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PSYCHOLOGICAL RESISTANCE AS A COMPONENT OF THE PROFESSIONAL INTEGRATION OF THE PERSONALITY IN THE CONDITIONS OF MODERN CHALLENGES

У статті досліджується критична роль психологічної стійкості у професійній інтеграції особистості в умовах сучасних викликів. Основна увага приділяється розумінню того, як психологічна стійкість впливає на професійну інтеграцію в непевні часи.

Глобальні виклики сучасності характеризуються розбіжностями, дисбалансом, зростаючими ризиками хаосу та загрозами загальній безпеці, що контрастує з потребою в інтеграції, зв'язках, узгодженості та порядку. В умовах економічної нестабільності, геополітичних конфліктів, значного стресу, інформаційного перевантаження, фізичної та розумової втоми, зміни способу життя професійна інтеграція набуває вирішального значення для забезпечення стабільності, самореалізації та психологічного благополуччя.

Професійна інтеграція - це процес, який об'єднує навички, знання, цінності та досвід людини для досягнення успіху в професійній діяльності. Вона пов'язана з професійним статусом, який відображає позицію людини в професійній структурі, впливає на її економічне становище та роль, яку вона відіграє в системі професійних відносин.

Сучасна професійна інтеграція виходить за межі конкретної професійної діяльності. Вона передбачає планування всього кар'єрного шляху фахівця, де психологічна стійкість є ключовим аспектом. Психологічна стійкість, що характеризується врівноваженістю та резистентністю, дозволяє особистості протистояти життєвим викликам, несприятливим обставинам, зберігати фізичне і психічне здоров'я та працездатність під час професійної інтеграції.

Ключові слова: ситуація невизначеності, особистість, професійна інтеграція, психологічна стійкість, професійна діяльність.

The article explores the critical role of psychological stability in an individual's professional integration amidst modern challenges. The focus is on understanding how psychological stability influences professional integration during uncertain times.

Global challenges of our time are dominated by disagreement, imbalance, and increasing risks of chaos and threats to overall security, contrasting with the need for integration, connectivity, coherence, and order. Amidst economic instability, geopolitical conflicts, significant stress, information overload, physical and mental fatigue, and lifestyle changes, professional integration becomes crucial for ensuring stability, self-realization, and psychological well-being.

Professional integration is a process that combines a person's skills, knowledge, values, and experiences to succeed in their professional activities. It ties to professional status, which reflects an individual's position in the professional structure, impacting their economic situation and the role they play within the professional relations system.

Modern professional integration extends beyond specific professional activities. It involves planning a specialist's entire career path, where psychological stability is a key aspect. Psychological

stability, characterized by balance and resistance, allows an individual to withstand life's challenges, adverse circumstances, and maintain physical and mental health and work capacity during professional integration.

Key words: situation of uncertainty, personality, professional integration, psychological stability, professional activity.

Formulation of the problem. Modern challenges have made human activities in all key areas fraught with tension, uncertainty, unpredictability, and social and psychological discomfort. This has led to a rise in risk and negative consequences associated with these activities. Previously established mechanisms for maintaining stability are being undermined. People increasingly expect chaotic, uncontrolled development of events and social conflicts. There is a growing sense of disconnection, disagreement, and imbalance, which poses a global challenge to modern civilization.

One of the most pressing issues in these challenging times is employment. The constantly evolving labor market is a reality of modern social relations. Today, specialists face intense competition. Changes in social, economic, and political spheres have led to a decline in the perceived value of work, resulting in social pessimism and a loss of faith that work can be interesting and fairly compensated.

In this context of economic instability and geopolitical conflicts, professional integration plays a critical role in ensuring stability, self-realization, and psychological well-being. It allows individuals to secure necessary resources, build social connections, maintain mental and psychological health, and pursue their interests through professional activity. In essence, research on professional integration helps us understand how people adapt to work environments, achieve career success, and maintain their mental and emotional well-being.

The purpose of the article is to study the critical role of psychological resilience in the professional integration of an individual in the context of modern challenges.

Outline of the main material. The study of professional integration is gaining special relevance in the research of modern psychologists. The concept of "professional integration" should be considered in managerial, social and psychological paradigms. This indicates the multifaceted nature of the phenomenon of professional integration. The semantic content of the concept reflects the process by which a person successfully influences his career and integrates into his chosen professional activity. This means that she knows how to use her knowledge, skills and experience to achieve professional goals, as well as adapt to the demands and challenges of the work environment. Professional integration can also include aspects of social interaction and adaptation to corporate culture and professional standards. It is a key element of a successful career and personal satisfaction at work.

Analysis of recent research and publications. It is worth noting that domestic psychology avoided the study of professional integration for a long time due to the fact that the emphasis on a person's choice of a profession and personal and professional development in it was shifted towards external factors, that is, social necessity. At the initial stage of the study of professional integration, a significant achievement of scientists was the clarification of the mutual conditioning of personal and professional components (O. Bodalov, E. Klimov, A. Markova). With the beginning of the economic crisis in the 1990s, the psychological consequences of job loss and the search for another became the focus of attention (H. Boyko, T. Chuikova); descriptions of designing new career types (E. Mogilovkin, O. Moll) and consulting focused on the domestic organizational environment (L. Karamushka).

The problem of professional integration became more acute in the 20th century, when self-determination in the context of unlimited opportunities became especially important. External and internal factors of entry into the profession were investigated (O. Bogatyreva, V. Zhovner, O. Kokun); problems of crisis and destructive professional changes (Zh. Virna, E. Zeyer, V. Kyrychenko); aspects of professional mobility (L. Piletska, O. Simonchuk). Consequently, psychologists examine various aspects of occupational integration, including its effects on mental health, job satisfaction, self-esteem, social interaction, and other aspects of personal development. Special attention is paid to:

- finding out the factors that contribute to mental well-being at the workplace, and which can lead to stress, anxiety and depression. This includes analysis of working conditions, management styles, stable employment and other factors;

- the study of strategies and resources used by people for successful professional adaptation to a new work environment, including adaptation to new responsibilities, communication styles and organizational cultures;

- research into factors that contribute to successful professional development, including training, mentoring, leadership development and participation in professional networks;

- determination of personal traits that contribute to or hinder successful professional integration, such as self-discipline, motivation, self-regulation and emotional stability;

- the identification of factors influencing social interactions at the workplace, such as communication skills, conflicts, collective cooperation and building relationships with colleagues and management.

The study of occupational integration contributes to a better understanding of how people adapt to work settings, succeed in their careers, and ensure their mental and emotional well-being. In the modern understanding, professional integration is an individually realized position and behavior of a person related to the peculiarities of professional activity during life.

For a modern specialist, the issue of professional integration is particularly acute due to the inability to foresee and forecast the external circumstances in which career processes unfold. Professional integration is a process in which the skills, knowledge, values and experience of a person are combined in order to achieve success in professional activities. This process includes adapting to a new work environment, learning about job requirements and expectations, and constantly improving one's professional skills and abilities. Professional integration promotes career development and increasing professional competence.

The purpose of this study is to understand the problem of the impact of psychological stability on the professional integration of a person in the conditions of a situation of uncertainty.

Presentation of the main research material. The study of psychological determinants of the development of skills of professional integration of a modern person will allow to expand the possibilities of support in the situation of a crisis of professional realization, will help to establish ways of preventing professional unfulfillment, will outline the vectors of obtaining satisfaction from work and the formation of a sufficient level of professional self-esteem.

The dynamics of human activity in professional activity is traditionally determined by the sequence of movement of a certain social hierarchy based on the criteria of holding positions, achieving professional status, material component, etc. At the same time, the emphasis is on increasing the specialist's professional capabilities, obtaining greater powers in professional activities, expanding the boundaries of popularity and prestige, and increasing the number of business contacts. An important criterion of professional integration is the parameters of time and boundaries. According to A. Markova's research, professional integration should be considered as self-projection and actualization of one's own potential, which fills life with personal meaning. The criterion of professional integration is not only high results in one's own professional activity, but also the harmony of a specialist with himself in the process of using internal resources.

An important indicator of professional integration is the achievement of a certain social and professional status that satisfies a person depending on the scale of his demands. An important place in professional integration is occupied by the subjective indicator of the level of self-determination, that is, the degree of satisfaction with the currently achieved social and professional status. Professional integration should be associated with obtaining a qualification and working in a certain position, with the level of income and prestige. If this happens, then the person will be satisfied with the level of self-realization. One of the dominant motivations for professional integration is the potential for self-determination.

So, professional integration is to some extent related to professional status, that is, a person's place in the professional structure, capable of determining the level of his economic position and the role played by this socio-demographic group in the system of professional relations. The assessment of this role is characterized by the degree of inclusion of a person in the relations of professional groups, the level of his qualifications and skills, and the level of professional self-awareness.

The destruction of traditional forms of professional socialization, the lack of a guaranteed future leads to the realization of the decisive role of one's own abilities in achieving one's goals, and this can lead to problems in professional integration. The fact is that some people may never reach a sufficient level of professional maturity during their lifetime. This is due to the fact that a certain percentage of people are engaged in non-professional activities, another part is included in professional activities, but does not seek to achieve professional mastery, and a certain group may be discriminated against by more experienced representatives of the profession.

Thus, the professional integration of the individual, on the one hand, should be considered as a process of entering a person into a professional environment, assimilating professional experience, mastering the standards and values of the professional community, and on the other hand, as a process of actively implementing one's own accumulated professional experience [5].

Analyzing the data of the scientific literature devoted to the mentioned topic, it is necessary to highlight three areas that have a special impact on the process of professional integration:

- field of activity, i.e. study of the spectrum of activity, professional features and interests;

- the sphere of communication, which outlines the components of professional communication necessary for an individual to enter a profession for successful self-realization within certain social institutions;

- the sphere of personality development and self-awareness, which determines the personal qualities of a specialist and his perception of his capabilities and ambitions.

Life orientations of a specialist are important in professional integration. I. Martyniuk notes that among specialists who see the meaning of life in isolation from the results of professional activity, the desire to work becomes meaningless, there is no professional motivation and culture, and the value structure of the individual is largely deformed.

The problems of employment and employment of a person in the conditions of a situation of uncertainty are largely related to the objective processes taking place in the modern world. An important element of the professional integration of a modern person is the connection between the professional status and the level of unemployment. According to statistical data, the largest number of unemployed is among people with secondary professional and higher education. Somewhat less unemployed among those who do not have qualifications or primary education - this is mostly due to the possibility of greater labor mobility of this category of persons. The unemployed with primary or secondary education are the most materially affected - the lack of social guarantees puts them in a disadvantageous position.

The modern understanding of professional integration goes beyond the specifics of performing specific types of professional activity and is connected with the design of the entire life path of a specialist, the key aspect of which is psychological stability. Psychological stability is a personality quality, the separate aspects of which are stability, balance and resilience [3]. For the first time at the scientific level, the problem of psychological stability was raised in 1966 in the report of L. Bozhovich at the XVIII Psychological Congress. The further development of psychological stability was reflected in studies of various aspects of the problem of personality stability: emotional stability (P. Zilberman, V. Maryschuk, L. Mitina), moral stability (V. Chudnivskyi), stability of forms of behavior (L. Bozhovich), stability in conditions stress and conditions of preparation for space flight (K. Gurevich, A. Leonov, G. Berehova). The works of V. Krupnyk and E. Lebedeva are devoted to the problem of psychological stability of personal constructs. These research data are somehow related to the psychological characteristics of personality stability.

Psychological stability in the process of professional integration allows a person to withstand life's difficulties, adverse pressure of circumstances, to maintain physical and mental health and work capacity. The basis of the professional integration of the individual in the conditions of a situation of uncertainty is the psychological stability of the individual, which is aimed at the distant consequences of professional activity. A person's ability to defend and implement his personal positions in the process of professional integration is inextricably linked to the problem of personal integrity [2]. The psychological stability of an individual in the context of professional integration should be considered as a complex quality of a person, that is, a synthesis of his individual qualities and abilities.

The presence of psychological stability in the process of professional integration gives reason to talk not only about success in professional activities, but also about the success of a person's life [1]. A number of authors (A. Rickel, O. Tikhomandrytska, etc.) emphasize that the success of professional integration is determined by the psychological stability of the individual, which is based on a positive professional self-concept. At the same time, it is worth noting that the success of professional integration is related to the subjective ability to strengthen one's own psychological stability through the ability to professional growth with timely and adequate resolution of intra-personal conflicts; relative stability of emotional tone and positive mood; volitional regulation (consciously overcoming difficulties on the way to a professional goal).

Scientists are unanimous in considering psychological stability as the basis of professional integration, which reflects a person's awareness of his physical, intellectual, characterological, and social properties; level of self-esteem and subjective perception of external factors.

According to V. Rottenberg and V. Arzavskyi, psychological stability is an important condition for professional integration. The high need to find an active, creative attitude towards oneself in professional activity and professional activity itself allows to overcome the destructive influence of adverse life circumstances, and promotes the professional integration of a specialist in the conditions of a situation of

uncertainty. In professional integration, important aspects are the proportionality of pleasant and unpleasant impressions and feelings in professional activity, correlation between feelings of well-being and experiences of joy, satisfaction from professional activity and oneself in it, on the one hand, and feelings of dissatisfaction - on the other. Without psychological stability, it is hardly possible to feel the completeness of oneself in professional activity and meaningful fullness of the process of professional integration. A necessary condition for professional integration in a situation of uncertainty is psychological stability, in particular for effective professional adaptation in a problematic situation.

In other words, psychological stability in the process of professional integration contributes to finding and maintaining a balance between conflict and autonomy. Effective professional integration is built on the ability to resist external influences and the ability to adhere to one's own intentions and goals. The effectiveness of the process of professional integration significantly depends on a person's ability to withstand professional difficulties, the adverse impact of external circumstances on professional activity, as well as the ability to adapt to emerging conditions. From the definition, it becomes clear that psychological stability is one of the important components of the professional integration of the individual in the conditions of modern challenges. Psychological stability is a dynamic component of personality, which is extremely necessary in the situation of professional integration. Psychological stability in the process of professional integration should be considered as a norm, and not as a unique quality of an individual. Scientists distinguish three aspects of psychological stability: stability, balance and resilience. Stability means the ability to face difficulties, maintain faith in one's own abilities and maintain a positive attitude. Balanced means the proportionality of the force of response, the activity of behavior, the force of the stimulus, the meaning of events. Under resistance is the ability to resist everything that limits the freedom of behavior and choice.

In order to empirically study the structure of psychological stability in the context of professional integration, we conducted a study of its components. The research sample consisted of 83 people who, based on objective reasons and subjective feelings, ascertained the fact of being in a situation of uncertainty.

According to the obtained results, we were able to establish that 5 (61.0%) of the subjects have an average level of psychological resilience, and 32 (39.0%) have an above average level. The obtained results indicate that the subjects are capable of professional integration, provided there is no probable threat to their lives. At the same time, the presence of a high probability of a threat to life negatively affects professional integration (Table 1.).

Table 1.

Levels of psychological resilience

Average level of psychological stability	Above average level of psychological stability
61,0%	39,0%

It is worth noting that the emotional component of psychological stability is most pronounced in the subjects at the average level of development - 50 (60%), at the above average level - in 7 (8%) of the subjects, at the below average level - in 19 (23%) of the subjects, at a low level in 4 (9%) subjects (Table 2.).

Table 2.

Emotional component of psychological stability

Average level of development	Above the average level of development	Below the average level of development	Low level of development
60%	8%	23%	9%

The indicated level of formation of the emotional component is insufficient for effective professional integration in the conditions of a situation of uncertainty. This is especially true of subjects with a below-average level of development and a low level of development. In this category of subjects, under the influence of various internal and external stressors, an emotional disturbance can occur much faster, that is, a decrease in the level of support and the formation of psychological stability. It is worth noting that the volitional component of psychological stability in the subjects is most pronounced at the average level of development - 52 (62%), at the lower average level - 12 (15%) of the subjects; at an above average level – 16 (19%) subjects, at a low level in 3 (4%) subjects.

Table 3.
Volitional component of psychological stability

Average level of development	Above the average level of development	Below the average level of development	Low level of development
62%	15%	19%	4%

The average level of development of the volitional component in 62% of the subjects indicates that psychological integration is difficult due to the conditions of the situation of uncertainty. Average and below average levels of development of the volitional component indicate that the subjects show an insufficient level of effort to ensure an effective level of professional integration. Therefore, the subjects are unable to properly regulate their emotional state, inhibit and restrain the asthenic manifestation of emotions in the situation of difficulties with professional integration (Fig. 3).

As for the motivational component of psychological resilience, it is worth noting that the subjects have a somewhat wider range of development levels, compared to the emotional and volitional components. 6 (7%) subjects have a low level of the motivational component of psychological resilience, 18 (22%) have a below average level, 34 (41%) have an average level, 16 (19%) have an above average level, and 9 (11%) – a high level (Table 4).

Table 4.
Motivational component of psychological stability

High level of development	Above the average level of development	Average level of development	Below the average level of development	Low level of development
11%	19%	41%	22%	7%

The obtained data indicate that not all subjects are sufficiently motivated to professional integration in the conditions of a situation of uncertainty. This especially applies to the investigated levels of motivational component expressiveness at below average and low levels. Obviously, such subjects show less persistence in solving issues of professional integration.

The cognitive component of the emotional stability of the subjects also has a wide range of expression. In 5 (6%) of the subjects, it turned out to be at a low level of development, in 18 (21%) - at a below average level; in 37 (45%) - at an average level, in 15 (18%) - at an above average level, in 8 (10%) - at a high level. For subjects with low, below average, and average levels of development of the cognitive component of psychological resilience, the situation is characterized by the fact that during professional integration in conditions of uncertainty, they may inadequately assess the threat situation, and as a result, make erroneous decisions, not quite accurately predict the consequences of their professional actions, inappropriately choose methods of professional activity and illiterately perform professional actions (Fig. 5).

Table 5.
Cognitive component of psychological stability

High level of development	Above the average level of development	Average level of development	Below the average level of development	Low level of development
10%	18%	45%	21%	6%

Conclusions and Prospects for Further Research. In psychological integration, psychological stability is a complex and multifactorial quality of personality, in which emotional, volitional, motivational and cognitive components can be distinguished. A person's psychological resistance to the conditions of a situation of uncertainty is an integral component of the successful professional integration of an employee. Professional integration in the conditions of modern challenges requires a certain effort from a person to achieve an effective final result. Professional integration does not exclude the presence of a state of psycho-emotional tension, that is, when there is a significant goal, the level of motivation increases accordingly,

the complexity of the activity also increases, as well as efficiency, but at the same time the person copes with the tasks.

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PSYCHOLOGY OF PERSONALITY

THEORETICAL ANALYSIS OF THE PROBLEM OF DEVELOPING PERSONAL RESILIENCE

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Воєнні дій на території України нищівним чином впливають на все населення держави. Щоденні обстріли, участь у військових діях, втрата близьких та рідних, переживання тривалих стресових ситуацій впливає на всі сфери життєдіяльності населення і, зокрема, на його психологічне та психічне здоров'я. Важливим завданням сучасної психологічної науки є дослідження шляхів вироблення конструктивних шляхів подолання стресових ситуацій та розвитку особистісної стійкості та протидії складним життєвим обставинам.

В останні роки активно розвивається вивчення проблеми резильєнтності як здатності чинити опір життєвим труднощам. Вивчення зазначеної проблеми допомагає вирішити численя завдання практичної психології, так як розвиток стійкості та можливості чинити опір до виникаючих стресових ситуацій необхідна складова особистості у військовий час.

У статті представлене теоретичне узагальнення наукових підходів до вивчення поняття резильєнтності. Розкрито основні напрямки у вивченні резильєнтності зарубіжних та вітчизняних авторів. Проаналізовані різні фактори та чинники, що впливають на розвиток резильєнтності як процесу опору стресам. Представлена історична динаміка розуміння і вивчення поняття резильєнтності та дослідження розвитку резильєнтності особистості.

За результатами теоретичного аналізу, ми можемо виокремити такі наукові узагальнення поняття резильєнтності: вона має динамічний характер та біологічне підгрунтя, є важливою передумовою для успішної адаптації та розвитку особистості, може розглядатись в соціальному, біологічному або психологічному аспектах, її розвиток залежить не від умов життя людини, а від сприймання нею життєвих труднощів, під час виникнення складних умов життя, а також в процесі переживання життєвих труднощів людина здатна до постравматичного зростання та резильєнтності.

У вивченні поняття резильєнтності виокремлюється чотири етапи:

1. Ідентифікація ознак що побудована на лонгітюдних дослідженнях захисних функцій дітей.

2. Ідентифікація процесу. Під час зазначеного етапу змінюється фокус дослідження з захисних факторів до розгляду процесів стійкості людини.

3. Третій етап будується на основі першого та другого, у ньому активно розглядається, стійкість як механізм, який призводить до позитивної адаптації людини у несприятливих умовах.

4. До виникнення четвертого етапу призвів розвиток технологій, що дозволяли вивчати резильєнтність більш якісно за допомогою психодіагностичного інструментарію.

Встановлено, що резильєнтність – це індивідуальна здатність до протидії та пошуку конструктивних методів подолання стресових ситуацій, це важлива передумова психічної адаптації і розвитку особистості. Резильєнтність залежить від впливу зовнішніх (соціальних) факторів і індивідуально-психологічних внутрішньо особистісних чинників.

Ключеві слова: резильєнтність, психологічна адаптація, особистісна стійкість, особистісна протидія, механізмии захисту.

Military operations on the territory of Ukraine have a devastating impact on the entire population of the state. Daily shelling, participation in combat, loss of loved ones, and the experience of prolonged stressful situations affect all areas of the population's life and, in particular, their psychological and mental health. An important task of modern psychological science is to explore ways to develop constructive ways to overcome stressful situations and develop personal resilience and counteract difficult life circumstances.

In recent years, the study of the problem of resilience as the ability to resist life's difficulties has been actively developing. The study of this problem helps to solve many problems of practical psychology, since the development of resilience and the ability to resist stressful situations is a necessary component of the personality in wartime.

The article presents a theoretical generalization of scientific approaches to the study of the concept of resilience. The main directions in the study of resilience of foreign and domestic authors are revealed. Various factors and determinants that influence the development of resilience as a process of resistance to stress are analyzed. The historical dynamics of understanding and studying the concept of resilience and the study of the development of personality resilience are presented.

Based on the results of the theoretical analysis, we can distinguish the following scientific generalizations of the concept of resilience: it has a dynamic nature and biological basis, is an important prerequisite for successful adaptation and development of the individual, can be considered in social, biological or psychological aspects, its development depends not on the living conditions of a person, but on his/her perception of life difficulties, during the emergence of difficult living conditions, as well as in the process of experiencing life difficulties, a person is capable of post-traumatic growth and resilience.

There are four stages in the study of the concept of resilience:

1. Identification of signs based on longitudinal studies of children's defensive functions.

2. Identification of the process. During this stage, the focus of the study changes from defensive factors to consideration of human resilience processes.

3. The third stage is based on the first and second, it actively considers resilience as a mechanism that leads to positive human adaptation in adverse conditions.

4. The fourth stage was caused by the development of technologies that allowed to study resilience more qualitatively with the help of psychodiagnostic tools.

It has been established that resilience is an individual ability to counteract and find constructive methods of overcoming stressful situations, an important prerequisite for mental adaptation and personality development. Resilience depends on the influence of external (social) factors and individual psychological factors.

Key words: resilience, psychological adaptation, personal resilience, personal resistance, defense mechanisms.

Formulation of the problem. Military operations on the territory of Ukraine have a devastating impact on the entire population of the state. Daily shelling, participation in combat, loss of loved ones, and the experience of prolonged stressful situations affect all areas of the population's life and, in particular, their psychological and mental health. An important task of modern psychological science is to explore ways to develop constructive ways to overcome stressful situations and develop personal resilience and counteract difficult life circumstances.

The purpose of the article is to make a theoretical analysis of the problem of personality resilience, to analyze the theoretical approaches to the study of this problem in the domestic and foreign literature.

Outline of the main material. In recent years, the study of the problem of resilience as the ability to resist life's difficulties has been actively developing. The study of this problem helps to solve many problems of practical psychology, since the development of resilience and the ability to resist stressful situations is a necessary component of the personality in wartime.

The concept of resilience was borrowed from physics, and explained the level of ability to return a material to its previous state after its deformation [1].

The concept of resilience is considered and used in medicine, biology and psychology. For example, researchers Annina S. and Josef J. in their study of the development of personal resilience of cancer patients came to the conclusion that resilience has a direct impact on the patient's adaptation and recovery. Scientists identify three factors that influence the success of resilience development and draw a positive parallel with the psychological state and characteristics of the disease. Factors that contribute to resilience:

- biological (genetics);
- personal, which includes a sense of integrity, hope and optimism;
- the social factor includes the support of others.

Annina S. and Josef J., emphasize the importance of post-traumatic growth as a positive psychological change under stress.

Friedrich L. considers resilience as a person's ability to successfully build social ties under unfavorable conditions. The researcher notes that most approaches to understanding resilience, although they look simple, actually have a more complex structure. After analyzing theoretical approaches and his own experience, the researcher complements the understanding of resilience and offers five interrelated aspects:

1. Positive, favorable social conditions and unconditional acceptance of the child.

2. Search for the meaning of life, which can be realized by religion.

3. A person's feeling that he or she can control his or her own destiny and develop his or her own skills and abilities.

4. Adequate self-esteem.

5. A sense of humor.

The researcher calls these aspects "bricks" on which to build human resilience. The researcher also distinguishes between understanding in the theoretical aspect of the concept and in the practical one, and argues that in practical use the term is considered more broadly.

Lazos G., having analyzed theoretical concepts and approaches, then conditionally divides resilience into 3 components, calling it a bio-psycho-social phenomenon that includes biological (natural), psychological and social (interpersonal, social) [1].

Resilience in the broadest sense is the ability to resist and find constructive methods of overcoming stressful situations.

Resiliency in English has a literal meaning such as elasticity, bounce, in Latin the meaning of the definition is as follows: re - to return, siliense - to bounce back, that is, the ability of a person to return and respond to unfavorable conditions (Chikhantsova O., Hutsol K.).

Bonnano G. A., when considering the concept of loss, notes that resilience is the ability of a person to feel and experience positive emotions, the ability to function, the ability to recover positively.

Resilience is an integral concept that is about resilience, the ability to resist when experiencing difficult, life-destroying times.

Connor K., Dsvidson J. consider resilience not just as a person's ability to cope with and resist life's difficulties, but also as an important part that can help in the treatment of mental disorders, anxiety, depression, and anxiety states. Based on a deeper understanding, they are developing a resilience scale [4].

Fergus S. Zimmerman M. Resilience is considered as the main condition for overcoming risks and their negative consequences. By studying the peculiarities of adolescent resilience, they found that those adolescents who are risk-averse have greater resilience. The authors identified the main factors that influence the development of resilience: constructive interaction with parents, acquired social skills, availability of support, and communication skills [5].

Ungar M., based on the experience of his colleagues, developed his own theory, in which resilience is considered within the framework of the socio-ecological approach. The author noted that resilience is a person's ability to find resources. According to Ungar M., resources will help a person to ensure health, a sense of well-being in family and social relationships.

The American Psychological Association defines resilience as the ability to adapt to traumatic events, tragedies, threats, and stress that may arise [1.]

Richardson G. in his scientific research defines resilience as the resilient qualities that a person integrates into himself through the encounter with adversity and life shocks, through which personal growth occurs [12].

Luthar S., defines resilience as a process that has a positive adaptation to adversity[6].

Bolton K., considers the concept of resilience as a person's ability to recover from stressful situations and the ability to develop ways to achieve positive adaptation to the situation. In his theoretical study, the researcher identifies three main constructs: risk factor, protective factor, and vulnerability factor. The risk factor includes unfavorable conditions, such as the presence of mental illness in parents, experience of violence, poverty, etc. Protective factors are personal characteristics of a person that help him or her to adapt successfully. The author considers protective and vulnerability factors to be the result of a three-way influence on a person, namely the influence of society, family and individuality. The influence of society

is defined as negative (alcohol and drug use) and positive (acceptance of a social group) consequences of relationships with the social environment. Family influence is defined as negative (destructive family influences, conflicts, alcohol) and positive (warm family relationships) influences of the family environment [3].

Masten A., considers resilience as a dynamic process of successful adaptation to threats that impede human functioning, positive growth, and development [7; 8].

Based on the results of the theoretical analysis, we can distinguish the following scientific generalizations of the concept of resilience:

1. Resilience is dynamic and biologically based.

2. Resilience is an important prerequisite for successful adaptation and personal development.

3. Resilience can be considered in social, biological or psychological aspects (Lagos G.).

4. There are several areas of studying resilience: as a personality, as a skill, as a process.

5. The development of resilience does not depend on the living conditions of a person, but on his/her perception of life difficulties. For example, a person who grew up in unfavorable conditions may have a high level of resilience, and a person who grew up in favorable conditions may have a low level of resilience development.

6. When facing difficult living conditions, as well as in the process of experiencing life difficulties, a person is capable of post-traumatic growth and resilience [7; 8].

There are four stages in the study of the concept of resilience:

1. Identification of signs (Richardson) based on longitudinal studies of children's defensive functions. The study identified defensive factors that lead to psychological and social improvement: a person's ability to perceive the situation positively (Rutter), a positive approach (Joseph), humor, perseverance, independence (Wagnild and Young), etc.

2. Process identification (Richardson). During this stage, the focus of the study changes from defensive factors to consideration of human resilience processes. Scientists focused on the process of forming protective factors. Resilience is viewed as a dynamic process, and vulnerability and risk factors are studied. The problem of recovery is given considerable preference.

3. The third stage (Richardson) builds on the first and second, actively considering resilience as a mechanism that leads to positive human adaptation in adverse conditions. A clearer and more differentiated diagnostic toolkit is already emerging.

4. The fourth stage was brought about by the development of technology, which allowed for a more qualitative study of resistance, using psychodiagnostic tools. Many studies were done on an interdisciplinary basis, neurobiological research was applied, and the use of genetics and chemistry made it possible to study biological factors of resilience [2; 5; 10; 11; 12; 13; 14].

The study of resilience is relevant in Ukraine today, due to the economic, political and military crises that are taking place in the country. Today, millions of Ukrainians live in a time of severe stress, which they experience on a daily basis, so over the past decades, interest in the study of resilience has increased among the scientific community.

In his publication, O. Khamimich analyzed a number of foreign-language works and concluded that the concept of resilience and the concept of "hardiness" studied by S. Muddy is uncertain in the synonymous analysis of these terms and wonders whether it is necessary to identify these concepts. Thus, in Ukrainian-language studies, one can find the equation of the term resilience and stress resistance, life resilience. The researcher argues that the closest analog in the Ukrainian scientific literature is viability. The correct translation of the word is important for understanding the essence of the phenomenon. The concept of resilience has different interpretations and spellings not only in Ukraine but also abroad.

Also, Hamimich O. in his work argues that it is typical for domestic researchers to consider resilience through the prism of personal characteristics. The researcher concludes that the concepts of resilience and viability should not be equated. Resilience is dynamic and involves stress, while viability has a broader meaning.

Manapova K., according to the approach of Muddy S., defines resilience as a certain psychological "core" that helps a person overcome life's difficulties using their own resources. Resilience is considered through the aspect of personal potential, which helps a person to overcome difficult circumstances. Aspects of personal potential are meaning, will, logic of control, etc.

Ukrainian researcher Lagos G., having analyzed different approaches to the definition of the term resilience, as well as the history of its emergence through four stages of research, concludes that the concept

does not have clarity in its interpretation, but at the same time identified five consensuses among researchers:

1. Resilience is a bio-psycho-social phenomenon.

2. Resilience is a phenomenon that can restore a person after life's difficulties.

3. Resilience is considered as a dynamic process and as a separate characteristic of the individual.

4. Resilience depends on many external and internal factors.

5. Resilience plays an important role in posttraumatic growth.

Scientists Chernobrovkina V. A., Chernobrovkin V. M., based on the developed theoretical material, came to the conclusion that resilience should be considered under the consideration of internal and external factors, and the main factor of influence is the environment. Although scientists attach great importance to the individual efforts of a person in achieving a resource, the socio-cultural environment is still decisive.

Based on the study of theoretical models of resilience, Chikhantsova O. and Gutsol K. developed their own model, which consists of six components:

1. Optimism - implies an optimistic approach to life's difficulties.

2. Social contacts or environment - implies the importance of maintaining and finding new social contacts.

3. Self-projecting - involves building future projects of oneself.

4. Self-attitude - is a positive attitude towards oneself, as well as predicting one's positive attitude towards society.

5. Goals - is the formation of clear and understandable goals for the future, because it is easier to move when you have them.

6. Meanings - consist of a sense of devotion, need, and the search for meaning in your favorite things.

This model reflects the building of resilience on the basis of positive prognosis of the future, development of positive personal traits.

Grishyn E. considers resilience as a certain psychological resource of a personality that helps him or her to overcome stress and help in adapting to adverse life circumstances. In his understanding of the phenomenon of resilience, he includes the following functions:

1. Regulatory is the development of those resources that help a person to control himself or herself, such as the development of self-regulation, active coping, resilience, etc;

2. Cognitive function - involves a positive comprehension of one's goals, the development of intelligence;

3. Emotional - the importance of the emotional sphere;

4. Social-behavioral - consists in childhood relationships with parents and the formation of social contacts.

A significant impetus for the study of resilience in Ukraine was not only the military actions on its territory, but also the global COVID-19 pandemic, when there was a need for forced isolation.

Researcher Kireeva Z. studied resilience during the pandemic in people aged 26-40. In her research, she identifies components that unite middle-aged people:

1. The past - experiencing and overcoming past experiences of difficulties in life;

2. The present - awareness and understanding of new patterns of behavior that allow them to overcome life situations;

3. Future - a positive vision of the future.

The scientist argues that resilience is also influenced by a person's experience of overcoming difficulties, and the more experience they have, the faster their recovery during quarantine.

Conclusions and Prospects for Further Research. The article presents a scientific analysis of the problem of resilience, revealing the historical background and scientific generalization of most foreign and domestic concepts. It is established that resilience is an individual ability to counteract and find constructive methods of overcoming stressful situations, it is an important prerequisite for mental adaptation and personal development. Resilience depends on the influence of external (social) factors and individual psychological intrapersonal factors.

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FEATURES OF PSYCHOLOGICAL RESILIENCE DEVELOPMENT IN THE CONTEXT OF CONTEMPORARY PSYCHOLOGICAL RESEARCH

Стаття висвітлює динамічну природу розвитку психологічної резильєнтності на фоні сучасних суспільних змін. Звертає увагу на необхідність поєднання внутрішніх можливостей особистості та зовнішніх підтримуючих факторів. Виходячи з сучасних психологічних досліджень, підкреслює багатогранні компоненти резильєнтності, що включають в себе саморегуляцію, оптимізм, когнітивну гнучкість і життєво важливу роль систем соціальної підтримки. Робота узагальнює внески сучасних вчених в напрямку психологічної резильєнтності. Окремо спрямована увага на валідні, в тому числі й порівняно нові шкали оцінок резильєнтності, що застосовуються як дієві інструменти як для вимірювання так і в сприянні розвитку стійкості в різних категоріях суспільств. Окрім того, стаття виявляє не достатньо висвітлені раніше аспекти досліджень резильєнтності в широкому контексті, зокрема необхідність глибшого вивчення міжкультурних вимірів, впливу цифрових технологій та формування комплексних програм підтримки, адаптованих саме до викликів сучасного світу. Метою статті є синтез теоретичних та емпіричних знахідок, пропонуючи узагальнений підсумок огляду досліджень сучасних науковців, які ведуть діяльність в напрямку психологічної резильєнтності, одночасно визначаючи майбутні напрямки для вивчення та застосування.

Цей всебічний огляд не тільки допомагає краще зрозуміти, як розвивається психологічна стійкість, але й вказує на невивчені аспекти та можливості для майбутніх досліджень. Об'єднуючи висновки з різних джерел забезпечує певну базу, основи для створення ефективних методів допомоги, які б сприяли зміцненню психологічної витривалості у людей незалежно від їх віку, соціальної позиції та культурної приналежності.

Ключові слова: міждисциплінарний підхід, міжкультурний підхід, психологічна резильєнтність, сучасні психологічні дослідження, шкала резильєнтності

This article illuminates the dynamic nature of psychological resilience development against the backdrop of contemporary societal changes. It draws attention to the necessity of integrating an individual's internal capabilities with external support factors. Based on current psychological research, it emphasizes the multifaceted components of resilience, which include self-regulation, optimism, cognitive flexibility, and the vital role of social support systems. The work summarizes the contributions of modern scholars to the field of psychological resilience, particularly highlighting valid, including relatively new, resilience assessment scales applied as effective tools for both measuring and facilitating resilience development across various societal categories. Furthermore, the article reveals aspects of resilience research that were previously underexplored, such as the need for a deeper investigation into cross-cultural dimensions, the impact of digital technologies, and the formation of comprehensive support programs tailored to the challenges of the modern world. The goal of this article is to synthesize theoretical and empirical findings, offering a generalized summary of the research overview by contemporary scientists active in the field of psychological resilience, while also identifying future directions for study and application.

This comprehensive review not only aids in a better understanding of how psychological resilience develops but also highlights unexplored aspects and opportunities for future research. By integrating findings from various sources, it provides a foundation for creating effective assistance methods that could enhance psychological resilience in individuals regardless of their age, social position, and cultural background.

Formulation of the problem. Contemporary society is experiencing unprecedented social, economic, technological changes, demanding significant psychological flexibility and resilience from individuals. Psychological resilience is defined as an individual's ability to withstand and adapt to challenges, stress, and trauma. The significance of this phenomenon for overcoming life difficulties and its role in facilitating positive psychological development is increasingly recognized in scientific research.

The scientific understanding of resilience development mechanisms, ways to support and enhance it through targeted interventions, is fundamental for forming effective strategies across a broad range of practical measures. This process encompasses not only psychotherapy and psychological counseling aimed at resolving personal issues and emotional disorders but also the creation of social support programs that include measures to strengthen social connections and networks, the development of educational initiatives aimed at increasing awareness and developing personal competencies, and the formulation of governmental strategies intended to create conditions for the overall psychological well-being of the population. A major challenge in resilience research is its multi-level nature, incorporating interconnected biological, psychological, social, and ecological aspects. The development of resilience is not limited to an individual's internal psychological processes; it is also closely related to their interaction with the external social and natural environment. Biological factors, including genetic predisposition and neurochemical processes, influence an individual's reactions to stress, while psychological aspects, such as emotional regulation and cognitive strategies, determine their ability to adapt to challenges. The social environment, including family, friends, and community, can provide crucial support and resources for overcoming difficulties. Environmental conditions can create additional stresses but also provide resources for recovery. Understanding these complex interactions requires the integration of knowledge from various scientific disciplines, including neuroscience, which explores the biological bases of behavior, psychology, which focuses on studying mental processes and behavior, sociology, which analyzes social structures and their impact on the individual, and education, which deals with the development of teaching and upbringing programs. This interdisciplinary approach allows for a deeper understanding of resilience development processes and the development of comprehensive support and strengthening strategies that include both individually-oriented interventions and community, and society-level measures. [1]

Outline of the main material. The scientific interest in studying and developing psychological resilience reflects its importance not only in academic circles but also in the practical sphere. This interest is driven by the understanding that resilience plays a critical role in mental health and the well-being of individuals, enabling people to adapt to the challenges, stresses, and traumas they encounter in life. In psychotherapeutic practice, understanding the mechanisms of resilience helps develop more effective treatment and support methods for clients, allowing them not only to cope with current psychological problems but also to strengthen internal resources for overcoming future difficulties. This approach may include teaching skills for stress resilience, self-regulation, and positive thinking. In the education and upbringing of children, the emphasis on developing resilience helps children and adolescents effectively deal with academic and personal challenges. This is achieved through the integration of programs for developing social skills, emotional intelligence, and self-esteem into the educational process. Human resource management and organizational development also benefit from research in the field of resilience, implementing strategies to strengthen employees' resilience to increase their productivity, job satisfaction, and ability to adapt to changes in the work environment. The development of social programs aimed at strengthening resilience in various population groups, including vulnerable groups such as veterans, refugees, and trauma survivors, becomes possible through the application of interdisciplinary approaches and scientific research in this area. Such programs may include elements of psychological support, social network development, and training in stress management strategies. Overall, the growing interest in the development of psychological resilience in the scientific community reflects its key role in ensuring mental health and well-being. This stimulates the integration of resilience strengthening strategies into a wide range of life spheres, from psychotherapy and education to human resource management and the development of social programs, underscoring its importance for both theoretical and practical application. [6]

Among the main tasks facing contemporary researchers in the field of psychological resilience, a significant place is occupied by both the identification and systematization of key factors influencing an individual's ability to withstand various life challenges, as well as the development and implementation of strategies aimed at enhancing this capability. Considerable attention is paid to analyzing the effectiveness of educational programs, as they play a critical role in forming necessary life skills, including self-regulation, conflict resolution, and the development of effective communication strategies. These programs, which include training and educational courses, are not only designed to develop specific skills but also to form a general psychological readiness to manage one's emotional responses, effectively respond to social challenges, and build positive interpersonal interactions. When addressing conflict resolution issues, such programs emphasize the importance of finding constructive solutions in complex social situations, which, in turn, contributes to strengthening internal harmony and reducing stress levels. Determining the effectiveness of educational programs aimed at enhancing resilience is a complex process that requires a comprehensive scientific approach capable of assessing both the immediate and long-term impacts of such initiatives on individuals. However, according to preliminary research, there is significant evidence of the potential of these programs to substantially enhance psychological resilience, providing individuals with tools for effective self-control and adaptation to contemporary life. [7]

One of the key aspects of contemporary research is identifying the mechanisms of self-regulation, optimism, cognitive flexibility, and the ability to establish effective interpersonal relationships as the main components of psychological resilience. Examining these aspects together with the impact of social support paves the way for the development of targeted programs aimed at increasing resilience levels across different societal groups. Identifying and thoroughly studying the mechanisms of self-regulation, optimism, cognitive flexibility, and the individual's ability to form and maintain effective interpersonal relationships stand out as primary components that contribute to psychological adaptability and endurance. Self-regulation: involves an individual's ability to manage their own emotional states, behavior, and motivation, and is a critical factor in overcoming stressful situations and challenges. Developing self-regulation skills allows individuals to adapt more effectively to changing conditions, maintaining psychological balance and health.

Optimism: emphasizes the importance of a positive outlook on life and belief in a favorable outcome even under difficult circumstances. An optimistic worldview contributes to resilience against psychological difficulties, helping individuals find a way out of challenging life situations.

Cognitive Flexibility: plays a key role in an individual's ability to adapt to new conditions, reinterpret challenges, and find alternative problem-solving approaches. This aspect of resilience includes readiness for change, the ability to view situations from different angles, and a flexible approach to finding solutions.

Ability to Establish Effective Interpersonal Relationships: is crucial for psychological resilience, as support from close ones, friends, and colleagues can significantly help overcome stress and recover from difficulties. The importance of social support cannot be overstated, as it is one of the fundamental resources for maintaining mental health.

Analyzing these components in their interrelation and impact on different societal groups paves the way for creating targeted educational and social programs aimed at increasing the overall level of resilience. Such programs may include training sessions, workshops, group, and individual classes focused on developing participants in the aforementioned aspects, aiming to enhance their ability to effectively adapt to life challenges and strengthen psychological well-being. [5]

Recently, there has been significant interest in developing and implementing innovative educational programs in the field of psychological resilience based on the latest scientific achievements in psychology and neuroscience. This research direction emphasizes the use of cutting-edge technologies and methodologies aimed at effectively addressing the tasks of developing personal resilience in the modern world. One of the key elements of such programs is the application of virtual reality technologies, which allows for the simulation of various stressful situations in a safe and controlled environment. This provides participants with a unique opportunity to practice applying stress-coping strategies and fostering adaptive responses to challenges. Gaming techniques integrated into educational programs play an important role in improving communication skills and self-regulation. They promote deeper participant engagement in the learning process, making it not only effective but also engaging. Game elements and simulations help individuals better understand their own emotional states and reactions, as well as practice effective communication strategies and interactions with others. This approach involves combining insights from psychology, neuroscience, sociology, education, and other related disciplines to create programs that

consider various aspects of human nature, social experience, and technological achievements. The promising direction of developing and testing innovative educational programs for resilience development reflects the contemporary science's effort to find effective solutions for enhancing individuals' viability and adaptability in the unpredictable variability of the modern world, using the latest technologies and scientific advances. Thus, contemporary research in the field of psychological resilience seeks not only to expand scientific understanding of this phenomenon but also to develop practical tools. [1]

The intercultural approach in resilience research requires researchers to have the ability to conduct deep cultural analysis, openness to the diversity of human experiences, and readiness to collaborate with representatives of different cultures to ensure the accuracy and validity of studies. This also includes the need for researchers to understand how cultural norms and values influence life perception and organization, stress-coping strategies, and support of healthy interpersonal relationships. The examples below illustrate intercultural diversity:

In societies with a high level of uncertainty avoidance, such as Japan or Greece, there may be a greater need for control over the external environment and situations, leading to the development of detailed plans for various life circumstances. This may affect the perception of resilience as the ability to foresee and plan ahead, rather than just adapting to changes. In cultures with a high level of individualism, such as the United States or Australia, emphasis is placed on personal initiative, independence, and self-development capacity. In such cultures, resilience may be perceived as the ability for self-help and self-affirmation. In collectivist cultures, such as many African, Asian, and Latin American countries, family and community support is highly valued. In this context, resilience means not only personal resilience but also the ability to rely on one's social support network. In high-context communication cultures (i.e., cultures where meaning is conveyed through non-verbal means and the context of the conversation, not directly through words), where communication often has a high context (for example, in many Asian cultures), resilience may include the ability to read between the lines, understand non-verbal signals, and adapt to implicit social expectations. Where there is a strong belief in fate, in the idea that everything is predetermined (for example, in some Islamic or Hindu societies), resilience may be associated with religious faith and spiritual endurance as tools for coping with life's trials. All these examples highlight the importance of a deep understanding of cultural context when studying resilience and creating support programs for people with various cultural experiences. [4]

Also, it is important to note that the development of psychological resilience is not a static process and can change throughout life, responding to various internal and external factors. This means that an individual's ability to overcome difficulties and recover from them is not an unchangeable characteristic but rather changes over time, responding to new challenges, life experiences, and socio-economic changes in the environment. Taking these aspects into account will not only increase the effectiveness of psychological support and resilience development but also ensure its relevance and appropriateness to the real needs of people. Hence, research in the field of psychological resilience requires from scientists not only deep theoretical knowledge but also flexibility in approaches and methods, the ability to innovate, and creativity in finding new solutions for supporting and developing resilience in different contexts.

Fundamental to resilience research is the exploration of its structure and components. Studies focusing on the development and validation of resilience scales contribute significantly to the capability to measure this construct, thereby allowing a deeper understanding of its elements and relationships with other psychological and social factors. The development of valid assessment tools, such as resilience scales, plays a crucial role in studying the effectiveness of various interventions aimed at strengthening psychological resilience. Resilience scales facilitate a deeper understanding of adaptation mechanisms to stress factors and recovery after them, enabling the identification of key components of resilience which, in turn, can serve as specific "targets" for psychological interventions. Research using these scales promotes the development of approaches to enhance mental endurance across different societal categories. In contemporary studies and clinical practice, various time-tested methods of measuring individual levels of resilience are utilized, aiding in the formation of individual treatment and support plans. [2]

Various validated measurement systems exist; here are some of them:

Scale of Protective Factors (SPF): Developed by Ponce-Garcia, Madwell, and Kennison in 2015, this scale consists of 24 items and measures resilience by focusing on factors that create a buffer between individuals who have experienced trauma and ensuing stress.

Resilience Scale (RS): Developed by Wagnild and Young in 1993, this scale consists of 25 items and measures resilience based on five main characteristics: meaningful life (or purpose), perseverance, self-

reliance, equilibrium, and existential aloneness. The scale has two subscales: a 17-item personal competence scale and an 8-item acceptance of self and life scale.

Predictive 6-Factor Resilience Scale (PR6): Developed based on the neurobiological foundations of resilience and theorized relationships with health factors. PR6 measures resilience across six domains: vision, composure, reasoning, health, tenacity, and collaboration.

Connor-Davidson Resilience Scale (CD-RISC): One of the most well-known scales, developed to assess psychological resilience and the ability to cope with stress. CD-RISC includes 25 items, divided into five factors, and demonstrates high reliability and validity.

Brief Resilience Scale (BRS): This scale consists of 6 items and is designed to measure an individual's ability to quickly recover from stressful situations. BRS measures "bounce back" or recovery after stress, which is closer to the original understanding of resilience.

These scales are directed at evaluating resilience as a multidimensional construct that encompasses various aspects of mental endurance and adaptability. For example, RS focuses on five main characteristics defining resilience, whereas PR6 includes six dimensions based on neurobiological and theoretical foundations. The scales were developed with consideration for use in diverse settings and applicability to different categories of people. For instance, SPF is designed to measure resilience, focusing on factors serving as a buffer for traumatized individuals. In contrast, BRS assesses an individual's ability to quickly recover from stressful situations, aligning closer to the foundational understanding of resilience. All these methods have been rigorously tested for reliability and validity. For example, CD-RISC shows high internal consistency and correlates with other measures of resilience, confirming its effectiveness in measuring psychological endurance.

There are also other, less popular yet valid resilience scales, with ongoing research developments even today. For example, Dutch scientists Christianne A. I. Van Der Meer and Hans Te Brake developed versions of the Resilience Evaluation Scale (RES), which represent an innovative approach to measuring psychological resilience, with a particular emphasis on the significance of self-assurance and self-efficacy as key components. This approach, guided by the secondary appraisal model of stress by Lazarus and Folkman, considers these two factors as critical internal psychological mechanisms enabling an individual to positively assess their ability to manage difficulties. The RES development process involved a team of clinicians and scientists with expertise in resilience and trauma, who developed 10 new items through several iterative sessions. Notably, the team chose not to use existing resilience scales to develop these items due to copyright issues, highlighting the novelty and originality of RES. [3]

Despite significant progress in understanding and developing the issue of psychological resilience, some aspects of this topic are important and under-researched or not covered in the scientific literature. Among the key issues requiring attention are:

Interdisciplinary Approach to Studying Resilience: Existing research often remains within the confines of a single discipline, whereas psychological resilience is a multifaceted phenomenon requiring the integration of knowledge from psychology, sociology, medicine, economics, and other fields.

Impact of Digital Technologies on Resilience Development: In the context of rapid digital technologies and social networks development, the question of their impact on psychological resilience remains open. The potential of digital tools in strengthening resilience needs further investigation.

Resilience Development in Response to Global Challenges: The contemporary world is characterized by new global challenges, such as wars, pandemics, climate change, migration. Understanding how these factors affect resilience development and developing corresponding adaptive strategies is critically important.

Individual Differences in Resilience Development: The need for a deeper study of individual differences in resilience development, including the impact of genetic factors, personality traits, and life experience.

Mechanisms of Resilience Development in Different Cultural Contexts: Most existing studies focus on specific cultural and geographical groups, leaving the question of the universality or specificity of resilience development mechanisms in various cultural conditions open, thus, significant attention should be directed to the cross-cultural aspect of resilience, considering that cultural and socio-economic contexts can influence the ways of expressing and mechanisms of resilience development. Research in this area points to the need for developing global and local resilience support strategies that take into account the specificity of different cultural dimensions. This necessitates a deeper study of cross-cultural differences and similarities in resilience development, as well as the development of assessment tools sensitive to these differences. In the context of global challenges like wars, migration crises, pandemics, and climate changes,

resilience issues become especially relevant. Studies focusing on the impact of these factors on psychological resilience highlight the necessity of developing comprehensive approaches to support individuals and communities in adapting to a changing world.

Conclusions and Prospects for Further Research. The review of contemporary research in the field of psychological resilience highlights its complex and multifaceted nature, as well as its dynamism within the constantly changing social, natural, and technological conditions. Aspects such as self-regulation, optimism, cognitive flexibility, and the role of social support emerge as fundamental elements that contribute to the formation and strengthening of resilience. An interdisciplinary approach to studying resilience considers its interrelation with a broad spectrum of factors, including personality traits, social environment, cultural, and ecological conditions. While this approach is employed in current studies, the engagement of experts from various fields and interdisciplinary discourse often remains insufficient. The significance of validated resilience assessment methodologies in contemporary research cannot be overstated, as they provide a reliable foundation for measuring the construct and evaluating the effectiveness of interventions. Both time-tested and alternative measurement methods exist. Current research directions highlight the need for a detailed examination of the impact of digital technologies on resilience development, as well as the development of adaptive interventions that consider cultural nuances and the specifics of contemporary challenges.

Overall, a deeper understanding of psychological resilience within the context of current research opens broad prospects for developing new theoretical models and practical tools aimed at supporting and developing this critical quality in individuals of varying ages, social statuses, and cultural backgrounds.

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PERSONAL BOUNDARIES: DEFINITION, ROLE, AND IMPACT ON MENTAL HEALTH

В даній статті було зроблено спробу згенералізувати та систематизувати в психології наявні знання про феномен особистісних кордонів та їх вплив на психологічне благополуччя індивіда. У першому розділі статті аналізується поняття особистісних кордонів, їх функції та типи. Пояснюється, що особистісні кордони визначаються як внутрішній і зовнішній простори, що відокремлюють особистість від оточуючого світу та інших індивідів. Розглядаються різні типи кордонів, включаючи фізичні, емоційні, ментальні та духовні. У другому розділі статті обговорюються особливості формування особистісних кордонів та типові порушення їх функціонування. Зазначається, що формування здорових кордонів відбувається впродовж усього життя та залежить від взаємодії з батьками, оточуючим середовищем та власною індивідуальністю. Також розглядаються типові порушення кордонів, такі як недостатня свідомість, стрес, страх відмовити та інші.У третьому розділі розглядається запорука формування здорових особистісних кордонів. Аналізується роль асертивності у підтримці здорових кордонів та ефективній взаємодії з оточуючим світом. Пояснюється, що асертивна поведінка допомагає зберегти баланс між власними потребами та інтересами інших, сприяючи побудові стабільних та конструктивних відносин. Висновки підкреслюють важливість розуміння та усвідомлення особистісних кордонів для збереження психічного здоров'я та покращення якості життя. Вони наголошують на значенні розвитку асертивності та інших ключових навичок для підтримки здорових кордонів і побудови гармонійних відносин зі світом. Ця наукова стаття є важливим джерелом для тих, хто цікавиться психологією особистості, взаємодією з оточуючим середовищем та розвитком психічного здоров'я. Вона пропонує глибокий аналіз основних концепції особистісних кордонів та надає практичні рекомендації для їх збереження та підтримки.

Ключові слова: автентичність, незалежність, особистісні кордони, психологічний простір, самоусвідомлення.

This article attempts to generalize and systematize existing knowledge in psychology about the phenomenon of personal boundaries and their influence on an individual's psychological well-being. The first section of the article analyzes the concept of personal boundaries, their functions, and types. It explains that personal boundaries are defined as internal and external spaces that separate the individual from the surrounding world and others. Various types of boundaries are considered, including physical, emotional, mental, and spiritual boundaries. The second section of the article discusses the peculiarities of forming personal boundaries and typical disruptions in their functioning. It is noted that the formation of healthy boundaries occurs throughout life and depends on interactions with parents, the surrounding environment, and individuality. Typical boundary violations are also considered, such as lack of awareness, stress, fear of refusal, and others. The third section examines the guarantee of forming healthy personal boundaries. The role of assertiveness in maintaining healthy boundaries and effective interaction with the surrounding world is analyzed. It is explained that assertive behavior helps maintain a balance between one's own needs and the interests of others, contributing to the construction of stable and constructive relationships. The conclusions emphasize the importance of understanding and awareness of personal boundaries for maintaining mental health and improving the quality of life. They highlight the significance of developing assertiveness and other key skills to support healthy boundaries and build harmonious relationships with the world. This scientific article is an important source for those interested in personality psychology, interaction with the environment, and the development of mental health. It offers a deep analysis of the basic concepts of personal boundaries and provides practical recommendations for their preservation and support.

Keywords: authenticity, independence, personal boundaries, psychological space, self-awareness.

Formulation of the problem. Personal boundaries are one of the key concepts in modern psychology, reflecting important aspects of internal and interpersonal dynamics. This topic attracts the attention of researchers and practitioners as it directly influences emotional well-being, the quality of relationships, and the overall state of individuals' mental health.

The issue of establishing and maintaining personal boundaries becomes particularly significant in the conditions of modern society, which, due to the high speed of transformative changes in all spheres of life, often threatens individual identity and psychological well-being. Given this, research in this area becomes extremely relevant and should be directed towards understanding the mechanisms of formation, functioning, and protection of personal boundaries.

Analysis of recent research and publications. A number of scientific works by both domestic (Hryhoryeva O. V., Drapak A. V., Maleychuk H., Marchynkovska T., etc.) and foreign (Rosenberg M., Smith M., Brown N., Gibson L., Levin K., etc.) researchers are dedicated to the influence of personal boundaries on the resilience of the individual as an adaptive resource of the organism. Works by L. Alexandrov, B. Ananiev, S. Bogomaz, T. Larina, D. Leontiev, M. Loginov, S. Maddi, R. May, K. Rogers, A. Fominov are devoted to this issue. Despite significant achievements in studying this topic, many aspects of personal boundaries remain unresolved or require further in-depth research. Checking the previous researchs and publications in this field, it is important to continue to deepen knowledge of this problem and contribute to expanding our understanding of its aspects.

The aim of this article is to provide a qualitative overview of the concept of personal boundaries, their importance, and their impact on mental health and relationships. Through the analysis of existing research and literature, we will attempt to elucidate the main aspects of this topic and form a comprehensive understanding of the phenomenon of personal boundaries.

Outline of the main material. Personal boundaries, or limits, refer to the internal boundaries that an individual establishes for themselves in their interactions with the surrounding world and other people. These boundaries determine what types of behavior, communication, or influence she accepts from others, as well as what she is willing to give or receive in interaction with others. The concept of personal boundaries reflects the level of self-awareness, self-esteem, and interaction of the individual with the surrounding world.

Historically, the concept of personal boundary was studied in the context of borderline states of personality (between norm and pathology) in psychiatry. Active attempts to study and analyze personal boundaries were made in the early 20th century by psychologists of several directions. The concept of boundaries entered the scientific discourse of personality psychology from psychoanalysis and was described as obstacles that others put in the way of satisfying their needs, as well as boundaries between internal structures of personality (Id, Ego, Superego).

The domestic researcher O. Hryhoryeva defines personal boundaries as a psychological formation that arises as a result of interaction or establishment of equal relations between the desire to preserve authenticity and the need for adaptation in society. The main tasks of personal boundaries are maintaining harmony and establishing contacts with the surrounding world[2, p.102].

V. Moskalenko describes the internal boundaries of personality as invisible internal boundaries that protect thoughts, feelings, and behavior. Awareness of one's own personal boundaries helps understand the areas of one's own influence, not take responsibility for the actions and feelings of other individuals, and also not succumb to manipulation.

M. Rosenberg, a renowned psychologist specializing in communication and conflict resolution, refers to personal boundaries as internal boundaries that a person establishes for themselves to protect their mental and emotional well-being. He emphasizes the importance of recognizing one's own needs and boundaries, as well as developing effective communication skills to maintain and protect these boundaries[7, p.28].

Contemporary researcher N. Glover defines personal boundaries as expectations and needs that help one feel safe and comfortable. According to her, understanding when to refuse or agree is the basis of comfortable communication with other people.

The prominent German psychologist and philosopher E. Fromm, in his book "The Art of Loving," considers the concept of expanded boundaries - he asserts that a healthy person has expanded boundaries that allow them to openly interact with the surrounding world and other people, while maintaining inner independence and individuality. Fromm emphasizes the importance of recognizing one's own needs and desires, as well as developing the ability to interact with others without losing one's own "self." He believes that expanded boundaries allow a person to freely express their individuality and develop deep and mutually beneficial relationships with others[8, p.78].

The famous Canadian psychologist and philosopher S. Pinker often emphasizes the importance of personal boundaries in the formation and preservation of individual identity in his research and publications. He points out that intense social trials, such as war or fear, can lead to the loss of personal boundaries. The researcher views this process as a possible absorption of identity into the collective unconscious, which affects individual psyche and highlights the importance of recognizing one's own boundaries and protecting personal identity in conditions of collective trials and social influence.

The primary concepts M. D. Smith utilizes in the context of individuals' personal boundaries are:

- Passivity: a state in which an individual cannot express their thoughts, feelings, and needs and typically follows the will of others;

- Aggressiveness: a state in which an individual expresses their thoughts and needs but does so with tactlessness, dominance, and may violate the boundaries of others;

- Assertiveness: a state in which an individual expresses their thoughts, feelings, and needs openly, honestly, and without aggression. They are capable of establishing personal boundaries without violating the boundaries of others[12, p.216].

Overall, contemporary psychologists often distinguish three main types of personal boundaries:

1. Physical (indicating how close bodily an individual can interact with others)

2. Emotional (allowing differentiation of feelings, emotions, and attitudes of the individual towards others)

3. Mental (aiding in constant growth of spiritual resilience and self-love)

In addition to the mentioned classifications, there are several scholars who expand the classification of personal boundaries, including practicing psychologists and researchers in the field of relationships. B. Weinhold, J. Weinhold, and V. James, for example, distinguish a spiritual type that aids in the constant growth of spiritual resilience and self-love.

Psychologist N. Tavvab expands the list with three additional types:

Sexual boundaries (include issues of consent, comfort, intimacy, safety, and personal limits that individuals establish for themselves in sexual situations).

Material boundaries (encompass questions of privacy, ownership, expenses, and limits regarding an individual's willingness to share material resources with others, which may be established to maintain comfort, safety, and personal well-being).

Time boundaries (determine how individuals spend their time, whom and what activities they prioritize, and also define the boundaries of accessibility for others in relation to their time, may include questions about personal time for self-development, leisure, work, interaction with friends and family, as well as addressing personal needs and priorities).

A practicing psychologist believes that violations of time boundaries are the most common among all six proposed types[3, p.93].

Additionally, in his works, K. Levin considers external (determining how individuals interact with others and what boundaries they set in their external environment) and internal (reflecting internal beliefs, values, experiences, and attitudes towards oneself, determining how individuals react to their own emotions, thoughts, and internal conflicts) boundaries.

In his practice, F. Perls classifies personal boundaries as whole and torn. Whole boundaries are stable and clear. People with intact boundaries can clearly define their limits and interact with the world with a sense of integrity and stability. They may be open to new experiences and relationships while maintaining their independence and integrity. Torn boundaries are blurred and unclear. People with torn boundaries may have difficulty defining their limits or establishing healthy relationships with others. They may feel scattered, uncertain, or unprotected in their relationships and interactions with the world. Perls believed that understanding these two types of boundaries can help people develop greater self-awareness and improve their relationships with others[11, p.227].

Doctor of Pedagogical Sciences Nina Brown proposed her own classification of personal boundaries based on permeability level:

- Soft
- Spongy
- Rigid
- Flexible

Individuals with soft boundaries tend to allow others to penetrate their space and life without significant resistance or protection. They may easily sacrifice their own needs and desires for the sake of others and become victims of psychological manipulation.

Those with spongy boundaries may demonstrate elements of both soft and rigid boundaries depending on the situation. They may be open to interaction with others and willing to share their feelings and thoughts, but they may also have some defensiveness or protection to safeguard their privacy or personal boundaries.

Personalities with rigid boundaries tend to rigorously defend their personal space and establish boundaries. They are usually reluctant to share their feelings, thoughts, or emotions with others and may tend towards isolation. Such boundaries often result from physical, psychological, or sexual violence. It is important to note that rigid boundaries can be selective depending on circumstances, time, or place, typically based on past negative experiences.

Flexible personal boundaries are considered the healthiest and most adaptive. People with flexible boundaries can effectively establish boundaries and defend their needs while also being open to interaction and communication with others. They can work on maintaining a balance between their own needs and the needs of others[9, p.147].

The scientist T. Levy distinguishes six main functions of personal boundaries:

- Protective: involves defense against negative external influences perceived as threatening. Personal boundaries become strong and restrict the internal psychological space of the individual.

- Permeable: reflects the ability of boundaries to allow influences to pass through. This becomes possible if a person feels sufficient self-confidence and trust in another person, as well as the absence of dangerous influencing factors.

- Absorbing: helps to "absorb" what is necessary and desired from the surrounding world. This ensures the internal right to satisfy needs, allowing a person to openly express their needs and ask for help.

- Expressive: helps to express internal impulses outwardly, expressing feelings and emotions.

- Inhibitory: helps to restrain external influences when necessary for effective interaction with external stimuli.

- Neutral: represents a calm and neutral state of the individual, who has no intention of interacting with external stimuli at the current moment[4, p.43].

S. Nartova-Bochaver also points out the following functions of personal boundaries:

- Define subjectivity and establish boundaries between the individual and the surrounding world.

- Help to define personal identity by allowing individuals to self-identify and express themselves in chosen ways.

- Create the possibility of equal interaction, where both parties remain free individuals. Failure to perform this function can lead to manipulation or aggression.

- Provide protection from external influences and the ability to choose what affects us.

- Define the area of personal responsibility, indicating what the individual is responsible for.

Violation of these functions can lead to a constant feeling of stress and overload, the emergence of emotional problems such as anxiety, depression, and anger, conflicts in interaction with other people, loss of self-identification, psychosomatic manifestations such as insomnia, decreased immunity, and overall deterioration of health[6, p.89].

Thus, the concept of personal boundaries is an important aspect of mental health, as healthy boundaries help individuals remain true to themselves, feel harmony, define their needs and desires, and protect their psychological and emotional integrity. Personal boundaries are studied both in the context of individual personality development and in the context of interpersonal interactions. This is an important aspect for understanding relationships, conflicts, and the development of psychological therapy.

Key features in forming personal boundaries and typical disruptions of their healthy functioning. Various researchers of the phenomenon of personal boundaries emphasize their non-normativity and non-linearity of development throughout an individual's life. The process of boundary formation involves a sequential transition from indivisibility in childhood to independence and autonomy in adulthood. This process is not fixed and does not have a rigidly defined moment of maturity - it is individual for each person. The development of psychological boundaries begins in early childhood and reflects the child's relationships with parents. Initially, the child does not perceive themselves separately from the mother, but gradually increasingly sees themselves as an independent part of the "self." The sense of social space develops in children aged 3 to 6 years old. Mental and spiritual boundaries are formed in adolescence. Adolescents learn how to interact with peers, teachers, and other authority figures. They also develop their own values, beliefs, and attitudes towards the world, which define their individual boundaries. In adulthood, personal boundaries can also undergo changes. An individual may review and reassess their values and, in the process of establishing new relationships, define their personal and professional boundaries[10, p. 21]. Violations in the formation of personal boundaries can arise from various reasons and have diverse

consequences for an individual's psychological and emotional state. Numerous studies by leading researchers in this field, including F. Perls, M. Smith, N. Brown, N. Tavvab, and others, are dedicated to this issue. F. Perls identified several types of violations of personal boundaries, which he called "Ego-boundaries": merging, retroflection, projection, introjection, projection, and deflection. These violations can cause traumatic neuroses resulting from conflicts or external intrusions. They are all characterized by difficulties in distinguishing between one's own personality and the external world.

In merging, a person loses their individuality and begins to identify with another person; some mergers can be mutual. They feel like another person, think their thoughts, sympathize with their interests, and life. The individual does not see a difference between themselves and the other person, losing the ability to understand who is performing what actions. In normal circumstances, such merging is only observed between a mother and a newborn baby. Pathological merging underlies many psychosomatic disorders.

Retroflection refers to the phenomenon where a person directs their attention and energy inward instead of influencing the external environment. They divide their personality into two parts: the active and the affected, and treat themselves as they would like to treat other people or objects. This can lead to self-destructive actions when a person becomes their own enemy.

The phenomenon of projection is the opposite of retroflection, where a person with disrupted boundaries resorts to doing for others what they would actually like to do for themselves. This can lead to a breakdown in relationship communication, as interaction is based on fantasies, imaginations, illusions, and expectations, without considering agreements with the external object.

Introjection is the process of absorbing and incorporating various concepts, facts, norms of behavior, moral, ethical, aesthetic, and political values from the external world without their analysis, changes, or transformations, even if they do not correspond to the individual's own views. Often, this process occurs under the influence of political propaganda, when a person is persuaded to take responsibility for what is actually part of the external world. The individual absorbs others' thoughts, attitudes, beliefs, and relationships, thereby losing the ability to develop their own personality because they are preoccupied with retaining foreign elements within themselves. The more introjects they accumulate, the fewer opportunities they have to express themselves or even define who they really are.

Projection embodies the tendency to shift responsibility to the external environment for what is actually happening inside the individual. Such individuals perceive in others what is actually characteristic of themselves: for example, a deceiver will see deceit all around. They alienate not only their own impulses but also parts of themselves where these impulses arise. Projection can cause confusion between one's own personality and external influences. These individuals attempt to rid themselves of the imagined "introject," considering it a foreign aspect, although in reality, it reflects their own personality [11, p.189].

According to the research of O. Bondarchuk, the formation of personal boundaries in individuals can encounter various challenges due to inadequate awareness (individuals may not be sufficiently aware of their values and needs), fear of refusal (individuals try to please others and thus often fear refusal, which in turn leads to neglecting their own interests), implicit expectations from others and stress (workload, stress, and the demands of professional activity can make individuals less capable of defending their own needs and boundaries), and cultural peculiarities (in some cultures, it may be more challenging to refuse or establish boundaries)[1, p. 116].

Thus, disruptions in the formation of personal boundaries can have various causes and consequences. Studies by F. Perls and other scientists in this field indicate the existence of several types of violations that can lead to traumatic neuroses and difficulties in interaction with the world. Additionally, the reasons contributing to the disruption in the formation of personal boundaries have been highlighted, such as inadequate awareness, fear of refusal, implicit expectations from others, stress, and cultural peculiarities. It is important to emphasize the need to be aware of these factors and develop self-regulation skills to support healthy personal boundaries.

Forming healthy personal boundaries. The formation of healthy personal boundaries is a crucial prerequisite for psychological and emotional well-being, as well as for successful social interaction and self-realization. Therefore, a number of psychologists and researchers have devoted considerable time to studying the topic of healthy personal boundaries and the strategies and techniques for their effective development.

M. Smith, in exploring the realm of interpersonal boundaries and their effective maintenance, introduces the concept of assertiveness. Assertive behavior involves advocating for one's own interests, articulating one's goals and intentions clearly, while respecting the interests of others. It is a system of actions and reactions that reflects an individual's level of assertiveness. An assertive style helps maintain

constructive relationships even in challenging situations, allowing for the free expression of one's views and beliefs without disregarding the interests of others. It also facilitates conflict resolution and the search for optimal compromises. Assertiveness promotes equitable relationships where each party has the opportunity to freely express their rights and defend them without harming others. Partners trust each other and act with confidence, calmness, and responsibility.

Various scientific studies indicate that psychologically healthy individuals typically have a higher level of assertiveness compared to those with mental disorders. Assertiveness serves as an important factor in psychological well-being and an effective tool for personality harmonization. These qualities enable the maintenance of stable psycho-emotional states, which directly impact productivity, efficiency, development, and self-improvement. The ability to independently shape one's perception of the world, self-confidence, trust in others, as well as openness to expressing internal potential, are key aspects of an assertive approach to establishing personal boundaries[5, p. 38].

Obviously, assertiveness is a complex and multifaceted personality trait. Its development is associated with various skills and abilities, such as self-confidence, attentiveness to the needs of others, empathy, taking responsibility for events in one's life, as well as understanding one's strengths and weaknesses. This concept reflects the principle of gestalt therapy: "I exist not to meet your expectations; you exist not to meet mine."

Among the key advice and methods for maintaining healthy personal boundaries, the following aspects can be highlighted:
- Effective communication (based on three key qualities: honesty, openness, and straightforwardness in expressing thoughts and feelings, but without using emotional pressure on the other person. It is the ability to express one's beliefs or feelings while considering the thoughts and feelings of the conversation partner, without causing harm to them);
- Self-respect and respect for others (the ability to listen to and understand the viewpoint of others, refraining from judgment and mutual aggression);
- Identifying one's own needs (the ability to clearly express one's needs and desires, without fear of displaying authenticity and uniqueness);
- Ability to listen attentively and understand (being attentive and receptive to the needs of other people, showing interest in their thoughts and feelings)[12, p. 62].

N. Tavvab, a renowned therapist and psychologist specializing in self-awareness and relationships, provides the following principles and advice for building healthy boundaries:
1. Self-awareness and cognition (understanding one's own needs, desires, boundaries, and values is a key aspect of building healthy boundaries. It is important to pay attention to how you feel in different situations and how it affects your well-being).
2. Resilience (the ability to remain true to your boundaries and confident in your values and needs).
3. Boundary setting (learning to say "no" in situations where it is necessary. It is important to understand that this is not a selfish or unfriendly act, but rather an expression of self-preservation and self-respect).
4. Clear understanding of personal space (being aware of the space, both physical and emotional, needed for comfortable functioning. It is important to learn to recognize when this space is being violated and to act accordingly).
5. Supporting healthy relationships (seeking support from people who respect boundaries and help maintain them. This can be family, friends, or professional consultants)[3, p. 126].

Therefore, establishing healthy personal boundaries is a key aspect of psychological well-being and successful social interaction. Maintaining these boundaries can be achieved through assertive behavior, which allows expressing one's own needs and thoughts while respecting the interests of others. Psychologists such as M. Smith emphasize the importance of assertiveness in creating constructive relationships and resolving conflicts. N. Tavvab considers aspects of self-awareness, resilience, boundary setting, and support for healthy relationships as key principles for building healthy boundaries. Thus, developing assertiveness and awareness of personal boundaries are important components for psychological self-improvement and harmonizing relationships.

Conclusions and Prospects for Further Research. This article examines various approaches to understanding and researching personal boundaries that arise in the context of an individual's interaction with the surrounding world. Various scholars, such as O. Hryhoryeva, V. Moskalenko, M. Rosenberg, N. Glover, E. Fromm, M. Smith, and others, have made significant contributions to understanding this

psychological phenomenon. Different approaches to the classification and functions of personal boundaries are considered, emphasizing their importance for mental well-being and social adaptation. Violations of personal boundaries can have serious consequences for mental health, so understanding, awareness, and protection of personal boundaries are important tasks for each individual. Various studies, including the work of M. Smith on assertiveness, confirm that assertiveness acts as an important factor in supporting stable and constructive relationships. Assertiveness allows for effectively expressing one's needs and thoughts while refraining from aggression or neglecting one's own interests. Furthermore, the methods and advice from N. Tavvab underscore the importance of self-awareness, resilience, setting clear boundaries, and supporting harmonious relationships for successful formation of healthy personal boundaries. These principles and practical methods can help each individual establish boundaries in interaction with the surrounding world and achieve harmony with both internal and external environments.

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CONTEMPORARY PSYCHOLOGICAL PERSPECTIVES ON PERSONAL READINESS FOR PROFESSIONAL ACTIVITY

У статті висвітлено результати теоретичного аналізу поняття «психологічна готовність», як стану готовності діяти або реагувати на подразник. А «психологічна готовність до професійної діяльності», в свою чергу, розглядається як позитивне ставлення до цінності та сенсу виконуваної професійної ролі та прийняття своєї здатності її виконувати. Розглянуто основні структурні компоненти психологічної готовності особистості до професійної діяльності, який включає в себе операційну, емоційну, соціально-психологічну, психофізіологічну складову. Вказано, що психологічна готовність до професії є важливою складовою самовдосконалення студента, сприяє самореалізації у професійній сфері. Підкреслено особливість психологічної готовності до професійної діяльності військовослужбовців. Зазначено важливість емоційного інтелекту та емпатії, як складової психологічної готовності особистості до професійної діяльності. Визначено високу кориляцію між розвитком емоційного інтелекту та складовими психологічної готовності, а саме: впливу внутрішньо-особистісного емоційного інтелекту на когнітивно-цільову складову психологічної готовності; міжособистісного емоційного інтелекту на поведінкову складову психологічної готовності, як чинника забезпечення успішної професійної діяльності фахівців різного профілю. Запропоноване обов'язкове включення методик дослідження емоційного інтелекту та емпатії при дослідженні психологічної готовності особистості до професійної діяльності.

Ключові слова: Психологічна готовність, професійна діяльність, готовність особистості.

The article highlights the results of the theoretical analysis of the concept of "psychological readiness" as a state of readiness to act or react to a trigger. "Psychological readiness for professional activity", in turn, is seen as a positive attitude towards the value and meaning of the professional role and acceptance of one's ability to perform it. The main structural components of the psychological readiness of an individual for professional activity, which includes operational, emotional, socio-psychological, psychophysiological components, have been considered. It has been indicated that psychological readiness for the profession is an important component of the student's self-improvement, promotes self-realisation in the professional sphere. The peculiarity of psychological readiness for professional activity of military personnel has been highlighted. The importance of emotional intelligence and empathy as a component of a person's psychological readiness for professional activity has been noted. A high correlation between the development of emotional intelligence and the components of psychological readiness has been determined, namely: the influence of intrapersonal emotional intelligence on the cognitive-target component of psychological readiness; the influence of interpersonal emotional intelligence on the behavioural component of psychological readiness as a factor in ensuring the successful professional activity of specialists of different profiles. The mandatory inclusion of methods of studying emotional intelligence and empathy in the study of psychological readiness of a person for professional activity has been suggested.

Key words: psychological readiness, professional activity, personal readiness.

Formulation of the problem. In today's rapidly changing world, an individual encounters numerous internal and external challenges and obstacles before starting his or her professional career. Psychological readiness is a complex, interdisciplinary concept that includes a large number of different cognitive, behavioural and emotional processes. Psychological readiness is the key to quality professional activity. **Analysis of recent research and publications.** The problem of psychological readiness has been studied in earlier works by the following scholars: B. H. Ananiev,   H. O. Ball, O. O. Bodaliov, V. A. Bodrova, O. I. Bondarchuk, B. S. Bratus, N. Yu. Volianiuk,   N. S. Holovniova, V. I. Hordienko,

Ye. O. Klimov, L. M. Karamushka, O. V. Kyrychuk, H. V. Lozhkin, P. V. Lushin, S. D. Maksymenko, L. M. Mitina, V. F. Morhun, V. A. Semychenko, M. Selihman,   E. E. Symaniuk, L. A. Snihur, T. S. Yatsenko. However, the majority of researchers focused on general aspects of psychological readiness.

The difficulty of studying the problem of psychological readiness is also related to the heterogeneity of the concept of "professional activity". Different researchers, studying readiness for various types of professional activity, have shown their own vision of the term "psychological readiness". Scientists studied psychological readiness for various types of professional activities, in particular pedagogical (K.M. Durai-Novakova, A. Linnenko), labor (V. Moliako, A. Smirnov), sports (F. Henov, A. Punin), military (N. Mukhtarov, O. Stoliarenko), activity in crisis situations (V. Nersesian, V. Pushkin), readiness for lifelong learning (D. Matiiuk). Considering the significant heterogeneity of information, there is still no clearly accepted definition of the concept of "psychological readiness".

Taking into account the peculiarities of modern education, the popularity of informal learning methods, quite often we cannot consider the concept of "psychological readiness" as one of the components of the competence of higher education institutions, because today there is a significant demand for specialties that do not require formal education, especially in the field of IT, marketing, etc.

The purpose of the article of the article is is to explore contemporary perspectives on researching psychological readiness for professional activity.

Outline of the main material. In the modern understanding, personal readiness is considered as a state of readiness to act or respond to a stimulus or a state of receptivity to accepting an experience or a certain activity, for example, readiness for school or readiness to change the behavior of using psychoactive substances [16].

In psychological dictionaries, the interpretation of the concept of personal readiness for professional activity is presented as a certain state of the individual, which gives him the opportunity to successfully penetrate the professional environment, to develop professionally very quickly, the following interpretations of personal readiness for professional activity are additionally given: - this is an integral personal formation that combines a persistent wish to work in a specific field, the availability of relevant knowledge, appropriate skills, in a combination with a complex of individual-typological and social-psychological personality traits, which determine the high efficiency of professional activity and its functioning in this particular field; - this is a purposeful expression of the individual himself, which includes his views, beliefs, motives, feelings, formation, volitional qualities and intellectual properties, knowledge, skills, abilities, etc [9].

M. Tomchuk in his work "Methodological principles of research and formation of psychological readiness of an individual for activity" substantiates the following principles of formation of psychological readiness of an individual for activity [8]:

- taking into account personal traits and properties: in purposeful development, it is important to consider those personal qualities that are best suited for a specific activity and contribute to its success;

- determinism: when studying psychological readiness, it is necessary to take into account the system of factors that influence this readiness and their interrelationships;

- a holistic approach: the study of psychological readiness should be systematic, taking into account the interrelationships between individual indicators and components.

- comparison: the results of experimental studies are compared with the already known achievements of other researchers or with a controlled group.

- dynamism: the peculiarities of the development of psychological readiness can be detected only in the dynamics of changes in its representative indicators.

- consideration of age characteristics: psychological readiness for activity should be considered taking into account the age characteristics of the individual.

- improvement of technologies: technologies for the formation of psychological readiness must be improved to support the development of this readiness.

- coordination with individual characteristics: technologies for the formation of psychological readiness must be consistent with the individual characteristics of each individual.

This approach to the study of psychological readiness makes it possible to understand how to take into account personal and situational aspects in order to improve the individual's readiness for activity.

Psychological readiness to perform professional activities is also considered as a positive attitude towards the value and meaning of the performed professional role and acceptance of one's ability to perform it. O. Ihnatiuk, in his research, emphasizes that personal readiness is a certain state of mobilization of both psychological and psychophysiological systems of an individual, which ensure the implementation of a

certain activity. The researcher singles out the following components of personal readiness for activity [1]:

- operational - possession of a special set of methods of action, knowledge, certain abilities and skills, together with the possibility of mastering new experience within the limits of a specific activity;

- motivational - a system of motivating properties in relation to a certain activity (cognitive motives, achievement of self-realization);

- socio-psychological - characterizes the level of maturity of the communicative sphere of the individual, as well as the ability to perform collective distributed work, maintain relationships in the team work, the ability to avoid conflicts, especially destructive ones;

- psychophysiological – the readiness of all body systems to act in the chosen direction. Each state of personal readiness for activity, as the author notes, is determined by a combination of various factors that establish levels of personal readiness.

In his works, N. Kobzar understands personal readiness as a mental state, an integrative property of the individual, which has a multi-component structure, which is an important basis for the successful performance of any type of activity, it also acts as a sign of proper professional qualification and the result of one's own purposeful training. This state is based on the assimilation of knowledge and skills, it involves the creation of certain guidelines, relationships, personality traits that will help the future specialist to start confidently and qualitatively, to perform his professional duties, tasks and functions creatively [2].

In his research, D. Matiiuk studies the experience of German-speaking countries of Europe in questions related to the development of lifelong learning and highlights the importance of lifelong learning for the personal and professional development of the personality [6, p.32-33].

In her study, O. Uhrin studied students' readiness for professional activity. The results of the empirical study revealed that developed psychological readiness for the profession is an important component of the student's self-improvement, increasing self-realization in the professional field. A strong correlation between the components of readiness for professional activity, family values and relationships between family members has been established. The family influences the improvement of this component of readiness for professional activity, which, in turn, contributes to self-realization in the chosen field. Psychological readiness for professional activity is determined by the requirements of the activity itself for mental processes, states and properties of the individual, motivation for this profession, orientation of the individual, as well as life and professional experience of the person. This study indicates the existence of direct relationships between the components of readiness for professional self-development and the constant wish for self-realization. The obtained results indicate that with the formation and development of the components of readiness for activity, the readiness for self-realization in professional spheres also increases [15].

Psychological readiness includes the individual's readiness to effectively engage in the chosen profession. It involves a complex interplay of cognitive, emotional, and behavioral factors. The psychological readiness of an individual for professional activity can be conditionally divided into the following components:

- professional orientation: readiness for professional training, understanding of the specifics of the field of activity, its requirements and necessary skills;

- professional readiness: the direct process of mastering knowledge and skills within the framework of the profession;

- personal readiness: development of the properties and characteristic features of the personality inherent in the relevant nature of the profession.

Summarizing the views of different authors, we can conclude that the active, dynamic nature of psychological readiness for activity is expressed in the professional activity of the subject, which is embedded in the attitude to the profession, as well as to oneself, one's abilities and opportunities. All this contributes to the formation of professional consciousness. The ratio of potential and actual components in psychological readiness can be compared with the principle of self-actualization by Maslou [12], who defined it as a wish for self-existence and actualization, which is the essence of the organism.

The meta-analysis conducted by the researchers M. Richardson, S. Abraham, and R. Bond plays an important role in understanding psychological readiness for professional activity [14]. In their works, the authors investigated the relationship between students' academic performance and various psychological factors. The study revealed an important role of such characteristics as motivation, self-efficacy and self-regulation for the student's success. These characteristics are important components of a

person's psychological readiness for professional activity. Accordingly, we can see that a high level of psychological readiness affects successful learning, because the individual is motivated and ready to perceive and process information for the purposes of professional development. This study shows the importance of developing psychological readiness and Soft Skills of the students, not only the formation of theoretical and practical knowledge.

In the conditions of martial law in Ukraine, a lot of attention is paid to the psychological readiness of military personnel for professional activities. We cannot bypass this topic, because the formation of psychological readiness to carry out professional activities in crisis and life-threatening situations has its own characteristics. The problem of psychological readiness in relation to its importance for the effectiveness of activities in difficult and extreme conditions was considered by many scientists in Ukraine and abroad in their works. The Ukrainian scientists V. Varenyk, M. Korolchuk, S. Myronets, O. Tymchenko, M. Kryshtal, O. Kokun, V. Molotai, I. Okulenko, I. Gorelov, O. Kolesnichenko, O. Pokanevych have actively studied this scientific question. The scientists O. Kokun, I. Pishko, N. Lozynska described the extended structure of psychological readiness. Classically, psychological readiness has been considered as a combination of personal and functional readiness. Therefore the authors define the structure of psychological readiness as a set of certain characteristics, such as high morality, the need for self-improvement, high volitional readiness, developed communication skills, general psychological characteristics of the individual, high motivation, high level of cognitive processes, creativity and a high level of operational activity. Taking into account the information mentioned above, the study of the problem of psychological readiness should be based on a comprehensive, multidisciplinary and systemic approach [3].

Psychological readiness is the identification of the essence of the properties and state of the individual. Readiness is not only a property or a sign of an individual personality, it is a concentrated indicator of the activity of the essence of the individual, a measure of his professional abilities.

Psychological readiness includes, on the one hand, a stock of professional knowledge, abilities and skills; on the other hand it includes the following personality traits: beliefs, pedagogical abilities, interests, professional memory, thinking, attention, pedagogical focus of thought, work capacity, emotionality, moral potential of the individual, which will ensure the successful performance of professional functions.

Mental processes and properties form the core of readiness. They are the foundation of personality qualities, qualities and psychological properties of the individual, mental features and moral qualities, which are the basis of the attitude of the future specialist to awareness of functions, professional position, optimal methods of activity, correlation of one's abilities with opportunities - characteristics of psychological readiness.

The essence of psychological readiness is the following:
- moral and psychological qualities and capabilities of the individual;
- the relationship between consciousness and behavior, subjectivity and objectivity of consciousness.

The content of psychological readiness consists of the integral characteristics of the individual, which include intellectual, emotional and volitional properties, professional and moral beliefs, needs, habits, knowledge, abilities and skills, pedagogical abilities.

The following components are distinguished in the structure of psychological readiness for pedagogical activity [4]:
- motivational
- orientational;
- cognitive and operative;
- emotional and strong-willed;
- psychophysiological;
- evaluative.

Let's reveal the essence of each of these components.

The motivational component includes professional attitudes, interests, and the desire to engage in the chosen professional activity. Its basis is professional orientation (a person's personal desire to apply his knowledge in the chosen professional field), which expresses a positive attitude towards the profession, an inclination and interest in it, a desire to improve his training, etc. The stability, depth and breadth of professional interests is determined by professional orientation. The degree of formation of professional

interest determines the nature of the future specialist's work on himself in order to use his opportunities and abilities.

The orientational component is connected with value-professional orientations, the basis of which are professional ethics, professional ideals, views, principles, beliefs, readiness to act in accordance with them. The core of the orientation component is the value orientations of the individual, the depth of the professional outlook. Its main structural units include generalized professional knowledge, views, beliefs, principles and readiness to act in practical situations in accordance with them.

Professional beliefs are an important substantive aspect of psychological readiness for professional activity, because they ensure consistency in professional actions, purposefulness in work. The content of readiness for professional activity includes professional education. But not only the education of a specialist determines the success of his activity. No less role is played by professional ethics, the basis of which are moral standards, evaluations and self-evaluations, control and self-control, respect for the norms and requirements of social life.

The orientation aspect is an important characteristic of psychological readiness for professional activity, and therefore the entire educational process in a higher educational institution should be built in such a way that all forms of work contribute to the formation of the students' responsibility, professional ethics, the ability to bring reasonable demands to their logical end, to correlate them with capabilities of those to whom they are addressed.

The cognitive-operational aspect of psychological readiness includes the professional orientation of attention, ideas, perception, memory, analytical thinking, professional abilities, knowledge, actions, operations and measures necessary for the successful implementation of professional activities. The goal-directed formation of professional attention, memory, and imagination is an important factor in increasing psychological readiness. Analytical thinking occupies a significant place among the qualities of the cognitive-operational component of readiness. It manifests itself in the ability to identify professional situations, phenomena, facts, recognize, model them, predict possible consequences. In order to achieve this, a high level of theoretical knowledge, creative thinking and a thorough baggage of general culture are necessary.

Knowledge and special skills, not intended for use in future pedagogical work, do not become tools of professionally directed activity and can be lost very quickly. In connection with this approach, there is a significant gap between the theoretical and practical training of future teachers, and many graduates do not have the necessary level of professional readiness for professional activity.

The emotional-volitional components of psychological readiness are the following: feelings, volitional processes that ensure the successful course and effectiveness of activities; emotional tone, emotional receptivity, purposefulness, self-control, perseverance, initiative, determination, independence, self-criticism, self-control.

The content of psychological readiness is characterized by the connection between the intellectual and the emotional in the sphere of personality. A person's knowledge of a phenomenon is an important fact, but no less important is a person's understanding of this phenomenon, that is, what content the person himself brings to this phenomenon. The content of psychological readiness determines the nature of the connection between the knowledge of the professional and ethical personal content of the activity and its experiences.

One cannot limit oneself only to the accumulation of knowledge and the development of intelligence. No less attention should be paid to the emotional side, to the formation of a culture of feelings.

Psychologists single out willpower qualities that ensure psychological readiness for professional activity:

- goal-directedness (management of work with a certain goal);
- self-control and endurance (preserving self-control in any situation);
- persistence (long-term preservation of efforts when achieving the set goal);
- initiative (the willingness and ability of the teacher to show a creative approach to solving problems, self-activity in the performance of professional functions);
- decisiveness (to make well-thought-out decisions in a timely manner and to proceed with their implementation without delay);
- independence (relative independence from external influences);
- self-criticism (the ability to notice one's mistakes, wrong actions and the wish to correct them).

The psychophysiological aspect of psychological readiness consists of confidence in one's own abilities, the desire to complete the work started, the ability to freely control one's own behavior and the

behavior of others, professional efficiency, activity and self-regulation, poise and endurance, a dynamic pace of work.

The assessment component involves self-assessment of one's professional training and compliance of the process of solving professional tasks with optimal professional models. Psychological readiness includes the specialist's need for professional self-improvement.

The proposed structure of psychological readiness for activity shows that one of its determinants is the level of emotional intelligence as a group of mental abilities that contribute to the identification, control and understanding of emotions, primarily to increase the efficiency of thinking and intellectual activity, as well as emotional self-mobilisation. That is why we consider emotional intelligence as a guarantee of emotional self-regulation, which is the basis for the formation of psychological readiness of future specialists [13].

Two aspects are most important for emotional competence: the ability to self-manage and the ability to manage relationships with other people. At the same time, high emotional intelligence allows a person to understand and deal with his negative emotional states, allows him to express disagreement with something that causes him negative emotions. Emotional intelligence allows a specialist to better realize and understand the emotional manifestations of his personality and the personality of another person. This, in turn, is a condition for achieving a higher level of professionalism in building successful corrective work [11].

Research by N. Prorok and Ya. Kutsenko revealed significant correlations between the abilities of emotional intelligence and some components of psychological readiness, namely: the abilities of intra-personal emotional intelligence affect the cognitive-objective component of psychological readiness of respondents; the abilities of interpersonal emotional intelligence affect the behavioral component of psychological readiness [7]. So, scientists have confirmed the feasibility of developing emotional intelligence as a factor in ensuring the successful professional activity of specialists of various profiles.

An important component of emotional intelligence is empathy as a universal need and as a way of observing other people. Empathy is an important human ability that manifests itself in sympathy for other people and the desire to help and support them. Studies have shown that in today's environment, a specialist with a high level of empathy is distinguished by a developed sense of understanding, foresight, empathy, ability to manage difficult situations, and the use of the right strategies in communication. All these features are an important component of psychological readiness for successful professional activity [10].

Conclusions and Prospects for Further Research. Psychological readiness is the identification of the essence of personality traits and state. Readiness is not only a property or a feature of an individual, it is a concentrated indicator of the activity of the essence of a person, a measure of his or her professional abilities. The content of psychological readiness is made up of the integral characteristics of the individual, including intellectual, emotional and volitional properties, professional and moral beliefs, needs, habits, knowledge, skills and abilities, pedagogical abilities.

Psychological readiness includes, on the one hand, a stock of professional knowledge, skills and abilities; on the other hand, personality traits: beliefs, pedagogical abilities, interests, professional memory, thinking, attention, pedagogical orientation of thought, efficiency, emotionality, moral potential of the individual, which will ensure the successful performance of professional functions. Psychological readiness for professional activity is a key factor on the way to becoming a successful professional. Considering the lack of a unified approach to understanding, research, assessment and the development of psychological readiness for professional activity, further research, systematisation and standardisation of existing knowledge are required. The modern fast-moving world requires a change in the approach to the study of this concept, with a mandatory study of emotional intelligence and empathy as an important component of psychological readiness for professional activity.

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NEUROPSYCHOLOGICAL ASPECTS OF STRESS MANIFESTATION

Сучасне життя, на жаль, не позбавлене стресових ситуацій. Ця стаття досліджує, як стрес, впливає на різні когнітивні функції людини, роблячи нас більш вразливими. Пам'ять, увага, прийняття рішень, гальмування, абстрактне мислення - ось лише деякі аспекти прояву стресу. Дослідження показують, що тривалий або повторний стрес може послабити імунітет, посилюючи запальні процеси та навіть руйнуючи нейрони в гіпокампі, відповідальні за пам'ять. Дозрівання лобової кори головного мозку , яке супроводжується збільшенням об'єму сірої речовини та кількості синапсів, може бути порушено під впливом стресу, що призводить до погіршення когнітивних функцій.

Останні дослідження у галузі впливу стресових ситуацій на психологічне і фізичне здоров'я відзначається широким спектром методологічних підходів та різноманітністю джерел.

Сапольські Р. висвітлює вплив стресу на процеси пов'язані із пам'яттю, а також на процеси формування окремих відділів головного мозку. У праці Наказави Д. ми ознайомлюємось із нейронним розвитком і природними процесами пов'язаними із цим розвитком. Таким чином, останні дослідження та публікації в галузі психології стресу є важливим внеском у наше розуміння цієї складної проблеми та розвиток практичних рекомендацій для подолання негативних наслідків стресу.

Сон, життєво важливий для відновлення енергії та консолідації пам'яті, стає жертвою стресу. Недосип та погіршення його якості роблять нас більш вразливими до негативного впливу стресу. Діти, які пережили стрес, ризикують втратити ще більше нейронів, ніж їх однолітки, адже природне обрізання нейронів у пубертатному віці може посилитися.

Хронічний стрес може призвести до невротичних реакцій, психофізіологічних симптомів та психосоматичних захворювань. Це підкреслює важливість реабілітації нервової системи та нейропсихологічних інтервенцій.

Ключеві слова: стресові ситуації, стрес, пам'ять, інтелект, порушення сну.

Modern life, unfortunately, is not devoid of stressful situations. This article explores how stress affects various cognitive functions, making us more vulnerable. Memory, attention, decision-making, inhibition, and abstract thinking are just some aspects of the effects of stress. Studies show that prolonged or repeated stress can weaken the immune system, increasing inflammation and even destroying neurons in the hippocampus responsible for memory. Maturation of the frontal cortex, which is accompanied by an increase in gray matter volume and the number of synapses, can be disrupted by stress, leading to cognitive decline.

Recent research on the impact of stressful situations on psychological and physical health is characterized by a wide range of methodological approaches and a variety of sources.

Sapolsky R. highlights the impact of stress on memory-related processes, as well as on the formation of certain parts of the brain. In the work of D. Nakazawa, we get acquainted with neural development and the natural processes associated with this development. Thus, the latest research and publications in the field of stress psychology are an important contribution to our understanding of this complex problem and the development of practical recommendations for overcoming the negative effects of stress.

Sleep is crucial for restoring energy and consolidating memory, but it also becomes a victim of stress. Lack of sleep and deterioration in its quality make us more vulnerable to the negative effects of stress. Children who have experienced stress risk losing even more neurons than their peers, as the natural neuronal pruning at puberty can be intensified.

Chronic stress can lead to neurotic reactions, psychophysiological symptoms, and psychosomatic illnesses. This emphasizes the importance of nervous system rehabilitation and neuropsychological interventions.

Keywords: stressful situation, stress, memory, intelligence, sleep disorders.

Formulation of the problem. One of the key issues is understanding how stress factors affect cognitive functions such as attention, memory, and sleep, which can lead to a variety of problems. It is important to understand the impact of physiological and psychological stress factors on individuals.

Analysis of recent research and publications. Recent research on the impact of stressful situations on psychological and physical health is characterized by a wide range of methodological approaches and a variety of sources.

Sapolsky R. highlights the impact of stress on memory-related processes, as well as on the formation of certain parts of the brain. In the work of D. Nakazawa, we get acquainted with neural development and the natural processes associated with this development. Thus, the latest research and publications in the field of stress psychology are an important contribution to our understanding of this complex problem and the development of practical recommendations for overcoming the negative effects of stress.

The purpose of the article is to explore how stress affects various aspects of human cognitive functions and to point out the possible consequences of prolonged or repeated stress for our health. Also, to emphasize the importance of nervous system rehabilitation and implementation of neuropsychological measures. Through a review of current research, the article discusses the impact of stress on various aspects such as memory, attention, decision-making, and others, as well as the possible consequences for physical and mental health.

Outline of the main material.

Research on humans and animals has demonstrated that stress has a significant impact on various physiological systems. Probably, these changes have evolved to support survival behaviors in the face of threat, such as fight or flight. For the body to respond effectively, the physiological systems that are necessary to overcome the threat are activated and those that are not of priority are suppressed. For example, the body raises glucose levels to provide energy for physical activity in the face of a threat, but it may also inhibit processes that promote growth and reproduction.

Although the body is adapted to short-term mobilization in response to stress without significant consequences, prolonged or repeated activation of threat-response systems can lead to negative physiological consequences for health in the long term.

Exposure to stressful experiences can weaken various immune functions. For example, stressful life experiences, such as bereavement, job loss, and even exams, can reduce the levels of circulating classes of immunological cells called lymphocytes; inhibit various lymphocyte functions, such as the ability to proliferate when exposed to a foreign substance; and slow down integrated immune responses, such as wound healing. A person's vegetative reactivity to stressors correlates with the degree of exposure to acute laboratory stressors. Numerous evidences that autonomic nerve fibers innervate (penetrate) immune organs and change the function of immune cells located there confirm the connection between the vegetative nervous system and the immune system. In addition, some of the immunological effects of stressors are explained by the powerful suppressive effect of cortisol on immune cells. Cortisol can inhibit the production of certain cytokines (chemical mediators secreted by immune cells to regulate the activity of other immune cells) and suppress various immune functions.

Exposure to stressors can also increase certain immune processes, such as those closely related to inflammation. Inflammation is an organized response to pathogen exposure that creates local and systemic changes that promote pathogen destruction (e.g., fever). However, chronic, inadequate inflammation underlies many diseases, including some autoimmune diseases such as rheumatoid arthritis, and may play a role in others such as cardiovascular disease. There is currently a great deal of interest in the factors that contribute to inappropriate inflammation outside of the normal context of infection. Exposure to certain psychological stressors can increase circulating levels of inflammatory cytokines,

possibly because stressful experiences can reduce the sensitivity of immune cells to the inhibitory effects of cortisol.

The activation, of physiological systems in response to a stressor is useful and adaptive in the short term in certain situations. However, it can become unhelpful or even harmful if these systems are activated repeatedly or for a long time, or if they are not turned off after the threat has passed. For example, scientific evidence suggests that prolonged exposure to stressors or a state of distress, such as post-traumatic stress disorder and chronic depression, can lead to a decrease in the volume of a part of the brain known as the hippocampus, resulting in memory impairment. Chronic stress has also been found to increase vulnerability to upper respiratory tract infections in people exposed to the virus. Scientists are also investigating the impact of stress on other health indicators, but complete models describing all the mechanisms from the central nervous system's response to the pathophysiological processes that regulate the development of the disease have not yet been fully developed [5].

It is important to note that the process of forming and recovering memories can be disrupted by prolonged or severe stress. According to experts in the field of learning and memory, this phenomenon is known as the "inverted horseshoe". Moving from a calm state to a state of moderate temporary stress, which is a form of stimulation, can improve memory. However, going into a state of high stress can lead to memory impairment.

Research has also shown that stress can disrupt executive function, which includes processing and structuring information, and affects judgment and decision-making. This function is located in the prefrontal cortex of the brain.

First of all, hippocampal neurons stop working. Stress can disrupt long-term potentiation in the hippocampus even without glucocorticoids. This is due to overactivation of the sympathetic nervous system. The effect of glucocorticoids is the subject of most research in this area. High levels of glucocorticoids in the blood, exceeding the normal range for mild to moderate stress and reaching levels seen in severe stress, can inhibit long-term potentiation. This process helps to strengthen the connection between two neurons and helps to memorize information. Glucocorticoids can disrupt this process. Similarly, high levels of glucocorticoids can cause long-term depression, which can contribute to forgetting. The hippocampus provides comprehension, not forgetting [1].

It is important for understanding the relationship between frontal cortex maturation and behavior to investigate how this process affects cognitive function.

According to the scenario, delayed maturation of the frontal cortex implies that the number of neurons, dendritic spines, and synapses in the frontal cortex increases with age, reaching the required volumes somewhere between 20 and 30 years. However, in reality, it decreases.

It's related to the intelligent evolution of the mammalian brain. The embryo brain has many more neurons than the adult brain. The reason for this phenomenon is unclear. During the embryonic period, neurons compete to grow faster in the right direction, allowing the axon to reach the appropriate site and form the largest number of synaptic connections with other neurons. It is important to take into account those neurons that may lag in this process. Programmed cell loss occurs when certain genes are activated, causing cells to shrivel and perish, and their organic remains are recycled. Neural Darwinism - competition resulting from the overproduction of neurons allows for the development of efficient neural networks.

The frontal cortex of the adolescent brain goes through a similar process. During adolescence, the volume of gray matter in the frontal cortex and the number of synapses increase. However, with age, the thickness of the gray matter decreases due to the death of additional dendritic processes and synapses. The frontal cortex consists of different areas, with the oldest part maturing first and the reasoning area not losing its excess neurons until late adolescence. A classic research showed the importance of this delayed process. The volume of gray matter in the frontal cortex of the brain was measured in children as they grew up, and an IQ test was administered at the same time. It turned out that there was a positive correlation between slower maturation of the frontal cortex in adolescents and higher IQ scores in mature young adults.

During puberty, there is a gradual improvement in working memory, decision-making flexibility, task list formation, and inhibition efficiency during frontal regulation, which is crucial for switching from one task to another. In general, improved performance is accompanied by an increase in frontal cortical activity during task performance. The greater the activity, the more accurate the execution.

In addition, in adolescence, people are getting better at dealing with the problems associated with understanding someone else's point of view. This refers to the abstract position of another person, not their emotional state, and how the situation might look from their point of view. Improved perception of irony by adolescents indicates improved abstract thinking [3].

It is also appropriate to cite the results of other studies. At the age of 12-14, there is a natural process of neuronal pruning. This process reduces the number of neurons and allows the brain to filter out unnecessary information. The brain becomes highly specialized, and we gain experience and hone our skills by focusing on what interests us, such as baseball, singing, or poetry.

Children who have experienced stress can suffer from neuronal loss, which can be exacerbated by natural circumcision.

Dr. Dan Siegel, a pediatric neuropsychiatrist and professor at the University of California, Los Angeles, explains that stress can damage neurons and nervous system pathways that connect different parts of the brain. During adolescence, if the excess is removed, the integrated circuit between different parts of the brain can fail, which can affect cognitive abilities. If there are not enough integrating fibers, adolescents may experience mood swings and have difficulty with self-control.

To illustrate, let's hypothetically assume that nature has allocated 4000 neurons to children for normal development. Let's take two five-year-old boys, Sam and Joe. Sam had a negative experience early on, but Joe did not. Due to stress, Sam's nerve cells slowly destroyed, and by the time he was twelve, he had only 1800 of the original 4000 neurons. Despite this, he is a normal boy and has not lost any function because nature initially provides children with more cells than they need.

However, the transition age is approaching. The program requires a decrease in the number of nerve cells. For example, suppose that Sam and Joe, like all children, hypothetically lose an additional 1,000 cells. Sam's brain, which developed under conditions of chronic stress, will be significantly different from Joe's. Joe, who grew up without traumatic experiences, has 3,000 nerve cells left, which is enough to lead a healthy and happy life. Unfortunately, poor Sam has only 800 nerve cells left, which is not enough for healthy brain function.

"When the number of cells decreases during adolescence, the remaining cells may not be enough to maintain a healthy balance. If the stressors are severe, the process of cell destruction can intensify, causing most of the brain to partially lose its functionality," Siegel explains.

Perhaps the decrease in the number of neurons is the cause of the first signs of depression or deviant behavior in high school students, and even in those who seemed completely healthy a year or two ago [2].

We also concluded that it is necessary to consider the topic of sleep during stressful times. Due to the war factor, constant nightly air alarms, and sometimes loud sounds of explosions, nighttime rest has also become a focus of our attention.

Approximately 75% of insomnia cases are associated with significant stress. In addition, some studies show that people who sleep poorly have elevated levels of sympathetic nervous system arousal or glucocorticoids in their blood.

Thus, high levels of stress can lead to sleep deprivation. However, stress not only reduces the total amount of sleep but also impairs its quality. For example, if a CRH injection reduces sleep duration, it mainly affects REM sleep, which is important for energy recovery. As a result, sleep becomes more superficial, which makes it easier to wake up - it becomes fragmented. In addition, even when slow-wave sleep is achieved, its benefits are not fully realized. During slow wave sleep, an algorithm called delta rhythm occurs that can be recorded using electroencephalography and helps to replenish energy reserves.
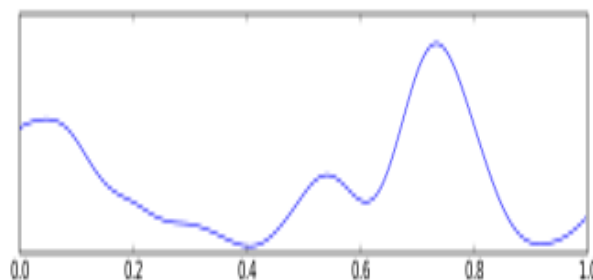

Fig. 1. Delta rhythm(δ-rhythm or delta waves) is an element of electroencephalography that represents fluctuations in electrical potential with a frequency of 1 to 4 Hz with different periods arranged in random order

However, if a person was stressed before going to bed or received a dose of glucocorticoids during sleep, this algorithm will be much shorter during REM sleep.

In addition, glucocorticoids can affect other aspects of good sleep. Jan Born, a researcher at the University of Lübeck in Germany, has demonstrated that the introduction of glucocorticoids into a sleeping person's body can disrupt the process of memory consolidation that occurs during slow-wave sleep [1].

Next, let's consider the impact of chronic stress. In this case, a person may experience neurotic reactions characterized by fears and anxiety, as well as psychophysiological symptoms such as fever, sweating, and changes in blood pressure, which may signal underlying systemic organ dysfunctions at the neurohormonal level. The nervous system is undoubtedly depleted in psychosomatic disorders, affecting various body systems and requiring long-term psychotherapy and treatment lasting several years. Therefore, priority attention should be given to the rehabilitation of the nervous system and the introduction of neuropsychological interventions along with personality-oriented methods of psychocorrection for psychosomatic patients, which is an urgent problem in neurology. Persistent negative emotional states fueled by anxious thoughts maintain an unfavorable hormonal balance in the body, which leads to the development of persistent psychosomatic diseases [4].

It should be added that social support certainly has a positive impact on people, even in the short term. For example, participants in studies who were exposed to stressful situations, such as public speaking or solving math problems, showed a less pronounced stress response when they had social support compared to participants who were alone. According to the research, deep and persistent differences in the level of social support can also affect physiological health indicators. For example, children raised in foster care may have significantly higher levels of stress hormones in their blood than children raised in biological families.

Loss of control and lack of predictive information are closely related. Some researchers believe that both of these factors have a common feature - novelty in the situation that the body is exploring. When you have the impression that you understand how to manage a situation and you can predict what will happen next, but the reality turns out to be different, this can lead to a stressful reaction. This factor has been confirmed in studies on primates: simply by transplanting an animal into a new cage, scientists observed a suppression of its immune system. Some scientists believe that this kind of stressor excites the nervous system and increases anxiety levels as you try to find new rules of control and prediction again. Both approaches address different aspects of the same problem.

Thus, some strong psychological factors can cause a stressful reaction or increase the impact of other stressors: loss of control or predictability, loss of opportunities to get out of difficult situations or loss of support, and the awareness that the situation is getting worse. Some of these factors may overlap. As shown, control and predictability are closely related; when you add in the perception that the situation is deteriorating, you find yourself in an environment where unforeseen and uncontrollable events occur[1].

Conclusions and Prospects for Further Research. Stress constantly accompanies us in modern life, affecting various aspects of our existence. Its negative impact on human cognitive functions cannot be underestimated.

Researches show that prolonged or repeated stress can lead to a weakening of the immune system, increased inflammation, and a decrease in hippocampal volume, which negatively affects memory, as well as disorders in the frontal cortex, which is responsible for decision-making, inhibition, and other cognitive functions.

Lack of sleep and deterioration in its quality caused by stress make us more vulnerable to its negative effects.

Children who have experienced stress are at risk of losing even more neurons, which can lead to serious problems in the future.

Chronic stress can lead to neurotic reactions, psychophysiological symptoms, and psychosomatic illnesses.Therefore, nervous system rehabilitation and neuropsychological interventions are key to improving persons lives.

It is important to remember that stress is not only an emotional state but also a powerful factor that can affect our physical and mental health. Understanding its mechanisms and finding ways to minimize its negative impact is an important task for society.

We see the prospects for further research in understanding the physiology and psychology of stress, as well as developing effective strategies to support the health and well-being of individuals.

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS RESISTANCE OF THE INDIVIDUAL

У статті розглядається взаємозв'язок емоційного інтелекту та стресостійкості особистості. Сучасний світ динамічний, мінливий і сповнений невизначеності. Це призводить до підвищення психоемоційного напруження, що робить актуальним вивчення факторів, які допомагають людині успішно адаптуватися до стресових умов. Одним із таких факторів є емоційний інтелект розвиток якого дозволяє легше розуміти власні емоції, навчитися контролювати власну поведінку, набути вміння конструктивного виходу із проблемних ситуацій та вміти будувати конструктивні стосунки у суспільстві на основі емпатії. Здатність людини адаптуватися до стресових умов стає все більш важливою в сучасних умовах, де психоемоційного напруження стрімко зростає. Стресостійкість – психологічна характеристика особистості, яка дозволяє їй успішно справлятися з труднощами, не втрачаючи самовладання та працездатності. Розвиток емоційного інтелекту сприяє покращенню соціальної адаптації, логічного мислення, емпатії, ефективної комунікації та набуття навичок розв'язання конфліктів, що позитивно впливає на формування стресостійкості. Емоційний інтелект можна характеризувати як здатність відслідковувати власні емоції та емоції інших людей, диференціювати їх та користуватися отриманою інформацією для врегулювання стресових ситуації та конфліктних питань. Дослідження вчених доводять, що розвиток емоційного інтелекту впливає на успішність людини у різних сферах життя та уміння успішно долати ситуації стресу. Даніель Гоудман, який популяризує поняття ЕІ у своїй книзі «Емоційний інтелект», розкриває п'ять його складових: самосвідомість, саморегуляція, мотивація, емпатія та соціальні навички. Він вивчає взаємозв'язок емоційного інтелекту з успіхом у різних сферах життя включаючи психічне здоров'я, особисті стосунки та роботу. Ключовим фактором успіху у будь якій сфері є уміння адаптуватися до мінливості умов. Стресостійкі люди більш гнучкі та відкриті до нових ідей, що дозволяє їм знаходити нестандартні рішення та використовувати нові можливості. Американські психологи Джон Майєр та Пітер Саловей, які спеціалізуються на емоційному інтелекті, психології особистості та соціальній психології. Їхні роботи зробили значний внесок у розуміння того, що таке емоційний інтелект, як він впливає на наше життя, і як його можна розвивати. Вчені розробили та описали першу модель емоційного інтелекту, яка включає в себе чотири компоненти сприйняття емоцій, розуміння емоцій, використання емоцій та управління емоціями. Ще одна американська дослідниця Сьюзен Коулман вивчала вплив емоційного інтелекту на навчання, стосунки, психічне здоров'я у дітей та підлітків та виявила, що він є важливим фактором для розвитку здорових стосунків, успішного навчання та подолання труднощів. Мартін Селігман, який досліджує позитивну психологію Розробив концепцію "навченої безпорадності", яка пояснює, як люди можуть втрачати стійкість перед стресом. Дана концепція описує стан при якому людина втрачає мотивацію та здається, коли стикаються з труднощами. Цей стан може виникнути, коли є відчуття втрати контролю над ситуацією, затрачені зусилля не приносять очікуваного результату, ситуацій невдач стає врази більше ніж ситуацій успіху. І як наслідок проявляються ознаки апатії,втрачається інтерес дот життя та будь якої діяльності, мотивація до діяльності та самооцінка знижуються виникає

песимізм та підвищена тривожність. Основними його ідеєю в подоланні стресу є навчання людей, як брати на себе відповідальність справлятися із труднощами, розвивати позитивне мислення та ЕІ.

Уміння долати стрес з допомогою розвитку емоційного інтелекту допоможе стати людині у будь якому віці успішнішою та адаптивною у ситуаціях невизначеності, які можуть виникати, як у повсякденному житті так і у професійній сфері діяльності. Незважаючи на те, що існує ряд досліджень, присвячених вивченню взаємозв'язку емоційного інтелекту та стресостійкості, залишається багато питань, які потребують поглиблення вивчення даної теми. Оскільки наша країна перебуває в умовах війни суспільство відчуває безліч негативних наслідків. Вплив посттравматичного стресу відслідковуються у всіх верствах населення, тому актуальність дослідження емоційного інтелекту та стресостійкості значно зростає та є життєвою необхідністю.

Ключові слова: емоційний інтелект, стрес, ситуація невизначеності, подолання стресу, тривога, напруження, дистрес, копінг-стратегії.

The article examines the relationship between emotional intelligence and stress resistance of the individual. The modern world is dynamic, changing and full of uncertainty. This leads to an increase in psycho-emotional stress, which makes it important to study the factors that help a person successfully adapt to stressful conditions. One of these factors is emotional intelligence, the development of which makes it easier to understand one's own emotions, learn to control one's own behavior, acquire the ability to find a constructive way out of problematic situations, and be able to build constructive relationships in society based on empathy. A person's ability to adapt to stressful conditions is becoming more and more important in modern conditions, where psycho-emotional stress is growing rapidly. Stress resistance is a psychological characteristic of an individual that allows him to successfully cope with difficulties without losing self-control and work capacity. The development of emotional intelligence contributes to the improvement of social adaptation, logical thinking, empathy, effective communication and the acquisition of conflict resolution skills, which positively affects the formation of stress resistance. Emotional intelligence can be characterized as the ability to monitor one's own emotions and the emotions of other people, to differentiate them and to use the information obtained to resolve stressful situations and conflict issues. Research by scientists proves that the development of emotional intelligence affects a person's success in various spheres of life and the ability to successfully overcome stressful situations. Daniel Goodman, who popularizes the concept of EI in his book "Emotional Intelligence", reveals its five components: self-awareness, self-regulation, motivation, empathy and social skills. He studies the relationship of emotional intelligence to success in various areas of life including mental health, personal relationships and work. A key factor for success in any field is the ability to adapt to changing conditions. Stress-resistant people are more flexible and open to new ideas, which allows them to find non-standard solutions and use new opportunities. American psychologists John Mayer and Peter Salovey, who specialize in emotional intelligence, personality psychology and social psychology. Their work has made a significant contribution to understanding what emotional intelligence is, how it affects our lives, and how it can be developed. Scientists have developed and described the first model of emotional intelligence, which includes four components of emotion perception, emotion understanding, emotion use, and emotion management. Another American researcher, Susan Coleman, studied the impact of emotional intelligence on learning, relationships, mental health in children and adolescents and found that it is an important factor in developing healthy relationships, successful learning and overcoming difficulties. Martin Seligman, who studies positive psychology, developed the concept of "learned helplessness", which explains how people can lose resistance to stress. This concept describes a state in which a person loses motivation and gives up when faced with difficulties. This condition can arise when there is a feeling of loss of control over the situation, the efforts made do not bring the expected result, there are more failures than successes. And as a result, signs of apathy appear, interest in life and any activity is lost, motivation for activity and self-esteem decrease, pessimism and increased anxiety arise. His main idea in overcoming stress is to teach people how to take responsibility for coping with difficulties, develop positive thinking and EI.

The ability to overcome stress through the development of emotional intelligence will help a person at any age to become more successful and adaptive in situations of uncertainty that may arise, both in everyday life and in the professional sphere of activity. Despite the fact that there are a number of studies devoted to the study of the relationship between emotional intelligence and stress resistance, there are still many questions that require further study of this topic. Since our country is in a state of war, society is experiencing many negative consequences. The impact of post-traumatic stress is observed in all strata of

the population, therefore the relevance of the study of emotional intelligence and stress resistance is growing significantly and is a vital necessity.

Key words: emotional intelligence, stress, situation of uncertainty, overcoming stress, anxiety, stress, distress, coping strategies.

Formulation of the problem. Overcoming stress through the development of emotional intelligence is relevant and important for building constructive forms of communication and mastering strategies for getting out of conflict situations. To investigate this issue, we plan to analyze empirical and theoretical studies of domestic and foreign scientists and determine whether there is a relationship between emotional intelligence and stress resistance of an individual. It is important to justify the practical significance of the development of emotional intelligence for increasing the stress resistance of the individual. Generalization of scientific data on the relationship between emotional intelligence and stress resistance.

The purpose of the article is to study the relationship between emotional intelligence and stress resistance of an individual.

Outline of the main material. Stress is an integral part of life, arising in response to events that disturb the balance of the body and require the mobilization of its resources. This condition can manifest itself in different ways: from extraordinary behavior to restraint or even asymptomatic. It is the unpredictability and difficulty of control that make stress such a common cause of problems, suffering and failure. The fast pace of modern life, constant emotional stress and haste make people more prone to stress. Hans Selye, a Canadian endocrinologist, emphasized that stress should not be feared, because it is an integral component of life. Stress is a non-specific reaction of the body to any influence (stressor) that occurs in extreme or difficult conditions. This concept was introduced by Hans Selye in 1936 [5]. However, it is important to learn how to properly respond to stressors in order to minimize their negative impact on our health and well-being.

The psychodynamic direction of stress research is based on the theory of Sigmund Freud, who identified two types of anxiety and worry: signal and traumatic.

Alarms have a protective function that warns of the possibility of a real danger to health or life. It mobilizes the body's resources to overcome the threat. Traumatic anxiety arises as a result of the influence of unconscious, internal sources. It is rooted in past traumatic events that are stored in the mind. Freud believed that the typical causes of traumatic anxiety are the suppression of sexual urges and animal (aggressive) instincts.

Freud associated the symptoms of this condition with the term "psychopathy of everyday life". Conflict theories explain the causes of tension with social aspects. According to these theories, people as members of society are forced to obey its laws and rules. This can lead to internal conflicts, frustration and stress.

Prevention of stress in the psychodynamic approach includes creating successful conditions for self-development, freedom in choosing actions and life positions, as well as fair distribution of economic benefits. Structures that take care of low-income and poor people also play an important role.

The topic of stress is studied by psychologists, physiologists, sociologists and doctors. It has been proven that the cause of stress is cardiovascular disease, thoughts indicating oncology, as well as neuralgia and depression. Psychologists emphasize the importance of fighting stress.

Social and cultural factors play a significant role in understanding and researching stress. This scholarly paraphrase describes key theories and models that address stress from a sociocultural perspective.

The theory of the role of social phenomena focuses on the influence of social roles, expectations and norms on the perception of stress. Life change theory examines how various life events, such as job loss, divorce, or the birth of a child, can lead to stress. The evolutionary theory of social development explains how evolutionary processes have influenced the perception and response to stress in a social context.

The model of physiological stress by H. Selye was modified by B.P. Dorrenwend to include the concepts of adaptive and maladaptive responses to stress [5].

R. Lazarus emphasized the importance of cognitive assessment, i.e. perception and interpretation of stressful factors by a person. Threat assessment and assessment of resources to overcome stress are key components of R. Lazarus's theory. Different theories and models of stress complement each other, providing a deeper understanding of this phenomenon. Modern studies investigate the connection between stress and various psychosomatic diseases. Hans Selye, in his work "Stress without Distress", he described

stress as a physiological reaction to various factors. All living things can be mechanisms for maintaining an internal rhythm (homeostasis). The body reacts to irritation. Strong stimuli lead to a loss of balance, activating protective and adaptive functions. During stress, the body goes through several stages of struggle and adaptation. The duration of the stage depends on the strength and duration of the stressor, as well as on the psychological and physiological properties of the person. Reserves of organizations to eliminate the effects of stress are limited. In turn, their fatigue leads to diseases and even to life-threatening situations. H. Selye described three stages of the general adaptation syndrome in his work: anxiety, resistance and exhaustion.

The first of them is the stage of anxiety. It happens as soon as a stimulus appears. It is characterized by a decrease in the body's resistance level, a violation of certain vegetative and somatic functions. The body mobilizes its own forces, which is manifested in the self-regulation of protective processes. When these responses are effective and the anxiety is reduced, the body returns to its normal state. Such short-term stresses are called acute stress reactions.

The second stage is resistance. Which turns on during prolonged exposure to a stressor. At the same time, there is a need to support the body's protective reactions. At this stage, there is a significant decrease in the adaptive reserves of functional systems against the background of responding to external causes of stress.

The third stage is the stage of exhaustion. It arises as a result of a violation of the mechanisms of protective adaptation during the body's intense struggle with the strong and long-term effect of stressors. The reserves of adaptation are significantly reduced and the body's resistance is followed by them. All this can cause morphological changes in the body.

Individual sensitivity to stress is also important. The strength of a person's reaction to stress depends not only on the stress factor itself, but also on the intensity, duration and unexpectedness of the stressful situation, which affect the severity of the consequences for health. It is also determined by a person's personal qualities, character traits (optimistic, resilient and self-confident people overcome stressful situations more easily).

From a cognitive point of view, individual perception and interpretation of a stressful situation affects emotional response and coping strategies. The presence of social support also plays a significant role, as people who have strong social ties to family and friends are better able to cope with stress. Mastering relaxation techniques, a healthy lifestyle, and the ability to manage time help a person effectively cope with stress.

However, prolonged exposure to stress can lead to serious health consequences, including: disorders of the cardiovascular system. weakening of the immune system, there is a threat of exacerbation of chronic diseases and lead to deterioration of the course of existing diseases, such as diabetes or asthma. Prolonged stress is a risk factor for the development of anxiety disorders and depression. There are many methods of combating stress, which can be divided into several categories: lifestyle changes - healthy sleep, regular physical activity, proper nutrition and rejection of bad habits - the basis of resistance to stress. Relaxation techniques - yoga, meditation and deep breathing practices help calm the mind and body. Using cognitive behavioral therapy (CBT) is a type of therapy that helps people change negative thoughts and behavior patterns that can increase stress. Also, the formation of the ability to use time effectively can help avoid feeling overtired and rushed, which are common causes of stress. And of course social support.

There are two types of psychological stress: informational and emotional. Informational stress occurs when a person cannot cope with an excessive flow of information, cannot make the right decisions in a short time, especially when he assumes great responsibility for the consequences of these decisions.

Emotional tension arises in situations of threat, danger, insults, etc. Its various forms (impulsive, inhibitory, generalized) affect mental processes, cause emotional disorders, change the motivational structure of activity, and also disrupt motor and speech behavior.

Emotional tension is the most relevant for a modern person. Modern life often causes negative emotions, which leads to constant overexcitation of the brain and accumulation of tension.

At a subconscious level, our body continues to perceive stress and react automatically without realizing it. Most importantly, small, momentary but often repeated stresses can have irreversible effects on the body, as their physiological effects often "accumulate", research says [1]. Stressors cause emotional stress. The range of stressors that significantly affect the development of mental (emotional) stress is quite wide. These include physical stressors that they have (as a result of psychological processing of their actions), and psychological individual significance, as well as situations in which the feeling of danger is associated with the forecast of future, conflict situations, social or economic situations, uncertainty,

expectations, even unlikely stressful events" [5]. This means that stressors can be actions or situations that the brain evaluates as negative if there is no way to avoid or avoid them.

A person cannot live without stress. The presence of stress (in a broader sense) confirms the vital activity of a person, and overcoming them, in addition to purely physiological survival, affects the development and formation of personality, self-esteem, character, etc.

If a person can be in a state of effective mobilization, stress fulfills its useful and adaptive role. It helps a person to use his reserve capabilities, trains the body, increases resistance to stress, deepens life experience, expands the repertoire and amplitude of emotions.

This type of stress is also called "eustress".

However, when a stressogenic factor (or their combination) continues to influence and exceed the adaptive resource of the individual, causing irresistible maladaptive emotions: anxiety, irritation, anger, up to exhaustion, breakdown ("distress").

This inevitably leads to neuroses, and later to various physical diseases.

Emotional stress requires a mechanism for combining cognitive processing of emotional experiences with the goal of objectification and practical application. This integrative system of cognitive-emotional skills possesses emotional intelligence (EI).

Emotional intelligence is the ability to process emotional information, understand emotions, use and regulate them to make decisions[8]. The emotional reactions of the environment to the actions of the individual have an impact on the emotional sphere and shape its self-attitude and self-esteem. The foundations of a realistic self-perception and self-acceptance are laid in the early stages of ontogenesis, determined by the initial acceptance of the child by the parents[1]. It is advisable to develop emotional intelligence in teenagers, who are distinguished by high sensitivity and flexibility of all mental processes, as well as a deep interest in the sphere of their inner world. Currently, programs, trainings and coaching for adults with the aim of improving and applying emotional intelligence in the professional activity of a specialist are particularly popular[2]. EI consists of four components: emotion identification-recognition, verbalization, and emotion differentiation. The use of emotional potential when we can arbitrarily manage emotions, which helps to solve tasks and use any mood in practical activities. Understanding the complex of emotions, the connection between them, the transition from one emotion to another, their causes and predicting their formation. Emotion management, which involves awareness, regulation and control of emotions, reducing the intensity of negative emotions, solving emotionally charged problems without holding back negative emotions. Emotional intelligence can be both intrapersonal (related to the individual) and interpersonal (related to interaction with other people) [9]. EI components have significant potential to protect against stress because they correspond to basic coping tasks such as minimizing negative affect, patience, adaptation, regulation, maintaining positive self-esteem, emotional balance, and social connections [5].

Empirical research by Ukrainian scientists N. V. Kovrig and S. Derevyanko confirm the connection between emotional intelligence and personality traits that protect against stress and adaptation.

N. V. Kovriga: claims that the level of emotional intelligence is related to the types of behavioral reactions to stress:

- low EI: reactive behavior, "emotional neutralization".

- average level of emotional intelligence: understanding of emotional situations, production of "egocentric" reactions.

- high emotional intelligence: non-situational nature of reaction to stressors.

S. Derevyanko notes in his studies that with a high level of emotional intelligence, the realization of abilities occurs through the rationalization of emotional experiences and the development of "egocentric" reactions ("rational egocentrism").

With a low level of EI, a focus on overcoming (neutralization) of emotions is monitored due to excessive concentration on problems ("emotional neutralization").

Having considered the physiological component, we can note that the path of an emotional reaction is as follows: sensory signals go to the thalamus, and then to the amygdala (fast path), then the signal from the thalamus goes to the neocortex (slow path). The amygdala "programs" the emotional response before the neocortex. The role of the amygdala (continued) plays a central role in the stress response system [10]. The neocortex can "seize" control over emotional reactions even when it recognizes that there is no threat.

It is activated not only by fear, but also by other emotions such as anger, joy and surprise. Reaction to stress and the hormonal cascade: excitation of the cerebral cortex and the limbic-reticular system leads to the release of norepinephrine. Norepinephrine stimulates the sympathoadrenaline system, which leads to

the release of adrenaline. Adrenaline activates the hypothalamic-pituitary-adrenal system, which leads to the release of corticosteroids. Corticosteroids help the body adapt to stress.

Errors in this mechanism, such as feedback, can lead to adrenal exhaustion. The question of whether EI is sufficient for the prevention of psychosomatic diseases remains open. Studies show a link between high EI and fewer psychosomatic problems.

In his work, O. V. Moroz investigated the influence of emotional intelligence (EI) on the coping strategies that people use in stressful situations. He found that people with a high level of EI more often use adaptive coping strategies, such as: search for social support, planning, positive reframing, humor [4]. People with a low level of EI more often use maladaptive coping strategies, such as: avoidance, denial, abuse of psychoactive substances, aggression. The scientist's research shows us the close connection between EI and stress resistance. People with a high level of EI cope better with stress because they: understand their emotions, can manage them, know how to use their emotions to overcome difficult life situations. Research by O. V. Moroz confirms that EI is an important factor that affects the coping strategies that people use in stressful situations. People with high EI are more likely to adopt adaptive coping strategies that help them cope better with stress.

Conclusions and Prospects for Further Research. Having studied the empirical and theoretical studies of domestic and foreign scientists, we determined that emotional intelligence and stress resistance of the individual are closely interrelated. The modern world, which is dynamic, changing and full of situations of uncertainty, requires the study of factors that help a person to successfully adapt to stressful conditions. We determined that a person's ability to adapt to stressful situations is provided by the following components of emotional intelligence: the ability to understand, control and use emotions. It is the development of emotional intelligence that makes it possible to develop such a feature of a person's character as stress resistance.

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SOCIAL PSYCHOLOGY

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PSYCHOLOGICAL FEATURES OF ALTRUISM DEPENDING ON GENDER IDENTIFICATION

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 a study of altruism depending on gender identification. The problem of altruism is considered through the prism of three scientific fields: ethology, philosophy, and psychology. The deep interaction of male and female manifestations of altruism means the constant renewal of human existence in its spiritual-personal aspects.

A description of an empirical study utilizing standardized psychodiagnostic methods is provided, as a result of which it was established that the obtained results indicate that both gender role and biological sex can affect the level of altruism, but these effects are not very significant. This may indicate the complex nature of altruism, which could be dependent on various factors, including but not limited to gender and biological identity. Additional research could help better understand these relationships and their mechanisms.

An interesting feature is that gender role and gender identity do not have a statistically significant influence on manifestations of altruism among participants. It is important to note that the majority of respondents in the study are characterized by an androgynous gender role, which differs by a combination of masculine and feminine traits.

Keywords. Altruism, gender identity, gender, personality, behavior.

Relevance of the topic. The issues of studying the changes that take place in the consciousness of an individual are particularly acute today. In today's conditions, people face the task of determining their own life position. Of great importance for the effective socialization of a person is the tendency to altruistic behavior, the essence of which is to carry out activities in favor of other people and to contribute to satisfying their needs through specific self-denial. In our opinion, this phenomenon functions, as a rule, according to the principle of social attraction, as it allows a person to successfully establish contacts with others and justifiably arouse their sympathy.

Analysis of previous research. The phenomenon of altruism has been studied by both foreign and domestic researchers, including W. Hamilton, A. Gouldner, V. R. Dolnik, V. R. Dorozhkin, I. Able-

Eibsfeldt, O. Kont, R. V. Malynoshevsky, A. I. Protopopov, R. Travers, A. Schweitzer, A. Schopenhauer, C. Horney, O. B. Feldman, and others.

The problem of studying the gender aspects of altruism has been highlighted in several works by domestic and foreign researchers (R. Darendorf, K. Gilligan, I. Zherebkina, G. Zimmel, Y. Kovalevska, L. Kozer, Y. Kristeva, N. Shevchenko, and others).

The article aims to investigate the psychological characteristics of altruism manifestation depending on gender identification.

Theoretical basis of the study*:*

The interest in the problem of altruism is due to the significant spread of selfish tendencies in relations between people in today's conditions. Egoism is becoming the normal, it is sought after and is used as a means and end to achieve various goals. One cannot ignore the fact that altruistic behavior often becomes distorted, manifesting as self-destructive tendencies (which is equivalent to a person's abandonment of his or her expectations for a resource) or becomes excessive, maladjusting the recipient of altruistic actions. Caring for one's neighbor has been inherent in human society since the beginning of its existence.

The problem of altruism is traditionally viewed through the prism of three scientific fields: ethology, philosophy, and psychology. Within the psychological science, three main theoretical paradigms have been formed during the study of this phenomenon: 1) altruism as an attitude and an element of personality orientation that arises in the process of human activity, as well as a mechanism for the realization of specific altruistic emotions and motives in the context of cooperative interpersonal interaction; 2) altruism as a socio-psychological model of behavior based on universal norms and regulating the process of mutual exchange; 3) altruism as a mechanism for protecting the weak Ego of the subject [1]. In our opinion, all of the above approaches lack a unified understanding of the concept of an altruistic act, and the phenomenon of altruism is in most cases interpreted following the ethical norms of specific cultures, which caused the emergence of a tendency to perceive this phenomenon as an exclusively moral form of behavior. Altruism is identified with kindness, unselfishness [2].

The term "altruism" was introduced by the French philosopher A.Comte to express the principle of life that is opposite to egoistic relationships. Comte interpreted altruism as a "social feeling." [6].

Following A. Comte, a large number of philosophers became interested in the problem of studying altruism (A. Schweitzer, A. Schopenhauer, J.S. Mill, and others), to a greater extent considered this phenomenon in the context of a larger concept of moral behavior [4].

The classical concepts of altruism consider this phenomenon either as a biological phenomenon characterized by innate instinctual character (ethological approach), or as a cultural-social phenomenon that is part of a more complex moral behavior (philosophical, religious, and some social theories of the origin of altruism), or as a phenomenon related to personality orientation, attitudes, peculiarities of the emotional sphere and the specifics of the relationship between different mental instances (psychological view of altruism) [7].

Altruism is an ethical concept that is entirely dependent on a particular societal value system. In other words, within different cultures, the same behavioral patterns may either be identified as manifestations of altruism or not be considered altruistic acts at all. Three main principles are inherent in altruistic behavior: 1) the principle of justice (the interests of others should not serve as a means of achieving one's own goals); 2) the principle of respect (a person's act should not infringe on the interests and rights of others); 3) the principle of complicity (the interests of others should be the goal of a person's act).

Social theories of altruism contain at least two views on the main mechanisms for regulating the balance of altruistic processes in society. The first view is a derivative of the rule of mutual exchange, i.e. altruism is identified as reciprocal behavior that is realized according to the principle "you to me - I to you" [4]. The second approach involves determining the support of altruism through education, training, and socialization, which means that this phenomenon is learned by a person as a social norm.

Psychological concepts of altruistic behavior consider the concept of altruism in the context of the relationship between this phenomenon and empathy. Most people, noticing the suffering of others, react to it with distress. To neutralize the powerful mental discomfort, they try to reduce the level of negative experiences of the respective individuals. Thus, under these conditions, altruism is a way of indirectly regulating a person's mood, which allows them to return to a state of mental homeostasis. Also, among the personal factors, it is worth highlighting the mechanism of self-reward, which provides a person with the opportunity to experience moral satisfaction caused by the realization of an altruistic act [8].

In the process of studying altruism, certain difficulties arise in finding and defining a specific altruistic motivation. For example, representatives of the depth approach to psychology argue that there is no specific altruistic motivation since altruism is a special form of psychological defense associated with the subject's neurotic behavior. Many social psychologists also emphasize the reciprocal, i.e., not unprofitable, nature of altruism, and some scholars even consider feeling fear as one of the altruistic motivational factors. In our opinion, the solution to this problem requires, first of all, to contrast altruism with aggressive impulses rather than selfish motivations, since both motivations are products of the psyche, which is personified in the form of the subject's Ego, which is why both altruism and aggressiveness can be considered selfish aspects of behavior. Thus, altruistic behavior always contains an egoistic component that should not affect the assessment of the level of altruism of the corresponding act [4].

Before the beginning of the twentieth century, the problem of gender peculiarities of altruistic behavior could be seen mainly in literary works, as it was only marginalized in Western philosophical thought. A significant impetus for actualizing philosophers' attention to the distinction between male and female in culture and human behavior was the work of S. Freud, in which sex (sexual) differentiation became crucial in understanding human beings. Among other philosophers, M. Scheler showed sensitivity to the problem of gender in the idea of "equalization of male and female in humanity" [2].

The difference in the understanding of altruism by a "male" and "female" subject reflects the social conditionality of differentiation. Evidently, male altruism, like the entire lifestyle, is more substantive and instrumental than expressive. For example, belonging and loyalty to one's male group are the most important moral values for boys and young men. Male altruism is often thought of as synonymous with masculinity. Women are more focused on caring for other people, taking responsibility for them, and socializing; while men tend towards solitude, alienation, and independence. Communication with people plays a leading role in a woman's life, while solitude and isolation are the main causes of suffering. Women are much more likely than men to complain about loneliness and misunderstanding, and twice as likely to experience depression. If men with depression typically complain about a lack of self-disclosure or objective difficulties - inability to cry, loss of interest in people, a sense of social failure, and painful somatic experiences, women's descriptions of depression are dominated by the motive of self-dissatisfaction, indecision, and lack of support. Thus, a woman's psychological development occurs precisely through her altruistic relationships with others [8].

As noted by O.B. Feldman, men's altruistic feelings are associated with the concept of justice, which includes the moral rights of the individual. Justice characterizes a certain attitude toward a person and the degree of observance of his or her rights. The moral obligation in the ethics of justice is to obey the law, which should be the same for everyone. The concept of justice is ambiguous and has different interpretations that differ from each other. The main principles of the modern "ethics of justice" are reflected in the concept of the American scientist D. Rawls: 1) the "principle of equal freedom" means that every person has an equal right to the greatest possible degree of freedom, compatible with similar freedoms of other people; 2) the principle of inequality in terms of socio-economic parameters. According to this understanding of justice, there should be elements of inequality in a developed society, but measures should be taken to improve the property situation of the most needy (sick, disabled). Altruistic emotions of men are communicative, arising as a reaction to the satisfaction or unsatisfaction of the desire for emotional [8].

J. Brown believes that an altruist reacts to a situation spontaneously, following his or her ethical rules and norms. An important personality trait that guides him or her to display altruistic behavior is empathizing with a person in need of help, i.e. empathy. Empathy can be manifested in two forms: compassion and sympathy.

According to R. V. Malynoshevsky [5], the tendency to altruism as a socially significant trait can be cultivated in the process of personal development, but this quality is a dynamic entity, which is why there is no reason to guarantee the constancy of its expression throughout the entire period of human ontogenesis.

Organizing an empirical study and analyzing the results

In our study, we used the following methods.

The test created by S. Bem to determine gender role showed the following results, which are graphically displayed separately among boys and girls in Figure 1.

The results of the "Gender Role Determination test" based on S. Bem's methodology revealed interesting trends. According to the data, 82% of the participants showed an androgynous type of gender role, which indicates that they combined both male and female traits. This may indicate that they do not

limit themselves to strictly established gender stereotypes and feel confident in their ability to express both, masculine and feminine qualities.

A slightly lesser, but still significant number, namely 13% of participants, were assigned to the feminine type of gender role, which means that they express mainly female traits. The remaining 5% were assigned to the masculine type, which emphasizes the predominance of male traits.

These data show that many people do not necessarily fall into strict stereotypes of masculinity or femininity, but manifest themselves on a wide range of gender identities. A graphical representation of the distribution of results separately among boys and girls can be seen in Figure 1, which provides a better understanding of the dynamics of these indicators in groups with different sexual affiliations.

	Androgynous	Masculine	Feminine
Male	82	5,5	12,5
Female	82,8	3,8	13,4
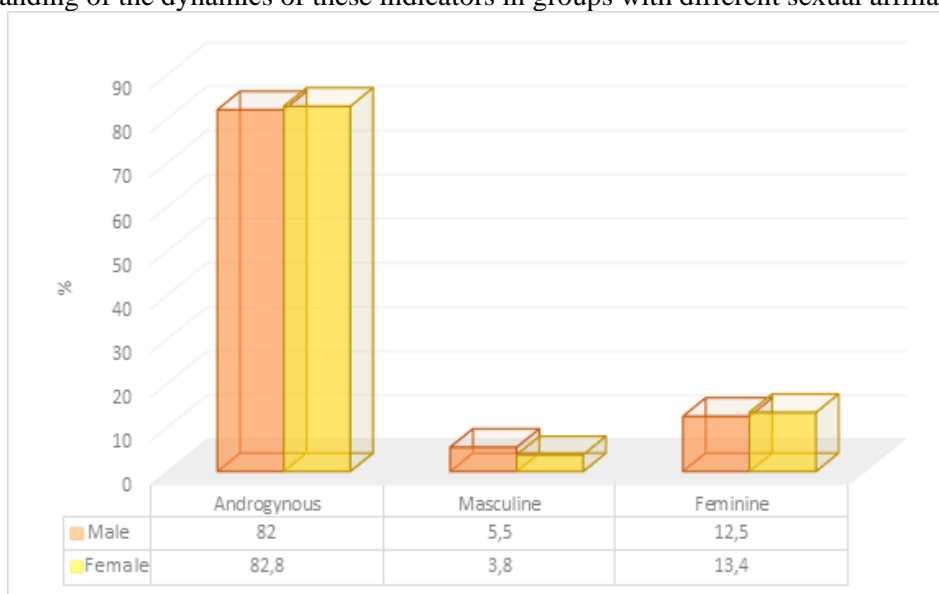
Figure 1. The results of the test "Determination of gender role" by S. Bem

According to the aggregate indicators in the diagrams, almost 82% of girls and boys in each group show androgyny. This means that they can simultaneously express both feminine and masculine characteristics. This characteristic allows them to avoid strict gender-role norms and easily switch from activities traditionally considered feminine to masculine and vice versa.

Respondents with such a type of gender role have a wider range of behaviors that allow them to adapt to new environmental conditions faster. They show greater flexibility, contact, resilience to stress, and cope with responsibilities and difficulties more easily. This diverse range of characteristics allows them to be more successful and confident in various areas of life.

According to the data, 13.4% of girls showed a feminine gender role, which is manifested in their softness, tolerance, and high emotionality. Such individuals often depend on the opinions of others, seek approval from others, and are more cheerful, but can also be vulnerable.

Instead, masculine female participants, who comprise only 3.8%, are characterized by rationality of thought and behavior. They often strive to take leadership positions in social groups and prefer activities that have historically been considered masculine. Such individuals can show self-confidence and actively pursue their goals in social and professional environments.

Analyzing the study's results on gender roles among men, it can be noted that the phenomenon of femininity and masculinity is not prevalent among respondents. The other is highlighted through the diagnosis, which found that only 12.5% of men were feminine, while 5.5% were masculine. In particular, masculine men are characterized by traits such as courage, self-confidence, restraint, and the ability to defend their own opinions and make quick decisions. They also show a tendency to support gender stereotypes and usually feel their influence. Whereas feminine men are less radical, have a larger circle of friends, and show a variety of emotional reactions. They are also capable of giving in and willingly accepting help from others. Thus, we can conclude that gender roles among men are diverse and include both masculine and feminine aspects, depending on the individual characteristics of each respondent.

The data obtained during the ascertainment experiment shed light on the modern dynamics of gender roles, showing that the traditional sex-role functions of men and women overlap and interact.

Modern society sets a high bar for them to achieve success in various spheres of life, which requires a harmonious combination of feminine and masculine qualities.

This mix of roles reflects the modern reality where men and women actively interact in all spheres of life, from career to family relationships. It becomes important not only to be able to play traditional roles but also to develop a wide range of qualities that allow you to adapt to a changing environment and effectively influence it.

Such an approach opens the door to the development of individuality and creative potential of every person, regardless of gender. It contributes to the formation of more flexible and empathetic gender stereotypes that meet the needs of modern society.

Thus, it can be concluded that in the modern world, it is impossible to limit oneself to the traditional roles of men and women, as success requires flexibility, adaptability, and a harmonious combination of feminine and masculine qualities.

In this study, the aim was to identify the level of altruism among the participants using the methodology for determining the personal attitude "altruism-egoism" by N. P. Fetiskin, V. V. Kozlov, and G. M. Manuilov. According to the obtained results, which are presented in Figure 2, it can be noted that 15.1% of the respondents showed a high level of altruism. This indicates that these individuals have a pronounced willingness to carry out activities for the benefit of other people, to be sensitive to their needs, and to contribute to their satisfaction, giving up their interests.

In 24.5% of the study participants, a low level of altruism was identified, characterized by a focus on self-interest and ignoring the needs and desires of other people. In this group, motives related to personal gain dominate.

In 60.4% of the study participants, an average level of altruism was identified. This indicates the ability of these individuals to take actions in their own favor while taking into account the interests and needs of others. They also demonstrated the ability to assess the situation from the other person's point of view and to predict the likely course of events. This is an important basis for the formation of reciprocal relationships based on the mutual exchange of certain resources.

Thus, the findings indicate different levels of altruism among the study participants, reflecting various aspects of their attitudes and motivations.
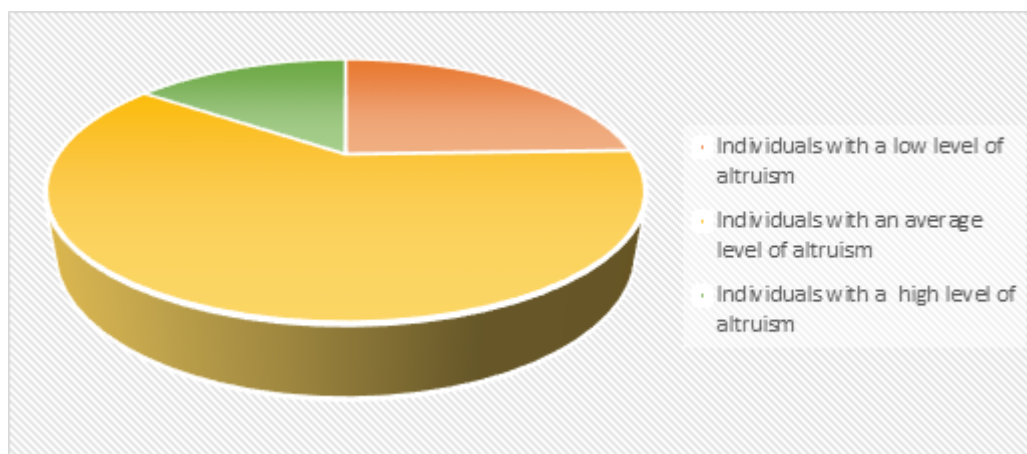
Fig. 2 Results of the study on the methodology for determining the personal attitude "altruism-egoism"

Within the framework of a scientific study based on E. P. Il'in's methodology "Altruism-Egoism," an analysis of the level of altruism among participants was conducted. The results of the study showed that more than half - 60.4% - had an average level of altruism. At the same time, 20.7% of the participants showed a low level of altruism, which indicates a relatively low readiness for self-absorption. On the other hand, 18.9% exhibited a high level of altruism, indicating a pronounced inclination towards self-sacrifice and readiness to help others. These results allow us to clarify approaches to the study of altruism and its manifestation in society, as well as to note the wide range of its manifestation among the studied individuals. A detailed analysis of the results provides an opportunity to better understand the social and psychological aspects of altruism and its impact on human behavior.

The discrepancy between the results of the two methods is a key aspect of the analysis, as it may indicate the reliability of the data obtained. The differences found in the detection of altruism levels have the potential to reflect various aspects of this phenomenon and emphasize its complexity. In this regard, we decided to divide our sample into three subgroups according to the levels of altruism.

The first subgroup (I) included 13 people with a low level of altruism, the second subgroup (II) included 32 people with an average level of altruism, and the third subgroup (III) included 8 people with a high level of altruism. This approach will allow us to conduct a comparative analysis of the indicators among the three subgroups under study. The goal is to identify possible differences in characteristics and behavior between them.

This approach is important because it allows for a deeper understanding of the nature of altruism and its manifestation in different groups of people. The results of this study may have significant implications for the development of psychology and sociology, providing new insights into the influence of factors on the level of altruism in society.

After obtaining the results and interpreting them according to the appropriate methods, a correlation analysis was conducted to identify the relationship between the variables.

The analysis conducted on the correlation between gender differences and manifestations of altruism among respondents revealed interesting results. The study showed that there is a statistically significant direct relationship between the biological sex of students and their altruistic behavior at the 0.05 significance level. This means that as the number of female respondents in the study increases, the level of altruism increases. In particular, the qualitative analysis of the data indicates that girls show higher levels of altruism compared to men.

An interesting feature is that gender role and gender identity do not statistically impact altruism among participants. It is important to note that the majority of respondents in the study are characterized by an androgynous gender role, which is characterized by a combination of masculine and feminine traits. Also, about 57% of the study participants have a diffuse gender identity status, which may affect the analysis results.

Therefore, the scientific analysis of the data suggests that there is a relationship between gender differences and altruism among participants, but does not confirm the influence of gender roles and gender identity on this indicator. These results may have important implications for the development of psychological programs and interventions to support their psychological well-being.

Table 1

Correlation data obtained in the course of statistical data processing according to Spearman's criterion

	Individuals with a low level of altruism	**Individuals with an average level of altruism**	**Individuals with a high level of altruism**
Gender role	0,084	0,072	0,126
Biological sex	0,173	0,326	0,292

The study includes analyzing correlation data obtained through the statistical processing of information using Spearman's criterion. Table 1 shows the results of this analysis, which indicate the relationship between the level of altruism of an individual and various factors such as gender role and biological sex.

First, let us consider the influence of gender roles on the level of altruism. It was found that among individuals with a low level of altruism, the correlation coefficient with gender role is 0.084, with individuals with an average level of altruism - 0.072, and with individuals with a high level of altruism - 0.126. These data show that there is a weak positive correlation between gender role and the level of altruism, but the relationship is not large.

Next, we examine the influence of biological sex on the level of altruism. The results indicate that among individuals with a low level of altruism, the correlation coefficient with biological sex is 0.173, with individuals with an average level of altruism - 0.326, and with individuals with a high level of altruism - 0.292. These data indicate that there is a moderate positive correlation between biological sex and altruism. In other words, there is a tendency to increase the level of altruism in the presence of a certain biological sex.

Overall, the obtained results indicate that both gender role and biological sex can influence the level of altruism, but these influences are not very significant. This may suggest the complex nature of altruism, which may be dependent on various factors, including but not limited to gender and biological identity. Further research may help better understand these relationships and their mechanisms.

The results of our study, conducted using correlation analysis, indicate the influence of students' biological sex on the manifestation of personality anxiety. During the theoretical analysis of the scientific literature, we have thoroughly investigated that there are personal differences between boys and girls, depending on their gender, and our experimental study confirmed that one of these differences is the difference in the manifestation of personality anxiety.

According to the data obtained, girls show a greater tendency to personal anxiety, which can be explained by their wider repertoire of emotional behavior and high reflection. They are more likely to have unstable self-esteem, constantly compare their capabilities with the actions and capabilities of others, and have a desire to prove their importance in the social and professional environment.

Instead, boys, as indicated by the results, tend to have higher self-esteem and possess pronounced strengths that they can utilize in their social lives. This allows them to feel more confident and maintain a more stable emotional state.

Conclusion. Thus, we can conclude that women's altruistic values often differ from men's. The phenomenon of altruism is a complex biosocial-psychological phenomenon that involves the implementation of activities in favor of other people, contributing to the satisfaction of their needs through specific self-denial. Altruism is the basis of any social behavior and is its prerequisite.

Thus, our analysis confirms that the biological gender of participants has a significant impact on altruism, and this impact is manifested through differences in emotional behavior and self-esteem between men and women.

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GENDER AND AGE CHARACTERISTICS OF THE EMOTIONAL BURNOUT PHENOMENON AMONG IT EMPLOYEES

Дослідження фокусується на гендерних та вікових аспектах емоційного вигорання серед фахівців у сфері інформаційних технологій (IT) та вивчає вплив різних факторів, таких як стать та вік, на виникнення та розвиток емоційного вигорання у працівників IT-сфери. У дослідженні аналізується взаємозв'язок між гендером та емоційним вигоранням, розкриваються можливі відмінності в сприйнятті робочого середовища, стресових ситуацій та здатності стратегій копінгу між чоловіками та жінками в IT-сфері. Також вивчається вплив вікових факторів на емоційне вигорання, зокрема, аналізується, як змінюються рівні стресу та вигорання протягом різних етапів кар'єрного зростання. Дослідження ставить за мету виявити особливості протистояння стресовим ситуаціям та ефективні методи запобігання емоційному вигоранню для різних груп працівників IT-сфери. Розглядаються різні аспекти емоційного вигорання, включаючи стрес на роботі, незадоволеність кар'єрним ростом, вікові та гендерні відмінності у сприйнятті робочого навантаження та емоційного благополуччя.

Дослідження спрямоване на розширення розуміння проблеми емоційного вигорання у контексті IT-індустрії та надає підстави для розробки персоналізованих стратегій підтримки та управління емоційними ризиками в цьому професійному середовищі. Крім того, пропонуються конкретні рекомендації щодо розробки гендерно-чутливих та віково-орієнтованих програм профілактики вигорання (індивідуальні стратегії підтримки, проведення тренінгів з управління стресом та створення робочих умов, сприятливих для збереження ментального здоров'я).

Також представлено напрямки подальших досліджень у цій області для поглибленого розуміння гендерних та вікових аспектів вигорання, вивчення взаємозв'язку між робочими умовами та емоційним вигоранням, розвиток та оцінка ефективності інтервенційних програм, а також врахування новітніх технологій та змін у робочому середовищі. Ці дослідження сприятимуть розширенню знань про емоційне вигорання та розробці більш ефективних стратегій його запобігання та подолання.

Ключові слова: емоційне вигорання; інформаційні технології; гендерні відмінності; вікові особливості; психологічна підтримка.

The research focuses on gender and age aspects of emotional burnout among information technology (IT) professionals and examines the influence of various factors, such as gender and age, on the occurrence and development of emotional burnout in IT workers. The research analyses the relationship between gender and emotional burnout, reveals possible differences in the perception of the working environment, stressful situations, and the ability of coping strategies between men and women in the IT field. The influence of age factors on emotional burnout is also studied, it is analyzed how the levels of stress and burnout change during different stages of career growth. The research aims to identify the specifics of coping with stressful situations and effective methods of preventing emotional burnout for different groups of IT workers. Various aspects of emotional burnout are considered, including stress at work, dissatisfaction with career growth, age, and gender differences in the perception of workload and emotional well-being.

The study aims to expand the understanding of the problem of emotional burnout in the context of the IT industry and provides grounds for the development of personalized strategies to support and manage emotional risks in this professional environment. In addition, specific recommendations are offered for the development of gender-sensitive and age-oriented burnout prevention programs (individual support strategies, stress management training and creation of working conditions conducive to maintaining mental health).

Also presented are directions for further research in this area for a deeper understanding of gender and age aspects of burnout, studying the relationship between working conditions and emotional burnout, developing, and evaluating the effectiveness of intervention programs, as well as considering the latest technologies and changes in the work environment. These studies will contribute to the expansion of knowledge about emotional burnout and the development of more effective strategies to prevent and overcome it.

Keywords: emotional burnout; Information Technology; gender differences; age characteristics; psychological support.

Introduction. In today's world, where information technology plays a key role in many areas of activity, work in the IT sector is becoming more and more demanding and stressful. Professional activity in this field is often accompanied by heavy workloads, constant stress, and increased responsibility, which leads to the problem of emotional burnout, which can negatively affect the physical and mental state, as well as work efficiency. Given the importance of this problem and its potential impact on the quality of life and professional activity of IT sector workers, there is a need for a deep understanding of the factors that cause emotional burnout, as well as for studying possible ways to overcome this problem.

The topic of emotional burnout among IT workers is relevant, as it directly affects work efficiency, health, and the general state of mental well-being of employees. Understanding the causes and consequences of this phenomenon is of great importance to employers and HR managers, as they will be able to develop strategies and programs to prevent emotional burnout and support the health of employees. This study may be of interest to specialists in psychology, management, and public organizations, as it opens opportunities for research and implementation of new methods of personnel management and psychological support at the workplace.

Depending on age characteristics, emotional burnout can manifest itself in different ways. For example, at a young age, when a person is just starting their career or education, the role of self-identification and setting personal goals may be particularly important, levels of emotional burnout may reflect insufficient support or lack of opportunities for development. In adulthood, especially for those with heavy workloads or responsibilities, emotional burnout can result from chronic stress and overwork.

Regarding gender differences, women may be more prone to emotional burnout, especially in professional fields where they face significant work-life balance demands. In men, emotional burnout may be less recognized or hidden because they may have stronger cultural and social norms of resilience and invulnerability.

However, it is important to consider that each person is unique, and the influence of age and gender factors on emotional burnout may manifest itself differently in each case. Therefore, to effectively manage emotional burnout, it is important to understand the individual characteristics of each person and provide individualized support and assistance.

The purpose of the article is to study the gender and age characteristics of emotional burnout among IT workers and its impact on the work environment. The tasks of the article include the study of the difference in the level of emotional burnout between men and women in the IT field, the study of the influence of gender stereotypes and expectations on the emotional state of employees, as well as a comparative analysis of the results of research on gender and age aspects of emotional burnout.

Presentation of the main research material. Emotional burnout is a complex and multifaceted psychological phenomenon that can affect the efficiency and well-being of employees in any industry. This is a state when a person feels exhausted not only physically, but also emotionally, because of prolonged stress, failure, or excessive workload. In the field of information technology, competition is particularly high, and the need for constant improvement and rapid changes often leads to exhaustion. Processes that can cause emotional burnout include the constant pressure of deadlines, information overload, and the feeling of losing control over the work process. Considering these factors, the study of emotional burnout among IT workers is of great importance for understanding and managing this phenomenon in the organizational environment.

Studies of emotional burnout in Ukraine are gaining more and more relevance because this phenomenon is becoming more and more common. In recent years, with the development of information technologies and the growth of the IT industry, there has been a significant increase in the number of workers in this sector in Ukraine. However, as the industry grows, so does the level of stress and strain on employees, which can lead to emotional burnout. The IT sphere in Ukraine is often characterized by high expectations for performance and constant pressure to achieve goals. This is especially true for young workers who are just starting their careers in this field. Regarding gender characteristics, it is worth noting that in Ukraine the field of IT is traditionally considered male. Women are increasingly starting careers in this field, but they may face specific challenges and stress related to professional stereotypes, inequality, and possible conflicts in the team.

However, there is currently no comprehensive study that would give a clear picture of the gender and age characteristics of burnout in the IT sphere of Ukraine. For example, in the article by Maksymchuk, K. and Podkorytova, L. an analysis of different views of researchers on the issue of emotional burnout in professions of the "non-social sphere" was carried out and the main differences between burnout in professions of the subject-subject type and professions of various types were highlighted. The researchers identified characteristic stressogenic factors of the professional activity of IT specialists, and based on this, made recommendations for improving the organizational policy in the middle of IT companies, which can reduce the risk of this condition occurring among their employees [1]. Shnaider O. V.'s research experimentally confirms that the ability to control one's behaviour through the management of emotions is closely related to emotional burnout, and the inability of a person to name the emotions experienced by him or by other people is more characteristic of younger workers [2]. In the paper of Vovk, O., a theoretical and experimental study of the problem of professional burnout among workers in the field of information technologies was carried out from a medical and psychological point of view, which confirms the presence of a formed syndrome of professional burnout, a high level of vulnerability, unstable self-esteem, as well as a great need for satisfaction and peace [3].

Despite the growing attention to the problem of emotional burnout in the IT sphere in Ukraine, research, and programs for psychological support of employees remain limited. For example, they are based on small samples or do not consider the specifics of the Ukrainian IT market. Most companies face the challenge of providing adequate support for their employees in a fast-paced and competitive market. Therefore, it is important to conduct further research and develop intervention programs aimed at reducing the risk of emotional burnout and maintaining mental health among IT sector workers in Ukraine. And to obtain a clearer picture of the gender and age characteristics of emotional burnout in the IT sphere of Ukraine, further research is needed that would consider the specifics of the Ukrainian context.

Danilo Monteiro Ribeiro's paper examines the relationship between burnout and instability in software engineering, finding a significant relationship between burnout perceptions and team, technology, and task instability among developers based on a cross-sectional survey of 411 respondents to identify and describe the relationships the connection between instability and burnout in the perception of specialists involved in the software development process [4]. A group of researchers (Emanuel Mellblom, Isar Arason, Lucas Gren, and Richard Torkar) investigated the relationship between five-factor personality traits and burnout in software developers and found a strong relationship between neuroticism and burnout in software developers, while others personality traits did not significantly contribute to burnout [5]. In the research "A Model for Understanding and Reducing Developer Burnout" the authors assessed the complex interplay between organizational culture, job satisfaction, and team climate and how they affect developer burnout through an empirical study in a large multinational company. Developer burnout is influenced by organizational culture, job satisfaction, and team climate [6].

In the context of the field of information technology, where men traditionally prevail, various gender dynamics are revealed, which have an impact on the emotional well-being of employees. Research (Relationship Between Burnout, Effort-reward Imbalance, and Insomnia Among Informational Technology Professionals) and (Workplace stress factors and 'burnout' among Information technology professionals: a Systematic Review) shows that women working in IT experience more difficulties in establishing themselves in a professional environment, which can lead to increased stress and emotional tension. They may face gender discrimination or stereotypes about their professional abilities, which often affects their level of emotional burnout. On the other hand, men may feel pressure to maintain their status and professional success in a field where they are outnumbered. This can cause insufficient attention to their emotional needs and the accumulation of emotional experiences, which can ultimately also lead to emotional burnout [7;8].

In the field of information technology, gender stereotypes and sociocultural expectations have a significant impact on the emotional state of employees. Women working in this field often face challenges related to rejection or underestimation of their professional abilities due to gender expectations. Instead, men may experience fear of not meeting expectations related to masculinity and professional success. This can lead to increased stress and emotional strain, as they may hold back their emotions and refuse to acknowledge their inner conflicts. Different risk factors affect emotional burnout in men and women. Research by H. Cameron, B., and Butcher-Powell, L. found that for men, the fear of being seen as weak or failing can be a particular problem, and for women, it is the pressure associated with stereotypes about their professional abilities and roles. Insufficient support from colleagues or management, as well as feelings of alienation in a male-dominated environment, can lead to feelings of insecurity and worthlessness, which are risk factors for emotional burnout [9; 10].

The development of effective strategies to prevent and overcome emotional burnout in the IT sphere requires considering gender differences in stress perception and problem-solving. For this, it is necessary to consider the individual needs and characteristics of each group of employees. One key strategy may be to create a supportive work environment that supports mental health. Such strategies may include conducting training on the development of stress management skills and creating opportunities for rest and recovery during the working day [11]. In addition, it is important to note the need for a gender-sensitive approach to the development of workplace healthcare programs that consider the specific needs and perspectives of men and women in the fight against stress and emotional burnout. For example, women may benefit from support programs for work-life balance and opportunities for open communication and emotional expression. For men, it is important to stimulate the expression of emotions and create a safe environment for expressing and discussing problems [12].

Understanding the impact of age factors on emotional burnout is also one of the key aspects of maintaining the mental health of IT workers. The ability to adapt to stressful situations and restore emotional balance depends on physiological and psychological changes that occur during a person's life. A group of researchers Packirisamy, P., Meenakshy, M., and Jagannathan, S. investigated that young workers may be more prone to emotional burnout due to high levels of ambition and desire for professional success, accompanied by insufficient ability to manage stress. Instead, older workers may face emotional burnout due to fatigue from long periods of work, low levels of stimulation, and prospects for career growth. Shih, S. P., Jiang, J. J., Klein, G., and Wang, E. identified that one of the specific risk factors for young workers may be overestimation of their own capabilities and workload overload, while for older workers, a sense of loss professional relevance and uncertainty in the ability to adapt to new technologies [13; 14].

A comparative analysis of the gender characteristics of burnout among IT workers allows us to understand the influence of different aspects of identity on the risks and consequences of this condition. Gender and age characteristics of burnout can be manifested through different ways of perceiving stress, adaptation to workload, and ways of solving problems. For example, research by Marchand, A., Blanc, M., and Beauregard, N. suggests that men and women may respond differently to stressful situations. Men may be more inclined to hide their emotions and display aggressive manifestations, while women may show emotional burnout due to work overload and heavy responsibilities for household duties. Regarding age characteristics, in their work (Prevalence of burnout syndrome among Work-From-Home IT professionals), the researchers note that young workers may have a higher level of energy and ambition, but at the same time, less resistance to stress and overload. Older workers may show greater stress resistance, but at the same time, greater anxiety about their future career and a sense of loss of control over the situation [15; 16].

Gender and age differences are associated with different ways of detecting, the causes, and consequences of emotional burnout. Young men, for example, may have a greater stress resistance, which is related to their desire to succeed and willingness to accept challenges. However, it can also lead to an increased risk of emotional exhaustion due to work overload and insufficient stress management. Women, despite their ability to effectively manage stress, may be at higher risk of emotional exhaustion due to gender role challenges: pregnancy, childcare, and other aspects of personal life can increase levels of stress and emotional strain [17].

Older workers may be more resilient to stress due to experience and maturity, but also more vulnerable to emotional exhaustion due to fear of loss of work performance and perspective. Factors such as career changes, retirement age, and feelings of loss of control may increase the risk of emotional exhaustion in older workers [18].

Based on the analysis, gender-sensitive and age-oriented recommendations for burnout prevention programs were developed:

1. Prevention programs should consider gender and age differences in the response to stress and emotional exhaustion. Programs should be flexible and adapted to the needs of both men and women, as well as workers of different ages, as women and men may respond to stress differently. For example, women are more likely to show a tendency to burn out emotionally, while men may show more physical symptoms. It is also worth considering that the needs of employees may change with age, so programs must be flexible and adapt to these changes.

2. When developing prevention programs, it is necessary to involve specialists in gender and age issues, which will help consider the different needs and problems that men and women of different ages may face in the process of work. Involvement of experts on gender and age issues in the development of programs will ensure more effective consideration of the different needs and perspectives of different groups of employees.

3. The organization of trainings and seminars on stress management can help IT workers develop effective strategies for overcoming stress and preventing emotional exhaustion. Trainings and workshops can include practical exercises in meditation, relaxation, and stress management, as well as teaching positive thinking techniques and setting boundaries.

4. Employers must create working conditions conducive to maintaining the mental health of employees, which may include flexible work schedules, the possibility of remote work, as well as support for healthy lifestyle programs. Employers can also consider creating spaces for rest and relaxation in the office, as well as providing access to counselling with psychologists or stress counsellors.

5. Employees should have access to resources and programs that help them develop self-help skills and effective stress management (online courses, psychological support, and other resources). It is important to ensure that employees have access to information and resources that will help them maintain their mental health and effectively manage stress in their work and personal lives.

The overall goal of such programs is to create a favourable and healthy work environment for all IT workers, which will allow them to achieve high productivity and maintain mental health throughout their career path.

Conclusions. The results of the conducted research indicate a significant influence of gender and age characteristics on emotional burnout among IT workers. It was found that men and women can perceive and react to stressful situations differently, which affects the level of their emotional burnout. In addition, older workers may experience different stressors compared to their younger counterparts, which also affects their overall resilience to stress and emotional well-being. To successfully prevent and overcome emotional burnout among IT workers, it is necessary to develop programs that consider the various needs and characteristics of different groups of employees. Gender-sensitive and age-specific mental health prevention and support strategies can be effective tools for creating a supportive work environment that promotes high productivity and employee well-being.

Prospects for further research. Researching the phenomenon of emotional burnout among IT workers is only the beginning of the way to understanding this complex phenomenon. Further research should be aimed at understanding and considering more detailed aspects of the influence of gender and age on emotional burnout. Another important area of research is the study of which specific aspects of the work environment, such as the level of workload, the structure of the organization of working hours, and interactions with colleagues, affect the level of emotional burnout.

Given the rapid development of technology and changes in the organization of the work process, it is important to study how these factors affect the emotional burnout of IT workers and how to adapt support programs to new conditions.

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GENDER DIFFERENCES IN THE DEVELOPMENT OF IMAGINATION OF YOUNGER SCHOOLCHILDREN

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

У статті подано теоретичне обґрунтування та емпіричне дослідження гендерних відмінностей у розвитку фантазії молодших школярів. Зазначено, що проблема гендерних відмінностей творчого потенціалу особистості не має однозначного вирішення. Погляди науковців щодо гендерних відмінностей в творчості розходяться. Одні заперечують відмінності між особами чоловічої та жіночої статі, інші виявляють перевагу осіб різної статі за різними критеріями творчості, а деякі знаходять за критеріями творчості між протилежними статями більше спільного, ніж відмінного.

Аналіз наукових джерел з проблеми гендерних відмінностей показує, що на розвиток творчості впливає багато факторів, як біологічні, так і соціокультурні. У порівняльних дослідженнях творчості хлопчиків і дівчаток можуть буть виділені три основні напрями: психометричні дослідження відмінностей у розвитку фантазії залежно від статі; можливі біологічні детермінанти цих відмінностей; опис соціально-психологічних механізмів, пов'язаних з гендерною соціалізацією, впливом гендерних стереотипів, засвоєнням гендерних ролей, що впливають на відмінності у розвитку фантазії хлопчиків і дівчаток.

На основі емпіричного дослідження виявлено вплив статі на розвиток фантазії у молодших школярів. Встановлено статистично значущі відмінності між показниками критеріїв вербальної фантазії в хлопчиків і дівчаток. Усі вони виявилися вищими в хлопчиків, зокрема за критерієм продуктивності 2,20 проти 2,01 (p≤0,05), за критерієм гнучкості 1,62 проти 1,32 (p≤0,01) та за інтегральним показником фантазії 7,71 проти 7,00 (p≤0,05). Констатовано, що в хлопчиків початкової школи вербальна фантазія розвинена дещо краще, ніж у дівчаток. Водночас, показники критеріїв невербальної фантазії виявилися вищими у дівчаток, хоча відмінності й не є статистично значущими.

Разом із тим, виявлено гендерні відмінності у створенні образів фантазії молодшими школярами. З'ясовано, що на зміст малюнків і казок, характер їх зображення і створення впливає стать дитини.

Ключові слова: творчість, молодші школярі, гендерні відмінності, творча особистість, вербальна і невербальна фантазія, розвиток фантазії.

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

The article presents a theoretical justification and an empirical study of gender differences in the development of the imagination of younger schoolchildren. It is noted that the problem of gender differences in the creative potential of an individual does not have an unambiguous solution. The views of scientists regarding gender differences in creativity differ. Some deny the differences between men and women, others show the superiority of people of different sexes according to different criteria of creativity, and some find, according to the criteria of creativity, between the opposite sexes more in common than different.

The analysis of scientific sources on the problem of gender differences shows that the development of creativity is influenced by many factors, both biological and sociocultural. In comparative studies of the creativity of boys and girls, three main directions can be distinguished: psychometric studies of differences in the development of fantasy depending on gender; possible biological determinants of these differences; description of socio-psychological mechanisms related to gender socialization, the influence of gender stereotypes, the assimilation of gender roles, which affect the differences in the development of the fantasy of boys and girls.

On the basis of empirical research, the influence of gender on the development of fantasy in younger schoolchildren was revealed. Statistically significant differences were established between indicators of verbal fantasy criteria in boys and girls. All of them were higher in boys, in particular, according to the criterion of productivity 2,20 versus 2,01 ($p \leq 0,05$), according to the criterion of flexibility 1,62 versus 1,32 ($p \leq 0,01$) and according to the integral index of fantasy 7,71 versus 7,00 ($p \leq 0,05$). It was found that elementary school boys have a slightly better developed verbal imagination than girls. At the same time, indicators of criteria of non-verbal fantasy turned out to be higher in girls, although the differences are not statistically significant.

At the same time, gender differences were found in the creation of fantasy images by younger schoolchildren. It was found that the content of drawings and fairy tales, the nature of their depiction and creation is influenced by the gender of the child.

Key words: creativity, younger schoolchildren, gender differences, creative personality, verbal and non-verbal fantasy, fantasy development.

Formulation of the problem. In the context of the development of independent statehood and Ukraine's accession to the European Community, the problem of developing a creative personality, capable of independent thinking, generating original ideas, making bold, non-standard decisions and being responsible for their implementation, becomes particularly relevant. Especially the problem of forming a creative person concerns the younger generation, on whom the future of our country largely depends.

One of the strategic tasks of education reform in Ukraine, proclaimed in a number of normative and legal educational documents, in particular the Laws of Ukraine «On Education», «On General Secondary Education», the Concept «New Ukrainian School», the State Standard of Primary Education is to ensure the most favorable conditions for personality development and creative self-realization of the younger generation.

Implementation of this task in elementary school can be carried out under the condition of productive use in educational activities of those psychological assets of preschool age, which form internal resources for further personal development of children of primary school age. One of these key neoplasms of preschool children is fantasy, which is the main characteristic of a creative personality and its activity (V. Klymenko, G. Kostyuk, O. Kulchytska, V. Molyako, V. Rybalka, V. Romenets,).

A sensitive period for the development of fantasy, according to the definition of psychologists (H. Kostyuk, V. Molyako, V. Rybalka, V. Romenets), is preschool and junior school age. Therefore, the task of the modern primary school is to use the period favorable for the development of this mental function.

The value of fantasy for the formation of a creative personality is equally great for children of both sexes, but the development of this mental function in boys and girls occurs differently. Therefore, when conducting modern psychological and pedagogical research in the field of children's creativity, scientists take into account not only age, describing the age-related features of the development of fantasy, but also gender, investigating gender differences in the development of fantasy.

The problem of gender-related differences in the development of the imagination of younger schoolchildren is currently poorly studied. At the same time, the implementation of a gender approach to the study of the development of students' fantasy allows to interpret the influence of various factors, both sociocultural and biological, on fantasy.

The purpose of the article is the theoretical substantiation and empirical study of gender differences in the development of the imagination of younger schoolchildren.

The analysis of the latest research and publications proves that at the current stage psychologists pay attention to the study of certain aspects of the outlined problem, in particular the formation of fantasy in the early stages of ontogenesis, the psychological mechanisms of its functioning (O. Golyuk, I. Gruzynska, V. Ivanova, N. Matsko, N Pakhalchuk, L. Podolyak), the development of the imagination of gifted children of preschool and primary school age (I. Karabaeva, M. Konovalchuk, T. Yatsenko), the development of the imagination of children with special needs (K. Rechytska, K. Soshina), the development

of imagination as the component of forming the subjectivity of younger schoolchildren (I. Titov), technologies of fantasy development in younger schoolchildren (I. Bartashnikova, O. Bartashnikov, S. Gin, L. Makridina, O. Teterina, L. Tkach, L. Shragina).

Despite the numerous studies of scientists devoted to the problem of the development of the imagination of younger schoolchildren as the main component of the formation of their creative personality, the issue of gender differences in the development of the imagination of younger schoolchildren remains little studied today. At the same time, scientists paid attention to the study of gender differences in the development of creativity of preschool (I. Zozuly), adolescent and youth (Y. Vasylkevich, T. Dutkevich, O. Makogonchuk, T. Yarushyna) age.

Presenting main material. The introduction of the concept of «gender» in psychology was intended to complement the biological approach to «sex» and to emphasize the importance of culture and society. When studying intelligence and creativity, the differences between the concepts of "gender" and «sex» converge significantly, since the peculiarities of both intelligence and creativity in some aspects can be determined biologically, in others – socioculturally.

The analysis of scientific sources on the problem of gender differences shows that the development of creativity is influenced by many factors, both biological and sociocultural. In comparative studies of the creativity of boys and girls, three main directions can be distinguished: psychometric studies of differences in the development of fantasy depending on gender; possible biological determinants of these differences; description of socio-psychological mechanisms related to gender socialization, the influence of gender stereotypes, the assimilation of gender roles, which affect the differences in the development of the fantasy of boys and girls.

The implementation of a gender approach to the study of the imagination of younger schoolchildren allows to interpret the influence on the development of children's creativity of such factors as gender socialization (the process of assigning the child social rules, norms, characteristics of behavior, attitudes according to its gender), gender stereotypes (traditional ideas about the normative behavior of persons of different gender), gender roles (a set of expected patterns (norms) of behavior for individuals according to gender).

The type of gender behavior of an individual depends mainly on social factors (society, culture) and family upbringing. After all, «it is the family that reproduces a new generation of men and women not only by the fact of the birth of boys and girls, but also by the transformation of biological sex into a mental, social one through the transmission to children of a certain amount of knowledge about the relationship between the sexes, their purpose in various spheres of human existence» [6].

Society and culture strictly regulate the social statuses of women and men. Rigid gender role attitudes and expectations accompany the entire process of socialization of the individual throughout life, which are different for women and men, and thus create unequal conditions for the development and realization of creative potential. The rigid distribution of gender roles is an obstacle to the development of creativity of individuals of both sexes. Changes in gender stereotypes, improvement of psychological culture in the field of theory and technologies of creativity can to some extent compensate for socially determined gender differences in the structure of creativity.

J. Baer singled out three groups of theories, the subject of which is gender and creativity: biological, developmental, and sociocultural theories. Biological theories emphasize the genetic origin of gender differences in creativity. Theories of development pay attention to the role of ontogenesis: in some stages of development, gender differences intensify, in others, on the contrary, they are smoothed out. Sociocultural theories explain the contribution of gender to creativity by cultural values and social roles, which lead to the differentiation of women and men in the field of creativity [12].

So, regarding gender differences in creativity, the views of scientists differ. Some deny the differences between male and female persons (J. Guilford [13], E. Torrance [15], J. Hyde [14]), others show the superiority of persons of different sexes according to different criteria of creativity (Y. Vasylkevich [1], [2], T. Dutkevich [3], V. Pavlyukh [7], T. Yarushyna [11], and some find, according to the criteria of creativity, between the opposite sexes more in common than different (I. Zozulya [5]).

The purpose of our study was to study gender differences in the development of imagination of younger schoolchildren.

252 people participated in the study (52 students of 1st grades, 50 students of 2nd grades, 52 students of 3rd grades, 50 students of 4th grades) of the communal institution «Educational complex: comprehensive school of grades I-III – gymnasium № 30 named after Taras Shevchenko of the Vinnytsia City Council», communal institution «Specialized comprehensive school of the 1st degree with in-depth

study of foreign languages №. 25 of the Vinnytsia City Council», Tulchyna comprehensive school of the 1st and 3rd degrees № 2 of the Tulchyna District Council of the Vinnytsia region.

In order to investigate gender differences in the development of non-verbal and verbal fantasy in younger schoolchildren, we used the following methods: «Short test of creative thinking» by E. Torrance (in particular, the second subtest of the figure battery of the test – «Completion of figures») [8] and «Verbal fantasy» R. Neymov [8].

In the subtest «Completion of figures» by E. Torrance, the stimulus material is 10 unfinished figures, each of which the subject must finish in such a way that the result is interesting objects or story pictures. As is known from Gestalt psychology, unfinished figures cause a desire to complete them in the simplest and easiest way. Thus, in order to give an original answer, it is necessary to control this desire and inhibit its satisfaction. It is also necessary to sign each drawing, coming up with a name for it.

All characteristics of fantasy are stimulated in this technique. Productivity is stimulated by the instruction to invent as many objects or story pictures as possible, flexibility – to make them as diverse as possible, originality – to be able to come up with such pictures that no one could come up with, elaboration – to give as many ideas as possible in each picture, supplement them so that they become more understandable and interesting.

In the «Verbal fantasy» test, students must come up with a fairy tale on any topic (of their own choice) and present it orally within 5 minutes. Up to 1 minute is allotted for creating the theme and plot of the fairy tale, after which the child begins to tell. In the course of the story, children's fantasy is evaluated according to the following parameters:

1) The speed of coming up with the theme and plot of a fairy tale.
2) Flexibility, or variety of images used.
3) Originality of images.
4) Elaboration, detailed images.

Productivity can be determined by the total number of proposed answers, flexibility is assessed as the ease of switching from one class of objects to another in the process of finding answers, originality is assessed as the minimum frequency of offering a given answer, and development is assessed by the depth and detail of the proposed ideas and images. The use of the Student's t-test made it possible to reveal the influence of gender on the development of fantasy in younger schoolchildren (Table 1).

Statistically significant differences between indicators of verbal fantasy criteria in boys and girls were revealed. All of them were higher in boys, in particular, according to the criterion of productivity 2,20 versus 2,01 (p≤0,05), according to the criterion of flexibility 1,62 versus 1,32 (p≤0,01) and according to the integral index of fantasy 7,71 versus 7,00 (p≤0,05). It was found that elementary school boys have a slightly better developed verbal imagination than girls. At the same time, indicators of criteria of non-verbal fantasy turned out to be higher in girls, although the differences are not statistically significant.

We explain the higher level of development of verbal imagination in boys, compared to girls, by their ability to quickly produce new verbal images that are flexible and original. Boys are characterized to a greater extent by research and search activity, which is manifested in greater productivity and variability, that is, the flexibility of the images created. Boys are more focused on searching, on finding the answer in their own way. They think out of the box, schematically, they often prefer to make maps, sketches, and the simplest drawings. Boys are more able not to adhere to stereotypes and "remain open" for a long time to a variety of information that comes when solving problems. Girls, on the contrary, think more stereotypically, they prefer to perform tasks according to a given pattern.

In addition, boys are bolder, and therefore are not afraid to offer non-standard, original images, which, however, are rather schematic, poorly designed. Girls, on the contrary, think more stereotypically, the images created are templated, often repeated, but, at the same time, well developed and detailed. The study proved that girls are better able to develop ideas, supplement them with a large number of details, which, in turn, indicates that girls are more diligent than boys. Girls are distinguished by a pronounced tendency to develop ideas in detail (complement, complete ideas that have arisen, expand their boundaries). So, in fairy tales, girls use many similes, epithets, and metaphors.

Analyzing the drawings and fairy tales of students, created as a result of their performance of the tests «Completion of figures» by E. Torrance, «Verbal fantasy» by R. Nemov, we found that the content of drawings and fairy tales, the nature of their depiction and creation is influenced by the gender of the child. So, the girls' drawings are dominated by images of various plants and animals, accessories (bracelet, crown, pin, necklace, umbrella, handbag), cosmetics (lipstick, nail polish), various outfits decorated with bows, ruffles, buttons, stationery and school supplies, tools for sewing and needlework, household items, various

types of abstract images, ornaments, patterns, fantastic creatures (mermaid, fairy), as well as images of girls, princesses and dolls. At the same time, the boys' drawings are dominated by various types of land, water and air transport and their parts, buildings and construction materials, tools, mechanisms and devices, roads and road systems, various sports and sports equipment, military equipment and weapons, as well as various horrors (monsters, ghosts, dragons, vampires, skeletons).

Table 1

Analysis of the significance of differences in indicators of non-verbal and verbal fantasy in students of different genders
(Student's t-test for independence of mean values)

Fantasy criteria	Sex	N	Arithmetic mean	Standard deviation	Standard error of the mean	Student's t-test	Significance
«Completion of shapes» (test) Productivity	жін.	105	9,32	1,131	0,110	1,556	0,121
	чол.	99	9,06	1,284	0,129	1,550	0,123
Flexibility	жін.	105	7,96	1,285	0,125	0,887	0,376
	чол.	99	7,79	1,514	0,152	0,883	0,379
Originality	жін.	105	10,70	3,226	0,315	- 0,409	0,683
	чол.	99	10,87	2,798	0,281	- 0,411	0,682
Elaboration	жін.	105	33,99	12,876	1,257	1,079	0,282
	чол.	99	31,96	14,001	1,407	1,077	0,283
Non-verbal fantasy	жін.	105	61,97	14,787	1,443	1,061	0,290
	чол.	99	59,68	16,114	1,620	1,058	0,291
«Verbal fantasy» (test) Productivity	жін.	105	2,01	0,546	0,053	- 2,171	**0,031**
	чол.	99	2,20	0,714	0,072	- 2,154	**0,033**
Flexibility	жін.	105	1,32	0,509	0,050	-3,308	**0,001**
	чол.	99	1,62	0,738	0,074	-3,273	**0,001**
Originality	жін.	105	1,98	0,772	0,075	-1,650	0,100
	чол.	99	2,16	0,792	0,080	-1,649	0,101
Elaboration	жін.	105	1,69	0,625	0,061	-0,465	0,643
	чол.	99	1,73	0,652	0,066	-0,464	0,643
Verbal fantasy	жін.	105	7,00	1,664	0,162	-2,489	**0,014**
	чол.	99	7,71	2,353	0,236	-2,465	**0,015**
Integral indicator of fantasy	жін.	105	68,97	15,053	1,469	0,713	0,477
	чол.	99	67,38	16,759	1,684	0,710	0,478

Note: the significance of differences in the levels of manifestation of indicators is marked in bold.

As for the images of scarecrows, which are quite a lot in the drawings of boys, in our opinion, by drawing them, boys somewhat join their strength and power, because if they depict them, then they do not feel fear of them, but, on the contrary, admire them by force. Also, it is worth noting that static drawings are characteristic for girls, and dynamic for boys.

So, characterizing the differences between the drawings of girls and boys, we can observe the influence of gender socialization of children. After all, adults consciously or unconsciously orient the child to a female or male role: they encourage activity, initiative, courage in boys, they are more tolerant of their aggressiveness; girls are expected to be sensitive, caring, and emotional. As a result of the transmission of gender stereotypes, adults instill in boys and girls almost opposite personal qualities, talk about the need to

adhere to almost opposite behavioral standards and social roles, insist on the existence of almost opposite life trajectories, in particular, professional trajectories and goals. By imposing such a «stencil» on a child, adults significantly narrow its life activity and development, which actually nullifies the humanistic, child-oriented and person-centered approach to education (in favor of gender roles). The general focus on identification with one's gender gives a certain content to children's drawings: boys, especially sensitive to male roles, create purely «male» drawings, both in content, character, and execution technique, and, accordingly, girls, sensitive to female roles, create «feminine» drawings.

The results of our research are consistent with the results of the research of other scientists, in particular O. Zavhorodnaya [4], V. Roments [9]. Thus, O. Zavhorodnya pointed out that «houses and cars are found more often in boys' drawings than in girls' drawings, and animals and flowers are much more common in girls' drawings. For girls, the use of smooth lines and oval shapes is more typical. Boys use straight lines and rectangular shapes more often than girls» [4, p. 147].

V. Romenets noted that from the first steps of a child's artistic activity, the influence of gender on the choice of object and the nature of the reproduction of this object in the picture is noticeable. According to him, «flowers and clothes are the first object of image for girls. Technology and, first of all, military, panoramas of grandiose battles, in which all types of military equipment take part, are the most favorite subject of creativity among boys. Of course, peaceful plots «break into» the battle themes, but they also have significant technical equipment» [9, p. 58]. As for the boys, V. Romenets talks about the predominance of «technical vision» in their drawings. Fascination with the technical side of life is their characteristic feature. According to V. Romenets, boys subconsciously look for images that show physical strength and dexterity, while girls look for images that invariably indicate the birth and flowering of life. Thus, characterizing the drawings of children who drew at the same time on the same table, he noted that «the girl draws flowers reaching for the sun, and the boy – a large number of cannon nozzles shooting huge projectiles directly into the sky and spew forth pillars of flame. This is how the connection between heaven and earth is established in girls and boys» [9, p. 61-62].

At the same time, among children's drawings there are also those that are difficult to say who drew them – a boy or a girl. In some cases, we observe in children a tendency towards value orientations of the other sex, when suddenly boys begin to be interested in creating drawings with a girlish theme, and girls draw battle scenes. This identification with the other sex is normally caused by the child's choice of their idol among representatives of the other sex and unconscious imitation of all its manifestations (most often it is an older brother or sister). Although, as a rule, over time, the dominant influence of the idol gives way to stereotypical societal expectations.

The characters of the fairy tales created by the students were often images borrowed from the fairy tales, poems, stories, cartoons and movies they knew. The images of princesses, sorceresses, and fairies prevail in the fairy tales of girls, and the images of knights, heroes, Cossacks, soldiers, pirates, and robbers prevail in the fairy tales of boys. Boys like to create adventure stories, in which the main characters are usually male, because they believe that only men are capable of brave deeds.

Conclusions. Gender differences in the development of imagination of younger schoolchildren have been revealed. In particular, statistically significant differences were established between the indicators of verbal fantasy criteria in boys and girls. All of them were higher in boys, in particular, according to the criterion of productivity 2,20 versus 2,01 ($p \leq 0.05$), according to the criterion of flexibility 1,62 versus 1,32 ($p \leq 0.01$) and according to the integral index of fantasy 7,71 versus 7,00 ($p \leq 0.05$). It was found that elementary school boys have a slightly better developed verbal imagination than girls. At the same time, indicators of criteria of non-verbal fantasy turned out to be higher in girls, although the differences are not statistically significant.

At the same time, gender differences were found in the creation of fantasy images by younger schoolchildren. It was found that the content of drawings and fairy tales, the nature of their depiction and creation is influenced by the gender of the child.

Prospects for further exploration in this direction. Questions related to the study of age and gender characteristics of the development of fantasy at other age stages require further study.

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**OPTIMIZATION OF ADAPTIVE CAPABILITIES OF FIRST-YEAR STUDENTS
MAJORING IN PSYCHOLOGY**

Важливим завданням сьогодення є підготовка висококваліфікованих фахівців-психологів. Саме фахівці-психологи беруть активну участь у збереженні психічного та психологічного здоров'я населення. Важливо, щоб під час навчання здобувачі спеціальності психологія не тільки мажи можливість набути фахових компетенцій, але й були озброєні практичними навичками самодопомоги та оптимізації адаптаційних можливостей.

У науковій статті представлені результати констатувального дослідження особливостей адаптаційних можливостей здобувачів першого курсу спеціальності психологія.

За результатами дослідження встановлено, що досліджувані здобувачі першого року навчання спеціальності психологія переважно не вміють задовольняти свої актуальні потреби і реалізувати пов'язані з ними значущі цілі, вони не відчувають себе відповідальними за все, що відбувається з ними в житті і не думають, що здатні впливати на власне життя. Також є можливі проблеми з адекватною самооцінкою, негативна самопрезентація, неадекватний рівень домагань. Однак високий рівень показника самоприйняття свідчить про позитивне ставлення до себе, безумовне прийняття себе таким, яким є, при збереженій самокритичності, що може в сприяти успішній соціально-психологічній адаптації.

В той час, одержані показники дослідження свідчать про те, що досліджувані намагаються об'єктивно оцінювати виникаючі ситуації у своєму житті, проте це їм вдається або не відразу, або вони не зовсім впевнені у своїх силах, можливостях та досвіді. Тому можливе порушення емоційної рівноваги та зниження працездатності. В той час наявне переважання високого рівня особистісної тривожності, що свідчить про переживання досліджуваними незадоволеності собою та своїм життям, почуттями невпевненості, сором'язливості, скутості у стосунках, наявності внутрішніх конфліктів. У поведінці орієнтовані на думку оточення, відчувають страх перед критикою та негативною оцінкою зовні. Можливі проблеми з адекватною самооцінкою, негативна самопрезентація і відповідне негативне ставлення до особистого життя та провідної діяльності.

За результатами кореляційного аналізу втановлено, що на показник дезадаптивності позитивно впливають такі чинники, як неприйняття себе (0,570), неприйняття інших (0,725), емоційний дискомфорт (0,865), зовнішній контроль (0,804), відомість (0,591), ескапізм (0,632), ситуативна та особистісна тривожність (0,627; 0,651). Зазначені результати дослідження можуть свідчити про те, що показники за шкалами неприйняття себе, неприняття інших, емоційний дискомфорт, зовнішній контроль, відомість та ескапізм взаємозалежні із дезадаптивністю, та провокують її виникнення.

Враховуючи результати дослідження, важливо запропонувати досліджуваним здобувачам першого року навчання спеціальності психологія участь у програмі оптимізації адаптаційних можливостей, що значно знизить прояви дезадаптивності та сприятиме розвитку адаптаційного потенціалу особистості.

Ключеві слова: адаптаційні можливості, здобувачі першого року навчання спеціальності психологія, дезадаптивність, соціально-психологічна адаптація.

An important task today is the preparation qualified psychologists. Psychological specialists take an active part in preserving the mental and psychological health of the population. It is important that during their education, psychology students not only have the opportunity to acquire professional competencies but also are equipped with practical self-help skills and the optimization of adaptive abilities.

The scientific article presents the results of a study of the peculiarities of adaptive capabilities of first-year students majoring in psychology.

The results of the research have shown that the first-year psychology students under study are mostly unable to meet their current needs and realize related meaningful goals, they do not feel responsible for everything that happens to them in life and do not think that they can influence their own lives. There are also possible problems with adequate self-esteem, negative self-presentation, and inadequate aspiration levels. However, a high level of self-acceptance indicates a positive attitude towards oneself, and unconditional acceptance of oneself as one is, while maintaining self-criticism, which can contribute to successful social and psychological adaptation.

At the same time, the findings of the research indicate that the respondents try to assess emerging situations in their lives objectively, but they either do not succeed immediately or are not entirely confident in their abilities, capabilities, and experience. That is why it is possible to disturb the emotional balance and reduce working capacity. At the same time, there is a predominance of high levels of personal anxiety, which indicates that the subjects are experiencing dissatisfaction with themselves and their lives, feelings of uncertainty, shyness, constraint in relationships, and the presence of internal conflicts. Behaviorally, they are oriented towards the opinions of others, fearful of criticism and negative external evaluation. There may be problems with adequate self-esteem, negative self-presentation, and a corresponding negative attitude toward personal life and leading activities.

According to the results of the correlation analysis, it was found that the indicator of maladaptive behavior is positively influenced by such factors as rejection of themselves (0.570), rejection of others (0.725), emotional discomfort (0.865), external control (0.804), dependence (0.591), escapism (0.632), situational and personal anxiety (0.627; 0.651). These research findings may indicate that the scores on the scales of self-acceptance, rejection of others, emotional discomfort, external control, dependence, and escapism are interdependent with maladaptation and provoke its occurrence.

Considering the research results, it is important to offer the first-year psychology students under study to participate in a program to optimize their adaptive capabilities, which will significantly reduce manifestations of maladaptation and foster the development of the individual's adaptive potential.

Keywords: adaptive capabilities, first-year students majoring in psychology, maladaptive, social-psychological adaptation.

Formulation of the problem. The importance of effectively addressing the problem of the adaptive capabilities of first-year students is quite relevant during this period of war. This is because, on the one hand, the requirements and conditions of study (online learning, constant air alarms) necessitate a continuous increase in the requirements for students' adaptive capabilities [1], [2], [3], and on the other hand, with the fact that education performs extremely important social functions.

In the training of higher education students majoring in psychology, such educational components as "Personal Growth Training", "Reflective and Creative Training", and "Communication Skills Training" are taught, which enable students not only to develop professionally important qualities but also contribute to the development of adaptive capacities, enhance communication skills, and promote personal reflection.

Researching the topic of optimizing adaptive capabilities among first-year students is relevant as it addresses the main challenges of today in the context of a state of war in the territory of our country.

Analysis of recent research and publications. According to a scientific study by G.O. Ball [1], ensuring the continuity of society's functioning is to transfer to the new generation a certain set of "norms of activity" - values, attitudes, knowledge, skills, behavioral rules, etc., and also prepares an individual for life in society, help him or her find a worthy place in it, and properly adapt to its requirements. At the same time, the author notes that the state of psychosomatic health students in Ukraine has a pronounced negative dynamic [3], [4].

O.R. Malkhazov conducted a long 25-year research on the psychological characteristics of student youth [4], he found that every year there is a pronounced tendency towards deterioration in psychophysiological indicators in student youth: the efficiency of sensory and sensorimotor systems decreases, memory and attention parameters worsen, fatigue levels increase and the overall efficiency of solving educational tasks and motivation of educational activities decreases. In other studies [3] significant deterioration in physical fitness level and health status of students over the past 20 years has been established.

The growing influence of negative socio-psychological factors on the determination of the physical and mental growth of the younger generation attracts the special attention of scientists (O. Bondar Zdorovenko, O. Kokun, N. Shevchenko).

In light of the above, the issue of adaptation (Y. Bokhonkova, N. Zavatska, N. Maksymova), self-regulation (M. Boryshevskyi), and personal safety in general are relevant. In this direction, there are several works devoted to the informational-psychological security of the individual (O. Baranova, G. Grachev, M. Kotyk, G. Lozhkin, M.-L. Chepa), which emphasize the peculiarities of informational influences on human consciousness.

Analyzing the position of domestic psychologists, it is important to note that there is no single universally accepted approach to interpreting the concept of "adaptation" in scientific circles. Some authors consider adaptation as a process of assimilation by an individual of social relations, norms of behavior and a system of values (G. Andreeva, V. Zinchenko, V. Rozov, B. Meshcheryakov), while others (Y. Alyoshina, P. Kuznetsov, G. Medvedev) see it as a process of assimilation by an individual of the social experience of society in general and the microenvironment to which he or she belongs, in particular [3; 4; 5]

The purpose of the article to conduct a confirmatory study of the peculiarities of adaptive capabilities of first-year students majoring in psychology.

Outline of the main material. To conduct a confirmatory study of the peculiarities of the adaptive capabilities of first-year students majoring in psychology, a psychodiagnostics set of methods was formed, which included: a questionnaire to determine the factors that are important for students' adaptation by O. Kokun; a self-assessment method of anxiety level by Spieberger-Hanin; the Wasserman diagnostic method for assessing the level of social frustration; the Schwarz and Jerusalem self-efficacy scale; and O. Kokun's self-assessment scale for the PPS of person [5; 6].

The confirmatory study was conducted in September-October 2023 at the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. A total of 111 first-year students majoring in psychology participated in the research.

Based on the results of the questionnaire by O. Kokun [6] regarding the determination of adaptation factors important for students, found that according to the answers to the first question, 18.9% of the studied students spend 3.8 hours on class preparation, the lowest rate is 7.2% of the studied spend 0-1 hours on class preparation, 1.8% of the studied spend 8 hours on class preparation. The average time spent preparing for classes is 3.7 hours.

Analyzing the results of the questionnaire data on the second question, we obtained the following results: 10.8% of the respondents spend 1.5 hours, 19.8% of the respondents spend 2.5 hours, 11.7% of the respondents spend 4 hours, 12.6% of the students spend 5 hours, 3.6% of the respondents spend 6 hours, 3.6% of the students spend 7 hours. The average figure is 3.8 hours for the extracurricular workload.

According to the third question of the questionnaire, we see that 37.8% of the respondents believe that their workload is somewhat exaggerated, 9.9% of applicants consider the workload to be large, and 1.8% of students indicate that the workload is very large.

The analysis of the total workload showed that 31% of the respondents believe that the workload is somewhat exaggerated, 20.7% of the surveyed applicants believe that the workload is large, and 0.9% of the respondents said that the workload is very large.

Analyzing the results of the questionnaire, we obtained the following results: 51% of the surveyed applicants' working capacity has deteriorated, 36% have no change in their working capacity, in addition 34.4% of the surveyed applicants' creative capacity has deteriorated.

Thus, overload is a maladaptive factor for first-year students.

According to the analysis of the questionnaire, we can see that signs of fatigue are manifested through a decrease of performance in 70.3% of the subjects, a deterioration of attention in 73% of the subjects, a deterioration of health in 36.9% of the subjects, nervous tension in 47.7% of the subjects, increased irritability in 33.3% of the subjects, and mood instability in 39.6% of the students.

Therefore, as a result of overload, the mental health of first-year students majoring in psychology decreases.

Analyzing the results of the questionnaire, we see that relationships with fellow students are not a factor of maladaptation. In general, the relationships between the students under study are mediocre in 12.6%, good in 56.8%, and very good in 30.6%. Relationships with lecturers are mostly good in 77.5% of the respondents.

First-year students have a high level (51.4%) and above average (27%) interest in learning. The financial situation is not a factor of maladaptation.

According to the results of the questionnaire on the scale of "the most important psychological qualities for achieving a high level in their specialty", it was found that the ability to concentrate attention is leading in 79.3% of the respondents, collectedness in 73% of the respondents, and perseverance in 72.1% of the respondents.

Psychology students emphasize the following psychological qualities: willpower 60.4% of students, self-control 64.9% of students, and creative inspiration 38.7% of students. The value of creative inspiration has the lowest level. This may be a factor of maladaptation.

According to the result of the research, the physical and psychophysiological qualities necessary to achieve a high level of professionalism are 84.7% ability to work, 72.1% ability to recover quickly, and 66.7% of the respondents' endurance.

Low level in indicators of creative thinking and empathy. For a psychologist, empathy is the main quality of a specialist.

According to the results of the research, the level of situational and personal anxiety of first-year students majoring in psychology was determined using the Spielberger-Khanin self-assessment methodology.

It was found that according to the scale of situational anxiety, a moderate level of anxiety predominates in 57% of the surveyed. High levels of anxiety were identified in 35% of the surveyed, while 8% exhibited a low level of situational anxiety.

According to the scale of personal anxiety, 55% of the subjects showed a high level of anxiety and 45% showed a moderate level of personal anxiety. Psychology students with high personality anxiety are characterized by experiences of emotional discomfort, dissatisfaction with themselves and their lives, feelings of uncertainty, shyness, constraint in relationships, and difficulty in realizing their true emotional states. In their behavior, they are oriented to the opinions of others and fear criticism and negative evaluation from the outside. This has an extremely negative impact on the process of social and psychological adaptation of a young people.

A moderate level of personality anxiety in youth is manifested in the experience of tension and discomfort depending on personal perception and assessment. Young people can adequately assess themselves and their capabilities. Emotional balance and efficiency are maintained mainly in situations in which a person has already successfully adapted, in which he knows how to behave, and knows the extent of his responsibility. Conflict situations are possible in relationships with others, but the leading strategy of interaction or compromise. This level does not carry signs of threat and generally has a positive effect on social and psychological adaptation.

A person with a low level of personal anxiety, as a rule, perceives the difficulties that arise adequately following their emotional intensity. Situations that pose a real threat to life, putting them on the brink of life and death, become primarily threatening for them.

According to the results of the research using the Wasserman questionnaire, it was found that the level of social frustration in the respondents is one of the most significant indicators of the degree of social maladaptation and therefore is closely related to the effectiveness of their activities(frustration is a mental state that manifests itself in the characteristic features of experiences and behavior caused by objectively insurmountable (or subjectively perceived) difficulties that arise on the way to achieving a goal or solving a problem).

A *very low level of social frustration on the following scales*: vacations, place of study, relationships with friends, relationships with acquaintances, and relationships with classmates.

Reduced level: in the sphere of services and household maintenance, leisure activities, and the content of education.

Undefined level: study conditions, relationships with lectures, relationships with the university administration, own lifestyle in general, and relationships with neighbors.

Increased level: financial status, the sphere of medical services.

Analyzing the results of R. Schwartz's self-efficacy research methodology, we can conclude that the highest scores on the scale of "interest in learning" are high in 30.6% of the subjects, and the scale of "satisfaction with learning" is high in 17.1% of the respondents.

According to the quantitative indicators of the social-psychological adaptation diagnostic method, internal indicators "adaptation," "self-acceptance," "acceptance of others," "emotional comfort," "internality," and "desire for dominance" were calculated.

Thus, according to the indicator of "adaptation", the predominance of the average level of severity of this indicator was found in 65% of the respondents. A low level of adaptation is present in 28% of the

subjects and a high level in 7% of the subjects. This indicates that the studied students are mostly able to meet their current needs and realize their significant goals. At the same time, there may be problems with adequate self-esteem, difficulty adapting to new conditions, increased level of anxiety, negative self-presentation, and a corresponding negative attitude to personal life and leading activities.

According to the indicator "self-acceptance", the prevalence of a high level of self-acceptance was found (60% of the respondents). The average and low levels of self-acceptance are 25% and 15%, respectively.

High levels of self-acceptance indicate a positive attitude toward oneself, and unconditional acceptance of oneself as one is while maintaining self-criticism. Self-acceptance is self-satisfaction and self-sufficiency, which is the basis for self-development, self-actualization self-improvement, and successful social-psychological adaptation.

Low results were found in the indicator of "acceptance of others": 53% of respondents have a low level of expression of the indicator, 20% have an average level, and 27% have a high level.

An important quality of a psychologist is acceptance of others. This feature of first-year students can be a factor of maladaptation.

The "emotional comfort" indicator revealed a low level of emotional comfort in 60% of respondents, an average level in 10%, and a high level in 30% of respondents. These results indicate a prevalence of negative attitudes and a possible inadequate level of the subjects' claims.

According to the indicator of " internality", the average level of internality was found in 42% of the subjects, a low level in 38%, and a high level in 20% of the subjects. This indicates that subjects with low and medium levels of internality tend to have an external locus of control, i.e., they place responsibility not on themselves but on others and do not consider themselves responsible for everything that happens to them in life. At the same time, a high score on this scale corresponds to a high level of subjective control over any significant situations.

According to the indicator "desire for dominance", 85% and 15% of the respondents had a low and medium level of desire for dominance, respectively. Such low scores indicate a lack of a sense of superiority over others and an open desire for leadership.

To determine the optimization of the adaptive capabilities of first-year students majoring in psychology, in particular the relationship between adaptability and the factors that are interrelated with it, the method of correlation analysis of the study data was applied. According to the results of the correlation analysis, it was found:

Situational anxiety has a statistically significant positive correlation with the following indicators of socio-psychological adaptation: maladaptation (0.627), rejection of themselves (0.488), emotional discomfort (0.682), external control (0.493), and dependence (0.363), i.e. with an increase in situational anxiety, the above indicators also increase, and with a decrease in situational anxiety, they decrease. Also, negative statistically significant correlations were found between situational anxiety and such a factor of social and psychological adaptation as self-acceptance (-0.644), i.e., with an increase in situational anxiety, self-acceptance decreases, and with a decrease, the ability to accept oneself increases.

Personal anxiety has positive correlations with the following indicators of social and psychological adaptation: maladaptive (0.651), rejection of others (0.537), emotional discomfort (0.600), external control (0.651), dependence (0.551), and escapism (0.402). A negative statistically significant correlation was also found between personal anxiety and self-acceptance (-0.460).

An increased level of situational and personal anxiety interferes with adaptation processes, the rate of maladaptation increases accordingly, and with it the rates of rejection of themselves, emotional discomfort, external control, and decreased self-acceptance.

There are general and specific relationships characteristic of situational and personal anxiety. Situational anxiety has a positive relationship with rejection of themselves; personal anxiety has a positive relationship with escapism. In crises, escapism can manifest itself in the form of physical withdrawal from the world (to isolated villages, etc.), or without it - when, in the absence of isolation from society, a person ceases to show interest in the values accepted in society, preferring the world of his or her delusions.

According to the correlation analysis, it was found that the indicator of maladaptation is positively influenced by such factors as rejection of themselves (0.570), rejection of others (0.725), emotional discomfort (0.865), external control (0.804), dependence (0.591), escapism (0.632), situational and personal anxiety (0.627). The data obtained indicate that these indicators have a positive relationship with personality maladaptation, that is, they have a positive effect on it and cause social-psychological maladaptation.

Conducting research using the proposed questionnaire and set of psychodiagnostic methods allows for a relatively quick determination of each student's level of adaptation capabilities. Accordingly, students can be approximately divided into groups that can be more or less recommended to optimize individually significant adaptation factors and offered participation in a program to optimize adaptive capabilities.

Conclusions and Prospects for Further Research. During the ascertaining research, we obtained results that allow us to analyze the peculiarities of optimizing the adaptive capabilities of first-year students majoring in psychology. It has been established that the respondents are predominantly unable to meet their current needs and realize meaningful goals related to them, they do not feel responsible for everything that happens to them in life and do not think that they can influence their own lives. There are also possible problems with adequate self-esteem, negative self-presentation, and inadequate aspiration levels. However, a high level of self-acceptance indicates a positive attitude towards oneself, and unconditional acceptance of oneself as one is, while maintaining self-criticism, which can contribute to successful social and psychological adaptation.

At the same time, the results of the study indicate that the respondents try to objectively assess the situations in their lives, but they either do not succeed immediately or they are not entirely confident in their abilities, capabilities, and experience. Therefore, there is a possibility of emotional imbalance and decreased productivity. At the same time, the prevalence of a high level of personal anxiety indicates that the respondents are experiencing dissatisfaction with themselves and their lives, feelings of insecurity, shyness, constraint in relationships, and the presence of internal conflicts. In their behavior, they are oriented toward the opinions of others, fearing criticism and negative evaluation from the outside. There may be problems with adequate self-esteem, negative self-presentation, and a corresponding negative attitude toward personal life and leading activities.

According to the results of the correlation analysis, it was found that the indicator of maladaptive behavior is positively influenced by such factors as rejection of themselves (0.570), rejection of others (0.725), emotional discomfort (0.865), external control (0.804), dependence (0.591), escapism (0.632), situational and personal anxiety (0.627; 0.651). These research findings may indicate that the scores on the scales of rejection of themselves, rejection of others, emotional discomfort, external control, dependence, and escapism are interdependent with maladaptive and provoke its occurrence.

Taking into account the research results, future scientific inquiry will focus on developing a program to optimize the adaptation capabilities of students majoring in psychology.

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