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CONTENTS

ECOLOGICAL PSYCHOLOGY

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CONSCIOUS PERCEPTION OF ENVIRONMENTAL THREATS: THE ROLE OF ENVIRONMENTAL PSYCHOLOGY IN THE FORMATION OF ENVIRONMENTAL CONSCIOUSNESS

Анотація. У статті наголошується на необхідності формування екологічної культури у дітей дошкільного віку який є початковим етапом становлення людської особистості. Саме в цей період закладаються основи взаємодії з природою, за допомогою дорослих дитина починає усвідомлювати її як загальну цінність для всіх людей..

Розкривається роль вихователя у формуванні екологічної культури у дітей дошкільного віку. Наголошується, що головним пріоритетом в освітньому процесі дошкільного закладу освіти має бути забезпечення належної екологічної культури.. Вихователю необхідно організовувати освітній процес так, щоб він був екологічно сприятливим для дітей. Завдання вихователя виховати підростаюче покоління у традиції гармонійного співіснування з природою, раціонального використання та відтворення її багатств, у психологічній готовності оберігати природні цінності

Виявлено, що основу екологічної культури становлять елементарні знання про природу: орієнтування у найближчому природному середовищі; усвідомлення життєво необхідних потреб живих істот в умовах існування; ознайомлення з елементарними відомостями про взаємозв'язки живої природи, значення її в житті людини. Пізнання дітьми природи відбувається під час активної діяльності, коли вони оволодівають уміннями бережливого ставлення до її об'єктів, збереження та створення умов для їх нормального співіснування. Щоб виховати у дітей гуманне ставлення до природи, важливі не лише знання, а й виховання гуманних почуттів, позитивного досвіду у спілкуванні з природою.

Ключові слова: екологічна культура, діти дошкільного віку, екологічна свідомість, екологічне ставлення, екологічне виховання.

The article examines the role of environmental psychology in the formation of the environmental consciousness and conscious perception of environmental threats by humans. It examines how psychological factors influence people's perception and understanding of environmental issues, including barriers that prevent effective interaction with the environmental information.

This article will help reveal the importance of environmental psychology in the formation of environmental consciousness and understanding of environmental threats. It will contribute to the understanding of how psychological factors affect the perception and interaction with the environmental information, and will provide practical recommendations for increasing environmental consciousness in the society.

The purpose of the article is to emphasize the importance of targeted scientific and practical efforts in using the knowledge of environmental psychology to improve the conscious perception of environmental threats and stimulate sustainable environmental behavior.

The scientific novelty of the article consists in the combination of a theoretical overview of the main concepts of environmental psychology with an experimental research to study the level of conscious perception of environmental threats among respondents. In addition, the article focuses on understanding the interconnection between the concepts of environmental psychology and their role in the formation of

environmental consciousness. The obtained results of the study reveal the level of understanding of the respondents of the basic concepts of environmental psychology, which can be of practical importance for the development of programs and interventions aimed at increasing the level of environmental consciousness and changing behavior. Such a comprehensive approach to the study and understanding of environmental psychology contributes to the expansion of knowledge in the field of environmental psychology and the identification of ways to improve human interaction with the environment.

The article examines the role of environmental psychology in the formation of environmental consciousness and conscious perception of environmental threats. Using the testing method, the level of understanding of the main concepts of environmental psychology among the participants was determined. The results showed a low level of understanding of some concepts, which indicates the need for increased consciousness and education about environmental issues. This article contributes to the field of environmental psychology by combining a theoretical overview with an experimental study that is important for the further development of programs and interventions aimed at increasing the level of conscious perception of environmental threats and the formation of environmental consciousness.

Keywords: environmental psychology, environmental consciousness, perception of environmental threats, environmental communication, environmental education.

Formulation of the problem. The world faces serious environmental challenges, but many people do not realize the full extent of environmental problems or do not understand their role in solving them. This leads to insufficient motivation and involvement in environmental initiatives, which makes it difficult to achieve environmental sustainability. Therefore, an essential task is the formation of environmental consciousness, which involves conscious perception of environmental threats and readiness to take action to preserve nature.

Scientific research on environmental psychology helps to reveal the psychological mechanisms that influence people's perception and response to environmental threats. This allows us to understand what factors influence the formation of environmental consciousness and how they can be used to improve perception and involvement in environmental actions. Scientific research aims to examine various aspects, including emotional responses, social influences, and feelings of personal effectiveness.

Implementation of the knowledge of environmental psychology in practice is of great importance for the formation of environmental consciousness and behavior change. Developing effective communication strategies that promote understanding of environmental issues and increase motivation for action is an important task. It is also important to integrate environmental psychology into educational programs for the younger generation to form environmental consciousness and develop skills for sustainable environmental behavior.

Thus, understanding the role of environmental psychology in the formation of environmental consciousness is a key scientific and practical task for ensuring an effective response to environmental challenges and achieving sustainable development.

Research in the field of environmental psychology in Ukraine began in the early 90-s of the last century. The works of such foreign authors as J. Gibson [4], R. Gifford [5], D. Stokols [6] and others became the basis for modern Ukrainian scientists. Among Ukrainian scientists, one should note the works of V.O. Skrebets [2], O.V. Batsylieva and I.V. Puz [1], as well as Yu.Zh. Shaihorodskyi [3].

The identification of previously unresolved parts of the general problem is an important step in the development of understanding of the role of environmental psychology in the formation of environmental consciousness. Despite the available research in the field of environmental psychology, some aspects, such as the impact of environmental psychology on environmental behavior and the effectiveness of communication about environmental issues, remain understudied. In addition, more research is needed to understand the relationship between environmental education and environmental consciousness, as well as to identify optimal methods of interventions to increase consciousness of environmental threats.

The main goal of this article is to analyze the role of environmental psychology in the formation of environmental consciousness and conscious perception of environmental threats. By examining the key psychological factors that influence people's perception and response to environmental issues, the article aims to understand how environmental psychology can contribute to the formation of environmental consciousness. The goal is to emphasize the importance of focused scientific and practical efforts in using the knowledge of environmental psychology to improve consciousness of environmental threats and encourage sustainable environmental behavior. This article seeks to provide important scientific and

practical guidance for developing effective strategies for communication, education, and public engagement in environmental initiatives.

Analysis of recent research and publications. The study of the conscious perception of environmental threats is based on the concepts of environmental psychology, environmental consciousness consideration of the definitions of these concepts by domestic and foreign scientists [1-6], we defined our own generalized vision for each concept.

Environmental psychology is a field of psychology that studies the interconnection between man and the natural environment. Environmental psychology examines how human behavior, perceptions, and emotions influence interactions with nature, as well as how the natural environment itself affects people's psychological state and well-being.

Environmental consciousness is a person's awareness of environmental problems, their impact on nature and society, as well as their personal responsibility and readiness to take action to preserve nature. Environmental consciousness involves understanding the importance of sustainable use of resources, preservation of biodiversity and the development of an ecologically oriented way of life.

Environmental behavior is a set of actions and decisions aimed at preserving nature and rational use of resources. Environmental behavior can include actions such as using energy-efficient technologies, sorting waste, eco-friendly way of eating, and active participation in the environmental initiatives.

Environmental communication is a process of exchanging environmental information between people with the aim of increasing awareness of environmental problems and motivation for action. Environmental communication includes the development of the effective information strategies, awareness of the emotional aspect of environmental issues, and creation of the favorable environment for discussing environmental topics.

Environmental education is a process of learning and acquiring knowledge, skills and values related to environmental consciousness and sustainable environmental behavior. Environmental education aims to increase people's understanding of environmental issues, engage in action and develop skills to preserve nature and accelerate the transition to sustainable development.

These concepts are the basis of environmental psychology and are used to study the interaction between people and the natural environment, the formation of environmental consciousness and the promotion of sustainable environmental behavior. The relationship between the above concepts is shown in Fig. 1.
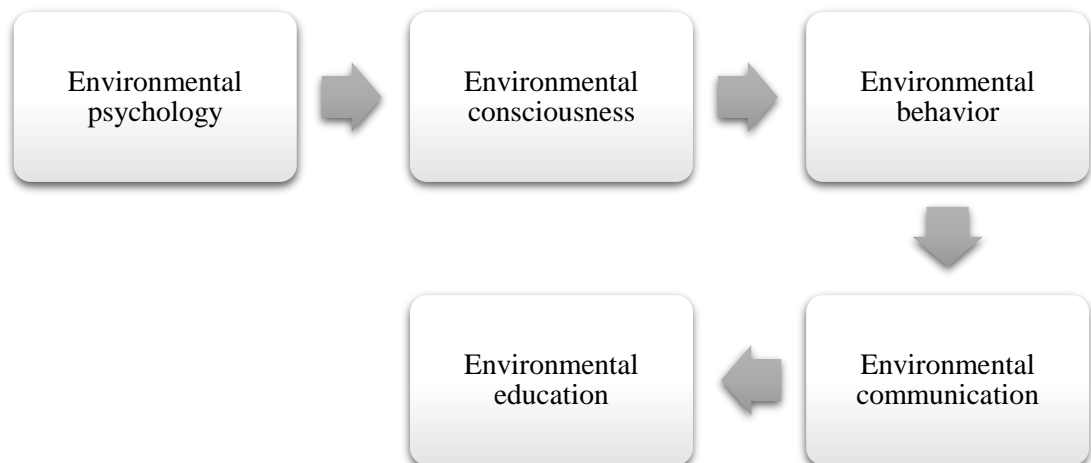
Fig. 1. Interrelationship of the main concepts of conscious perception of environmental threats

Fig. 1 shows that environmental psychology is the basis that studies the relationship between man and the natural environment. It helps to understand the psychological mechanisms influencing the formation of environmental consciousness and environmental behavior. Environmental consciousness determines the understanding of problems and responsibilities towards nature, as well as affects the motivation and readiness for environmental actions.

Environmental behavior is a practical manifestation of environmental consciousness. It covers actions and decisions aimed at nature preservation and rational use of resources. Environmental behavior can be determined by environmental consciousness, and at the same time, the behavior itself can influence the further formation of consciousness.

Environmental communication and education are tools for disseminating the environmental information, strengthening environmental consciousness, and supporting environmental behavior. Environmental communication includes the development of the effective information and communication strategies based on the psychological mechanisms and knowledge of environmental psychology. Environmental education involves the transfer of knowledge, awareness and development of skills that contribute to the formation of environmental consciousness and the development of environmental behavior.

Diagram in Fig.1 demonstrates the interrelationship between the main concepts of environmental psychology, emphasizing that environmental psychology serves as a foundation for the formation of environmental consciousness, environmental behavior, environmental communication, and environmental education. It helps to understand how all these aspects work together to achieve sustainable development and nature preservation.

Consideration of the main concepts of environmental psychology should be done from the position of a single system, since they are interconnected and influence each other. Understanding this system helps to solve environmental problems and move towards sustainable development.

Environmental psychology studies how people perceive and interact with nature. It helps to understand the psychological mechanisms influencing the formation of environmental consciousness and environmental behavior. Environmental consciousness, in its turn, affects motivation and readiness for environmental actions. Environmental communication and education are tools for disseminating environmental information and stimulating change in people's consciousness and behavior. Considering the concepts jointly allows you to understand this interrelationship and develop a comprehensive approach to solving environmental problems.

The interaction between environmental consciousness and environmental behavior is a key to achieving sustainability. Environmental consciousness defines understanding of problems and responsibility, and environmental behavior means practical steps to preserve nature. These two concepts are interconnected, since environmental behavior can be determined by environmental consciousness, and at the same time, the behavior itself can influence the further formation of consciousness.

Considering the concepts of environmental communication and environmental education jointly helps to develop strategies and methods that contribute to the formation of environmental consciousness and support of environmental behavior. Effective communication involves the use of psychological mechanisms and approaches based on the knowledge of environmental psychology. Environmental education includes the transfer of knowledge, awareness and skills that contribute to the formation of environmental consciousness and the development of environmental behavior.

Considering the concepts of environmental psychology, environmental consciousness, environmental behavior, environmental communication, and environmental education jointly helps to see the broad picture and take into account the interrelationships between them. This contributes to the development of comprehensive strategies and programs for the formation of sustainable environmental consciousness and the stimulation of positive changes in human behavior.

Experimental part. To study the actual conscious perception of environmental threats, a research based on the testing method was organized. The experimental group included 30 ordinary citizens aged 18 to 50 living in the city of Vinnytsia.

To organize testing, the author developed the test "Determining the Perception of Environmental Threats through Understanding the Basic Concepts of Environmental Psychology." The test included six main questions. The purpose of the first five questions was to determine the respondents' correct understanding of the main concepts of environmental psychology: environmental psychology, environmental consciousness, environmental behavior, environmental communication, and environmental education. When answering these questions, the respondents had to choose one correct answer from the three offered. The obtained results are shown in Fig. 2.

Fig. 2. Results of the test "Determining the Perception of Environmental Threats through Understanding the Basic Concepts of Environmental Psychology" on the issues of understanding the basic concepts of environmental psychology

The data obtained during testing can be used to analyze the actual conscious perception of environmental threats and understanding of the basic concepts of environmental psychology among the study participants. The results shown in Fig. 2 indicate the level of understanding of the basic concepts of environmental psychology among the study participants. The more correct answers were given, the higher the level of understanding is. Only 30% of respondents correctly answered the question about environmental psychology. This indicates that only a third of the participants have a correct understanding of this concept. 22% of respondents correctly answered the question about environmental consciousness. This shows that less than a quarter of the participants have a sufficient understanding of this concept.

The results of understanding the concept of environmental behavior are somewhat better - 41% of respondents correctly answered the question about environmental behavior. 35% of respondents correctly answered the question about environmental communication. This means that a third of the participants have a relatively correct understanding of this concept. Among the proposed concepts, the results of understanding "environmental education" are the best - 50% of respondents correctly answered the question about environmental education. This means that half of the participants have a relatively correct understanding of this concept.

Therefore, it can be concluded from the obtained data that the level of understanding of the basic concepts of environmental psychology among the study participants is different. Some concepts, such as environmental psychology and environmental consciousness, are understood by fewer respondents, while other concepts, such as environmental behavior and environmental education, have a higher number of correct answers.

In the last question of the test, respondents were asked to establish the sequence and relationships between the main concepts of environmental psychology: environmental psychology, environmental consciousness, environmental behavior, environmental communication, and environmental education. The obtained results are shown in Fig. 3.
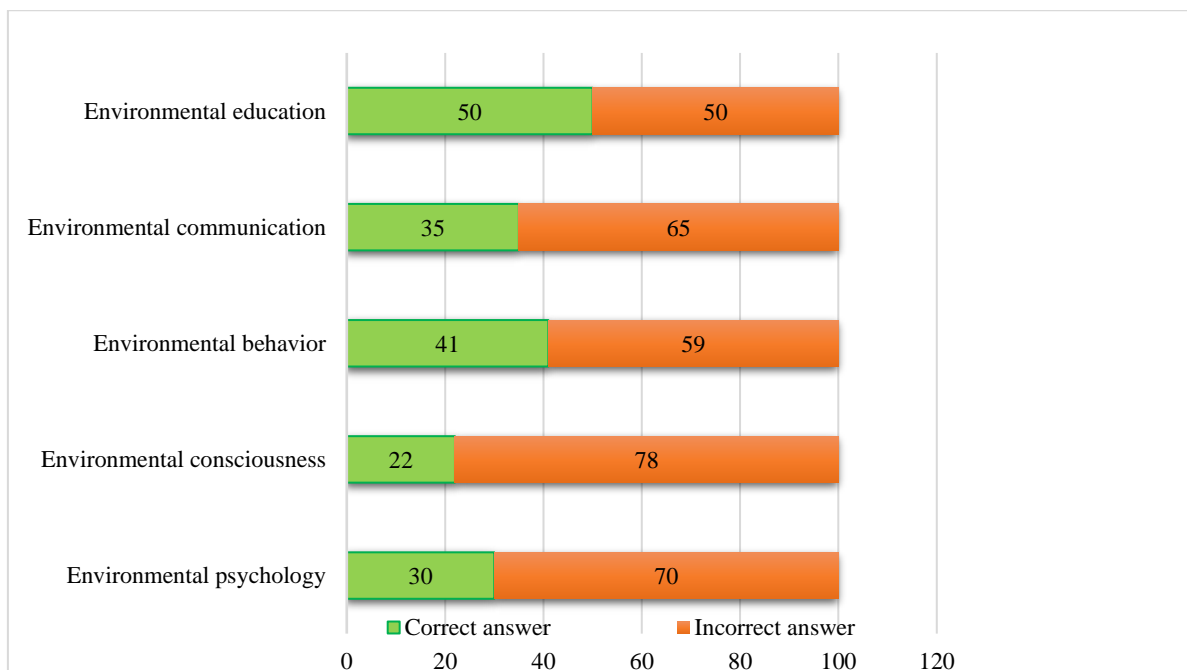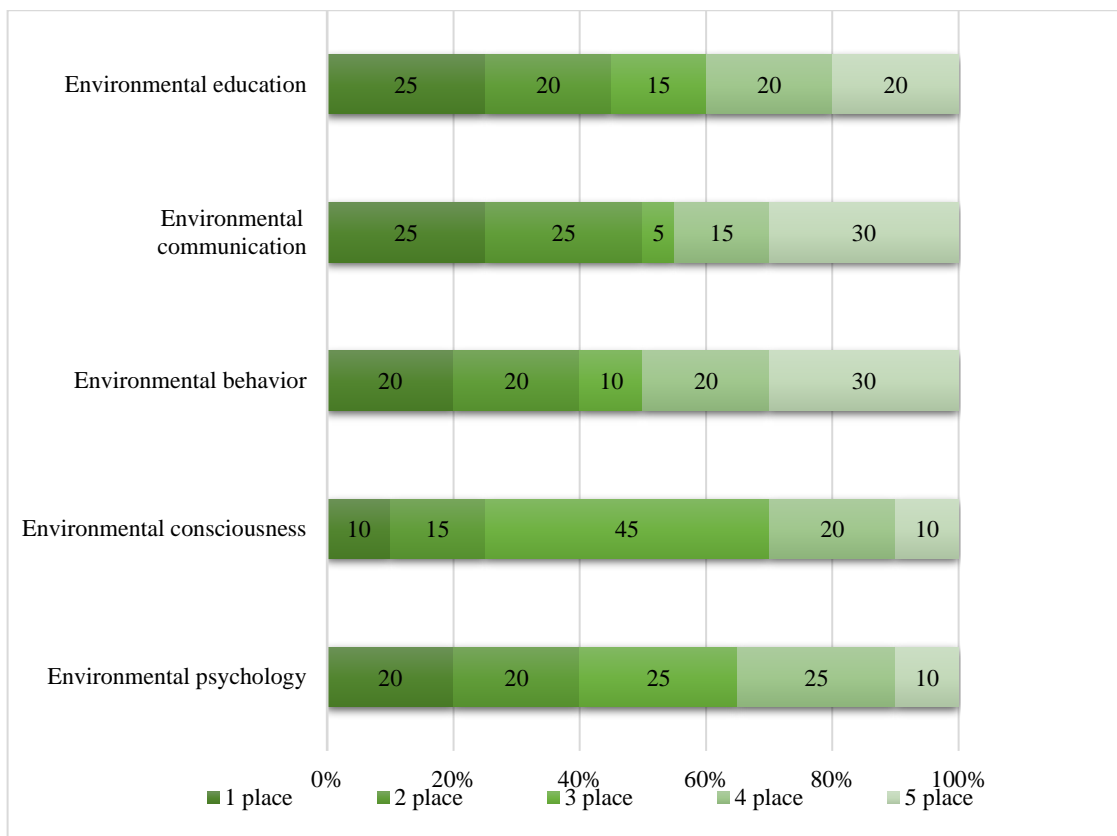
Fig. 3. Results of the test "Determining the Perception of Environmental Threats through the Understanding of the Basic Concepts of Environmental Psychology" when establishing the sequence and interconnection of the basic concepts of environmental psychology

From the data shown in Fig. 3, the following conclusions can be drawn: the majority of respondents (25%) placed the concept of environmental psychology in the third place, but 20% of respondents placed it in the first or the second place. This shows that many respondents understand that environmental psychology has an important place in the system of concepts, but not everyone is sure of its exact placement. The majority of respondents (45%) placed the concept of environmental consciousness in the third place. 20% of respondents placed it in the second place. This shows that some respondents understand the importance of environmental consciousness, but not all of them see it as a basis for other concepts. 30% of respondents placed the concept of environmental behavior in the fifth place. 20% of respondents placed it in the first or the second place. This shows that respondents distinguish environmental behavior from other concepts, but not everyone understands its special importance. 30% of respondents placed the concept of environmental communication in the fifth place. 25% of respondents placed it in the first or the second place. This shows that respondents understand the importance of environmental communication, but not everyone is sure of its exact place in the system of concepts. 25% of respondents placed the concept of environmental education in the first place. However, 20% of respondents placed it in the second place. This shows that some respondents understand the importance of environmental education, but not all of them understand its role in the interrelationship with other concepts.

In general, the obtained data show that the study participants distributed the concepts of environmental psychology, environmental consciousness, environmental behavior, environmental communication, and environmental education differently. This may indicate different levels of awareness and perception of the connections between these concepts among the participants.

Conclusions. The study focused on the conscious perception of environmental threats and the role of environmental psychology in the formation of environmental consciousness. The theoretical part of the article examines the basic concepts of environmental psychology, such as environmental psychology, environmental consciousness, environmental behavior, environmental communication, and environmental education. It was found that these concepts have an important interrelationship and determine various aspects of perception and reaction to environmental problems.

The experimental part of the article was based on testing, where the participants were offered questions related to understanding the basic concepts of environmental psychology. The results of the test showed that the level of understanding of these concepts among the participants was different. Some concepts, such as environmental psychology and environmental consciousness, were less clear to most respondents. At the same time, other concepts, such as environmental behavior and environmental education, were better understood by them.

In general, the study highlights the importance of developing environmental consciousness and understanding the concepts of environmental psychology for more effective implementation of environmental behavior and communication. The results of the testing serve as a basis for further research and development of the programs aimed at increasing the level of conscious perception of environmental threats and changing behavior.

The test data indicate the need for increased efforts in the formation of environmental consciousness and education, and are intended to encourage further research to identify factors that influence the understanding of environmental concepts. The results can be used to develop programs and interventions aimed at improving the perception and consciousness of environmental threats among the public.

Prospects for further research. Insufficient understanding of the concepts of environmental psychology, environmental consciousness, environmental communication, and the need for environmental education may indicate the limited consciousness of environmental issues and their impact on our environment.

This reflects the need for further research and work on the formation of environmental consciousness. By understanding the interrelationship between the concepts of environmental psychology, environmental consciousness, environmental behavior, environmental communication and environmental education, it is possible to contribute to the formation of the deep understanding of environmental problems and to contribute to changing behavior and perception of environmental threats.

In the future, based on the obtained data, it is possible to analyze the factors that can influence the understanding of environmental concepts. These can be factors related to education, social environment, media, etc. Analysis of such factors can help identify the causes of limited understanding and identify ways to improve conscious perception of environmental threats.

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THE PHENOMENON OF RESILIENCE AS THE ABILITY TO FORM EFFECTIVE METHODS OF OVERCOMING NEGATIVE ECO-IMPACTS

У статті розкрито психологічний зміст життєстійкості, яка включає сенсожиттєві орієнтації, що формують адаптаційний потенціал особи. Метою статті є вивчення феномену резильєнтності як здатності до формування ефективних способів подолання негативних еco впливів. Серед психодіагностичних методів оцінки оцінки стресостійкості використано Шкалу стресостійкості Коннора-Девідсона-10 (CD-RISC-10). Для оцінки функціонального стану респондентів (травма-свідків) було використано метрологічний індекс Bath Ankylosing Spondylitis Metrology Index (BASMI) та індекс Bath Ankylosing Spondylitis Functional Index (BASFI). Для визначення активності психотравми застосували індекс Bath Ankylosing Spondylitis Disease Activity Index (BASDAI). Для оцінки якості життя було обрагно специфічний опитувальник якості життя досліджуваних Ankylosing Spondylitis Quality of Life Questionnaire (ASQoL).

Життєстійкість забезпечується низкою фізіологічних, особистісних та соціальних чинників. Виявлення та конкретизація характерологічних ресурсів людини, сприяють визначенні її резистентності, особистісних потенціалів, які б сприяли збереженню психосоматичного здоров'я людини, її готовності до змін, особистісного становлення та саморозвитку в професійній діяльності, що актуально для побудови корекційної моделі відновлення резильєнтності особистості за умов воєнного часу.

Conclusions. Згідно результатів дослідження відмічено категорії низької стресостійкості, що відповідало 50 осіб (з них 24 жінки та 26 чоловіків), помірна стресостійкість була визначена у 12 осіб та категорії високої стресостійкості відповідав 1 респондент чоловічої статі. Нами виявлено певні статеві відмінності щодо стресостійкості потерпілих: вища в чоловіків. Респонденти з високою травмованністю характеризувалися суттєвою втратою психофункціональної здатності за шкалою BASFI. Наявність значних порушень психофункціональної здатності підтверджено за показниками метрологічного індексу BASMI та опитувальником якості життя за шкалою ASQoL.

Ключові слова: резильєнтність, життєстійкість, психосоматичне здоров'я, особистісні потенціали, сенсожиттєві орієнтації.

The article discloses the psychological meaning of resilience, which includes meaningful life orientations that shape a person's adaptive potential. The purpose of the article is to study the phenomenon of resilience as the ability to form effective ways to overcome negative environmental impacts. The Connor-Davidson Stress Resistance Scale-10 (CD-RISC-10) was used among the psychodiagnostic methods of assessing stress resistance. The Bath Ankylosing Spondylitis Metrology Index (BASMI) and the Bath Ankylosing Spondylitis Functional Index (BASFI) were used to assess the functional status of respondents (trauma witnesses). The Bath Ankylosing Spondylitis Disease Activity Index (BASDAI) was used to determine the activity of psychotrauma. To assess the quality of life, a specific questionnaire of the quality of life of the studied Ankylosing Spondylitis Quality of Life Questionnaire (ASQoL) was used.

Vitality is ensured by a number of physiological, personal and social factors. The identification and specification of a person's characterological resources contribute to the determination of his resistance, personal potentials that would contribute to the preservation of a person's psychosomatic health, his

readiness for changes, personal formation and self-development in professional activity, which is relevant for building a corrective model for restoring the resilience of a person under wartime conditions.

Conclusions. According to the research results, we defined the categories of low stress resistance, which corresponded to 50 people (24 women and 26 men), moderate stress resistance was determined in 12 people, and the category of high stress resistance corresponded to 1 male respondent. We found certain gender differences in the stress resistance of the victims: it is higher in men. Respondents with high trauma were characterized by a significant loss of psychofunctional ability according to the BASFI scale. The presence of significant violations of psychofunctional ability was confirmed by the BASMI metrological index and the ASQoL quality of life questionnaire.

Key words: resilience, vitality, psychosomatic health, personal potentials, meaningful life orientations.

Introduction. The problem of human resilience in the face of difficult life situations has always been interesting and attracted the attention of researchers studying various aspects of human life - psychologists, social workers, teachers and doctors. Today, resilience as a feature of the human psyche acquires great importance due to the need to resist stresses associated with current socio-economic problems - life in the conditions of a pandemic, socio-political conflicts, aggravation of economic problems in the state, etc. In a broad sense, resilience is the ability of a person or a social system to build a normal, fulfilling life in difficult conditions. In general, the phenomenon of resilience in psychology is understood in three dimensions - as a trait or ability of the individual, as a process and as an adaptive and protective mechanism of the individual.

Resilience as a personality trait/skill is a complex, multidimensional and dynamic complex of human characteristics. Grishin E. defines personal resilience as the ability of an adult who has been affected by a single potentially devastating event (the death of a loved one or a life-threatening situation), to maintain relatively stable, healthy levels of psychological and physical functioning, as well as the ability to feel positive emotions and learn on their own experience. Psychological resilience is defined as the ability of an individual to resist and adapt to adverse and traumatic events. Therefore, we consider 'resilience' as a personal characteristic of an individual, which moderates or mitigates the negative consequences of stress and contributes to the adaptation of a person to the conditions of the external environment [3, 4].

The significant personality characteristics in the aspect of resistance to life difficulties and their successful overcoming are *vitality* (in particular, psychological and stress resistance) and *personal potential.* D. Leontiev characterizes vitality as 'a measure of an individual's ability to withstand a stressful situation, maintaining internal balance and not reducing the success of activities' [1, p. 3]. The set of qualities and characteristics that make it possible to withstand significant loads, form the basis of a person's stability and endurance, in Western literature is denoted by the term 'hardiness', offered for use by the American scientists Salvatore Maddi and Suzanne C. Kobasa. According to the personality theory developed by these scientists, 'hardiness' means 'the pattern of the structure of attitudes and skills that allow you to transform changes in the surrounding reality into human capabilities' [1, 4].

Preservation of the vitality of the individual, personal potential and resilience in modern conditions is an urgent problem, the solution of which means achieving harmonious development of the individual, maintaining optimal mental health throughout life.

The **purpose** is the study of the phenomenon of resilience as the ability to form effective methods of overcoming negative environmental impacts.

Experimental part. The problem of psychological trauma experienced during war affects a person on many levels, including the brain, thoughts, spirit, relationships with relatives and friends. According to research, conducted by the scientists from the American Psychological Association: in the initial stages of recovery after a traumatic event, a person can feel extremely disorganized and broken. However, after recovery, their well-being will be better than it was before receiving psychotrauma. Scientists found that the majority of American participants in combat operations felt stable and self-efficacious due to their war experience [2, 3].

According to the ukrainian researcher Tetiana Tytarenko, resilience is considered not so much as a person's physical endurance, but as an important moral and psychological characteristic of an individual that determines the way they interact with the world, since resilience 'is not equal to survival and adaptation' and is needed not only in extreme and stressful conditions, in case of a life crisis, but also in everyday life, when a person is forced to constantly make responsible decisions, important choices and set himself or herself to solve life tasks. We also understand resilience as a certain system of attitudes and beliefs of a person that allows him to remain active and prevent the negative consequences of stress [1, 4].

Therefore, the development of resilience makes a person not only more resilient in crisis situations, but also involves the 'turning on' of certain volitional mechanisms, increasing the level of activity and effectiveness, strengthens the orientation to the meaning of life and humanistic values, and creates the basis for resilience. A resilient person has and/or develops such character traits as: poise, self-confidence, willpower, tolerance, optimism, healthy critical thinking, responsibility, the desire to improvise and find creative solutions etc. [2, 4].

Environmental impacts are exogenous factors associated with disturbance and dangerous pollution of the environment. Most factors of environmental impact on human consciousness are quite harmful. Numerous medical studies have established a correlation between soil pollution with heavy metals and population morbidity. Among the population that works and lives in conditions of increased noise, cases of hearing loss, functional changes of the central nervous system, autonomic and vascular disorders, coronary heart disease, etc. are more often registered. Scientific studies also testify to the negative impact of infrasound on the living organism. The basis of the influence of infrasound acoustic vibrations is vascular changes in the peripheral part of the hearing organ, which lead to hyperemia of the tympanic membrane, the ear mucosa, which causes permanent disruption of the sound-conducting apparatus. Certain changes occur in the cells of the brain and cellular structures of the myocardium. The detonation of munitions can have a negative impact on the environment, leading to soil, water and air pollution. Numerous negative eco-influences of modernity are most often destructively reflected on the human psyche. During a war (stress goes overboard, the balance in the brain is disturbed), the parasympathetic nervous system is mainly involved. It leads to changes in behavior, 'turning off' all emotions. This is necessary for a person to function effectively for survival [2, 3].

During stress, a small structure of the brain's limbic system, the amygdala, is activated. It keeps adrenaline levels high and sends signals of potential threat. When an extreme threat is combined with helplessness, as happens during military operations, the brain can send signals to the body: 'Stay still'. As a result, the heartbeat slows down, blood pressure, body temperature and intensity of movement decrease. In the conditions of war, such reactions can be instantaneous and temporary, and can last several days and weeks. Everything depends on the general mental state and strength of the traumatic event [1, 4].

Increasing the level of people's vitality is due to the identification of activity, indifference to the situation, the development of responsibility, creativity, orientation in one's own resources and methods of their mobilization, which makes it possible to ensure life-sustainable beliefs and attitudes of the individual.

Modern society is dynamically developing, experiencing serious socio-economic, legal, moral, and spiritual changes that affect various spheres of human activity, including the sphere of professional activity. The conditions in which modern people live are often called extreme and stimulate the development of stress.

Resilience is a key resource for overcoming stressful situations, the ability and willingness of the subject to take part in situations of increased complexity, to control them, to manage them, to be able to perceive negative events as experience and successfully cope with them [3, p. 45].

The psychological content of vitality includes meaningful life orientations that form the adaptive potential of a person. Personality is determined by a developed semantic regulation, which is characterized by a high level of general consciousness of life, an awareness of semantic connections between events in life, an internal locus of responsibility in realizing the meaning of life, saturation and structuredness of the value system as a higher level of semantic regulation [4, p. 72].

Sense-of-life orientations are a multifunctional psychological formation that regulates behavior and goal setting, which is individualized and reflects the attitude of the individual to those objects for which his activity is deployed, which creates conditions for a sense of unity of the individual with the environment, which ensures self-development and personal growth.

Olha Korniaka singles out the following levels of formation of social and personal vitality:

a) level of negative attitude towards socio-cultural rules and norms of life;

b) the level of neutrally adaptive attitude to social and cultural rules and norms of life;

c) the level of incomplete (partial) acceptance of socio-cultural rules of life;

d) the level of acceptance of social and cultural rules of life, etc.

In the period of long-term stress that every Ukrainian is faced with today, resilience is an internal dynamic force in terms of the ability to maintain a stable level of psychological and physical functioning in adverse situations, to adapt and to come out of them without persistent violations. In simple words, it is resilience, the ability to cope with difficulties, crisis situations and grow, having survived difficult experiences and challenges. Thus, in our time there is an increasing need to study the phenomenon of resilience, as the ability to form effective ways to overcome stressful situations.

Vitality is ensured by a number of physiological, personal and social factors. There is a need to identify and specify the characterological resources of a person, which would determine his resistance,

personal potentials and contribute to the preservation of a person's psychosomatic health, readiness for changes, personal formation and self-development in professional activities, which is relevant for building a corrective model for restoring the resilience of a person according to wartime conditions.

One more important factor of vitality is self-regulation, which is an important quality that helps maintain internal balance by controlling one's own consciousness and preventing negative influences. Volitional component is expressed in the conscious regulation of actions, bringing them into line with the requirements of the situation [2, p. 378]. Psychological factors contributing to the development of sustainability are presented in Figure 1.
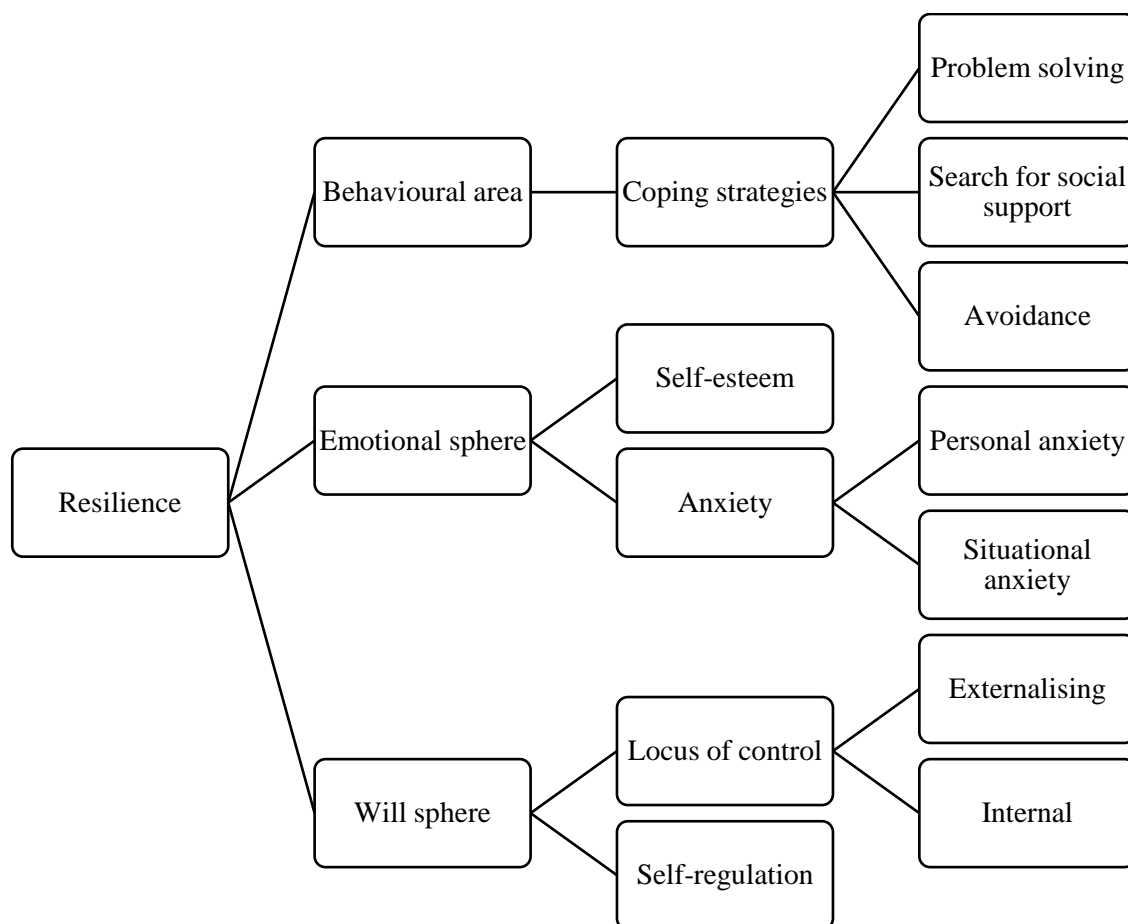
Fig. 1. Psychological factors of vitality

Results and their discussion. The empirical study of resilience was conducted in accordance with the Council of Europe Convention on Human Rights and Biomedicine (from April 4, 1997), in compliance with the main provisions of the GCP (2018), the Helsinki Declaration of the World Medical Association on the ethical principles of conducting scientific medical research with human participation (1964 -2000) and the order of the Ministry of Health of Ukraine dated November 1, 2000 No. 281. In the study, after consent to participate in the survey, the demographic data of each participant was obtained and a questionnaire was filled out to assess the assessment of stress resistance - the Connor-Davidson Stress Resistance Scale-10 (CD-RISC-10). The Bath Ankylosing Spondylitis Metrology Index (BASMI) and the Bath Ankylosing Spondylitis Functional Index (BASFI) were used to assess the functional status of respondents (trauma witnesses). The Bath Ankylosing Spondylitis Disease Activity Index (BASDAI) was used to determine the activity of psychotrauma. To assess the quality of life, a specific questionnaire of the quality of life of the studied Ankylosing Spondylitis Quality of Life Questionnaire (ASQoL) was used. All methods are adapted to the Ukrainian version.

The experimental base of the research was the Military Medical Clinical Center of the Central Region (VMKC CR), where the general sample of persons was made up of victims, whose potential features were used to reveal the features of psychosomatic health as a factor of sustainable human life support. 158 people were

involved in the experimental study, among them 72 people are trauma witnesses (experimental group - EG) and 86 people - psychosomatically healthy people (control group - CG), who were selected based on the results of a medical professional advisory opinion.

The results of stress resistance assessment according to the Connor-Davidson stress resistance scale-10 (CDRISC-10) in EG and CG of individuals are presented in Table 1. The results of the survey showed a significant decrease in stress resistance among respondents of EG. Indicators of stress resistance were significantly higher in CG individuals (28.8±6.06) compared to EG individuals (23.8±4.39).

Table 1

Indicators of results on the CD-RISC-10 scale in CG and EG individuals

Stracture CD-RISC-10	CG	EG	p
	M±σ	M±σ	
1. *The ability to adapt to changes*	2,98±1,06	2,45±0,95	
2. *The ability to cope with obstacles on your way*	2,79±0,97	2,18±0,73	
3. *Attempting to see the funny side of the problems that arise*	2,95±1,09	2,53±0,80	
4. *The need to face stress can be reinforcing*	3,09±0,87	2,34±0,71	
5. *The tendency to recover quickly after illness or adversity*	2,83±0,97	1,97±0,68	<0,01
6. *The ability to achieve goals in spite of obstacles*	2,98±0,86	2,29±0,57	
7. *The ability to remain focused under pressure*	2,58±0,91	2,34±0,71	
8. *The ability to not stop in the face of failure*	2,95±0,82	2,63±0,75	
Considers himself a strong personality	2,95±0,87	2,71±0,80	
9. *The ability to cope with unpleasant or painful sensations*	2,70±0,91	2,34±0,58	
Overall score of CD-RISC- 10	28,8±6,06	23,8±4,39	

According to these indicators (Table 1), 50 people (24 women and 26 men) corresponded to the category of low stress resistance, moderate stress resistance was determined in 12 people, and 1 male respondent corresponded to the category of high stress resistance. We found certain gender differences in the stress resistance of the victims (Table 2). Thus, the value of CD-RISC-10 was higher in men (25.1±4.34) than in women (21.2±3.30).

Table 2

Indicators of stress resistance depending on gender in CG and EG

Indicator	Stress resistance by CD-RISC-10				p
	M±SD	low	moderate	high	
Men	25,1±4,34	26	22	2	
Women	21,2±3,30	24	2	0	<0,05
Total	23,8±4,39	50	24	2	

Respondents in the category of low stress resistance had higher trauma activity according to the BASDAI, compared to the EG group of moderate stress resistance (6.46±1.56 vs 5.64±2.09; p0.05), which is shown in Table 3.

Table 3

Results indicators according to the BASDAI scale in CG and EG individuals

Characteristics	**EG, n=72**	**CG, N=86**
Age (years) M±σ	44,60±10,6	39,28±11,9
Men, n (%)	25 (65,8)	30 (69,8)
Women, n (%)	13 (34,2)	13 (30,2)
Duration of psychological trauma (years), M±σ	5,86±5,08	--
Degree of disease activity according to BASDAI, M±σ	6,21±1,74	--
Functional capacity according to BASFI, M±σ	5,96±2,21	--
BASMI metrological index,M±σ	4,24±1,95	--
ASQoL quality of life assessment, M±σ	11,71±3,68	--

Note: indicators of the index BASMI, BASFI, BASDAI, ASQoL

According to the indicators in the table. 3 individuals of EG and CG were representative in terms of gender and age. The activity of trauma-witnesses among those examined according to the BASDAI scale was 6.21±1.74, which indicates high trauma activity. respondents were characterized by a significant loss of psychofunctional ability according to the BASFI scale – 5.96±2.21, which justifies the presence of significant violations of psychofunctional ability and confirmed by the indicators of the BASMI metrological index – 4.24±1.95. According to the obtained data, according to the questionnaire of the quality of life of the respondents, the EG of persons on the ASQoL scale was 11.71±3.68, which means a moderate impact of trauma on the quality of life of the subjects.

Conclusions. The phenomenon of resilience in the context of the study is understood by us as a trait and ability of an individual to overcome stressful environmental influences, as a process of restoring vitality to unusual life conditions and as an adaptation-protective mechanism of an individual that determines individual possibilities of adaptation to stress after psychotrauma. The advantages of overcoming resilience are the psychological well-being of a person, their high adaptability and success in activities, and the absence of significant violations of psychofunctional ability. Psychological factors in the development of resilience are positive holding in childhood, good relationships with adults in childhood, good upbringing, the presence of friends and partners, self-regulation and self-control of emotions, foresight and purposefulness of life, the ability to plan activities, motivation for success, a sense of sincerity and coherence life, resilience, preference for positive emotions, high spirituality of the individual, active coping, high adequate self-esteem, optimism, self-efficacy, ability to seek support from others and presence of social support and cognitive flexibility.

Prospects for further research. Taking into account the above, the relationship between the problems of psychosomatic health of the individual and the imperfection of medical and psychological services in the aspect of reforming the health system regarding the safety of human life becomes clear, and this is what determines the future prospects of research.

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POST-TRAUMATIC GROWTH IN THE CONTEXT OF THE ORGANIZATION OF VOLUNTEER ACTIVITIES AS AN ENVIRONMENTAL PERSONAL NEED

Екологічну освіту варто розуміти як процес здобуття знань про сутність екологічних проблем, причини їх виникнення та можливість їх вирішення. В її основі сприйняття формуванню екологічності як риси характеру, що зумовлено співіснуванням із природою в контексті власного визначення місця у її просторах, а особливо якщо проблема екологічності стосується формування життєстійкості особистості в організаційської діяльності волонтера.

Статтю присвячено вивченню взаємозв'язку посттравматичного зростання й життєстійкості особистості в контексті організації волонтерської діяльності згідно сучасного екологічного стану. Метою статті є обґрунтування посттравматичного зростання в контексті організації волонтерської діяльності як екологічної проблеми формування особистості в умовах сучасності. Під час проведення дослідження було використано такі психодіагностичні методи: методика «Діагностика рівня алекситимії (Торонтська алексимічна шкала (TAS))», опитувальники «The Changes in Outlook Questionnaire» (CiOQ, Опитувальник світоглядних змін) та «The Posttraumatic Growth Inventory» (PTGI, Опитувальник посттравматичного зростання), котрі застосовано в контексті авторських уявлень про посттравматичне зростання.

Обґрунтовано теоретичні підходи щодо особливостей посттравматичного зростання волонтерів у контексті формування їх позитивного досвіду й збереження здоров'я в умовах війни. Встановлено, що збереження психосоматичного здоров'я залежить від особистісних, психологічних, фізіологічних і соціальних показників життєстійкості. Постравматичний позитивний досвід в контексті формування екологічності волонтера свідчить про якісність міжособистісних стосунків, зростання чуйності та близькості до особистісного оточення. Посттравматичні стресові порушення у волонтерів впливають на особистісну сферу взаємовідносин і спричиняють деструктивні розлади в сфері комунікативних відносин. Між студентами-волонтерами різних спеціалізацій та студентами-психологами існують розбіжності в сфері показників життєстійкості, але вони не є досить значними в організації волонтерської діяльності.

Ключові слова: волонтерська діяльність, екологічність, життєстійкість особистості, психологічне здоров'я, посттравматичне зростання.

Environmental education should be understood as a process of acquiring knowledge about the nature of environmental problems, the causes of their occurrence, and the possibility of solving them. It is based on the perception of the formation of environmentalism as a character trait, which is caused by coexistence with nature in the context of one's own definition of a place in its spaces, and especially if the problem of environmentalism concerns the formation of the vitality of an individual in the organizational activities of a volunteer.

The article is devoted to the study of the relationship between post-traumatic growth and the vitality of the individual in the context of the organization of volunteer activities according to the current ecological situation. *The purpose of the article* is the justification of post-traumatic growth in the context of the organization of volunteer activities as an environmental problem of personality formation in modern conditions. During the research, the following psychodiagnostic methods were used: the 'Alexithymia Level Diagnosis (Toronto Aleximism Scale (*TAS*))' method, 'The Changes in Outlook Questionnaire' (CiOQ) and 'The Posttraumatic Growth Inventory' (PTGI, Questionnaire of post-traumatic growth), which is applied in the context of the author's ideas about post-traumatic growth.

The theoretical approaches to the peculiarities of the post-traumatic growth of volunteers in the context of the formation of their positive experience and preservation of health in the conditions of war are substantiated. It has been established that the preservation of psychosomatic health depends on personal, psychological, physiological and social indicators of vitality. Post-traumatic positive experience in the

context of the formation of the volunteer's environmentalism testifies to the quality of interpersonal relations, the growth of sensitivity and closeness to the personal environment. Post-traumatic stress disorders in volunteers affect the personal sphere of relationships and cause destructive disorders in the sphere of communicative relations. There are differences between volunteer students of various specializations and psychology students in the field of sustainability indicators, but they are not significant enough in the organization of volunteer activities.

Key words: volunteering, environmental friendliness, vitality of the individual, psychological health, post-traumatic growth.

Introduction. Manifestations of negative mental reactions, as a result of the mental trauma of volunteers in the anti-terrorist operation, which is currently ongoing in the east of the country, are associated with the threat to the territorial integrity of Ukraine and are caused by post-traumatic stress disorders and violations of psychosomatic human health, as well as the development of psychopathologies and social personality maladaptation, the formation of antisocial behavior, which requires the urgent introduction of effective preventive, prognostic and rehabilitation measures.

Maintenance of specific, relevant psychological systems (strengthening of morale, self-esteem, self-productivity) in overcoming post-traumatic stress disorders is currently carried out by various volunteer organizations that provide social and psychological support to victims of war. Among such organizations, the information association "La Strada-Ukraine", the psychological support project 'PORUCH' psychological assistance from the Institute of Cognitive Modeling, a selection of contacts of Ukrainian psychologists and platforms on the website https://viyna.net/ , the National Hotline for Children and Youth, Facebook, Instagram, Telegram, which offer free psychological consultations mainly online [1-5].

Such scientists as O. Kokun, N. Agaev, I. Pishko and N. Lozinska suggest using the procedural model of resilience in order to explain and clarify to the client the desired final result in overcoming stressors. The authors focus on the creation of a psychotechnological program for the recovery and development of resilience based on psychoeducational procedures that are important for human survival (resilient factors): one's own experience and resourceful memories, trust in one's own intuition, nobility and altruism, etc. [3, p. 138].

The post-traumatic period is mainly characterized by increased nervousness and sensitivity to unexpected sounds, figures, light or sudden movements. The actions of the victims are always uncontrolled and tense, in anticipation of negative events. Apathy, panic, and aggression occur in a *post-traumatic stress disorder* (PTSD) situation. There is a need to substantiate the factors of self-help at the stage of post-traumatic growth of the volunteer's personality.

The **purpose** is the justification of post-traumatic growth in the context of the organization of volunteer activities as an ecological problem of personality formation in modern conditions.

Experimental part. The problem of modern environmentalization of society should occupy a prominent place in the human mind and be a process of mastering new ideas, specifically in the ecological and spiritual spheres, regarding the training of highly educated specialists in the organization of a personal approach to life, who are able to resist economic threats in all spheres of human life.

Accordingly, the provision of psychological assistance in the context of the formation of environmental friendliness of a volunteer is an immediate need for his timely mastery of the consequences of an unexpected traumatic event for him (e.g., trauma-witness as a result of murder or misappropriation of people, violence, sniper shooting, passage of military equipment, etc.). It is precisely such events that leave an indelible mark on a person's consciousness (dreams often appear in which certain elements of psychotrauma, conversations or voices of the victims are present), the imprints of which are usually quite vivid in the volunteer's memory. They lead to the emergence of typical symptoms of PTSD: loss of communicative abilities in direct interaction with the addition of different localization of sensations (pain or paresthesias) and impaired well-being regarding the impossibility of realizing one's own life scenario, the result of which is a classic re-experiencing of a traumatic experience [3, p. 114].

The famous psychoanalyst S. Mishchuk attributes to the main signs of post-traumatic stress disorders the following signs: the suddenness of the escalation of crisis events; supranormative and suprathreshold stressogens in one or another specific situation; intrapersonal uncertainty, interpersonal and intergroup conflict, which require prompt resolution due to a person's lack of experience in solving such problems; powerful dynamic and progressive changes in the situation that developed under the conditions of martial law; complication of life processes due to a person's unpreparedness for such changes; personal instability at the limit

of her adaptive resources. The crisis of such events usually destroys the usual stereotypes of behavior and dramatically causes a restructuring of the personality structure [4, p. 44].

The psychotrauma, according to S. Mishchuk, is defined as a gradual, extended process of experiencing an unnatural disruption of the established life organization, mental processes, psychoemotional and psychosomatic balance of a person, which occurs due to the sudden impact of a personally significant, stressful factor and leads to the development of qualitatively new elements of the worldview, effective ways inclusion in life processes either causes fixation on traumatic events or progresses by repeating stages (retraumatization). Psychotraumatic events can block access to a part of experiences and, accordingly, to the free flow of the power of an individual's overcoming intention. A person needs recovery and active social support in overcoming and solving problems [4, p. 46].

We consider the *post-traumatic growth* (PTG) as the main result of restoring one's own resilience, which will constitute a certain set of psychotechniques in overcoming the consequences of stress and returning to the so-called "previous comfort zone". PTG provides for transformational psychological changes in thinking, in the interpretation of one's own feelings and a person's attitude to the world, which contributes to personal growth. Or, on the contrary, due to the lack of clear control and awareness of one's own actions after crisis events, psychotrauma affects a person's psyche, changing it beyond recognition. At the same time, the information provision of volunteers during the provision of psychological first aid consists in psychosocial support, basic services and the safety of victims who need immediate intervention in a safe and appropriate manner, under the conditions of not encroaching on human dignity, helplessness or well-being [2, p. 214].

Volunteers are currently close to the Ukrainian military. The front line of the Russian-Ukrainian war is not only the front. They are there where the war for Ukraine is being fought: in hospitals, warehouses, training grounds, mass media, and offices. They supply and repair equipment, provide immediate assistance, contribute to the strengthening of the Armed Forces, tell about the war first-hand and curb the flow of propaganda and disinformation [5, p. 40].

The results of military operations have a negative impact on people's health and have a maladaptive effect on the optimal functioning of the volunteers' bodies. Events that reflect the result of purposeful, often criminal activity (terrorist acts, sabotage, torture, hostilities, mass violence, death of loved ones, getting into a 'hostage situation', destruction of one's own house, etc.) are critical. Therefore, an effective system of prevention, psychological correction, and psychological recovery of ATO/JFO volunteers is extremely necessary. Post-traumatic growth is relevant in the context of the formation of a positive experience of volunteers in war conditions [1, p. 17].

Environmental awareness of the volunteer is a set of ecological knowledge of a person, his personal attitude to the environment and an idea of a person's place in the "human-environment" plane, readiness for actions that allow preserving the environment, or readiness to refrain from actions that cause damage to the environment, to support or not support for environmental policy, environmental measures, etc. Environmental awareness is measured by a level that can change during a person's life [3, 4].

The lack of viability of the volunteer's personality indicates the inability to synthesize individual qualities and abilities, to self-organize and self-regulate. The structural components of psychological stability include factors of the social environment and personal factors - the attitude of the individual (including self-esteem), the spirituality of the individual, emotions and feelings, the cognitive sphere, the behavioral (action) sphere, the communicative sphere, self-realization, hope, mental strength (subjectivity), self-discovery and self-development, readiness for changes, etc. [5, p. 39].

According to this approach, we consider *sustainability* as a complex integrative quality of the individual, which ensures high productivity and adequate behavior in difficult life circumstances, harmonization of personal and socio-cultural values; as a component of intelligence, which contributes to the preservation of high functional activity in stressful conditions by adapting to them or as a result of a high level of development of emotional and volitional self-regulation; as a feature of temperament, which allows a person to reliably perform targeted activity tasks due to the optimal use of neuropsychic energy resources [1, p. 18].

The experimental base of the research during 2021-2022 was Vinnytsia State Mykhailo Kotsiubynskyi Pedagogical University and National Pirogov Memorial Medical University, Vinnytsia. The general sample of people was made up of students, whose potential features were used to reveal the features of post-traumatic growth as a factor of sustainable human life support in wartime conditions. All of them are engaged in volunteer activities. The total number of the sample was 112 people (among them 54 volunteer students of various specialties and 58 psychology students) in the age category of educational

institutions students from 17 to 22 years old in the specialties 222 'Medicine' and 053 'Psychology', who have a tendency to pessimism outlook on life in the post-stress period in the context of volunteering.

According to the International Classification of Diseases (ICD-10), PTSD is coded as F43.1. and develops as a result of severe mental trauma. Before the start of the study, all participants were informed about the conditions of participation in the experiment and gave their consent to participate. The experiment was carried out by the decision of the specialized academic council of Vinnytsia State Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University. The ethical rights of all participants were respected. The study was conducted in the natural conditions of the educational process of higher education institutions, with the provision of general conditions for participation in the experiment: the same time and duration of training, the same measuring materials, which allow diagnosing the level of post-traumatic growth according to the criteria for assessing the vitality of volunteers.

It should be noted that persistence in overcoming difficulties, maintaining self-belief, confidence in oneself, one's abilities, perfection of mental self-regulation are an integral part of mental life. The ability to maintain a constant level of mood, to feel the emotional richness of life, to have diverse interests, polymotivation of life activities are signs of a harmonious characterological status of a person, and even more so of the personality of a volunteer [1, p. 17].

During the research, we used the method „Diagnosis of the level of alexithymia (Toronto alexithymic scale (TAS))", which was developed in 1985 in the USA by J. Taylor and adapted at the NIPNI Psychoneurological Institute named after V. Bekhtereva (D. Yeresko, G. Isurina, etc.), the questionnaires "The Changes in Outlook Questionnaire" (CiOQ) and "The Posttraumatic Growth Inventory" (PTGI) were also used, which applied in the context of the author's ideas about post-traumatic growth [4, p. 57].

Two scales were also used: "The Perceived Benefit Scales" (PBS, Scales of Perceived Benefit), which was created to assess the positive consequences of critical events, and contains seven subscales ("changes in lifestyle" scale, "material benefits" scale, " increasing self-efficacy", the scale "family closeness", the scale "social closeness", the scale "faith in people", the scale "spirituality" and "The Thriving Scale" (TS, Scale of success), the last of which contains 20 questions and serves to assessment of growth from own suffering [3, p. 122].

In the process of statistical data processing of psychodiagnostic indications, the method of checking the probability of sample differences in the distribution of features using the Pearson $\chi2$ test, which allows you to assess the strength and direction of the consistency of changes between two features, and the Student's t-test, which is connected with the test of the equality of the means, was used values in two samples.

The average score for the above methods of post-traumatic growth (arithmetic mean of the total score on all scales) among medical students who directly assisted refugees from the combat zone (coordination of actions, first psychological aid, referral to services as needed) is 45. 7 points, and among psychology students who participated in the organization of help to victims online (psychological counseling, individual and group discussions) – 54.3 points (Fig. 1).
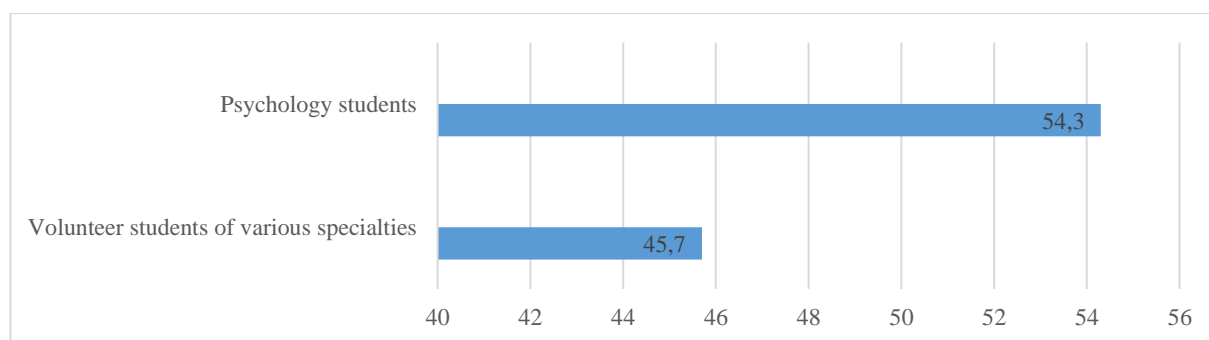
Fig. 1. The level of post-traumatic growth of volunteers during the provision of assistance to victims

The analysis of the distribution of the average indicators within these groups according to the criterion of viability, which provided assistance, has the following results: volunteers were concerned about the problems of the displaced persons, communicating directly with them - 47.3 points; indirectly – 52.7 points, using information and communication tools (Fig. 2).

Fig. 2. Comparison of volunteers' vitality indicators

Taking into the account the above-mentioned information, we note that individuals of all groups were diagnosed with signs of post-traumatic stress in the conditions of war during volunteer activities.

The level of post-traumatic stress for those who directly provided psychological assistance to the victims was 51.7 points, and for those who provided it indirectly - 48.3 points (Fig. 3).
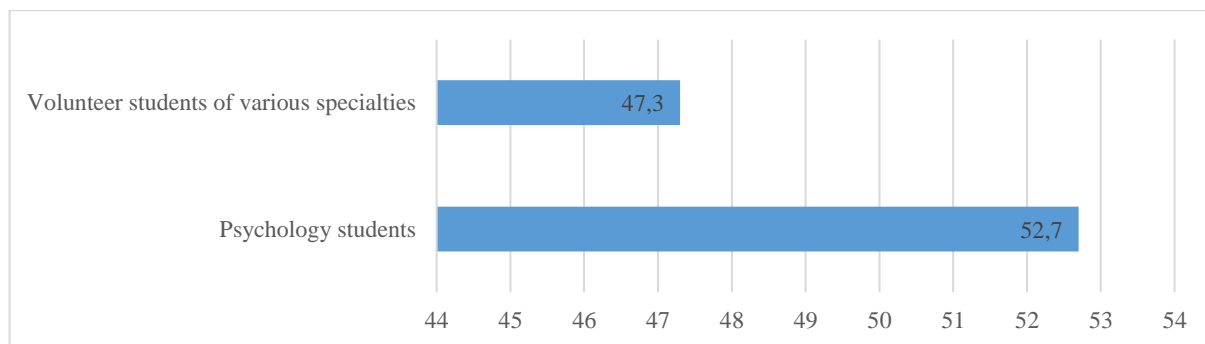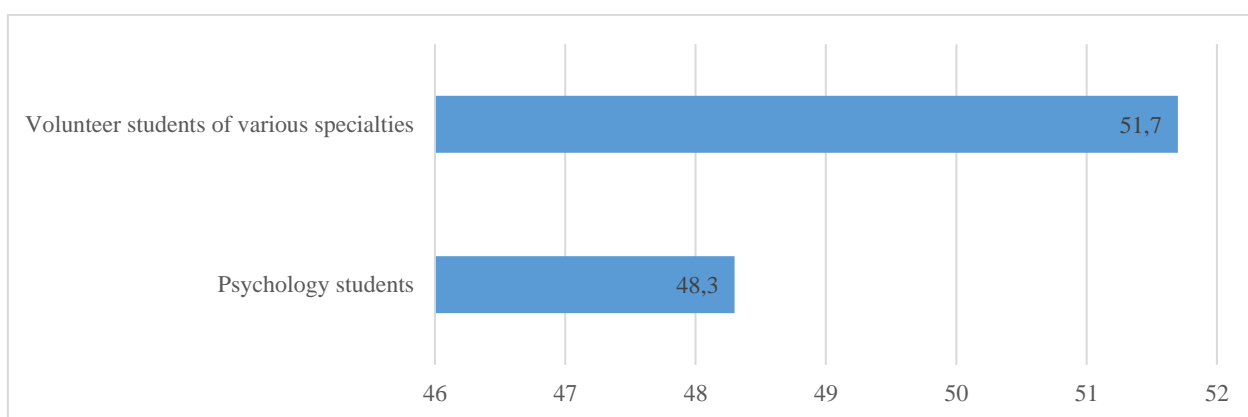

Fig. 3. The level of post-traumatic stress of volunteers during assistance to victims

Further analysis of stress indicators showed that the highest level of stress in medical students is 51.7 points when communicating with victims. The stress level of psychology students who provided assistance indirectly was 48.3 points. This shows that post-traumatic stress disorders affect the personal sphere of relationships and cause destructive disorders in the sphere of communicative relations. Correlation analysis (Table 1) for the entire sample did not reveal significant relationships between these parameters (0.18; $p < 0.161*$).

The statistical significance of some correlation values is quite high, but does not provide a basis for more thorough conclusions, since the sample of respondents is small. However, some relationship is observed in the structural organization of PTSD and posttraumatic growth.

The presence of a number of correlations (Table 1) according to the indicators of growth components and the impact of stress confirm the relationships between the 'value of life' and 'attitude towards others' scales, which proves the increased impact on the level of post-traumatic growth. Certain trends were also noted regarding their interaction on the "spiritual changes" scale ("negative changes in thoughts and moods" and "re-experiencing"). At the same time, indicators on the scales "personal strength" and "new opportunities" have weak correlations with almost all components of post-traumatic stress.

However, this analysis of the correlations between the scales of the research methods for the generalized indicators of post-traumatic growth and stress does not provide grounds for the following assumptions and conclusions - no trends can be traced. It is also worth noting that post-traumatic stress disorder is caused not by the traumatic event itself, but by its information presentation in the awareness of the events that happened to the volunteer. The latent period lasts about 2-6 months from the time of psychological trauma.

Table 1

Statistical significance of correlation indicators according to psychodiagnostic research methods

Correlative relationships		ПЗ	Attitude to others	New opportunities	Personal strength	Spiritual changes	The value of life
		2	3	4	5	6	7	8
Post-traumatic stress	Pearson's criterion	.161*	.214**	.092	-37	.172*	.272**
	The Student criterion	.018	.003	.119	.321	.013	.001
	N (number)	112	112	112	112	112	112
Repetitive experience	Pearson's criterion	.125	.179**	.055	-.061	.171*	.233**
	The Student criterion	.047	.007	.227	.217	.012	.002
	N (number)	112	112	112	112	112	112
Avoidance	Pearson's criterion	.117	.162*	.003	-.44	.167*	.267**
	The Student criterion	.067	.018	.005	-.043	.167	.268**
	N (number)	112	112	112	112	112	112
Negative changes in thoughts and moods	Pearson's criterion	.145*	.181**	.101	-.031	.142*	.241**
	The Student criterion	.029	.009	.095	.351	.027	.002
	N (number)	112	112	112	112	112	112
Excitability and reactivity	Pearson's criterion	.171*	.220**	.112	-.007	.149*	.259**
	The Student criterion	.-013	.004	.071	.473	.025	.001
	N (number)	112	112	112	112	112	112
***Correlation significant at 0.01 level**							
Correlation significant at 0.05 level							

Results and their discussion. Later, a number of psychocorrective measures were carried out for both groups of respondents, which contributed to increasing their level of post-traumatic growth in the conditions of war. The psychocorrective program is based on the following psychotherapeutic principles and techniques: utilization (use of critical events in the context of gaining positive experience), trial therapy, use of humor, focusing on resources, acceptance of the client's unique individuality, use of specific speech patterns, telling psychotherapeutic stories, Milton modeling, setting up and leading etc. In general, events of increased complexity are considered by us as problems that lead to something useful, such that can be used for positive changes (reframing methodology). Table 2 presents the results of psychocorrection of these changes according to the level of increase in post-traumatic growth of volunteers.

Table 2

The level of formation of post-traumatic growth of volunteers

Development level	The group of research subjects (112 people)	
	Before the experiment	After the experiment
Hign	26 people (23,21%)	86 people (76,50%)
Average	47 people(41,96%)	65 people (58,03%)
Low	39 people (34,82%)	7 people(6,25%)

Table 2 shows that the volunteers of both groups experience qualitative changes in overcoming critical events that arise in the situation of overcoming extremely difficult challenges, which proves the presence of post-traumatic growth.

Thus, the post-traumatic growth of volunteers in the conditions of war is the growth of self-awareness, recognition and understanding of one's own life-creating power, courage, self-understanding, readiness for empathy and feelings of both pain and sadness, as well as joy and happiness. Post-traumatic positive experience in the context of the formation of the volunteer's environmentalism testifies to the quality of interpersonal relations, the growth of sensitivity and closeness to the personal environment. After all, the post-traumatic growth of volunteers is based on a wise philosophy of life, an awareness of the values 'We can do it. We are together'.

Conclusions. Currently, volunteering is a non-specific form of employment in war conditions, which involves cooperation with victims, volunteer organizations of various associations, centers of international associations, etc. In any case, it is the state that is the guarantor of ensuring the protection of the rights of citizens who have expressed a desire to provide their own help in the context of socially useful work, taking the position of a customer of volunteer services or, directly, a party in need of selfless help. The post-traumatic stress disorders in volunteers affect the personal sphere of relationships and cause destructive disorders in the sphere of communicative relations. There are differences between volunteer students of various specializations and psychology students in the field of sustainability indicators, but they are not significant enough in the organization of volunteer activities.

As a social lever, volunteer organizations have an impact on all spheres of human life, giving preference, above all, to the social focus on the general well-being of all social strata both in Ukraine and among the population of the world, on the protection of the ecology of the surrounding environment, on the elimination of manifestations of classism in the perspective of obtaining quality education, medicine, scientific and technical progress, etc.

Prospects for further research. Prospects for further research in this direction are determined by the study of individual features of the vitality of volunteers of international volunteer tourism, the main subjects of which are international organizations and individuals who provide voluntary assistance in the content of the settlement of racial, political, economic, cultural enmity, promote the principles of altruism, mobilization voluntary forces among individual representatives of society, the creation of an international society and a vivid example of the implementation of current constitutional rights and freedoms, the evolution of universal human values, an increase in the level of post-traumatic growth, etc.

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FEATURES OF THE ORGANIZATION OF ECO-PSYCHOLOGICALLY SAFE INCLUSIVE EDUCATIONAL ENVIRONMENT IN EDUCATIONAL INSTITUTIONS

У статті розкрито екопсихологічну безпечність інклюзивного освітнього середовища як стан середовища вільний від зовнішніх проявів психологічного насильства у взаємодії, котрий сприяє задоволенню основних потреб у особистісно-довірчому спілкуванні, створює референтну значущість середовища й забезпечує психічне здоров'я здобувачів освіти. Метою статті є обґрунтування сучасних наукових досліджень щодо організації екопсихологічно безпечного освітнього середовища для дітей з особливими потребами в умовах ефективної сучасної інклюзивної освіти. Зазначено, що психологічна безпека дітей в навчальних закладах обумовлюється власними характеристиками індивіда й значною мірою залежить від нього самого, забезпечуючи мобільність реагування на небезпеку в умовах відсутності чи запізнювання відповідної соціальної допомоги. Сучасний вчитель має бути одночасно наставником, координатором, менеджером, психологом, спостерігачем. Саме тому викладачу необхідно зосередитись на інклюзивних цінностях, побудові комфортного середовища для кожного школяра.

Серед методів дослідження виокреслено аналіз та дослідження змісту, принципів, сутності та особливостей інклюзивного розвитку здобувачів освіти в навчальних закладах перебувають в центрі наукового пошуку багатьох країн та міжнародних інституцій, серед яких Організація економічного співробітництва та розвитку (ОЕСР), Програма розвитку ООН (ПРООН), Європейська комісія, Міжнародний валютний фонд (МВФ), Всесвітній економічний форум (ВЕФ), Світовий банк, Міжнародний центр політики інклюзивного зростання, що сприяло психодіагностичним вимірам дослідження.

У висновках розкрито компоненти професійної компетентності щодо організації екопсихологічно безпечного освітнього середовища для дітей з особливими потребами, серед яких такі як когнітивний, організаційно-діяльнісний, мотиваційно-ціннісний та рефлексивний компоненти. Зазначено, що спільна робота вчителя має поширюватися як на батьків дітей з обмеженими можливостями, так і на батьків здорових дітей, впродовж якої і формується толерантне ставлення до дітей з особливими освітніми потребами та екологічна безпека освітнього середовища навчальних закладів.

Ключові слова: інклюзивне навчання, діти з особливими освітніми потребами, освітнє середовище, навчальні заклади, професійна компетентність.

The article reveals the eco-psychological safety of an inclusive educational environment as a state of the environment free from external manifestations of psychological violence in interaction, which contributes to the satisfaction of basic needs in personal and trusting communication, creates the referential significance of the environment and ensures the mental health of the students of education. *The purpose of the article* is to substantiate modern scientific research on the organization of an eco-psychologically safe educational environment for children with special needs in the conditions of effective modern inclusive education. It is noted that the psychological safety of children in educational institutions is determined by the individual's own characteristics and largely depends on him, ensuring the mobility of responding to danger in the absence or delay of appropriate social assistance. A modern teacher must be a mentor, coordinator, manager, psychologist, and observer at the same time. That is why the teacher needs to focus on inclusive values, building a comfortable environment for every student.

Among the *research methods*, the analysis and research of the content, principles, essence and features of the inclusive development of students in educational institutions are at the center of scientific research of many countries and international institutions, including the Organization for Economic Cooperation and Development (OECD), the United Nations Development Program (UNDP), European Commission, International Monetary Fund (IMF), World Economic Forum (WEF), World Bank, International Policy Center for Inclusive Growth, which contributed to the psychodiagnostic dimensions of the study.

The *conclusions* reveal the components of professional competence regarding the organization of an eco-psychologically safe educational environment for children with special needs, including cognitive, organizational-activity, motivational-value, and reflective components. It is noted that the joint work of the teacher should be extended both to the parents of children with disabilities and to the parents of healthy children, during which a tolerant attitude towards children with special educational needs and environmental safety of the educational environment of educational institutions is formed.

Key words: inclusive education, children with special educational needs, educational environment, educational institutions, professional competence.

Introduction. The development of modern Ukraine and integration into the European space greatly influence the formation of the educational policy of our state. A psychologically safe environment in an educational institution is one of the conditions for full mental and personal development of schoolchildren. The formation of such an environment in the team determines the psychological and pedagogical conditions for the implementation of the protection of children from all forms of eco-psychological and physical violence, a respectful attitude towards each student. In society, unfortunately, there are a sufficient number of examples of the negative impact of external conditions on the child's personality, which causes emotional tension and a decrease in the effectiveness of the child's socialization.

In Ukraine, it is important to constantly support children with special educational needs as one of the most vulnerable categories, in particular, providing them with the necessary psychological corrective and developmental support, maintaining emotional stability. The priority task of educational institutions is the formation of an eco-psychologically safe educational environment aimed at ensuring emotional well-being through direct communication with each child, the use of diagnostic techniques in working with students, the disclosure of ways to create a resource state, careful attention to the needs and feelings of students. The formation of a psychologically safe and comfortable educational environment is one of the urgent problems of modern education.

Peculiarities of the development of mental processes in children of different ages and categories, the mechanisms of formation of social and communicative activity in children with special needs have been studied in the scientific works of foreign and Ukrainian scientists. The concept of a teacher's readiness for professional activity and its assessment is reflected in the works of S. Alyokhina, M. Alekseeva, E. Agafonova, K. Durai-Novakova, Yu. Kalichak, A. Kolupaeva, L. Kondrashova, S. Myronova, V. Molyako, O. Moroz, V. Slastonina, H. Trotsko, S. Chupakhina, M. Sheremet, O. Shpak and others [1–4].

Peculiarities of professional training of teachers for psychological and pedagogical interaction with students with special educational needs are substantiated in scientific findings (I. Vizniuk, Ya. Tsekhmister, O. Dzekan, S. Dolynnyi, O. Fomin, N. Fomina, N. Ordatii, V. Humeniuk, N. Rokosovyk, O. Vytrykhovska, A. Paslawska, O. Bielikova, A. Polishchuk, I. Radziievska). The problem remains the peculiarities of diagnosing the mental development of children with special educational needs, their integration into a safe educational environment of a school, as well as obstacles to the occurrence of bullying in their environment [1, 2].

The **purpose** of the article is to substantiate modern scientific research on the organization of an eco-psychologically safe educational environment for children with special needs in the conditions of effective modern inclusive education.

Experimental part. At the current stage of development of the education of children with special educational needs, the creation of an inclusive educational environment has become a priority. In such an environment, all children study together according to general educational programs adapted to the needs of such a child, and experience a full-fledged social life. Children with special needs have limited opportunities to quickly react and process information from the surrounding space, therefore an important condition for the existence of a comfortable educational environment for them is reliable psychological safety and reduction of the consequences of psychological trauma [4, p. 18].

Analysis and research of the content, principles, essence and features of inclusive development of students in educational institutions are at the center of scientific research of many countries and international institutions, including the Organization for Economic Cooperation and Development (OECD), the United Nations Development Program (UNDP), the European Commission, International monetary fund (IMF), World Economic Forum (WEF), World Bank, International Policy Center for Inclusive Growth, which contributed to the psychodiagnostic dimensions of the study. Thus, one of the key priorities in the economic growth strategy "Europe 2020" (Europe 2020) is precisely inclusiveness [1, 3].

The Ministry of Education and Science of Ukraine has developed a priority project in the field of psychological assistance and psychosocial support for participants in the educational process 'Strategy for ensuring mental health in the field of education at all levels' with the support of UNESCO, the United Nations Children's Fund (UNICEF) Representation in Ukraine, the LEGO Foundation, etc., which provides for the further development of the system of psychological assistance and psychosocial support at all levels of the education system. Implementation of the project should ensure the improvement of the psychological climate in the educational environment; to increase the awareness of students on how to act in emergency and crisis situations; reduce cases of bullying among participants in the educational process [4, p. 17].

Children with special educational needs (SEN) are persons who need additional permanent or temporary support in the educational process in order to ensure their right to education (paragraph 20 of part one of Article 1 of the Law of Ukraine 'On Education'). [3, 4].

We consider *the eco-psychological safety of an inclusive educational environment* as a state of the environment free from external manifestations of psychological violence in interaction, which contributes to the satisfaction of the basic needs in personal and trustful communication, creates the referential significance of the environment and ensures the mental health of the students. The psychological safety of children in educational institutions is determined by the individual's own characteristics and largely depends on him, ensuring the mobility of responding to danger in the absence or delay of appropriate social assistance [2, 4].

The readiness of teachers to form an eco-psychologically safe inclusive educational environment is defined by us as psychological and pedagogical support of children with special educational needs in training sessions, seminars, lectures, councils on overcoming prejudiced attitudes towards these persons; in the formation of motivation and active interaction in the context of building constructive cooperation in perceiving them as full-fledged people with the destruction of various stereotypes and myths regarding their discrimination and stigmatization [2, 3].

The teacher's readiness to create a safe educational space is characterized by the formed components, which scientists include [4]: *professional and psychological readiness* (S. Alyokhina, M. Alekseeva), *social readiness* (V. Khytryuk), *motivational component* (S. Alyokhina, M. Alekseeva, V. Khytryuk, Yu. Shumilovska), *value component* (O. Samartseva), *activity and cognitive component* (Yu. Shumilovska), *information-competence and operational-action components* (V. Khytryuk).

The teacher's activity in working with students with special needs is aimed at achieving the *main goal* - preparing the child for independent life, i.e. promoting his socialization.

An eco-psychologically safe educational environment in an educational institution can be created by a teacher who: possesses a complex of anatomical-physiological and psychological-pedagogical knowledge; understands the strategy and tactics of behavior of children with special needs; uses effective pedagogical technologies for teaching and educating different categories of participants in the educational process; understands the features of inclusive pedagogy; knows the methodology of tutoring, coaching, etc.

Proponents of joint education define the following positive priorities of inclusive processes in an environmentally safe educational environment of institutions [1, 3]:

— stimulating influence for the development of abilities in children with special needs;

— the possibility of presenting life values in the priorities of their own experience mastered by them;

— development of non-standard thinking and communication skills in interpersonal interaction;

— the possibility of showing compassion, humanity, mercy, tolerance in the context of real life situations as an effective means of moral education.

Inclusive education is a system of educational services based on the principle of ensuring the basic right of children to education and the right to study at the place of residence, which involves the education of a child with special educational needs, in particular a child with psychophysical development, in the conditions of a general educational institution. Inclusive education provides access to education for children with special needs in general schools through the use of teaching methods that take into account the individual characteristics of such children. Inclusive education is based on an ideology that excludes any discrimination against children; ensures equal treatment of all people, but creates special conditions for children with special needs. The knowledge and skills acquired outside of society could not help children with special educational needs to fully adapt in society, prepare to overcome inevitable life difficulties, and, therefore, fully realize themselves as equal and full-fledged members of society. In inclusive classes, children with special needs are included in the educational process. They understand the basics of independent life, learn new forms of behavior, communication, interaction, learn to show activity, initiative, consciously make choices, reach agreement in solving problems, make independent decisions [2, 4].

Inclusion is based on the concept of "normalization", which is based on the idea that the life and lifestyle of people with disabilities should be as close as possible to the conditions and lifestyle of the entire community. The principles of "normalization" are enshrined in a number of modern international legal acts: the UN Declaration on the Rights of the Mentally Retarded, the Declaration on the Rights of the Disabled, the Convention on the Rights of the Child, and others. In particular, the UN Declaration on the Rights of the Mentally Retarded is the first regulatory and legal document regarding the recognition of persons with psychophysical development disorders as a socially full-fledged minority in the social sense, in need of social and legal protection.

This significantly reduces the danger of developing snobbery in them in the understanding of their otherness and exclusivity, the disappearance of fear in overcoming obstacles and realizing one's own dreams. However, there are difficulties with inclusive education that disorganize children with special needs, in particular [3, 4]:

— heterogeneity of the contingent in the team, there are some problematic situations (the possibility to study with healthy students reduces the level of success of the latter, slowing down personal growth);

— learning difficulties, caused precisely by the conditions of competition, in the context of which they do not receive the necessary attention;

— the participants of the educational process have a moral dilemma in organizing work with successful children and persons with inclusive needs (who of them deserves more attention during education);

— after all, the country needs citizens who have the ability to develop intellectual potential.

Note that in solving these problems, tutoring is a fairly common practice in general secondary education institutions of Ukraine, when there is always a mentor next to the child who understands his needs, which allows the teacher to focus directly on the learning process. Some private schools in Ukraine have successfully introduced tutoring, but the main drawback of such a system is that not every family can afford such services [2, 4].

It is worth emphasizing the need to introduce an individually differentiated approach to almost every child with special educational needs (individual development programs (IDP) or individual educational plans (IEP)); provision of high-quality psychological and pedagogical, correctional and

rehabilitation support for children with special needs; work with parents. Note that the joint work of the teacher should be extended to both parents of children with disabilities and parents of healthy children, during which a tolerant attitude towards children with special educational needs is formed [1, 3].

Every child is unique in their own way, and every child's needs are specific. A child with special educational needs at the current stage of the development of society is considered as a person who has the same rights as others, but due to the peculiarities of individual development, he needs to form a special environment and provide special educational services.

Educators create an environment that stimulates the child's interest in knowledge, promotes learning, helps cooperation and the development of independence. They organize physical space and learning resources in a way that ensures safety and efficiency, and create and maintain a positive context for child development where children feel safe, secure and can enjoy playing and learning. In addition, the educational environment should provide a balance between organization and variety, between the opportunity to work independently and with other children, practice existing skills and master new ones.

This is achieved when there is a wide variety of educational materials and they are organized in such a way that they are accessible to the child; when there are places to work alone and with other children; when there are familiar and new materials. Educators arrange the group room, choose educational materials, plan the day's schedule, and most importantly, establish a sincere atmosphere of support in everything that happens in the group. A relationship of respect, sincerity, humor and fun is extremely conducive to this. An atmosphere of mutual respect should prevail in the group - both among educators and among children.

According to the European experience, the psychological readiness of the teacher of the inclusive class is determined by the following components of professional competence: cognitive, organizational-activity, motivational-value and reflective components (Table 1) [1, 3].

Analyzing the current state of inclusive education (Table 1), it is worth noting only about it as an innovative process that makes it possible to educate and raise children with various special needs. This direction has a strong influence on the development of the educational process itself and significantly changes the relationship between its participants. An important factor in the success of inclusive education is teachers' understanding of the deep needs of children with special educational needs. Under such conditions, the teacher will provide them with a psychologically safe educational environment in which the child will feel comfortable and his learning will be more effective. Also, for successful inclusive activities, the teacher must have communicative competence and communication skills regarding cooperation with families and conflict resolution, reduce the psychological distance between parents and the teacher, take into account their wishes and recommendations, and plan the implementation of joint activities of multidisciplinary specialists and parents.

Results and their discussion. A psychologically safe and effective educational environment, according to researchers, is formed by the teacher following certain methodological recommendations [2, 3]:

— Presentation of material during the lesson should be slow, clear, and sequential, with attention to speech pauses.

— In accordance with the principle of diversity, the teacher uses reference charts, tables, pictures, and effectively utilizes modern computer technologies (ICT) throughout the learning process.

— To assess learning achievements, the teacher prepares tasks in such a way that they are always visible to the students, since it is difficult for them to perceive auditory information.

— For better comprehension of educational material, it is advisable to divide it schematically into separate blocks, using illustrations for each block.

Table 1

The components of professional competence in organizing an eco-psychologically safe educational environment for children with special needs

Components		Characteristics
1	2	3
Cognitive	Knowledeg	Regularities and peculiarities of children's development and the educational needs in different age groups
		Modern approaches and methods of organizing the educational process in conditions of inclusion
		Principles of creating an inclusive educational environment according to the requirements of universal design
		Developments in the implementation and monitoring of IDP regarding the methods of differentiation and adaptation of the content of standard educational programs
Organizational and operational	Skills	The organization of effective joint work with the family of a child with SEN
		Work in a team regarding the psychological and pedagogical support of a child
		Tolerant relations with children with SEN and development of IDP
		Eliminate obstacles in the education of children with SEN
		Assessment of special needs and capabilities of children
		Adaptation and modification of the content of educational plans and programs in accordance with the characteristics of the child's development
		Organization of an inclusive educational process in the formation of knowledge, skills and abilities of children with SEN
		Design the child's individual educational trajectory
Motivational and valuable	Skills	Ability to learn and develop children with SEN
		The use of auxiliary educational technologies, including differentiated learning methods
		Ensuring equality of the right to education for all applicants
		Understanding the indivisibility of education regarding the quality of education
		Conducting corrective and educational work with children
		Humanity in relationships with children of various categories
Reflective	Settings	Ability to self-development and self-improvement, professional growth based on reflection of one's own activity
		Ability to control, plan and organize pedagogical activities
		The ability to be pedagogically sensitive in pedagogical activities to the child's behavior and general condition
		Pedagogical tact, consistency, empathy and exactingness towards the students
		Persistence and patience in achieving the set goal

The effectiveness of the educational and methodological support of the learning process for individuals with special educational needs also depends on the selection and use of personal computers. Researchers argue that computer-based learning tools play a leading role in creating an effective educational environment for this category of educational participants, providing conditions for the implementation of developmental, cognitive, aesthetic, and educational functions of the educational process [4, p. 18].

Computer-based tools are successfully used to explain new material, systematize it, taking into account the individual characteristics of students and their readiness to learn the material. Using special teaching methods for children with special educational needs, teachers effectively employ electronic slides, reference diagrams, educational games, electronic textbooks, and multimedia presentations.

During the use of computer technology, educational material becomes a subject of active engagement for students in inclusive education since it provides an emotional charge for children, allowing them to simultaneously perceive the educational material visually and aurally. Bright multimedia presentations, photographs, tables, and illustrations are used by the teacher as auxiliary means to correct developmental disorders in children and expand the educational space for realizing the potential of each child with special needs.

For example, learners with autism spectrum disorders learn differently: the brain of such a child processes and systematizes information differently. They have fragmentary visual perception, which is usually focused on a certain detail of an object, meaning they require time to grasp the entire object. Such students find it difficult to concentrate their attention during lessons because they cannot sustain it for a long time. Usually, such students slowly "get involved" in the work, they need constant and timely changes in class activities and constant motivation and encouragement from the teacher or assistant. They are prone to sensory overload, have difficulties with multitasking, and find it challenging to perceive any information through listening. However, in a comfortable educational environment, students with autism can be taught to follow order, self-organization, and comfortable being in the group, fostering comprehensive and harmonious development of the personality.

A scientifically based requirement for the work of a teacher in the conditions of an effective educational environment with students with special educational needs is: humanity and respect for students, mercy, empathy, tolerance, encouragement of students, mastery of special knowledge, skills and abilities, formation of the ability of adequate self-evaluation and attitudes necessary for pedagogical activity in an inclusive environment, pedagogical justice and optimism.

Conclusions. The problem of the teacher's readiness to ensure the educational integration of children with special educational needs is characterized as an integrated education, the components of which are: personal and professionally significant qualities of the teacher, his theoretical knowledge and worldview, practical skills, knowledge, attitudes and skills in organizing an educational environment for children with special educational needs. The ability to demonstrate competence in standard and non-standard situations while working with children requires diagnostic, educational and corrective work, a thorough educational and methodological component and effective organization of social interaction between children and parents.

The feeling of inferiority that arises in children with health problems due to a lack of understanding of their problems prevents them from using the opportunities of human life, as a result of which the child develops qualities that prevent effective interaction with the social environment. A high level of personal anxiety can become a serious obstacle for a child with persistent health disorders to form effective relationships with peers and teachers in the learning process and to perceive the educational environment as environmentally safe. Necessary conditions for the formation of an ecologically safe educational environment are effective psychological support, which contributes to the prevention and overcoming of psychological threats, the harmonization of the processes of interaction of the participants of the educational process, their mental health, sustainable personality development; teaching children and young people with limited physical abilities methods of self-regulation, forming in them appropriate psychophysical qualities, the ability to overcome mental stress.

Prospects for further research. Environmental problems currently reflect the real state of psychological safety of students with special needs, which affects the country's standard of living in the organization of national welfare and potential opportunities of the state, and serves as further perspectives in justifying the specifics of training specialists to ensure an appropriate educational environment in the conditions of the modern environmental situation.

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THE INTERNAL FACTORS OF STRESS RESISTANCE AS ELEMENTS OF FUTURE PSYCHOLOGISTS' PROFESSIONAL RESOURCEFULNESS

У пропонованій статті аналізується частина результатів дисертаційного дослідження психологічних особливостей ресурсного забезпечення професійного становлення майбутніх психологів, а саме роль чинників внутрішньої стресостійкості (резилієнсу) у професійній ресурсності студентів-психологів вищих навчальних закладів. Ці чинники охоплюють конструктивні копінг-стратегії як поведінкові техніки подолання стресу, захисні механізми психіки як їх фундамент, а також несвідому основу загальної особистісної життєстійкості та толерантності до невизначеності.

У нинішніх умовах травматичних і кризових подій в Україні зростає пріоритетність виховання у населення життєстійкості та стійкості до травматичних подій, поведінкової гнучкості та адаптивності. Ці індивідуально-психологічні риси є особливо важливими для фахівців у соціономічних галузях, зокрема психологів-консультантів. Професійна ефективність цих фахівців залежатиме від сформованості та розвитку цих диспозицій, тому їх було включено до структури професійної ресурсності майбутніх психологів.

Згідно з теоретичною моделлю нашого дослідження, центральною характеристикою цієї структури є самооцінка рівня професійного розвитку. Взаємозв'язки внутрішніх чинників життєстійкості з цією самооцінкою досліджувалися за допомогою математико-статистичного аналізу отриманих результатів.

Дослідження проводилося на базі двох вищих навчальних закладів - Вінницького державного педагогічного університету імені Михайла Коцюбинського та Хмельницького національного університету. У ньому взяли участь 197 студентів-психологів з 2 по 4 курс бакалаврату та 1 курс магістратури.

За результатами емпіричного дослідження, зокрема факторного аналізу, ми визначили, що найбільш значущими внутрішніми чинниками стресостійкості в структурі професійної ресурсності майбутніх психологів є конструктивні копінг-стратегії "позитивна реінтерпретація та зростання", "активне подолання" та "планування". Крім того, значущим виявився захисний механізм психіки "інтелектуалізація".

Ключові слова: професійне становлення, майбутні психологи, стресостійкість, професійна винахідливість, копінг-стратегії, захисні механізми, толерантність до невизначеності.

The proposed article analyzes a part of the dissertation research results on the psychological features of resource provision for future psychologists' professional development, specifically the role of internal stress resistance (resilience) factors in the professional resourcefulness of higher education psychology students. These factors encompass constructive coping strategies as behavioural techniques for stress management, psyche's defence mechanisms as their foundation, and the unconscious basis of overall personal resilience and tolerance to uncertainty.

In the current context of traumatic and crisis events in Ukraine, there is a growing priority for cultivating resilience and resistance to traumatic events, behavioural flexibility, and adaptability among the population. These individual-psychological traits are especially crucial for professionals in socionomic fields, particularly consultant psychologists. The professional effectiveness of these experts will depend on the formation and development of these dispositions, hence they have been incorporated into the structure of the future psychologists' professional resourcefulness.

According to the theoretical model of our research, the central characteristic of this structure is the self-assessment of the professional development level. The interconnections of resilience internal factors with this self-assessment were examined through a mathematical-statistical analysis of the results.

The study was conducted on the basis of two higher education institutions – Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and Khmelnytskyi National University. It involved 197 psychology students from the 2nd to 4th year of the bachelor's degree program and the 1st year of the master's degree program.

Based on the results of the empirical research, in particular the factor analysis, we determined that the most significant internal factors of stress resistance in the professional resourcefulness structure of future psychologists are constructive coping strategies "positive reinterpretation and growth", "active coping" and "planning". Additionally, the psyche's defense mechanism of "intellectualization" was also found to be significant.

Key words: professional development, future psychologists, stress resistance, professional resourcefulness, coping strategies, defense mechanisms, tolerance to uncertainty.

Introduction. Political, economic, or social crises, in general, always entail an exacerbation of the problem of societal neurotization, which is caused by experiencing stress, situations of instability, and uncertainty. These and other issues have gained particular relevance in Ukraine over the past nine years.

Due to the onset of the Russian-Ukrainian war in 2014, the global COVID-19 pandemic, and later the full-scale military invasion in 2022, Ukrainian society has faced a range of traumatic and crisis phenomena – including genocide and ecocide, a large number of refugees and internally displaced persons, problems of acute stress disorder (ASD) and post-traumatic stress disorder (PTSD), mourning for losses, and an increase in the number of anxiety disorders, among others. These challenges highlight the need for effective organization and implementation of psychological support services, as well as assistance and rehabilitation. This, in turn, raises questions about the qualifications and professionalism of professionals in socionomic fields.

Today, more than ever, the cultivation of resilience and resistance to traumatic events, behavioural flexibility, tolerance to uncertainty, ecologically sensitive management of emotions, and the handling of feelings of aggression, hatred, anxiety, grief, apathy, and more, becomes paramount in the population. These individual psychological traits are particularly crucial for professionals in fields that involve "human-to-human" interactions, such as healthcare, mental health support, psychological assistance, education, and social work. The effectiveness of professionals in these areas will depend on their stress resistance, adaptability, psychological flexibility, and self-efficacy in crisis situations.

Accordingly, it is advisable to consider internal factors of personal stress resistance within the context of investigating the resource provision for the professional development of future psychologists, specifically their professional resourcefulness.

Theoretical foundations of research. Stress resistance (resilience) is a widely known and popular concept in psychological science; however, there are numerous interpretations of its meaning. Initially, this trait was explored in the realm of stress psychology by researchers like R. Lazarus, H. Selye, S. Folkman, and Yu. Shcherbatykh, and others. Resilience has also been considered in the context of emotional and psychological stability (M. Diachenko, K. Pylypenko, V. Pysarenko, Ye. Krupnyk, and others), as well as stress tolerance (V. Krainiuk, L. Sobchyk). Scientists such as R. Shevchenko, T. Dudka, H. Myhal, O. Protasenko, V. Korolchuk, H. Dubchak, Yu. Teptiuk, O. Polishchuk, and others have worked on studying the social-psychological factors, structural elements, and psychological mechanisms of stress resistance.

In a narrow sense, the concept of resilience is interpreted as an individual's ability to resist stress [7]. A broader definition is provided by R. Shevchenko, who points out that stress resistance is a complex characteristic of an individual characterized by the necessary degree of adaptation to actions in extreme situations. This helps in experiencing intellectual, volitional, and emotional loads without negative consequences for the person's own health and their social environment, as well as for their professional activities [6].

Within the scope of researching the psychological aspects of resource provision for future psychologists' professional development, we are interested in understanding the significance and role of internal factors of personal stress resistance. These factors form the foundation of this trait and, in our view, constitute elements of the professional resourcefulness of psychological professionals.

In many scientific studies, while identifying factors of stress resistance, special attention is given to coping strategies (behavioural stress coping strategies) and tolerance to uncertainty [4] [1]. In the presented

research, we propose our own model of stress resistance internal factors for future psychologists, which could serve as elements of their professional resourcefulness and ensure the effectiveness of their practical activities in the face of societal transformational changes and the experience of traumatic and crisis events.

The first defining internal factor of stress resistance and a crucial component of future psychologists' professional resourcefulness, in our view, is constructive coping strategies, which represent the ability to integrate the philosophy of psychology into one's own lifestyle. The missionary function of psychologists determines a unique approach to human existence as a whole. It shapes the values of the future psychologist, their worldview, and their attitude towards various aspects of life, particularly in interpersonal interactions. Effective psychologists must first and foremost be effective for themselves, capable of self-organization and self-regulation, and skilled in overcoming stress in their own life and resolving conflicts constructively. These qualities enable them to share their own experiences with others. They are indeed pivotal in the internal behavioural resource provision for the professional development of future psychologists.

Resilience to stress is capable of instilling self-confidence and self-efficacy while also being beneficial for others. An important behavioural component for future psychologists in this regard is the effective application of professional knowledge, skills, and abilities in practical work with clients, often connected to their own experiences of coping with stress and solving problematic situations. In this case, reinforcing constructive coping strategies will play a significant role in boosting the self-assessment of their professional development level, particularly their ability to apply acquired professional competencies in practice. This, in turn, reflects the distinctive features of the professional self-concept of future psychologists.

It's important to note that in the context of societal transformational changes, tolerance to uncertainty is crucial for professionals in socionomic fields and is closely connected to stress resistance. Psychologist who can navigate new situations and find stability when future planning is highly risky becomes effective for themselves, thus being capable of instilling feelings of reliability and safety in others. Particularly, self-regulation and self-organization are essential when dealing with extreme situations or their consequences. In such cases, the psychological and emotional stability and adaptability of the professional help maintain critical thinking and evaluation of events and clients' conditions, leading to positive emotional contagion. These reflections have led us to identify tolerance to uncertainty as the second internal factor of stress resistance and an element of future psychologists' professional resourcefulness.

Furthermore, it's worth noting that the foundation for stress resistance, and consequently for coping strategies, lies in the unconscious system of the psyche's defence mechanisms. Ukrainian researchers Ya. Chaplak, Ya. Andrieieva and H. Chuiko define psychological defence as a system of mechanisms (techniques or methods) that seem to protect the self-concept of the individual (their self-esteem and self-worth, integrity of identity) from negative and psychologically traumatic events, processes, or states (stress, anxiety, tension, frustration, emotional discomfort, shame, anger, etc.), from internal and external conflicts and difficulties, and crises of self-perception due to changes in the perception and interpretation of events, their significance to the person. It delineates consciousness and the individual's self from traumatic experiences, negative judgments, influences, or conflicts. Through the defence mechanisms of psyche, according to the scientists' perspective, the transformation of negative information occurs, enhancing the socio-psychological adaptation of the individual and contributing to the preservation of inner equilibrium [4].

American psychotherapist and psychoanalyst N. McWilliams distinguishes between primary and secondary mechanisms of psychological defence. The first group functions at the preverbal development level, when the individual's system of symbolic interpretation of life and problematic, conflicting, and unpleasant situations has not yet formed. These are primitive defence mechanisms that are often used consistently and systematically by individuals with psychotic and/or borderline psychic organization. However, the latter does not necessarily indicate their destructiveness or ineffectiveness.

The group of secondary defence mechanisms is characterized by the ability for verbal and symbolic processing of interpersonal and intrapersonal conflicts, making them more complex and constructive forms of defence. These mechanisms are frequently and systematically used by individuals with a neurotic level of psychic organization and disorders such as obsessive-compulsive disorder (OCD) [9].

The phenomenon of defence mechanisms of the psyche remains a subject of discussion within scientific and professional circles. However, working with these mechanisms is one of the most important components of psychoanalytic therapy. Specifically, the quantity and adequacy or inadequacy of employed defence mechanisms in relation to an individual's life situation can indicate the presence or absence of internal psychological tension and determine the person's adaptability. In our view, this construct is crucial

in researching the psychological aspects of resource provision for future psychologists' professional development as a deep-seated factor of stress resistance. It allows for a broader understanding of the professional resourcefulness specifics of aspiring professionals in the psychology field.

The purpose of the article is to review a portion of the dissertation research results on the psychological characteristics of resource provision for future psychologists' professional development, in particular, to analyze the significance level of identified internal factors of stress resistance as elements of professional resourcefulness among psychology students.

Methods. The study used the following diagnostic methods: the stress coping questionnaire COPE adapted by Y. Kovalenko [2], D. Mclain's tolerance to uncertainty scale [3] [8] and the "Life Style Index, LSI" technique adapted by I. Chukhrii [5]. In addition, to assess the significance of professional resourcefulness elements, a custom questionnaire was used to determine the self-assessment of professional development level. This property was identified by us as central to the investigation of resource provision for future psychologists' professional development. Mathematical-statistical analysis of the results was carried out using IBM SPSS Statistics (version 23), Microsoft Excel 2013, and JaMovi 2.2.5.

Sample. The empirical research was conducted at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and Khmelnytskyi National University. It involved 197 full-time students specializing in Psychology from the 2nd to 4th year of the bachelor's program and the 1st year of the master's program.

Results and discussion. According to coping strategies in stressful situations (Table 1), the dominant strategies were found to be "positive reinterpretation and growth" (13.17), "planning" (13.02) and "active coping" (12.75). The least actualized among psychology students was "substance use" (7.03). Significantly less frequently employed were "religious coping" (8.18) and "behavioural avoidance " (8.26). This indicates that respondents are more inclined towards constructive coping strategies and, conversely, less inclined towards "destructive-passive" strategies.

Table 1.

The average scores of coping strategies within the studied sample

№	Coping strategy	The average score
1.	Positive reinterpretation and growth.	13,17
2.	Planning	13,02
3.	Active coping	12,75
4.	Acceptance	12,09
5.	Focus on and venting of emotions	11,53
6.	Use of emotional social support	11,03
7.	Use of instrumental social support	10,92
8.	Suppression of competing activities	10,90
9.	Humor	10,88
10.	Restraint	10,31
11.	Mental avoidance	9,97
12.	Denial	8,83
13.	Behavioural avoidance	8,26
14.	Religious coping	8,18
15.	Substance use	7,03

The identified trend suggests that respondents are inclined to constructively reframe stressful and problematic situations, utilizing acquired experience for improvement. This positively characterizes the stress resistance and professional resourcefulness of psychology students as components of their resource provision for professional development. Additionally, defining parameters of this studied trait include the fact that respondents employ purposeful and direct actions in problem-solving and stress management, as well as their ability to develop behavioural strategies for challenging life situations.

In this case, we can also speculate about the more cognitive and rational nature of stress resistance in diagnosed psychology students and a relatively lower emotional aspect in their coping strategies.

According to the "Life Style Index, LSI" methodology (Table 2), the lowest score that stands out is 44.30 on the "projection" scale, which is significantly lower than all other indicators. In the upper part of the scale with relatively similar values, the scales "denial" (82.0), "displacement" (81.0), "compensation" (80.0), and "regression" (79.8) were found.

Table 2.

The average scores of the Life Style Index (LSI) within the studied sample

№	Defense mechanism	The average score
1.	Denial.	82,03
2.	Displacement.	80,97
3.	Compensation	79,96
4.	Regression	79,76
5.	Suppression / repression	76,25
6.	Intellectualization	72,19
7.	Reaction formation	69,92
8.	Projection	44,30

This indicates a mixed system of psyche's defence mechanisms with a predominance of their secondary forms in its structure (according to N. McWilliams). The observed tendency explains the lower level of utilization of coping strategies related to expressing emotions and seeking emotional social support. Specifically, with the defence mechanism of "displacement", there is a substitution or discharge of repressed emotions and feelings onto something that is easily accessible. In the case of respondents in our sample, this could be cognitive activity represented by planning and analyzing problematic situations.

Exactly, this can also explain the dominance of the defence mechanism of "denial", which might manifest as the outright denial of certain emotions and feelings by future psychologists during conflicts, problematic, or stressful situations.

The compensatory defence mechanism is reflected in efforts to find a substitute for one's fantasies or real shortcomings, or weaknesses. It is likely that here we are dealing with the compensation of the inability to manage one's own emotions (which is confirmed by the analysis of the results of N. Hall's emotional intelligence test, which are more fully described in the text of our dissertation research) with rational and analytical properties during the planning of behaviour and active coping.

The observed regression, in this case, may indicate that the respondents are resorting to manipulative and infantile behaviours in interpersonal conflicts as a specific strategy of behaviour to achieve a desired outcome from another person when resolving problematic situations. However, it's also worth remembering that during periods of crisis and/or traumatic events, the human psyche often tends to regress, namely, to revert to earlier coping mechanisms that were once successful. Since the study was conducted during the COVID-19 pandemic and coincided with the beginning of the full-scale Russian invasion of Ukraine, the high levels of regression among psychology students should be considered as a normal response to these extraordinary stressors.

The highest percentage of tolerance indicators was manifested in the "acceptance of uncertainty" indicator (54.88%). The lowest was in the "attitude to situations of uncertainty" indicator (44.54%). The indicator "tolerance to uncertainty" had a value very close to it (45.65%) (Table 3).

Tolerance to uncertainty scale indicators in the respondent sample are at a moderate level of manifestation of diagnosed traits. This could indicate a certain intolerance to uncertainty and a weakness in spontaneity during problematic and stressful situations. This reinforces the tendency of the diagnosed psychology students to use rational and cognitive coping strategies, where analysis, planning, forecasting, reflection, and careful decision-making are dominant. This reflects their inclination to systematize events and their own behaviour, making problematic situations more understandable and predictable.

As a result of calculating the Spearman correlation coefficient for the integrated indicator of self-assessment of the professional development level, it was found that among all internal factors of stress resistance, it is most strongly and significantly associated with constructive coping strategies ("positive reinterpretation and growth" - 0,278, "active coping" - 0,231, "planning" - 0,225).

Table 3.

The average percentage contribution of indicators of tolerance to uncertainty within the studied sample

№	Tolerance to uncertainty	Percentage
1.	Tolerance to uncertainty	45,65
2.	Acceptance of uncertainty	54,88
3.	Attitude to situations of uncertainty	44,54
4.	Attitude to complex tasks	48,74
5.	Attitude to novelty	49,11

However, it should be noted that the level of significant correlation of this indicator with others is weak to moderate, and weak, especially concerning the components of tolerance to uncertainty and defence mechanisms of the psyche. Table 4 presents the most significant correlation values.

Table 4.

Spearman's correlation of the self-assessment of professional development level indicator

Positive reinterpretation and growth	,278**
Active coping	,231**
Planning	,225**
Focus on and venting of emotions	,180*
Religious coping	,153*
Acceptance of uncertainty	,144*

Among other correlation indicators, we sought external relationships that had the highest significance, exceeding 0,4 or approaching 0,4. Thus, among the analyzed properties, the highest maximum value was recorded between the indicators of coping strategy "focus on and venting of emotions" and the manifestation of the defence mechanism of "regression" - 0,415.

Such a type of connection appears to us quite natural and organic. The defence mechanism of "regression" in the psyche involves a return to earlier, primitive forms of coping with intra-personal or interpersonal conflicts. It is precisely for such forms that the manifestation of an individual's infantilism is often characteristic, prompting them to resort to emotional behavioural strategies rather than rational ones. Therefore, a propensity for the coping strategy of "focus on and venting of emotions" in the presence of a pronounced defence mechanism of "regression" is quite logical. At times, emotional discharge is the easiest way to relieve psycho-emotional tension, and focusing on emotions allows for communication to be built within the role system of "child-adult" or "child-parent." This, on the one hand, puts the subject in a vulnerable position, and on the other hand, opens up the possibility of manipulation for them.

Among the indicators that approach the value of 0,4, we note the indicators of "(in)tolerance to uncertainty" and the coping strategy of "behavioural avoidance" - 0,370. Pronounced intolerance to uncertainty can prompt respondents to engage in behavioural distraction or avoidance, which involves refraining from achieving set goals in conditions of increased stress and tension and focusing attention on restoring balance and resources. This could indicate an inability to adapt flexibly and quickly to new conditions and circumstances, and to use stress or problematic situations as opportunities to realize plans or goals.

Since the most significant internal factor of stress resistance in the structure of future psychologists' professional resourcefulness is determined by constructive coping strategies, it is worth considering the dynamics of their manifestation across different courses of study for psychology students (Figure 1).
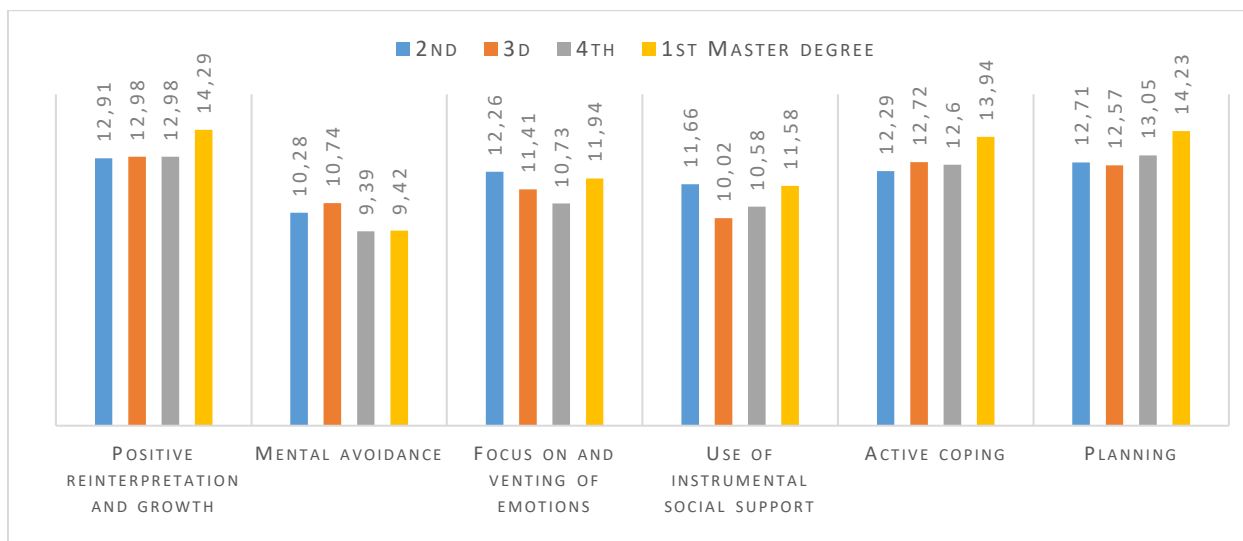
Figure 1. The dynamics of manifestations of coping strategies that exhibit significant differences.

In terms of coping strategies in stressful situations, we can observe that a significant increase in the level of constructive coping strategies ("positive reinterpretation and growth", "active coping," and "planning") occurs only in the last studied group - among the master's students. The dynamics of changes in the manifestation of the strategy "use of instrumental social support" and "focus on and venting of emotions" are interesting. Here, we see a certain reduction, a return to levels that were evident during the 2nd year of study. These changes might indicate greater personal, including cognitive and professional maturity of master's students in comparison to bachelor's courses.

Significant dynamics for other internal factors of stress resistance (tolerance to uncertainty and defence mechanisms of the psyche) were not identified.

Further mathematical and statistical analysis of the research results allowed us to identify the characteristics and differences in the manifestation of stress resistance internal factors among respondents with high, medium, and low self-assessment of their professional development level.

By applying the Kruskal-Wallis test to the measured indicators of different coping strategies, defensive mechanisms of the psyche, and parameters of tolerance to uncertainty, we identified those in which the specified factor had statistical significance. Table 5 displays the chi-square statistic and significance of the indicators that show statistically significant differences by the factor. It is worth noting that these primarily encompass coping strategies in stressful situations. Additionally, the indicators of the defensive mechanism of "intellectualization" fall into this category.

Table 5

The Chi-squared statistic and significance of internal stress resistance factors that exhibit statistically significant differences by the factor

Indicator	Chi-squared	Degree of freedom	Asymptotic significance
Positive reinterpretation and growth	14,143	2	0,001
Focus on and venting of emotions	7,126	2	0,028
Active coping	8,338	2	0,015
Religious coping	12,096	2	0,002
Planning	6,913	2	0,032
Intellectualization	6,868	2	0,032

The next step was to compare the average identified indicators to understand the trend of their manifestation in specific groups. In Table 6, it is evident that all of the identified indicators of stress resistance internal factors in the group with a low level of self-assessment of professional development have significantly lower values. Based on this, we can conclude that the identified indicators are linearly related to the self-assessment of professional development level – the higher the self-assessment, the higher

their manifestation. There is a certain exception only for the indicators of the coping strategy "religious coping" and the defensive mechanism of "intellectualization," which reach their maximum in the group with an average level of self-assessment of professional development level. At the same time, for the low level, the respective indicators are also significantly lower.

Table 6.

Comparison of average values for indicators of stress resistance internal factors, which have statistically significant differences by a factor

Indicator	Low level	Average level	High level
Positive reinterpretation and growth	12,2	13,38	13,74
Focus on and venting of emotions	10,48	11,8	12,06
Active coping	11,9	12,9	13,32
Religious coping	6,78	8,79	8,38
Planning	12,42	13,04	13,62
Intellectualization	63,94	75,36	74,21

Using factor analysis, it was determined that in the group of respondents with a high self-assessment of professional development level, constructive coping strategies ("active coping" (0,745), "planning" (0,861)), and minimal focus on emotions and their discharge (-0,503) are included in the third component of the factor structure. This indicates that individuals with a high self-assessment of professional development level exhibit constructiveness and cognitive resilience, which determines the quality and efficiency of the process of professional training, and confidence in their professional competencies, opportunities and potential.

On the other hand, the defence mechanism of "intellectualization" entered the weakest fourth group of factors and was combined with the motivation for professional career "service" (more detailed results of the factor analysis are presented in the dissertation research). Such manifestation of one of the stress resistance internal factors as an element of future psychologists' professional resourcefulness can be explained by the desire of individuals with a high self-assessment of professional development level to rationalize their professional motivation for their future activities in the field of psychological practice.

In the group of future psychologists with low self-assessment of their professional development level, the distribution of indicators by factors is somewhat diverse and scattered. However, in this case, the indicators of the defence mechanism of "intellectualization" (0,680) and the coping strategy of "positive reinterpretation and growth" (0,635) entered the second component of their factor structure. Constructive coping strategies are also present in the fourth component, namely "active coping" (0,852) and "planning" (0,844).

The results of mathematical-statistical calculations indicate that the most significant internal factor of stress resistance within the structure of future psychologists' professional resourcefulness is constructive coping strategies, namely "positive reinterpretation and growth", "active coping," and "planning." They are most pronounced in psychology students with a high self-assessment of their own professional development level. Additionally, within the professional resourcefulness of future psychologists, the defence mechanism of "intellectualization" plays a significant role, to which respondents unconsciously resort in order to rationalize their career motivation. The components of tolerance to uncertainty within professional resourcefulness and resource provision for the professional development of future psychologists as a whole do not play a substantial role.

Conclusions. Therefore, based on the obtained results, we can conclude that within the structure of the future psychologists' professional resourcefulness, among the internal factors of stress resistance, the most significant are *constructive types of coping strategies*, characterized by reliance on cognitive and rational behavioural approaches in stressful and problematic situations. The most pronounced forms of these strategies among the sample of psychology students are " *positive reinterpretation and growth*", "*active coping*", and "*planning*".

In this context, within the structure of the psyche's defence mechanisms, which form the basis of coping strategies, the respondents exhibit *denial, displacement, compensation*, and *regression*. The latter, in the context of the contemporary crises and traumatic events experienced by Ukrainian society, is a neurotypical phenomenon. On the other hand, the manifestation of other defence mechanisms is explained in psychology students by a weakness in emotional response and a propensity for using rational coping

strategies, characterized by clear analysis, planning, and attempts to make the problematic situation foreseeable.

However, within the structure of professional resourcefulness concerning the self-assessment of professional development level, only one defence mechanism of the psyche is associated, namely *"intellectualization",* which respondents with high self-assessment unconsciously use to explain the motivation for professional growth and career development.

From the indicators of the tolerance to uncertainty components and the overall score of this scale, we can conclude that psychology students display *intolerance to uncertainty*, which, in our opinion, represents a negative trend in future psychologists' stress resistance. However, based on the results of factor analysis, we have found that this trait is not correlated with the professional resourcefulness of psychology students and therefore does not play a significant role in the resource provision for their professional development.

A perspective for further research is a more in-depth and detailed study of the role of stress resistance in the professional resourcefulness of higher education psychology students and psychologist consultants. Additionally, we find the issues related to the impact of trauma resilience and post-traumatic growth on the professional motivation of professionals in socionomic fields and their psychological resourcefulness in their professional activities as intriguing. Furthermore, we consider it worthwhile to investigate the phenomenon of self-efficacy and its interrelation with the resource provision for future psychologists' professional development.

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**FEATURES OF THE RELATIONSHIP OF SELF-ACTUALIZATION AND TRUST
IN YOUNG PEOPLE**

У статті аналізуються результати дослідження особливостей самоактуалізації і довіри в осіб юнацького віку, зокрема виявлення особливостей їх взаємозв'язку. Визначено, що самоактуалізація – це здійснення можливостей розвитку власного Я через докладання зусиль, сумісну діяльність та спільну творчу роботу з іншими людьми, соціумом та світом у цілому. У ряді особистісних факторів, пов'язаних з особливостями самоактуалізації, важливе місце займає довіра як психологічний феномен та риса особистості. Довіра – це віра у свої сили, власну значущість, цінність, повага до себе, бажання пошуку опори, підтримки в самій собі. Довіра важлива для налагодження та розвитку міжособистісних відносин, оскільки є механізмом, що сприяє входженню в нове середовище, формуванню позитивних взаємостосунків, що особливо важливе для осіб раннього юнацького віку. З'ясовано структуру, чинники детермінації довіри. До структури відносимо когнітивні, афективні, конативні компоненти. Виділено види довіри: довіра до світу, довіра до себе, довіра до інших, соціальна довіра. Констатовано, що формування конструктивних стосунків з оточуючими, можливі тільки тоді, коли у суб'єкта є довіра до себе, світу, оскільки довіра є фундаментальною умовою взаємодії особистості зі світом. Обґрунтовано важливість формування та розвитку довіри в юнацькому віці.

Дослідження проводилось на базі Вінницького державного педагогічного університету імені Михайла Коцюбинського та КЗВО «Вінницький гуманітарно-педагогічний коледж». У ньому взяли участь 72 особи.

За результатами емпіричного дослідження визначено, що серед показників самоактуалізації у досліджуваних значно виражені шкали «підтримка», «сензитивність», «самосприйняття», «уявлення про природу людину». Дослідження різних видів довіри дозволяє зробити висновок, що рівень розвитку довіри знаходиться в межах від нижче середнього до середнього рівня. Рівень довіри до себе переважає над рівнем довіри до інших. Кореляційний аналіз продемонстрував, що довіра в юнацькому віці позитивно пов'язана з таким параметрами самоактуалізації як підтримка, ціннісні орієнтації, самоповага, уявлення про природу людини, синергія.

Ключові слова: самоактуалізація, довіра, довіра, довіра до себе, довіра до інших, студенти юнацького віку.

The article analyses the results of the study of the peculiarities of self-actualization and trust in youth, in particular, the identification of the peculiarities of their relationship. It was determined that self-actualization is the realization of opportunities for the development of one's own self through efforts, joint activity and joint creative work with other people, society and the world as a whole. Trust as a psychological phenomenon and personality trait occupies an important place in a number of personal factors related to the features of self-actualization. Confidence is a belief in one's own strength, one's own significance, value, self-respect, the desire to find support and support in oneself. Trust is important for the establishment and development of interpersonal relations, as it is a mechanism that facilitates entry into a new environment, the formation of positive relationships, which is especially important for persons of early youth. The structure and factors determining trust have been clarified. The structure includes cognitive, affective, connotative components. Types of trust are highlighted: trust in the world, trust in oneself, trust in others, social trust. It was established that the formation of constructive relations with others is possible only when the subject has trust in himself, the world, since trust is a fundamental condition for the interaction of an individual with the world. The importance of the formation and development of trust in youth is substantiated.

The research was conducted on the basis of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and the Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College». 72 people took part in it.

According to the results of the empirical research, it was determined that among the indicators of self-actualization, the scales «support», «sensitivity», «self-perception», «idea about human nature» are significantly expressed in the respondents. The study of different types of trust allows us to conclude that the level of trust development is in the range from below average to average level. The level of trust in oneself prevails over the level of trust in others. Correlation analysis showed that trust in youth is positively related to such parameters of self-actualization as support, value orientations, self-respect, ideas about human nature, synergy.

Key words: self-actualization, trust, trust in self, trust in others, adolescent students.

Introduction. Modern reality requires a person to have special psychological qualities, skills, and competencies that will allow him to realize his own development trajectory. The problems of self-development, personal resources, potential, features of self-actualization of the personality of a modern person are currently relevant. Attention to self-actualization in psychological science is related to deepening the understanding of its importance in the life of an individual, especially in youth. An individual's awareness and development of their own potential will not only allow them to productively realize their own opportunities both in personal and professional development, but also to feel satisfaction from their achievements, which is especially relevant for young people, since the majority of Ukrainians find themselves in conditions of instability that require significant resources to overcome life's difficulties.

Trust as a psychological phenomenon and personality trait occupies an important place in a number of personal factors related to the features of self-actualization. A person does not exist outside of society, outside of interaction with other people. Relationships between people are built on certain foundations and principles. One of the foundations of interpersonal interaction is trust. Trust refers to important socio-psychological phenomena that determine the features of social interaction, its effectiveness and the success of joint activities. War has a negative impact on all spheres of life, increases instability, crisis situations, complicates interpersonal relationships, therefore, for effective interaction with the outside world, the ability to manage one's own life, readiness to overcome life's failures, a young person must develop trust. Confidence is a reflective component of self-awareness, a resource that contributes to the development of

personal integrity, as it includes perceptions of self-worth and includes self-acceptance and belief in self-efficacy.

Accordingly, it is appropriate to consider the features of the development of trust in the context of an important resource that affects the process of self-actualization of modern youth.

Theoretical foundations of research. The problem of self-actualization in psychology has a significant history of study, especially in the foreign scientific community. In particular, this problem was dealt with by A. Maslow, K. Rogers, and V. Frankl. Currently, many studies are devoted to the specifics of self-actualization in the professional sphere; gender and age aspects, as well as factors of self-actualization of an individual are investigated in the works of A. Hrys, Yu. Dolinska, M. Maksymenko, V. Kovalenko, L. Kolomiets, S. Kuzikova, B. Mandebury, N. Starynska, V. Tatenko, O. Shevchenko, Yu. Fomenko and others.

Traditionally, self-actualization of the individual is understood as a higher form of self-development, in which the higher meaningful motives of human behavior and life are activated [5]. A. Gris and his colleagues believe that the phenomenology of self-actualization has not been defined or described in psychological science today. Currently, we have an understanding of this phenomenon as a discrete process consisting of separate parts or acts. Diagnostics of the level of self-actualization of an individual involves the determination of certain indicators – characteristics of a self-actualized individual [1, p. 60]. In the context of our research, we will adhere to the opinion that self-actualization is the realization of opportunities for the development of one's own self through efforts, cooperative activities and joint creative work with other people, society and the world as a whole [4, p. 59].

The phenomenon of trust began to be actively studied in the 1960s by foreign scientists. Native researchers H. Andrushchenko, N. Astanina, N. Vasylets, S. Vorozhbyt, L. Kolomiets, V. Kravchenko, A. Krasnyakova, I. Semkiv, T. Tytarenko and others. are also actively interested in this problem. Self-trust as one of the important coordinates of the personality was singled out by representatives of the humanistic direction A. Maslow, K. Rogers. The authors believed that a mentally healthy person has the ability to self-disclose, the ability to trust at least one close person.

The analysis of modern foreign studies allows us to note that trust is interpreted as an emotional attitude, an optimistic attitude to the object, the ability to bring benefit; instead, mistrust is a suspicious, wary attitude. At the same time, the lack of trust is not evidence of the existence of mistrust, that is, although these are opposite concepts, they are not mutually exclusive (K. Jones) [2]; as belief in one's abilities to achieve goals, trust helps to cope with criticism, increases optimism, perseverance (R. Lone) [6]; as an individual's ability to successfully cope with difficult situations, trust acts as a measure of self-worth, characterizes the degree of self-approval (M. Sharma) [10].

In native studies, the concept of "trust" is also treated ambiguously. Trust is interpreted as conviction in one's uniqueness, unconditional faith in one's strengths, one's own significance, value and necessity [12]; as a basic sense of authenticity, interconnected with the expansion of the subject's capabilities, the increase of his creative resourcefulness, the desire to find support, support in himself [8]; as self-attribution in the cognitive, emotional and behavioural spheres, which determines the unity and integration of the "I" [14]; as attribution by the subject of certain qualities, opportunities, belief in their truth, preservation of self-respect [11].

Trust is important for building and developing interpersonal relationships. This is indicated by the research of N. Vasylets, S. Vorozhbyt, D. Lysenko, and others. According to N. Vasylets, trust is a prerequisite for understanding the positions of the environment, respectful, equal mutual understanding, which is the content of tolerance [12, p. 120]. S. Vorozhbyt substantiates the importance of developing trust, particularly among first-year students, since trust acts as a mechanism that contributes to the student's entry into a new social environment, is a means of mutual penetration of subjects into each other's essence, that is, a means of supporting the functioning of the socio-psychological space of their relationships [13, p. 35]. D. Lysenko points out the important role of trust in interpersonal relations, because it is the main condition for the formation of positive relationships, a kind of foundation and an integral attribute of human

communication. Trust relationships are characterized by the comfort of communication, mutual understanding, psychological closeness and security, the determinants of trust in relationships are value orientations, evaluations and instructions of subjects; safety of actions and behavior of the object in relation to the subject; confidence in the reliability of another person [7, p. 138].

Many scientific works are now focused on revealing the structure and factors of trust determination. In the structure of trust, cognitive, affective, and conative components are traditionally distinguished [11; 12; 14]. L. Kolomiets substantiates the identification of individual psychological factors of self-confidence: self-esteem, personal identity, existential feasibility, reflexivity, vitality, viability, psychological well-being, locus of control, confidence, self-efficacy, etc. [3, p. 417].

Trust is a systemic phenomenon and manifests itself at different levels – personal, interpersonal, organizational, social. In psychology, trust is studied at the first three levels. Trust in the personal context is usually related to the satisfaction of basic human needs, and above all the subject's need for individual security. In the social context, trust is the trust of the population in the state and state institutions, and a lack of trust can negatively affect the development of public institutions. In the social context, trust is the subject of sociological research.

Different types of trust are distinguished: trust in the world, trust in oneself, trust in others, social trust. Scientists believe that the formation of constructive relations with others is possible only when the subject has trust in himself, the world, since trust is a fundamental condition for the interaction of an individual with the world.

Many scientists emphasize the need to pay more attention to how trust develops in youth.

The purpose of the article The purpose of the article is to review the results of an empirical study of the characteristics of self-actualization and trust in youth, in particular, to identify the characteristics of their relationship.

Methods. In order to determine different attitudes and the attitude of a person to the world, other people, to himself, E. Shostrom's CAT method was used, which made it possible to characterize the main areas of self-actualization of the individual. The degree of trust in interpersonal relationships was determined using the "Interpersonal Trust Scale", J. Rotter [12]. In order to specify the subjects of trust/distrust, the "Trust" method by I. Semkiv [9] was used. N. Astanina's "Self-confidence" method (adapted by N. Vasylets) made it possible to specify the personal characteristics of the subjects from the point of view of independence, achievement orientation, value attitude towards one's subjectivity, ability to take into account past experience when building plans for the future. Mathematical and statistical analysis of the research results was carried out using the SPSS Statistics program (version 16).

Sample. The sample of the study was 72 people. Participating in the study were full-time students of the bachelor's degree program "Psychology", "Social work" of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University aged 18-21, the bachelor's degree program "Philology", "Secondary Education" of the Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College» aged 18-21.

Results and discussion. Let's analyze the results of E. Shostrom's SAT technique presented in the table 1.

According to the obtained results of the sample, low values are dominated by indicators on the scales "cognitive needs" (62.5%), "orientation in time" (50%), "creativity" (50%), "synergy" (50%), " value orientations" (45.8 %), "contact" (40.3 %). This shows that such students do not strive for new knowledge, are focused only on one period of the time scale (or on the past, or on the present, or on the future), they do not have a pronounced creative orientation, they do not share the values that are inherent in the personality that self-actualizing; experience difficulties in establishing close, emotionally saturated interpersonal contacts.

The percentage ratio on self-actualization scales in the studied sample

№	Indicator of self-actualization	Levels of self-actualization (%)			
		low values	mental norm	self-actualization	pseudo-actualization
1.	Orientation in time (TO)	50	41,7	8,3	0
2.	Support (S)	29	29	42	0
3.	Value orientations (VO)	45,8	33,3	20,9	0
4.	Behavioural flexibility (BF)	41,7	54,2	4,1	0
5.	Sensitivity (Sen)	25	33,3	41,7	0
6.	Spontaneity (Sp)	25	36	25	0
7.	Self-esteem (SE)	20,8	54,3	20,9	4,1
8.	Self-acceptance (SA)	25	29,2	41,7	4,1
9.	Ideas about human nature (IHN)	41,7	16,6	41,7	0
10.	Synergy (Syn)	50	20,8	29,2	0
11.	Acceptance of aggression (AA)	12,5	54,2	25	8,3
12.	Contact (C)	40,3	25	34,7	0
13.	Cognitive needs (CN)	62,5	16,7	20,8	0
14.	Creativity (Cr)	50	29,2	16,7	4,1
15.	Self-actualization (SAct)	33,3	41,7	25	0

According to the level of development, "mental norm" is dominated by indicators on the scales "self-respect" (54.3%), "flexibility in behaviour" (54.2%), "acceptance of aggression" (54.2%), "self-actualization" (41, 7 %). This shows that young people are able to appreciate themselves, their advantages, positive qualities of character, respect themselves for them; in interpersonal interaction, they are able to respond to a changing situation; they accept their own aggression, have a desire to identify and develop their personal capabilities.

According to the level of development, "self-actualization" is dominated by indicators on the scales of "support" (42%), "sensitivity" (41.7%), "self-acceptance" (41.7%), "idea about human nature" (41.7%) . Such results allow us to characterize the researched as young people who are relatively independent in their actions, seek to be guided in life by their own goals, beliefs, attitudes and principles; understand their needs and feelings, reflect them at the appropriate level; accept themselves as they are, positively and rationally perceive human nature.

The revealed trends indicate that students have difficulties in learning, establishing interpersonal contacts, and determining their own life path. Instead, they demonstrate independence in decision-making and a desire for self-improvement in terms of understanding and self-perception. We attribute the obtained results to long-term online education, the negative impact of the war on the psycho-emotional state of students.

According to J. Rotter's "Scale of Interpersonal Trust" method (Table 2), indicators below the average level of trust (91.7%) prevail among the subjects.

The percentage ratio on the confidence scale in the studied sample

№		Level of trust (%)			
		absolute distrust	below average	average level	above average
1.	Trust	0	91,7	8,3	0

According to the obtained results, the majority of the respondents demonstrate a below-average level of trust (91.7%). Obviously, such young people tend to trust other people with some caution. The reasons for such behaviour can be explained, firstly, by objective factors: the mentality of the Ukrainian people, and secondly, by subjective factors, namely the inability to communicate, limited experience of interaction,

negative experience of relationships with close people, etc. [8, p. 466]. Only 8.3% of the studied students demonstrated an average level of trust, that is, they are partially able to endow the phenomena and objects of the surrounding world and other people with properties of reliability and significance. A high level of trust development was not found in any student from the sample.

The analysis of the obtained results using the "Trust" method by I. Semkiv made it possible to state that interpersonal trust has the greatest development (12.2% high and 69% medium level) (Table 3).

Table 3.

The percentage ratio on the scales of trust in the studied sample

№	Type of trust	Level of trust (%)		
		high	middle	low
1.	Interpersonal trust	12,2	69	18,8
2.	International trust	0	52,7	47,3
3.	Trust in institutions	4,1	48,6	47,3
4.	Confidence in the mentor	12,2	40,5	47,3

The majority of students treat other people with trust, prefer cooperation, relationships with them, believe in reliability, responsibility, readiness to keep their promises given to a communication partner. This type of trust is important for the development of the subject's trust in society and the world as a whole. The indicator of "international trust" (52.7%) is in second place according to the sample statistics. Students tend to distrust representatives of other nationalities, are intolerant towards them. We explain such results as military actions, since all students unanimously expressed their distrust of the nation of the aggressor country. On the scales "trust in institutions" and "trust in the mentor", low percentage values prevail (47.3% each), which can be explained as distrust in the institutions of society, politics, local authorities, and in the mentor. Such results are obviously not accidental, since the war has a negative effect on the psychological state of students.

The results of N. Astana's "Trust in yourself" method (adapted by N. Vasylets) are quite indicative for analysis in our research. N. Vasylets notes that the conditions that cause trust are the significance of one's own subjectivity for the individual, the prediction of a certain level of security for oneself, one's status, the reputation of the intended act, that is, the degree of perceived risk as a result of the planned act [12, p. 18]. The obtained results testify to the predominance of an average level of self-trust in 75% of the subjects (Table 4).

Table 4.

Percentage ratio according to the level of self-trust in the studied sample

№		Рівні самодовіри (%)		
		high	middle	low
	Self-trust	25	75	0

Most of the subjects demonstrate an average level of value attitude towards themselves and the situation in which the interaction is expected. Such young people are relatively independent, positively oriented towards achievements, able to take into account past experience and correlate it with plans for the future.

In order to determine the specifics of the relationship between trust and self-actualization of the individual, a correlation analysis was conducted using the Pearson test. Table 5 presents significant correlation coefficients between indicators of self-actualization and trust.

Table 5.

Significant correlation coefficients between indicators of self-actualization and trust

	S	TO	VO	BF	Sen	Sp	SE	SA	IHN	Syn	AA	C	Sn	Cr	SAct
ST	,450*		,407*				,427*								,428*
IntprT	,520**		,632**				,495*		,404*	,462*					,547*
ItrnT															
TI							,438*								
TM															
ST	,453*													,454*	,453*

Note: 1) * – correlation is significant at the ≤ 0.05 level; ** correlation is significant at the ≤ 0.01 level; 2) conditional reductions of the self-actualization indicator – SAct; 3) conditional reductions of trust indicators: ST – social trust; IntprT – interpersonal trust; ItrnT – international trust; TI – trust in institutions; TM – trust in mentors; ST – self-trust.

The analysis of the identified significant correlations shows that the indicator of "social trust" is positively correlated with the indicators of self-actualization "support" (r = 0.450, p<0.05), "value orientations" (r = 0.407, p<0.05) , "self-esteem" (r = 0.427, p<0.05), "self-actualization" (r = 0.428, p<0.05). That is, persons of youthful age tend to trust others in the case of self-respect; usually such individuals share values and appreciate their virtues, positive qualities of character, have certain value orientations, their actions correlate with their own views and desires; they are clearly aware of their own preferences and priorities. The obtained results are harmoniously correlated with the personal characteristics of a person who has a high level of social trust: independent values, behaviour; shares the values inherent in a self-actualizing personality; values himself

The indicator "interpersonal trust" is positively correlated with the indicators "support" (r = 0.520, p<0.01), "value orientations" (r = 0.632, p<0.01), "self-esteem" (r = 0.495, p<0.05), "man's perception of nature" (r = 0.404, p<0.05), "synergy" (r = 0.462, p<0.05), "self-actualization" (r = 0.547, p< 0.01). This indicates the importance for the development of interpersonal trust of positive self-acceptance, certainty of one's own values, independence in actions, the desire to be guided in life by one's own goals and beliefs. Interpersonal trust is facilitated by the presence of an active life position, the ability to share values that are inherent in a self-actualized personality, the ability to self-respect, acceptance of one's virtues, positive character qualities, as well as self-respect, the adequacy of understanding of human nature, its imperfections, the ability to holistically perceive the world and people .

The indicator "trust in institutions" is positively correlated with the indicator "self-esteem" (r = 0.438, p<0.05). This shows that trust in social institutions depends on an individual's ability to value and respect himself.

The "self-trust" indicator positively correlates with the indicators of "support" (r = 0.453, p<0.05), "creativity" (r = 0.454, p<0.05), the general indicator of self-actualization (r = 0.453, p<0, 05). We assume that the level of self-trust in young people depends on the maturity of the individual, on the ability to be guided by one's own beliefs, not to be subject to external influence, and the ability to be creatively oriented in the implementation of life plans.

The conducted correlational analysis thus proves the existence of a relationship between self-actualization and trust in youth. The following indicators of self-actualization are most important for the development of trust: support, value orientations, self-respect, a person's perception of nature, synergy.

Conclusions. The conducted theoretical analysis shows that trust is considered by domestic scientists as faith in one's own strength, one's own significance, value, self-respect, desire to find support, support in

oneself. Trust is important for the establishment and development of interpersonal relations, as it is a mechanism that facilitates entry into a new environment, the formation of positive relationships, which is especially important for persons of early youth. Self-actualization is considered by us as the ability to realize opportunities for the development of one's own self through efforts, cooperative activities and joint creative work with other people, society and the world as a whole.

It was determined that among the indicators of self-actualization, the scales "support", "sensitivity", "self-perception", "idea about human nature" are significantly expressed in the subjects, which indicates a desire to understand oneself, one's needs, feelings, accept oneself, respect; the desire to be independent, to be guided by one's own principles and beliefs. Low values were determined on the scales "cognitive needs", "orientation in time", "creativity", "value orientations", "contact". Based on these indicators, we assume that students' cognitive interest has decreased, they experience difficulties in establishing close, emotionally saturated interpersonal contacts, which is a negative trend.

Empirical research of different types of trust allows us to conclude that the level of trust development is in the range from below average to average level. The level of trust in oneself prevails over the level of trust in others. Therefore, the subjects are more likely to trust themselves than others.

Trust in youth is positively related to such parameters of self-actualization as support, value orientations, self-respect, ideas about human nature, and synergy. Obviously, if a person demonstrates at the level of beliefs the independence of values and behaviour from outside influences; shares the values that attract a self-actualizing personality; appreciates his virtues and positive qualities of character, respects himself for them; positively and holistically perceives human nature and the world, then the level of trust (social, interpersonal, self-trust) will be high.

A perspective for further research The perspective of further research is to study the peculiarities of self-actualization in students of socionomic specialties with different levels of confidence; study of the factors of formation and development of self-confidence; determining what personal qualities a teacher of a higher education institution should possess in order to inspire confidence among students.

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SOCIAL PSYCHOLOGY

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PSYCHOLOGICAL COMPETENCE IN OVERCOMING THE INTERNAL CONFLICT OF TEACHERS WITHIN THE ENVIRONMENTAL APPROACH

У статті розкрито поняття «Психологічна компетентність педагогів у межах екологічного підходу» та «Екологічний підхід у подоланні внутрішньої конфліктності педагогів». Метою статті є обгрунтування психологічної компетентності щодо подолання внутрішньої конфліктності педагогів у межах екологічного підходу. Розроблено модель психокорекції ВК у ситуації психосоматичних розладів та лекційний курс «Корекційно-релаксаційний тренінг Recovery of resistence to conflict personality» щодо попередження внутрішнього дисбалансу педагогів в умовах екосередовища ЗВО. Запропновано психологічний супровід педагогів в умовах ЗВО, який становить комплекс психологічно обумовлених заходів, що забезпечують підвищення ефективності педагогічної діяльності та кваліфікаційної працездатності людини.

На мотиваційно-ціннісному етапі запропонованої моделі було визначено професійні мотиви (стійка спрямованість інтересів і потреб), що виражаються в усвідомленні суспільної значущості своєї діяльності та розумінні професійних цінностей, спрямованих на самореалізацію у процесі діяльності. Критерієм сформованості когнітивного етапу є наявність науково-теоретичних (загальнокультурна підготовка), оперативних знань і здібностей до організації професійної діяльності. Рефлексивно-регулятивний етап характеризується наявною здатністю до саморегуляцій та рефлексії

Вирішення проблем внутрішньої конфліктності особистості в межах екологічного підходу вбачаємо у формуванні конструктивної моделі поведінки, вирішенні конфліктних ситуації позитивно в умовах навчального закладу з удосконаленням психологічного впливу і гуманізацією системи навчально-виховного процесу. Такий підхід може сприяти поліпшенню міжособистісних стосунків, налагодженню емоційних контактів власного оточення, підвищенню професійного становлення й відновленню конфліктостійкості педагогів.

Ключові слова: педагоги, внутрішня конфліктність, екологічний підхід, конфліктостійкість, психологічна компетентність.

The article reveals the concept of 'Psychological competence of teachers within the framework of the ecological approach' and 'Ecological approach in overcoming the internal conflict of teachers'. *The purpose of the article* is to justify the psychological competence in overcoming the internal conflict of teachers within the framework of the ecological approach. A model of psychocorrection of VC in the situation of psychosomatic disorders and a lecture course 'Correction-relaxation training Recovery of resistance to conflict personality' have been developed regarding the prevention of internal imbalance of teachers in the conditions of the eco-environment of higher educational institutions. Psychological support of teachers in the conditions of higher education is offered, which is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activities and the qualification of a person.

At the *motivational and value stage* of the proposed model, professional motives (stable orientation of interests and needs) were determined, which are expressed in awareness of the social significance of one's activity and understanding of professional values aimed at self-realization in the process of activity. The criterion for the formation of the *cognitive stage* is the presence of scientific and theoretical (general cultural training),

operational knowledge and abilities to organize professional activities. The *reflexive-regulatory stage* is characterized by the existing capacity for self-regulation and reflection.

Solving the problems of the internal conflict of the individual within the framework of the ecological approach can be seen in the formation of a constructive model of behavior, the resolution of conflict situations positively in the conditions of an educational institution with the improvement of psychological influence and the humanization of the system of the educational process. This approach can contribute to the improvement of interpersonal relations, the establishment of emotional contacts with one's environment, the improvement of professional development and the restoration of conflict resistance of teachers.

Key words: teachers, internal conflict, ecological approach, conflict resistance, psychological competence.

Introduction. Consolidation of conflict resistance skills in the conditions of institutions of higher education (hereinafter referred to as higher education institutions) is due to the preservation and strengthening of the health of teachers, since the physical and mental well-being of a person is a prerequisite for successful activity in relation to the goals set by society. The effectiveness of professional activity is possible only under the conditions when the pedagogical worker is able to act in conditions of optimal functioning of the human body. Psychosomatic disorders usually weaken a teacher's physical and spiritual ability, contribute to a decrease in work productivity in conditions of higher education. The psychogenic nature of these disorders is due to factors that cause the emergence of psychosomatic dysfunctions, which can lead to a sharp decrease in work capacity. This trend is especially relevant in our time, when the professional activity of teachers is conditioned by psychological tension and the influence of stressogenic factors.

Such scientists as E. Haustova and V. Bezsheyko claim that the importance of self-understanding, self-awareness, rethinking and forming a new meaning of 'Self' are at the basis of the ecological approach to overcoming conflict [2]. O. Szeged emphasizes that the presence of such psychological phenomena as the rejection of optimal expectations regarding one's self, the comfortable interpretation of 'adverse conditions of experience', 'selective attention' to adverse experiences from the past etc., with psychological support, make it possible to positively shift the emphasis in the interpretation of one's own failure and internal conflict [1-4].

The ecological approach in the formation of a constructive model of behavior, positive resolution of conflict situations in the educational eco-environment of an educational institution with the improvement of psychological influence and humanization of the system of the educational process is little studied.

The purpose of the article is to justify the psychological competence in overcoming the internal conflict of teachers within the framework of the ecological approach.

Experimental part. The formation process of the environmental culture of participants in the educational process regarding professional training should be carried out systematically, implementing the construct of three such leading factors: environmental education, environmental education, and environmental practical activity. In this regard, we have proposed the main elements of the formation of the environmental culture of students within the framework of the ecological approach, which create objective opportunities for prevention and overcoming the internal conflict of teachers. A model of psychocorrection of VC in the situation of psychosomatic disorders and a lecture course 'Correction-relaxation training Recovery of resistance to conflict personality' have been developed regarding the prevention of internal imbalance of teachers in the conditions of the eco-environment of higher educational institutions. Psychological support of teachers in the conditions of higher education is offered, which is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activities and the qualification of a person.

The psychological competence of teachers within the framework of the ecological approach is a systemic integrative quality of a specialist, which is determined by the ability to solve tasks of various levels in professional activity and various life situations in the context of formed values, experience, motives, individual characteristics and needs [1, 3].

The ecological approach in overcoming the internal conflict of teachers is a set of principles (conformity to nature, ecohumanism and cultural conformity) and methods that do not go beyond the eco-cultural competence of the individual, determined by such components as ecological consciousness, developed ecological thinking, motivation of ecological behavior, aesthetic perception environment, ecoethical values, individual personality traits (culture of health care, responsibility, empathy, creativity), conscious environmental activity both in the professional field and in the everyday life of a teacher, which contribute to overcoming conflicts in one's environment [2, 4].

Let's present a model (Fig. 1) of displaying the goals, the content of the prevention of internal conflict of the personality in the situation of psychosomatic disorders in the conditions of the ecological approach; the

method of its implementation is aimed at the expected result - the achievement of positive dynamics in the formation of psychological competence in persons with psychosomatic disorders.

The model is based on the synergistic principles of coherence of all elements interacting in the system of psychological training of the participants of the educational process in the minds of the eco-environment of higher education. Taking into account the fact that for modeling the educational process it is necessary not only to design a model, but also to determine the ways of its implementation in the educational process [158], in the structure of the model of the emergence and development of the personality of internal conflict, such research stages as motivational-organizational, cognitive-active, reflexive and productive.

At the *motivational and value stage*, professional motives (stable orientation of interests and needs) were determined, which are expressed in awareness of the social significance of one's activity and understanding of professional values aimed at self-realization in the process of activity. The criterion for the formation of the *cognitive stage* is the presence of scientific and theoretical (general cultural training), operational knowledge and abilities to organize professional activities. *The reflexive-regulatory stage* is characterized by the existing ability for self-regulation and reflection [1, 4].

Solving the problems of the internal conflict of the individual within the framework of the ecological approach can be seen in the formation of a constructive model of behavior, the resolution of conflict situations positively in the conditions of an educational institution with the improvement of psychological influence and the humanization of the system of the educational process. This approach can contribute to the improvement of interpersonal relations, the establishment of emotional contacts with one's environment, the improvement of professional development and the restoration of conflict resistance of teachers.

The so-called group work methods or social-psychological training to overcome conflict behavior in conditions of increased internal conflict could play a certain role in solving the listed tasks.

Active group methods contribute to the assimilation of knowledge and skills regarding the management of one's own emotions, the development of self-control and self-regulation skills in order to prevent neuropsychiatric disorders and behavioral abnormalities. Thus, the situation of group training makes it possible to investigate at the diagnostic and prognostic levels the peculiarities of the functioning and development of the personality: to activate the development of eco-awareness, self-awareness and professional self-determination.

The experimental base of the research during 2019-2021 was Mykhailo Kotsyubynskyi State Pedagogical University and Vinnytsia National Medical University. M.I. Pirogov The total number of the sample consisted of 242 people aged 17 to 65, majoring in 053 "Psychology" and 222 "Medicine".

With the help of the author's questionnaire, by using quantitative and qualitative evaluation criteria and based on the results of a medical professional advisory opinion (form No. 086), psychosomatically healthy persons (118 persons) were selected, who made up the control group (CG) of persons with a tendency to psychosomatic disorders (124 persons), who made up the experimental group (EG) of persons who were outpatients during the research period at the Consultative and Diagnostic Polyclinic Center of the VOKL named after M. I. Pirogov in connection with complaints of a psychosomatic nature. The number of the experimental group meets the requirements for the size of the sample, which can be subjected to statistical processing. The prerogative of this sample is that all groups belong to the educational environment of higher education institutions - both students and participants in the pedagogical process, in the conditions of which active psychosomatic destructions are signs of internal conflicts of teachers

As a preventive measure, we developed the lecture course 'Corrective-relaxation training Recovery of resistance to conflict personality' to avert the psychosomatic personality disorders in conditions of the increased internal conflict and implemented it during the educational process among a group of students of the Vinnytsia State Mykhailo Kotsiubynskyi Pedagogical University and the psychocorrective program for overcoming the internal conflict of teachers in the situation of psychosomatic disorders (PCPOIC) for participants in the educational process. However, the purpose of the article is not to characterize the results of its implementation, that is why we will continue the justification of the essence of psychological competence in overcoming the internal conflict of teachers within the ecological approach.
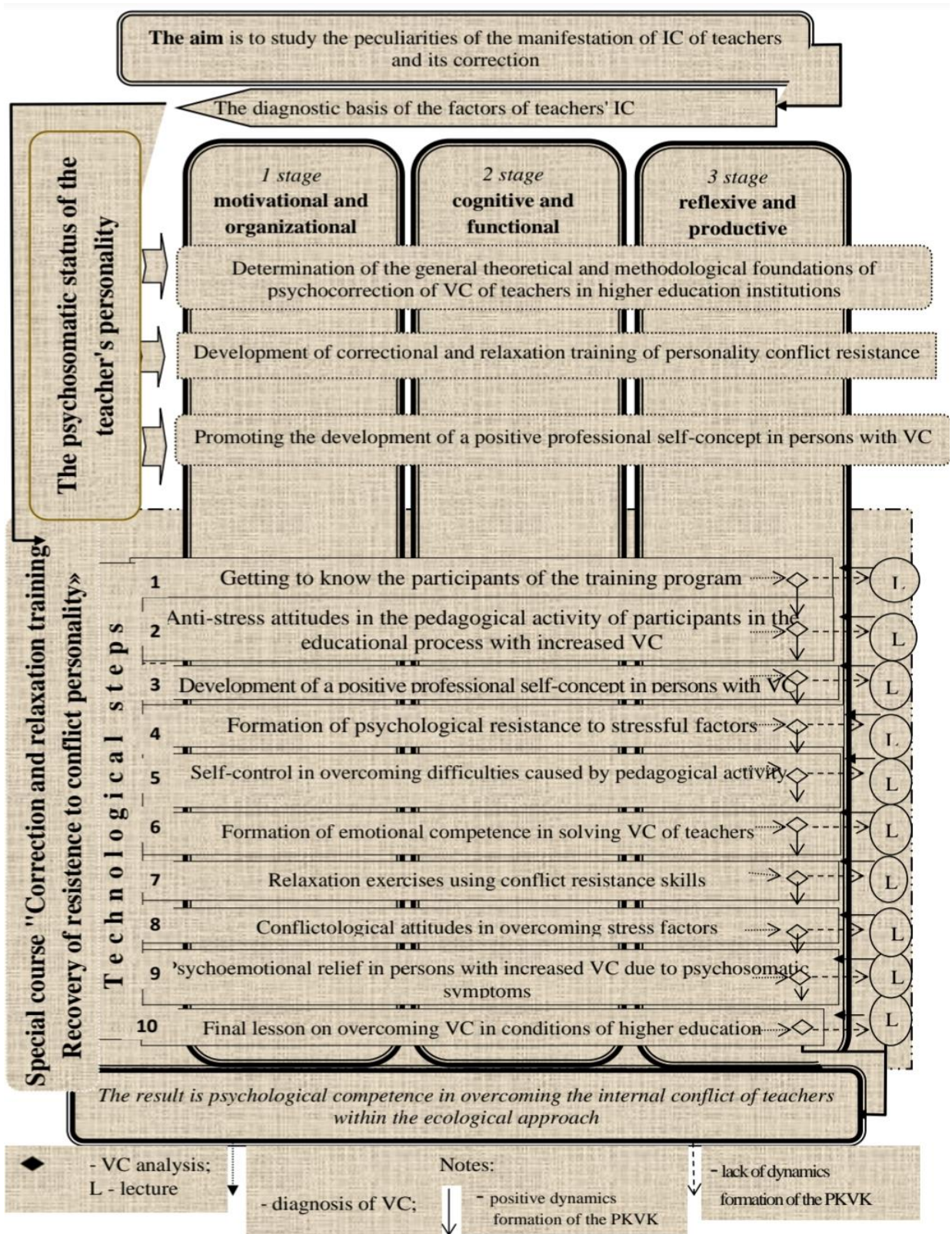
Fig. 1. Model of psychocorrection of IC in the situation of psychosomatic disorders

Students were taught to master the methods of psychocorrection of the development of internal conflict against the background of the peculiarities of the manifestation of psychosomatic complaints with the aim of forming divergent and systematic thinking and mastering psychological perception. They learned to develop a culture of life safety in the case of a tendency to psychosomatics and the formation of social orientation during the development of internal contradictions regarding health disorders. The

lecture material of the PCPOIC contained information about the content parameters of mental health and resources of conflict resistance of the individual, about the hierarchy of mental health indicators of students at the beginning and after the completion of psychocorrective work.

It should be noted that as a result of these implementations, the level of conflict resistance in terms of competence provision among teachers has significantly increased, which is shown in Table 1. The main measurements of conflict resistance were carried out by calculating the content parameters of internal conflict in the group of researched persons, because we consider conflict resistance as a personal trait of a pedagogical worker, which results from the very essence of psychological competence, which is determined by the level of one's own coherence in the eco-environment of higher education.

The comparative analysis of indicators in Table 1 shows the dominance of high and medium levels of conflict resistance (from 4 to 137 and from 23 to 69), which characterizes the studied persons as competent in overcoming difficulties and conflicts, internal uncertainties, optimization in situations of increased complexity, focus on constructive interaction in the conditions of choice and decision-making.

Table 1

Levels of conflict resistance after conducting the psychocorrective program to overcome the internal conflict of teachers in the situation of psychosomatic disorders in the studied persons according to the content parameters of internal conflict

№	The substantive components of conflict resistance	Levels of conflict resistance							
		Before the experiment			After the experiment			The general indicator	
		H	M	L	H	M	L	Before	After
1	Aggressiveness	134	66	35	49	23	18	0,97	0,37
2	Anxiety	182	18	11	14	15	91	0,87	0,5
3	Hostility	136	65	41	12	19	59	1,0	0,37
4	Conflict resistance	4	23	173	137	69	4	0,83	0,87
5	Role conflict	162	30	18	24	4	72	0,87	0,41

Note: H- high level, M- medium level, L - low level

Such personal characteristics of the teacher as aggressiveness, anxiety, hostility, low conflict tolerance and role conflict contribute to the development of internal conflict, while the use of adaptive forms of behavior, tolerance, flexibility and variability in matters that are not determined by principle and subjectivity (refusal of personal images, disagreements in choice, etc.), testify to cultural trends in accepting and experiencing conflict.

So, after the implementation of the PCPOIC and the psychocorrective training 'Correction-relaxation training Recovery of resistance to conflict personality', some changes took place in the control group of people and the group of researched people, which have somewhat different trends. The changes are significant at the level of 0.05 according to the indicator $\chi2 > 5.18$ and at the level 0.01 according to the numerical value $\chi2 > 9.172$ according to the degree of freedom - 2. In the process of further changes, the psychological support of respondents was involved through the application of preventive measures in the educational process of higher education.

Results and their discussion. Given the fact that the educational process represents increased tension in the sphere of interpersonal communication, an unfavorable psychological atmosphere regarding the interaction 'teacher - student', and even 'student - student', unclear organization and planning of activities, we observe the psychological exhaustion of the personality of the future specialist: emotional arousal, negative self-perception of professional experience, low self-esteem, irritability, tension, anger, mood swings towards pessimism, apathy, depression, cynicism, psychosomatic disorders (fatigue, disorders of the gastrointestinal tract, diseases of the skin, cardiovascular system). Therefore, guided by this symptomatology, during the lectures we implemented training exercises with the goal of relaxation in order to preserve psycho-emotional reserves in the body [3, 4].

To overcome excessive psycho-emotional stress during the achievement of pedagogical education, systematic work on increasing the level of psycho-emotional culture of the teacher himself plays a major role. We consider its main component to be the psycho-emotional stability of the individual, which allows you to resist emotional imbalance during the educational process. A high level of psychological stability forms in them emotional sensitivity, plasticity in terms of quick response to emotional shifts of students, expressiveness in movements, gestures, posture, facial expressions and speech [1, 2, 4].

For the people of the experimental group, we offered work with the rehabilitation goal of restoring the state of optimal functioning of the human body and with preventive intentions, identical to that for the group of students. Rehabilitation of persons with psychosomatic disorders in a situation of increased internal conflict was a set of measures that must be carried out to have a favorable effect on the main cause of the disease, as well as to ensure the best opportunities for the physical, social and mental state of patients, with the aim of independent prevention or restoration of health in them with the loss of normal life in the sociometric dimension. Rehabilitation should not be considered as an isolated form of therapy, it should be included in the overall psychotherapeutic process.

The psychocorrective program contained a set of training exercises aimed at improving psychological culture, developing self-knowledge, self-actualization, improving reflective personality characteristics, and involves mastering the techniques of voluntary mental and psychophysical self-regulation. The psychocorrective complex combined techniques of self-regulation of the emotional state, control and change of somatic manifestations of emotions, techniques of normalization of the psycho-emotional state through the physical state of the body - physical therapy exercises, techniques of relaxation and removal of psychological barriers, techniques of harmonious breathing, psychophysical training. The development of individual properties and mental functions of a person, which determine psychological stability, involved the correction of self-esteem, the study of personal strengths, the development of self-confidence, the formation of willpower, training arbitrary attention attention, visualization [1, 4].

Effective, in our opinion, is the secondary psychoprophylaxis of psychosomatic disorders (detection of emotional states in employees, which are prerequisites for functional changes with somatic manifestation of symptoms) and their psychological correction, which is based in the context of psychological support of teachers. Psychological support makes it possible to more actively engage not only social, but also personal interests of employees: it increases internal comfort in professional activities, contributes to the normalization of the level of tension of their work in conditions of higher education and reduces the number of stressful situations (relatively, reduces the level of emotional tension and anxiety), increases the degree satisfaction with one's own work results and enables professional growth of the individual, which reduces the likelihood of psychosomatic disorders.

Psychological support of teachers in the conditions of higher education is a complex of psychologically determined measures that ensure the improvement of the effectiveness of pedagogical activity and the qualification of a person [1, 3].

Currently, there are two approaches regarding its effectiveness in the conditions of institutions of higher education for persons with increased internal conflict. In the context of the first approach, the process of psychological support is presented as primary assistance in adapting a person (teacher) to the conditions of the educational environment. The basis of its content is the change of dynamic stereotypes, which involves the consolidation of certain motivational attitudes (in response to inhibitory stressogens in the conditions of pedagogical activity), another approach is due to the active interaction of the object of psychological support with the pedagogical team. According to the indicated trends, Yurii Slyusarev defines it as a complex of psychological influence on the personality, the main task of which is self-disclosure and activation of self-development of a person, which are achieved through self-discovery and self-development [2, 4].

Therefore, the concept of 'psychological support' is not a purely theoretical description of help to those in need, since its essence is a reflection of the structure of psychological support (goals and tasks, principles, methods and means), as well as its separation from close ones in terms of content: 'psychological correction', 'psychological help', 'psychological rehabilitation', etc.

The essence of such a psychocorrective stage of research lies in: formation of professionally significant features of teachers, their emotional and volitional sphere; mastering the skills and abilities of non-conflict communication with others (identification of priorities, anxiety management, protection of one's rights, holistic and selective perception and control of the situation), formation of conflict resistance and psychocorrection of negative mental states; teaching techniques and methods of self-regulation. The expected results of the study are a decrease in the intensity of anxiety, which determines the mechanism of the development of internal conflicts and their impact on the psychosomatic status of the personality of teachers [1].

It is this approach that must be combined with a complex of psycho-prophylactic measures in the social environment (proper material and household support, creation of optimal conditions for professional activity and formation of a positive social and psychological climate in the team, educational work on leading a healthy lifestyle and prevention of the influence of psycho-traumatic factors, etc.).

It is important to emphasize the importance of adaptation of employees to the introduction of innovations in the educational environment of higher education institutions. They are often accompanied by the 'breaking' of the old and the formation of a new dynamic stereotype and the associated neuropsychological tension. Psychological support in this case is focused on ensuring quick adaptation to new conditions of pedagogical support. Usually, the adaptation of teachers to intellectually and emotionally intense types of activities lasts for 3-5 years, which is often due to a high level of neuropsychological tension. Accordingly, a person either internalizes the specifics of activity through internal conflict, or adapts to it, allowing himself negative reactions as a psychological defense in the development of psychosomatic disorders [2, 3].

When creating a psychocorrective program, it is worth focusing on the restoration of a person's psychological health, taking into account his personal characteristics, which are often factors in the development of internal conflicts among teachers. Internal conflict is determined by the following *socio-psychological (objective) factors that manifest themselves in interpersonal interaction* [1, 4]:

— unfavorable socio-psychological climate, in which there is no unity of values and orientation, and low team cohesion;

— an anomaly of social norms accepted in society (when the contradiction between accepted and observed social norms creates double standards), and the individual demands from others a certain style of behavior that he does not follow himself;

— inconsistency of social expectations with performance of functional duties and implementation of social roles;

— cognitive dissonance in relations between managers and subordinates; generational conflict associated with differences in people's behavior and life experience; communication barriers;

— dissatisfaction with territorial placement in the workforce; the presence in the informal structure of the working group of a destructive leader who, pursuing purely personal goals, is able to rally around him a group that is focused exclusively on him, and accepts the orders of the management or the formal leader only after the approval of his leader; difficulties of social and psychological adaptation of newcomers to the team;

— respondent aggression (indignation is directed not at the source of suffering, but at loved ones, colleagues);

— psychological incompatibility of some members with each other; the difference in the level of intelligence can become a prerequisite for conflict not by itself, but in connection with its manifestation in the behavior of communicating people.

In the role of *subjective factors* of the emergence of internal conflict, we distinguish such character traits of a teacher as the desire to dominate anything, to be the first, to have the 'last word'; to be so 'principled' that it pushes other team members to hostile actions and deeds; excessive directness in statements and judgments; criticism, especially unfounded, insufficiently reasoned criticism; bad mood, especially if it is systematically repeated; conservatism of thinking, views, beliefs, reluctance to overcome outdated traditions in the life of the team, which became a brake on its development; the desire to tell the truth and unceremonious interference in personal life; the desire for independence, which turns into a desire to do 'whatever I want', which collides with the wishes and opinions of others; excessive persistence bordering on obsession; unfair assessment of the actions and actions of others, belittling the role and significance of another person; inadequate assessment of one's capabilities and abilities, especially their overestimation; inappropriate initiative etc. [3].

Conclusions. Thus, neuropsychological overfatigue and imbalance, which are caused by living conditions and official activities, serve as a need to neutralize negative psychological effects on the personality of the teaching staff and remove their post-stress states. And in the system of professional training of future specialists, specialized courses on overcoming internal conflict among teachers in the context of an ecological approach, business communication, official etiquette, trainings and practical classes in which the acquired knowledge can be translated into a system of skills and abilities of internal management should be mandatory conflict at the stage of its origin, development and resolution.

Prospects for further research. The conducted research does not pretend to be a complete consideration of all aspects of the formation of the psychological competence of teachers within the framework of the ecological approach. It is necessary to study this topic in such directions as determining other factors that influence the formation of eco-cultural competence of future teachers, their interaction; search for other pedagogical conditions for the formation of eco-cultural competence of future teachers.

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SOCIO-PSYCHOLOGICAL FEATURES OF OVERCOMING COMPLEX LIFE SITUATIONS BY STUDENTS

У статті розглядається проблема складних життєвих, в тому числі кризових ситуацій особистості та її соціально-психологічних особливостей подолання сучасними студентами. Розкривається зміст понять складні життєві ситуації, кризи та кризові ситуації. Визначаються особливості кризових ситуацій, типи (стратегії) «долаючої» (опановуючої) поведінки. Схарактеризовані основні етапи соціально-психологічного подолання особистістю складних ситуацій та визначені ключові завдання, які постають перед людиною у складних ситуаціях:

1. Встановити смисл ситуації (осягнути, що відбулося) та визначити її значення для себе.

2. Реакція людини на вимоги скрутної або кризової ситуації та спроба індивіда протистояти їй.

3. Необхідність підтримувати стосунки з членами родини, друзями, іншими людьми, тими, хто здатен надати підтримку.

4. Збереження «розумного» емоційного балансу, управління негативними почуттями, що виникають внаслідок несприятливих обставин і ситуацій.

5. Збереження та підтримка «образу себе», соціальної ідентичності, упевненості в собі.

Ключові слова: складні життєві ситуації, криза, кризова ситуація, стратегії долаючої поведінки, копінг (coping)-стратегії.

The article examines the problem of overcoming complex life situations, including crisis situations of the individual and his or her socio-psychological features, by modern students. In the socio-psychological literature of the last decade, the topic of overcoming crisis, extreme and difficult life circumstances is of great interest. The content of the concepts of difficult life situations, crises and crisis situations is revealed. Features of crisis situations, types (strategies) of "overcoming" (mastering) behavior are determined. The main stages of the social and psychological overcoming of difficult situations by an individual are characterized and the key tasks faced by a person in difficult situations are defined: 1. To establish the meaning of the situation (understand what happened) and determine its meaning for yourself. 2. A person's reaction to the demands of a difficult or crisis situation and an individual's attempt to resist it. 3. The need to maintain relationships with family members, friends, other people, those who are able to provide support. 4. To keep a "reasonable" emotional balance, to manage negative feelings arising as a result of adverse circumstances and situations. 5. To save and maintain "self-image", social identity, self-confidence. The search for social support is manifested in asking other people for advice and help in a stressful situation. The task of overcoming negative life circumstances is to either overcome difficulties, or reduce their negative consequences, or avoid these difficulties, or endure them. Crisis is a turning point, a transitional moment, a critical point of development, a period in which a person's sensitivity to the world, the system of relations to oneself and others is sharpened. The gradual solution of the assigned tasks leads to successful overcoming of a difficult situation. The leading coping strategies used by modern students to overcome

difficult life situations are the search for social support, acceptance of responsibility, problem solving planning, positive reassessment, task solving, optimism, giving meaning.

Key words: difficult life situations, crisis, crisis situation, coping strategies, coping behavior.

Formulation of the problem. Modern conditions of the personal and professional development of young people, characterized by the increased influence of such factors of instability of the individual's life, as rapid changes in society (in particular in the field of information, technology, moral and values), crisis phenomena, emergency situations, including large-scale aggression of Russia against Ukraine, actualize the problems of studying the psychological features of human activity in difficult life circumstances for him/her, finding ways to implement effective psychological and pedagogical influence in order to promote the development of young people's ability to overcome crisis situations.

Recently, taking into account the above-mentioned circumstances, the ability of an individual to manage his/her condition and behavior in difficult life situations is an indicator of his/her maturity. It is the individual in youth who is the most vulnerable to various life crises due to his/her focus on self-assertion and success in life, youthful maximalism, lack of own life experience, which often lead to inflexibility and destructiveness in choosing strategies to overcome various life adversities.

Analysis of recent research and publications. The relevance of the study of strategies for overcoming difficult life situations is determined by modern exceptionally complex socio-political, economic, social problems, as well as the problems of psychological science itself and modern practice, in particular, the need for a deeper analysis in order to find effective ways to overcome and correct this phenomenon. The analysis of the current state of development of the problem shows that the issue of developing the ability to constructively overcome difficult life situations by young people has not been studied enough.

The problem of behavior aimed at overcoming difficult situations - coping, since the 80s of the 20th century, has traditionally been in the focus of attention of Western, in particular American scientists (D. Bright, A. Billins, K. Carver, R. Lazarus , K. Miller, S. Folkman, etc.). Studying the peculiarities of human behavior in difficult, stressful, extreme conditions in domestic psychology has traditionally been the prerogative of research in the field of psychology (F. Berezin, O. Osnytskyi, V. Pankovets, etc.), sports psychology (L. Abolin, P. Zagainov and etc.), medical psychology (N. Syrota, V. Yaltonskyi, S. Liger, etc.), psychology of extreme situations (Mahomet-Eminov, T. Larina, T. Tytarenko). Recently, within the framework of general and pedagogical psychology, studies have also begun to be conducted aimed at studying the peculiarities of a person's overcoming of crisis situations (F. Vasylyuk, R. Granovska, I. Nikolska, N. Doroshenko, O. Zayva, O. Kocharyan, E. Libina, A. Nalchadjian and others).

Recently, various aspects of difficult emotional and life situations have been actively investigated (I. Brynza, O. Budnytska, L. Burlachuk, H. Gasparyan, O. Korzhova, etc.); peculiarities of overcoming life crises and difficult life situations (F. Vasylyuk, N. Volyanyuk, O. Zaiva, A. Makhnach, E. Nosenko, T. Larina, T. Tytarenko, etc.); peculiarities of psychodiagnosis of strategies for overcoming life crises (O. Libina, O. Libin, etc.); peculiarities of providing psychological assistance to a person in a critical life situation (O. Bondarenko, P. Lushin, S. Maksimenko, N. Pylypenko, V. Romek, T. Tytarenko, N. Shevchenko, etc.), the process of overcoming critical life situations in his youth (H. Gasparyan, N. Zagryadska, O. Zayva, Yu. Lanovenko, etc.).

The purpose of the article is to substantiate theoretically and investigate empirically the socio-psychological features of overcoming difficult life situations, including crisis situations, by students - future psychologists.

Outline of the main material. In the socio-psychological literature of the last decade, the topic of overcoming crisis, extreme and difficult life circumstances is of great interest. Scientists and practitioners investigate human behavior in various situations (in particular, difficult and crisis situations), features of stress resistance, vitality of the individual, various manifestations of stress and post-stress phenomena, the effects of various situations on the physical and mental health of an individual, factors that determine a person's choice of actions according to difficult circumstances, personal resources, etc. Information about the socio-psychological features of overcoming difficult life circumstances acquires special importance in the aspect of the psychology of social work, since it is the strategy of behavior chosen by the individual, manifestations of personal qualities, in particular, activity, life stability, that determine the content of the necessary socio-psychological support and the success of the provision of social assistance in as a whole, and, as a result, ensure the formation of experience in the individual for the future [4].

A person's experience and overcoming difficult and crisis situations are considered within the scope of the following topics: the individual's resistance to various negative manifestations; personal and social resources to overcome an adverse situation; study of factors that determine a person's attitude to adversity and influence orientation in difficult situations and the choice of a type of behavior; strategies for overcoming and mastering difficult and crisis situations; study of possible effects on a person who is experiencing life difficulties; determination of the content of socio-psychological assistance and support in difficult and crisis situations [3].

Among the factors that determine the success of an individual's passage through life's difficulties and troubles, a special place is occupied by the so-called "strategies of coping behavior", or, as they are also called, coping strategies. The concept of mastering is a tracing from the English "coping with" - overcoming, mastering.

For the first time, the term "coping" appeared in the psychological literature in the 60s of the 20th century. One of the scientists who initiated the concept of "overcoming" (mastering) behavior was R. Lazarus [4], who for a long time studied the behavior of people in stressful situations and described the main types of coping behavior strategies. The psychological meaning of coping is to adapt a person as good as possible to the demands of the situation, allowing him/her to master it; weaken or soften these demands, try to avoid or get used to them and thus extinguish the stressful effect of the situation. Therefore, the main task of coping is to ensure and maintain human well-being, physical and mental health, and satisfaction with social relationships.

In the interpretation of R. Lazarus and S. Folkman [4], overcoming life's troubles is associated with constant changes in a person's cognitive and behavioral efforts "in order to manage specific external and internal requirements that are evaluated by him/her as those that put /her to the test, or as such, exceeding its resources." In the "classic" version, R. Lazarus identifies the following types of coping behavior:

1. Behavior aimed at overcoming the problem. This is the basis of the mode of mature and adaptive mastery.

2. Regression. Its basis is "childish" forms of behavior that involve shifting responsibility to others. One of the variants of such behavior is alcoholism and drug addiction.

3. Objection. When a person "does not notice" problems.

4. Inertia is a state of inactivity that characterizes depressed, anxious people.

5. Affective reactions that act as the necessary motivating force for mastery.

Another important aspect of characterizing socio-psychological overcoming of difficult situations is the determination of the main stages of this process.

R. Moss, J. Schaefer [2] formulated five main types of tasks that face a person in difficult situations:

6. To establish the meaning of the situation (understand what happened) and determine its meaning for yourself.

7. A person's reaction to the demands of a difficult or crisis situation and an individual's attempt to resist it.

8. The need to maintain relationships with family members, friends, other people, those who are able to provide support.

9. To keep "reasonable" emotional balance, management of negative feelings arising as a result of adverse circumstances and situations.

10. To save and maintain of "self-image", social identity, self-confidence.

Currently, there are many different questionnaires designed to diagnose coping strategies, some of them are designed to study specific age groups, others are devoted to the study of coping strategies in specific difficult life situations (overcoming illness, etc.).

An example is the method "Coping Strategy Indicator" (CSI), developed by D. Amirkhan and intended for diagnosing the dominant coping strategies of an individual.

"Indicator of coping strategies" can be considered one of the most successful tools for researching the basic strategies of human behavior. The idea of this questionnaire is that all behavioral strategies that are formed in a person in the course of life can be divided into three large groups:

1. A problem-solving strategy is an active behavioral strategy in which a person tries to use all available personal resources to find possible ways to effectively solve a problem.

2. The strategy of seeking social support is an active behavioral strategy in which a person, in order to effectively solve a problem, turns to his environment for help and support: family, friends, significant others.

3. Avoidance strategy is a behavioral strategy in which a person tries to avoid contact with the surrounding reality, to escape from solving problems.

A person can use passive methods of avoidance, for example, falling ill or using alcohol, drugs, can completely "run away from solving problems" by using an active method of avoidance - suicide.

Avoidance strategy is one of the leading behavioral strategies that affects the formation of maladaptive behavior. It is aimed at overcoming or reducing the distress of a person who is at a lower level of development. The use of this strategy is due to insufficient development of personal and environmental coping resources and active problem solving skills. However, it can be adequate or inadequate depending on the specific stressful situation, age and state of the individual's resource system.

It is most effective to use all three behavioral strategies, depending on the situation. In some cases, a person can independently cope with the difficulties that have arisen, in others – he/she needs the support of others, in others – he/she can simply avoid facing a problematic situation by thinking in advance about its negative consequences.

In the context of our research, the methods "Coping behavior in stressful situations" (S. Norman, D. Endler, etc.) [5], "Lazarus' coping test" and "Methodology for psychological diagnosis of coping mechanisms" (Heim's test) were used). They include a list of given reactions to stressful situations and are aimed at determining the dominant coping-stress behavioral strategies, ways to overcome difficulties in various areas of mental activity. The study was conducted on the basis of Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University. 48 2nd-year students of Psychology department were involved in the number of respondents.

Results. The data obtained during the research show that the most important coping strategies of young people's behavior in difficult life situations (according to the Lazarus Coping Test), which have a higher average level of severity, are the search for social support - 10.2; acceptance of responsibility - 7.2; problem solving planning-11.4; positive revaluation - 13.5.

The search for social support is manifested in asking other people for advice and help in a stressful situation. And this strategy is also manifested in efforts to find informational and emotional support. Problem-solving planning is a voluntary, problem-focused effort to change a situation that includes an analytical approach to the problem. Those young people who chose the strategy of positive reappraisal usually make efforts to create a positive value with a focus on the growth of their own personality. It also includes a religious dimension. Acceptance of responsibility is awareness of one's decision and readiness to answer for it. This is an awareness of one's role in the problem and a system of attempts to solve it. The rest of the strategies correspond to the average value level (confrontational doping – 10.3; distancing – 8.6; self-control – 11.5; flight-avoidance – 14.1).

Overcoming life's difficulties, according to the authors of the methodology, are such cognitive and behavioral efforts of an individual that are constantly changing in order to manage specific external and (or) internal demands that are evaluated by him/her as testing him/her or exceeding his/her resources. The task of overcoming negative life circumstances is to either overcome difficulties, or reduce their negative consequences, or avoid these difficulties, or endure them. Coping behavior can be defined as purposeful social behavior that allows you to cope with a difficult life situation (or stress) in ways that are adequate to personal characteristics and the situation, through conscious action strategies. It is a conscious behavior aimed at active change, transformation of a controllable situation, or adaptation to it if the situation is not controllable. With this understanding, it is important for the social adaptation of healthy people. Its styles and strategies are considered as separate elements of conscious social behavior, with the help of which a person copes with life's difficulties.

Indicators according to the method "Coping behavior in stressful situations" include three styles. The first style is problem-oriented, includes: 1) preliminary analysis of the problem; 2) focusing on the problem and finding possible ways to solve it; 3) the desire to allocate one's time better; 4) choosing personal priorities; 5) turning to one's own experience in solving similar problems; 6) the desire to control the situation; 7) focus on the need to solve the problem; 8) practical implementation of their plans.

The second style, focused on emotions, includes: 1) internal aggression; 2) external aggression directed at others; 3) fixation on experiencing one's helplessness, impossibility to cope with the situation; 4) focusing on one's own shortcomings; 5) irritation or apathy; 6) experiencing overwhelming nervous tension, emotional shock.

Avoidance-oriented coping can be expressed in distraction from a stressful situation or in social distraction. Distraction from a stressful situation is manifested in: 1) an effort to get pleasure from things that are not related to a specific situation: pleasant shopping, favorite food, reading books, watching TV,

walking in favorite places, etc.; 2) efforts to be alone, to move away from a disturbing situation or, on the contrary, to constantly be among people.

Social distraction is realized in: 1) the desire to vent, to share one's experiences with loved ones; 2) applications for professional help.

Thus, the results of the research conducted on a sample of students - future psychologists according to the methodology of S. Norman, D.F. Endler's "Coping behavior in stressful situations" indicate that the leading strategy of coping behavior in stressful situations is solving the task - 52.2%.

Boys and girls demonstrated a fairly wide arsenal of emotional, cognitive and behavioral ways to overcome life crises ("Methodology for psychological diagnosis of coping mechanisms" - Heim's test). At the same time, among the cognitive coping strategies, the most used are providing meaning, religiosity, and maintaining self-control, which belong to relatively productive strategies (83.3%). In turn, we can note that one of the most productive emotional coping strategies used by psychology students is the strategy of optimism. This helps them look at life from a positive point of view and believe that there is a way out of any situation and that everything will turn out well (66.6%). The behavioral domain as a whole is also represented by relatively productive strategies: constructive activity, distraction, altruism, and compensation. However, among the behavioral strategies, the percentage of non-productive ones was found to be the largest, primarily, we are talking about the coping strategy of retreat, refusal to solve the problem (33%).

Conclusions. As a result of the theoretical analysis of the problem, we determined that a crisis is a turning point, a transitional moment, a critical point of development, a period in which a person's sensitivity to the world, the system of relations to oneself and others is sharpened. As a result of passing this critical point, a person changes, achieves a new quality of development.

It was determined that the first step in solving life's difficulties and crises is to gain knowledge about what contradictions have disturbed the life balance and what are the prospects for the subject's "removal" of the destructive negative orientation of this problem. Theoretically, the contradictions that cause life crises have been grouped as follows: a) contradictions between the desire for life and its devaluation; b) conflict between old and new; c) contradictions in the moral beliefs of the same person, between personal feelings and duty, kindness and lies, a sense of truth and weakness, etc.; d) uncertainty, ambivalence of relationships with others, dissatisfaction with the need for communication and mutual understanding.

We conclude that the gradual solution of the assigned tasks leads to successful overcoming of a difficult situation.

Summarizing the above, it can be concluded that the leading coping strategies used by modern students to overcome difficult life situations are the search for social support, acceptance of responsibility, problem solving planning, positive reassessment, task solving, optimism, giving meaning. The listed strategies are active, productive in nature. But, despite the rather positive picture of the research results, in the arsenal of young men, an unproductive retreat strategy and relatively productive ones were also found: religiosity, maintaining self-control, providing meaning, etc.

Prospects for further research in this direction. It is worth paying attention to problematic moments in overcoming difficult life situations by young people and use this information when creating a program of psychological support for psychology students.

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PROFESSIONAL SUSTAINABILITY OF VOLUNTEERS IN CONTEXT ECOLOGICAL APPROACH UNDER THE CONDITIONS OF WAR

У статті розкрито особливості волонтерської діяльності, яка сприяє розвитку професійності працівника, а також сприяє розвитку таких цінностей як толерантність, терпимість, активна життєва позиція, відповідальність. Метою статті є характеристика волонтерської діяльності працівників в контексті професійного зросту. Залучення волонтерів до різноманітних заходів та програм, змінюють їх ціннісні пріоритети, в обабіч, цінностей особистого життя (любов, щасливе сімейне життя, продуктивне життя) на цінності самореалізації та моральної відповідальності (цікава робота, матеріальний статус, чесність, толерантність тощо).

Серед емпіричних методів дослідження використано такі: методика «Діагностики рівня емоційного вигорання» В. Бойка, методика М. Рокича «Ціннісні орієнтації» та методика О. Кокуна «Професійна життєстійкість». Згідно вищеназваних методик виділено такі складові професійної життєстійкості волонтерів: емоційний, мотиваційний, соціальний і професійний компоненти.

Емоційне виснаження волонтерів обумовлене психосоматичними та психовегетативними порушеннями, що характеризується психофізичною перевтомою людини, спустошеністю, нівелюванням власних професійних досягнень, порушенням комунікацій, розвитком цинічного ставлення до потерпілих і розвитком психосоматичних порушень. В переважної частини всіх досліджуваних спостерігається особистісна відстороненість (деперсоналізація) при виконанні професійних обов'язків та й діяльності взагалі.

Висновок. Важливу роль в цьому процесі відіграють ті особистісні якості, які потрібно розвивати та вдосконалювати. Одним із важливих чинників є становлення та розвитку громадянської компетентності волонтерів. Таким чином, участь у волонтерській діяльності дозволяє розвивати ціннісний компонент громадянської компетентності, який реалізується через вияв громадянських цінностей особистості.

Ключові слова: резильєнтність, волонтерська діяльність, волонтери, емоційне вигорання, професійна життєстійкість.

The article reveals the peculiarities of volunteering, which contributes to the development of the employee's professionalism, and also contributes to the development of such values as tolerance, tolerance, an active life position, and responsibility. *The purpose* of the article is to characterize the volunteering of employees in the context of professional growth. Involvement of volunteers in various activities and programs changes their value priorities, in both directions, from the values of personal life (love, happy family life, productive life) to the value of self-realization and moral responsibility (interesting work, material status, honesty, tolerance, etc.).

Among the *empirical methods* of research, the following were used: V. Boyk's "Diagnostics of the level of emotional burnout", M. Rokych's "Value orientations" method and O. Kokun's "Professional sustainability" method. According to the above-mentioned methods, the following components of the professional sustainability of volunteers are highlighted: emotional, motivational, social and professional components.

Emotional exhaustion of volunteers is caused by psychosomatic and psychovegetative disorders, which is characterized by psychophysical fatigue of a person, desolation, leveling of one's own professional achievements, communication breakdown, development of cynical attitude towards the victims and development of psychosomatic disorders. In the majority of all subjects, personal detachment (depersonalization) is observed when performing professional duties and activities in general.

Conclusions. Personal qualities that need to be developed and improved play an important role in this process. One of the important factors is the formation and development of civic competence of volunteers. thus, participation in volunteer activities allows for the development of a valuable component of civic competence, which is realized through the manifestation of the civic values of an individual.

Key words: resilience, volunteering, volunteers, emotional burnout, professional viability.

Introductions. Volunteer work is difficult to characterize as easy, as it requires people to take a lot of responsibility, incredible energy expenditure, emotional inclusion, as well as the ability to quickly adapt in extreme situations of military operations. All this together with other factors determines the formation of professional stress, which can later flow into the so-called emotional burnout syndrome, which is accompanied by negative consequences not only in professional activity and the quality of its performance, but also in personal life.

Psychological problems of vitality and emotional burnout were considered in their research by such authors as I. Vizniuk [3], S. Dolynny [1], O. Kokun, N. Korniaka, M. Panasenko [2], A. Polishchuk [1] and others They argue that theoretical and empirical research are important factors in the motivation aspect of volunteering.

However, these studies are based mainly on generalizations of the experience of practical implementation of volunteer projects in the field of social work with their detailed, often step-by-step, description. Therefore, assessing the level of development of issues related to volunteer activity and the volunteer movement in Ukraine, it is worth pointing out the lack of comprehensive research on the volunteer movement, volunteer activity during the anti-terrorist operation in the East of Ukraine.

The purpose of the article is to characterize the volunteering of employees in the context of professional growth.

Experimental part. Volunteers of the Kyiv city center of the "Nadia" volunteer center took part in the study in order to identify the peculiarities of the relationship between emotional burnout, life values and vitality of the center's employees. The sample for the study was 120 volunteers (aged 24 to 56). Серед методів дослідження використано такі:

1. *Methodology for diagnosing the level of emotional "burnout" according to V. Boyk.* The subjects were asked to answer 84 questions, each of which corresponds to one of the leading symptoms of "burnout", which, in turn, refer to one of the 3 components of "emotional burnout »: stress, resistance and exhaustion.

2. *M. Rokich's questionnaire "Value orientations"* is based on a direct ranking of the list of values. M. Rokich distinguishes 2 classes of values: terminal (confidence in the fact that some ultimate goal of individual human existence is worth striving for (values - goals)) and instrumental (confidence in the fact that some action or personality quality has prevail in any situation (value – means)).

3. *O. Kokun's questionnaire "Professional sustainability"* included three interrelated components of sustainability, defined in the well-known works of S. Kobasa, S. Maddi, etc., including control, inclusion and acceptance of a challenge (control, commitment, challenge). In this context, it should be noted that we do not agree with the accuracy of D. Leontiev's well-known translation [2] of the last component of "challenge" as "risk acceptance", since the most accurate translation of this word from the English language is "challenge". That is why in our interpretation it is defined as "acceptance of a challenge".

In each of the above-mentioned components of professional vitality, when developing the questionnaire, we highlighted four more components: emotional, motivational, social and professional.

The results of the study according to the Methodology "Diagnostics of the level of emotional "burnout" (V. Boyko) according to each of the 12 symptoms of emotional "burnout" prove that the first phase of stress in athletes is characterized by experiencing psycho-traumatic circumstances (Fig. 1).
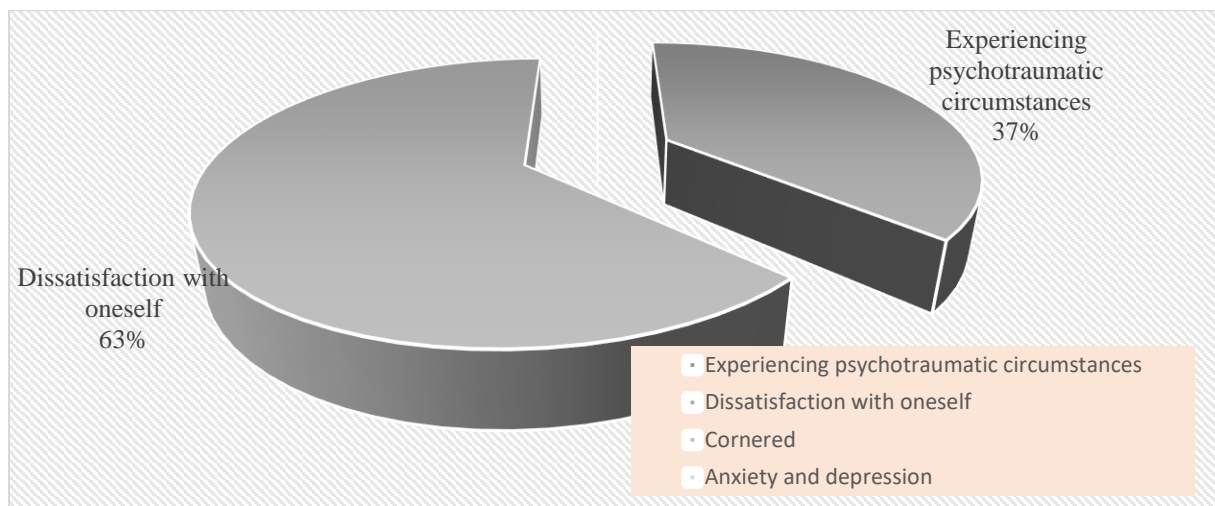
Fig. 1. Indicators of the tension phase of emotional "burnout" in volunteers according to V. Boyko's method (in %)

The tension in the group of respondents manifests itself in the experience of psycho-traumatic circumstances that stretches over time, becomes long-lasting and has an increasing character for 75 (63%) people. Volunteers perceive working conditions and professional interpersonal relations as psycho-traumatic, which have a negative effect on consciousness and show tension, instability of mental reactions.

37% of the subjects are in a state of anxiety in their professional activities, with an increased level of nervousness, anxiety, depressed mood. Volunteers usually cannot concentrate on certain work, there are behavioral changes and a sudden change in mood. Symptoms on the scales "dissatisfaction with oneself" and "backed into a corner" are not expressed. The employees of the center are satisfied with their own professional activities, they are satisfied with the environment in which they are, the people with whom they communicate, and they are satisfied with themselves as professionals. The subjects do not feel the desire to change the activity at all.

The study also showed that the second phase (resistance) in volunteers is characterized by a reduction in professional duties (Fig. 2).
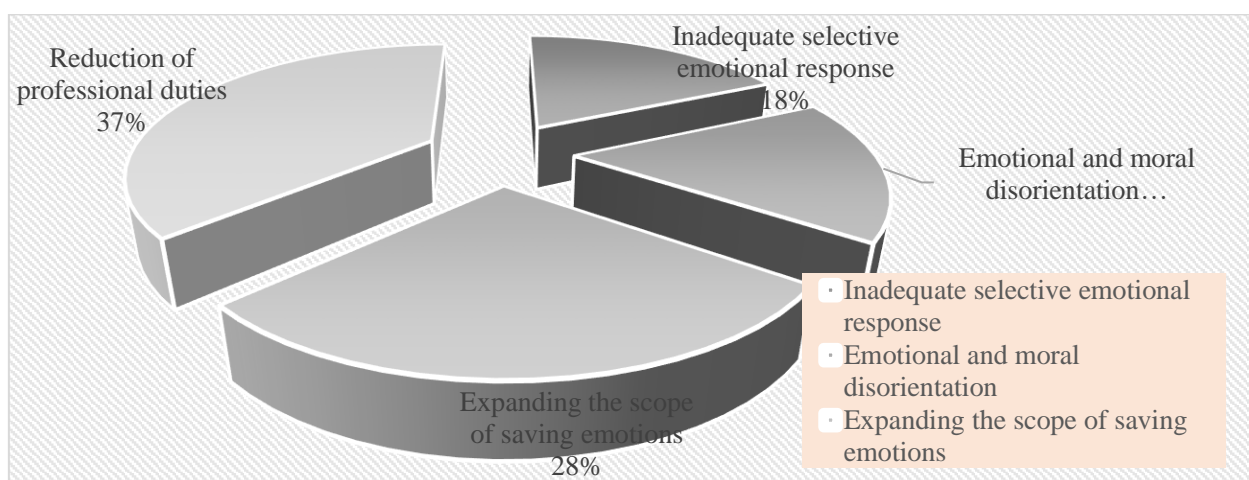

Fig. 2. Indicators of resistance in volunteers according to the method "Diagnostics of the level of emotional "burnout" by V. Boyko (in %)

The resistance phase is characterized by the most pronounced symptom of reduction of professional duties (37%).

28% of all subjects showed an expansion of the sphere of saving emotions, a kind of emotional isolation, alienation, a desire to stop any communications. Symptoms of inadequate selective emotional

response (18%) and emotional and moral disorientation (17%) have already developed in the subjects and are manifested in the development of indifference in professional relationships and the uncontrolled influence of mood on professional relationships.

The last phase of all three components is exhaustion. When studying the manifestation of emotional "burnout" in volunteers, it was found that psychovegetative and psychosomatic disorders are the most pronounced (Fig. 3).
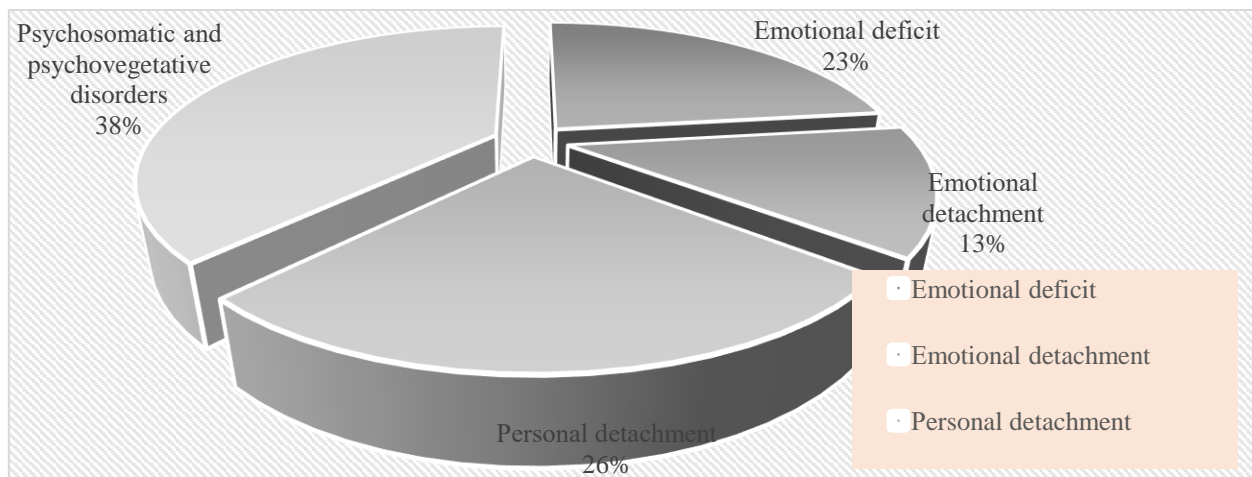

Fig. 3. Indicators of exhaustion among volunteers according to the method "Diagnostics of the level of emotional "burnout" by V. Boyko (in %)

Emotional exhaustion is caused by psychosomatic and psychovegetative disorders (38%). This symptom is dominant and is characterized by a person's psychophysical overfatigue, desolation, leveling of one's professional achievements, disruption of professional communications, the development of a cynical attitude towards those with whom one has to communicate on work issues, and the development of psychosomatic disorders. 26% of all the researched have personal detachment (depersonalization), i.e. violation of professional relations, development of a cynical attitude towards those with whom one has to communicate during the performance of professional duties and towards professional activities in general.

Also, a clearly formed symptom of emotional deficit (23%) is the development of emotional insensitivity against the background of overexhaustion, minimization of emotional contribution to work, automatism, devastation of a person when performing professional duties. emotional detachment – creating a protective barrier in professional communications. 13% is allocated to emotional detachment. This symptom is just beginning to develop and manifests itself in the creation of a protective barrier in professional communications.

During the quantitative processing of the research results, we performed an analysis of significant correlations, and also identified the factors that lead to the development of emotional burnout and those that prevent the development of emotional burnout in volunteers.

We used *M. Rokych's method* of value orientations to specify the internal orientation of volunteers. This method is based on direct ranking of the list of thermal and instrumental values. Among the most significant values as a means of achieving life goals for volunteers are: "honesty" (rank 1), "education" (rank 2), "joie de vivre" (rank 3), "education" (rank 4), "responsibility" (5 rank), "self-control" (rank 6).

Desired values (rank 7-12) included: "independence" (rank 7), "courage in defending one's views and opinions" (rank 8), "willpower" (rank 9), "accuracy" (rank 10), "efficiency in business" (11th rank), "rationalism" (12th rank).

The least important values: "intransigence to shortcomings in oneself and others" (18th rank), "high needs" (17th rank), "tolerance" (16th rank), "thoroughness" (15th rank), "neatness" (14th rank) and "breadth of views" (rank 13).

Considering the indicators in fig. 3, participation in volunteer activities contributes to the development

of the future employee's professionalism, and also contributes to the development of such values as tolerance, tolerance, an active lifestyle, responsibility.
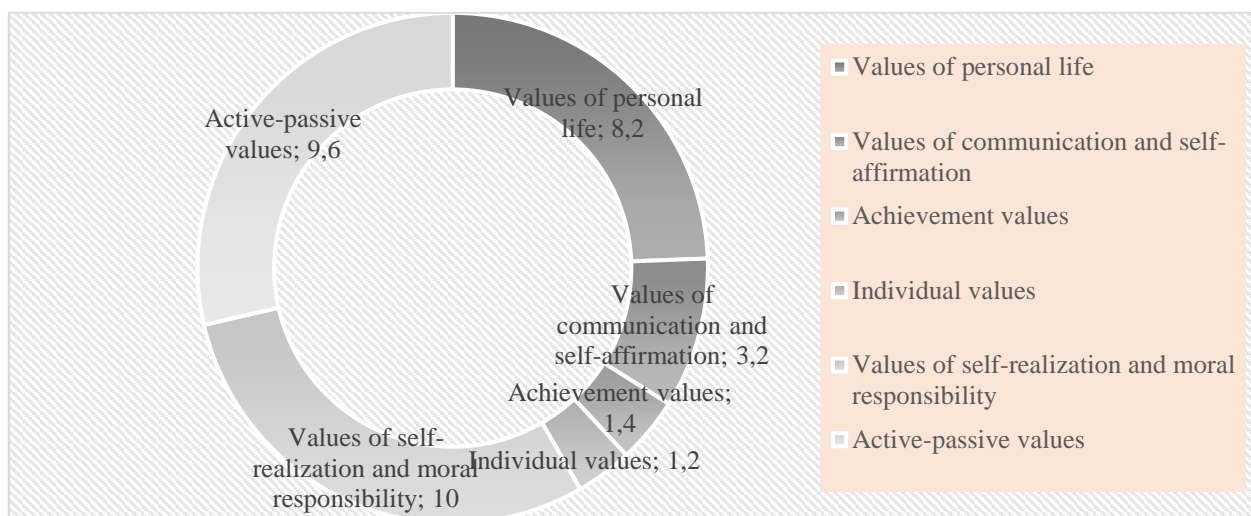

Fig. 3. Ranking of thermal and instrumental values of volunteers

We can say that the involvement of volunteers in various events and programs changes their value priorities, on both sides, from the values of personal life (love, happy family life, productive life) to the value of self-realization and moral responsibility (interesting work, material status, honesty, tolerance, etc.).

The analysis of the results according to the method of O. Kokun *"Professional sustainability"* is presented in fig. 5.
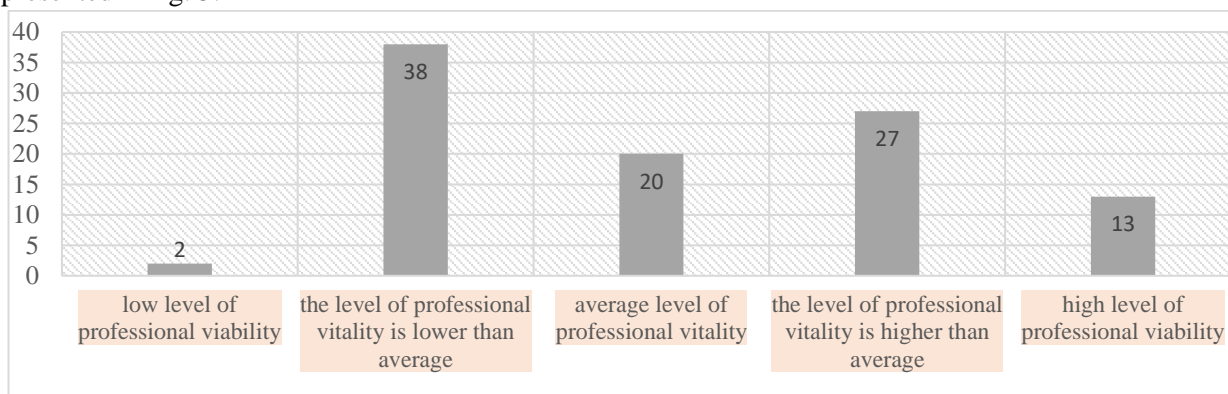

Fig. 5. The level of professional sustainability of volunteers

Results and their discussion.

The final result characterizes the general level of professional sustainability of volunteers, determined by taking into account the degree of expression of its three components (level of professional inclusion, control and professional acceptance of a challenge) and four components (level of emotional, content-professional, motivational and social components of professional sustainability). The results of the study showed that the majority of respondents have a lower than average level of vitality.

From this we understand that the professional sustainability of volunteers is a systemic personal and professional property that is formed during professional life, manifesting itself in a certain level of involvement in volunteer activity, control over it and acceptance of "professional challenges", and provides the ability to withstand adverse circumstances at work, preventing the development of professional maladjustment, health disorders and ensuring personal and professional growth.

The training of specialists within the framework of the educational field, forming an ecological worldview and safety culture, should be based on the active application of the results of learning educational subjects to ensure personal and public safety in case of danger and in emergency situations. That's why

reforming the professional education system is one of the most effective means of shaping the worldview and mentality of individuals and society. Modern humanistic pedagogy refines existing concepts of preparing the younger generation for life in a post-industrial civilization.

Education is gradually shifting towards preparing individuals for the noospheric formation. The country's scientific and technical potential currently offers broad opportunities for creating advanced educational and information technologies as the basis for shaping a culture of safety and an ecological worldview. The training of specialists within the framework of the educational field, forming an ecological worldview and safety culture, should be based on the active application of the results of learning educational subjects to ensure personal and public safety in case of danger and during emergencies. Today, the process of training specialists should be built with a methodically substantiated consistent direction of the educational process towards the formation of a culture of safety and an ecological worldview, using various types of information about complex emergencies adapted to the educational process, advanced domestic geographic information systems, multimedia educational and interactive gaming programs that contribute to the development of interest in learning and more effective assimilation of knowledge in the field of population protection and emergency management, as well as appropriate actions in emergency situations.

It should be noted that resilience in overcoming difficulties, maintaining self-belief, self-confidence, and confidence in one's abilities, excellence in mental self-regulation are integral aspects of mental life. The ability to maintain a consistent mood, experience emotional richness in life, have diverse interests, and be poly-motivated in life activities are signs of a harmonious characterological status of an individual, especially a volunteer.

As a social lever, volunteer organizations influence all spheres of an individual's life, giving priority, above all, to a societal focus on the common welfare of all social strata, both in Ukraine and among the global population. This includes safeguarding the environment, eliminating manifestations of class division, and striving for quality education, healthcare, scientific and technological progress, and more.

This approach to environmental issues, aimed at awakening people's ecological consciousness, is very important for understanding the nature of the relationship between society and nature, as well as realizing the sources of contradictions that arise between humans and the environment. Ensuring environmental safety in Ukraine as a condition for achieving an adequate standard of living for its population also involves changing existing priorities towards environmental ones in all aspects of state policy, economy, and law. This can only be achieved by implementing an ecological ideology and changing the values system of society as a whole. Therefore, everyone should understand the essence of environmental problems and take responsibility for their actions. Developing a responsible attitude of citizens towards the environment is associated with a long-term transformation of consumer behavior stereotypes, which should be adjusted, particularly in the context of the educational environment of higher education institutions.

Systematic research on the psychological foundations of forming the ecological worldview of volunteers has allowed the author to reach a new level of theoretical understanding of the peculiarities of respondents' thinking activity based on problem-based learning principles and develop the "Resilience Development Program for Specialists in the Conditions of War" as part of vocational training in an educational institution. Thus, the results of experimental research on the development of resilience in volunteers have confirmed the effectiveness of the author's program. Unfortunately, the scope of this article does not allow the author to present all the research results. Further scientific work involves developing practical recommendations for educators in educational institutions in Ukraine on the use of the ecological worldview development program for higher education students based on problem-based learning.

In the process of forming an ecological worldview and professional activities for volunteers, practical sessions using case study become highly significant. This is a form of educational activity where the instructor facilitates a detailed examination of specific theoretical topics with students, helping them develop the skills and knowledge for practical application through individual completion of relevant tasks. This teaching method enables students to apply theory in practice, deepen their knowledge, learn to address specific tasks, discuss

particular situations, express their thoughts, and defend their viewpoints. Practical exercises involving case study are regularly conducted by instructors in classrooms equipped with the necessary educational technology. The organization of these sessions encompasses several directions: theoretical comprehension of the topic, instruction, task execution, discussion of the educational material with students, and knowledge assessment. After reviewing the topic's relevance, the instructor assesses the students' level of preparation for the session and evaluates their grasp of the theoretical material.

The lack of ecological knowledge in all spheres of society is at the root of most violations of environmental legislation and contributes to the population's inadequate response. The formation of an ecological culture is a matter of survival or degradation and, therefore, of national importance. And a huge role in this issue is assigned to environmental education. Only education that prepares students to solve social, economic and environmental problems facing society at various levels should be a priority. Such an approach will help overcome alienation of the education system from the environmental problems of the modern world. Additionally, knowledge and skills should be reinforced through action, leading to the development of personal experience. Environmentalization is necessary not only in the educational process, but also in all areas of human life and activity, which is the essence of environmental education as a humanitarian foundation for raising environmental awareness, shaping an ecological worldview, and crystallizing ecological culture.

Conclusions. An important role in the formation of a volunteer's resilience is played by his personal qualities, which need to be developed and improved. One of the important factors is the formation and development of civic competence. Participation in volunteer activities allows developing the valuable content of civic competence, which is realized through the manifestation of specific civic values.

From this we understand that the resilience of volunteers is a systemic personal and professional property that is formed during professional life, manifesting itself in a certain level of involvement in volunteering, control over it and acceptance of "professional challenges", and ensures his ability to withstand adverse circumstances at work, preventing the development of professional maladjustment, health disorders and ensuring personal and professional growth. Thus, participation in volunteer activities allows for the development of a valuable component of civic competence, which is realized through the manifestation of the civic values of an individual.

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