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THE IMPACT OF UNCERTAIN CONDITIONS ON THE SELF-REALIZATION OF MODERN INDIVIDUALS

У статті розкрито психологічні особливості впливу умов невизначеності на самоактуалізацію сучасної особистості. Метою статті є осмислення проблеми впливу ситуації, коли наявна для прийняття рішення або дії інформація є неповною, неоднозначною або суперечливою, до особистісного розвитку людини, її самореалізації та вдосконалення своїх можливостей. Зазначено, що наявність низки характеристик невизначених ситуацій, зокрема, новизни, суперечливості, складності, великої кількості можливостей, вибору та рішень, невідомої ймовірності настання події є ефективним способом усвідомлення людиною свого Я як унікального, неповторного світу. Вказано, що ситуація невизначеності, при її позитивному сприйнятті та інтерпретації і за умови сприятливого соціального середовища, може сприяти особистісному зростанню і трансформації людини. Зазначено, що ситуація невизначеності за сприятливих умов робить процес усвідомлення людиною того, чого вона хоче (цілі, життєві плани, ідеали), що вона може (свої можливості, нахили, обдарованість) і що вона має (цілі, життєві плани, ідеали), значно якіснішим. Підкреслюється, що життєве самовизначення особистості в ситуації невизначеності полягає у прийнятті рішення про сенс життя та його стратегію на основі рефлексивно-ціннісного осмислення подій і самореалізації відповідно до прийнятого рішення. За результатами дослідження було визначено, що 74% з усієї досліджуваної вибірки зафіксували наявність ситуації невизначеності хоча б в одній сфері власного життя (сімейній, професійній, побутовій, соціально-економічній або особистісно-інтимній). Виявлено, що перебування людини в ситуації невизначеності корелює з рівнем розвитку її самоактуалізації. Відзначено, що для досліджуваних характерний низький рівень орієнтації в часі (50,7 балів), який знаходиться в межах психічної та статистичної норми, що відображає слабо розвинену здатність жити в теперішньому в ситуації невизначеності з відчуттям нерозривного зв'язку з минулим і майбутнім. Досліджувані характеризуються розвиненим самозабезпеченням, відносно незалежні у своїх діях, вважають за краще жити власним розумом, керуватися своїми цілями і принципами.

Ключові слова: ситуація невизначеності, самоактуалізація, особистість, самореалізація, спосіб життя.

The article reveals the psychological features of the influence of conditions of uncertainty on the self-actualization of a modern personality. The purpose of the article is to understand the problem of the impact of a situation when the information available for decision-making or action is incomplete, ambiguous or contradictory on a person's desire for personal development, self-realization and improvement of his capabilities. It is noted that the presence of a number of characteristics of uncertain situations, in particular, novelty, contradiction, complexity, a large number of possibilities, choices and decisions, the unknown probability of an event is an effective way for a person to realize his Self as a unique, unique world. It is indicated that the situation of uncertainty, with its positive perception and interpretation and under the condition of a favorable social environment, can fuel personal growth and transformation of a person. It is noted that the situation of uncertainty under favorable conditions makes the process of a person's awareness of what he wants (goals, life plans, ideals), what he can (his capabilities, inclinations, giftedness) and what he has

(goals, life plans, ideals) significantly better quality It is emphasized that the vital self-determination of an individual in a situation of uncertainty consists in making a decision about the meaning of life and its strategy on the basis of a reflective and valuable understanding of events and self-realization in accordance with the decision made." According to the results of the study, it was noted that 74% of the entire studied sample recorded the presence of a situation of uncertainty in at least one area of their own life (family, professional, household, socio-economic or personal-intimate). It was found that a person's stay in a situation of uncertainty correlates with the level of development of his self-actualization. It is noted that the subjects are characterized by a low level of orientation in time (50.7 points), which is within the limits of mental and statistical norms, which reflects a poorly developed ability to live in the present in a situation of uncertainty with a feeling of an inextricable connection with the past and future . The subjects are characterized by developed self-support, are relatively independent in their actions, prefer to live by their own mind, be guided by their goals and principles.

Key words: situation of uncertainty, self-actualization, personality, self-realization, way of life.

Relevance of research. The life activity of a modern individual in the conditions of a situation of uncertainty shifts the emphasis of psychological science to the study of the presence of a person's desire for development, abilities for self-realization and improvement of one's own capabilities. Possessing knowledge about personality, consciousness, activity and their properties, structure and functions does not ensure the outline and understanding by psychologists of the vectors and ways of forming a person's ability to make effective decisions in conditions of uncertainty, to produce and demonstrate effective life strategies. In this context, special attention is paid to the study of the features of self-actualization of an individual who lives in a situation of uncertainty. Self-actualization of the individual stimulates the development of consciousness, forms orientation towards personal goals and promotes deeper self-knowledge. Self-actualization affects the level of happiness, satisfaction and success in all spheres of life and is reflected in the personal development and well-being of a person living in a situation of uncertainty. That is why the study of the peculiarities of the influence of conditions of uncertainty on the self-actualization of a modern personality acquires special value for modern psychological science and practice.

Review of recent research. The problems of the life of a modern person in the conditions of a situation of uncertainty have been considered quite widely in Ukrainian and foreign psychology. In particular, a person was studied as a subject of his own life (G. Ball, M. Boryshevskyi, S. Maksymenko, V. Molyako, V. Tatenko); life path and the way of its construction by the subject of life (N. Loginova, T. Tytarenko, O. Yatsenko); way of life and its organization in different social conditions and environments (M. Heidmets); human behavior and activity in extreme situations (V. Volovich, L. Kitaev-Smyk, M. Mahomet-Eminov). The problem of human activity in conditions of uncertainty is considered in the context of the economic aspect of decision-making in the sphere of everyday life (V. Zinchenko, D. Kahneman); the cognitive component of the uncertainty structure (M. Epter, J. Kagan, S. Muddy, etc.); organization of life in difficult life circumstances (R. Skinner). The study of personality development through the prism of self-actualization is relevant for the scientific explorations of O. Bandura, L. Karamushka, S. Maksimenko, T. Tytarenko and others. However, it is worth noting that only such researchers as Yu. Shvalb and I. Chaika paid attention to the influence of conditions of uncertainty on the self-actualization of a modern personality, which emphasizes the insufficiency of the study of this problem.

The purpose of this study is to understand the problem of the impact of a situation when the information available for decision-making or action is incomplete, ambiguous or contradictory on a person's desire for personal development, self-realization and improvement of his capabilities.

Presentation of the main research material. The present of modern man is characterized by life situations that are becoming more and more uncertain and constantly changing. At the forefront of psychological problems is the ability of a person to reveal and manifest his abilities for self-realization and improvement of his own capabilities of his essential forces, despite the presence of a large number of unstable, contradictory social, psychological, physical, biological changes, which at first glance seem to make it impossible to quickly master the life situation, cause difficulties and can lead to certain psychological problems. In a situation of uncertainty, which requires a person to make a decision regarding the current situation, life in general and one's own future, self-actualization acquires special importance.

The problem of uncertainty as such has existed for a very long time. For a long time it was only in the field of study of philosophers, in particular such as Heraclitus, Plato, Aristotle. At the beginning of the 20th century, the problem of uncertainty came to the fore in the field of scientific knowledge of psychologists. With each decade, the number of works devoted to this problem rapidly increases, expands and deepens. This is due to the fact that the daily life of a modern person is filled with uncertainty, which accompanies him in all spheres

of life: economic, political, social, cultural, professional, personal, etc. According to scientists, instability, the inability to control and influence life processes can cause, on the one hand, negative internal experiences of the individual: fear, anxiety, depression, lack of initiative, etc., and on the other hand, to develop aggressive, invasive, anti-human qualities that can generate general dissatisfaction with one's own life and the impossibility of realizing oneself in accordance with one's own values, principles, and ideals. Among Ukrainian researchers who study the problem of uncertainty, S. Maksimenko [1] should be singled out, who considers uncertainty as a state (process) that arises in the situation of combining the variability of the signs of two or more mental phenomena; P. Lushina [2], who considers the situation of uncertainty as a transitional state that prompts a person to experience positive emotions in new unstructured, ambiguous situations, perceiving them not as a threat, but as challenging; A. Gusev [3], who sees in situations of uncertainty a reserve of various ways of personal development and formation of a new identity.

A person's ability to reveal his essential powers is not completely subject to rigid, cause-and-effect laws. Different possibilities arise from the rupture of determination, and the concept of possibility is closely related to the concept of uncertainty, which means the existence of alternative perspectives. And vice versa, the opportunity for development, self-realization and improvement of one's capabilities can appear only where there is incomplete certainty. It is worth emphasizing the ability of a person to realize himself in life, in everyday activities through his own efforts, co-creation, cooperation with other people, even in situations when something happens or does not happen regardless of our own actions [4]. It is appropriate to note that uncertainty, in addition to unpleasant emotions, contains an important potential for awareness, choice and realization of those aspects of individuality that contribute to self-expression, realization of one's own potentials, formation of the subject's own system of meanings, values, motives, ideas about oneself, setting goals and determining ways to achieve them, including self-transformation [5].

The presence of a number of characteristics of uncertain situations, including novelty, contradiction, complexity, a large number of possibilities, choices and decisions, unknown probability of an event is an effective way for a person to realize his Self as a unique, unique world. The wide possibility of choosing and realizing in a situation of uncertainty goals and values as key psychological aspects of self-realization, to the implementation of which a person wants to devote his life, is the highest result of his self-development. The lack of comprehensive information in a situation of uncertainty encourages a person to constantly improve himself, helps him to cope with his identity and align his own competencies and values with the requirements of the situation. The situation of uncertainty contributes to the development of such personal characteristics as internal authenticity, positive perception of the world, tolerance, creativity, self-realization, self-acceptance and a sense of cheerfulness.

The ability to effectively lead a life in a situation of uncertainty depends on the specifics of identifying and using a person's own potential in order to achieve meaning and integrity in life. The desire for self-actualization does not reduce the tension in the system "man-environment, but on the contrary, encourages the search for new opportunities for growth. According to the ideas of the famous psychologist K. Rogers, the fundamental need of a person from birth is self-acceptance. It involves maintaining a caring and positive attitude of the individual towards himself in a situation of uncertainty, which is of undeniable value, regardless of the current state, behavior or emotions. Acceptance, in this context, means the belief of a person's social environment in his ability for positive changes and personal growth. K. Rogers emphasized that for the complete self-actualization of an individual, it is necessary that significant figures in his life interact with him sincerely and authentically [6]. In essence, self-actualization can be seen as a primal impulse to life, evident in a relentless drive for expansion, autonomy, and advancement. This innate drive drives people to realize their full potential and express the best aspects of their nature. So, in the specified context, the situation of uncertainty, if it is positively perceived and interpreted and under the condition of a favorable social environment, can fuel personal growth and transformation of a person. Uncertainty in this regard acts as a driving force that requires a person to make a decision about his own future. The situation of uncertainty under favorable conditions makes the process of a person's awareness of what he wants (goals, life plans, ideals), what he can (his capabilities, inclinations, giftedness) and what he has (goals, life plans, ideals) much more qualitative. Living in a situation of uncertainty is designed to help individuals understand the integrity of their own life, choose their life path, and develop a system of their own life motives and values.

Life self-determination of an individual in a situation of uncertainty consists in making a decision about the meaning of life and its strategy on the basis of reflective and value-based understanding of events and self-realization in accordance with the decision made."

Taking into account humanistically oriented psychological theories that emphasize the concept of innate personal potentials that are closely intertwined with how people live their lives, it is worth emphasizing that awareness and acceptance of the situation of uncertainty will contribute to:

- firstly, for a person to live an authentic and real life and to develop the ability to make choices that correspond to values;

- secondly, the development of the ability for constant growth and boundless creativity on the way to personal development.

According to O. Bandura, self-actualization is closely related to the creation of one's own life, serving as both a prerequisite and a consequence of this process. In this context, self-actualization is a mechanism of self-regulation by an individual of his social behavior in a situation of uncertainty in the following ways:

- in the process of self-actualization in a situation of uncertainty, a certain set of values is formed and implemented. These values determine the content and methods of achieving an individual's life goals, forming the basis for self-regulation of his social behavior;

- self-actualization contributes to the development of a socially constructive position, which involves recognizing the importance of creative interaction with the social environment and accepting responsibility for building one's own life in a situation of uncertainty;

- with the development of self-actualization, the temporary competence of a person in the conditions of living in a situation of uncertainty becomes more defined. A single perspective of time is formed in her mind. The past is seen as a source of experience, the future as a space for setting goals, and the present as the main dimension for action.

O. Bandura claims that one of the results of self-actualization in a situation of uncertainty is the creation of a system of interaction with the social environment that is subjectively and objectively consistent.

S. Khatuntseva [151] emphasizes the self-actualization of the individual as a conscious and purposeful process of identifying and revealing personal qualities that contribute to effective and productive activity, as well as personal growth.

Thus, on the one hand, the situation of uncertainty stimulates the subject to make a fundamentally new and unusual decision in a specific life situation, and on the other hand, the ability to make an effective decision in a situation of uncertainty requires a sufficient level of development of self-actualization.

The analysis of the results of our questionnaire regarding the situation of uncertainty showed that 74% of the entire studied sample recorded the presence of a situation of uncertainty in at least one area of their own life (family, professional, household, socio-economic or personal-intimate). In 26% of cases, the respondents did not indicate any area in which they would experience a situation of uncertainty. That is why only those respondents who are in one way or another in the current situation of uncertainty were included in the further analysis. The size of the specified sample was 145 people.

The study of the psychological features of self-actualization was carried out using the method "Self-actualization test (SAT) by L. Gozman and M. Croz. The data shown in Table 1 allow us to state that the sample of subjects is characterized by a low, but within the mental and statistical norm, level of orientation in time (50.7 points), which reflects a poorly developed ability to live in the present in a situation of uncertainty with a feeling of inseparable connection with the past and the future. According to the first main scale, no signs of SAT were found in the subjects. The subjects are characterized by developed self-support, are relatively independent in their actions, prefer to live by their own mind, be guided by their goals and principles. The indicator of this scale is significantly higher (63.9 points) than the first one, therefore SAT is observed. The list of additional scales of SAT is dominated by "self-esteem" (62.5 points), "sensitivity" (59.2 points), "creativity" (59.9 points), "contact" (58.6 points), "perception of nature person (58.8 points), indicating self-actualization of interpersonal sensitivity. The subjects have an updated ability to quickly establish and maintain close contacts with people. SAT is also observed in terms of "self-acceptance" (56.4 points) and synergy (56.0 points), although to a lesser extent. The group indicator of "value orientations" of SAT is low (49.2 points), which is within the limits of mental and statistical norms. The lowest overall group indicator is the "acceptance of aggression" indicator (48.3 points). The group indicator of the general level of self-actualization (56.0 points) indicates the presence of SAT. If we analyze the sample according to the four signs of SAT, then:

- the share of subjects with pseudo-self-actualization is 10.3%;

- the share of subjects who are self-actualized is 16.6%, and their SAT mainly occurs with the help of self-respect, self-acceptance, contact, sensitivity and creativity;

- the share of subjects whose indicators of the general level of SAT are within the normal range (there is no SAT, but this is a mental and average statistical norm), constitutes the largest part of the sample (42.1%),

and in this category the largest share of subjects with a positive attitude to knowledge, strive to the acquisition of knowledge about the surrounding world (53.8%), with a developed sense of self-respect (75.4%);

- some of the subjects have difficulties with orientation in time and self-acceptance, as well as an insufficiently developed ability to perceive the world and people holistically (synergy), understanding the connection of such opposites as physical and spiritual, etc.

Table 1

Distribution of subjects who are in the conditions of a situation of uncertainty according to the indicators of self-actualization

Structural components of self-actualization	Indexes								Sample mean (scores)
	Very high (pseudo CAT)		High(CAT)		Average (mental and statistical norm)		Low (violations)		
	Осіб	%	Осіб	%	Осіб	%	Осіб	%	
1	2	3	4	5	6	7	8	9	10
Basic scales									
Orientations in time	1	0,7	41	28,3	63	43,4	40	27,6	50,7
Support	25	17,2	46	31,7	62	42,8	12	8,3	63,9
Additional scales									
Value orientations	0	0,0	56	38,6	30	20,7	59	40,7	49,2
Flexibility of behavior	2	1,4	30	20,7	46	31,7	67	46,2	53,7
Sensitivity	1	0,7	90	62,1	31	21,4	23	15,9	59,2
Spontaneity	1	0,7	74	51,0	27	18,6	43	29,7	54,9
Self-respect	1	0,7	108	74,5	20	13,8	16	11,0	62,5
Self-acceptance	4	2,8	62	42,8	43	29,7	36	24,8	56,4
Imagination about human nature	21	14,5	55	37,9	27	18,6	42	29,0	58,8
Synergy	1	0,7	96	66,2	14	9,7	34	23,4	56,0
Acceptance of aggression	0	0,0	49	33,8	40	27,6	56	38,6	48,3
Contact	17	11,7	67	46,2	21	14,5	40	27,6	58,6
The need for knowledge	0	0,0	78	53,8	33	22,8	34	23,4	50,9
Creativity	5	3,4	104	71,7	17	11,7	19	13,1	59,9
General indicator	15	10,3	24	16,6	61	42,1	45	31,0	56,0

Subjects who record the presence of a situation of uncertainty, demonstrate independence in their own actions, try to orient themselves in life by their own attitudes and goals. The subjects are also distinguished by great flexibility of behavior, the ability to quickly and adequately respond to a changing situation (p=0.01; t=2.943). They are characterized by openness in the manifestation of their feelings and emotions in their behavior (p=0.01; t=2.764). We found high indicators on the scale of acceptance of aggression, and indicators on the scale "contact" show the ability to quickly establish deep and close emotionally rich contacts with people (p=0.01; t=2.759). High indicators on the "creativity" scale were found in the subjects, which indicates the expression of the creative orientation of the individual (p=0.01; t=2.884). In other words, the subjects seek to actualize themselves (find themselves) in creative activity.

The conducted qualitative and quantitative analysis of the research results allowed us to conclude that a person's stay in a situation of uncertainty correlates with the level of development of his self-actualization. The highest spiritual values are significant for subjects with the present sign of SAT, they have high flexibility and contact in a situation of uncertainty, that is, they are harmonious individuals with a high desire for constant self-development. At the same time, a positive attitude towards society is characteristic of the researched;

highly expressed activity orientation; existing feeling of psychological comfort. The indicator of life satisfaction is dominated by a positive and interested attitude to the world.

Conclusion. The situation of uncertainty is an integral part of the way of life and activities of a modern person. The main form of uncertainty in an individual's life is his life situation, which can be considered from the perspective of the subject's interaction at a certain stage of his life with all the conditions of his life, both external and internal. Self-actualization is the process of a person using his hidden potential to discover the meaning of life. This process involves the search for new incentives and ways for personal growth. The situation of uncertainty significantly affects the self-actualization of the individual. The situation of uncertainty stimulates the subject to make a fundamentally new and unusual decision in a specific life situation and requires a sufficient level of development of self-actualization. The relationship between the number of spheres noted by the research in which they have uncertainty and the level of development of self-actualization was revealed - the greater the number of spheres of life assessed as having uncertainty, the more the subject needs to manifest self-actualization.

Prospects for further research include, firstly, a separate study of the features of self-actualization of persons who reveal a lack of uncertainty in their own lives in a situation of permanent social changes; secondly, deepening knowledge of the age-specific manifestation of self-actualization in the conditions of a situation of uncertainty; thirdly, specification of psychological strategies for mastering situations of uncertainty in various spheres of social activity.

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PSYCHOLOGY OF PERSONALITY

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PSYCHOLOGICAL FEATURES OF INTERPERSONAL TRUST OF FUTURE PSYCHOLOGISTS

У статті аналізуються результати дослідження міжособистісної довіри у студентів. Визначено, що міжособистісна довіра вітчизняними та зарубіжними науковцями розглядається неоднозначно. Вітчизняні науковці вказують на важливість міжособистісної довіри у формуванні партнерських стосунків, безконфліктної міжособистісної взаємодії. У зарубіжних дослідженнях підкреслюється соціальний характер міжособистісної довіри, який виявляється тільки у стосунках індивіда. Структурними компонентами міжособистісної довіри є когнітивний, емоційний та поведінковий. Акцентується увага на соціально-психологічні та особистісні характеристики суб'єктів міжособистісної довіри. Зазначається, що до особистісних факторів, які впливають на готовність особистості довіряти, відносять рівень суб'єктивного контролю, комунікабельність, оптимістичність, терпимість, надійність, рівень довіри особистості до самої себе, її психоемоційний стан. Дослідження проводилось на базі Вінницького державного педагогічного університету імені Михайла Коцюбинського. У ньому взяли участь 79 першокурсників. Емпірично визначено, що у студентів першого курсу майбутніх психологів значно переважає рівень нижче середнього міжособистісної довіри. Рівень довіри до себе має тенденцію до середнього, переважає екстернальний рівень локус контролю. Найбільш незадоволеними сферами є особистісні досягнення, здоров'я, якість спілкування з близькими людьми, внутрішня та зовнішня підтримка, здатність до самоконтролю. Факторний аналіз дозволив виокремити чотири фактори (психологічне благополуччя, інтернальність у навчанні, досягнення, самореалізація), які на наш погляд, відображають різні аспекти міжособистісної довіри у студентів першого курсу майбутніх психологів. Проведене дослідження дозволяє констатувати, що студенти, які переживають психологічне благополуччя, відповідальні, орієнтовані на власні сили, беруть на себе відповідальність за успіхи та невдачі у навчанні, орієнтовані на досягнення та самореалізацію мають вищий рівень міжособистісної довіри.

Ключові слова: довіра, міжособистісна довіра, довіра до себе, студенти першого курсу, безпечна поведінка, освітній процес.

The article analyses the results of the study of interpersonal trust among students. It was determined that interpersonal trust is viewed ambiguously by Ukrainian and foreign scientists. National scientists indicate the importance of interpersonal trust in the formation of partnership relations, conflict-free interpersonal interaction. Foreign studies emphasize the social nature of interpersonal trust, which is manifested only in the relationship of an individual. Structural components of interpersonal trust are cognitive, emotional and behavioural. Emphasis is placed on the socio-psychological and personal characteristics of subjects of

interpersonal trust. It is noted that the level of subjective control, sociability, optimism, tolerance, reliability, the level of the individual's trust in himself, and his psycho-emotional state belong to the personal factors that influence the willingness of the individual to trust. The study was conducted on the basis of Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University. 79 freshmen took part in it. It has been empirically determined that first-year students of future psychologists have a significantly lower level of interpersonal trust than average. The level of self-confidence tends to be average, the external level of the locus of control prevails. The most dissatisfied areas are personal achievements, health, the quality of communication with loved ones, internal and external support, and the ability to self-control. Factor analysis made it possible to single out four factors (psychological well-being, internality in learning, achievement, self-realization), which, in our opinion, reflect different aspects of interpersonal trust in first-year students of future psychologists. The conducted research allows us to state that students who experience psychological well-being, are responsible, are focused on their own strengths, take responsibility for successes and failures in learning, are focused on achievements and self-realization, have a higher level of interpersonal trust.

Key words: trust, interpersonal trust, self-trust, first-year students, behavior culture, educational process.

Introduction. The upheavals, crises, and instability experienced by our country have a particularly negative effect on the younger generation, in particular on the ability to plan for the future, self-realization, personal growth, effective interaction with others, etc.

In the professional formation of the personality, not only professional knowledge is important, but also personal qualities, which are the basis of the potential for successful personal development and professional realization. Interpersonal trust should also be included among such personal qualities. The optimal development of trust in general and interpersonal trust in particular is a reflexive phenomenon of self-awareness that will help an individual to make the right choice in difficult life circumstances, in a situation of uncertainty.

The scientific interest in the study of interpersonal trust among future psychologists is due to the fact that the level of its development determines the readiness of the student of higher education to regulate interpersonal relations in an academic group, promotes the activity of interpersonal communication and the ability to establish trusting, conflict-free interpersonal interaction. So far, the influence of trusting relationships on the process of personal development, emotional well-being, and academic success of an individual during professional training has been proven. This is especially relevant in the first year of study, since the level of interpersonal trust between members of the academic group is an indicator of its social and psychological climate, and depending on the level of formation and development, it will have both a positive and a negative effect on the participants of the educational process throughout the entire period of study.

Despite a significant number of studies, the issues that reveal the specifics of interpersonal trust during the professional training of future psychologists in the first year are insufficiently developed.

Theoretical foundations of research. In psychological science, there is a significant increase in interest in studying the problems of formation and development of interpersonal trust. In national psychology, trust is understood as a basic component of personality (H. Andrushchenko, N. Vasylets, N. Volyanyuk, D. Doctorova, L. Kolomiets, N. Kravets, H. Chaika, N. Shevchenko, O. Tsygika, etc.). In the works of S. Vorozhbyt, I. Larkina and others socio-psychological functions of trust are defined and described. General aspects of the importance of trust in interpersonal interaction are revealed by T. Gurleeva, S. Sytnik and others.

A number of studies indicate the importance of the development of interpersonal trust in youth, attention is focused on its role in building partnership, friendly relations between young people (O. Biletska, N. Yermakova, D. Lysenko, E. Klymenko, V. Kravchenko, L. Nikolenko , S. Sytnik, I. Pyvovarchyk, G. Tsyganenko, G. Chuyko, Ya. Chaplak, O. Yurchenko, N. Yaremchuk, etc.). Interpersonal trust is considered as a factor of the social and psychological climate of the team (K. Kruglov).

Therefore, developed interpersonal trust can become a guarantee of a favourable socio-psychological climate of an academic group, will help create optimal conditions for professional development, self-affirmation, self-realization of an individual, etc.

In modern conditions, interest in the phenomenon of trust is constantly growing. According to O. Biletska, although the phenomenon of trust is in the field of view of Ukrainian and foreign psychologists, it still does not have a sufficiently significant scientific solution [2, p. 32]. The author believes that it is wrong to reduce the psychological content of trust only to the sphere of communication, since trust is included in the integral interaction of a person with the world. In various empirical studies, trust is perceived as an expectation, setting, attitude, state, feeling, process of social exchange and transmission of information and other significant

benefits, personal and group property, etc. [6, p. 59]. N. Kravets points out that trust and mistrust are fundamental attitudes that determine the further development of all other types of individual relationships with the world, oneself and others [6].

According to N. Yaremchuk, the issue of interpersonal trust among students is treated ambiguously in modern scientific literature, which indicates the complexity of its understanding and conceptualization [13, p. 20]. Foreign researchers emphasize the fundamentally "social" character of interpersonal trust, which is manifested only in relationships between individuals. Significant features of interpersonal trust according to G. Jones, J. George are positive, favourable individuals' settings towards each other; compatible positive experience of interaction with each other; a sense of confidence in relation to the values of another and his reliability [4]. The key characteristics of interpersonal trust include: it arises in a situation of uncertainty and risk; reflects predictability, expectations; exists in a situation of mutual dependence; perceived as a boon [1].

At the same time, J. Miller notes that when making a decision to provide trust to a subject of interpersonal interaction, not only his reliability is assessed, but also the socio-psychological characteristics of the individual who makes the decision to provide trust/distrust are important. In support of this opinion, the author gives the following arguments: one's own ideas, emotions, value orientations, along with the assessment of the partner's reliability, play an important role in the decision to provide trust [10]. We find similar thoughts in P. Sztompka's work, who notes that the types of expectations associated with trust depend not only on the objects, but also on the characteristics of the subject of trust [11, p. 58]. That is, the degree of trust in others depends on the level of trustworthiness of the individual. According to the author, the trustworthiness of an individual is a reflection of his dispositional attitudes regarding the trust of others.

When analysing interpersonal trust, K. Kruglov points out the importance of taking into account the factors on which it depends, in particular, the personal characteristics of the subjects of interpersonal interaction and the presence/absence of previous interaction experience [7, p. 140]. Among the personal factors that influence the readiness to trust, the most studied general attitude towards trusting other people and the world, the level of subjective control and the sociability of the individual. In particular, R. Walczuch, J. Seelen, H. Lundgren defined personality characteristics that determine trust. The authors included locus of control, optimism, tolerance, reliability and openness to new things as such characteristics [12]. Taking into account the results of the research on the relationship between the levels of trust and subjective control, O. Yurchenko suggested that the development and formation of personality, accompanied by the formation of the ability to regulate activity, responsibility and awareness of one's own actions, significantly affect the manifestation of social trust [14]. The author believes that such students are more focused on their own strength and reason, are less inclined to seek the approval of others, and are more independent of external circumstances. Similar results are given by O. Lashko, who believes that students with an optimal level of social trust are oriented to the internal locus of control, take responsibility for successes and failures [8].

Analysing interpersonal trust, it is important to take into account the level of an individual's trust in himself, because according to C. Arceneaux, this process is influenced by the individual's psychological state, his ability to control the situation (Arceneaux). We agree with such considerations, because "a high level of self-confidence symbolizes the individual's experience of a state of inner harmony, psychological well-being, self-acceptance, orientation towards life achievements, achievement of success, and an optimistic attitude towards life. On the contrary, a low level of self-confidence is accompanied by insecurity, misunderstanding of oneself and one's own needs, inadequate self-esteem, experiencing an intrapersonal conflict, fear of difficulties and failures, inability to use one's own personal resources, which disintegrates the "I", worsens adaptability, reduces the feeling of satisfaction with life, negatively effects on establishing social contacts" [5, p. 414].

Scientists traditionally distinguish three components in the structure of interpersonal trust – cognitive, emotional and behavioural. The cognitive includes confidence that the object of trust can take responsibility for fulfilling obligations, the emotional basis consists of the individual's emotional state, emotional assessments of the interacting parties and the interaction process itself. The behavioural component includes readiness for certain actions in relation to another participant, to oneself and to the existing conditions [3; 4; 13].

The purpose of the article. The purpose of the article is to determine the psychological characteristics of interpersonal trust among first-year students of future psychologists.

Methods. In order to test the above assumptions, we organized an empirical study to determine the characteristics of interpersonal trust among first-year students. J. Rotter's "Scale of Interpersonal (Social) Trust" technique was used to study the level of interpersonal trust. To determine the subjective features of

interpersonal trust, the methods "Trust in yourself" by N. Astanina, adaptation by N. Vasylets, "Level of subjective control" by J. Rotter and the method "Level of satisfaction with life" by M. Vodopyanov were chosen. Empirical indicators were processed using the statistical program package SPSS ver. 16.0.

Sample. The sample included students of future psychologists studying at Mykhailo Kotsiubynskyi State Pedagogical University in Vinnytsia. A total of 79 students took part in the study, the average age was 18.7 years.

Results and discussion. First, let's briefly dwell on the obtained empirical indicators and analyze the level of interpersonal trust among first-year students (table 1).

Table 1.

Characterization of the sample of subjects according to the index of interpersonal trust

Scale	Levels %			
	absolute disbelief (n=0)	below average (n=58)	average (n=18)	above average (n=3)
Interpersonal trust	0	73,4	22,8	3,8

According to the obtained results, a low level of interpersonal trust prevails among students (73.4%). This means that there are certain difficulties in establishing trusting relationships, students are mostly wary, afraid of the unjustification of their own trustworthiness. According to the author of the technique, individuals with a low level of interpersonal trust are not inclined to give others a second chance, do not always respect the rights of others, feel unhappy, often quarrel, and are unreliable. A high level of the investigated indicator was found only in 3.8% of the subjects.

Analysis and generalization of the results of the study using the "Trust in yourself" method by N. Astanina, adaptation by N. Vasylets allowed to determine the level of self-confidence of 1st-year students (table 2).

Table 2

Characterization of the sample of researched subjects according to the indicator of self-confidence

Scale	Levels %		
	low (n=1)	average (n=60)	high (n=18)
Self-confidence	1,3	76,9	22,8

The generalized results show that the average level of self-confidence prevails among first-year students (76.9%), which characterizes such subjects as those who doubt their own abilities, opportunities, success, tend to trust others (parents, friends, classmates) more. Almost a quarter of the studied students (22.8%) are self-organized, self-realized both in relationships, communication with other people, and in studies; have a desire to know themselves, tend to correct their own shortcomings, strengthen their spiritual integrity.

The locus of students' control was determined by J. Rotter's "Level of subjective control" method. The results of the study proved the predominance of the external locus of control, in addition to the scale of internality in the field of achievements (Fig. 1).
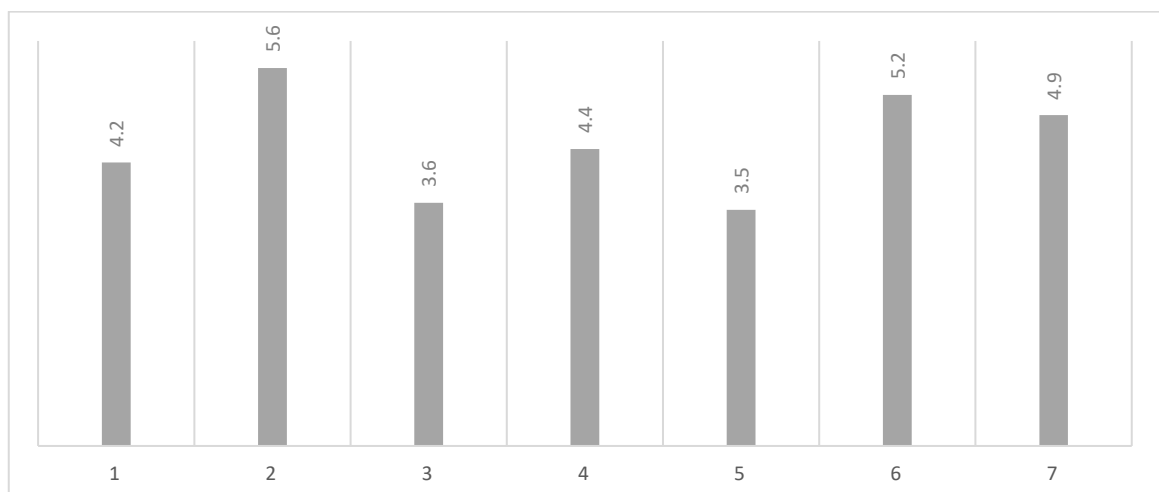
Fig. 1. Comparison of average values of future psychologists on scales of subjective locus of control

Note: 1 - scale of general internality; 2 - scale of internality in the field of achievements; 3 - scale of internality in the field of failures; 4 - scale of internality in family relations; 5 - scale of internality in the field of industrial relations; 6 - scale of internality in interpersonal relations; 7 - health and disease internality scale.

First-year students tend to rely on external circumstances, hold the opinion that everything that happens to them does not depend on them, but is the result of external circumstances, in particular, chance, luck, intervention of other people.

In order to determine the substantive characteristics of interpersonal trust, we used N. Vodopyanova's "Assessment of the level of satisfaction with the quality of life" method. Table 3 presents the obtained results.

Table 3

Percentage ratio according to life satisfaction scales among first-year students

№	Scales	Levels %		
		low	average	high
1.	Career	19	55,7	25,3
2.	Personal achievements	50,6	27,8	21,6
3.	Health	58,2	33	8,8
4.	Communication with loved ones	60,8	29,1	10,1
5.	Support	52	36,7	11,3
6.	Optimism	20,3	49,4	30,3
7.	Tension	46,8	40,5	12,7
8.	Self control	59,5	33	7,5
9.	Negative emotions	46,8	30,4	22,8

The received empirical data prove that future psychologists are most dissatisfied with personal achievements, health, quality of communication with loved ones, internal and external (social) support, and the ability to self-control. First-year students feel the greatest satisfaction, albeit at an average level, according to career indicators, optimism. A quarter of students are satisfied with their studies (25.3%), personal achievements (21.6%), and a third are optimistic (30.3%).

At the second stage of the research, in order to identify the structure of interpersonal trust among first-year students, a factor analysis using the Varimax-rotation method was carried out. Analysis of the matrix of factor loadings made it possible to identify 4 factors explaining 64.52 of the variances of the data and which, in our opinion, reflect various aspects of interpersonal trust in first-year students of future psychologists.

Factor 1 with the greatest informativeness (37.72% of the total variance of features). It includes the following variables: "life satisfaction index" (load factor value 0.989), "personal achievements" (0.853), "health" (0.760), "self-control" (0.721), "support" (0.717), " career" (0.709), "optimism" (0.662), "communication with loved ones" (0.627), "tension" (- 0.800), "negative emotions" (-0.775). This factor was called psychological well-being. A meaningful generalization of the psychological scales included in this factor allows us to assume that its selection as the most significant confirms that a positive attitude towards the future profession, personal achievements in education, social support of classmates for first-year students is one of the basic factors in reducing psychological tension during training.

Factor 2 (explains 10.06% of the total variance) includes the variables: "scale of internality in the field of industrial relations" (0.874), "scale of general internality" (0.672), "scale of internality in the field of failures" (0.639). We called this factor "Internalism in learning" and it explains the importance of first-year students' interpretation of academic success/failure as the result of their own efforts.

The third factor "Achievement" (8.45% of the total variance) is formed by the variables "scale of internality in the field of achievements" (0.868), "scale of internality in family relations" (0.500). The fourth factor was named "Self-realization" (8.29% of the total variance), it combined the parameters "scale of internality in interpersonal relations" (0.852), "self-confidence" (0.520). In this case, it is shown that the ability to control and formulate one's relationships, a valuable attitude towards oneself has a positive effect on the readiness and activity of students in establishing interpersonal interaction.

Conclusions. The conducted theoretical analysis shows that interpersonal trust is viewed ambiguously by Ukrainian and foreign scientists. Ukrainian scientists indicate the importance of interpersonal trust in the formation of partnership relations, conflict-free interpersonal interaction. Foreign studies emphasize the social nature of interpersonal trust, which is manifested only in the relationship of an individual. Interpersonal trust is considered through its structure, which includes cognitive, emotional and behavioural components. Emphasis is placed on the importance of social-psychological and personal characteristics of subjects of interpersonal trust. Among the personal factors affecting the willingness to trust, the general attitude towards trust in other people and the world, the level of subjective control, the sociability of the individual, optimism, tolerance, reliability, the level of the individual's trust in himself, the psycho-emotional state of the individual are determined.

It was determined that first-year students of future psychologists have a significantly lower level of interpersonal trust, which indicates the existence of difficulties in establishing trusting relationships, fears of unwarranted trust. The level of self-confidence tends to be average, the external level of the locus of control prevails. Such students have certain doubts about their own abilities, opportunities, success, tend to trust others more; tend to rely on external circumstances, adhere to the opinion that everything that happens to them does not depend on them, but is the result of external circumstances. The most dissatisfied areas are personal achievements, health, the quality of communication with loved ones, internal and external support, and the ability to self-control. Factor analysis made it possible to single out four factors (psychological well-being, internality in learning, achievement, self-realization), which, in our opinion, reflect different aspects of interpersonal trust in first-year students of future psychologists. The conducted research allows us to state that students who experience psychological well-being, are responsible, focused on their own strengths, take responsibility for successes and failures in learning, are focused on achievements and self-realization, have a higher level of interpersonal trust.

A perspective for further research. The perspective of further research is the study of the influence of individual psychological, communicative personality properties on the willingness to trust in an academic group; study of the peculiarities of interpersonal trust in students of different courses; determination of the influence of interpersonal trust on the subjective well-being of students in an academic group.

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SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF PERSONAL ALIENATION OF OLDER PEOPLE DURING THE WAR

В умовах війни люди похилого віку є вразливою категорією населення, яка зазнає не лише матеріальних втрат, а й значних психологічних та соціальних викликів. Спостереження та вивчення соціально-психологічних особливостей особистісного відчуження цієї групи людей є актуальним завданням, оскільки може визначити якість їхнього життя та сприяти розробці ефективних програм підтримки. У статті представлено дослідження соціально-психологічних чинників особистісного відчуження людей похилого віку в умовах війни. Проаналізовано та розглянуто основні підходи до розуміння поняття відчуження. Описано авторську модель виникнення особистісного відчуження у людей похилого віку в умовах війни, яка демонструє механізм і процес виникнення та розвитку особистісного відчуження у людей похилого віку, а також розглянуто особливості переживання особистісного відчуження людьми похилого віку під час війни. Модель особистісного відчуження включає: зміну соціального статусу, збільшення кількості незайнятого часу, зменшення кількості соціальних контактів і зниження соціальної активності, які, в свою чергу, призводять до переживання невідповідності соціальним нормам і стандартам, що викликає обмеження власних ресурсів і призводить до особистісного відчуження. У статті також представлено та обговорено авторську структурну модель особистісного відчуження людей похилого віку. Запропонована структурна модель визначає соціально-психологічні та психологічні чинники, що характеризують особистісне відчуження людей похилого віку. До соціально-психологічних чинників віднесено: відмову від участі у суспільних активностях, зниження соціальної відповідальності та соціальне дистанціювання. До психологічних чинників особистісного відчуження належать: замкнутість, дезадаптивність, послідовність у досягненні цілей, життєві цілі, інтерес до життя, усвідомлена самотність, емоційне неприйняття сьогодення, негативна оцінка минулого, тривожність. Особистісне відчуження призводить до втрати суб'єктності, що через скорочення соціальних контактів і соціальну ізоляцію ще більше посилює переживання особистісного відчуження літніми людьми.

Ключові слова: відчуження, особистість, старість, літні люди, самотність, спілкування, старіння, похилий вік, міжособистісна взаємодія, ізоляція.

In times of war, the elderly are a vulnerable category of the population that experiences not only material losses but also significant psychological and social challenges. Observing and studying the social and psychological characteristics of personal alienation of this group of people is an urgent task, as it can determine the quality of their lives and contribute to the development of effective support programmes. The article presents a study of the socio-psychological factors of personal alienation of the elderly. The authors analyse and consider the main approaches to understanding the concept of alienation. The article describes the author's model of the emergence of personal alienation in the elderly, which demonstrates the mechanism and process

of the emergence and development of personal alienation in the elderly, and also considers the peculiarities of experiencing personal alienation by the elderly during the war. The model of personal alienation includes: a change in social status, an increase in the amount of unoccupied time, a decrease in the number of social contacts and a decrease in social activity, which in turn lead to the experience of non-compliance with social norms and standards, which causes a limitation of own resources and leads to personal alienation. The article also presents and discusses the author's structural model of personal alienation of the elderly. The proposed structural model identifies the socio-psychological and psychological factors that characterise the personal alienation of the elderly. The socio-psychological factors include: refusal to participate in the affairs of society, reduced social responsibility and social distancing. The psychological factors of personal alienation include: isolation, maladaptability, consistency in achieving goals, life goals, interest in life, conscious loneliness, emotional rejection of the present, negative assessment of the past, and anxiety. Personal alienation leads to a loss of subjectivity, which, due to the reduction of social contacts and social exclusion, further intensifies the experience of personal alienation by older people.

Keywords: alienation, personality, old age, elderly people, loneliness, communication, aging, old age, interpersonal interaction, isolation.

Introduction: The rapidity of social changes in modern society increases instability, uncertainty and unpredictability of life and requires a rethinking of many social problems of a person in modern society. The modern information society and life in it has its own specifics, and with the availability of various means and opportunities for communication, people are increasingly beginning to neglect direct interpersonal communication and interaction. Such communication is especially meaningful and important for older people, and in the absence of such communication, an elderly person may face personal alienation. A person's experience of their life in the modern world shows that the problem of alienation is no longer an abstract construct embodied in philosophical concepts. The new social reality proves that innovative technologies, equipment and other manifestations of progress cannot eliminate the problem of alienation, or, on the contrary, only worsen it. Post-industrial society shows the multifaceted nature of the problem of alienation, which manifests itself at all levels of human existence, and the transformations taking place in society give rise to new forms and types of alienation. Alienation becomes especially specific in the elderly, as all of the above-mentioned problems that accompany alienation are compounded by age-related personal characteristics. In old age, alienation and its development are influenced by changes in the social situation, when a person retires, the amount of unoccupied time increases, the number and quality of interpersonal relationships change, social and labour status changes, the adaptive potential of the individual decreases, etc. In view of the above, the problem of studying the socio-psychological factors of personal alienation of older people is of particular importance.

Theoretical basis of the study: The concept of alienation emerged and was studied in the mainstream of philosophy (T. Hobbes, J.-J. Rousseau, Hegel, K. Marx, L. Feuerbach, M. Hess, etc.). In philosophy, alienation has been understood at different times as: the process of deindividuation of social relations that arose in connection with the transfer of individual rights to the state; for Hegel, the category of alienation characterises a person's specific attitude to the reality created by him in a bourgeois legal society; and Feuerbach, in turn, considers religion as a certain alienation of the human essence, the reasons for which he sees in psychological states - feelings of dependence and fear.

The sociological approach to the study of personal alienation is revealed in the works of (E. Durkheim, F. Tennis, O. Spengler, M. Weber, G. Simmel, R. Merton, G. Marcuse, etc.) In particular, the prominent sociologist E. Durkheim points to the loss of a sense of unity among members of industrial society and the growth of individualism. G. Simmel, in turn, focused on the intellectualisation of social life and the alienation of the individual from social and cultural developments. M. Weber paid special attention to the bureaucratisation of social organisation, which was accompanied by the loss of individual freedom.

In turn, the psychological aspect of alienation is revealed in the studies of: E. Fromm, K. Jaspers, M. Heidegger, M. Simen, J. Ray, S. Muddy, S. Freud, S. Rubinstein, A. Leontief, D. Leontief, K. Abulkhanova-Slavskaya. A prominent representative of the Frankfurt School and humanistic psychoanalysis, E. Fromm, considered alienation to be the main factor in the capitalist society of his time, according to the scientist, man created a world of man-made things that had never existed before, but everything he created towers and dominates over him [4]. According to K. Jaspers, technical alienation has become central, as technology increasingly fills the subjective being of man. He believed that the way out was to develop communication, to have individual and intimate communication, and to oppose any fanaticism. In his turn, distinguishing between "real" and "unreal" existence, M. Heidegger considers alienation as a form of human existence in the

impersonal world of everyday life. According to M. Simen, alienation is the state of an individual in society, characterised by social isolation, sometimes self-distancing, and apathy to social life [3].

The period of war, in turn, can have a significant impact on the psychological state of older people, leading to an increased sense of personal alienation. Here are some possible aspects of this phenomenon:

1. Loss of loved ones: War can cause severe losses in the lives of older people, such as the loss of family members, friends or their home area. This can lead to a sense of loss of connection with the world and other people.

2. Fear and anxiety: The threat of war can cause fear and anxiety, especially among older people who may feel more vulnerable and less able to protect themselves and organise their own security.

3. Evacuation and loss of routine: Displacement due to war or evacuation can cause a loss of routine and familiar living conditions, which can lead to a sense of loss of control over one's life.

4. Social isolation: War can lead to the destruction of social structures and the loss of connections with family and friends. This can lead to feelings of loneliness and alienation.

5. Physical limitations: Physical limitations that already exist among older people can exacerbate their feelings of helplessness and alienation, especially in times of war.

6. Post-traumatic stress: The events of war can cause post-traumatic stress, which can manifest itself in the form of painful memories, increased anxiety and feelings of alienation from others.

7. Uncertainty about the future: Uncertainty about the future and the lack of prospects for improvement can lead to feelings of loss of control and uncertainty, which can contribute to alienation.

In order to help older people in times of war, it is important to create conditions for psychological support, ensure access to medical care and create an environment where social ties can be restored and a sense of security can be restored.

The topic of personal alienation is not new to psychological thought; this concept has been actively studied and developed, but no clear structure of the social and psychological components of personal alienation of older people has been identified.

The phenomenon of alienation has been considered since the nineteenth century, but in the twentieth century, the focus of scientific thought was already on those forms of alienation where the subject is a person who has been "dehumanised", deprived of his or her essential characteristics, the ability to choose relevant goals and realise their own potential. Focusing on certain forms of alienation required formulating a definition of the concept of alienation and its forms. The complexity of the concept of alienation is caused by the ambiguity of its interpretation. The most developed and substantiated are, in particular, social and psychological interpretations of this phenomenon. Social philosophy interprets alienation as a social process characterised by the transformation of human activity and its results into an independent force, dominating and hostile to it. Psychology defines alienation as a psychological defence in the form of isolation, separation of special zones within the mind that are associated with traumatic factors.

We consider personal alienation of older people as a complex process of gradual destruction (reduction) of social and psychological contacts between the individual and the society around him/her, which consists in setting limits to their own resources, and is accompanied by negative experiences of non-compliance with social norms and standards. The above definition clearly identifies two main aspects of personal alienation: social and psychological. A detailed consideration of each of these aspects will allow us to thoroughly investigate its components, which in turn will reveal the specifics and peculiarities of the process of alienation of the individual in old age.

Alienation is a general characteristic of society that determines the isolation of its members from each other and from society as a whole. In particular, E. Durkheim and F. Tennys note the loss of a sense of community by members of industrial society, the growth of individualism in them, unlike representatives of traditional society. This idea was further developed into the concept of anomie, which describes the state of alienation caused by industrialisation [1]. According to O. Spengler, alienation increases as culture transforms into a civilisation ruled by soulless intellect, impersonal forms of social relations that suppress the creative principle of the individual. Similar processes were described by M. Weber, who paid special attention to the formalisation of social organisation, its bureaucratisation, which was accompanied by the loss of individual freedom. G. Simmel emphasised the intellectualisation of social life and the alienation of the individual from social and cultural formations, his transition to a rational one-dimensionality. R. Merton developed the concept of anomie by E. Durkheim's concept of anomie and used it to analyse deviations in behaviour (deviant behaviour). Weber's theory was given a second life in the works of the Frankfurt School [3]. The Frankfurt School sees the cause of alienation in the dominance of rationality, which has become an ideology of human domination over both nature and man. Representatives of the school saw the way to overcome alienation in

the spread of a worldview that would be based on critical thinking and would expose various forms of false consciousness. Existentialists considered the main source of alienation to be the transformation of technology into an independent force that exists according to its own laws, in particular, according to K. Jaspers, technical alienation became central as technology increasingly fills the subjective being of man. He believed that the way out was in the development of communication, in individual and intimate communication, and in opposition to any fanaticism. Distinguishing between "real" and "unreal" existence, Heidegger considers alienation as a form of human existence in the impersonal world of everyday life. From his point of view, alienation is manifested in the performance of social roles by an individual, in his submission to social norms of behaviour, thinking, and language [5]. B. Hancock and P. Sharp also draw attention to the social component of alienation. Hancock and P. Sharp, who studied the relationship between alienation, life satisfaction and the structure of society. They note that alienation is, at least in part, a social function and depends on life satisfaction. High levels of life satisfaction and social status are much less likely to contribute to alienation. However, a high level of life satisfaction and low social status are more conducive to the development of alienation than low life satisfaction and high social status. According to scientists, the genesis of the problem of personal alienation, especially for older people, lies in the limitations imposed by the conventionally formed structure of society [8].

The theories discussed above confirm the social nature and manifestation of personal alienation, as various scholars have argued in different periods of time, alienation can be caused by many factors: peculiarities of communication, social interaction, labour activity, scientific and technological revolutions, social processes, etc.

Based on the above views, the study identified a number of social characteristics of personal alienation of older people (Table 1).

Table 1

Social characteristics of personal alienation of older people

High level of personal alienation	Social characteristic	Low level of personal alienation
Loneliness	Social distancing	Sociability
Social dependence	Social inclusion	Independence
Isolation	Social interaction	Social activity
Low social status	Social status	High social status
Loss of control over one's life	Resettlement and evacuation	Adaptation to new conditions

We considered social distancing as the organisation of a person's own living space, in which an elderly person is sociable and feels comfortable among people, or vice versa, experiences loneliness. Social inclusion was considered as a characteristic that reflects the economic preconditions for the development of alienation, when a person can be economically independent or economically dependent. Social interaction involved determining the level of involvement of an individual in the life of the surrounding society, when an individual can be socially active or experience isolation. The social status of the individual was singled out as a separate characteristic in view of the study by B. Hancock and P. Sharp, who found that high or low social status can have a significant impact on the person's experience of alienation.

In turn, a number of scholars interpret alienation exclusively from a psychological point of view, and argue that this concept has little to do with the social structure of society (Fromm-Reichman 1959). The psychological analysis of this phenomenon makes us shift the focus from the peculiarities of social interaction of an alienated person to his or her inner world. According to M. Syman, alienation is a state of an individual in society, characterised by social isolation, sometimes self-removal, and apathy to social life [4]. However, alienation may not always be accompanied by social isolation. It is possible to be among people, interact with them, and at the same time feel powerless, psychologically isolated, and uninvolved in what is happening. This problem is exacerbated by the feeling of losing one's individuality, the awareness of inner loneliness in society and at the same time dependence on it. The situation of alienation significantly transforms the level of self-esteem, adaptive capacities of the psyche, communication skills, worldview, life experience, and the perception of the individual by others. Being in the process of personal alienation, the individual experiences a restructuring of many basic psychological constructs. Another psychological construct affected by alienation, according to I. Miluska, is the process of self-identification [9]. A person is a component and part of society, and therefore only through social interaction can he or she express themselves, realise their intellectual and creative potential, and gain life experience. M. Cordwell, speaking about the alienation of the elderly, gives

the following interpretation: alienation is a gradual deepening of the self and withdrawal from the affairs of the outside world that accompany the natural process of aging; the fact of alienation of the individual from society, its problems and the frantic rhythm of life is harmonious and fully justified from a moral and ethical point of view [2, p. 210]. Thus, partial or complete social isolation is perceived as a natural step in ontogenesis. The phenomenon of alienation as a loss of the meaning of life is considered in the works of A. Leontief, S. Rubinstein and their followers (D. Leontief, K. Abulkhanova-Slavska, etc.). Thus, A. Leontiev calls alienated such activity in which only the motivating motives are preserved, and S. Rubinstein speaks of the possibility of overcoming the alienation of the ideal through its realisation, which leads to overcoming the alienation of man from man and to authentic life. In existential psychology, the concept of alienation correlates well with the concept of existential vacuum (V. Frankl) and is used in the works of such scholars as: E. van Dorzen, A. Langley, et al. S. Muddy, based on the works of J.-P. Sartre and E. Fromm, describes alienation as an existential malaise, the essence of which is a person's refusal to make a creative choice in favour of the uncertainty associated with the realisation of the unique meaning of his or her own life, as a result of which the latter becomes conformist, fulfilling biological needs and social roles. S. Freud associated the phenomenon of alienation with the pathological development of the individual, for whom social culture is something distant, hostile to his or her natural environment. Self-alienation, according to Freud, leads either to a neurotic loss of one's own self - depersonalisation - or to a loss of the sense of reality of the world around us - derealisation. The main psychological signs of alienation in the worldview of a modern person are: a sense of powerlessness before fate; understanding of the lack of meaning of existence, the inability to achieve the expected result by any actions; perception of the environment as a world where mutual social obligations are not fulfilled, institutionalised culture is destroyed; a sense of loneliness and exclusion of a person from existing social ties; a sense of loss of the "true self", self-alienation [7]. Alienation is also evidenced by a number of subjective phenomena: dissatisfaction with life in general or its individual spheres, feelings of powerlessness, anomie, nihilism or cynicism towards social values, feelings of isolation, and a sense of loss of meaning. The concept of "meaning" allows us to explain the range of cognitive, emotional and behavioural phenomena traditionally associated with alienation.

The above allowed us to identify a number of psychological characteristics of the experience of personal alienation by older people (Table 2).

Table 2

Psychological characteristics of personal alienation of older people

High level of personal alienation	Social characteristic	Low level of personal alienation
Low	Sociability	High
Reduced adaptability	Adaptability	Developed adaptability
Emotional acceptance	Nature of experiences	Emotional acceptance
Low	Motivation	High
High	Anxiety	Low
Negative	Evaluation of the past	Positive
Sense of uncertainty	Assessment of the future	Ability to plan

In determining the psychological characteristics of personal alienation, we have identified extreme positive and negative forms of their expression, the analysis of which will reveal the peculiarities of personal alienation in the elderly. Thus, sociability, as a psychological characteristic of a personality, will remain at a high level with low or no experience of personal alienation, while with a high level of personal alienation, sociability will be low. Adaptability, as a psychological characteristic, although reduced, may remain at the same level or be low, depending on the age characteristics of the individual, which will complicate the process of social interaction. Speaking about psychological characteristics, special attention should be paid to the nature of the individual's experiences, how he or she experiences his or her retirement and new social and personal status; in this context, emotional acceptance or emotional rejection is considered. The motivational sphere of the individual is especially relevant for consideration in this situation, since a high level of motivation to continue life, to give it meaning and purpose, can determine the presence or absence of personal alienation. When analysing the psychological characteristics of personal alienation, it is necessary to take into account the personality anxiety, because a high level of personal or situational anxiety will determine the personality of the experience of personal alienation by older people. An important psychological characteristic is the personal assessment of one's own past; with a positive assessment of one's own past, a person will experience less regret

for the past and better perceive the present reality, while with a negative assessment of the life lived, a person may get stuck on thoughts of lost opportunities and a wasted life.

The presented social and psychological characteristics should be considered inseparably, which will contribute to a comprehensive disclosure of the structure and specifics of personal alienation of older people. The above characteristics are elements of interrelated components of personal alienation: emotional, behavioural and cognitive.

Results and discussion: We consider personal alienation to be a complex phenomenon that is reflected in the emotional, communicative and behavioural spheres of the individual. The emotional component of personal alienation is reflected in: the nature of the elderly person's experiences, anxiety level and social distancing. The behavioural component of alienation is reflected in: adaptive capabilities of the individual, motivation, social inclusion and social interaction. The cognitive component of personal alienation is manifested in the relevance of social status, sociability and assessment of the elderly person's own past. Analysing the three components, the degree of their manifestation and their characteristics, we can talk about the socio-psychological features of personal alienation in the elderly.

The personal alienation of older people during wartime can be caused by a variety of social and psychological factors. Below are some of the characteristics that may contribute to this phenomenon:

Social characteristics:

1. Loss of social ties: War can result in the loss of loved ones or displacement, which can lead to a breakdown of social ties and reduced support.

2. Evacuation and loss of home environment: Displacement or evacuation can cause a loss of attachment to one's home place and contribute to feelings of alienation in the new environment.

3. Economic instability: War often leads to economic instability, which can worsen social well-being and lead to feelings of alienation due to financial hardship.

4. Disruption of social roles: War can lead to disruption of traditional social roles, especially in cases of loss of family members or loss of social status.

Psychological characteristics:

1. Traumatic experiences: Witnesses of war, in particular older people, may experience traumatic events that lead to psychological trauma and a sense of alienation from the world around them.

2. Post-traumatic stress: Post-traumatic stress disorder can lead to changes in mental health, including feelings of alienation, insecurity and fear.

3. Fear and anxiety: The threat of war can cause fear and anxiety, which can lead to isolation and avoidance of social contact.

4. Loss of self-esteem: Loss of a role in society or physical disability can lead to a loss of self-esteem and feelings of alienation from others.

5. Social isolation: Factors of war can contribute to social isolation, where older people feel separated from social events and interactions.

6. Rejection by society: Older people may experience a situation where society is rejecting or insensitive to their needs and experiences.

7. Fear of the future: Uncertainty about the future and fear of further conflict can lead to feelings of helplessness and alienation.

To improve the situation, it is important to develop psychosocial programmes and support groups for older people aimed at reducing social isolation and improving psychological well-being. It is also important to create conditions to restore social ties and support war veterans in overcoming the traumatic effects of the conflict.

Conclusions and prospects for further research: Alienation indicates that individuals in a modern post-industrial society have a sense of detachment from the social environment and dissatisfaction with it; a sense of moral decline in society; a sense of powerlessness in the face of omnipotent social institutions; impersonality, dehumanisation of large, bureaucratised social organisations, etc.

Personal alienation has a social nature and origin and is reflected in the psychological sphere of the individual. The identified socio-psychological characteristics allow for a more thorough study and analysis of the specifics and features of personal alienation in older people. An alienated person is characterised by: a sense of powerlessness, a feeling that his or her own fate is out of control and is determined by external forces; a sense of the meaninglessness of existence and the inability to achieve the desired result even as a result of any active activity. As a result, in the process of personal alienation, a person sets limits to his or her own capabilities due to non-compliance with social standards and requirements of society, which in turn is negatively experienced by the individual on a deeply emotional level.

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FORMATION OF PERSONAL ENVIRONMENTAL AWARENESS IN THE CONDITIONS OF THE NEW SOCIO-CULTURAL ENVIRONMENT

Актуальність вивчення проблеми екологічної свідомості зумовлена загостренням екологічної кризи, негативними явищами, які притаманні сучасному соціокультурному середовищу. Для того, щоб вирішити ці проблеми сучасній людині потрібно перш за все змінити своє ставлення до навколишньої дійсності, зокрема до природи.

Визначено, що під екологічною свідомістю людини розуміють окрему форму свідомості людини. Екологічна свідомість представлена сукупністю певних поглядів, думок та емоцій, що відображають специфічний спосіб ставлення до природи, в основі якого лежить відповідне співвідношення конкретних потреб суспільства/групи/людини та природних можливостей.

Охарактеризовано екологічну свідомість людини з позиції чотирьох психологічних напрямків, а саме: напрямку, в якому екологічна свідомість людини розглядається як передумова формування її екологічного світогляду; напрямку, який розглядає екологічну свідомість як складну психічну структуру, що, передусім, висвітлює ставлення людини до оточуючої дійсності, діяльності інших суб'єктів, суспільства в цілому, а також наслідків цієї діяльності; напрямку, в якому екологічна свідомість тісно пов'язана з екологічним мисленням людини, її творчим потенціалом; напрямку, в контексті якого екологічна свідомість визначається як найвища особистісна цінність. Цей напрямок називається аксіопсихологічним.

Описано особливості взаємодії людини з природнім середовищем з урахуванням норм і правил, існуючих у суспільстві і споживацької спрямованості індивіда.

Ключові слова: свідомість, екологічна свідомість, екологічна відповідальність, екологічне мислення, екологічна культура, соціокультурне середовище.

The urgency of studying the problem of environmental awareness is due to the aggravation of the ecological crisis, negative phenomena inherent in the modern socio-cultural environment. In order to solve these problems, a modern person must first of all change his attitude to the surrounding reality, in particular to nature.

It was determined that a person's ecological consciousness is understood as a separate form of human consciousness. Ecological consciousness is represented by a set of certain views, thoughts and emotions that reflect a specific way of relating to nature, which is based on the appropriate ratio of specific needs of society/group/person and natural opportunities.

The ecological consciousness of a person is characterized from the standpoint of four psychological directions, namely: the direction in which a person's ecological consciousness is considered as a prerequisite for the formation of his ecological worldview; a direction that considers environmental consciousness as a complex mental structure that, first of all, illuminates a person's attitude to the surrounding reality, the activities of other subjects, society as a whole, as well as the consequences of these activities; the direction in which ecological consciousness is closely connected with the ecological thinking of a person, his creative potential; direction, in the context of which environmental awareness is defined as the highest personal value.

The features of human interaction with the natural environment are described, taking into account the norms and rules existing in society and the consumer orientation of the individual.

Key words: consciousness, ecological awareness, ecological responsibility, ecological thinking, ecological culture, socio-cultural environment.

Introduction. In the socio-cultural environment, an individual is socialized, assimilating the norms, rules, values and laws, technologies and scientific information recognized in society. The level of development of society, the quality of life of its members, etc. will depend on what the socio-cultural

environment "promotes" and whether the norms recognized by society become significant for each individual.

The modern socio-cultural environment is characterized by the fact that it increasingly raises the problem of human interaction with the natural environment. There is a need to form and develop environmental awareness and change activities and lifestyles in accordance with environmental protection and nature conservation principles.

As for environmental consciousness, it is closely related to the worldview concept of the relationship between consciousness and existence, the epistemological paradigm of fundamental knowledge of the world. In other words, environmental awareness is a person's desire to live and function in a clean environment.

The process of Ukraine's accession to the European Community involves fundamental changes in environmental education, environmental awareness, and the organization of environmental activities. The need for such changes is explained by the fact that environmental awareness is a key to a high level of development of the state. Ukrainians and EU citizens equally feel the high impact of environmental factors on the quality of life, and environmental problems have a direct impact on the lives of citizens both in Ukraine and in the world, especially given the events that have taken place in Ukraine since 2022 and continue today. All of this has affected the socio-cultural environment and put forward new requirements for it, some of which relate to rethinking the attitude of modern man to nature, the formation of environmental responsibility and environmental culture.

Analysis of research and publications. Today, the problem of environmental awareness is increasingly attracting the attention of various scholars, which is due, in particular, to the peculiarities of the environmental situation, the search for methods and ways to develop a conscious attitude of a person to the environment.

Ecological consciousness as a subject of ecological psychology has been studied by various scientists (O.V. Bilous, O.V. Greze, V.P. Onoprienko, A.A. Furman, T.F. Yurkova). Supporters of deep ecological psychology (J. Macy, A. Naess, J. Seed, D. Sessions, M. O'Connor, A. Nine, S. Hall) have been working on the revival of spiritual content in the relations between the human-nature system. Over the last decade, a significant part of psychological achievements has been devoted to the coverage of environmental values and their connection with the professional orientation of the individual.

It is worth noting that the works of some scholars are devoted to the components of environmental consciousness, in particular, epistemological, axiological and practical (V. R. Bganba, A. Schweitzer); other authors tend to believe that human environmental consciousness contains aspects that determine the values, motives, attitudes and attitudes of an individual towards nature (I. D. Zverev).

In addition, the psychological literature presents different directions in understanding environmental awareness. In the context of these areas, environmental awareness is perceived as: a prerequisite for the formation of a person's ecological outlook (V. Ignatova, A. Kuznetsova, V. Nazarenko, A. Ursul); as a complex mental structure that, first of all, highlights a person's attitude to the surrounding reality, the activities of other subjects, society as a whole, as well as the consequences of these activities (V. Skrebets, V. Moliako). The third approach is associated with the development of human ecological thinking, the creative potential of the individual, which determine the development of human ecological consciousness (V. O. Moliako, V. O. Skrebets, Y. M. Shvalb, V. N. Exaryan). Within the axiopsychological direction, human ecological consciousness is considered as the highest personal value, which is on a par with humanity, humanity, civilization, and morality (O. V. Rudomino-Dusyatska, K. A. Romanova).

Thus, the existing concepts do not solve the problem of the nature of environmental consciousness, its structure, factors and conditions of formation, etc. The types of environmental consciousness of the individual also require some clarification, since they determine the nature of practical activities of a person with the surrounding world. In addition, the peculiarities of the formation of environmental consciousness of the individual in the new socio-cultural environment require a detailed study.

The purpose of the article is to determine the peculiarities of the formation of environmental awareness of the individual in the new socio-cultural environment.

Summary of the main material. The **environmental** consciousness of a person reflects various aspects of human interaction with the environment. A person's subjective attitude to nature, the development of certain strategies for interacting with it is formed on the basis of a person's knowledge of the world, the laws and properties existing in it [3, p. 108]. It is thanks to environmental awareness that human environmental activity is regulated, which in turn allows us to determine its place in the environment. And the person perceives the environment in the context of the unity of his or her cultural and natural environment.

The psychological literature presents different approaches and understandings of the problem of environmental consciousness. In general, consciousness, in the context of the philosophical paradigm, is understood as the highest level of human reflection of reality, which is characterized by the isolation and

elevation of man as a kind of superreality, as a carrier of special, unlike all others, ways of interacting with the world, being, etc. Given this, a significant number of scholars point to the need to study the phenomenon of environmental consciousness as a separate form of social consciousness. They note that environmental consciousness is linked to a certain level of theoretical knowledge, and therefore has common features that are characteristic of any form of social consciousness. From the standpoint of categorical analysis, environmental consciousness is seen as an independent form of social consciousness (along with political, religious, scientific, etc.). According to V. Skrebets, consciousness, like thinking, can be determined by the content and direction of the dominant attitude of a person (or people) to reality. In this understanding of the essence of environmental orientation, it is in relation to the environmental content of the mental reflection of reality that we can speak of environmental consciousness. [2, c. 451].

It should be noted that the psychological literature presents different approaches to understanding environmental awareness. Thus, within the framework of the first approach, environmental awareness is understood as a prerequisite for the formation of an individual's ecological outlook. Revealing the main content of this understanding of the phenomenon of environmental awareness, it should be noted that its formation is considered as a generalized idea of environmental education. The modern environmental education system should focus on the development of components of the individual's worldview. It should serve as a so-called bridge between the past and the present, transmitting the existing environmental knowledge and culture of the past, supplementing and expanding them with the achievements of the present. The development of an individual's ecological outlook in modern conditions should be supported by environmental education, which aims to develop the ecological consciousness of a "noospheric personality," i.e., to form a person capable of solving global problems, ensuring the survival of civilization and preserving the biosphere.

According to M. J. Bauer, the ecological worldview should be considered as a set of principles, views, assessments and knowledge that, in a generalized way, mean a holistic understanding of the unity of natural and social existence, which form an ecologically oriented life position of the subject.

Thus, the origins of the environmental crisis should be considered from the perspective of worldview and philosophical issues, taking into account technocratic models of education and environmental management, a decline in spirituality, and the emergence of rigid pragmatism in relation to nature. In addition, according to some authors, environmental awareness is a link between scientific and technological progress and wildlife, life in general, because "everything is connected to everything," as the law of ecology states, and the basis of existence is an ecological worldview [5].

From the standpoint of the second direction, environmental consciousness is viewed as a complex mental structure that primarily reflects a person's attitude to the surrounding reality, the activities of other subjects, society as a whole, and the consequences of these activities. Accordingly, environmental consciousness is presented as a set of generalized ideas about nature, beliefs and ideals that reflect and largely determine a person's attitude to nature, its laws, relevant assessments of interrelationships with it, etc. Thus, environmental consciousness is the highest level of mental reflection of the natural and artificial environment, one's own inner world, reflection on the place and role of man in the biological, physical and chemical world, as well as self-regulation of this reflection [2, p. 452]. In addition, the development of environmental consciousness takes place according to the laws of conscious human activity in general, as well as that which is distinguished by its environmental content.

As noted by L. M. Fenchak, environmental awareness is the highest form of reflection of the real environmental situation, which should be responsible for a holistic perception of environmental problems, awareness of the unity of man and the environment, understanding the existence of an internal "self- regulator" of environmentally civilized behavior, a sense of responsibility, a healthy lifestyle, and active environmental protection, which is largely determined by a person's attitude to the world around him or her[2].

Therefore, environmental awareness should be manifested in the awareness of the environmental situation that is formed by the connections and relationships between people that are formed in the course of their activities and are aimed at ensuring optimal conditions for the functioning of the nature-society system. It follows that human activity directly affects the ecological system. It is in environmental activities that clear patterns and conditions of human relations with nature are revealed. Moreover, in the course of conscious activity, a person develops the relevant substructures of environmental consciousness.

When considering ways to optimize human interaction with nature, it is worth pointing out the need to eliminate the environmental crisis caused by the destructive activities of society, namely the environmental activities of mankind. Environmental activities should contribute to the formation of environmental awareness. This will be possible only if all links of the economic and production process of activity are restructured and changed, if renewable and non-renewable resources are accounted for, and, of course, if measures are taken to

protect the environment from industrial and household waste, to restructure all spheres of human activity and needs, taking into account the potential of our planet [3, p. 110].

According to representatives of this area, human attitude to nature is reflected in environmental responsibility. Scientists note that a person's attitude to nature determines the formation of environmental responsibility, which combines knowledge about nature, the impact of human activity on it, and the feelings that a person has for nature. Accordingly, in order for the knowledge about nature acquired by a person to be not "detached" from his or her activities and not to be purely informational and educational, it must be supported by emotional experiences. A person should develop clear views and norms of behavior that would imply a conscious attitude towards nature, careful use of its resources and its preservation. Only then can we speak of a high level of environmental responsibility.

It is worth noting that the formation of attitudes toward nature is influenced by the availability of direct and everyday experience of interaction with it. It follows that the attitude of urban and rural residents will determine the difference in their attitude and interaction with the natural environment. The main characteristics of the urban environment as a factor of socialization are: "accelerated pace of life", technological progress, the desire for comfort and material security; changes in social values and social attitudes. All of this causes urban residents to become "detached" from nature, and the thoughtless use of the "benefits of civilization" leads to the fact that nature as such is not perceived as a value. The growth of the urban population leads to an increase in the number of buildings, high-rise buildings that "crowd out" nature, allowing it to exist only in the form of urban greenery. That is, nature is perceived as a "background" against which buildings look better. All of this leads to a decrease in the level of perception and attitude of urban residents towards themselves as a part of nature, although they are in fact part of it.

As for rural residents, given that they are much closer to nature, they have a more respectful attitude towards it. However, it would be a mistake to say that people in rural areas are environmentally oriented. After all, the benefits of civilization have penetrated almost all strata and places of human settlement. And very often, facilitating activities leads to problems in nature. For example, the emergence of various pest control agents, violation of land cultivation technologies, and excessive consumerism have led to the fact that even though people in rural areas are closer to nature, they have begun to forget about it. Therefore, the achievements of scientific and technological progress have both positive and negative consequences for the formation of an ecological attitude towards nature.

Thus, V. O. Moliako, having analyzed the problem of the individual's attitude to one of the largest man-made disasters - the Chornobyl accident, identified territorial zones that are directly related to the attitude of a person to the situation that befell Ukraine and shook the world in 1986. According to V. Molyako, these zones coincide with the zones of radioactive contamination, and therefore are divided into: a zone of despair; a zone of continuous hidden panic; a zone of increased anxiety; a zone of alertness; a zone of preoccupation that occurs episodically [1, p. 10]. The peculiarity of each zone is that they reflect different understandings and interpretations of the events and consequences of the Chornobyl tragedy. This, in turn, influenced the subjective ability to assess and analyze the environmental situation, choose one's own strategy of action, etc.

Within the framework of the third approach, the development of a person's environmental awareness is determined by the development of his or her environmental thinking, creative potential, etc. Accordingly, the development of the formation of environmental awareness is considered in the context of the following aspects: a) greening of public consciousness and promotion of environmental thinking; b) development of the creative potential of the individual from the standpoint of the ecology of society.

Considering the greening of science, it is worth noting that it is manifested in the growing number of scientists who, in a technocratic society, are increasingly defending nature, pointing to the possibility of environmental crises and the need to combat environmental unculture, conduct environmentally literate management, develop short- and long-term environmental programs, etc. As for the concept of "greening of culture", it is understood as the development of the consciousness of every person who seeks to create the most favorable conditions for the development of all forms of public culture, the appropriate social climate that would allow anyone, not only gifted members of society, to freely express their creative potential. The ecologization of public consciousness realizes the ecological potential of society, which determines its ecological well-being. At the same time, the only way to green public consciousness is to promote environmental knowledge [1, p. 18].

When characterizing ecological thinking as an indicator of a person's maturity, it should be borne in mind that the theoretical distinction between different types of thinking is conditional. The modern interpretation of the concept of combining man and nature is that a person should become a highly moral, harmonious personality. It is the conformity of a person to his or her inner nature that leads to his or her

agreement with the outside world. The more the subject realizes himself as a part of nature, only relatively opposed to it, and realizes nature itself as a whole, the more holistic and harmonious he will become.

It is worth noting that environmental awareness includes, first of all, knowledge about the interrelationships between humans and the environment, awareness of their importance for maintaining a sustainable balance between them. Environmental awareness should be considered as a process that ensures that a person understands and evaluates his or her ability to use these relationships to meet his or her own needs and determine the limits of anthropogenic impact on the environment [5]. According to the representatives of this area, the type of consciousness under study is represented by a body of knowledge and a person's own understanding of his or her ability to influence nature, determine the goals of such influence, evaluate options for intended behavior in the ecological environment, predict the consequences of such behavior, and recognize oneself as part of an ecological system. Environmental awareness can be seen as a reflection in human consciousness of the processes of interaction between humans and the environment, on the one hand, and between society and the environment, on the other, in those aspects of biological and social life that are caused by purely natural factors. Thus, environmental consciousness is presented as a complex, self-regulating (i.e., able to change goals, functions and links) system that is formed to solve problems that have an environmental content and is aimed at stabilizing or changing the relationship with nature and its objects that arise in the process of satisfying human needs. Environmental consciousness is realized through thinking, emotions, feelings, motives, interests, positions, deeds, actions and activities [5].

It is worth noting that human activity can only be said to be environmentally friendly if people begin to perceive themselves as part of the natural environment. Such an understanding and attitude towards nature and towards oneself, in particular, can become a new stage of human evolution. In this context, it is appropriate to emphasize that the actions that are reflected in the lives of entire generations form the basis of the socio-cultural reality, which is actually the basis of environmental awareness and the basis for the formation of environmental culture. This is confirmed by the fact that very often, in their attitude to nature and the environment, people are guided by long-standing habits and actions that their parents or other relatives used to take. Moreover, there is a certain "selectivity," a kind of "screening out," because a lot of valuable knowledge about nature and respectful attitudes towards it is forgotten, while consumerism only grows with generations. Nowadays, most people treat nature as a source of satisfaction of their needs or as something that prevents them from satisfying them. And people who try to make their lives environmentally oriented and conscious in their attitude to nature are often considered strange and face skeptical and mocking attitudes from others. This once again demonstrates the existence of a crisis in the formation of environmental awareness of modern people.

In the fourth axiological direction, human environmental awareness is seen as the highest personal value, on a par with other values.

According to M. M. Filonenko, folk natural history traditions are of particular importance in the formation of human environmental awareness [4]. This is due to the fact that the Ukrainian epic is full of careful and careful attitude to nature, so it should be used in environmental education. Accordingly, in the author's opinion, the development of environmental awareness is possible only if each subject is guided by the peculiarities and traditions of his or her nation. The combination of spiritual and ecological categories contributes to the creation and disclosure of the Ukrainian mentality, because based on the accumulation of practical experience, each person acquires new values, personal meanings, and forms an axiological worldview. According to M. Filonenko, environmental awareness should be developed from childhood. In adulthood, depending on the specific purpose of environmental activities, the subject will be dominated by one or another type of environmental consciousness [4, p. 390].

It is worth noting that within the framework of the axiological approach, an important role belongs to writers, publicists, scientists who, through their active work, scientific, journalistic, and artistic works, highlight the problem of the destruction of national traditions, cultural monuments, and who strive to revive the historical memory of mankind. This manifests the development of a "cultural" trend of environmental awareness, which is primarily related to the existence of a deep need of the people to feel their "roots" and perceive a close connection with nature through creativity.

The axiological approach allows us to introduce the quality of paradigmaticity into the understanding of the formation of environmental awareness. In the modern world, not only scientific and cultural thinking is endowed with paradigmatic quality, but also all human activity, activity related to the development of environmental awareness [2, p. 458]. In this regard, we can talk about socio-cultural paradigms, which are presented as a set of beliefs, value orientations and prescriptions adopted by society in a certain historical period of time, characterizing a specific mindset, worldview, way of activity and development of society. In

addition, each paradigm contains symbolic generalizations, philosophical components, and schemes for solving specific problems relevant to the formation of environmental awareness.

The value sense of modern environmental awareness implies an understanding that the level of development of environmental awareness increases the importance of creating waste-free technologies and environmentally friendly production. But on the other hand, people have a clear understanding that in order to prevent an environmental catastrophe, certain scientific developments are needed, as well as a willingness to make them public, the ability to discover new cognitive techniques, etc. to develop environmental awareness and culture in the process of environmental activities of society.

Different forms of consciousness are distinguished based on certain features and characteristics, which include: the presence of "own", specific subject of reflection, which in this case is the environment, nature, etc.; specific nature of reflection; performance by a person of a certain social function that is not destructive; and direct connection with the legal and value-semantic basis of society [3]. Thus, environmental awareness is fully consistent with these grounds and can be considered an independent form of social consciousness. Moreover, environmental consciousness raises the question of the survival of human civilization, which is the most important ontological issue of philosophy, and its solution is closely related to the formation of human environmental culture.

Summarizing the understanding of the problem of ecological consciousness within the framework of various scientific fields and based on the current realities in which human and nature interact, it follows that the difficult ecological situation that has developed today around the world, and in particular in Ukraine is due to the dominance of the pragmatic type of environmental consciousness and its various subtypes, in terms of which nature is an object of human goals and needs, and the environment is only human property, which can be freely disposed of by humans, despite the significant damage it causes.

It is paradoxical that nature and its resources have long been the subject of human aspirations, and even in the modern world, where there is a more or less clear distribution of natural resources and territories, there are still people or countries that want more. But in an effort to conquer, to get a bigger "piece" of natural resources, people destroy them. And the desire to live better, to achieve a much higher level of economic, social or political development leads to an aggravation of environmental problems, a decrease in the duration and quality of life, etc.

Of course, there is no such thing as a conflict-free development of societies, as various social conflicts have always been caused by power, social status, values, ideology, level of material well-being, etc. But over time, the environmental crisis and deteriorating living conditions have been added to this list. Previously, this struggle was carried out using only force, wars, etc. Later, the struggle for resources began to take place in the social and cultural spheres. Today, the conditions of fierce economic competition lead to the fact that not only land and access to the sea are scarce, but there is also a certain lack of information about strategic resource reserves, social or technical development of space, geopolitical plans or environmental risk zones, etc. In addition, socio-environmental conflict is often artificially constructed by opinion leaders or the media.

Every year, social and environmental conflicts are growing in intensity, and their resolution often comes at the expense of nature and its resources. But the capacities of ecological systems are limited, and every step towards reducing the capacities of ecosystems can cause social conflicts. The formation of environmentally unfavorable zones and areas of environmental disaster leads to the emergence of public organizations and movements that try to attract the attention of society and political forces, influence public consciousness and change it in order to solve environmental problems of our time. This is exactly what we have seen in Ukraine over the past few years, as the environmental problem has become extremely acute for Ukrainians since 2022. The consequences of military operations have led to a multitude of environmental problems, some of which are irreversible and cannot be corrected. And given that the environmental situation is getting worse every day, it is very important to transform and form environmental awareness in every person, rethink their own place and attitude towards nature, change the vectors of their activities with a focus on environmental friendliness.

The psychological aspect is important in the formation of environmental awareness in the modern socio-cultural environment, where the development and change of the human psyche in relation to nature plays an important role. People need to change their consumerist attitude to nature to an altruistic one. And organize their lifestyle and activities in such a way that nature has the opportunity to regenerate itself.

It is clear that a certain, mostly consumerist attitude towards nature has been formed over time. And modern man, being "involved" in the scientific and technological process, blinded by his own selfish needs, does not always analyze the consequences of his actions or inaction. And it is the complex conditions of the socio-cultural existence of society that often serve as a guideline and marker that indicates the existing

problems and the need to solve them. Therefore, it is obvious that it is the environmental crisis and the decline in the quality of life that has become the impetus for the development and, although very slow, but still the formation of environmental awareness [3].

Therefore, it is advisable to note that further normal development of humanity is possible only if we change our attitude to nature and its riches, rethink the place and role of man in the "man-nature" relationship, harmonize their relationship and interaction, and form an ecological personality and ecological society. And this is possible only through the social construction of environmental awareness through the dissemination and assimilation of environmentally relevant information, the appropriate orientation of the institution of education and upbringing, and the awakening of public initiatives. After all, environmental problems are not only environmental problems, but also extremely important social problems, problems of human existence, etc.

Conclusions. Thus, environmental awareness means a high level of reflection by an individual of the surrounding reality, the environment, which ensures harmonious coexistence and interaction between man and nature. The formed environmental awareness of the subject allows him/her to perceive the world around him/her and himself/herself in this world as an element of a single ecosystem, and the purpose of interaction with nature is to maximize the satisfaction of both human needs and the requirements of the entire environment. Ecological awareness ensures that a person understands the development of an individual and nature as a process of co-evolution that is beneficial for both parties in a harmonious unity.

With regard to the formation of environmental awareness in the new socio-cultural environment, it is the existing norms and rules that are enshrined in society that will determine the vector of society's movement in terms of building an ecological way of life and activity for both individuals and society as a whole. And difficult conditions of society, crises become a catalyst for rethinking the existing way of life and understanding the need for change, in particular, with regard to interaction with nature.

Prospects for further research are seen in an empirical study of the impact of war on the formation of environmental awareness of the individual, determining the features and factors of environmental awareness at different age stages.

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SOCIAL PSYCHOLOGY

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THE EFFECT OF SOCIAL LAZINESS AND THE MEANS TO OVERCOME IT IN A MARTIAL LAW

У статті розглядається ефект соціальних лінощів, який полягає в тому, що збільшення чисельності групи призводить до зменшення індивідуальної продуктивності її членів. Автори аналізують особливості прояву цього ефекту серед студентів закладів вищої освіти. У «нормальних» умовах групове навчання має ряд переваг, серед яких налагодження комунікацій, соціалізація, набуття навичок роботи в групах тощо. Однак ефект соціальних лінощів може призводити до таких негативних наслідків, як втрата інтересу до навчання, зниження успішності, повна втрата мотивації до навчання.

Автори статті на основі аналізу наукової літератури та власних досліджень пропонують ряд інструментів для запобігання та подолання ефекту соціальних лінощів у студентському середовищі. Серед них: актуалізація індивідуальності та підвищення ідентифікації; вирішення проблеми безбілетника; якісне цілепокладання; системна залученість.

У умовах дистанційного навчання, яке характеризується асинхронністю, часовою розірваністю та нестійкістю соціальних зв'язків, ці інструменти втрачають свою ефективність. Автори статті пропонують розробити нові інструменти, які враховують особливості дистанційного навчання.

Серед таких інструментів, які запропонували студенти, є: формалізація групових стосунків; групова соціалізація; групова робота; чітка ідентифікація особистості; проектний підхід.

У висновку автори статті стверджують, що ефект соціальних лінощів в умовах війни набув нових рис і вимагає оновленого інструментарію.

Ключові слова: соціальні лінощі, студенти, дистанційне навчання, групове навчання, інструменти запобігання та подолання ефекту соціальних лінощів

The article considers the effect of social laziness, which is the increase in the number of groups leading to a decrease in the individual productivity of its participants. The authors analyze the features of this effect manifestation among students of higher education institutions. Under "normal" conditions, group study has several advantages, including communication, socialization, acquiring skills of working in groups, etc. However, the effect of social laziness can lead to negative consequences such as a loss of interest in education, a decline in academic performance, a complete loss of motivation to study.

Based on the analysis of scientific literature and their own research, the authors of the article suggest a number of means to prevent and overcome the effect of social laziness among students. The means include actualizing individuality and enhancing identification; solving the problem of the freeloaders; qualitative target setting; systematic engagement.

In the context of remote study, characterized by asynchrony, time discontinuity and unstable social ties, these means lose their effectiveness. The authors of the article suggest developing new means that take into account the peculiarities of remote study.

The means suggested by the students include formalization of group relations; promoting group socialization; group work; establishing clear identity of the individual; adopting project-based approach. In conclusion, the authors of the article state that the effect of social laziness in the conditions of the war has acquired new features and requires an updated means to overcome it.

Keywords: social laziness, students, remote study, group learning, means to prevent and overcome

the effect of social laziness

Formulation of the problem. Although the problems of social laziness have long been under consideration among researchers, new factors of nowadays have changed the perception of this phenomenon. During the COVID-19 pandemic, the key factor that influenced the change in the behavior of groups was the factor of rapid digitalization but the invasion of Russia has significantly shifted the focus. Moreover, the longer the war lasts, the more variable the manifestations of social laziness become, primarily due to accumulation of psychological fatigue and social burnout, and motivational volatility becomes more and more unpredictable. Therefore, studying the peculiarities of social laziness in wartime conditions, the shifts in individual priorities and values due to war and the fragmentation of families is imperative.

Analysis of recent research and publications. Recent research and publications by N.P. Gornostai [3], O.L. Korobanova [1], M. Olson [4], V. V. Shveda [5, 6, 7], O.A. Kozlova, K.V. Komarova, S. Harkins, B. Latane and K. Williams [8], K. Earley [9], C. Bond and L. Titus [10] and others have addressed social laziness. However, most studies focus on "normal" conditions and "normal" functioning of social groups, even in remote work and/or study conditions.

The purpose of the article. The article aims to study the effect of social laziness in the student environment, characterized by instability and insufficient formation of relationships, asynchrony, lack of systematic communication and time and distance discontinuity.

Outline of the main material. The effect of social laziness or Ringelmann effect, originally described by the eponymous researcher Maximilian Ringelmann in 1913, is one of the basic group effects in social psychology. The essence of this effect lies in the fact that the increase in the number of groups decreases individual productivity of the members, and, consequently, the group's overall productivity.

The subconscious of a person drives them to save their effort, despite the undeniable individual importance of the result, as the overall outcome depends on other participants' efforts. Consequently, there's a redistribution of responsibility and a reassessment of the significance of individual contributions.

S. Harkins, B. Latayne, J. Sweeney, and others have delved into the effect of social laziness. Their studies revealed that 1-2, sometimes 3, individuals exert the primary efforts in a group, while the rest contribute minimally, occasionally feigning effort.

For example, the aforementioned Bibb Latane, Kipling Williams and Stephen Harkins conducted experiments on a group of six individuals seated in a semicircle. The participants were blindfolded and wearing headphones. Deafening applause and shouts were broadcast through the headphones to the group of participants. The participants were deprived of the opportunity to hear their own or other people's shouts and applause. The group was to shout or applaud as loudly as possible, alone or with others. It was expected that each participant would shout louder because they would feel relaxed. In reality, social laziness manifested itself to the fullest: in the group, the participants shouted or applauded three times less noise than each of them individually. However, in the opinion of the participants of the experiment, they performed equally in both cases [8].

Subsequent research unveiled insufficient coordination among group participants, despite being necessary for achieving results.

It is worth noting that Ringelmann himself formulated a group efficiency formula as
$$C = 100\text{-}7 \times (K\text{-}1),$$
where C represents the average individual contribution of participants, and K signifies the number of group members [2]. He believed interpersonal processes distracted groups from their full potential, identifying two sources of performance decline: loss of motivation and coordination problems, with the former associated with the effect of social laziness.

Among the main reasons for the manifestations of social laziness, it is advisable to note:
- the above-mentioned lack of coordination between the group members;
- reduction of motivation due to the overall growth of the group, as well as to the acceleration of the rate of such growth;
- uncertainty (some researchers even emphasize the anonymity) of the contribution of each member of the group;
- loss of personal identification; dispersion of liability that can be manifested even in the irresponsibility of individual members of the group.

Further research on this issue has revealed certain features of social laziness depending on external factors of personality formation and the environment of further functioning. In particular, in 1989, Christopher P. Earley conducted a study of social laziness, taking into account the influence of the cultural factor on this

phenomenon. The experiment involved groups of individuals with Western (individualistic) and Asian (collectivistic) types of culture. An individualistic culture is characterised by the fact that individual goals of its members are no less (if not more) important than group goals, while in a collectivist culture, on the contrary, group goals prevail over individual goals. Earley suggested that social laziness may be less pronounced in collectivist cultures, which focus on achieving the overall result by the group rather than the individual. In his research, he demonstrated that Chinese managers, performing a number of hours-long tasks, worked harder in a group than US managers who made more effort working alone [9].

It is worth noting that the manifestations of social laziness are subject to people of any age, social status, sex, material wealth, religion, etc.

In accordance with the purpose, the article's focus is on analyzing the characteristics of social laziness among students in higher education institutions, predominantly involved in group studies. Such groups are formalized, and in the conditions of martial law, they are formal. Under the "normal" conditions (such we consider studying to 22.02.2024), group work exhibit advantages such as establishing and maintaining communications; socialization and formation of social ties; acquiring skills of group working, which over time transforms into the ability to work on a project-based approach; mastering critical thinking; forming a control system that involves the ability to maintain a sustainable feedback, etc. Among the shortcomings can be noted: conformism, social laziness and potential loss of individuality.

Group study involves the presence of a formal (according to the age) and an informal leader (institute of student self-government), rhythm of activities, time dependence, and formalization of relations outside the group and pluralism of relations within the group.

Under "normal" conditions, social laziness often stems the presence of the student group itself, since it involves minimal socialization and work in unstable mini-groups within a large student group. Therefore, the manifestation of this effect is inevitable, and the consequences can be a loss of interest in discipline, a decrease in success, and a complete loss of motivation for learning. Moreover, the brighter the individual effect of social laziness is manifested, the less time is required to reduce the success of the group as a whole, correspondingly accelerate the decline of group success, leading to imbalance and institutional jeopardy. Therefore, we can talk about a certain upward spiral of social laziness. Its manifestation leads to waning interest in subjects, declining success, and a complete loss of learning motivation.

Researchers have developed an effective set of means to prevent and overcome the effects of the social laziness, including:

–   Actualizing individuality and enhancing identification. Therefore, the growing role of the individual is a precautionary measure that prevents impersonal participation in general educational, social or other types of student activities. When students feel their uniqueness and contributions are recognized, it bolsters their understanding of quality education's significance, positively influencing group dynamics and counteracting social laziness.

–   Solving the classic problem of the "stowaways" or "freeloaders". Mansour Olson once convincingly proved that the impersonation of participation and the lack of public control leads to uncontrolled growth of the freeloaders [4]. It acknowledges that the problem under consideration is much more serious than the disrespect or greed of such freeloaders. In Ukraine, the volunteer movement is on the rise, which is essentially based on the mechanisms of the theory of collective action. For instance, some residents are supposed to decide to make their city cleaner and tidier. No, they would not decide to dismiss all the janitors, but rather to work together to facilitate their work, because the city is large and there are not enough janitors. Therefore, either the residents would decide to increase their contributions to the city treasury to hire more janitors, which in itself is not a guarantee of cleanliness, or they would cooperate with each other and make the city cleaner on their own. Naturally, some residents would work hard, some would work half-heartedly, and some would simply create the illusion of their participation. Thus, the same problem of the "stowaway" arises. Such a freeloader tries to do nothing, which, in turn, not only reduces the effectiveness of collective work, but can also lead to the fact that collective work may not take place. As is well known, a bad example is contagious. So half of the residents would work, and half would do nothing. Of course, there is a possibility that the first half of the residents would be completely conscious and responsible, with high motivation, but it is much more likely that a good idea to clean up the city would never be implemented because of freeloaders. It should be mentioned that the problem of freeloaders is most typical for large groups in which people do not know each other, and therefore communication and, as a result, organisation of such groups is difficult. In other words, it could be argued that the impact of this problem is overestimated. However, this argument is refuted by the inhomogeneity of student groups, which is exacerbated by individual educational trajectory [7]. Upholding personal ethics and standards is an individual choice, yet the generalized impact of such students

may disrupt existing norms, evaluation systems, and narrowing the pluralism of tasks and methods of their implementation, etc. This issue gains importance in academic integrity contexts. It is crucial to emphasize the individual significance of each student, establish intra-group public oversight, and avoid large group formations, as this might compromise educational quality, graduate competence, and national economic advancement.

– Qualitative goal setting. The pedagogical and teaching experience of the authors leads us to argue that most students lack goal-setting skills. Embracing the traditional SMART approach in goal setting enables the formation of qualitative and perceptible goals for both groups and their participants. Therefore, goals should be specific (answering questions like what, why, who, where, and which), measurable (answering how I will know when the goal is achieved), achievable (answering how I can attain the goal), relevant (answering if the goal is necessary), and time-bound (answering when). Additionally, goals should be intricately complex, interesting, and motivating to solve.

– Use of self-management and time management methods. Even the Pareto principle allows understanding how social laziness affects the motivation and engagement of students. Therefore, it is advisable to use time management tools, in particular: the Eisenhower matrix, the Benjamin Franklin method, the Charles Schwab method, the "tomato" method, the "Swiss cheese" method, etc. Adherence to rational approaches to time management will allow doing more with less effort, which will be supported by a positive emotional background.

– Systematic involvement. Utilizing classical competitive approaches, gamification in learning, establishing social connections, and fostering a friendly atmosphere diminishes the impact of social laziness. Social compensation approaches can also prove beneficial.

The above tools have proven to be effective. However, how effective will these means be in remote learning characterized by asynchrony, discontinuity in time, and unstable social ties?

During teaching activities, the authors engaged students in discussions regarding the relevant topic within the learning process, inviting them to develop means to combat social laziness should it arise within their groups.

In total, 54 responses were received from 4 student groups of different programme subject areas, accepting only answers displaying individual manifestations rather than retelling of theoretical material. Since the effect of social laziness is manifested in participants of any gender, age, social and financial situation, etc., the responses were processed without ranking. Multiple tools were allowed as options for answers.

Notably, not all students agreed that social laziness manifested within their groups. In summary, among the 54 responses, 6 indicated the absence of social laziness in the student group.

Classic means prevailed among the proposed means, but the following were encountered: formalization of group relations; group socialization; group work; clear identity of the individual; project-based approach; solution of the problem of non-acceptance of formal and lack of informal leadership; uncertainty of motivation.

Visually, the distribution of responses is depicted in Figure 1. (The "classic means" group comprises means discussed on the previous page: updating individuality and increasing identification, systematic engagement, quality goal setting, and addressing the problem of the freeloaders).
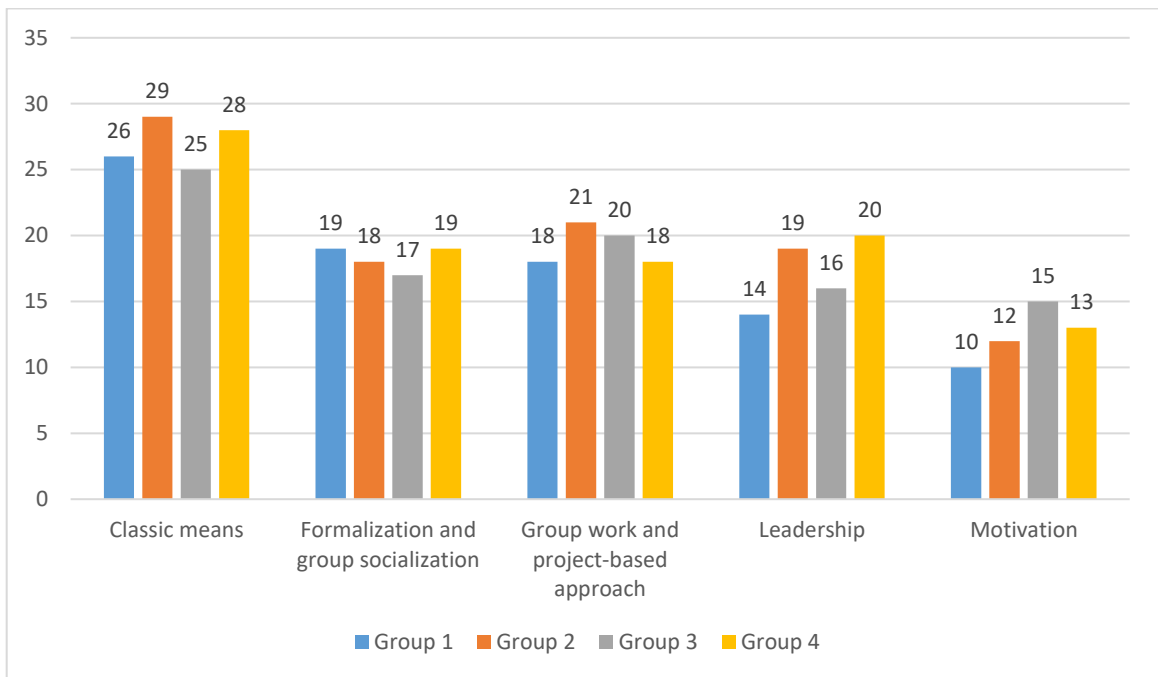
Figure 1. The distribution of the means suggested by students to overcome the group manifestations of social laziness.

When summarizing the proposals and disregarding responses influenced by knowledge formed during lectures, the most pressing issue regarding the manifestation of social laziness is the absence of formal structure within groups and the lack of socialization among students in the groups (see Figure 2).
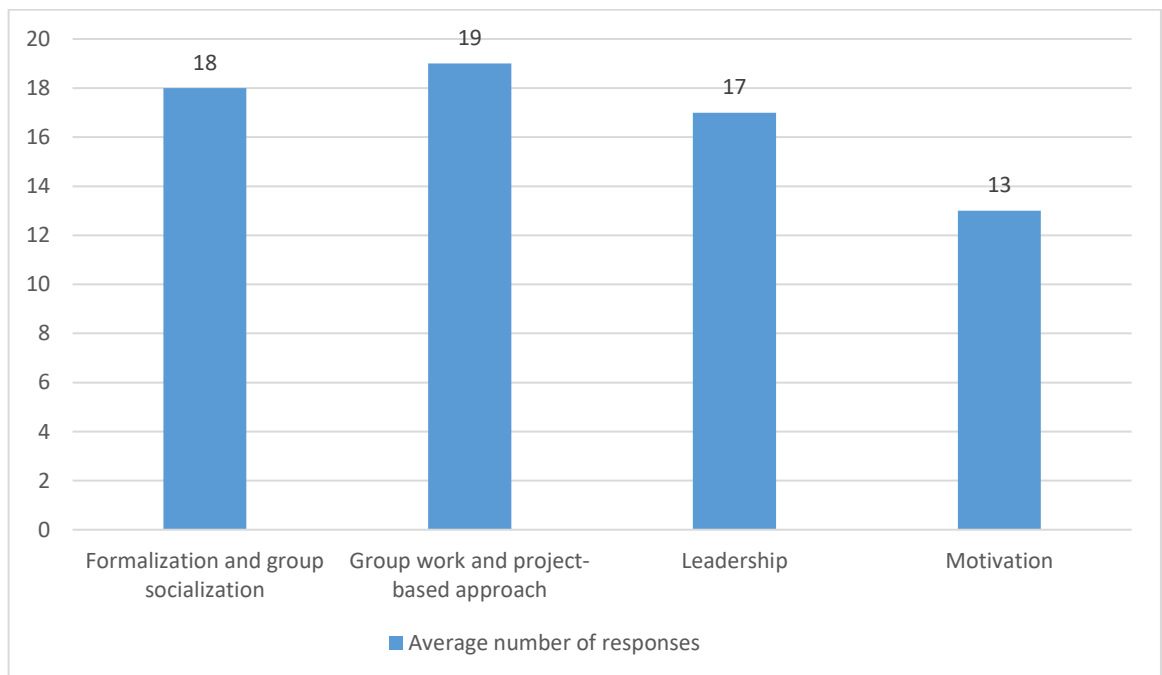
Figure 2. The average results of popularity of "non-classic" means to overcome social laziness.

Results. Based on the data presented, it can be inferred that the features of the educational process in the conditions of martial law have devalued the effectiveness of conventional means to combat the manifestations of social laziness. Instead, the need for group work and the importance of overcoming communication restrictions in remote study and communication have become a new necessity. Developing a formalized mechanism for group relations is advisable due to the challenges posed by asynchrony, time and

distance discontinuity hindering the formation of stable social bonds within groups. Even the role of student group leaders has shifted predominantly toward upholding traditions. In real scenarios, these leaders often act as conduits for the student body's position, convey official institutional stances, facilitate communication, and manage conflicts within student groups, etc.

It is worth noting that facilitation can be seen as an effective tool to combat social laziness. For example, N. Triplett discovered that cyclists show the highest race results when they compete with other athletes rather than when they do it for time.

To verify this assumption, Triplett conducted the first-ever social and psychological experiment, which consisted of the following: the psychologist asked children to spin a spinning rod for speed. In one case, the children twist the spinning alone and in an empty room, and in the other, in the company of their peers. The result showed that children who twisted the spinning in the presence of other children did it faster than those who did it alone [10].

Thus, it is social facilitation, as the opposite of social laziness, which can be used in educational activities, bringing elements of competition and sports performance into the learning process.

Furthermore, it can be argued that amid martial law and associated crises, social laziness might serve as an individual's psychological response and an attempt to redefine priorities.

Conclusions. Consequently, the effect of social laziness in the conditions of the war has acquired new features and, accordingly, requires an updated means to overcome. In further studies, the authors aim to broaden the scope by soliciting new student suggestions for combatting social laziness and identifying mechanisms to implement new and updated means to combat the manifestations of social laziness in the student environment, including by studying the effect of social facilitation.

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VOLUNTEERING AS A SOCIAL AND PSYCHOLOGICAL PHENOMENON

В статті здійснена теоретична рефлексія трактувань понять волонтерство та волонтерська діяльність з погляду їх використання у нормативно-правових документах, а також у науковому дискурсі зарубіжних та вітчизняних досліджень. Визначено два підходи до розуміння волонтерства – інституційний та суспільний. Обґрунтовано, що інституційний підхід базується на принципах цілісності, органічної солідарності, поєднанні об'єктивного і суб'єктивного, зосереджується на залученні організацій, урядів та інституцій до просування та підтримки волонтерства. Стверджується, що волонтерство як суспільний підхід, реалізується через самостійний взаємозв'язок (соціальна спільність) людей як суб'єктів добровольчої діяльності, що мають сформовані суспільні цінності, інтереси, установки як основу для формування соціальної ідентичності спільності, демонструють відповідальне ставлення і задоволеність волонтерською діяльністю.

Встановлено, що до основних функцій волонтерства віднесено мобілізаційну, функцію соціальної стабілізації, формування та розвитку громадянського суспільства, регулятивну, стимулюючу, комунікативну, а також функції соціалізації самопізнання, самоствердження та професіоналізації. Волонтерство розглядається як вид діяльності, що базується на принципах свободи від зовнішнього примусу, можливості вибору варіанта дії, альтруїзму, діяльності за межами сімейних та дружніх відносин. Ознаками волонтерства як діяльності є її процесуальний характер та позитивна спрямованість, а також реалізація цієї праці у вільний час. Структура волонтерської діяльності розкрита через мотиваційний, когнітивний та емоційно-вольовий компонент. Волонтерська діяльність може бути спрямована на реалізацію трьох різноспрямованих аспектів: забезпечення впливу активних людей на конкретно – історичну ситуацію, що склалася у суспільстві; забезпечення впливу найважливішої діяльності на особистісні властивості людини, що включається в цю діяльність; отримання людиною, що у цій діяльності, значних компетентностей і конкретних знань, навичок і умінь.

Ключові слова: волонтер, волонтерство, волонтерська діяльність, функції волонтерства, структура волонтерської діяльності.

The article provides a theoretical reflection on the interpretations of the concepts of volunteering and volunteer activity in terms of their use in regulatory documents, as well as in the scientific discourse of foreign and domestic research. Two approaches to understanding volunteering are identified: institutional and social. It is substantiated that the institutional approach is based on the principles of integrity, organic solidarity, a combination of objective and subjective, and focuses on the involvement of organisations, governments and institutions in the promotion and support of volunteering. It is argued that volunteering as a social approach is implemented through the independent interconnection (social community) of people as subjects of volunteer activity, who have formed social values, interests, attitudes as the basis for the formation of the social identity of the community, demonstrate a responsible attitude and satisfaction with volunteering.

It is established that the main functions of volunteering include mobilisation, social stabilisation, formation and development of civil society, regulatory, stimulating, communicative, as well as socialisation functions of self-knowledge, self-affirmation and professionalisation. Volunteering is seen as a type of activity based on the principles of freedom from external coercion, the possibility of choosing an action option, altruism, and activities outside of family and friendship. The features of volunteering as an activity are its procedural nature and positive orientation, as well as the implementation of this work in free time. The structure of volunteering is revealed through the motivational, cognitive, emotional and volitional components. Volunteer activity can be aimed at implementing three multidirectional aspects: ensuring the impact of active people on the specific historical situation in society; ensuring the impact of the most important activity on the personal properties of the person involved in this activity; obtaining significant competencies and specific knowledge, skills and abilities by the person involved in this activity.

Statement of the problem. In today's conditions, when Ukraine is suffering from a full-scale invasion, has been in martial law for a long time, when there is an urgent need to support Ukrainian military defenders and civilians affected by the war, the volunteer movement is not only in demand, but also needs comprehensive support. In Ukraine, volunteering has gained momentum and contributes to social development, draws public attention to socio-economic issues and addresses the needs of socially vulnerable groups. The volunteer movement also reflects the altruism and generosity of the Ukrainian people, their ability to empathise and willingness to care for others.

Representatives of Ukrainian psychological science, responding to the social demand to study the impact of war on the individual, overcome the consequences of traumatisation due to military events, and provide scientific and practical psychological assistance to the military and civilian population, have also focused their efforts on the study of the social and psychological phenomenon of volunteering.

Research of the problem in scientific works. I. Zavadska, O. Palyliulko, N. Bulatevych, S. Batrakina, I. Rashkovska, O. Trubnikova have studied the issue of social and psychological characteristics of volunteers. Motivational aspects of volunteering are studied in the works of E. Bespalova and L. Kolomiets. The psychological phenomenology of volunteering has been studied by E. Balashov, V. Zlyvkov, S. Lukomska, V. Skydanovych. The motivational sphere of volunteers has become the subject of research by foreign (G. P. Bondarenkova, A. Goldberg-Glen, S. Knwan, A. Omoto, M. Snyder, J. Trumbauer, N. V. Cherepanova, etc.) and domestic scholars (N. A. Vainilovych, T. L. Lyakh, L. I. Matvienko, I. V. Yurchenko, etc.).

The purpose of the article is to theoretically analyse the current scientific concepts of volunteering as a socio-psychological phenomenon and psychological characteristics of volunteers' personality.

Summary of the main material. Today, volunteering is a rather powerful social and social movement capable of taking over some of the powers of state social institutions. The concepts of "volunteer", "volunteering" and "volunteer activity" are quite common in social practice. Voluntarism is based on the ability of a person to work unselfishly, in most cases anonymously, for the benefit of others. In other words, a volunteer spends part of his or her time, energy, knowledge, and experience on activities that benefit other people or society as a whole. However, the term "volunteering" primarily refers to activities based on free will. According to the Universal Declaration of Volunteers, adopted at the XI Congress of the International Volunteer Association on 14.09.1990 in Paris, "volunteering is voluntary, active, joint or personal participation of a citizen in the life of human communities to meet basic human needs and improve the quality of life, economic and social development" [1]. Volunteer activity is based on the principles of voluntariness, humanity, common interests, equality of rights, transparency and responsibility. Through volunteering, citizens, aware of their personal responsibility for the fate of the country, contribute to solving socially important problems. The growing significance of volunteering as a universal global phenomenon is demonstrated by the fact that the UN General Assembly declared 2001 the International Year of Volunteers, with the main objectives of raising the level of recognition, establishing a system of information exchange and promoting volunteerism.

There are certain approaches to understanding volunteering: institutional and social approaches [2]. The institutional approach to volunteering as an institution of civil society is based on the principles of integrity, organic solidarity, and a combination of objective and subjective. The institution of volunteering includes volunteer communities of different organisational forms, volunteer practices (as social interaction of their national and international manifestations), social, economic, political, cultural resources, legitimate norms and rules of volunteering based on universal and humanistic values, traditions, and examples of volunteer behaviour. The purpose of volunteering institutions is to create an effective implementation of social policy aimed at different social groups of society, its balanced, social and economic development within the voluntary movement.

The institutional approach to volunteering focuses on the involvement of organisations, governments and institutions in promoting and supporting volunteering. This approach emphasises the importance of creating structures, policies and mechanisms that encourage people to volunteer their time and skills for the benefit of society. This includes establishing a framework for recruiting, training and coordinating volunteers, and recognising and rewarding their contributions. The institutional approach also involves working with different stakeholders to address social problems and achieve collective impact through the efforts of volunteers. Overall, it aims to systematise and institutionalise volunteering to maximise its impact and sustainability.

The social approach views volunteering as a community. It is argued that volunteering really exists as a single and independent relationship (social community) of people as subjects of volunteer activity, who have formed social values, interests, attitudes as a basis for the formation of the social identity of the community, demonstrate a responsible attitude and satisfaction with volunteering [7].

In psychology, volunteering is understood as a form of civic participation in socially useful activities, a way of collective interaction and an effective mechanism for solving urgent social problems [3]; as an activity that is not forced and is based on the desire to help [5]; as an activity done without a prior thought of financial reward [4]; as an active voluntary participation of a citizen in public life that reflects personal views and positions [3]; as a national idea - the idea of mercy and charity, a resource of philanthropy - humanity, charity, charitable activities, social support, patronage and protection of disadvantaged citizens through mercy [7].

The analysis of scientific research has shown that due to the lack of a universal understanding of the terms "volunteer", "volunteering", "volunteer activity", there is no single definition of these concepts. A study conducted by American researchers H. Anheier and L. Salamon analysed the definitions of volunteering in different countries and proved that the English and American concept of "volunteering", the French "voluntariat", the Italian "voluntariato", the Swedish "frivillig verksamhet" and the German "ehrenamt", despite similar translations, have different origins and different cultural meanings. Analysing scientific papers, they concluded that in the UK and Australia, volunteering is defined as an institution of civil society, as a public sector that is separated from the state and business. In other countries, researchers focus on volunteering as a public service sector and the public benefit it brings.

Since volunteering is mainly carried out by subjects who are employed at their main place of work, in their free time, the concept of volunteering as a serious leisure activity, proposed by the Canadian scientist R. Stebbins, is considered quite justified. Features of such leisure are: "an episodic need to continue this activity; the ability to make efforts to survive important moments, achieve goals and participate in life; the presence of many long-term benefits - both spiritual and material: self-realization, spiritual growth, self-expression, revival or renewal of personality, a sense of achievement, increased self-esteem, participation in social interaction and a sense of belonging to the community; self-reward; a unique spirit, where the central component is the group social world, which begins to change shape, when amateurs, passionate about a certain sphere, for many years jointly satisfy essential common interests" [8]. The concept of serious leisure makes it possible to identify the essential characteristics of volunteering related to the motivation for volunteering. Volunteering allows an individual to satisfy the highest level of needs for socially accepted self-realisation and self-actualisation, i.e. self-development and formation of oneself as a holistic moral personality become the motive.

In the conditions of peaceful existence of the state, one can agree with the opinion of foreign scholars, but in the conditions of war, the lack of a clear definition of the essence of volunteering, the motivation of volunteers, and their legal status can lead to a threat to the vital interests and violation of the rights of a person who defines himself or herself as a volunteer, in fact, performing functions that are much broader than volunteer ones. It is worth noting that a certain number of volunteers do not perform their functions in their free time, but have made it their main activity. As noted by domestic researchers, in particular A. Matiychyk, there was "the performance of state functions by volunteers in the first stages of the military confrontation in eastern Ukraine, who provided the military with everything from food to resuscitation vehicles, jeeps and sophisticated optics" [6]. O. Kholostova defines the term "volunteer" as someone who does something of their own free will, by consent, not by coercion. Volunteers can act either informally, free of charge in public and private organisations, or be members of volunteer organisations [2].

E. Balashov draws attention to the fact that the modern meaning of the word "volunteer" is that volunteers are understood as members of a socially oriented public association. The nature of volunteering is prosocial. This means that people engaged in it seek to influence the transformation of modern society, to improve certain aspects of people's lives [1].

The main factor in volunteering is personal motivation. The importance of motivation for volunteers is noted by T. Lyakh, who argues that motivation plays a leading role in the structure of individual behaviour. It is one of the main concepts used to explain motivation and activity in general. Motivation is understood as: firstly, a set of motivating factors that determine the activity of a person; secondly, all motives, needs, incentives, situational factors that encourage human behaviour; thirdly, the process of motive formation [5].

According to T. Lyakh, an important motive for volunteers is to improve the quality of life of both the recipients of social support and the volunteers themselves. Volunteering can also be associated with a number of selfish motives, but within the socially acceptable norm. The altruistic motive, which ideally should be the main one, is unstable, as it is always supported by a person's desire to get something more: moral satisfaction, expansion of the social circle, or awareness of their own need for society [5].

K Pavliuk. believes that at the present stage, there is a noticeable shift in the emphasis on motivating volunteers from purely altruistic to subjectively "profitable" ones. Among the variety of reasons for engaging in volunteering, the main motivations are personal reasons and personal needs, which are primarily related to the possibility of acquiring new knowledge, skills and work experience. Quite often, volunteering is seen as a way to be constantly active, to increase chances of employment [7].

In his turn, N. Vainilovich argues that altruistic and pragmatic motives equally motivate people to volunteer. Pragmatic motives include professional experience, self-determination, career growth, gaining new knowledge and skills, the ability to solve personal problems, atonement, meeting new people, active pastime, etc. Among the altruistic motives of volunteers, N. Vainilovych mentions the desire to provide selfless assistance, the ability to benefit people, a sense of duty and moral obligation, service to God, social contribution to the development of their district (region, country), the experience of the social meaning of volunteer work, the desire to feel needed, a manifestation of solidarity with others, a sense of not being in vain and moral satisfaction from their own ability to change the world for the better, etc [2].

Scholars K. Alekseichenko and L. Matvienko interpret volunteering as a phenomenon of altruism and the basis of social interaction, self-improvement of the individual, and the formation of his or her humanistic values. The results of their study show that volunteers have low levels of egocentric motivation and desire for power, and value traditions and the opportunity to establish and maintain social contacts. Volunteering encourages understanding, tolerance, kindness, and, at the same time, manifestations of independence, independence of thoughts and actions, and the ability to choose adaptive and constructive behavioural strategies [4].

Summarising American scientific research, G. Bodrenkova concludes that the motives for volunteering are multidimensional and complex. Considering the existing scientific assumptions and judgements about the motivation of volunteers, G. Bondarenkova refers to the data of J. Baker's research conducted in several European countries and North America. J. Baker notes that among the main reasons, half of the surveyed volunteers point to a sense of duty or moral obligation, a desire to contribute to the life of their hometown or region, an opportunity to acquire new skills or useful experience, and a pronounced need to do something useful in their free time [1].

Studying the motives of volunteers, researchers A. Omoto and M. Snyder proposed the theory of "altruism - egoism". In this theory, the authors argue that the personally significant motives of volunteers can be divided into two groups. The first group includes motives based on a sense of moral and religious duty, on the desire to help others. The second group consists of motives based on egocentrism, when people volunteer for the purpose of gaining profit or other benefits for themselves (for example, young people are particularly motivated by the motive to acquire new knowledge, skills and abilities, as volunteering is often a direct path to future professional activities) [4].

Scientific studies have identified the following types of altruistic behaviour of volunteers: moral (disinterested care for others to meet one's own spiritual needs), parental (irrational disinterested and sacrificial attitude towards younger people), compassionate (empathetic attitude, assistance aimed at achieving a specific result), demonstrative (demonstrative performance of altruistic acts to meet certain social norms), parochial (disinterested acts apply only to a limited number of people: family, friends, a separate social group, however, a positive attitude towards individual "own" people in this case is associated with hatred of "strangers") V. Zlyvkov notes that the behaviour of volunteers can be pragmatic, but at the same time it can be expressed in a fairly high-quality activity with a certain degree of professionalism and give a positive result [3].

Analysing the motivation of volunteers, Yulia Katchalova attaches great importance to meanings. She points out that there is a chain of need, motive, goal and meaning, and the goal cannot be the end of the chain in this strategy, it must be followed by meaning. T. Berezina believes that volunteering is based mainly on ideal meanings, such as life for the sake of knowledge, for the sake of creativity and self-improvement, and for the sake of a large social group, etc. [2].

Scientists note that the motivation of volunteers depends on the functions of volunteering, which include providing free assistance to those in need of support; promoting community development by raising citizens' awareness of social issues; stimulating social responsibility; and influencing personal development: it provides an opportunity to develop skills that are useful in both personal and professional life, such as communication, decision-making, leadership, and many others.

At the general level, volunteering performs integrative, stabilising, stimulating, and normative functions. The personal level is the level of realisation of the cognitive function, the function of self-knowledge, the function of socialisation and self-affirmation. Accordingly, these functions reflect the basic needs and motives

of volunteering. Depending on the goals set by volunteers, the motives for their activities can be divided into compensatory, benefit, personal growth, idealistic and social networking motives.

Balashov E. believes that the leading motives of volunteering must meet certain requirements, i.e. be socially significant, widespread among volunteers, comply with universal values, and contribute to the development of a volunteer organisation.

Volunteering is implemented as a system of sequential actions, each of which solves a specific task towards achieving the goal, which is the highest regulator of activity. The system of consistent actions in volunteering helps to achieve specific goals and develop society [1].

In the structure of volunteer activities, the cognitive component is important, which is manifested in the knowledge and awareness of a person about volunteering, and also includes self-esteem in relation to activities, self-knowledge, and perception of the world through volunteering. The cognitive component of volunteering includes knowledge, awareness of oneself and other participants as subjects of volunteering, knowledge of the mechanisms of volunteering, its consequences, and awareness of one's own responsibility.

An equally important structural component of volunteer activity is the emotional and volitional component. It involves an individual's emotional response to volunteering in general. Emotions can be both a motive and a result of volunteering. Empathy plays an important role in the work of a volunteer, which is seen as the ability to empathise with others, the ability of an individual to respond emotionally to the experiences of other people, to understand their thoughts and feelings, to penetrate their inner world, making them part of their personality. Empathy is a deep and unmistakable perception of the inner world of another person, their hidden emotions and semantic shades, emotional consonance with their experiences [1]. A volunteer's ability to empathise and feel the world around them helps them to fully understand the needs of society. Individuals with a high level of empathy become a driving force in the existence of their nation. The emotional component of volunteering includes psychological stability. The basis of a volunteer's personality is his or her adequate perception of various negative stimuli. The activity of any volunteer in any field is exposed to various affects, and the personality should be resistant to them or at least properly accumulated [7].

The psychological resilience of a person depends on a fully formed "I", where individual resistance to stimuli is conditioned by a certain symptom-complex of personal properties that determine the peculiarities of individual ways of overcoming stressful situations based on their subjective image. The basis of a person's psychological resilience is his or her self-concept. The emotional and volitional component includes perseverance. Perseverance is a volitional quality of a person, thanks to which a person can mobilise his/her strength for a relatively long and difficult struggle against obstacles and difficulties encountered in activities on the way to achieving goals [5]. Without perseverance, volunteering will not exist as such, because the basis for achieving a goal is the application of effort and time.

The volitional qualities included in the emotional and volitional component are mental formations independent of a particular situation, relatively stable, which determine the level of conscious self-regulation of behaviour. The will and volitional qualities of a student volunteer are manifested in his/her activities, in difficult situations that arise. Researchers define the frequency of manifestation of volitional properties in different types of activity and the number of attempts to overcome difficulties as an indicator of the level of general volitional development of a personality. Scientists believe that the volitional properties of a personality form an integral system that determines the level of its general volitional development and determines individual manifestations of volitional activity in different situations. The degree of development of individual volitional properties and the structure of relationships between them, which are at the same level of volitional development, may be different for volunteers [8].

Emotional and volitional qualities imply the absence of emotional stress and fear. The emotional intensity of volunteering is characterised by a large surge of emotions, excessive excitement, exhaustion of the nervous system, and fear of society. The ability to control one's emotional state, to control oneself, one's voice, facial expressions, and gestures is important in the work of a volunteer [8]. Emotional self-regulation is a system of mental actions aimed at either activating certain emotional processes or inhibiting and stabilising them. Another component of the structure of volunteering is the value component, which includes a system of personal values, a set of interests and needs, and the formation of psychological properties of the volunteer's personality. It contains the qualities that a volunteer needs as a person to understand the essence of life. These include decency, frankness, justice and patience, a sense of freedom, responsibility for one's life and actions; independence, consciousness. The bottom line is that these components, which are embedded in the value of a volunteer's work, give meaning to the work.

This component also reflects a person's value attitude to volunteering, the place of altruistic, voluntary, selfless activity for the benefit of others in the system of value orientations of a person. Some researchers

emphasise the relevance of a sense of justice in volunteering. A person does not want to put up with injustice to the extent that he or she tries to solve this problem to the best of his or her ability. The level of sense of justice "pushes" a person to take action and solve the problems of society. However, this component can be dangerous for the individual and the environment, as it always fluctuates between adequacy and inadequacy. The volunteer must understand that the level of justice must adhere to moral and legal rules in order not to harm themselves and others [6].

The analysis of the structural components confirms that volunteering not only solves socially significant tasks assigned to volunteers (thereby ensuring external changes in important resources), but also changes their own state through the acquisition of knowledge, development of skills and abilities, and understanding the values of professional and volunteer activities, which leads to an increase in internal resources, and a growing confidence in the social significance of their volunteer and professional activities.

And this leads to an increase in the activity component of one's own life, to the progressive professional development of the volunteer. The resource of a subject of activity, i.e. a volunteer, is a set of personality properties that is appropriated by the personality, which he or she has at his or her disposal and can therefore transfer and use in the course of activity. That is, the personal resource is objective in nature. Its use depends on the subject, but its availability and value at a certain moment do not depend on the will of the person. Recognition of the objective nature of a person's resources determines the possibilities of managing them by the person who organises the person's activity.

Conclusion. Volunteering is a wide range of activities, including traditional forms of mutual assistance and self-help, official service provision and other forms of civic participation, which are carried out voluntarily for the benefit of the general public without expectation of material reward.

Volunteering is one of the most vivid manifestations of worldview, mentality, and subculture, and therefore volunteering can act as a criterion, a means, and a form of reproduction of universal human values and moral positions in society. Therefore, volunteer activity is socially oriented in its essence and in all its components (target, procedural, content, technological).

Volunteer activity can be aimed at implementing three different aspects:

a) ensuring the influence of active people on the specific historical situation in the society;

b) ensuring the influence of the most important activity on the personal properties of the person involved in this activity;

c) obtaining significant competences and specific knowledge, skills and abilities by the person involved in this activity.

Prospects for further research are realised by identifying the psychological characteristics of volunteers, studying the structure of human values that determine an individual's readiness to volunteer, as well as determining how different certain values in this structure are depending on the gender characteristics of volunteers and the length of volunteering experience.

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PSYCHOLOGICAL ASPECTS OF VETERANS' PROFESSIONAL INTEGRATION: CHALLENGES AND STRATEGIES

Повномасштабна війна в Україні спричинила появу нових, раніше невідомих для нашого суспільства викликів. Одним із таких викликів є професійна інтеграція ветеранів війни. Сприяння зайнятості ветерана війни має стати ключовими у стратегії переходу від військової кар'єри до цивільного життя. Професійна інтеграція в майбутньому з однієї сторони сприятиме спроможності ветерана війни задовольнити свої потреби, самореалізуватися в різних сферах суспільного життя, а з іншої - зробить внесок у відновлення та розвиток України загалом та конкретної громади зокрема. Затяжний характер російської збройної агресії зумовлює збільшення українських захисників, які у найближчій перспективі матимуть статус «ветеран війни». Воєнні дії погіршують демографічні показники, зростає чисельність інвалідів у працездатному віці. Такі реалії в України переконують у неминучості значних втрат робочої сили і погіршенні її якісних характеристик.

Стаття досліджує складні психологічні аспекти, що виникають у процесі професійної інтеграції ветеранів війни. Вона розглядає ключові виклики, з якими стикаються ветерани при поверненні до цивільного життя та на ринок праці, а також пропонує стратегії та підходи для подолання цих перешкод. Автори аналізують психологічні наслідки військової служби та вплив стресових ситуацій на психічне здоров'я ветеранів. Вони розглядають питання адаптації до нових умов життя, зокрема до змін в роботі, соціальних взаємодіях та сімейних відносинах. Крім того, стаття висвітлює важливість психологічної підтримки та психотерапевтичних методів для ветеранів під час переходу до цивільного життя. Вона пропонує різні стратегії, які сприяють успішній інтеграції, такі як професійна підготовка, психологічна консультація та соціальна підтримка. Стаття має за мету підвищити усвідомленість та розуміння психологічних викликів, з якими стикаються ветерани війни під час професійної інтеграції, та надати конкретні рекомендації для їх успішного подолання.

Ключові слова: професійна інтеграція, цивільне життя, військова служба, наслідки військової служби, адаптація, психічне здоров'я, соціальна підтримка.

The full-scale war in Ukraine has led to the emergence of new challenges that were previously unknown to our society. One of these challenges is the professional integration of war veterans. Promoting the employment of war veterans should be a key part of the strategy of transition from military career to civilian life. Professional integration in the future will, on the one hand, contribute to the ability of war veterans to meet their needs and self-realise in various spheres of public life, and on the other hand, contribute to the restoration and development of Ukraine as a whole and a particular community in particular. The protracted nature of Russia's armed aggression is leading to an increase in the number of Ukrainian defenders who will soon have the status of "war veterans". Military operations are worsening demographic indicators, and the number of disabled people of working age is growing. These realities in Ukraine make it inevitable that there will be significant losses of labour force and a deterioration in its quality.

The article explores the complex psychological aspects that arise in the process of professional integration of war veterans. It examines the key challenges that veterans face when returning to civilian life and the labour market, and suggests strategies and approaches to overcome these obstacles. The authors analyse the psychological consequences of military service and the impact of stressful situations on veterans' mental health. They consider the issue of adaptation to new living conditions, including changes in work, social interactions and family relationships. In addition, the article highlights the importance of psychological support and psychotherapeutic methods for veterans during the transition to civilian life. It suggests various strategies that contribute to successful integration, such as vocational training, psychological counselling and social support. The article aims to raise awareness and understanding of the psychological challenges faced by war

veterans during professional integration and provide specific recommendations for their successful overcoming.

Keywords: professional integration, civilian life, military service, consequences of military service, adaptation, mental health, social support.

Relevance of research. In Ukraine, which has been de facto at war for more than nine years, the issues of developing effective mechanisms for social adaptation, physical and psychological rehabilitation of combatants and their integration into communities are becoming increasingly relevant. According to the Ministry of Veterans' Affairs of Ukraine, the number of veterans, their families and families of fallen soldiers after the victory will be about 10% of the total population of Ukraine [3]. The policy of returning combatants to civilian life and supporting their families requires joint efforts from the state, civil society and the business community. The success of such a policy depends on the participation of combatants in public life, including their economic activity and a decent level of well-being. Obviously, a significant proportion of combatants are of working age, whose needs go beyond the scope of social protection and the system of benefits.

Underestimation of the depth and systemic nature of the problems related to the reintegration of veterans may lead to the spread of social and economic risks, including: unemployment; deepening imbalances in the labour market; loss of budget revenues with an increased burden on the budget; lack of conditions for self-realisation, which will contribute to the deterioration of the psycho-emotional state and the spread of social alienation of a significant proportion of the population; the likelihood of destructive forms of social behaviour among veterans in the formation of a model of relations in society.

A sociological study conducted by the Ukrainian Veterans Fund shows that the majority of respondents (65.8%) need adaptation for their return to work. At the same time, 76.2% of respondents reported that their company (at their previous place of work) did not introduce programmes or measures for the adaptation of employees with combat participant status. Surveys among veterans and servicemen and women reveal their needs for employment support, namely: 53.3 per cent of respondents expressed a desire to retrain; 48.2 per cent - to obtain additional education; 39.8 per cent - to extend the adaptation period; 35.8 per cent - to introduce adaptation trainings; 32.5 per cent - career guidance counselling; 14.1 per cent - coaching; 13.7 per cent - need help writing a CV or preparing for an interview [7]. The above makes this topic particularly relevant.

Review of recent research. The analysis of literature sources has shown that the psychology of forming readiness for professional activity, mastering professional knowledge, skills and abilities has been studied by a number of Ukrainian and foreign researchers, in particular: G. Ball, V. Bocheluk, L. Dolynska, G. Kostiuk, T. Kudriavtsev, M. Levchenko, S. Maksymenko, O. Meshko, E. Millerian, V. Moliako, O. Moroz, O. Penkova, P. Perepylytsia, M. Pryazhnikov, V. Rybalka, N. Pobirchenko, M. Savchyn, M. Smulson, etc.

The relevance of integrative trends is confirmed by studies of the philosophical foundations of integration (S. Klepko et al.) and psychological (I. Bex, T. Yatsenko et al.) principles. The study of the theoretical foundations and organisational and methodological aspects of the development of knowledge integration in the context of professional training is devoted to the works of A. Belyaeva, V. Bespalko, S. Goncharenko, Y. Zhydetskyi, J. Kmit, S. Klepko, E. Kovalenko, O. Shevniuk, etc. [6].

Numerous studies by contemporary scholars point to a number of problems in the process of integrating war veterans into civilian life in general and professional activities in particular. As a rule, active servicemen and women who are engaged in military affairs on a professional level have respect from society, support from volunteer organisations, a sufficient level of financial support, and are engaged in an important nationally important activity. However, after returning from war and obtaining veteran status, the usual and acceptable way of life changes. A war veteran has to integrate into a society that is different from the one before the war; return to a family whose interaction is different from that with their comrades-in-arms; accept themselves and find ways to successfully return to civilian life through the successful use of their own changes that occurred during the war.

The level of involvement in addressing the issues of psychological and professional integration of war veterans will largely determine their future and the effectiveness of their social integration.

The purpose of this study is theoretical analysis of psychological aspects of veterans' professional integration.

Presentation of the main research material. Military service can have a significant impact on the mental health of veterans due to the various stressful situations and experiences they go through. Some of the main psychological consequences of military service include:

— Post-traumatic stress disorder (PTSD): This is one of the most common psychological reactions to traumatic events that can occur as a result of military service. Veterans with PTSD may experience recurrent flashbacks, panic attacks, anxiety and depression.

— Depression and anxiety disorders: Military conflicts can lead to the development of depression and anxiety disorders in veterans due to stress, loss and other traumatic experiences.

— Psychosomatic diseases: Stressful situations and traumatic experiences can lead to the development of psychosomatic illnesses, such as ulcers, heart problems and other physical conditions related to mental stress.

— Sleep problems: Veterans may experience sleep problems, such as insomnia or nightmares, which may be related to stress and traumatic experiences.

— Aggressive behaviour and health problems: Stressful situations can lead to increased levels of aggression in veterans, as well as the development of alcohol or drug problems.

These psychological consequences of military service can have a negative impact on veterans' mental health and hinder their professional integration.

During the full-scale war, the domestic labour market has experienced unfavourable conditions for the social reintegration of veterans. The war has led to an increase in the number of unemployed people and the expansion of the shadow labour market in Ukraine, including through combat-related activities. According to official statistics, as of 1 September 2023, 103.3 thousand people were registered with the State Employment Centre, including 1.7 thousand combatants. Since the beginning of this year, the number of unemployed people with disabilities has increased by 700 people. At the same time, the number of unemployed combatants who received services from the State Employment Service in January-September 2023 was 4.2 thousand people, including 4.1 thousand registered as unemployed, 672 employed, 92 attending vocational training and 71 receiving a voucher for training. The number of unemployed combatants covered by vocational guidance services in the period under review was 3.5 thousand [1]. Of course, due to a number of organisational, managerial and psychological reasons, these statistics do not fully reflect the real situation in the field of professional integration of veterans.

Veterans' professional integration is the process of successfully integrating them into the civilian professional environment after completing military service. This process can be caused by a variety of factors, such as a lack of experience in the civilian sector, the need for retraining or an underestimation of veterans' skills. The professional integration of veterans is an important step in their transition to civilian life and can be achieved through various strategies and approaches:

— Vocational training and retraining: Providing veterans with opportunities to acquire new professional skills or retrain for successful entry into the civilian labour market.

— Mentoring and counselling: Providing support to veterans through mentoring programmes that provide them with practical advice and assistance in adapting to a new professional environment.

— Leveraging veterans' skills and experience: Recognising and utilising the unique skills and experience that veterans acquired during their military service in the civilian sphere.

— Psychological support: Providing psychological support and counselling to help veterans deal with emotional and psychological issues related to the process of professional integration.

— Facilitating access to jobs: Creating opportunities for veterans to access vacancies and jobs through support programmes or special initiatives.

The professional integration of veterans is an important stage in their transition to civilian life and contributes to their successful development in the civilian professional environment.

In the process of professional integration of war veterans, various complex psychological aspects may arise that affect their ability to successfully adapt to new living conditions and cope with the challenges of the work environment. Some of the most common difficulties include post-traumatic stress disorder (PTSD). Many veterans may experience PTSD as a result of traumatic events they experienced during their military service. This can lead to anxiety, depression and other mental health issues that make it difficult to integrate into a new work environment.

Post-traumatic stress disorder (PTSD) is a psychological reaction to a severe traumatic event or series of events, which may include war, assault, accidents, violence, disasters, etc. The main symptoms of PTSD include: torporic reliving of traumatic events (recurrent memories, nightmares), hyperarousal and increased anxiety, avoidance of reminders of events or emotional detachment, and a decrease in interest in life (apathy). PTSD can have a serious impact on veterans' quality of life, relationships, professional activities and overall mental health. Treatment for PTSD can include psychotherapy, medication and support from specialised

professionals. It is important that veterans receive adequate support and assistance to overcome this disorder and return to a healthy and satisfying life.

Also, during the process of professional integration, veterans may experience a sense of alienation, especially when they feel their skills and experience are not valued. This can be exacerbated by adaptation to a new work environment, which may be significantly different from the military.

Veterans may have difficulty finding jobs that match their skills and experience, especially if their military experience is not recognised or valued in the civilian market. They may also feel alienated and socially isolated in the civilian environment, especially if they have lost contact with their military comrades or do not find a supportive community. In this case, creative activities can be helpful, as they can help transform the way a veteran views events and situations in his or her life. Creativity can promote the desire and productive overcoming of the veteran's state of personal alienation and increase the level of harmonious life [3].

Insufficient income or financial instability can be serious problems for veterans, especially if they have families or other financial obligations. A separate but particularly important obstacle can be trauma and disability sustained as a result of military operations, which can make it difficult for veterans to find work and integrate into the labour market.

Lack of social support can also act as an obstacle to a veteran's professional adaptation, as they may feel unsupported by colleagues or the work environment, which can undermine their self-confidence and ability to adapt.

These complex psychological aspects can be a challenge for the professional integration of war veterans, and it is important to take them into account when developing support and accompaniment strategies for this group of people. The above challenges require a comprehensive approach to supporting and accompanying veterans in the process of their reintegration into civilian life and the labour market.

Professional activity plays a leading role in the development of a person as a personality. Personality is usually formed, revealed and improved in professional activity. According to scientists B. Ananiev and B. Lomov, the peculiarities of a specialist's personality have an impact on the process and result of professional activity at the same time, the formation of a person as a personality largely takes place in the course of professional activity and under its influence - here we observe the existence of a two-way inseparable link between personality formation and professional activity [6], which plays an important role in the improvement of a professional.

Analysis of the scientific literature on professional development and professional training emphasises that this process is closely linked to human socialisation, which involves mastering new social roles and developing the qualities and abilities necessary to perform social functions. Their interconnection lies in the fact that in the course of professionalisation, a person masters the most important social role from the point of view of the interests of society - a profession with a certain status and prestige. Its mastering takes place mainly within the framework of the same institutions where the most important qualities of a person are acquired and improved (school, vocational school, higher education institution, professional community, etc.). However, the stages of socialisation often coincide with the stages of professionalism in terms of time and content.

In the context of working with veterans who are gaining experience in a new profession or updating their knowledge in the profession they were engaged in before the war, a component of military experience, the ability to survive, command, make difficult decisions, take risks, obey, etc. is added.

22% of employers surveyed believe that most veterans acquire new competencies during their military service that can be useful in the labour market. Regarding the skills of veterans that will facilitate their employment and career development in organisations or companies: 23% of the employers surveyed mentioned teamwork skills, 15% - critical thinking, 11% - responsible leadership, 11% - technical skills, and 8% - computer systems skills. Employers also noted the importance of acquired skills in engineering and construction, logistics, management of communication systems, quadcopters, and drones.

These skills and abilities are in line with the requirements of the modern labour market and should be rationally implemented in the process of post-war economic recovery, which will actualise the creation of a favourable environment for the barrier-free reintegration of combatants and will contribute to the competitiveness of Ukrainian enterprises with global ones in accordance with modern ethical trends. The competition policy involves, first of all, increasing the competitiveness of an enterprise. And this is possible only through the application of fundamentally new (different from traditional) approaches to understanding and assessing the competitiveness of an enterprise, the development and implementation of a comprehensive competitiveness management system, the choice of a competitive market strategy in the commodity and technology markets, focused on a modern and correct path that will meet the level of environmental variability at the current stage of Ukraine's development [2].

The support of civil society is important in addressing the challenges of expanding employment opportunities for war veterans. According to the interviewed veterans and servicemen, civil society can help to employ veterans through community centres for veterans (68.8%); public employment platforms (50.1%); adaptation trainings for veterans (47.9%); career guidance activities by NGOs (41.3%); free coaching consultations (32.6%); and job fairs (26.2%).

In the overall context of countering the risks of a reduction in the size of the workforce in Ukraine and its underutilisation, it is important to take into account the prospects of mass demobilisation and the return of a significant number of previously mobilised workers, and to develop the most effective measures to stimulate their employment. Ukrainian businesses are already experiencing a shortage of employees. Experts predict that in the coming year, if the current rate of recovery continues, Ukraine will face a labour shortage. The industrial sector expects that there will be an average of 0.75 applicants per vacancy in the summer of 2024. At the same time, Ukraine is facing structural unemployment and a staff shortage at the same time. In the labour market, a significant number of the unemployed have a university degree, and sometimes more than one. At the same time, there is a severe shortage of skilled workers [4]. The spread of such risks can be stopped by creating a favourable environment for the employment of veterans of the Russian-Ukrainian war, introducing transparent and effective mechanisms of information and financial support, starting a new business and developing existing ones.

Adapting a veteran to new living conditions, including changes in work, social interactions and family relationships, can be a difficult process. Veterans may face challenges in finding a new job or adapting to changes in their professional environment. It is important to provide support in job search, job search skills and adaptation to new working conditions. It is important to create opportunities for veterans to join new social groups and support networks that will help them adapt to civilian life. Veterans' adaptation may also include redefining family roles and interactions with family. It is important to provide support and resources for veterans and their families in this process. Providing accessible psychological support and counselling can be helpful for veterans who are working to adapt to new living conditions. Psychologists can help veterans to deal with emotional and psychological problems they may encounter along the way. A veteran's adjustment to a new environment can take time, support and resources, but with the right support, it can be successful and contribute to their positive transition to civilian life.

Several strategies and approaches exist to overcome the obstacles veterans may face when returning to civilian life and the labour market:

— Psychological support and counselling: providing accessible and effective psychological support, including therapy, counselling and support from professionals specialised in working with veterans.

— Vocational training and retraining: providing veterans with the necessary skills and competencies to successfully enter the civilian labour market through vocational training or retraining.

— Mentoring and community support: establishing mentoring programmes that provide veterans with support and assistance from experienced professionals or colleagues to successfully integrate into their new workplace.

— Psychosocial rehabilitation: providing psychosocial rehabilitation services, including psychological support, stress management training and adaptation skills development.

— Social support and mutual assistance: creation of specialised social support and mutual assistance programmes for veterans, which provide an opportunity to share experiences and resources.

— Public awareness and education: raising public awareness and working to eliminate stigma associated with veterans through educational campaigns and information events.

These strategies and approaches are aimed at creating a favourable environment for the successful integration of veterans into the civilian labour market and civilian life in general.

Conclusion. Veterans face a number of challenges in their transition to civilian life, including a lack of professional skills, social isolation and psychological difficulties such as post-traumatic stress disorder. For successful integration of veterans into civilian life, it is important to ensure that they have access to effective psychological support and counselling to overcome emotional and psychological difficulties. Establishing psychological rehabilitation programmes, mentoring, vocational training and social support can contribute to the successful integration of veterans into civilian society. The public and governmental structures play an important role in creating a favourable environment for the integration of veterans by developing social programmes and policies aimed at supporting this group. It is important to work on raising public awareness and eliminating the stigma associated with veterans to create conditions for their successful integration into society. The overall goal of researching the psychological aspects of veterans' professional integration is to

understand and address the challenges they face, as well as to develop effective strategies and support programmes to facilitate their successful transition to civilian life.

Prospects for further research include, researching psychological factors that will contribute to the successful professional integration of veterans and developing strategies to support them.

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DEVELOPMENT OF INTERNAL LOCUS OF CONTROL AS A DETERMINANT OF POSITIVE ATTITUDE TOWARD ONE'S OWN BODY

У статті представлено дослідження альтруїзму в залежності від гендерної ідентифікації. Розглянуто проблему альтруїзму крізь призму трьох наукових сфер: етології, філософії та психології. Глибинна взаємодія чоловічого та жіночого проявів альтруїзму означає постійне оновлення людського буття в його духовно-особистісних аспектах.

Представлено опис емпіричного дослідження із використанням стандартизованих психодіагностичних методик, в результаті якого встановлено що отримані результати вказують на те, що як гендерна роль, так і біологічна стать можуть впливати на рівень альтруїзму, проте ці впливи не є дуже значущими. Це може вказувати на складну природу альтруїзму, яка може бути залежна від різноманітних факторів, включаючи, але не обмежуючись, гендерну та біологічну ідентичність. Додаткові дослідження можуть допомогти краще зрозуміти ці зв'язки та їх механізми.

Цікавою особливістю є те, що гендерна роль та гендерна ідентичність не мають статистично значущого впливу на прояви альтруїзму серед учасників. Важливо відзначити, що більшість респондентів у дослідженні характеризуються адрогінною гендерною роллю, яка відрізняється поєднанням чоловічих та жіночих рис.

Ключові слова. *Альтруїзм гендерна ідентичність, гендер, особистість, поведінка.*

The article presents an analysis of scientific and theoretical concepts and approaches to studying the problem of the locus of control of the individual and the influence of the manifestation of personality internality on the attitude toward one's own body. Attitude towards one's own body, defined as an indicator of normal bodily functioning, plays an important role in psychosomatic manifestations.

The central problem of the study presented in the article is to substantiate the development of the internal locus of control and to determine the influence of the internal locus of control on the formation of a positive attitude of a person to one's own body.

The description of an empirical study utilizing standardized methods of psychodiagnostics is provided, revealing that individuals with a pronounced internal locus of control, meaning the ability to perceive and control events in their lives, demonstrate a positive attitude towards their physical body. High levels of internality indicate a tendency for individuals to internally control their achievements, failures, professional activities, readiness to overcome difficulties, and independent planning and responsibility.

The results of the study will contribute to the expansion of the theoretical basis in the field of personality psychology, specifying the relationships between internal control and the mental state of the individual.

Keywords. *Locus of control, internal locus of control, attitude towards the body, body, personality, self-bodily.*

Relevance of the topic. The topic of body attitude is extremely relevant in modern society, which is increasingly paying attention to issues of self-awareness, health and mental well-being. This topic reveals a number of key aspects related to self-determination, self-knowledge and attitude towards one's own body, which is of great importance for the mental, emotional and physical state of a person.

Internal locus of control is defined as a person's internal orientation, wherein they perceive themselves as active participants in their own lives and feel their ability to influence events and their destinies. In the context of attitude towards one's own body, this aspect receives particular attention. An individual with an internal locus of control is more likely to perceive their body as an instrument of self-expression and health, rather than as an object subject to external influences and stereotypes.

In a modern world where social media, mass media, and general beauty standards can influence the formation of views on one's own body, consideration of this topic is becoming especially relevant. With the development of an internal locus of control, a person can pay more attention to their own needs, listen to their own body's signals, and form an attitude towards their body, not only in the context of external norms but also taking into account their internal values and goals

An important element of developing a positive attitude towards one's own body is also the psychological readiness to accept oneself as one is, with all one's features and individualities. With an internal locus of control, a person can develop awareness of their body, respond to its needs in a timely manner, and provide it with the necessary care.

Existing theoretical approaches and empirical studies in the field of psychology have established an important connection between locus of control and psychological traits, forms of behavior, and physiological aspects of personality. One of the key determinants of this relationship is the level of internalization of the self-bodily, which occupies a significant place in the structure of the locus of control, especially in the context of psychosomatic disorders and normal body functioning.

Analysis of previous research. An important contribution to the formation of the self-bodily and the idea of one's body was made by scientists: R. Burns, I.S. Kon, V.S. Mukhina, E.T. Sokolova, O.S. Tkhostov, T.B. Khomulenko, I.I. Chesnokova, V.P. Zinchenko, T.S. Levi, O. Lowen, V.V. Mykolaeva, V.N. Nikitina, E.A. Holman, O.B. Stankovska and others.

The research by Khomulenko, Kramchenkova, and Turkova revealed that the level of bodily internality interacts with patterns of psychological traits and behavioral aspects of personality. A high level of bodily internality may be associated with greater self-awareness, a higher level of control over one's own body, and the ability to distinguish and respond to physiological signals. [8]

Attitude toward one's own body, defined as an indicator of normal bodily functioning, plays an important role in psychosomatic manifestations. The perception of one's own body is determined not only by beauty standards or socio-cultural influences but also by a specific sensitivity to cyclic processes and bodily rhythms. The ability to feel the slightest changes in the bodily state, as well as to predict and understand bodily reactions, indicates a high level of psychophysiological harmony.

The aim of the study is to determine the impact of the development of an internal locus of control on the formation of an individual's positive attitude towards their own body.

Theoretical basis of the study: An important concept in social learning theory is locus of control, defined by Julian Rotter, which defines a person's generalized expectations about how much of their actions and behavior are determined by their efforts and how much by external influences. Rotter emphasizes that reinforcements do not just automatically influence the formation of behavior, but consist of the ability of the individual's ability to see the connection between their actions and the receipt of reinforcements [3].

Reinforcements, defined as any actions, conditions, or events that influence an individual's movement toward a goal, are considered by Rotter as a key mechanism of influence. J. Rotter distinguishes between external and internal reinforcements, as well as reinforcements that are formed in the form of chains or sequences, which can be considered as groups of reinforcements. It is important to note that reinforcements rarely arise in isolation, but often form complex networks that interact with the behavior of the personal. This approach allows us to consider them as sequences that help in the formation and retention of a specific behavioral model [3].

Julian Rotter, in his locus of control theory, identified three key sources of shaping a person's internal and external personality orientation: cultural influences, socioeconomic realities, and variations in parenting style. Drawing on the conducted research, he points to the relationship between locus of control and socioeconomic level, even in the same culture. His conclusion that people with lower socioeconomic status are more likely to have an externalizing orientation is an important result of his research.

Locus of control, according to various scientific sources, is a broad psychological characteristic that determines a person's behavior [4]. This concept represents an important integral characteristic of self-awareness, which includes feelings of responsibility, readiness for activity, and experiencing one's own "self" [4]. These aspects are key elements in the formation of personal identity and interaction with the world around us.

The definition of locus of control is seen as a stable and extremely important factor that determines an individual's identity. The way an individual perceives the nature of the controlling force, whether as an external factor or an internal force, determines his or her character, values, and approaches to life. This aspect of personality's inner dynamics deeply influences one's life choices and perception of the surrounding world.

Probably, each person has been in a situation where they wanted to change something about their appearance or improve some part of their body. However, for most people, these desires do not lead to significant changes in their personality or disrupt their quality of life due to dissatisfaction with their weight, height, face shape, body structure, and other aspects [1].

Internals who have an internal locus of control are characterized by perceiving themselves as having the power to influence their destiny. They believe in their own actions and abilities as the key factors that determine their successes or failures. Such persons accept responsibility for their actions and know how to control their lives.

Instead, externals, who are characterized by an external locus of control, perceive their successes and failures as the result of external factors. They believe in fate, the influence of other people, and also in unforeseen circumstances as the main factors that determine their lives. Such individuals may attribute responsibility for their actions and judgments to external circumstances.

This difference in perceptions of locus of control also affects behavior and decision-making regarding health. Internals who are more confident in their abilities are more likely to take preventive measures to maintain and improve their health, such as smoking cessation, exercise, and regular medical checkups.

Organization of empirical research and analysis of the obtained results.

To study the orientation of the locus of control, we conducted an analysis using J. Rotter's methodology. By finding the test results, we obtained data about the orientation of the object of control in different situations, as shown in Figure 1.
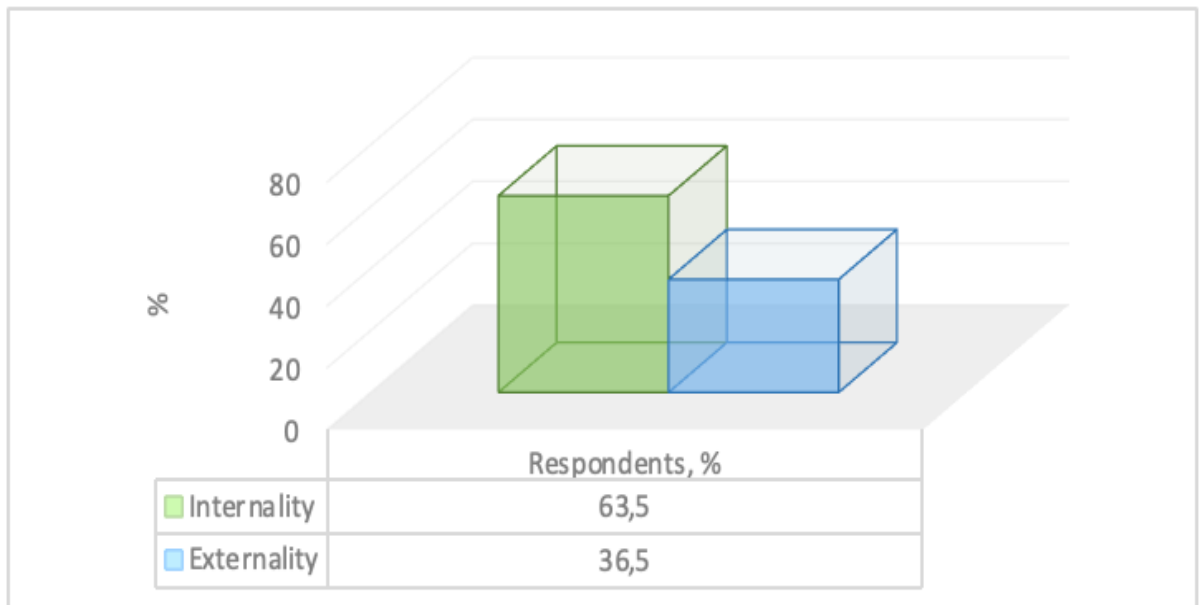

	Respondents, %
Internality	63,5
Externality	36,5

Fig. 1. Results of the study by J. Rotter's methodology

As a result of the conducted methodology, it was revealed that there is a considerable difference in the severity of internal and external locus of control among the study participants. According to the generalized data, the internal locus of control prevails, covering 63.5% of the total number of participants, while the external locus is observed in 36.5% of respondents.

Observations show that internals, represented by the majority of participants, have the properties of an internal reference point. Their ability to self-manage, independence, and a pronounced tendency to internal reflection make them more assertive and responsible individuals. Internals perceive the events in their lives as the result of their own decisions and efforts, which determines their internal locus of control.

On the contrary, externals show a trend towards an external orientation, considering events as the result of external influences. Their greater tendency to insecurity and dependence is manifested in less responsibility and a desire to control their activities.

These differences between the groups are also evident in their approach to professional activity. Internals show a desire for leadership, have a high level of job satisfaction, and believe in their strengths. On the other

hand, externals are more likely to show a need for praise and external support, and their tendency to avoid failure prevails over the desire to succeed.

It is noted that internals show more assertiveness and responsibility in achieving the goal, while externals are more likely to feel condemned and show less inclination to introspection.

In summary, the internal locus of control is associated with responsibility, emotional stability, and independence, while the external locus is manifested through uncertainty, conformity, and the need for external support.

Based on the analysis of the results obtained with the Multidimensional Body-Self Relations Questionnaire (MBSRQ), conclusions can be drawn regarding the survey participants' attitudes toward their appearance.

Table 1

Quantitative indicators based on the «Multidimensional Body-Self Relations Questionnaire (MBSRQ)»

Scales of attitudes	Levels		
	Low	**Medium**	**High**
Assessment of appearance	30%	50%	20%
Orientation on appearance	20%	50%	30%
Satisfaction with body parameters	27,5%	52,5%	20%
Concerns about overweight	17,5%	42,5%	30%
Assessment of own weight	20%	50%	30%

It was revealed that only 30% of respondents have a low level of self-esteem in appearance, indicating that this group of people may have a pronounced positive attitude towards their appearance. In 50% of cases, the self-esteem of appearance is average, which may indicate an objective perception of one's appearance and an unexpressed tendency to have a positive or negative attitude. On the other hand, 20% of respondents have a high level of self-esteem in appearance, which may indicate a strongly positive attitude towards their appearance.

An interesting indication is that in 20% of cases, interest in appearance is weakly expressed, which may be due to the lower importance of appearance aspects for this group of people. In 50% of cases, there is an average level of interest, which may indicate a balanced attitude to appearance. In 30% of cases, a high interest in appearance is expressed, possibly indicating the importance of this aspect for this group of persons.

The data obtained provide the basis for further generalization and analysis of the factors that influence self-esteem and interest in appearance in different socio-cultural groups and age categories.

It was also found that 27.5% of the study participants feel little satisfaction with their body parameters, while for 52.5% this satisfaction is average, and only 20% are completely satisfied with their body parameters.

At the same time, it is worth noting that only 17.5% of respondents did not show much anxiety about being overweight, while for 42.5% this problem is not completely satisfactory, and 30% showed a high level of anxiety about their weight.

Assessment of one's own weight revealed that a low level of negative assessments was found in only 20% of respondents. In 50% of cases, the assessment was at an average level, while in 30%, the negative perception of their own weight was manifested at a high level. Quantitative data on the results are presented in Table 1.

According to the method «Multidimensional Body-Self Relations Questionnaire», those respondents who scored high on the scale of self-appraisal are characterized by a positive attitude towards themselves: they are generally satisfied with their appearance and features, and changes in their appearance are usually not noticeable.

For those who have an average level, a neutral attitude is characteristic: they can highlight both positive and negative features in their appearance (for example, they like their face but do not like their height).

Respondents with low scores generally show negative tendencies in their attitudes toward their own appearance. Dissatisfaction may arise from a discrepancy between the idealized self and the real self: in their imagination, a person may feel taller or slimmer, but when looking at their photos or in the mirror, they feel disappointed. Such respondents may express a desire for changes in their appearance.

The Appearance Orientation Scale measures the degree of attention and resources a person directs to their appearance. High points indicate a great deal of importance attached to appearance: the individual puts a lot of effort into grooming, using a lot of cosmetics and procedures. Low scores, on the other hand, indicate indifference to one's own appearance, where appearance is not a key need and the individual does not invest much effort in cosmetic care or the use of decorative cosmetics.

As for the body parameters satisfaction scale, it assesses satisfaction with specific aspects of one's own appearance. A high total score indicates overall satisfaction with most body parameters. A low score, on the other hand, indicates dissatisfaction with body parameters or specific aspects, such as clothing size or breast shape.

The Overweight Concern Scale measures the level of anxiety associated with the fear of changing body size, gaining weight, etc. High scores on this scale indicate pronounced anxiety and a desire to control weight, closely monitor weight changes, follow diets, and limit oneself in nutrition. Respondents with low scores, on the other hand, demonstrate a generally indifferent attitude to changes in their weight.

Regarding the assessment of their own weight, the indicators of the general attitude of respondents to their bodies are as follows: 30% of respondents have a low level of this quality, 50% have an average level, and only 20% have a high level of this indicator.

Based on the modified Locus of Control (LC) method, the results were collected and analyzed across scales that held important value within the scope of this study. Particular attention was paid to internality in the areas of achievement and failure, as well as in professional activities. Additionally, aspects of negation of activity, readiness for activity, and readiness for self-directed planning were studied.

Initially, the methodology was applied to group №1, which comprised 60% of the total number of study participants. The results obtained are presented in Figure 2, which illustrates the distribution of internality across the specified scales among the participants of this group.

The analysis of the graphical representation of the results allows us to identify trends and peculiarities in the participants' attitudes toward different aspects of control. For example, it is possible to determine which areas of life for this group have a greater impact on their internal locus of control and which have a lesser impact.

These obtained results will be an important basis for further comparative analyses, as well as for understanding the relationships between different aspects of internality and other factors that may affect the psychological and professional development of the study participants.

The average score of 6.8 on the Ia scale (internality in the realm of achievements), out of a maximum possible score of 8, indicates a high level of internal locus of control among the research respondents. This high score suggests that the participants perceive their achievements as a result of their own independent actions and efforts.

Some key conclusions can be drawn from the obtained results. First of all, it indicates that the respondents have a pronounced tendency to associate their success with their own efforts and decisions. The high level of internality in the realm of achievements also confirms that the research participants feel confident about their ability to achieve success in the future.

This high level of internality can serve as necessary support for confidence in one's abilities and for fostering a positive mindset towards achieving set goals. Specifically, respondents with an internal locus of control are aware that their own actions and perseverance can determine the outcomes of their efforts, which fosters an active attitude toward their own development and accomplishments.

The average score of 6.1 on the If scale (internality in the realm of failures), out of a maximum possible score of 8, suggests that the research respondents exhibit a high internal orientation when considering situations of failure. The obtained results indicate that this group of people possesses a pronounced responsibility and readiness to take responsibility for failures that have already occurred or may occur in the future. This may indicate a constructive attitude to negative situations and a willingness to learn from the specified failures.

Compared to the results on the Ia scale (internality in the realm of achievements), where the average score was 6.8, similarities in attitudes towards success and failure can be noted. This indicates that for this group of respondents, internal recognition of their own role in both achievements and failures is important.

Regarding the Pa scale (internality in professional activity), an average score of 11.1 indicates a high level of internal locus of control among members of this group. This means they are convinced that the

outcomes of their professional activities depend on their own efforts and actions. A high score on this scale suggests that these respondents understand their significant role in their own professional sphere and are willing to dedicate sufficient attention and effort to it.
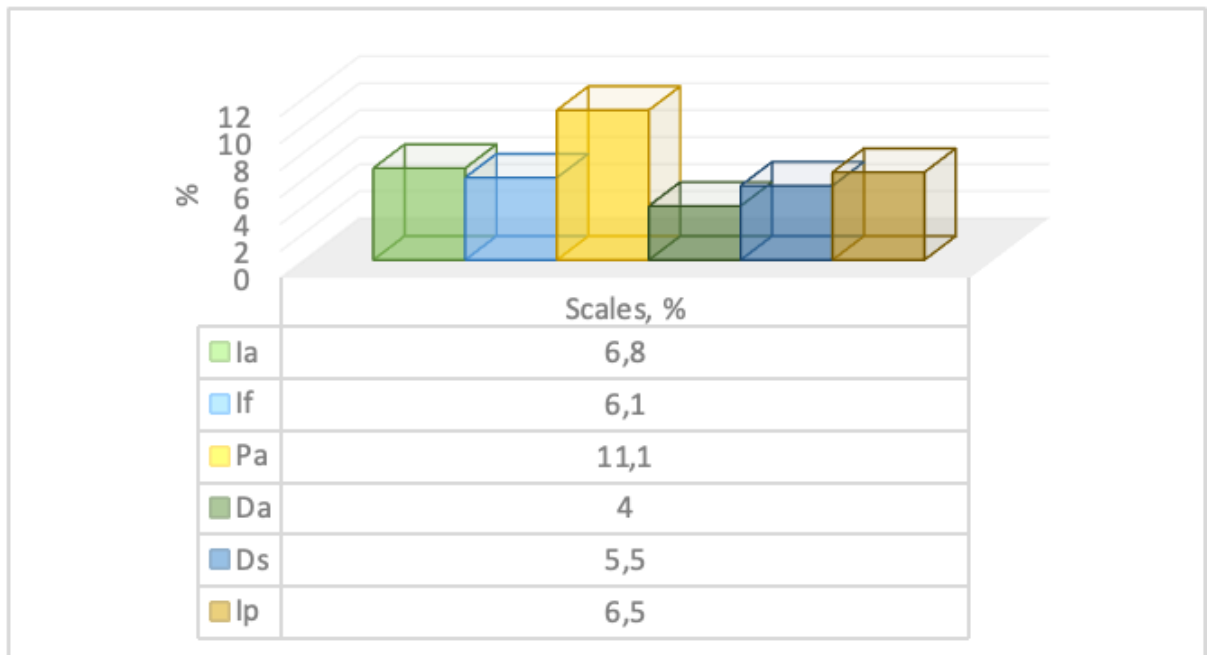

Scales, %	
▢ Ia	6,8
▢ If	6,1
▢ Pa	11,1
▢ Da	4
▢ Ds	5,5
▢ Ip	6,5

Fig. 2. Results using the Locus of Control (LC) methodology

The average score of 4 on the Da scale (denial of activity) indicates that respondents are convinced that to achieve a set goal or obtain a result, activity and work are necessary. This result reflects their understanding of cause-and-effect relationships within their life activities. Above-average scores on this scale suggest a high level of awareness of the importance of active work in achieving set objectives.

Regarding an average score of 5.5 on the Ds scale (readiness for action in difficult situations), the obtained result confirms the respondents' sufficient readiness to take action in difficult situations or situations involving overcoming difficulties. This indicates their determination and ability to effectively respond to challenges and problems.

According to the Ip scale (readiness for independent planning), the average value of 6.5 indicates that the respondents demonstrate a high level of readiness to plan and implement their life plans. This result testifies to their ability to effectively organize their own activities and implement the specified plans.

The correlation between the level of people's attitudes toward their bodies and their internality, revealed by the Pearson correlation coefficient, indicates a positive relationship between these two factors. This may indicate that people who are positive about their bodies tend to have an internal locus of control, that is, to perceive their own actions and decisions as important factors in determining their life path.

According to the research results, a higher level of internality significantly correlates with a positive attitude toward one's own body (correlation coefficient $r=0.620$ with $P \leq 0.01$). This indicates that individuals with a pronounced internal locus of control, meaning the ability to perceive and control events in their lives, also exhibit a positive attitude toward their physical bodies.

This correlation can be explained by the fact that the ability to feel responsible for one's own life processes and make decisions not only the general level of life satisfaction but also influences attitudes toward one's own body. The research also found that the measure of responsibility among respondents remains practically unchanged regardless of the specific life domain, indicating the universality of the revealed effect.

So, it can be noted that the predominance of the internal locus of control is an important factor contributing to a positive attitude towards one's own body among the objects of the study. This discovery makes a significant contribution to the understanding of the relationship between the psychological and physical aspects of the self-perception of an individual.

The result of calculating the correlation coefficient in the study was revealed to be negative ($r = -0.589$ with $P \leq 0.01$), which indicates the presence of a pronounced opposite relationship between a person's

attitude to his own body and the level of externality. These results provide deeper information about the relationship between externality and appearance

According to the analysis of the obtained data, it can be determined that with an increase in the level of externality, a decrease in a person's positive attitude towards his own body is observed. This indicates that people with strong external perceptions of control over events in their lives tend to exhibit irresponsibility toward their physical well-being and outward appearance.

One of the possible explanations for this phenomenon is the fact that externals arrange their lives by explaining events as the result of external influences and circumstances. Such an approach may also be reflected in their attitude to physical attractiveness, viewing an unappealing appearance as a consequence of objective circumstances rather than personal actions or responsibility.

Table 2

« Correlation values of the obtained data between the obtained data according to J. Rotter's method and the level of attitude towards one's own body»

	The level of attitude towards one's own body
Internality	0,620
Externality	-0,589

The conducted research revealed interesting and significant dependencies between attitude level toward one's own body and various aspects of locus of control using the modified methodology developed by E. H. Ksenophontova. In particular, a positive correlation was observed between indicators of self-awareness and individual independence and the following scales:

1. Ia scale (Internality in the realm of achievements) (r=0.815, at P≤0.01) A high degree of correspondence between the attitude to one's own body and internality in the sphere of achievements was recorded. This indicates that individuals with a positive attitude towards their own body are more inclined to internally control their achievements.

2. Scale of If (Internality in the realm of failures): (r=0.872, at P≤0.01) A high degree of relationship between indicators of attitude to one's own body and internality in the sphere of failures was established. This shows that people with a positive attitude toward their own bodies are more inclined to internalize the negative aspects of their failures.

3. Pa scale (Internality in professional activity) (r=0.370, at P≤0.05) A moderate relationship between the attitude to one's own body and internality in professional activity was revealed. This indicates that there is some interaction between body self-awareness and internal control in the field of professional activity.

4. Ds scale (readiness for action in difficult situations)(r=0.541, at P≤0.01) It is possible to trace a high level of relationship between the attitude to one's own body and readiness to overcome difficulties in activities. This indicates that individuals with a positive attitude toward their bodies exhibit greater readiness and activity in overcoming challenges.

5. Ip scale (Readiness for independent planning) (r=0.443, at P≤0.01) A high level of relationship between attitude to one's own body and readiness for independent planning and responsibility was recorded. This shows that people with a positive attitude towards their own body are more inclined towards independence and responsibility in their activities.

These results not only underscore the importance of the psychological aspect of attitudes toward one's own body but also indicate its influence on various spheres of life and personal activities.

In the conducted study, a significant inverse correlation was found between the attitude to one's own body and denial of activity, expressed in the Da scale (r=-0.633 at P≤0.01). This indicates that the less activity is marked on the Da scale, the higher the level of satisfaction with one's own body. Low values on the Da scale

indicate activity and consistency in achieving set goals. Therefore, respondents with a low score on the Da scale show activity and consistency in improving their appearance.

« Correlation values of the obtained data between the modified method "Locus of control/ LC" and the level of attitude towards one's own body »

	The level of attitude towards one's own body
Ia scale (Internality in the realm of achievements)	0,815
If scale (Internality in the realm of failures)	0,872
Pa scale (Internality in professional activity)	0,370
Ds scale (readiness for action in difficult situations)	0,541
Ip scale (Readiness for independent planning)	0,443
Da scale (denial of activity)	-0,633

Special emphasis was placed on the relationship between the attitudes toward one's own body, internal imagery of achievement, and internal imagery of failure. As the research material showed, individuals who have a positive attitude toward their bodies turned out to be more internal both in the sphere of achievements and in the sphere of failures.

Every success obtained in the process of achievement contributes to an increase in internal confidence and belief in one's abilities, which is a favorable precondition for further achievements and positive outcomes. This is especially true for study participants with high scores on the Ia scale, which are positively correlated with attitudes toward their own bodies. Awareness of one's own ability to achieve stimulates respondents to constant self-improvement and achievement of more global goals, in particular those related to changing appearance.

According to the If scale, the representatives of this study demonstrated a high level of results, which indicates a high awareness of responsibility in situations of failures or in those cases when the obtained result does not correspond to the predicted one.

Such circumstances act as a factor that contributes to the establishment of sustainable self-confidence and the formation of the belief that failure is not an end point, but rather a necessary stage at which valuable experience can be gained. In other words, in cases where the study participants face difficulties on the way to their own well-being and improving their appearance, they not only do not back down but also confidently continue to work on themselves.

Conclusion. In the course of the study, the key theoretical aspects of the locus of control were considered, which determine the individual's ability to feel control over his own life.

Our research indicates that the internal locus of control contributes to the formation of positive self-esteem and a positive attitude toward one's own body. Individuals with an internal locus of control frequently demonstrate internal motivation, self-discipline, and the ability to influence their own life circumstances.

Analyzing the origin and manifestations of body dissatisfaction has allowed us to determine that this process is complex and often associated with socio-cultural influences, media advertising, and beauty stereotypes.

Special emphasis in the section was placed on art therapy as an effective means of developing the internal locus of control. The study of scientific sources and practical tests confirms that art therapy promotes self-expression and the formation of a positive attitude towards one's own body and internal control.

Summarizing, we can conclude that the development of the internal locus of control is important for a positive attitude towards one's own body.

The results of the empirical study indicate a positive relationship between the internal locus of control and a positive attitude toward one's own body. In particular, a high level of internality indicates a person's

tendency to internally control their achievements, failures, professional activities, readiness to overcome difficulties, and independent planning and responsibility.

Correlation analysis confirms the existence of a significant relationship between the internal locus of control and a positive attitude toward one's own body. A high correlation coefficient between these factors indicates a close linear relationship, which can serve as a basis for further theoretical and practical research.

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PSYCHOLOGICAL FEATURES OF PERSONAL QUALITIES IMPACT ON MARKETING SPECIALISTS' SUBJECT ACTIVITY DEVELOPMENT

У статті розглядаються особистісні чинники, що впливають на формування суб'єктної активності фахівців з маркетингу. Проаналізовано теоретичні засади концепції суб'єкта та суб'єктності у вітчизняній психології, а також їх застосування на ринку праці в бізнес-середовищі. Суб'єктна активність розглядається як складна системно-інтегративна характеристика особистості, що вказує на її здатність до активного, свідомого перетворення себе та навколишньої дійсності. Вона відображає свідому самореалізацію внутрішньої природної сутності людини, визначаючи її як суб'єкта життєдіяльності та роблячи автономною у своїх життєвих проявах. Представлено результати дослідження впливу особистісних якостей і ціннісних структур маркетологів-початківців і маркетологів зі стажем роботи понад два роки на форми їхньої суб'єктної активності. Висвітлено відмінності у структурі взаємозв'язків між показниками суб'єктної активності та особистісними якостями і ціннісними структурами маркетологів з різним стажем роботи. Підкреслено, що формування суб'єктної активності спрямоване на професійний саморозвиток і самореалізацію в процесі праці, виступаючи вирішальним чинником професійного зростання та кар'єрного просування фахівців.

__Ключові слова:__ суб'єктність, активність, суб'єктна активність, самоактуалізація, професійно-ціннісні орієнтації, сфера маркетингу.

The article examines the personal factors influencing the formation of subjective activity among marketing professionals. The theoretical principles of the subject and subjectivity concept in Ukrainian psychology are analyzed, along with their application in the labor market within business environments. Subjective activity is viewed as a complex systemic-integrative characteristic of an individual, indicating their ability for active, conscious transformation of oneself and the surrounding reality. It reflects the conscious self-realization of a person's inner natural essence, defining them as subjects of life activity and making them autonomous in their life manifestations. The research results on the influence of personal qualities and value structures of novice marketers and marketers with over two years of experience on the forms of their subjective activity are presented. Differences in the structure of relationships between indicators of subjective activity and the personal qualities and value structures of marketers with different levels of work experience are highlighted. It is emphasized that the formation of subjective activity is aimed at professional self-development and self-realization in the work process, serving as a crucial factor in professional growth and career advancement for specialists.

__Keywords:__ subjectivity, activity, subjective activity, self-actualization, professional-value orientations, marketing sphere.

Introduction. Professional activity in the field of marketing, its specifics, interaction with various businesses and groups of people, and their diverse problems demand certain personal and professional qualities and characteristics from a marketing specialist. Modern requirements for the training of professionals in the marketing field necessitate the search for innovative approaches to the personal development of a specialist capable of making non-standard decisions, actively participating in innovative processes, and competently solving professional tasks.

Therefore, the professional training program for marketers is aimed at developing such professional competencies as the ability to analyze and design one's activities, one's own actions in conditions of uncertainty, the aspiration for self-improvement, and the desire for creative self-realization. After all, the field of marketing combines both analytical and creative components of work, such as creating advertising announcements, images, while also involving analysis of the target audience, budget calculation for advertising expenses, and so on.

Hence, studying the factors of subjective activity development will enable finding productive ways for successfully enhancing the socio-personal competencies of professionals in the marketing field.

Theoretical foundations of research. Analysis of theoretical studies on the categories of subject and subjective activity allows identifying several aspects of their study: a person as the subject of various types of activity, the subject as a variety of forms of mental processes, properties, states; the subject as an initiator, participant, and organizer of interactions.

In psychology, the development of subjectivity is associated with the process of mastering values, behavioral patterns, etc., resulting in the reproduction by the individual of historically formed human abilities and functions that shape the poly-subject of development. Within the subject-activity approach, the problem of the subject and its activity is thoroughly elaborated by many Ukrainian scientists. [6] [7] [5]

For instance, T. Tytarenko defines subjectivity as the individual's internal potentials, self-expressions through which a person constructs their own life world in the process of self-unfolding, with the growth of subjectivity being an indicator of maturity. The path to mature subjectivity "lies in gradually freeing oneself from purely external, incidental determinants of development, from inhibiting or stimulating influences, in acquiring genuine autonomy and freedom" [7, p.153]. Accordingly, the development of subjectivity is primarily determined by self-recognition as the author of one's own psyche and by one's choice as a condition for the formation and development of subjectivity.

V. Rybachenko considers self-determination as a property of the subject aimed at deploying efforts of a mature, responsible subject of life, directed towards achieving significant life goals oriented toward essential values. [4]

Studying personality development in ontogenesis, L. Romanyuk defines subjectivity as the individual's ability to change oneself and the world. The necessity of using the concept of "subjectivity," the researcher emphasizes, arises when describing the specific character of activity, namely, the extent to which a person can use their abilities to achieve their goals, taking an authorial position regarding their personality. Romanyuk identifies self-realization and self-improvement as parameters of subjectivity. [3]

Building on the works of Ukrainian and foreign scientists, L. Novik regards subjectivity as a complex systemic-integrative characteristic of an individual, indicating their ability for active, conscious transformation of oneself and the surrounding reality, expressing the characteristic of conscious self-realization of a person's inner natural essence, defining them as subjects of life activity, and making them autonomous in their life manifestations.[2]

Summing up the theoretical analysis of the problem of the subject in scientific psychological literature, we can note that the concept of "subject" not only describes the substantive characteristic of subjective activity but also serves as a carrier of the individual's internal mental activity.

For the formation of a subject of professional activity, first and foremost, their activity is necessary, which is a key characteristic of activity subject [1].

To date, the range of research on subjective activity is quite broad. Modern researchers are developing the structure of regulation of voluntary activity, determining the significant role of subjective activity in regulating human activity and linking subjective activity with the personal level of regulation.

According to V. Tatenko, "mental activity is a way, form, and measure of interaction of the subject with the environment, during which mutual change, development occurs; the main way of existence, manifestation, and development of a person as a subject, an essential feature by which they distinguish and assert themselves in the space and time of individual and historical existence, is 'subjectivity' - internally determined activity of creating one's own psyche and oneself as its subject" [6, p. 210-211].

The development and formation of subjective activity are determined by a whole range of psychological factors that contribute to the formation of a creative human personality capable of realizing themselves in personal and professional life. We understand subjective activity as the source and important means of developing subjectivity, manifested in purposeful actions for self-improvement and affirmation of one's own position.

However, subjective activity cannot be manifested in a "pure" form. The types of activities initiated by the subject themselves with corresponding motives aimed at self-realization of their "Self," striving to achieve their integrity, independence, and autonomy at a specific moment of life activity, in a specific situation, where mechanisms of self-regulation and self-actualization are involved, will carry subjective content and, in our opinion, can become characteristics of subjective activity.

However, for a full understanding of subjective activity, it is important to consider that it cannot exist in a vacuum. Such types of activity, which have a subjective nature and are expressed in purposeful actions of self-development and self-improvement, manifest in specific situations with the involvement of mechanisms

of self-regulation and self-actualization. These aspects are important for further examination of subjective activity.

A key characteristic of the development and self-development of marketers as subjects of professional activity in the field of marketing, in our opinion, is the level of mental activity during professional training. This includes such types of activity as educational, intellectual, communicative, activity in self-regulation, as well as activities that express an internal need to acquire a profession. It becomes evident that all these types of activity are integrated in the subject, reflect a subjective nature, and form a coherent activity of the subject of professional activity.

Our analysis of studies on subjective activity confirms that this topic is not sufficiently explored, particularly regarding the influence of personal qualities, including the subject's value structure.

The purpose of the article is to identifying the personal factors influencing the development of marketers' subjective activity and exploring the characteristics of their interaction.

The research tasks Research Objective: To explore the main psychological factors influencing the development of subject activity among marketers based on the subject-oriented methodology of psychological research developed by the Ukrainian psychological school [6, 7].

A **sample** study of the psychological factors influencing the development of subjective activity in marketers was conducted from 2023 to 2024 in several Ukrainian companies: Freshcode, ZNOUA, Kevin, Turbo. The study involved 22 marketers employed in these companies.

Methods. The diagnostic construct of "The Questionnaire of Personality's Axiological Orientation" by Kaptsov consists of eight values: values of other people (Oth-Val), spiritual satisfaction value (Spir-Val), value of creativity (Creat-Val), value of life activity (Life-Val), value of achievement (Achiev-Val), value of tradition (Trad-Val), value of material well-being (Mat-Val), and value of individuality (Indiv-Val). According to the author, these enumerated personal values are realized in various social spheres where human activity takes place, including professional life, education, family life, social activity, and hobbies.

The investigation of personality traits was conducted using Raymond Cattell's "Sixteen Personality Factor Questionnaire" (16 PF, Form C). The study covered such personality traits as alienation-warmth (Factor A), emotional instability-stability (Factor C), submissiveness-dominance (Factor E), adventurousness-timidness (Factor H), guilt-proneness-self-assurance (Factor Q2), and rigidity-flexibility (Factor Q1).

To assess the level of conscious self-regulation, V. Morosanov's questionnaire "Behavioral Self-Regulation Style" was utilized. The content of the questionnaire is based on typical life situations and diagnoses the development of subjective self-regulation, containing indicators of planning (Pl), modeling (Mod), programming (Prog), evaluation of results (Eval), as well as indicators of the development of regulatory-personal properties of flexibility (Flex) and autonomy (Auto) with the calculation of the overall level of self-regulation (OSR).

The "Planning" scale characterizes individual peculiarities of goal-setting and the formation of conscious activity planning. The "Modeling" scale allows diagnosing subjective representations, the significance of external and internal conditions, and the degree of their awareness. The "Programming" scale diagnoses individual development in the conscious programming of one's actions. The "Evaluation of Results" scale characterizes the individual development and adequacy of assessing subjective self-esteem and the results of one's activity. The "Flexibility" scale diagnoses the level of formation of regulatory flexibility, i.e., the ability to restructure and make corrections to the system of self-regulation in case of changes in external and internal conditions. The "Autonomy" scale characterizes the development of regulatory autonomy. The "Overall Level of Self-Regulation" scale assesses the overall level of formation of the individual system of conscious self-regulation of arbitrary activity.

Participants with high indicators of the overall level of self-regulation are independent, flexible, and react adequately to changes in conditions. They consciously pursue their goals to a significant extent. With a high motivation for achievement, they can form a style of self-regulation that compensates for the influence of personal and characterological traits that hinder goal achievement. The higher the overall level of conscious regulation, the easier it is for a person to master new types of activity, feel more confident in unfamiliar situations, and achieve more stable success in familiar types of activity. Participants with low indicators of the overall level of self-regulation have an underdeveloped need for conscious planning and programming of their behavior; they are more dependent on the situation and the opinions of others. They also have a reduced ability to compensate for unfavorable personal characteristics that hinder goal achievement.

In our study, we assumed that forms of subjective activity depend on individual characteristics and the structure of its value system. We also believed that these forms of activity have their own specificity at different stages of professional education during the formation of relevant professional competencies. To

identify these differences, Mann-Whitney and Kruskal-Wallis criteria were used. Spearman's correlation analysis was used to identify interdependencies. Statistical analysis of the data obtained in the study was performed using the Statistica 6.0 program.

Results and Discussion. In the sample of novice marketers, those who had worked in a company for 0 to 2 years, no differences were found in personality traits and forms of subjective activity using the Kruskal-Wallis criterion. However, differences were identified in the value structure of each aggregate group subject (Table 1). Thus, for novice marketers, the spheres of professional activity (H = 9.8, p = 0.007) and social activity (H = 9.5, p = 0.008) are more significant. This indicates their orientation towards both professional and social life simultaneously.

Table 1

Significant correlation relationships between forms of subjective activity and personality traits of marketers with 0-2 years of work experience

Personality traits	Forms of subjective activity						General level
	Planning	Modeling	Programming	Assessment of outcomes	Flexibility	Self-reliance	
A					0,49	-0,31	
C		0,43			0,41		
G	0,44		0,41				0,43
H					0,53		
Q2						0,33	
Q3	0,46	0,36					0,47
Oth-Val				0,38			
Achiev-Val		0,31					0,36
Trad-Val				0,32			

The identified correlations on the planning scale are fully understandable: typically, individuals with a high need for conscious planning tend to adhere to norms and rules and have developed self-control. Direct correlations were found on the modeling scale, similar to those on the overall level of self-regulation. Thus, significant conditions for goal achievement are balanced with well-developed self-control among professionals who value achievement.

The need to deliberate one's actions to achieve set goals (programming scale) is associated with a desire to adhere to norms and rules, while the adequacy of self-assessment and activity results is linked to the high value placed on the interests of others and societal traditions. High levels of subjective activity are manifested in sociable, balanced, and risk-inclined marketers. Presumably, these personality traits enable marketing professionals to feel confident in dynamic environments.

Regulatory autonomy is more evident in closed, independent specialists who likely require less external approval and support, thus being more capable of independently planning activities and behaviors.

From a values perspective, it becomes relevant to discuss the influence of the department in which the professional works, as by the time they begin their activities in a new company, marketers already have a relatively stable system of personal values. Throughout individual and collective professional activities, they not only improve their social experience but also orient themselves towards the standards of corporate culture

that arise during adaptation. Under such conditions, value concepts may change, and the systems of values of an individual and a social group differ in the degree of coherence, which also affects the characteristics of organizing collective professional activities.

Let's consider the correlations obtained for the sample of marketers with 2 or more years of professional experience (Table 2).

The data obtained indicate that the level of conscious activity planning is higher in responsible, self-controlled professionals. Perhaps this is due to their concern for their professional future, business orientation, and discipline. The adequacy of activity plans is more pronounced in balanced specialists, meaning that the absence of sharp mood swings is accompanied by greater awareness of actions. Responsible employees with developed self-control excel in programming their actions, while sociable marketers stand out for the flexibility of their life plans. The overall level of subjective activity is correlated with balance, responsibility, self-control, and the high significance of the professional sphere. It seems that the advancement and achievement of goals by marketing professionals are associated not only with certain personal qualities but also with the importance of further career growth.

Table 2

Significant correlation relationships between forms of subjective activity and personality traits of marketers with 2 or more years of work experience

Personality traits	Forms of subjective activity						General level
	Planning	Modeling	Programming	Assessment of outcomes	Flexibility	Self-reliance	
A					0,39		
C		0,43					0,38
F	-0,33						
G	0,43		0,34				0,42
Q3	0,52		0,41				0,43
Oth-Prof							0,34

The absence of correlations on the scales of activity results assessment and autonomy is entirely understandable. For assessing results, the presence of subjective criteria for success-failure, satisfaction-dissatisfaction is important. For many marketers, these criteria are external, such as prestige, social approval, and are not directly related to personal qualities. Autonomy, as autonomy in organizing activity, may also be determined not by psychological characteristics but, for example, by living conditions (work overload, financial responsibility to the family, etc.). Overall, marketers with 2 or more years of professional experience exhibit more correlations between regulatory functions and personal qualities than with the value structure.

The research results confirm our idea that subjective activity is interconnected with personal qualities and the value structure of marketing professionals. This necessitates a shift in the orientation of educational goals from informational to developmental, the content of education towards the personal-value level, the restructuring of teaching methods from authoritarian-unified to democratic-variable, and the development of new teaching methods and technologies, primarily interactive ones.

Conclusions. The conducted study identified that sociable, balanced, and risk-prone novice marketers demonstrate a high capacity for subjective activity. This allows such professionals to feel confident in dynamic conditions of the modern market and overall in various spheres of life. In closed, independent specialists, regulatory autonomy is more pronounced, enabling them to independently plan their activities and behavior.

The level of conscious activity planning is higher in responsible, self-controlled specialists, which may be due to their professional and business orientation. The adequacy of activity plans is more pronounced in balanced marketers. Responsible professionals with developed self-control excel in programming their actions, while sociable novice marketers are characterized by the flexibility of their life plans.

The overall level of subjective activity of the respondents has significant correlations with balance, responsibility, self-control, and high motivation for professional activity.

Prospects for further research. We see prospects for further research in developing psychodevelopmental programs for the subjective activity of future marketing professionals.

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STRUCTURAL-FUNCTIONAL MODEL OF SOCIO-PSYCHOLOGICAL FEATURES OF PROFESSIONAL BURNOUT OF EMPLOYEES OF THE ORGANS AND UNITS OF THE STATE EMERGENCY SERVICE OF UKRAINE

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Щоденно працівники Державної служби України з надзвичайних ситуацій виконують складні завдання ліквідації наслідків ракетних обстрілів, розбору завалів, порятунку мешканців України та по забезпеченню захисту населення і територій від надзвичайних ситуацій. Важливим науково-психологічним напрямком є дослідження особливостей професійного вигорання працівники Державної служби України з надзвичайних ситуацій для вироблення векторів психологічної корекції та психокорекції при його появі.

У науковій статті представлено Структурно-функціональну модель соціально-психологічних особливостей професійного вигорання працівників органів і підрозділів Державної служби України з надзвичайних ситуацій.

Опорними структурами при проєктуванні структурно-функціональної моделі стали: чотиривимірна структура особистості Рибалки-Шевцова та структурно-функціональна модель психологічних механізмів соціальної адаптації молоді з порушеннями опорно-рухового апарату І.Чухрій, А.Шевцова.

Професійне вигорання представлене у структурно-функціональній моделі у контексті розгляду соціально-психологічної адаптації (соціально-психологічна адаптованість, резильєнтність, самоефективність) та соціально-психологічної дезадаптації (соціально-психологічна дезадаптованість, професійне вигорання).

До зовнішніх факторів, що впливають на утворення професійного вигорання працівників органів і підрозділів Державної служби України з надзвичайних ситуацій належать: освіта (наявність середньої спеціальної, вищої, середньої загальної освіти); профільне навчання (особливості підготовки працівників органів і підрозділів Державної служби України з надзвичайних ситуацій); стаж роботи; сімейний стан; екстремальні умови роботи.

Індивідуально-психологічні чинники групуються у такий спосіб: емоційно-афективний (емоційний комфорт/емоційний дискомфорт, ситуативна тривожність, особистісна тривожність, депресивність, агресивність, ворожість); комунікативний (лідерство, товариськість, рефлективність); пізнавальний (когнітивні процеси, рефлективність); поведінковий (домінування, ескопізм, відомість, залежність/незалежність, товариськість/нетовариськість); мотиваційно-вольовий (внутрішній контроль/зовнішній контроль, відомість, прийняття боротьби/неприйняття боротьби).

Сама ж структура особистості представлена у такий спосіб: віковий, генетичний вимір, індивідуально-психологічний вимір, діяльнісний вимір.

Важливо зазначити, що запропонована структурно-функціональна модель демонструє взаємозв'язок всіх її структурних компонентів, і висхідним її ядром є структура особистості фахівця, що формується у віковому, генетичному, індивідуально-психологічному та діяльнісному вимірах. Через індивідуально-психологічний вимір ми маємо можливість дослідити індивідуально-психологічні чинники, що впливають на виникнення професійного вигорання як складової процесу соціально-психологічної дезадаптації, або ж на формування соціально-психологічної адаптованості, резильєнтності та самоефективності як складових соціально-психологічної адаптації. Значне значення

у запропонованій моделі мають зовнішні (соціальні) фактори, що демонструють соціальні умови виникнення професійного вигорання, або ж можуть виступати факторами, що перешкоджають його появу (наявність сім'ї, можливості кар'єрного зростання та інші).

Ключеві слова: професійне вигорання, працівників органів і підрозділів Державної служби України з надзвичайних ситуацій, соціально-психологічна дезадаптація, соціальні фактори, індивідуально-психологічні чинники.

Every day, employees of the State Emergency Service of Ukraine perform complex tasks of eliminating the consequences of rocket attacks, clearing debris, rescuing Ukrainian citizens, and ensuring the protection of the population and territories from emergencies. An important scientific and psychological area is the research of the peculiarities of professional burnout of employees of the State Emergency Service of Ukraine in order to develop vectors of psychological correction and psycho-correction in case of its occurrence.

The scientific article presents a structural and functional model of the socio-psychological features of professional burnout of employees of the organs and units of the State Emergency Service of Ukraine.

The supporting structures for the design of the structural and functional model were: Rybalka-Shevtsov's four-dimensional personality structure and the structural and functional model of psychological mechanisms of social adaptation of young people with musculoskeletal disabilities by I. Chukhriy and A. Shevtsov.

Professional burnout is presented in the structural-functional model in the context of considering socio-psychological adaptation (socio-psychological adaptation, resilience, self-efficacy) and socio-psychological maladjustment (socio-psychological maladjustment, professional burnout).

External factors that influence the formation of professional burnout among employees of the State Emergency Service of Ukraine include education (availability of secondary specialized, higher, secondary general education); specialized training (peculiarities of training of employees of organs and units of the State Emergency Service of Ukraine); work experience; marital status; and extreme working conditions.

Individual psychological factors are grouped as follows: emotional-affective (emotional comfort/emotional discomfort, situational anxiety, personal anxiety, depression, aggressiveness, hostility); communicative (leadership, sociability, reflectivity); cognitive (cognitive processes, reflectivity); behavioral (dominance, escapism, prominence, dependence/independence, sociability/unsociability); motivational and volitional (internal control/external control, prominence, acceptance of struggle/rejection of struggle).

The personality structure itself is presented as follows: age, genetic dimension, individual psychological dimension, and activity dimension.

It is important to note that the proposed structural-functional model demonstrates the interconnection of all its structural components, and its ascending core is the structure of the specialist's personality, which is formed in the age, genetic, individual psychological and activity dimensions. Through the individual psychological dimension, we have the opportunity to explore the individual psychological factors that influence the emergence of professional burnout as a component of the process of socio-psychological maladjustment, or the formation of socio-psychological adaptability, resilience and self-efficacy as components of socio-psychological adaptation. The external (social) factors that demonstrate the social conditions for the emergence of professional burnout or can act as factors that prevent its emergence (family, career growth opportunities, etc.) are of great importance in the proposed model.

Key words: professional burnout, employees of organs and units of the State Emergency Service of Ukraine, social and psychological maladjustment, social factors, individual psychological factors.

Formulation of the problem. Military operations on the territory of Ukraine require the fulfillment of new challenging tasks from the employees of the State Emergency Service of Ukraine (SES), who protect the population and territories from emergencies, prevent their occurrence, carry out the liquidation of emergencies, including firefighting, etc. SES employees are constantly saving lives, responding to the aftermath of rocket attacks, rescuing people from the rubble, eliminating the consequences of man-made disasters, and performing numerous other tasks. Their activities are accompanied by a risk to their own lives and health. Psychological science, accordingly, faces new challenges in providing psychological assistance to SES employees, developing new strategies for preventing professional burnout and developing personal stress resistance, resilience, and endurance.

The development of a structural-functional model of the socio-psychological features of professional burnout of employees of the organs and units of the State Emergency Service of Ukraine will facilitate a profound study and understanding of the specifics of the risk of professional burnout in SES employees and

the role of external (social) factors and internal (personal) factors in this process. The development of this model requires a detailed study of the problems: psychological characteristics of professional burnout, personality traits in emergency conditions, and the impact of external factors on the personality in extreme conditions. It is important in designing this model to reflect the functional features of professional burnout of employees of the SES and to identify the structural elements of this phenomenon.

Analysis of recent research and publications. Fundamental scientific provisions for designing a structural and functional model of socio-psychological features of professional burnout of employees of the organs and units of the State Emergency Service of Ukraine: four-dimensional structure of Rybalka-Shevtsov's personality and structural and functional model of psychological mechanisms of social adaptation of young people with musculoskeletal disabilities I. Chukhriy, A. Shevtsov.

The purpose of the article based on the results of the scientific and psychological generalization, to design a structural and functional model of the socio-psychological features of professional burnout of employees of the organs and units of the State Emergency Service of Ukraine.

Outline of the main material. Every day, employees of organs and units of the SESU face critical situations that require a high level of personal stability, endurance and stress resistance to resolve. Difficult working conditions, risk to life, personal experiences and other factors can cause professional burnout. To determine the vectors of preventive and psycho-corrective work, it is necessary to identify the main external factors and internal factors that contribute to the formation of professional burnout among employees of SESU bodies and units, and it is important to predict their structure and possible impacts, which will be presented in the structural and functional model.

Professional burnout as a dysfunctional and personal phenomenon that arises as a result of constant excessive professional demands that are placed on human resources, abilities, character, and personal competencies. According to O. Khairulin, professional burnout occurs as a result of constant psychological pressure, as a result of which a specialist not only regresses in his or her professional development, but also becomes insufficiently motivated and involved in the constructive performance of tasks. Professional burnout syndrome is a deformation of the psychological organization of a person's inner world, which makes it impossible for them to be productive in their work, self-realization, and life satisfaction. [4].

In domestic psychology, the problem of professional burnout has been studied in the scientific works of S. Maksymenko, L. Karamushka, T. Zaichikov and others. The authors note that professional burnout negatively affects all aspects of human life (social, emotional, intellectual, physiological), their behavior, and develops quite quickly [1; 4; 6].

Professional burnout occurs in conditions of intense professional interaction of the subject of professional activity under the influence of numerous external and internal factors (C. Maslach, V. Moskalets, H. Freudenberger), develops as a result of chronic stress as a result of accumulation of negative emotions that accumulate and cannot be reacted to [2; 4; 6].

In his scientific work, Kovrovsky identifies the following groups of factors that influence the formation of professional burnout at different stages (tension, resistance, and exhaustion): personal, organizational-professional, socio-demographic, and socio-economic characteristics of the personnel) [1].

According to the author, personal characteristics include emotional-volitional and intellectual characteristics of the personality, extraversion and neuroticism. To the organizational and professional characteristics, the author attributed: educational and job characteristics (level of education, category of personnel, specialization, position), work experience, presence of military combat training, medical and physiological characteristics, and the availability of incentives or penalties. Socio-demographic characteristics are age, gender, place of birth, marital status, presence of children, and peculiarities of relationships with family members. Socio-economic characteristics of the personnel include living conditions, social and domestic difficulties, and the existence of credit obligations [1].

According to the results of the theoretical study, it was found that professional burnout is formed as a result of the influence of external factors on the personality and, accordingly, under the influence of internal individual-personal factors, which was demonstrated when designing the Structural and Functional Model of the Socio-Psychological Features of Professional Burnout of Employees of the Organs and Units of the State Emergency Service of Ukraine (Figure 1).

The supporting structures for the design of the structural-functional model were: Rybalka-Shevtsov's four-dimensional personality structure and the structural-functional model of psychological mechanisms of social adaptation of young people with musculoskeletal disorders I.Chukhriy, A.Shevtsov [5].
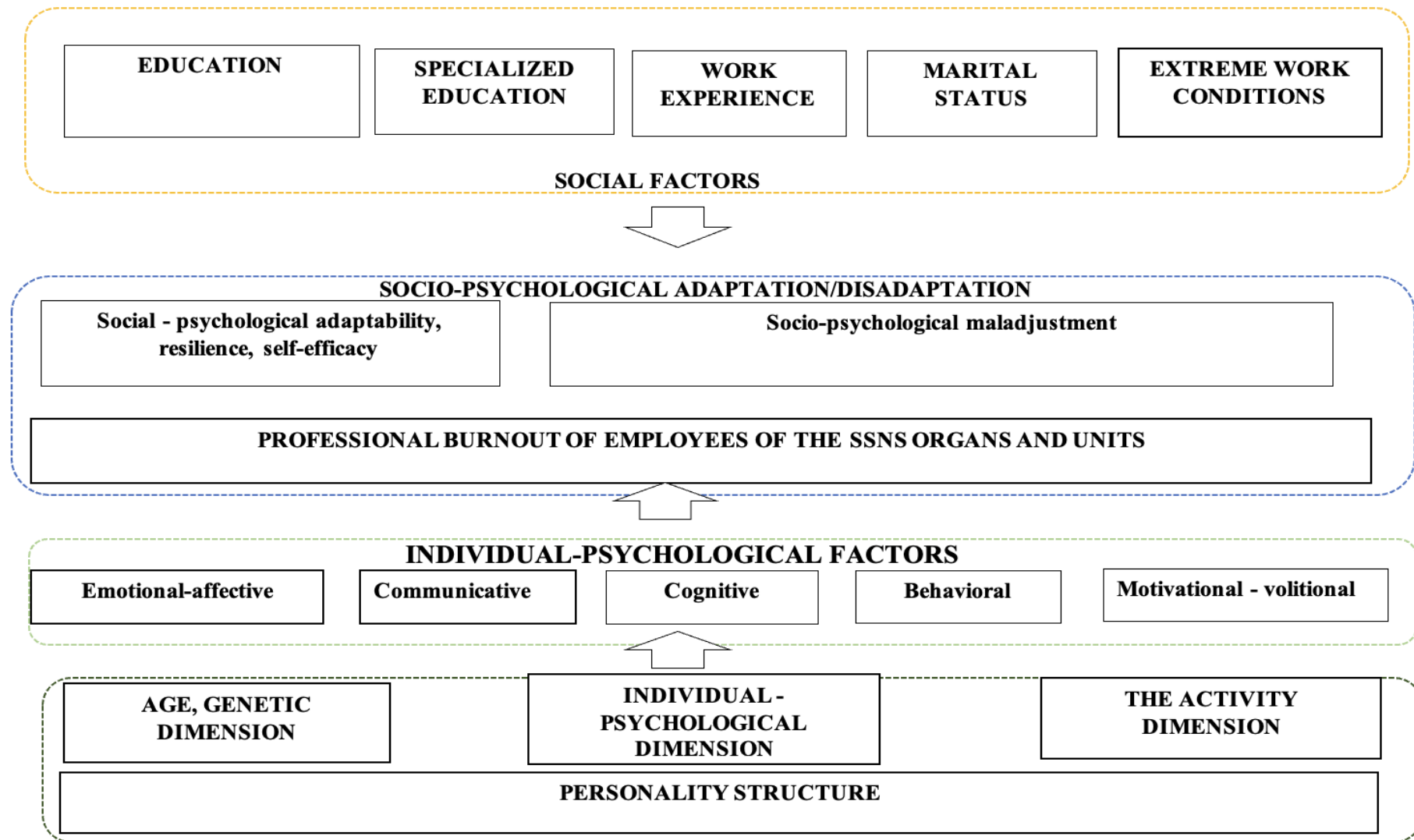
Figure 1. **Structural and Functional Model of Socio-Psychological Peculiarities of Professional Burnout of Employees of Organs and Units of the State Emergency Service of Ukraine**

Professional burnout is presented in the structural-functional model in the context of considering socio-psychological adaptation (socio-psychological adaptability, resilience, self-efficacy) and socio-psychological maladjustment (socio-psychological maladjustment, professional burnout). Such a division is associated with the consideration of socio-psychological adaptation as a process and result of individual adjustment.

In their scientific concepts, C. Bernard and H. Selye described the general adaptation syndrome (stress response) as a result of a mismatch between a person's needs and the requirements of the social environment. According to this theory, the degree of a person's adaptability is determined by the specifics of his or her emotional well-being. H. Selye distinguished two levels of adaptability, in particular, adaptability as the absence of anxiety in a person and maladaptation as the presence of anxiety experienced by the individual. [7].

H. Selye noted in his scientific works that prolonged exposure of the human body to extreme conditions leads to significant physiological, psychological, and socio-psychological changes of an irreversible nature. Changes in the body are manifested as pathological damage [7].

Violation of the adaptation process leads to maladjustment, which is expressed in the inability of the individual to adapt to the conditions of the environment due to the emergence of several unfavorable individual psychological characteristics [7].

Maladaptation is a process that leads to a disruption in interaction with the environment, deepens problem situation, and is accompanied by interpersonal and intrapersonal conflicts. The diagnostic criteria for maladaptation include disturbances in professional activity and the interpersonal sphere, as well as reactions that go beyond the norm and expected reactions to stress (aggression, depression, anxiety, etc.). [3].

In the scientific literature, maladjustment is defined as a process of disruption of adaptation that occurs when environmental changes do not lead to adaptive behavioral changes, which causes destructive changes in the emotional, cognitive, motivational-volitional, and behavioral spheres of the individual, as well as mental and psychological health disorders.

The causes of maladjustment can be psychosocial stress (professional problems, divorce, chronic diseases, etc.), extreme situations (in which a person was directly involved or witnessed), complications of relationships in a social group, etc. [3].

In the activity context, professional burnout represents the inability to adapt to the complex external conditions and factors that accompany the professional activities of specialists due to emerging the negative individual psychological formations that arise (negative emotional states, behavioral disorders, complications of interpersonal interaction, etc.)

External factors that influence the formation of professional burnout among employees of organs and units of the State Emergency Service of Ukraine include education (availability of secondary specialized, higher, secondary general education); specialized education (peculiarities of training of employees of organs and units of the State Emergency Service of Ukraine); work experience; marital status; extreme work conditions.

Taking into account the resultant and procedural nature of socio-psychological maladjustment, the formation of professional burnout is influenced by individual psychological factors, which can also be formed as a result of the process of professional burnout itself.

Individual psychological factors are grouped as follows:

Emotional-affective, which includes the following components: emotional comfort/emotional discomfort, situational anxiety, personal anxiety, depression, aggressiveness, and hostility).

Communication, which includes the following components: leadership, sociability, and reflexivity.

Cognitive, whose components include cognitive processes, reflexivity).

Behavioral, which includes the following components: dominance, escapism, prominence, dependence/independence, sociability/unsociability.

Motivational-volitional, which includes the following components: internal control/external control, awareness, acceptance of struggle/rejection of struggle.

The personality structure itself is presented as follows:

1. **An age-related, genetic dimension** that defines the temporal quality of the four-dimensional personal hyperspace and characterizes the level of development of personality traits, dispositions, abilities, and mental properties.

2. **The individual-psychological dimension** consists of the following basic substructures of personality: 2.1. Ability to communicate. 2.2 Directionality. 2.3 Character. 2.4 Self-awareness. 2.5. Experience. 2.6. Intellectual processes. 2.7. Psychophysiological qualities of personality.

3. **Activity dimension**: 3.1. The need and motivational component. 3.2. Information and cognitive component. 3.3. Goal-forming component. 3.4 Operational and effective component. 3.5. Emotional-sensual component of activity [5].

It is important to note that the proposed structural-functional model demonstrates the interconnection of all its structural components, and its ascending core is the structure of the specialist's personality, which is formed in the age, genetic, individual-psychological, and activity dimensions. Through the individual-psychological dimension, we have the opportunity to investigate the individual psychological factors that influence the occurrence of professional burnout as a component of the process of socio-psychological maladjustment, or the formation of socio-psychological adaptability, resilience, and self-efficacy as components of socio-psychological adaptation. In the proposed model, external (social) factors that demonstrate the social conditions for the emergence of professional burnout or can act as factors that prevent its emergence (family, career advancement opportunities, etc.) are of great importance.

Conclusions and Prospects for Further Research. Professional burnout is a complex dysfunctional personal phenomenon that arises as a result of constant professional demands that require the expenditure of a person's resources, character, and competencies. Professional burnout can occur as a result of extreme working conditions of a person and is an integral part of the process of social and psychological maladjustment.

For forecasting the vectors of preventive work and psycho-correctional work aimed at reducing the risk of professional burnout, a theoretical study of the problem of professional burnout was conducted, based on the results of which a structural-functional model of professional burnout of employees of the organs and units of the State Emergency Service of Ukraine was designed. In the proposed model, professional burnout is presented as the result of the interaction of external factors and internal individual psychological factors, which will further help to build psycho-correctional and psycho-preventive programs to overcome and prevent professional burnout.

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