communities; insufficient number of shelters and crisis rooms in some regions; workload of specialists; the need for specialized training of social workers; complexity of interagency cooperation; low level of legal awareness among some affected women; women's economic dependence on the abuser; and stigmatization of seeking help.

The UNFPA report «Voices from Ukraine 2024» emphasizes that the war has increased the risks of gender-based violence, including domestic violence, and has also complicated access of women and girls to support due to lack of resources, housing instability, displacement, financial dependence, and insufficient awareness of available services [8]. This confirms the need to strengthen the role of centers of social services as an accessible primary link of assistance in territorial communities.

Promising areas for improving the activities of centers of social services include: creating local referral pathways for affected women in every community; strengthening cooperation with the police, children's services, healthcare and educational institutions, free legal aid centers, and non-governmental organizations; training specialists to work with cases of domestic violence based on trauma-informed, gender-sensitive, and human rights-based approaches; developing crisis rooms, shelters, mobile teams, and day centers; ensuring women's access to legal aid, psychological support, and social case management; intensifying preventive work; and forming zero tolerance for domestic violence.

Conclusion. Thus, centers of social services are important subjects of social and legal assistance to women affected by domestic violence. Their activities include information provision, counseling, needs assessment, crisis response, social support, referral to specialized services, facilitation of access to legal aid, psychological support, and coordination of interagency cooperation.

Current statistics show that Ukraine has an extensive network of specialized support services for survivors, including shelters, day centers, crisis rooms, mobile teams, primary counseling services, and hotlines. At the same time, the effectiveness of this network largely depends on how well centers of social services are integrated into local response mechanisms and how effectively they carry out needs assessment, referral, social support, and human rights protection assistance.

Further research should focus on developing a model of social and legal support for women affected by domestic violence in centers of social services of territorial communities, as well as on defining criteria for the effectiveness of interagency cooperation in the field of preventing and combating domestic violence.

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The article has been submitted to the editorial board 14.04.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

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**AN ANDRAGOGICAL APPROACH TO PROFESSIONAL INTERACTION BETWEEN
SOCIAL SERVICE CENTRE PROFESSIONALS AND WOMEN WHO HAVE EXPERIENCED
DOMESTIC VIOLENCE: A CONCEPTUAL MODEL**

Анотація

Мета. У статті теоретично обґрунтовано андрагогічний підхід до професійної взаємодії фахівців центрів соціальних служб із жінками, які постраждали від домашнього насильства, та розроблено концептуальну модель такої взаємодії. Вихідною стала теза про наявність у соціально-правовій допомозі освітнього складника: доросла людина осмислює власну ситуацію, набуває знань про права й доступні ресурси, опановує алгоритми захисту, вчиться взаємодіяти з установами та переносити отриману інформацію у практичні дії.

Методологія. Застосовано аналіз і синтез наукових праць з андрагогіки, соціальної роботи та допомоги постраждалим від домашнього насильства; аналіз нормативно-правових документів, професійних стандартів і програм; поняттєво-термінологічне зіставлення; теоретичне узагальнення; структурно-функціональне та концептуальне моделювання. Методологічну основу становлять андрагогічний, компетентнісний, клієнт-центрований, партисипативний і травмоінформований підходи.

Наукова новизна. Запропоновано авторське визначення андрагогічно орієнтованої професійної взаємодії у соціально-правовій допомозі. Розроблена модель охоплює ціннісно-цільовий, андрагогічно-діагностичний, змістовий, процесуально-технологічний і рефлексивно-результативний компоненти. Обґрунтовано принципи суб'єктності, проблемно-ситуаційної спрямованості, практичної застосовності, опори на досвід, діалогічності, доступності, безпеки та поступового переходу від супроводжуваної до самостійної дії. Визначено андрагогічну компетентність фахівця та схарактеризовано її ціннісно-етичний, діагностично-аналітичний, інформаційно-змістовий, комунікативно-фасилітаційний, проєктувально-технологічний, травмоінформовано-безпековий і рефлексивно-оцінювальний компоненти.

Висновки. Андрагогічний підхід увиразнює механізми, завдяки яким соціальна й правова інформація стає зрозумілим, особисто значущим і практично застосовним знанням. Його інтеграція з клієнт-центрованим, партисипативним і травмоінформованим підходами підтримує суб'єктність жінки, посилює її здатність до поінформованого вибору й запобігає директивності професійної допомоги. Запропонована модель потребує експертного оцінювання та емпіричної апробації.

Ключові слова: андрагогічна компетентність; андрагогічний підхід; домашнє насильство; жінки, які постраждали; професійна взаємодія; соціально-правова допомога; соціальні служби.

Abstract

The article provides a theoretical rationale for applying an andragogical approach to professional interaction between social service centre professionals and women who have experienced domestic violence and develops a conceptual model of such interaction. The study is based on the premise that socio-legal assistance contains an educational component: an adult reflects on her circumstances, acquires knowledge of her rights and available resources, masters protection strategies, learns to interact with relevant institutions, and translates the information received into practical action.

The study employed analysis and synthesis of scholarly works on andragogy, social work, and assistance to survivors of domestic violence; analysis of legislation, professional standards, and programmes; conceptual and terminological comparison; theoretical generalisation; and structural-functional and conceptual modelling. The methodological framework integrates andragogical, competency-based, client-centred, participatory, and trauma-informed approaches.

The article offers an original definition of andragogically oriented professional interaction within socio-legal assistance. The proposed model comprises value-and-goal, andragogical-diagnostic, content-related, process-and-technology, and reflective-and-outcome components. It substantiates the principles of

agency, problem- and situation-based orientation, practical applicability, reliance on experience, dialogue, accessibility, safety, and gradual transition from supported to independent action. The andragogical competence of a professional is defined, and its value-and-ethical, diagnostic-and-analytical, information-and-content, communication-and-facilitation, design-and-technology, trauma-informed-and-safety, and reflective-and-evaluative components are characterised.

The andragogical approach elucidates the mechanisms through which social and legal information becomes comprehensible, personally meaningful, and practically applicable knowledge. Its integration with client-centred, participatory, and trauma-informed approaches supports women's agency, strengthens their capacity to make informed choices, and prevents professional assistance from becoming directive. The proposed model requires expert evaluation and empirical validation.

Keywords: andragogical competence; andragogical approach; domestic violence; women who have experienced violence; professional interaction; socio-legal assistance; social services.

Introduction

The full-scale war has intensified economic instability, housing insecurity, forced displacement, psychological exhaustion, and the dependence of a considerable proportion of the population on their immediate social environment. For women experiencing domestic violence, these circumstances create additional barriers to seeking assistance, relocating, regaining financial independence, and accessing social, medical, and legal services. The development of specialised services and municipal response systems in Ukraine is intended to improve the accessibility of assistance, strengthen interagency cooperation, and enhance the professional capacity of local communities (UNFPA Ukraine, 2024).

At the same time, domestic violence has deeper sociocultural underpinnings. Its concealment is reinforced by perceptions of family problems as private matters, expectations that relationships should be preserved under all circumstances, and notions of women's endurance, self-sacrifice, and responsibility for family well-being. Prolonged coercive control, isolation, economic restriction, intimidation, stalking, and systematic devaluation gradually narrow a woman's range of perceived choices and undermine confidence in her own judgement (Stark, 2007). Under such circumstances, seeking professional assistance involves the need to make sense of lived experience, recognise violence, obtain information about rights and available resources, evaluate the possible consequences of different courses of action, and develop an acceptable protection strategy.

The legal and organisational foundations for such assistance are established by the Laws of Ukraine *On Prevention and Counteraction to Domestic Violence*, *On Social Services*, and *On Free Legal Aid*, as well as by the Procedure for Interaction among Entities Implementing Measures to Prevent and Combat Domestic and Gender-Based Violence and the Procedure for Organising the Provision of Social Services and Case Management (Verkhovna Rada Ukrainy, 2011, 2017, 2019; Kabinet Ministriv Ukrainy, 2018, 2026). These regulatory instruments provide for the assessment of individual needs, identification of the recipient's personal goals, development of an individual plan, informed consent, coordination of interventions, and evaluation of outcomes.

The quality of professional assistance depends on how these procedures are implemented in direct interaction. Providing a list of institutions, handing out an information leaflet, or offering a ready-made course of action does not guarantee that the woman understands the content or implications of the proposed steps. Legal information may be excessively complex, fragmented, or disconnected from the immediate concern. Emotional distress, fear, previous negative experiences with institutions, digital surveillance by the perpetrator, and responsibility for children may affect concentration, memory, trust, and readiness to take practical action.

Professional interaction between a social service centre professional and a woman who has experienced domestic violence contains a distinct educational component. In the course of receiving assistance, an adult obtains and interprets information about forms of violence, the rights of survivors, special protection measures, social services, free legal aid, housing and financial resources, digital safety, and possible courses of action. She relates new knowledge to her life experience, assesses its relevance to her particular circumstances, develops ways of interacting with institutions, and gradually becomes more capable of acting independently.

We propose that this process be understood as an **educational micro-process embedded in socio-legal assistance**. Its outcome is the adult's capacity to understand her situation, assess available options and risks, formulate requests, access relevant resources, and make informed decisions. This perspective highlights the andragogical dimension of the professional activity of social service centre staff.

Theoretical Framework

The theoretical foundations of adult learning are closely associated with M. Knowles's andragogical model. Its key assumptions concern an adult's orientation towards self-direction, the significance of accumulated experience, readiness to learn in response to life tasks, problem-centred learning, the need to understand the practical value of knowledge, and the importance of internal motivation (Knowles et al., 2020). Contemporary studies confirm the heuristic value of these principles in various areas of professional learning while emphasising the need to adapt them to the specific context, objectives, and characteristics of participants (Knapke et al., 2024; Mukhalalati & Taylor, 2019).

Within Ukrainian scholarship, the conceptual and methodological foundations of adult education have been comprehensively developed by L. Lukianova. She conceptualises adult education as an open system linked to an individual's personal, professional, and social needs and emphasises its practical orientation, recognition of agency, reliance on experience, and the professional's partnership-based position (Lukianova, 2020). In O. Anishchenko's works, andragogical competence encompasses the ability to identify educational needs, organise dialogue, select appropriate methods, facilitate reflection, and evaluate the outcomes of interaction with adults (Anishchenko, 2022). M. Vovk, N. Filipchuk, Yu. Hryshchenko, S. Solomakha, and L. Sultanova systematised adult learning technologies used in formal and non-formal education, emphasising interactivity, experience-based learning, practical relevance, and the participant's active position (Vovk et al., 2020).

J. Mezirow's theory of transformative learning complements the andragogical model by focusing on the critical reassessment of established meaning perspectives. Transformation occurs when adults reconsider habitual interpretations of their experience, compare them with new information, and expand their capacity for informed choice (Mezirow, 2000). In addressing the consequences of domestic violence, this proposition is relevant to the need to reconsider normalised beliefs concerning the acceptability of control, survivors' responsibility for the violence, or the perceived impossibility of obtaining assistance. Such critical reflection, however, requires a safe environment, voluntary participation, and respect for the woman's pace.

Ukrainian studies of social work with women who have experienced domestic violence reveal the complexity of their needs and the necessity of coordinated social, psychological, medical, and legal support. H. Skipalska, T. Liakh, and N. Klishevych emphasise the systemic nature of the problems faced by survivors and the need for qualified interdisciplinary assistance (Skipalska et al., 2021). T. Poberezhets associates the effectiveness of social work with the professional preparation of staff and the development of appropriate support technologies (Poberezhets, 2023). O. Karpenko, Zh. Petrochko, and T. Spirina describe the role of civil society and charitable organisations in counselling, legal information provision, referral, safe accommodation, and case management (Karpenko et al., 2023).

International research on assistance to survivors has developed the concepts of empowerment, advocacy, survivor-defined practice, and trauma-informed interaction. L. B. Cattaneo and L. A. Goodman associate empowerment with a person's capacity to define personally meaningful goals, use environmental resources, and gain greater control over important areas of life (Cattaneo & Goodman, 2015). L. A. Goodman and her colleagues conceptualise survivor-defined practice in terms of supporting survivors' own goals, building partnership-based relationships, and maintaining sensitivity to their life context (Goodman et al., 2016). C. M. Sullivan and L. A. Goodman define advocacy as facilitating access to resources, addressing institutional barriers, and supporting women's decisions (Sullivan & Goodman, 2019).

A trauma- and violence-informed approach directs attention to the effects of interpersonal violence, social inequality, and structural barriers on behaviour, health, and access to assistance. Its principles include physical, emotional, and cultural safety, collaboration, choice, a strengths-based orientation, and the development of individual capacities (Wathen & Mantler, 2022). These principles are directly relevant to information-intensive professional interaction because experiences of violence can affect concentration, trust, memory, risk perception, and readiness to act.

The analysis of the relevant scholarship demonstrates that the andragogical component of socio-legal assistance remains insufficiently conceptualised. The methods of identifying women's information and learning needs, taking account of their experience and readiness to act, structuring complex legal information, checking understanding without evaluative pressure, and supporting the transition towards independent use of available resources have not been adequately examined. Consequently, both the andragogical competence of social service centre professionals and a model for its implementation in domestic violence cases require further conceptualisation.

Purpose and Methodology

The purpose of the article is to provide a theoretical rationale for applying an andragogical approach to professional interaction between social service centre professionals and women who have experienced domestic violence and to develop a conceptual model of such interaction.

To achieve this purpose, the study addressed the following objectives: to elucidate the educational component of socio-legal assistance provided to adults; identify the principles of andragogically oriented professional interaction; substantiate the components of the conceptual model; specify the mechanisms through which social and legal information is transformed into practically applicable knowledge; and define the content and structure of professionals' andragogical competence.

The methodological framework integrates andragogical, competency-based, client-centred, participatory, and trauma-informed approaches. The andragogical approach enables consideration of adults' experience, autonomy, life tasks, and practical needs. The competency-based approach focuses the study on professionals' integrated capacity to apply knowledge, skills, professional values, and appropriate modes of action. The client-centred approach requires respect for the woman's experience, goals, and pace; the participatory approach ensures her meaningful influence on decisions; and the trauma-informed approach provides for the safe organisation of interaction with due consideration of the effects of experienced violence.

The methods employed included analysis and synthesis of scholarly sources, legislation, professional standards, and programmes; conceptual and terminological comparison; theoretical generalisation; and structural-functional and conceptual modelling. The units of analysis were the adult's status within professional interaction, the role of her experience, the process of goal setting, the manner in which information is presented, readiness to take practical action, mechanisms supporting autonomy, and criteria for effectiveness. The study is theoretical and conceptual in nature.

Results and Discussion

Applying an andragogical approach to professional interaction between social service centre professionals and women who have experienced domestic violence requires the adaptation of general principles of adult education to the specific conditions of a crisis-related life situation. This interpretation is conceptually grounded in M. Knowles's andragogical model, particularly its assumptions concerning adults' self-direction, the significance of life experience, the problem-centred orientation of learning, readiness to acquire knowledge relevant to current life tasks, and awareness of the practical value of the information received (Knowles et al., 2020). Contemporary studies conceptualise andragogy as a context-sensitive methodological framework whose principles acquire specific meaning depending on adults' life circumstances, needs, and resources (Knapke et al., 2024; Mukhalalati & Taylor, 2019).

Within socio-legal assistance, a woman's adult status is reflected in her accumulated life experience, system of values, social roles, problem-solving strategies, and knowledge of her own circumstances. At the same time, prolonged coercive control, isolation, economic restriction, intimidation, and systematic devaluation may undermine confidence in her own judgement, narrow her perception of available options, and impede independent planning. E. Stark describes coercive control as a system of practices through which the perpetrator restricts the survivor's autonomy, access to resources and social relationships, and capacity to make decisions (Stark, 2007). Under such conditions, autonomy should be regarded simultaneously as an inalienable right of an adult, a professional value of social work, and a capacity that may require gradual restoration.

A survivor's life experience has a complex structure. It includes knowledge of the perpetrator's behaviour, ways of avoiding danger, strategies for protecting children, available social relationships, and financial and material resources. At the same time, it may contain internalised beliefs concerning the need to endure violence, responsibility for the perpetrator's behaviour, the inadmissibility of disclosing family problems, or the futility of seeking institutional assistance. Previous negative encounters with the police, social services, healthcare providers, or legal professionals may further intensify distrust of formal support systems.

From an andragogical perspective, a person's experience cannot be viewed solely as a source of difficulties or misconceptions. It provides a basis for understanding the situation, identifying previously tested strategies, recognising strengths, and defining actual constraints. L. Lukianova associates the effectiveness of adult education with recognition of the learner's agency and experience, the practical orientation of content, and a partnership-based professional relationship (Lukianova, 2020). Accordingly, the professional should not dismiss the woman's previous experience but should help her distinguish between its resource-enhancing and limiting elements.

The possibility of reconsidering established assumptions is consistent with J. Mezirow's theory of transformative learning. Mezirow associated personal transformation with the critical examination of established meaning perspectives, the comparison of previous interpretations with new information, and the expansion of opportunities for informed choice (Mezirow, 2000). In work with women who have experienced domestic violence, such reflection may concern normalised beliefs about the acceptability of control, self-blame, the perceived absence of a right to assistance, or the impossibility of changing one's circumstances. This process requires particular caution: reconsideration cannot be imposed, accelerated, or undertaken without regard for the woman's readiness and safety.

The educational content of socio-legal assistance is structured around current life tasks. For one woman, the immediate priority may be understanding how to contact the police and obtain an emergency barring order; for another, it may involve access to safe accommodation, restoration of documents, social benefits, legal aid, employment, or digital protection. Andragogically oriented interaction therefore does not reproduce a predetermined educational programme. Its content depends on the nature of the request, level of risk, prior knowledge, available resources, life circumstances, and readiness to take a particular step.

This perspective is consistent with the concept of survivor-defined practice. L. Goodman and her colleagues argue that professional assistance should be organised around the woman's own goals, priorities, and life context, while ensuring her meaningful influence on decisions (Goodman et al., 2016). In the empowerment model proposed by L. Cattaneo and L. Goodman, the effectiveness of assistance is associated with a person's capacity to formulate personally meaningful goals, identify and use resources, and gain greater control over important areas of life (Cattaneo & Goodman, 2015). Consequently, the andragogical component of social work should support awareness of available opportunities, understanding of the implications of different decisions, and the gradual strengthening of the woman's capacity to act.

An andragogical orientation does not alter the professional nature of social work. The professional does not assume the role of a teacher in the traditional sense, nor does the woman become a passive learner. The educational component is embedded in counselling, needs assessment, case management, legal information provision, safety planning, referral, and interagency cooperation. The professional's role is to create conditions in which information can be understood, related to the woman's specific circumstances, compared across possible courses of action, and applied in practice.

Based on the analysis undertaken, **andragogically oriented professional interaction between a social service centre professional and a woman who has experienced domestic violence** is defined as a process of socio-legal assistance organised on the principles of partnership, respect for adult experience, autonomy, safety, and practical needs, within which the professional facilitates understanding of the woman's life situation, interpretation of relevant information, assessment of possible decisions, acquisition of protection strategies, and gradual transition towards their independent application.

The theoretical analysis of andragogical principles, empowerment concepts, the participatory approach, survivor-centred practice, and trauma-informed practice provided the basis for identifying a system of interrelated principles of andragogically oriented professional interaction.

The leading principle is the **recognition of adult agency**. It entails acknowledging the woman as the holder of unique knowledge about her own circumstances, risks, the perpetrator's behaviour, her children's needs, and the acceptability of different forms of assistance. The professional possesses specialist knowledge of legislation, the social service system, legal protection mechanisms, and interagency response procedures. Professional interaction brings these two sources of knowledge together. This corresponds to the participatory logic of social work, in which the service recipient influences needs assessment, goal setting, selection of courses of action, and evaluation of outcomes (Tymchuk, 2025).

The **principle of problem- and situation-based orientation** means that the content of interaction is structured around a specific life problem. Information about a legal instrument, social service, or application procedure acquires practical significance only after its relevance to the current request, access conditions, possible limitations, and consequences has been clarified. This way of organising content is consistent with the andragogical assumption that adults are oriented towards solving life-related problems rather than acquiring an abstract body of information (Knowles et al., 2020).

Closely related to this is the **principle of practical applicability**. The outcome of socio-legal information provision should be the woman's capacity to perform a specific action: safely contact a service, formulate a request, prepare documents, use a digital service, explain her situation to a lawyer, assess risk, or revise a safety plan. The information provided should clarify the purpose and sequence of the action, required resources, possible difficulties, and available support.

The **principle of drawing on experience and facilitating its reflective reconsideration** requires the professional to identify what the woman already knows, which protection strategies she has used, which actions have been effective, which circumstances have increased the danger, and which institutions she trusts. Drawing on experience helps prevent the repetition of ineffective recommendations, identify information gaps, and activate strengths. Reflective reconsideration focuses on beliefs that restrict safe choice, while avoiding judgement, coercion, or evaluation of the woman's life decisions.

The **principle of jointly defined goals** requires the content of assistance to be aligned with the woman's personal priorities. In the empowerment model, goals formulated by the individual herself provide a foundation for evaluating professional support (Cattaneo & Goodman, 2015). The professional may draw attention to risks, explain possible consequences, and suggest available resources but should not replace the woman's goals with a professional vision of the desired outcome.

The **principle of dialogue** makes information a subject of joint interpretation. Dialogue allows meanings to be clarified and misunderstandings, fears, conflicting expectations, and hidden barriers to be identified. Formal agreement or silence cannot automatically be interpreted as evidence of understanding or informed choice. Dialogue also includes the woman's right to ask questions, revisit previously discussed matters, and change her decision when new information becomes available.

The **principle of accessibility, manageable information load, and repetition** is determined by the characteristics of information processing under stress, threat, and psychological exhaustion. Complex legal terminology, excessive amounts of information, and multi-stage instructions reduce the likelihood of practical application. Information should therefore be provided in short, self-contained units, with priority given to essential content and with the use of plain language, examples, written step-by-step guidance, visual materials, and safe digital resources. Research on adult learning technologies identifies accessibility, interactivity, and a direct connection between content and practical activity as important conditions for effective learning (Vovk et al., 2020).

The **principle of safety and prevention of the reproduction of control** is of particular importance in work addressing the consequences of domestic violence. Categorical instructions, judgement, threats to withdraw assistance, concealment of alternatives, or manipulation of access to resources may reproduce the power dynamics characteristic of abusive relationships. A trauma- and violence-informed approach emphasises physical, emotional, and cultural safety, procedural predictability, choice, collaboration, and a strengths-based orientation (Wathen & Mantler, 2022). The World Health Organization likewise stresses respect for women's autonomy, confidentiality, safety, and the prevention of further harm in the provision of assistance (World Health Organization, 2013).

The system is completed by the **principle of gradual transition from supported to independent action**. At the initial stage, a woman may require a detailed explanation, a jointly made telephone call, assistance in formulating an application, support in preparing documents, or accompaniment to an institution. Over time, the elements of action that she is able to undertake are gradually transferred to her. The level of support is determined not by an abstract expectation of independence but by the level of risk, procedural complexity, emotional state, availability of resources, and readiness to take a specific step.

Based on the theoretical analysis, we developed a conceptual model of andragogically oriented professional interaction between social service centre professionals and women who have experienced domestic violence. The model comprises **value-and-goal, andragogical-diagnostic, content-related, process-and-technology, and reflective-and-outcome components**.

The model's original contribution lies in integrating the principles of adult education with the tasks of socio-legal assistance, case management, safety provision, participatory support, and restoration of women's capacity to use social and legal resources. The proposed structure does not replace existing social work technologies but elucidates the educational mechanism through which they are implemented in direct professional interaction.

The **value-and-goal component** provides the axiological foundation of the model and encompasses dignity, agency, safety, self-determination, partnership, informed participation, and the practical usefulness of assistance. These principles are consistent with empowerment theory and survivor-defined practice, in which professional support is evaluated according to the extent to which it promotes personally meaningful goals, access to resources, and greater control over one's own life (Cattaneo & Goodman, 2015; Goodman et al., 2016).

The purpose of andragogically oriented interaction is to strengthen the woman's capacity to understand her situation, evaluate available options, make informed decisions, and use social and legal protection mechanisms. The quantity of information communicated cannot serve as the principal indicator of the quality of professional assistance. What matters is the extent to which the woman understands the

purpose of the available options, relates them to her own goals, resources, and risks, and is able to carry out the agreed actions.

The **andragogical-diagnostic component** involves identifying the conditions that influence the understanding and practical application of information. In O. Anishchenko's works, the ability to identify adults' educational needs, take account of their experience, organise dialogue, and evaluate interaction outcomes is regarded as a component of the andragogue's professional competence (Anishchenko, 2022). In social work, these principles require adaptation to a crisis context because women's information needs are directly connected with safety, legal status, material resources, and life decisions.

The professional identifies the woman's prior knowledge of rights, social services, and institutional procedures; previous experience of receiving assistance; information gaps; preferred forms of explanation; and linguistic, digital, cognitive, emotional, and communication barriers. It is also important to identify available resources, including supportive social relationships and access to communication tools, documents, housing, transport, financial means, and legal aid.

Readiness to undertake a specific action constitutes a separate focus of assessment. It is situational and dynamic. A woman may be ready for a confidential consultation but postpone contacting the police; she may agree to receive legal information but require time before participating in court proceedings; she may seek financial independence while being unable to relocate immediately. Generalised judgements about a woman's "readiness" or "unreadiness" for change are therefore professionally inappropriate. It is more appropriate to determine her attitude towards a specific step, the barriers involved, and the level of support required to undertake it.

Andragogical diagnosis does not take the form of knowledge testing or motivation assessment. Its tools include dialogue, open and clarifying questions, analysis of the life situation, joint formulation of the request, observation of how the woman explains possible courses of action, and reflective feedback.

The **content-related component** of the model is shaped in accordance with the needs of a particular woman and the objectives of case management. It may include recognition of the forms of domestic violence and coercive control; the rights of survivors; the functions of the police, social services, courts, and the free legal aid system; special measures for combating domestic violence; options for emergency accommodation; procedures for obtaining social benefits; restoration of documents; protection of housing and property rights; digital safety; preparation for legal proceedings; and ways of communicating with relevant institutions.

The content of professional information provision is determined by Ukrainian legislation on the prevention and counteraction of domestic violence, social services, and free legal aid, as well as by regulatory provisions governing interagency cooperation and case management (Verkhovna Rada Ukrainy, 2011, 2017, 2019; Kabinet Ministriv Ukrainy, 2018, 2026). At the same time, regulatory information must be translated into a practically applicable form.

An explanation of a legal instrument should cover its purpose, procedure for application, time limits, possible restrictions, and consequences. Information about a social service should specify where to apply, the conditions of access, required documents, the limits of the institution's authority, and available alternatives if the service is unavailable in the local community. Such structuring transforms a set of legal and social provisions into a system of comprehensible practical guidelines.

The content should also reflect the principles of interagency case management. According to the international GBVIMS guidelines, assistance to survivors of gender-based violence requires confidentiality, informed consent, respect for the survivor's choices, service coordination, and minimisation of the risk of retraumatisation (GBVIMS Steering Committee, 2017). Consequently, the exchange of information between services and referral procedures should be accompanied by a clear explanation of their purpose, process, and possible implications.

The **process-and-technology component** reflects the ways in which information is jointly interpreted and translated into practical action. The principal mechanisms include dialogic explanation, problem-based structuring of content, microlearning, analysis of life situations, modelling of possible actions, joint development of step-by-step plans, restatement of information in the woman's own words, an initial supported action, reflective feedback, and gradual transfer of responsibility.

Dialogic explanation involves relating information to the current request, clarifying meanings, comparing available options, and continuously taking the woman's responses into account. The professional does not merely communicate regulatory provisions but explores how they apply to the woman's circumstances and which issues remain unclear.

Problem-based structuring of information organises the content around a specific task, such as ensuring safety, contacting the police, obtaining legal aid, protecting documents, finding emergency

accommodation, or restoring financial capacity. This approach is consistent with the andragogical orientation towards practical problem-solving (Knowles et al., 2020).

Microlearning involves presenting information in small, self-contained units, each of which addresses one practical question and concludes with the identification of a possible action. This mechanism is particularly appropriate in situations of intense emotional distress, limited consultation time, remote communication, or the need for an immediate response.

Analysis of life situations and action modelling help prepare the woman for future interaction with institutions. Together with the professional, she may formulate a request to a service, identify questions for a lawyer, rehearse a conversation with a police officer, or verify the sequence of actions to be taken if the danger escalates.

Joint development of step-by-step plans helps organise complex procedures. Such a plan should be formulated in plain language and specify the sequence of steps, relevant contacts, required documents, safe communication channels, possible obstacles, and alternatives.

Restating information in the woman's own words is used to assess whether the professional explanation has been understood. The professional may invite the woman to describe how she understands the procedure, whom she intends to contact, and what she needs to prepare. In this case, the object of assessment is the clarity of the explanation rather than the woman's level of knowledge. This helps avoid creating an examination-like situation and makes it possible to identify ambiguities promptly.

An **initial supported action** transforms information into practical experience. It may involve jointly completing a form, preparing a list of documents, making a telephone call, drafting a written application, or establishing contact with another service. After this first action has been completed, its outcome, the difficulties encountered, and readiness for the next step are jointly reviewed.

These mechanisms are consistent with contemporary andragogical principles concerning adults' active participation, contextualisation, reliance on experience, and practical application of knowledge (Knapke et al., 2024; Vovk et al., 2020). In domestic violence cases, their use is governed by the requirements of safety, confidentiality, and voluntary participation.

The **reflective-and-outcome component** involves jointly evaluating what the woman has understood, which courses of action she has mastered, what she is able to undertake independently, and in which areas she requires further support. Reflection focuses on changes in her understanding of the situation, perception of possible options, assessment of risks, use of resources, and readiness to act.

The effectiveness of andragogically oriented interaction may be assessed according to a number of indicators: understanding the content, purpose, and limits of available services; the ability to explain possible courses of action; the capacity to relate these options to personal goals, resources, and risks; the ability to formulate a request to another professional; performance of feasible actions independently or with justified support; the ability to locate, verify, and critically evaluate information; readiness to reconsider decisions when circumstances change; and a stronger sense of capacity to influence one's own situation.

These indicators are consistent with the empowerment model, in which outcomes are assessed through the interrelationship between personal goals, knowledge, access to resources, practical action, and the subjective sense of control (Cattaneo & Goodman, 2015). They complement the general outcomes of socio-legal assistance, including reduced danger, access to services, protection of rights, and stabilisation of housing and material circumstances. The specific outcome of the andragogical component is the transition from passive receipt of information to its informed and safe use.

Implementation of the proposed model requires the professional capacity to recognise the educational component of socio-legal assistance and organise it in accordance with the needs of an adult. Knowledge of legislation, the service system, and interagency procedures provides an essential foundation for professional practice. The practical value of this knowledge depends on the professional's ability to relate it to the woman's life situation, request, experience, resources, and readiness to act.

In O. Anishchenko's studies, andragogical competence is associated with the ability to identify adults' educational needs, take account of their individual characteristics and experience, select appropriate technologies, organise subject-to-subject interaction, and evaluate its outcomes (Anishchenko, 2022). Adapting these propositions to social work requires consideration of legal, safety-related, trauma-informed, and interagency contexts.

We define the **andragogical competence of a social service centre professional providing socio-legal assistance to women who have experienced domestic violence** as an integrated professional capacity to identify an adult's information and learning needs, transform complex social and legal information into comprehensible and practically applicable knowledge, organise its joint interpretation on

the basis of partnership, safety, and reliance on experience, and support the gradual transition towards independent use of the acquired knowledge and courses of action.

Andragogical competence is cross-cutting in nature. Legal competence determines the accuracy and completeness of the information provided, whereas andragogical competence determines how that information is structured, explained, and jointly interpreted. Case management competence ensures the organisational continuity of assistance, while andragogical competence supports the woman's informed participation and expands her capacity to act.

The structure of andragogical competence includes **value-and-ethical, diagnostic-and-analytical, information-and-content, communication-and-facilitation, design-and-technology, trauma-informed-and-safety, and reflective-and-evaluative components.**

The **value-and-ethical component** encompasses recognition of the woman's dignity, right to self-determination, participation in decision-making, and right to revise her position. The professional should be aware of the asymmetry inherent in professional interaction: the professional possesses specialist knowledge and access to institutional resources and procedures, whereas the woman may be dependent on assistance and fear losing it. An andragogical position therefore requires avoidance of a didactic tone, judgement, manipulation of information, and use of access to services as a means of influence.

The **diagnostic-and-analytical component** is reflected in the ability to identify prior knowledge, experience, information gaps, barriers, resources, and readiness to take a specific action. The professional analyses how the woman understands her rights, which protection strategies she has already used, what her previous experience with institutions has been, and which communication channels and digital resources are available and safe.

The **information-and-content component** presupposes command of current social and legal information, the ability to distinguish essential from secondary content, differentiate established facts from possible scenarios, explain the limits of institutional authority, and refrain from making unfounded assurances. Accessibility of presentation should not result in a loss of legal accuracy.

The **communication-and-facilitation component** combines active listening, open and clarifying questions, accessible explanation, clarification of meanings, joint comparison of options, work with ambivalence, and support for reflection. A facilitative position does not imply neutrality towards violence. The professional clearly recognises its inadmissibility, explains risks and protection mechanisms, and at the same time preserves the woman's right to make decisions within the limits established by law.

The **design-and-technology component** consists in the ability to select forms of interaction appropriate to the woman's situation, goals, experience, condition, and resources. These may include short information units, written step-by-step plans, contact cards, conversation modelling, joint formulation of requests, situational analysis, preparation of document lists, supported action, and safe digital materials.

The **trauma-informed-and-safety component** encompasses an understanding of how experienced violence affects concentration, memory, trust, risk assessment, and the sense of control. The professional prevents information overload, hurried demands, repeated and unjustified retelling of traumatic events, and the use of communication channels accessible to the perpetrator. Predictable procedures and the right to ask questions, postpone a decision, or return to an explanation create conditions for informed participation (Wathen & Mantler, 2022).

The **reflective-and-evaluative component** involves analysing the clarity, usefulness, and practical application of information. The professional determines whether the woman can explain the available options, understands the possible consequences, identifies which step she is able to take, and specifies the support she requires. Professional reflection also concerns the practitioner's own position, particularly the recognition of situations in which a desire for rapid results becomes pressure, care turns into paternalism, and the intention to protect leads to appropriation of the woman's right to decide. Supervision and intervention provide a professional space for analysing such dilemmas.

Comparison of the proposed structure with the professional standards for **Social Worker, Social Work Specialist, and Social Manager** confirms its connection with normatively defined occupational functions. These standards include needs assessment, professional communication, information provision, social service planning, case management, coordination, monitoring, use of information technologies, and professional development (Natsionalne ahentstvo kvalifikatsii, 2019, 2020, 2021).

Skills related to educational interaction with adult recipients of social services are represented across different occupational functions in these standards. However, they are not systematised as a distinct professional capacity encompassing the identification of information and learning needs, consideration of life experience, adaptation of complex information, verification of understanding, and support for the

transition towards independent action. The proposed structure of andragogical competence integrates these provisions and specifies their application to socio-legal assistance for adults.

The Model Programme for Survivors provides for comprehensive support, social and psychological rehabilitation, restoration of personal resources, development of safe behaviour, and increased awareness of rights and available forms of assistance (Ministerstvo sotsialnoi polityky Ukrainy, 2021). These objectives contain an educational component because they involve understanding one's life situation, acquiring knowledge, developing patterns of behaviour, and building the capacity to use available resources. The andragogical model specifies how this content can be addressed with an adult and reduces the risk of directive implementation of the programme.

The model may be applied in social service centres, mobile teams providing social and psychological assistance, day centres, crisis rooms, shelters, and counselling services. Ukrainian studies confirm the complexity of the needs of women who have experienced domestic violence and the importance of coordinated social, psychological, legal, and organisational support (Skipalska et al., 2021; Poberezhets, 2023). O. Karpenko, Zh. Petrochko, and T. Spirina emphasise the role of civil society and charitable organisations in counselling, referral, safe accommodation, and case management (Karpenko et al., 2023).

The UNFPA project *Cities and Communities Free from Domestic Violence*, implemented during the 2024–2026 cycle, is aimed at developing municipal response systems, training service providers, and strengthening intersectoral cooperation (UNFPA Ukraine, 2024). Integrating the andragogical component into the professional preparation of personnel working in these services may improve the quality of socio-legal information provision, support survivors' informed participation, and facilitate the practical use of available resources.

Discussion of the Results

The proposed model provides a theoretical account of the educational micro-process that takes place in social counselling, legal information provision, safety planning, referral, and preparation of a woman for interaction with institutions. At the same time, its application requires acknowledgement of the limits of an andragogical interpretation of socio-legal assistance.

First, an andragogical orientation does not transform counselling into a formal learning session. It characterises a mode of professional interaction in which one-way information delivery is replaced by joint interpretation, ready-made instructions by analysis of practical options, and monitoring of compliance by support for informed action. This understanding is consistent with contemporary interpretations of andragogy as a flexible framework whose principles are adapted to a particular professional and life context (Knapke et al., 2024; Mukhalalati & Taylor, 2019).

Second, in situations of immediate danger, urgent safety intervention takes priority. At this stage, the educational component is limited to the essential explanation of what actions are being taken, for what purpose, what consequences they may have, and which choices remain available. Once the situation has been stabilised, conditions emerge for deeper reflection, development of practical skills, and gradual expansion of autonomy.

Third, an andragogical approach cannot compensate for the structural inaccessibility of services. Strengthening a woman's ability to navigate the system does not eliminate shortages of safe accommodation, transport, legal aid, financial support, or adequate institutional responses. Responsibility for the accessibility and quality of resources remains with the state, local authorities, and service providers. In this context, the advocacy function of social workers remains essential for overcoming institutional barriers and expanding access to resources (Sullivan & Goodman, 2019).

Fourth, andragogical, client-centred, participatory, survivor-defined, and trauma-informed approaches perform interconnected but distinct functions. A client-centred orientation establishes respect for the woman's experience, goals, and pace; the participatory approach ensures her meaningful influence on decisions; survivor-defined practice aligns assistance with the priorities identified by the survivor herself; the trauma-informed approach establishes conditions of physical, psychological, and communicative safety; and the andragogical approach explains the processes through which information is understood and applied in practice. Their integration provides a coherent methodological foundation for professional interaction.

The organisational conditions required for implementation of the model include training professionals in andragogy and trauma-informed practice, provision of accessible information materials, availability of an up-to-date map of social services, prompt access to legal consultation, regular supervision, sufficient time for case management, and safe means of communication.

Professional development programmes for social service centre staff should be organised according to the same andragogical principles that professionals are expected to apply in practice. Training should

draw on participants' professional experience, analysis of real cases, modelling of consultations, resolution of problem situations, examination of ethical dilemmas, and reflection on one's own communicative position. Theoretical study of andragogical principles should be combined with practical mastery of explanation techniques, assessment of understanding, joint action planning, and support for the autonomy of adult service recipients.

Conclusions

Professional interaction between social service centre professionals and women who have experienced domestic violence contains an educational component. In the course of socio-legal assistance, an adult interprets her life situation, acquires knowledge about rights and resources, masters protection strategies, learns to interact with institutions, and applies information in practical action.

The andragogical approach determines how this process is organised. Its principal orientations are adult agency, reliance on experience, problem- and situation-based focus, practical applicability, dialogue, accessibility, safety, and gradual transition from supported to independent action.

The original contributions of the study include the definition of andragogically oriented professional interaction; substantiation of its system of principles; development of a five-component conceptual model; specification of the mechanisms of dialogic explanation, microlearning, situation modelling, restatement of information in the woman's own words, and an initial supported action; and definition of professionals' andragogical competence and systematisation of its components.

Andragogical competence is cross-cutting in nature. It determines how legal, communicative, assessment-related, safety-related, and case management capacities are implemented in interaction with an adult. Its development should be incorporated into professional training, continuing education, staff development programmes, and supervisory support for social service professionals.

Prospects for Further Research

The theoretical and conceptual nature of the study indicates the need for further validation of the model. Promising directions include expert evaluation involving researchers, social service centre staff, representatives of specialised services, and women with experience of receiving assistance; development of instruments for assessing andragogical competence; design and testing of a programme for its development; identification of indicators of effective professional interaction; and empirical investigation of how different ways of explaining socio-legal information influence its understanding, practical application, and women's sense of control over their own lives.

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The article has been submitted to the editorial board 30.06.2026

The article has been recommended for publication 28.08.2026

The article was published on 31.08.2026

Editorial office address:

32, K. Ostrozky str., 21100, Vinnytsia, Ukraine.

E-mail: person.envir.iss@gmail.com

Format 60x84/8. Offset paper.

Digital printing. 6.5. Conditional printed sheets 6.1.

Accounting Publishing Sheets 4.8.

Circulation on order. Order 18/1.

The edition is 100 copies.

Printed from the originals of the customer.

FPE Korzun D.Y.

Publisher LLC "TVORY"

Certificate of entry the subject of publishing in the State Register
of publishers, manufacturers and distributors of publishing products
series ДК № 6188 from 18.05.2018.

Nemyrivske shose Str., 62a, Vinnytsia, 21034.

Phone: 0(800)33-00-90, (096) 97-30-934, (093)89-13-852

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