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STUDY OF THE STRUCTURE OF PSYCHOLOGICAL HEALTH OF VOLUNTEERS IN WARTIME

Актуальність дослідження психологічного здоров'я волонтерів під час війни обумовлена зростаючими викликами, які супроводжують їхню діяльність. Волонтери, що активно допомагають постраждалим, стикаються з високими рівнями стресу, емоційним виснаженням і ризиком розвитку посттравматичних розладів. Їхній стан напряму впливає на якість надання допомоги, тому підтримка психологічного благополуччя волонтерів є не лише індивідуальною, а й суспільною необхідністю. У статті представлено теоретико-емпіричний аналіз структури психологічного здоров'я волонтерів, що працюють в умовах військових конфліктів. Психологічне здоров'я визначається як багатокомпонентна структура, що включає емоційну стабільність, соціальну підтримку, мотивацію, резильєнтність і здатність до саморегуляції. Визначено, що психологічне благополуччя волонтерів є динамічним станом, який залежить від внутрішніх характеристик (емоційна стійкість, здатність адаптуватися до змін, управління стресом) і зовнішніх чинників (підтримка соціального оточення, доступ до ресурсів). Акцент зроблено на необхідності комплексного підходу до підтримки психологічного стану волонтерів, який включає як індивідуальну, так і групову допомогу.

Емпірична частина роботи містить результати анкетування, спрямованого на аналіз основних аспектів психологічного здоров'я волонтерів. У дослідженні брали участь волонтери з різними напрямками діяльності: допомога військовим, цивільним особам і тваринам. Виявлено, що 70% респондентів регулярно відчувають емоційне виснаження, тоді як лише 40% мають змогу відновлювати свої сили щодня. Найпоширенішими стратегіями подолання стресу є техніки релаксації (40%), спілкування з близькими (30%) та фізична активність (20%). Водночас 10% волонтерів повідомляють про відсутність ефективних механізмів боротьби зі стресом, що вказує на необхідність спеціалізованих програм навчання технік саморегуляції.

Особливу увагу приділено феномену «вторинної травматизації», коли через постійний контакт із травматичними подіями волонтери самі стикаються із симптомами посттравматичного стресу (ПТСР). Це підкреслює важливість забезпечення як професійної психологічної допомоги, так і формування підтримуючого соціального середовища.

Психологічне здоров'я волонтерів є багатогранною структурою, яка включає взаємопов'язані компоненти, що забезпечують їхню стійкість та ефективність у діяльності. Одним із ключових елементів є емоційна стабільність, яка передбачає здатність зберігати спокій і самоконтроль у стресових ситуаціях, а також ефективно регулювати власні емоції. Не менш важливим є рівень когнітивної гнучкості, що дозволяє адаптуватися до нових обставин, мислити стратегічно і знаходити креативні рішення в умовах невизначеності. Соціальна компетентність забезпечує вміння ефективно взаємодіяти з іншими, підтримувати, співпереживати та будувати довірливі стосунки, що особливо важливо для роботи в команді та допомоги людям. Рівень стресостійкості є важливим для волонтерів, адже їхня діяльність часто супроводжується високим емоційним і фізичним навантаженням. Ця якість дозволяє витримувати тривалі навантаження без

втрата ефективності та збереження психічного здоров'я. Також значну роль відіграють особистісні ресурси, такі як самооцінка, впевненість у собі, мотивація та усвідомлення своєї ролі в суспільстві, які є джерелами внутрішньої сили. Психологічне здоров'я тісно пов'язане з фізичним благополуччям, тому регулярний відпочинок, фізична активність і збалансоване харчування допомагають підтримувати сили та знижувати вплив стресу. Окрім цього, важливим фактором є соціальна підтримка з боку колег, друзів чи родини, яка допомагає зменшити психологічне навантаження і створює умови для емоційного відновлення. Таким чином, структура психологічного здоров'я волонтерів формується завдяки гармонійній взаємодії емоційних, когнітивних, соціальних і фізичних аспектів, а також підкріплюється зовнішньою підтримкою та внутрішньою мотивацією. Збалансований розвиток цих компонентів є основою успішної волонтерської діяльності та збереження особистого благополуччя.

Стаття наголошує, що волонтерська діяльність має як позитивні, так і негативні аспекти. З одного боку, вона сприяє розвитку особистісних якостей, таких як відповідальність, креативність, життєстійкість та здатність орієнтуватися в ресурсах. З іншого боку, вона створює високі ризики емоційного вигорання, які вимагають адекватної профілактики. Недостатність часу, енергії чи ресурсів залишається поширеною проблемою, що знижує ефективність діяльності волонтерів.

Ключові слова: психологічне здоров'я, волонтери, емоційне виснаження, резильєнтність, управління стресом, соціальна підтримка, мотивація, вторинна травматизація, емоційне вигорання, професійне вигорання.

The relevance of studying the psychological health of volunteers during wartime is due to the growing challenges that accompany their activities. Volunteers who actively help victims face high levels of stress, emotional exhaustion, and the risk of developing post-traumatic disorders. Their condition has a direct impact on the quality of assistance, so supporting the psychological well-being of volunteers is not only an individual but also a social necessity. The article presents a theoretical and empirical analysis of the structure of psychological health of volunteers working in military conflicts. Psychological health is defined as a multicomponent structure that includes emotional stability, social support, motivation, resilience and the ability to self-regulation. It has been determined that the psychological well-being of volunteers is a dynamic state that depends on internal characteristics (emotional stability, ability to adapt to change, stress management) and external factors (support from the social environment, access to resources). The emphasis is placed on the need for an integrated approach to supporting the psychological state of volunteers, which includes both individual and group assistance.

The empirical part of the paper contains the results of a questionnaire aimed at analyzing the main aspects of volunteers' psychological health. The study involved volunteers with different areas of activity: helping the military, civilians, and animals. It was found that 70% of respondents regularly feel emotionally exhausted, while only 40% are able to recuperate on a daily basis. The most common strategies for coping with stress are relaxation techniques (40%), communication with loved ones (30%) and physical activity (20%). At the same time, 10% of volunteers report a lack of effective mechanisms for coping with stress, which indicates the need for specialized programs to teach self-regulation techniques.

Particular attention is paid to the phenomenon of "secondary traumatization," when volunteers themselves face symptoms of post-traumatic stress disorder (PTSD) due to constant contact with traumatic events. This emphasizes the importance of providing both professional psychological assistance and a supportive social environment.

The psychological health of volunteers is a multifaceted structure that includes interrelated components that ensure their resilience and effectiveness in their work. One of the key elements is emotional stability, which implies the ability to remain calm and self-controlled in stressful situations, as well as to effectively regulate one's own emotions. Equally important is the level of cognitive flexibility that allows you to adapt to new circumstances, think strategically and find creative solutions in the face of uncertainty. Social competence provides the ability to interact effectively with others, support, empathize and build trusting relationships, which is especially important for teamwork and helping people. The level of stress resistance is important for volunteers, as their activities are often accompanied by high emotional and physical stress. This quality allows them to withstand prolonged workloads without losing efficiency and maintaining mental health. Personal resources, such as self-esteem, self-confidence, motivation, and awareness of one's role in society, also play a significant role as sources of inner strength. Psychological health is closely linked to physical well-being, so regular rest, physical activity, and a balanced diet help maintain strength and reduce the impact of stress. In addition, social support from colleagues, friends, or

family is an important factor, helping to reduce psychological stress and creating conditions for emotional recovery.

Thus, the structure of psychological health of volunteers is formed through the harmonious interaction of emotional, cognitive, social and physical aspects, and is reinforced by external support and internal motivation. The balanced development of these components is the basis for successful volunteering and personal well-being.

The article emphasizes that volunteering has both positive and negative aspects. On the one hand, it contributes to the development of personal qualities such as responsibility, creativity, resilience, and the ability to navigate resources. On the other hand, it creates high risks of emotional burnout that require adequate prevention. Lack of time, energy, or resources remains a common problem that reduces the effectiveness of volunteers' activities.

Key words: psychological health, volunteers, emotional exhaustion, resilience, stress management, social support, motivation, secondary traumatization, emotional burnout, professional burnout.

Statement of the problem. The relevance of the topic of psychological health of volunteers in wartime is extremely important in modern realities, especially given the ongoing military conflicts and their impact on society. Volunteers who actively help victims often face high levels of stress, emotional exhaustion, and the risk of developing post-traumatic disorders. Their condition has a direct impact on the quality of assistance provided, so caring for their psychological well-being is not only a matter of personal but also social importance. War conditions require volunteers to constantly mobilize resources, so they need to receive support and access to psychological assistance. Research on this topic allows us to identify the main problems and develop effective support strategies. In addition, it helps to reduce the risks of professional burnout among volunteers and contributes to their long-term performance. The relevance of the topic is also emphasized by its importance for social stability and recovery in the post-conflict period. Thus, the study of the structure of psychological health of volunteers is a key aspect of supporting society in the face of military challenges.

The purpose of our article is to provide a theoretical and empirical analysis of the structure of psychological health of volunteers in wartime. Виклад основного матеріалу.

Psychological health is defined in psychological science as a state of inner well-being that allows a person to effectively cope with stress, work productively, and realize their potential. It is not only the absence of mental disorders, but also the ability to maintain harmonious relationships, adapt to changes, and overcome life's challenges. The main criteria for psychological health are emotional stability, self-acceptance, self-realization, and autonomy. In scientific research, it is often viewed as a dynamic state that changes depending on external and internal factors. Psychological health also includes a balance between personal needs, social demands, and life values. Maintaining it is considered an important aspect of a person's overall well-being.

The activities of volunteers during the war have a number of features that are reflected in scientific works [3; 5; 6]. In particular, researchers note that volunteering in the context of armed conflict contributes to the resilience of both volunteers and those they help. Active participation in volunteering develops responsibility, creativity and the ability to navigate resources and ways to mobilize them [2; 3].

At the same time, in times of war, volunteers face increased risks to their own safety and health [4; 6]. Scientists also emphasize the importance of legal protection of volunteers during war. In particular, they analyze the rights of volunteers to security, inviolability and social guarantees, which are critical to ensuring effective and safe volunteer activities [7; 10].

In addition, researchers draw attention to the need to support the psychological health of volunteers, as they often face emotional burnout and stress [3; 5; 6]. Understanding the structure of volunteers' psychological health will make it possible to develop a high-quality system of psychological support and training in self-regulation techniques, which are important aspects of ensuring the resilience of volunteers in war [5; 7].

Thus, scientific works emphasize that volunteer activity during war is complex and multifaceted, requiring proper support, legal protection and attention to the psychological well-being of volunteers [2; 3; 6]. Volunteer activity is a key component of society's support in a military conflict, but it has a significant impact on the psychological health of participants. Modern research, such as the works of R. Lazarus (stress theory) [1], T. Hobfall (resource theory) [2], and Ukrainian researchers (in particular, V. Moskalenko and O. Melnyk) [3], emphasizes that volunteers are often exposed to chronic stress due to high emotional involvement, lack of resources, and a significant amount of tasks.

For example, a study by the Center for the Study of Posttraumatic Stress at Harvard University found that more than 40% of volunteers in crisis situations develop mental recognition, anxiety, and depression [4]. In the Ukrainian context, since the outbreak of war in 2022, the number of cases of professional development among volunteers has been increasing, which confirms the work of scholars such as O. Shevchenko [6] and other Ukrainian researchers, including V. Moskalenko and O. Melnyk [3], who study the specifics of volunteers' adaptation to conditions of chronic stress and high emotional stress. Their works emphasize the importance of developing such qualities as resilience, emotional stability and self-regulation, which are key to ensuring effective volunteer activities [3; 6]. Scientists also emphasize the need to implement support programs that help to increase the level of professional competence of volunteers and ensure their long-term functioning in war conditions [5; 6].

Attention is also focused on the phenomenon of "secondary traumatization", when volunteers, due to constant contact with people who have experienced traumatic events, begin to experience symptoms of PTSD (post-traumatic stress disorder) themselves [9]. For example, O. Savychenko and co-authors studied the difficulties and resources of mental health of Ukrainian volunteers during the war. Attention is focused on three areas of volunteering: helping the military, civilians, and animals [5]. The researcher's empirical study focuses on the general state of mental health of volunteers, psychological difficulties and resources. Mental health depression is associated with disorders such as depression, anxiety, sleep disorders, stress, and burnout, while flourishing is associated with stress management, emotional regulation, and post-traumatic growth [5].

T. Shevtsova presented the results of an empirical study of the psychological self-preservation of volunteers with different lengths of service. It was determined that with increasing experience of volunteering, the level of subjective stress increases and the sense of psychological security decreases [6]. At the same time, there is a higher level of presence and search for meaning in life, which can serve as a resource for overcoming the negative effects of stress [6].

A study conducted in 2024 aimed to assess the extent and characteristics of the prevalence of neurotic and stress-related disorders among volunteers during the Russian-Ukrainian war [8]. It was found that the main risk factors are a sense of lack of perspective, inability to adapt to a new environment, deteriorating living conditions, and interpersonal conflicts [8]. These factors increase the vulnerability of volunteers to the development of mental disorders, which emphasizes the need to implement psychological support systems and raise awareness of their own mental health [8].

The methodological recommendations of L. Karamushka emphasize the importance of stress management, interaction with the social environment, involvement in useful professional and volunteer activities, as well as self-realization as key components of supporting the mental health of an individual during war [7]. The author emphasizes the need for a multilevel approach to psychological intervention, which includes work at the level of the individual, group, organization and community [7].

In general, scientific research shows that volunteering during war is accompanied by significant psychological challenges that can negatively affect the mental health of volunteers [3; 5; 6; 8]. At the same time, the presence of meaning in life, effective coping strategies and social support are important resources for maintaining their mental well-being [5; 6]. This emphasizes the need to study the structure of volunteers' psychological health and to develop and implement specialized psychological support programs aimed at increasing the resilience and adaptive capabilities of volunteers in difficult wartime conditions [7; 8]. The psychological health of volunteers is a multifaceted structure that includes interrelated components that ensure their resilience and effectiveness in their work. One of the key elements is emotional stability, which implies the ability to remain calm and self-controlled in stressful situations, as well as to effectively regulate one's own emotions. Equally important is the level of cognitive flexibility that allows you to adapt to new circumstances, think strategically and find creative solutions in the face of uncertainty. Social competence provides the ability to interact effectively with others, support, empathize and build trusting relationships, which is especially important for teamwork and helping people.

The level of stress resistance is important for volunteers, as their activities are often accompanied by high emotional and physical stress. This quality allows them to withstand prolonged workloads without losing efficiency and maintaining mental health. Personal resources, such as self-esteem, self-confidence, motivation, and awareness of one's role in society, also play a significant role as sources of inner strength. Psychological health is closely linked to physical well-being, so regular rest, physical activity, and a balanced diet help maintain strength and reduce the impact of stress. Another important factor is social support from colleagues, friends, or family, which helps reduce psychological stress and creates conditions for emotional recovery. Thus, the structure of volunteers' psychological health is formed through the

harmonious interaction of emotional, cognitive, social and physical aspects, and is reinforced by external support and internal motivation. The balanced development of these components is the basis for successful volunteering and personal well-being. We have created a structure of psychological health of volunteers (Table 1).

Table 1

Structure of psychological health of volunteers

Category	Components	Type
Emotional Stability	Managing emotions,	Internal
	Maintaining calm under pressure	
Coping Mechanisms	Use of relaxation techniques,	Internal
	Psychological tools for self-help	
Social Support	Connections with friends and family,	External
	Support from colleagues or peers	
Motivation	Belief in the importance of their work,	Internal
	Goals and values	
Resilience	Ability to adapt to changes,	Internal
	Coping with the environment	
Stress Management	Time planning,	Internal
	Relaxation during work	

Internal components include personal characteristics and individual skills that determine a volunteer's ability to self-regulate and adapt.

Consider emotional stability. Controlling emotions, such as anxiety, fear, or anger, is critical for volunteers working in stressful environments. The ability to remain calm ensures effective decision-making even in critical situations.

As for coping strategies, the effective use of relaxation techniques (meditation, breathing exercises) and psychological self-help tools (emotional journals, cognitive behavioral approaches) helps to reduce stress levels.

Motivation as a component is quite important. Believing in the importance of one's work and clearly defining goals is the basis of intrinsic motivation, which helps to maintain high performance even when volunteers are physically and mentally exhausted.

The next component is resilience. The ability to adapt to changing conditions and resilience to stress are key elements that allow volunteers to remain effective in difficult circumstances.

The stress management component is also important. Scheduling time and activities for emotional relief (hobbies, exercise) helps to preserve the volunteer's internal resources.

As we can see from our table, the vast majority of internal components of volunteers' psychological health are internal. As for the external components, they reflect the influence of the social environment on the volunteer's psychological state. Social support is the component that is responsible for connections with

family, friends and colleagues, which are important sources of emotional resources. Social support provides a sense of belonging, security and compassion, reducing the risk of isolation.

Regarding the relationship between internal and external components. Internal components create the basis for a volunteer's resilience, while external factors reinforce these resources by creating a supportive environment. For example, strong social support can compensate for the lack of internal coping strategies, and a high level of internal motivation allows for more efficient use of external resources.

The psychological health of volunteers in wartime is the result of a complex interaction of internal (emotional stability, coping strategies, motivation, resilience, stress management) and external (social support) factors. To ensure their resilience to challenges, a systematic approach is needed, including teaching self-regulation skills, creating a supportive social environment, and providing resources for recovery. Further research could focus on the development of support programs for volunteers that address their specific needs.

We created a questionnaire to study the peculiarities of the structure of psychological health of volunteers working in war conditions. Block 1: Emotional state. The block consisted of questions aimed at assessing the level of emotional exhaustion of volunteers, the frequency of stressful experiences and the effectiveness of emotion management. It allowed us to identify the most common emotional challenges faced by respondents. Block 2: Social support. The purpose of this block was to study the level of social support that volunteers receive from family, friends and colleagues. The importance of social connections in the context of their emotional well-being was also studied. Block 3: Motivation and resources. In this block, respondents assessed the sources of their motivation, as well as the availability of resources (time, energy, information) needed to fulfill their volunteer duties. The questions allowed us to identify both internal and external factors that affect motivation and performance. Block 4: Stress management and recovery. The block consisted of questions about the methods of recovery that volunteers use after stressful days. It covered aspects of rest planning, regularity of relaxation, and effectiveness of the chosen coping strategies. Block 5: Resilience and Adaptation This block explored the ability of volunteers to adapt to change in a challenging environment and identified key factors that contribute to their resilience. The questions concerned both individual skills and external supportive factors. The questionnaire was structured to provide a comprehensive approach to assessing the psychological health of volunteers, and the answers to the questions allowed us to create a detailed picture of their emotional state, motivation and ability to adapt.

According to the results of the survey of the structure of psychological health of volunteers (Table 2), we have outlined the main features of the psychological state of volunteers working under high stress. According to the results of the survey of the structure of psychological health of volunteers (Table 2), we have outlined the main features of the psychological state of volunteers working under high stress. Regarding emotional exhaustion, about 70% of volunteers reported that they sometimes or often feel emotionally exhausted while performing their duties. This indicates a significant impact of the workload and emotionally stressful working conditions. This high level of emotional exhaustion can be a risk factor for emotional burnout if not properly supported.

The main strategies for coping with stress are the use of relaxation techniques (40%), communication with loved ones (30%), and physical activity (20%). At the same time, 10% of respondents do not have effective coping mechanisms, which indicates the need for training in these strategies.

Table 2.

Results of the survey of volunteers' psychological health

№	Blocks	Key Results
1.	Emotional State	70% experience emotional burnout sometimes or often.
2.	Social Support	50% regularly receive support from family, 20% – do not receive any.
3.	Motivation and Resources	50% are motivated and enjoy their work, 30% – depend on other people.
4.	Stress Management and Recovery	50% use self-recovery methods, 40% rarely find time for rest.

5.	Resilience and Adaptation	40% rate their adaptation as high, 10% experience difficulties adapting.
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Only 50% of volunteers receive regular support from their families, while 30% rarely experience it and 20% do not receive it at all. Support from fellow volunteers is recognized as critical for 60% of respondents. This emphasizes the importance of the social environment for the emotional stability of volunteers.

Intrinsic motivation factors dominate among volunteers: 50% consider the sense of significance of their work to be the main source of motivation, 30% - gratitude of the people they help, and 20% - moral satisfaction. This indicates a strong internal orientation that keeps them active.

Only 40% of volunteers always have sufficient resources to fulfill their duties, while 30% often face a lack of time, energy or information. This creates additional stress and can reduce their effectiveness.

The main methods of recovery are sleep (50%), exercise (30%) and hobbies or socializing (20%). However, many volunteers say that it is difficult for them to find time for regular rest. Only 40% manage to rest every day, which indicates the need to promote a healthy work-life balance. Most volunteers rate their ability to adapt to changes as high (40%) or very high (20%). At the same time, 30% consider their adaptive capacities to be medium, and 10% - low. This indicates that some volunteers need additional support to increase their resilience.

The key factors of resilience identified by the volunteers were the support of colleagues (50%), intrinsic motivation (30%) and individual stress management skills (20%). This emphasizes the importance of both social and internal support in shaping psychological health.

Conclusion. The psychological health of volunteers is a multifaceted structure that includes emotional, cognitive, social and physical components that interact to ensure their resilience and effectiveness. The main challenges for volunteers are high levels of emotional exhaustion, chronic stress, and the risk of post-traumatic stress disorder. At the same time, internal factors such as motivation, resilience, and the ability to manage stress are powerful sources of resilience. Social support from family, friends, and colleagues plays a critical role in reducing psychological burden, but only half of volunteers have access to regular support. Lack of resources, such as time, energy and information, remains a widespread problem that exacerbates stress. The study found that sleep, physical activity, and relaxation techniques prevail among recovery methods, although many volunteers lack time for regular rest. The ability to adapt and intrinsic motivation provide resilience to challenges, but additional support is needed to increase resilience.

The results of the survey showed the importance of a comprehensive approach to supporting the psychological health of volunteers, including training in self-regulation skills, providing resources for recovery and creating a favorable social environment. Supporting volunteers is critical not only for their well-being, but also for ensuring effective assistance in the context of military conflict. This study emphasizes the need for further research on this topic to develop strategies to help volunteers successfully cope with the challenges.

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THEORETICAL ANALYSIS OF THE PROBLEM OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF INFORMATION TECHNOLOGY WORKERS IN THE CONDITION OF UNCERTAINTY

Стаття присвячена дослідженню соціально-психологічної адаптації працівників сфери інформаційних технологій в умовах невизначеності. Розглянуто основні теоретичні підходи до розуміння адаптаційних процесів, зокрема, психоаналітичний підхід, модель стресу та копінг, біопсихосоціальна модель та концепція адаптаційного потенціалу. Підкреслюється важливість розвитку внутрішніх ресурсів особистості, таких як стресостійкість, адаптивні здібності та самооцінка, для успішної адаптації в умовах кризи. Проаналізовано досвід зарубіжних та вітчизняних компаній у впровадженні програм підтримки працівників, що включають психологічне консультування, тренінги з управління стресом, соціальні ініціативи та гнучкі умови праці. Особливу увагу приділено комплексному підходу до підтримки, який охоплює як індивідуальні, так і колективні потреби. Підкреслюється роль відкритого спілкування, професійного розвитку та заходів, спрямованих на зміцнення фізичного і психічного здоров'я. Окреслено важливість регулярного моніторингу стану працівників для своєчасного надання необхідної допомоги. Висвітлено практичні аспекти адаптації та подолання стресових факторів у кризових умовах, таких як військовий конфлікт. Зроблено висновок про необхідність впровадження комплексних програм підтримки, які допоможуть зберегти психічне здоров'я працівників та забезпечити ефективне функціонування сектору інформаційних технологій та комунікацій. Представлені результати можуть бути корисними для розробки стратегій підтримки персоналу в кризових ситуаціях. Впровадження ефективних методів адаптації допоможе створити здорове робоче середовище, що сприятиме підвищенню продуктивності праці та зниженню рівня професійного вигорання. Підтримка здоров'я працівників у кризові періоди має особливе значення для мінімізації негативних наслідків стресу і тривоги, а також для запобігання психологічним травмам і збереження професійного потенціалу.

Ключові слова: адаптація, стресостійкість, копінг-стратегії, соціально-психологічна адаптація, невизначеність.

The article is focused on the study of socio-psychological adaptation of information technology workers in conditions of uncertainty. The main theoretical approaches to understanding adaptation processes are considered, in particular, the psychoanalytic approach, the model of stress and coping, the biopsychosocial model and the concept of adaptive potential. The importance of developing internal resources of a personality, such as stress resistance, adaptive abilities and self-esteem, for successful adaptation in times of crisis is emphasised. The experience of foreign and national companies in implementing employee support programmes, including psychological counselling, stress management training, social initiatives and flexible working conditions, is analysed. Particular attention is paid to an integrated approach to support, which covers both individual and collective needs. The role of open communication, professional development and measures to promote physical and mental health is highlighted. The importance of regular monitoring of the employees' condition for timely provision of the necessary assistance is outlined. The article highlights the practical aspects of adaptation and overcoming stress factors in crisis conditions, such as military conflict. The conclusion is drawn that it is necessary to implement comprehensive support programmes that will help preserve the mental health of employees and ensure the effective functioning of the information technology and communications sector. The presented results may be useful for developing strategies to support staff in crisis situations. Implementation of effective adaptation methods will help create a healthy work environment that will increase productivity and reduce the level of professional burnout. Supporting employees' health in times of crisis is of particular

importance to minimise the negative effects of stress and anxiety, as well as to prevent psychological trauma and preserve professional potential

Keywords: adaptation, stress resistance, coping strategies, social and psychological adaptation, uncertainty.

Statement of the problem. The relevance of the topic of socio-psychological adaptation of information technology and communication workers in the face of uncertainty is due to a number of social, economic and psychological factors. The military conflict creates extremely difficult conditions for maintaining mental health and effective professional activity, especially for employees whose work requires high concentration, creativity, and stress resistance. The information technology and communications sector plays a key role in supporting critical infrastructures, digitalisation and economic development, making the adaptation of its employees a strategic priority. Changes in the work environment, the need to relocate, anxiety about the safety of loved ones, and uncertainty about the future pose new challenges for employees. The lack of appropriate support mechanisms can lead to professional burnout, reduced productivity and poor psychological well-being. That is why research into support strategies, such as flexible working conditions, psychological counselling and the development of coping strategies, is essential to maintain the efficiency of the industry and the well-being of its employees. This topic is of practical importance for both companies and society as a whole, as ensuring the sustainability of the industry contributes to overall social and economic development.

Analysis of recent research and publications. The problem of social and psychological adaptation of an individual has been the subject of consideration of many scientific concepts. J. Piaget distinguished the concepts of adaptation as a process by which a person adapts to new environmental conditions and assimilation - a change in environmental components in accordance with the structure of the organism or in accordance with the behaviour of the subject.

The influence of adaptive capacities depending on individual psychodynamic properties was considered in the concepts of H. Eysenck and G. Allport.

In his scientific works, A. Nalchadzhyan studied the problem of adaptation, social and psychological adaptation, adaptive functions of self-awareness and adaptive strategies.

Domestic psychologists have studied adaptation and socio-psychological adaptation in terms of its resultant and procedural significance. V. Romenets considered adaptation as a subject's creativity. I. Revasevych designed a model of the psychological structure of personal adaptability as an integral form of personality's vital activity. On the one hand, adaptability is determined by the relationship between the individual and the environment, and on the other hand, by the characteristics of the individual's inner world.

I. Chukhriy studied the phenomenon of over-adaptation of people with disabilities as the use of excessive internal potential to adapt to the environment by overcoming the consequences of disorders of the musculoskeletal system.

The purpose of the article is to theoretically comprehend the socio-psychological adaptation of information technology and communication workers in conditions of uncertainty, to consider the main approaches to understanding adaptation processes, and to analyse the practical aspects of overcoming stress factors and implementing support programmes to maintain mental health and improve the efficiency of their professional activities.

Outline of the main material. Socio-psychological adaptation is the process of adapting an individual to changing conditions of the social environment in order to maintain mental health and function effectively in society.

Socio-psychological adaptation is an important aspect of human functioning in society, especially in conditions of significant changes and stressful situations, such as military conflict. In the scientific literature, this concept is considered from different perspectives, taking into account various theoretical approaches and models. The psychoanalytic approach (S. Freud, A. Adler, C. Jung) focuses on internal conflicts and unconscious processes that affect an individual's behaviour and adaptation. In particular, defence mechanisms such as displacement, rationalisation, and projection can be used by IT and communications professionals to overcome stress and psychological discomfort in war. From a psychoanalytic point of view, stressful situations can trigger the activation of subconscious defence mechanisms that temporarily reduce emotional stress, but at the same time can impede full adaptation. It is important for employees to be able to recognise these mechanisms and find healthier ways to respond to stress. In this context, the role of psychological support in organisations becomes extremely important, as it helps to identify and overcome barriers arising from the use of unconscious defence strategies. Stress management strategies used by IT and communications workers can vary from cognitive-behavioural

methods to meditation practices and peer support. Adapting to war requires not only professional skills, but also the ability to flexibly adjust psychologically, which will ensure stability in difficult conditions. In addition, effective adaptation strategies include stress management training and the development of emotional intelligence to facilitate interpersonal communication in crisis situations. Therefore, it is important to create specialised psychological support programmes aimed at improving employees' stress resistance and adaptive capacities in crisis situations.

Research on this topic focuses on understanding the mechanisms, factors and strategies that ensure successful adaptation of individuals to new conditions. R. Lazarus and S. Folkman: In their work 'Stress, Appraisal and Coping' (1984), they consider adaptation as a process of interaction between the individual and the environment, where stressful situations are evaluated in terms of possible resources and coping strategies. Coping strategies can be problem-oriented (aimed at changing the situation) and emotion-oriented (aimed at reducing emotional discomfort). R. Lazarus and S. Folkman emphasise that adaptation to stressful situations depends on how an individual assesses the situation and his or her ability to overcome it. They distinguish two main types of coping strategies: problem-oriented, which focus on changing the stressful situation or eliminating it, and emotion-oriented, which help reduce emotional discomfort without changing the situation itself. These strategies can vary depending on individual characteristics as well as the social context. In particular, people who use problem-focused strategies may be more effective in environments where there is an opportunity to change the situation or find a solution to the problem. In contrast, emotion-focused strategies are often used when an individual cannot change the situation but is looking for ways to cope with the emotional effects of stress. Support from the social environment is also an important part of this process, as it can help to choose effective coping strategies.

Biopsychosocial model of adaptation: considers adaptation as a process that includes biological, psychological and social components. For example, G. Engel (1977) argues that in order to understand health and illness, it is necessary to take into account the complex influence of biological, psychological and social factors. Engel's biopsychosocial model of adaptation emphasises the importance of integrating different aspects of human existence to understand adaptation processes. It argues that health and illness cannot be viewed through the prism of biological or psychological factors alone; the interaction of all three components must be taken into account. According to this model, biological factors such as genetics, physiology and health status interact with psychological aspects such as emotional state, cognitive processes and individual coping strategies. Social factors, such as family support, cultural norms and social environment, are also critical in the adaptation process, as they can both amplify and reduce the impact of stressors. This holistic approach allows for a deeper understanding of individual variations in adaptation processes and emphasises the importance of an interdisciplinary approach to health care and health promotion.

G. Tard, E. Fromm, D. Mead and other researchers in the social psychology field consider adaptation through the prism of social roles and relationships. They study how social contexts and interactions affect adaptation processes. Adaptation through the lens of social roles and relationships is an important component of the social and psychological process. The researchers emphasise that adaptation does not occur only at the individual level, but is the result of the interaction of the individual with the social environment. The social roles that individuals play in society determine their behaviour, attitudes to change and ways of adapting to new conditions. Interactions with other people, as well as cultural and social contexts, influence how individuals experience stress and adapt to change. Vygotsky emphasised the importance of the social context for personal development, as it is through interactions with other people that mental health and adaptive strategies are formed. Thus, adaptation is a complex process that depends on many factors, including social ties, cultural norms and role expectations.

The problems of human adaptation are developed on the basis of neo-behaviourism (N. Miller, J. Dillard, R. Sears) and branches of psychoanalytic psychology related to cultural anthropology (R. Benedict, M. Mead), psychosomatic medicine (F. Alexander, T. French); modern theories of adaptation and coping behaviour (M. Chaturvedi; L. Kahle, R. Lazarus; S. Folkman; R. H. Moos, J. A. Schaefer); positive psychology, which considers adaptation as a process of 'positive adaptation' or 'post-traumatic growth' of a person in difficult life situations (R. Tedeschi, L. Calhoun, S. Joseph, P. Linley, C. Peterson, N. Park, N. Pole, M. Seligman). Western psychology considers the problems of human adaptation through a number of different theoretical approaches, including neo-behaviourism, psychoanalytic psychology, cultural anthropology and positive psychology. Within neo-behaviourism, Miller and Dillard focus on external stimuli and the environment, emphasising that adaptation is the result of learning through stress and negative events. Psychoanalytic approaches, whose representatives, such as R. Benedict and M. Mead,

focus on internal mental conflicts and cultural norms that shape behaviour and adaptation strategies. Theories related to psychosomatic medicine (F. Alexander, T. French) explain adaptation through the interaction between physiological and psychological aspects, considering stress as a result of a violation of this balance. Modern theories of adaptation and coping behaviour, such as the works of R. Lazarus and S. Folkman, focus on coping mechanisms, dividing them into problem-oriented and emotion-oriented strategies. Positive psychology, in particular the concept of post-traumatic growth (R. Tedeschi, L. Calhoun), sees difficult life situations as an opportunity for personal development and strengthening of internal resources, which allows one to adapt to new conditions and even surpass previous achievements.

In this context, the practical experience of psychological work with the population in countries experiencing the consequences of military conflict, such as Israel and Georgia, is also important. This experience shows that it is necessary to work not only with direct victims of war, but also with their families, communities and the country as a whole. An important task is to increase their psychological resilience, which includes trust in the authorities, mutual trust, as well as knowledge and understanding of their capabilities and security resources (M. Doron, D. Javakhishvili, N. Sarjveladze). Practical experience of psychological work with the population in countries experiencing the consequences of military conflict, such as Israel and Georgia, shows the need for a comprehensive approach to supporting victims. It is important to work not only with the direct victims of war, but also with their families, communities and other social groups, as stressful situations caused by war affect all levels of society. One of the key tasks is to increase the psychological resilience of the population, which includes not only individual resources but also social factors such as mutual trust and support among people. Psychological resilience depends on the ability to adapt in the face of constant change, restore normal social ties and institutional support. One of the key aspects of this resilience is trust in the authorities, which contributes to a sense of security in the community. An important element is teaching the population to recognise their capabilities and security resources, which reduces anxiety and stress. Studies conducted by scholars such as M. Doron, D. Javakhishvili and N. Sarjveladze show that effective psychological assistance programmes should include not only individual work but also collective support. In addition, it is important to develop social activity and interaction, which allows for the creation of sustainable social networks that support recovery processes. This allows not only to cope with the consequences of the war, but also to prepare society for further challenges. In general, the support strategy should be aimed at developing collective resilience, which includes social cohesion, mutual support and readiness for self-help in crisis situations.

Among Ukrainian scholars, the problem of socio-psychological adaptation has been covered by Chukhriy I.V., Vizniuk I.M., Gubina A., Kushnikova S., and Zagariychuk [15,1,2]. I.M. Vizniuk studies the socio-psychological adaptation of an individual in the context of health maintenance. Her work considers aspects related to mental and physical health, as well as the impact of the social environment on adaptation processes. Tkachyshina O. highlighted the problem of peculiarities of social and psychological adaptation of an individual in crisis situations [11,12,13], and Nesterenko V.O. studied the peculiarities of social and psychological adaptation in a professional team [8]. L.M. Korobka studies the social and psychological adaptation of communities to the conditions and consequences of military conflict. She emphasises the importance of collective mechanisms of adaptation and support, as well as the role of social cohesion in overcoming the consequences of conflicts [6]. The problem of socio-psychological adaptation is an important topic in Ukrainian research, as it covers not only individual aspects but also collective mechanisms of overcoming stressful situations. Chukhriy I.V. and Shevtsov A. study the psychological mechanisms of social adaptation of young people with disabilities, in particular, how to adapt to new social conditions and realities. Vizniuk I.M. emphasises the importance of health in adaptation processes, noting the importance of mental and physical well-being in the face of environmental change. She also draws attention to the importance of social support for the successful adaptation of individuals in society.

A. Gubina and S. Kushnikova focus on the phenomenon of individual adaptation to the conditions of modern society, in particular in the context of technological change and social tension. Their research shows how social transformations affect adaptation processes. Tkachyshina O. studies adaptation in crisis situations, focusing in particular on the psychological mechanisms of stress and coping that allow individuals to adapt to extreme conditions.

Nesterenko V.O. considers adaptation in the professional environment, studying the importance of team support in stressful situations in the workplace. Her work highlights the connection between professional adaptation and psychological comfort in the team, which is important for maintaining efficiency and effectiveness. In her research on the impact of military conflicts on social and psychological adaptation, L.M. Korobka points out the importance of collective support, social cohesion and the role of

NGOs in helping those who have survived the crisis. She emphasises the importance of restoring social ties and resources in the process of post-conflict adaptation.

Research on social and psychological adaptation in Ukraine also includes the study of adaptation strategies of young people facing difficulties in the transition to adulthood. These strategies include, in particular, the development of emotional resilience, self-regulation skills and interaction with the environment. It is also important to raise awareness among young people about possible psychological risks and ways to overcome them. In this context, social programmes aimed at psychological support and stress prevention play an important role. In general, these studies help to better understand the need to integrate psychological support into various social institutions for effective adaptation of individuals to change. All of these studies demonstrate how social and psychological adaptation is a complex and multifaceted process that includes not only individual but also collective strategies.

The theoretical analysis of domestic and foreign theories of socio-psychological adaptation shows that both approaches have their own unique emphases and ways of understanding adaptation processes. Domestic research focuses on social relationships, the role of the social environment and collective mechanisms of adaptation, in particular in the context of military conflicts. It is important to approach adaptation as a process of social cohesion and support that helps to cope with the consequences of the crisis. In turn, foreign theories offer comprehensive models that take into account biopsychosocial components, including psychological resources, social ties and individual coping strategies. They emphasise the importance of subjective assessment of stressful situations and the use of various coping strategies to reduce emotional discomfort. Both approaches also pay attention to the development of internal resources, such as stress resilience, self-esteem and adaptive abilities. They recognise the importance of social support and interaction with other people for successful adaptation in the face of change and crisis. Given the current realities, especially in the context of armed conflict, the integration of different approaches is important for the development of effective adaptation strategies at both the individual and collective levels. In particular, Ukrainian research highlights the importance of adaptation in wartime and ensuring the psychological resilience of the population. Thus, social and psychological adaptation is a multifaceted and complex process that requires attention to various aspects, including social, psychological and cultural factors.

In wartime, IT and communications professionals face numerous challenges that require special support measures. Existing support programmes include different approaches to addressing psychological and social problems that arise in times of crisis. Foreign companies, such as Google, Microsoft and Amazon, are actively implementing psychological support programmes that include individual and group counselling, stress management training, and resilience building programmes. Domestic companies, such as SoftServe and EPAM, are also implementing employee support initiatives, including access to psychological counselling and social support programmes.

Psychological support programmes for IT and communications workers in times of uncertainty should be comprehensive and address different needs. Such programmes should include individual counselling by qualified psychologists to help identify and resolve psychological problems in a timely manner, regular group sessions to develop stress management skills and build resilience, and training to help learn relaxation, meditation, and cognitive behavioural techniques.

Social initiatives are an important aspect of supporting adaptation, as they help to strengthen team spirit and create a positive working environment. Organising social events, such as corporate meetings, workshops and activities, helps to bring the team together, and transparent and open communication between management and employees reduces anxiety and uncertainty.

Flexible working conditions are essential in times of uncertainty. Providing remote work options, flexible working hours that take into account the needs of employees, and support for those who are forced to relocate create comfortable conditions for maintaining psychological and physical health.

Professional development and training are important components of adaptation processes. Training, professional development courses, and career opportunities motivate employees and help reduce stress levels. It is also important to support employees' physical health, which includes organising sports events, yoga and meditation classes, as well as providing access to medical services.

In addition, to effectively manage crisis situations, companies should develop support policies that take into account both individual and collective needs of employees. Regular monitoring of staff conditions helps to respond to problems in a timely manner, and open dialogue between employees and management helps to create an atmosphere of trust.

Additionally, cultural sensitivities and specific needs of employees should be taken into account, adapting programmes to meet their expectations. Effective social and psychological adaptation is only

possible with an integrated approach that takes into account the professional, social, psychological and physical aspects of employees' lives.

Conclusions and Prospects for Further Research. In today's world, the information technology and communications sector plays a critical role in ensuring the functioning and development of society. Employees in this sector make a significant contribution to various areas of life, from business and education to medicine and public administration. However, in wartime, they face unique challenges that affect their social and psychological adaptation and performance.

Having examined the main theoretical approaches to psychosocial adaptation, including the psychoanalytic approach, the stress and coping model, the biopsychosocial model and the concept of adaptive capacity, we have realised the importance of a comprehensive approach to this problem. Adaptation includes biological, psychological and social components that interact in the difficult conditions of military conflict.

An analysis of existing support programmes for IT and communications workers, both domestic and foreign, showed the need for comprehensive measures. Individual and group counselling, stress management training, professional development support, social initiatives, and flexible working conditions are key components of effective support. It is especially important to provide access to psychological counselling, organise sports events, provide medical services and create conditions for remote work.

The management of IT and communications companies should develop policies to support employees in times of crisis, regularly assess the condition of employees, and maintain open communication. This will reduce anxiety and increase trust within the company.

In summary, we can conclude that the social and psychological adaptation of IT and communications workers in the face of uncertainty is a complex and multifaceted process. To ensure their mental health and effective work, it is necessary to implement comprehensive support programmes that take into account both individual and collective needs. The development of such programmes and the implementation of effective strategies will allow companies to operate successfully even in difficult conditions, ensuring the stability and development of the industry.

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ECO-ART-THERAPY AS A MEANS OF PSYCHOLOGICAL HEALING OF THE INDIVIDUAL IN THE CONDITIONS OF MODERN CHALLENGES

У статті пропонується характеристика екологічного підходу в арт-терапії, що позначається як еко-арт-терапія. Представлено інноваційний метод арт-терапії, який спрямований на відновлення глибинного зв'язку людини з природою через творчу діяльність. На основі теоретичного аналізу сучасних наукових досліджень визначено основні напрями вивчення проблеми застосування еко-арт-терапії як засобу зміцнення особистості в умовах сучасних викликів, наголошено на важливості усвідомлення зв'язку між людиною та довкіллям, формування екологічного мислення і свідомості та знаходження шляхів оптимального відновлення та зміцнення особистості.

У статті представлено новий підхід до проведення арт-терапевтичних занять, пов'язаний з виходом клієнтів за рамки психологічного кабінету, їх прогулянками на природі, пошуком та використанням природних матеріалів, об'єктів, створенням на їх основі різних творчих продуктів. Цей підхід поєднує в собі природне середовище, мистецтво, творчість та терапевтичні техніки. Основна ідея такого арт-терапевтичного підходу полягає у пошуку засобів самовираження в природному середовищі, які сприяють досягненню свого способу контакту зі світом, подоланню наслідків відчуження людини від природи та вирішенню актуальних психологічних проблем.

Стаття містить теоретичні положення та практичні рекомендації щодо застосування арт-терапії в контексті взаємодії з природним середовищем. Визначено особливе місце еко-арт-терапії в розвитку екологічної свідомості особистості. Проаналізовано сучасні тенденції практичного застосування еко-арт-терапії, наведено низку еко-арт-терапевтичних технік. Виявлено основні передумови виникнення еко-арт-терапії, особливості еко-арт-терапії як методу, описано завдання еко-арт-терапії, основні умови і терапевтичні механізми еко-арт-терапії, форми реалізації та техніки еко-арт-терапії, а також представлено системні ефекти еко-арт-терапії.

Ключові слова: арт-терапія, еко-арт-терапія, творчість, природне середовище, середовищна творча активність, творчий продукт.

The article offers a description of the ecological approach in art-therapy, which is referred to as eco-art-therapy. An innovative method of art-therapy is presented, which is aimed at restoring the deep connection between man and nature through creative activity. Based on the theoretical analysis of modern scientific research, the main areas of study of the problem of applying eco-art-therapy as a means of personal healing in the conditions of modern challenges are determined, the importance of awareness of the connection between man and the environment, the formation of ecological thinking and consciousness, and finding ways of optimal recovery and personality healing.

The article presents a new approach to conducting art-therapy classes, which is connected with clients going beyond the framework of the psychology office, their walks in nature, the search and use of natural materials, objects, and the creation of various creative products based on them. This approach combines the natural environment, art, creativity and therapeutic techniques. The main idea of this art-therapeutic approach is to find means of self-expression in the natural environment, which contribute to the understanding of one's way of contact with the world, to overcome the consequences of alienation of a person from nature, and to solve current psychological problems.

The article contains theoretical provisions and practical recommendations for the use of art-therapy in the context of interaction with the natural environment. The special place of eco-art-therapy in the development of the ecological consciousness of the individual is determined. Modern trends in the practical application of eco-art-therapy are analyzed, and a number of eco-art-therapy techniques are given. The main prerequisites for the emergence of eco-art-therapy, the peculiarities of eco-art-therapy as a method, the tasks of eco-art-therapy, the main conditions and therapeutic mechanisms of eco-art-therapy, forms of

implementation and techniques of eco-art-therapy are described, as well as systemic effects of eco-art-therapy are presented.

Key words: art-therapy, eco-art-therapy, creativity, natural environment, environmental creative activity, creative product.

Formulation of the problem. In a time of war, when stress, trauma and emotional overload are an integral part of many people's lives, eco-art-therapy becomes an invaluable tool for restoring psychological health and healing. This approach combines the natural environment, art, creativity and therapeutic techniques to provide support and reassurance for those experiencing war trauma and stress.

At the same time, modern studies in the field of anthropology, psychogenetics, and social psychology point to the negative impact of urbanization on the psyche, and thus on the physical condition of both an individual and entire communities. The organization and excessive formalization of space, the uniformity of the surrounding landscape, excessive crowding of people in a limited space, the unfavorable ecological condition of the habitat, the disunity of the urban community and a number of other problems determine the condition of people living in urban areas. In modern urban life, many people lose touch with nature, which can lead to stress and fatigue. Instead, scientists point to the harmonizing influence of the natural environment on humans, emphasizing the need to use the natural environment to improve and stabilize the psycho-emotional state of both individuals and entire communities. Eco-art therapy provides an opportunity to return to nature, perceive its beauty and restore emotional balance.

The purpose of the article is to theoretically substantiate the possibilities of using eco-art-therapy and resources of the natural environment for healing and psychological assistance of the individual in the conditions of modern challenges.

The analysis of the latest researches and publications proves that at the current stage, attention is paid to the study of the outlined problem by both Ukrainian (O. Voznesenska [2], [3], [4], N. Kalka [5], Z. Kovalchuk [5], T. Kurganska [1], G. Odintsova [5], L. Podkoritova [3], M. Sidorkina [4], O. Rozdorozhnyuk [7], O. Tararina [8]), and foreign ones (S. Kellert [9], S. Levine [10], R. London [11], R. Macfarlane [12], S. Peterson [13], P. Shepard [14], E. Ulman [15], E. Wilson [16], [17]) scientists.

Presentation of the main material. In today's world, where stress, anxiety and depression are becoming more and more common, finding methods and techniques for healing and maintaining psychological health is becoming a very important task. One effective and creative approach is eco-art therapy, which combines elements of nature, art, creativity and therapy to support personal growth and psychological healing. In times of war, when people are dealing with traumatic events and losses, eco-art therapy becomes a powerful tool for healing. This art therapy method helps to create a safe and receptive environment where people can feel supported, express their feelings and find meaning in difficult life circumstances.

Scholars define art therapy through the concept of "healing": Art therapy is a method of healing through creative self-expression, where "healing" is the client's achievement of wholeness, a sense of inner harmony, and well-being. Art therapy is a unique, extremely beautiful, ecological, safe and "soft" psychotherapeutic direction, but one that helps the client quickly and effectively realize his own problems, find a resource and create a safe space for harmonious personal growth. A sheet of paper, sandbox, clay or other toolkit is the territory of complete control of the individual, where through creativity he can realize, live, transform himself and his life [2; 3; 4; 5; 8].

Combining the possibilities of nature and art therapy is a new form of personal assistance. It arose with the appearance of land art, when total urbanization led to the actualization of the need of modern city dwellers for close communication with nature. Working in the natural environment provides new opportunities and is a powerful resource. It helps mobilize the internal resources of the individual and strengthen faith in one's own strength, develop independent thinking, the ability to make independent decisions, create one's own life, helps a person to realize possible defeats and problems associated with meeting reality, and ultimately to start a new stage of life. Working in nature provides opportunities to use new materials and means of artistic creativity, in particular, natural materials and various ready-made objects. The natural environment and materials that a person finds can become one of the factors of psychotherapeutic changes [2; 5].

Eco-art-therapy is the newest direction in the work of an art therapist, which involves holding a session outside the usual office, in a natural environment, which involves a walk and a therapeutic search and the use of found objects (cones, stones, leaves, etc.) to create art - objects. Eco-art-therapy is a form of art therapy that uses nature, art, and creativity as tools to restore mental health. It is based on the idea that nature and creativity can play a key role in supporting emotional well-being and healing. Eco-art therapy

is a current direction of art therapy, which involves the creative interaction of people with the natural environment using various types of art - visual activity, movement and dance, music, dramatization (landscape theater and rituals), narrative practices, meditation in the natural environment, and also includes activities related to nature care [8].

Eco-art-therapy helps restore connection with nature, calm emotions and create new opportunities for self-expression. She provides support and hope, helping people to feel joy and harmony in their lives again, to find the inner strength for further development and healing, even during life's most difficult trials.

Eco-art therapy refers to the innovative directions of modern psychological practice and is "a general designation for any methods of treatment and psychophysical harmonization based on human interaction with the natural environment." Eco-art therapy includes a wide range of psychotherapeutic interventions aimed at changing a person's relationship with the natural environment [3].

One of the prerequisites of eco-art therapy is the idea of "ecological" psychology and medicine, the idea of a close, resonant relationship of the human body and psyche with the environment. Eco-art therapy as one of the aspects of "ecological" psychology and medicine can contribute to the spread of new health-preserving approaches. It helps to better understand the complex interrelationships of the human body and psyche with the environment in order to improve the human condition, as well as to change the human attitude towards the environment and its place in it. It can help specialists in the field of mental health, medical workers, teachers to better understand the complex interrelationships of the human body and psyche with the environment in order to more actively use its preventive potential, on the one hand, and take steps to weaken the destructive effects some environmental factors on a person, on the other hand [3; 7].

The ways of interaction of the individual with the natural environment can be different, assuming a variety of positions of the subject in his interaction with the natural world, starting from relatively passive contemplation and ending with acts of active influence on the environment. Environmental activism using art can be one of the vivid forms of self-realization of an individual who acts as an active agent of environmental transformations, according to the concept of S. Levine [10], and has "the basic ability and need... to shape one's living environment. Man differs from other species in that he is not dependent on the specific conditions of the environment, but can shape it himself, focusing on his needs, adapting to different natural environments. Creating the world around him, a person shapes the environment of his life and at the same time shapes himself. The formation of the environment is simultaneously the formation of oneself" [10, p. 23-24].

The direction of human interest in the world of natural objects can be partly explained by the phenomenon of biophilia [9; 16; 17]. This phenomenon explains the persistent need of most people to interact with animals, plants, minerals and other natural objects and processes, which are perceived as a source of welcome energies, vivid sensations and positive emotions, demonstrating the richness and diversity of life forms and its dynamics. The hypothesis of biophilia was first proposed by E. Wilson [16; 17] and further developed by him together with S. Kellert as a designation of "man's innate tendency to emotional response to various manifestations of natural life" [9, p. 31]. S. Kellert suggested that biophilia "is based on a person's dependence on nature, which goes far beyond his physical and material needs and affects his aesthetic, intellectual and even spiritual interests" [9, p. 18].

The pursuit of the "art of biophilia" - environmental creative activity - based on the positive emotional connection of a person with the natural world and his ability to care for it as a living subject, is quite real, because "we have not lost and cannot lose the deep intention of union with by nature. It just needs an adequate expression. The task is not so much to make peace with nature, understanding the metaphysical subtleties of our relationship with it, but to find a more direct and simple way of active contact with nature, which in its own way realizes its healing metaphysics" [16, p. 40].

The goal of eco-therapy is not only to achieve curative and preventive effects (micro-level effects), but also to preserve and improve the environment (macro-level effects) based on the gradual development of the attitude component to nature. This is due to the development of sensitivity to those situations in which natural objects and the environment require active assistance from people and the readiness to provide such assistance for their well-being. Eco-therapy develops in people the perception of themselves as capable of contributing to the care of the environment. Environmental psychology uses the notion of people's participation in the organization of the environment and supports them in an active position in relations with natural objects and landscapes, involving them in planning initiatives, arranging "green areas" and maintaining them in a healthy state. Environmental art, eco-art can be one of the types of activities included in eco-art-therapy programs, along with other types of non-pragmatic activities [2; 3].

Environmental creative activity contributes to the order of the natural environment, which is often perceived as chaotic and beyond the control of man. This can be of particular importance in cases where eco-art therapy classes are organized partially or completely in a natural landscape that has not been transformed by man. Art can help maintain an optimal balance between the natural dynamics of natural processes and the static characteristic of creative products that retain their form and content.

A significant place in environmental psychology is occupied by the concept of environmental personalization, which can be used to justify certain types of creative activity within the framework of environmental and ecological approaches in art therapy.

The personalization of the environment is understood as its individual structuring by a subject or group. Through acts of personalization of the environment, the individuality of subjects and groups is expressed in their spatial and temporal relations with the environment. The concept of personalization of the environment determines the nature of the interaction of the participants of classes with the surrounding natural environment within the framework of environmental art therapy projects. It makes it possible to substantiate the ways of solving such tasks of eco-art therapy as ecological socialization, ecological education, correction of disturbed relations of the individual with the environment, formation of a healthy, mature "I", ecological identity as one of its aspects, improvement of adaptive behavior models based on creative interaction with the environment, acquisition of existential, spiritual orientations and meanings of existence [14; 15].

Within the framework of eco-art therapy, the personalization of the environment is achieved on the basis of artistic and creative activities focused on self-expression in the form of creative interaction with the environment. In the process of creative personalization of the environment, there is objectification ("materialization") of one's individuality in space, active identification with the surrounding space as a result of its creative understanding and transformation. Due to the personalization of the environment, it not only captures the already formed qualities of a person's personality, but also their further growth, development and transformation.

Thus, in the process of creative activity, there is a certain transition from subjective reality, that is, from the individual himself, to objective reality - the surrounding world, and vice versa. "This transition," says V. Rybalka, "occurs in the form of objectification and deobjectification. In the course of objectification, the surrounding objective reality is actively transformed, the objective world is created, in fact, it is psychologized. During the deobjectification of the psychologized objective world, the opposite process takes place - the change of the subject itself, the personality, due to the person's "absorption", "absorption" of an increasingly wide volume of the objective world into himself" [6, p. 61]. So, in creative activity, the creation of both the surrounding world and the personality itself is carried out.

The personalization of the environment can be associated with the introduction of personal markers in the form of images, landscape sculpture, the creation of a "personal space", a personal work area, planting plants that act as symbols of "I". However, the personalization of the environment is not always connected with its physical changes. It can be carried out in the imagination, on the basis of the formation of stable associations and the internal connection of the subject with the natural environment and objects, as well as with the help of creating photographs, preparing and performing personal and group rituals, dance-movement and narrative activity, using landscape, music therapy, which allows you to introduce your own sound into the sound natural landscape [14].

The peculiarities of eco-art-therapy are that, firstly, eco-art therapy is associated with the search by clients for eco-art therapy sessions and the subsequent use of natural or man-made (also found in the environment) objects as the main material and means of artistic and creative activity; secondly, eco-art therapy provides an opportunity to return to nature, perceive its beauty and restore emotional balance. When using eco-art therapy, a certain part of the sessions is related to work in the natural environment, which is outside the art therapy room. At the same time, free or organized movement of clients in this environment can take place, accompanied by the study of its sensory and artistic-aesthetic characteristics, activation of imagination, cognitive and emotional processes based on interaction with objects located in it. Involvement of clients in creative activities allows them to express their feelings and emotions, which may be difficult to express in words [8].

The main conditions and therapeutic mechanisms of eco-art-therapy are:

1. Inclusion of a person or a group of people in the system of defined methods of representation, structuring and symbolic display of the environment.
2. Mastering various types of creative activity.

3. Bodily and emotional living of art, landscape and practical activities in nature with their awareness and understanding in relation to the individual experience of the subject of life activity.

4. Cyclical influence: changes in time of day, season, weather phenomena and emotional states, stages of biological growth and psychosocial development, development of natural communities and human relations.

The main tasks of eco-art-therapy are [2; 3; 4; 5; 8]:

- providing polysensory stimulation and integration of activities of different sensory systems of the body; development of natural sensitivity and self-knowledge;
- voltage relief; many eco-art therapy practices include elements of meditation and concentration, which helps relieve stress and improve mental health;
- activation and development of imagination, creative thinking and intuition. The familiar environment can be perceived by a person in a new way, become a source of discoveries and bright impressions;
- strengthening and deepening of self-awareness, sense of one's own "I";
- expanding the range of artistic and creative possibilities of clients, overcoming stereotyped ideas about the content and direction of the artistic and creative process;
- development of a sense of beauty, enrichment of aesthetic experience;
- improvement of self-regulation skills through active interaction with the environment and its health-preserving resources;
- development of communication skills (including creative communication skills), cohesion and systemic transformation of groups and communities (in group therapy), overall increase in social orientation and activity;
- correction of broken relationships between the individual and the environment, formation of a sense of responsibility for the environment; development of environmental awareness.

Eco-art therapy is implemented through [5]:

- visual and plastic forms (work with space and objects) - assemblages (technique of visual art, which uses three-dimensional details or whole objects that are combined into a picture on a plane), installations, mini-projects, organization of the environment, artistic activity using found objects; drawing pictures on sand using natural elements for decoration: leaves, sticks, flower petals, stones, grass, pine cones; creating sculptures and figures from natural materials such as clay, sand, stones or wood; making mandalas from natural materials.

- poly- and bimodal forms (visual-narrative techniques (creation of artistic texts during or after walks, illustrative "sketches"), work with space and objects of the environment with the participation of music and dance, drama, performance).

Eco-art-therapy can be used in work with children, teenagers and adults, including the elderly. There are various forms of implementation and techniques of eco-art-therapy. This is in particular [5; 8]:

- walks in the natural environment to experience strong emotions and search for associations with further discussion and creation of new creative products;
- the use of certain natural objects both for manipulation and research of their sensory characteristics, and for the creation of new creative products;
- creation of "travel notes" and other artistic texts based on interaction with found natural objects or the natural environment, creation of "road sketches", that is, drawings created directly during walks, when participants of classes go out into nature;
- preparation and conduct of rituals with a specific therapeutic function using found natural objects or in a specific, specially selected natural environment;
- photo and video recording of natural objects and the environment;
- planting plants, creating and arranging gardens, parks, and flowerbeds in order to create a comfortable and safe natural environment.

Eco-art-therapy classes may include various options for working with visual-plastic forms, space, natural and man-made objects that are in it [5; 7; 8]:

- with the use of found objects as symbols and metaphors of the experience and aspects of the self of the participants of the classes, the creation of various compositions from these objects, the creation of personal and group creative products;
- with the implementation of environmental organization projects, for example, with the construction and construction of various objects under the open sky, planting plants, landscape design, etc.;

- with the creation of various narrative products (poems, prose in the form of essays or travel notes) during walks or on the basis of found objects, as well as with the illustration of various narrative material - fairy tales, myths, personal, family and family stories - with the help of found objects.

Eco-art-therapy can include various projects related to the organization of the environment, for example, with the construction and construction of various objects under the open sky, planting plants, landscape design, creating gardens and parks, including landscape sculptures in their environment, and others types of activities.

One of the options of eco-art therapy can be some types of visual-narrative practice, associated, for example, with the creation of various narrative products (poems, prose in the form of essays or travel notes) during walks or based on found objects, as well as with the illustration of various narrative material - fairy tales, myths, personal, family and family stories - with the help of found objects, as well as the creation of so-called "road sketches", that is, such drawings that are created directly during walks, when the participants of classes go out into nature .

Eco-art-therapy is successfully combined with any forms of work. The easiest way is to use natural material to create a herbarium, bouquet, ikebana, oshibana (planar compositions of dried flowers and leaves), installations, etc. Thus, in the process of eco-art therapy, the lived experience is reinterpreted, and objects found in nature serve as material for creating new images. Thus, an autumn leaf picked up in the park often serves as a metaphor for loss or withering, but when transferred to a sheet of paper and surrounded by bright gouache strokes or a composition of dried flowers, it can receive a "new life" and turn into a vivid image that symbolizes rebirth.

In addition, eco-art-therapy classes can be associated with photo and video shooting in a certain environment. To rethink one's own life roles and place in the world - or simply to reflect more thoughtfully on the lessons of nature - allows photo and video therapy methods. It can be a series of pictures or videos, the author of which is the client himself. Or, for example, a photo shoot or a video shoot against the background of one or another landscape. To conduct a session of eco-art therapy in conditions in which a walk in nature is physically impossible (for example, if the client is confined to bed), photos and videos that show certain landscapes or their details can help. This format of work can involve sensory perception to a lesser extent, but, nevertheless, it gives many other possibilities: for example, you can create a collage or a photo book from ready-made photos, and you can use a series of photos to create a story or a fairy tale, etc.

By the way, fairy-tale therapy is also actively used in combination with eco-art-therapy, allowing to "populate" a certain space with new characters or plots. So, for example, you can just walk through the park, take a walk and admire the scenery of the environment, or you can invent a fairy tale, the characters of which will be various objects of nature that you will meet on the way during the walk, with which you can compose an interesting and exciting plot of a fairy tale that will help for the client to find in himself new forces for life and struggle.

Walks in the open air develop in a person - both a child and an adult - the spirit of heroism and adventure, the spirit of creativity, encourage the creation of new creative products. Joint walks of a group of people, accompanied by creative activities, can contribute to their cohesion, restoration of their connection with nature, a connection that is often distorted or lost. Such walks are a way of resuscitating the abilities to communicate with the "spirits of the earth", the "natural cosmos", abilities that are immanently present in the inner spiritual and physical organization of a person.

Walking in search of something interesting - objects, shots, impressions, ideas, fantasies - can also be a way of developing natural sensitivity, the ability to feel the environment, its "field effects", to perceive it as a kind of mirror that reflects the inner properties of a person. Thus, a person develops the ability to notice in the environment, first of all, what resonates with his internal processes, and therefore can contribute to self-knowledge.

For people experiencing stress, walks in the open air help relieve tension, feel the life-giving effect of the natural environment, its healing energy. They can become a factor of emotional awakening and healing of apathetic, closed off from the world, immersed in their protective "shell" patients who were previously unable to feel the beauty and generosity of the surrounding world.

During a palliative art therapy program with cancer patients, C. Peterson recommended that they take pictures of the most and least attractive places and objects while walking around the hospital, after which, after returning to the office, they print out the photos and create based on them photo collage [13].

Art-therapy work in nature adds the possibility of using new materials and means of artistic creativity, in particular, natural materials and various ready-made objects. This is a type of art therapy aimed

at working with the client outdoors: walks in the fresh air, in the park, a trip to the mountains. In the process, there is always a therapeutic search (and then use) of found objects (leaves, branches and other things of branches, cones, stones, leaves) to create art objects. Working with found objects can explore themes of trauma and coping. Found objects can acquire a new life, transform into something new thanks to the creative process. Various forms of interaction with found objects are essentially what artists have always done, giving new life to materials, objects and images.

Working with natural materials, their content, color, form, the client expresses his unconscious in the language of images and symbols, embodied in metaphors. Intuitive creative activity leads to self-discovery, integration and understanding of oneself and others. Also, working in natural conditions provides space for creativity, individual and group work, expressive and symbolic activity, various forms of relaxation and actualization of images of the unconscious.

Eco-art-therapy is especially effective in working with crisis clients. Since walking reduces the level of mental tension and stress in the body, it gives a feeling of unity with nature through emotional fulfillment and self-discovery. The use of eco-art-therapy in working with apathetic clients is effective, as contact with nature allows you to experience aesthetic feelings, fill yourself with energy and a sense of beauty, and accordingly establish a connection with the environment.

Activity in the natural environment can be associated with the creation of diaries (including diaries illustrated with drawings and photographs of the natural environment and objects), biographical essays with increased attention to the description of significant places, the creation of stories, poems based on walks with their subsequent illustration.

The choice of a natural environment for eco-art-therapy is determined by the tasks facing the art therapist when providing psychological assistance to clients.

Usually, natural environments are divided into two types [5]:

- open - sea, river space, steppe, etc.
- closed - forests, mountains, etc.

In terms of psycho-emotional impact, natural environments can be:

- useful-stimulating- cause creative inspiration;
- useful-exciting - cause cheerfulness and optimism;
- useful and protective - they introduce a person into a state of dreaminess and self-absorption;
- useful-inhibiting - immersion in a state of relaxation and complete peace.

Restorative effects are associated with three main types of contact with the natural environment:

- when customers contemplate natural landscapes or objects (including images of nature in paintings, photographs or videos);
- when they are directly immersed in the natural landscape, but occupy a passive position;
- when they are actively involved in a certain activity, interacting with the natural environment.

R. Macfarlane noted; "It seems important to me to ask the following questions about any natural environment that acquires special meaning for an individual: 'What do I understand when I am in this place, what can I not understand when I am in any other place?' and 'What does this place know about me that I don't know about myself?'" [12, pp. 26-27].

Eco-art-therapy is a type of therapy that combines the healing power of nature and art. This type of therapy is particularly effective in dealing with depression, anxiety, and trauma.

In simple words, it is self-knowledge and healing of deep questions in co-creation with nature. Contact with nature returns the psyche to its initial, harmonious state of union with the world, groundedness, and a sense of support.

A number of practices are used in eco-art-therapy [7]:

"Grounding" technique. Instructions: "Find a pleasant natural area for you and pay attention to the ground. Feel your feet touch the ground. Touch the earth with your hands, feel its support and strength. Take a handful of earth in your hands, inhale its smell. Close your eyes: what feelings, memories, associations come to you in contact with the earth?"

"Patterns of nature" technique. Instructions: "Take a photo of the bark of a tree and examine its natural pattern. What symbols and images can you find? What are they about to you?"

"Care" technique. Instructions: "Look around (you can also at home, but better outside) and find a natural object that you can take care of. Perform this act of caring and track your feelings afterward. Which object did you choose? How is he similar to you? How could you take care of yourself?"

"Therapeutic Garden" technique. Creating special therapeutic gardens where people can interact with nature through garden plants, water bodies and sculptures, creating a calm and safe environment for reflection and restoration.

"Ecological rehabilitation" technique. Eco-art therapy can also include ecological projects aimed at restoring damaged natural ecosystems after war. It empowers people to feel part of the recovery process and promotes psychological healing through a sense of meaning and collective action.

After creating a creative product from eco-materials, or in a natural environment (photos, videos, travel notes, etc.), the art therapist can conduct a reflection and discussion session where the client can share his experiences, associations and feelings that appeared in the process of eco-art-therapy.

The systemic effects of eco-art-therapy include [2; 3; 4]:

1. Integration of biological, mental and social factors for the acquisition of integrity, restoration of positive communication with the surrounding world and formation of a sense of security.

2. Increasing the ability to control the environment and responsibility, filling life with meaning based on the ability to consciously and responsibly create the "environment of one's life", where the natural world begins to be understood as a reflection of inner reality.

3. Improving the work of sensory systems, their ability to concentrate intensively, developing sensitivity to the signals of one's body, preventing the occurrence of a possible illness or physical threat, sensitivity to one's own and other people's emotions, expanding perception and vision of the beauty of the world.

4. Formation and reconstruction of family, female/male, professional, group and cultural identity. Existential self-determination with the possibility of obtaining answers to such questions as "Who am I?" "What is/which I? Whose self? Who am I with?". This allows you to realize yourself and your roles in the family, your purpose, place in the team, involvement in cultural values.

5. Development and maintenance of the ability to be creative, to get satisfaction not only from the result, but also from the process itself.

6. Disclosure of creative potential and development of emotional intelligence.

7. Social integration of the individual and the group.

8. Education of tolerance.

9. Development of individual self-expression and the language of constructive communication with nature.

Conclusions. Eco-art-therapy is a powerful tool for healing psychological health in the face of modern challenges. This method combines the natural environment, art, creativity and therapeutic techniques to provide psychological support and recovery for those who need it.

When used correctly, eco-art therapy can become an important component of a healthy and balanced life in today's world.

Prospects for further exploration in this direction. Questions related to the research on identifying the impact of other art therapy methods on the psychological healing of the individual in the conditions of modern challenges require further study.

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STUDY OF STRATEGIES FOR COPING WITH STRESSFUL SITUATIONS IN ADOLESCENTS IN A SITUATION OF UNCERTAINTY

Метою статті є висвітлення стратегій подолання стресових ситуацій у юнацькому віці в умовах невизначеності, яка стає дедалі виразнішою у сучасному соціально-економічному середовищі. В основі дослідження лежить припущення, що юнацький вік є критичним періодом у формуванні життєво важливих умінь і навичок, зокрема й адаптаційних механізмів, необхідних для ефективної реакції на стрімкі зміни та інформаційний тиск. У публікації розглянуто поняття «копінг», що походить від англійського *to cope* — «управляти, давати раду», та розкрито його сутність як комплексу когнітивних, емоційних і поведінкових стратегій, спрямованих на збереження або відновлення емоційної рівноваги. Акцент зроблено на класичні праці А. Лазаруса і С. Фолькман, котрі виокремили дві ключові фази в процесі подолання стресу — оцінку загрози (*primary appraisal*) і оцінку ресурсів (*secondary appraisal*). В українській психологічній традиції (Т.М. Титаренко, С.Д. Максименко, О.А. Кірнос, В.М. Бортник) наголошується на ролі соціально-економічних факторів та підтримки з боку родини й оточення у формуванні індивідуальних копінг-стратегій.

У статті акцентується, що юнацький вік посилено піддається впливу невизначеності, оскільки саме в цей час відбувається вибір професії, встановлення особистісних орієнтирів, розвиток соціальних навичок і самооцінки. Науковці вказують, що підвищений рівень тривоги часто провокує пасивні або емоційно-орієнтовані способи реагування, серед яких найпомітнішими є уникання та імпульсивні дії. Водночас дослідники наголошують на важливості конструктивних форм копінгу (асертивна поведінка, пошук соціальної підтримки, обережне планування), які поліпшують соціальну адаптацію і знижують ризик виникнення деструктивних наслідків. Поряд із тим, деякі автори (Е. Фрайденберг, С. Хобфол) розрізняють «просоціальні» і «деструктивні» стратегії, що дає змогу краще зрозуміти поведінкових копінгів в юнацькому. Виокремлюються й культурні та гендерні чинники: у колективістських суспільствах традиційно більше уваги приділяється взаємній підтримці, а в індивідуалістичних — самостійності та внутрішньому локусу контролю.

Окремим аспектом статті є аналіз застосування теорії збереження ресурсів (*Conservation of Resources Theory*) С. Хобфола, згідно з якою загроза втрати ресурсів (часу, фізичних сил, фінансів, соціальних контактів) може бути рушійним чинником виникнення стресу. Наголошено, що у юнацькому віці дефіцит зазначених ресурсів особливо гостро відбивається на *coping*-поведінці та може спонукати до агресивних проявів або уникання. Щоб підтвердити актуальність зазначених положень, у статті наведено результати емпіричного дослідження з використанням методики С. Хобфола «Стратегії подолання стресових ситуацій (SACS)». В ньому взяли участь 120 юнаків 17–18 років із Вінницької області. Отримані показники засвідчили, що найяскравіше проявляються імпульсивно-агресивні реакції та унікальна поведінка, у той час як асертивність і пошук соціальної підтримки були помірними або недостатньо сформованими в значної частини респондентів. Водночас виявлено, що приблизно третина юнаків все ж тяжіє до конструктивних патернів (асертивні дії, обережні кроки, соціальна відкритість), що вказує на потенціал для цілеспрямованого розвитку просоціальних навичок.

Отримані результати дослідження полягають у тому, що невизначеність сучасного світу, посилена соціально-економічними трансформаціями, створює додаткове навантаження на психіку молодих людей. Для гармонійного розвитку особистості потрібні не лише внутрішні ресурси (зокрема самооцінка, емоційний інтелект, здатність до самоконтролю), а й відповідне сімейне, освітнє та суспільне середовище, в якому молодь матиме «маяки» для орієнтації. Автори статті

підкреслюють важливість вироблення активних, проблемно-орієнтованих стратегій подолання стресу, що дають змогу швидко адаптуватися до нестабільних умов. Окрім того, позитивний ефект має смисловий копінг, який спонукає юнаків до усвідомлення власної ідентичності й сенсу життєвих випробувань. З практичного погляду, результати дослідження дають змогу запропонувати психологам, педагогам і батькам конкретні рекомендації щодо розвитку в юнаків таких умінь, як конструктивна комунікація, ефективна регуляція емоцій і пошук ресурсів підтримки. Усе це сприяє формуванню більш зрілої, упевненої та гнучкої особистості, здатної творчо реагувати на виклики невизначеності. Зрештою, запропоновані висновки та методи можуть бути використані для профілактики дезадаптивної поведінки й підвищення стресостійкості молоді, а сама стаття містить теоретичне та емпіричне підґрунтя для подальших досліджень у галузі вікової та педагогічної психології.

Ключові слова: копінг, стрес, юнацький вік, невизначеність, адаптація, асертивність, імпульсивність, емоційний інтелект, ресурси

The purpose of the article is to highlight the strategies for coping with stressful situations in adolescence in the face of uncertainty, which is becoming more and more pronounced in the current socio-economic environment. The study is based on the assumption that adolescence is a critical period in the formation of vital skills, including adaptive mechanisms necessary for an effective response to rapid changes and information pressure. The publication examines the concept of “coping”, which comes from the English to cope, and reveals its essence as a set of cognitive, emotional and behavioral strategies aimed at maintaining or restoring emotional balance. The emphasis is placed on the classic works of A. Lazarus and S. Folkman, who identified two key phases in the process of overcoming stress: primary appraisal and secondary appraisal. In the Ukrainian psychological tradition (T.M. Titarenko, S.D. Maksymenko, O.A. Kirnos, V.M. Bortnik), the role of socio-economic factors and support from family and environment in the formation of individual coping strategies is emphasized.

The article emphasizes that adolescence is particularly susceptible to uncertainty, as it is at this time that the choice of profession, the establishment of personal guidelines, and the development of social skills and self-esteem take place. The researchers point out that increased levels of anxiety often provoke passive or emotionally oriented responses, the most prominent of which are avoidance and impulsive actions. At the same time, researchers emphasize the importance of constructive forms of coping (assertive behavior, seeking social support, careful planning), which improve social adaptation and reduce the risk of destructive consequences. At the same time, some authors (E. Frydenberg, S. Hobfall) distinguish between “prosocial” and “destructive” strategies, which allows for a better understanding of behavioral coping in adolescence. Cultural and gender factors are also emphasized: in collectivist societies, more attention is traditionally paid to mutual support, and in individualistic societies, to independence and internal locus of control.

A separate aspect of the article is an analysis of the application of S. Hobfall's Conservation of Resources Theory, according to which the threat of losing resources (time, physical strength, finances, social contacts) can be a driving factor in the emergence of stress. It is emphasized that in adolescence, the deficit of these resources is particularly acute in coping behavior and can lead to aggressive manifestations or avoidance. To confirm the relevance of these provisions, the article presents the results of an empirical study using S. Hobfall's “Strategies for Coping with Stressful Situations (SACS)” methodology. It involved 120 young men aged 17-18 from Vinnytsia region. The results showed that impulsive-aggressive reactions and unique behavior are most pronounced, while assertiveness and the search for social support were moderate or insufficiently formed in a significant number of respondents. At the same time, it was found that about a third of young men still tend to have constructive patterns (assertive actions, cautious steps, social openness), which indicates the potential for targeted development of prosocial skills.

The results of the study show that the uncertainty of the modern world, exacerbated by socio-economic transformations, puts an additional strain on the psyche of young people. Harmonious personal development requires not only internal resources (including self-esteem, emotional intelligence, and self-control), but also an appropriate family, educational, and social environment in which young people will have “beacons” to guide them. The authors of the article emphasize the importance of developing active, problem-oriented coping strategies that allow for quick adaptation to unstable conditions. In addition, meaningful coping has a positive effect, encouraging young men to realize their own identity and the meaning of life's challenges. From a practical perspective, the results of the study allow us to offer psychologists, teachers, and parents specific recommendations for developing such skills as constructive communication, effective emotional regulation, and finding support resources. All of this contributes to the

formation of a more mature, confident and flexible personality capable of responding creatively to the challenges of uncertainty. Finally, the proposed conclusions and methods can be used to prevent maladaptive behavior and increase the stress resistance of young people, and the article itself provides a theoretical and empirical basis for further research in the field of age and educational psychology.

Key words: coping, stress, adolescence, uncertainty, adaptation, assertiveness, impulsivity, emotional intelligence, resources

Statement of the problem. The relevance of the topic of researching strategies for overcoming stressful situations in adolescents in a situation of uncertainty is due to the current challenges facing young people. During adolescence, there is an intensive development of personality, the formation of life values and behavioral strategies that affect the future life. The modern world is characterized by an increased level of uncertainty, socio-economic changes, and information overload, which are significant stressors. Adolescence is a critical period when young people are most vulnerable to the effects of stress due to the underdevelopment of adaptive mechanisms. Researching effective strategies for coping with stress contributes to the development of psychological resilience, which is an important condition for successful socialization and self-realization. The uncertainty that accompanies the choice of profession, building personal relationships and making important decisions requires special attention to adaptation mechanisms. The study of coping strategies will allow us to create recommendations for psychologists, teachers, and parents that will contribute to the harmonious development of young people. The study also opens up prospects for further analysis of the influence of various socio-cultural and individual factors on the adaptation strategies of young people. This allows us to make a significant contribution to psychological science and practice.

The purpose of our article is to study the strategies of coping with stressful situations in adolescents in a situation of uncertainty.

Presentation of the main material. The term “coping” comes from the English to cope - “to manage, to cope”. In psychology, it is defined as a set of cognitive, emotional and behavioral strategies by which a person tries to master the demands of the environment and internal conflicts that exceed his or her available resources [1]. The founders of the concept of coping, R. Lazarus and S. Folkman, pointed out that the process of overcoming stress includes two key phases: primary appraisal - determining how stressful or dangerous the situation is, and secondary appraisal - analyzing the available opportunities and ways to overcome difficulties [2]. Effective coping helps an individual maintain or restore emotional balance and maintain a positive self-esteem.

In Ukrainian psychology, T. M. Titarenko considers “life strategies of the individual” in conditions of social instability, where a significant place is given to situations of uncertainty [3]. In her research, the author analyzes how young people form ways to overcome difficult circumstances and how these ways are influenced by socioeconomic factors and family support.

The works of S. D. Maksymenko (2020) and co-authors examine the choice of coping strategies by Ukrainian youth in the face of change and stress factors, in particular those related to instability and uncertainty in society [4]. The researchers draw attention to personal factors (locus of control, self-esteem) that determine the tendency to choose constructive or unique ways of responding. Other authors, in particular, O. A. Kirnos and V. M. Bortnik, in their studies on family and educational factors in the formation of coping, address the issue of uncertainty as one of the key stressors for young men [5]. Their research emphasizes the importance of support and clear “beacons” (expectations, goals, rules) from parents and teachers, which reduces maladjustment in the face of uncertainty.

Classic studies by Lazarus and Folkman laid the foundation for understanding coping behavior in situations of stress and uncertainty [2]. Although their first works were not aimed exclusively at a youth audience, their model of situation and resource assessment is directly applicable to youth research.

In more recent work, Folkman and colleagues propose the concept of meaning-focused coping, which is important in situations of prolonged or uncertain threat [6]. This approach is especially relevant for young men who are searching for meaning and identity.

Compas and colleagues have studied how adolescents and young men cope with uncertain life circumstances (e.g., chronic illness, family crises, or social disorganization) [7]. They have found that problem-oriented coping and developed self-regulation skills increase resilience to prolonged states of uncertainty.

In a number of articles, the authors (Zimmer-Gembeck & Skinner) examine the development of coping strategies in ontogeny and address young men who are faced with unpredictable changes (parental

divorce, school change, problems in their personal lives, etc.) [8]. According to their findings, the key role in constructive coping is played by the ability to reflect and realize one's own reactions to stressful events.

E. Frydenberg's research focuses on how young people choose strategies to overcome various problems, including those that arise in the context of an uncertain future (career search, changing social standards) [9]. The author emphasizes the importance of social support, especially from peers and mentors.

Some authors (e.g., E. Frydenberg, S. Hobfall) distinguish strategies by the degree of their "prosociality". Assertive behavior, search for social support, and cautious actions are considered constructive, while aggressive, antisocial, and unique behaviors are considered potentially destructive, which can worsen a person's condition or lead to new conflicts [9; 10].

A situation of uncertainty in psychology is a special condition or circumstances in which a person lacks clear information and clear criteria for making decisions and predicting future events. In such a situation, they lose their sense of control because they cannot assess the possible risks and results of their actions. This often leads to increased anxiety or even fear, as unknown factors become exaggerated. Subjective interpretations based on previous experience and available resources play an important role. As a result of uncertainty, human behavior can range from postponing decisions and freezing activity to searching for new approaches and creative solutions. Sometimes the lack of clarity leads to increased impulsivity or even aggressive reactions. At the same time, a certain level of uncertainty can stimulate the development of mental flexibility, increase stress resistance, and form adaptive ways of responding to difficult circumstances [5].

The choice of coping strategies depends on a number of interrelated factors, among which personal characteristics play a primary role. For example, people with an internal locus of control usually believe in their own influence on circumstances and choose active, problem-oriented strategies in the face of stress [2]. At the same time, people who tend to believe that external forces are determinative are more likely to resort to avoidance or passive response. Self-esteem is also important: people with high self-confidence tend to seek help and use assertive methods, while low self-esteem correlates with the risk of destructive or unique forms of response [10]. Researchers also emphasize the importance of emotional intelligence, as the ability to recognize and manage one's own emotions contributes to constructive coping [6]. The social environment is no less important. In families with a democratic parenting style, children learn the skills to discuss problems openly and find support from adults, which helps them develop pro-social, cooperative strategies [7]. Instead, an authoritarian or indifferent parenting style often leads to aggressive or unique behavior. In adolescence and young adulthood, the influence of peers becomes significant: if trust and tolerance prevail in the environment, a person is more likely to seek help, while an atmosphere of rivalry or distrust fuels impulsivity and conflict. Socio-economic conditions are also important, as instability or lack of resources increase anxiety and can "push" the choice of passive or aggressive responses.

The specifics of the stressful situation are also important: when a person feels in control of events, he or she tries to change the problem or actively seek a way out, but when the situation looks unpredictable, emotional forms of coping dominate [2]. Chronic or repetitive stressors provoke a gradual depletion of resources, which can lead to maladaptive patterns ranging from procrastination to aggressive behavior. In addition, intense negative emotions (intense fear, panic) can suppress rational analysis and "turn on" avoidance or impulsivity [11]. Cultural and gender characteristics also have an impact. In collectivist societies, people are more likely to seek support from family and community, while individualistic cultures encourage independent decisions and self-assertion [12]. In terms of gender, according to classical ideas, in Western culture, men usually demonstrate a more aggressive and avoidant behavior pattern, while women are more likely to seek emotional interaction. However, in modern society, these differences are not so stark, as gender-neutral values are becoming more widespread.

Ultimately, the choice of coping depends on age and life experience. In childhood and adolescence, coping strategies are often modeled by parents and peers; young men who have not yet developed a stable identity often combine impulsivity with avoidance. In adulthood, a wider range of skills is accumulated, and a change in priorities (family, professional growth) correlates with a shift to more thoughtful, adaptive forms of coping. In old age, if a person experiences limited resources, the importance of meaningful coping - rethinking life values and accepting inevitable changes - increases.

The choice of coping behavior is determined by a complex of factors, including personal qualities, family and social environment, characteristics of the stressful situation, as well as cultural, gender and age characteristics. Taking these aspects into account allows psychologists, educators, and social workers to more accurately assess the potential risks of destructive reactions and develop effective assistance and

correction programs aimed at strengthening adaptive strategies and rationalizing the use of available human resources.

In our study, we used S. Hobfall's methodology based on the Conservation of Resources Theory. According to this theory, a person experiences stress mainly when the resources he or she has (time, physical strength, money, social support, etc.) are at risk of being lost or are already being lost. In this case, they use various mechanisms to protect or restore these resources. One of the advantages of this methodology is that it considers stress not as a purely psychological phenomenon, but as a complex process of interaction between the individual and objective and subjective resources. This allows us to explain a wide range of reactions to stress, from open aggression or avoidance to seeking social support or assertive actions. Our study involved 120 young men living in Vinnytsia region aged 17 to 18 (Fig. 1). Unlike many other questionnaires, the Hobfall methodology covers nine different types of responses (assertiveness, seeking support, avoidance, aggressive actions, etc.) that reflect both constructive and destructive ways of solving problems.

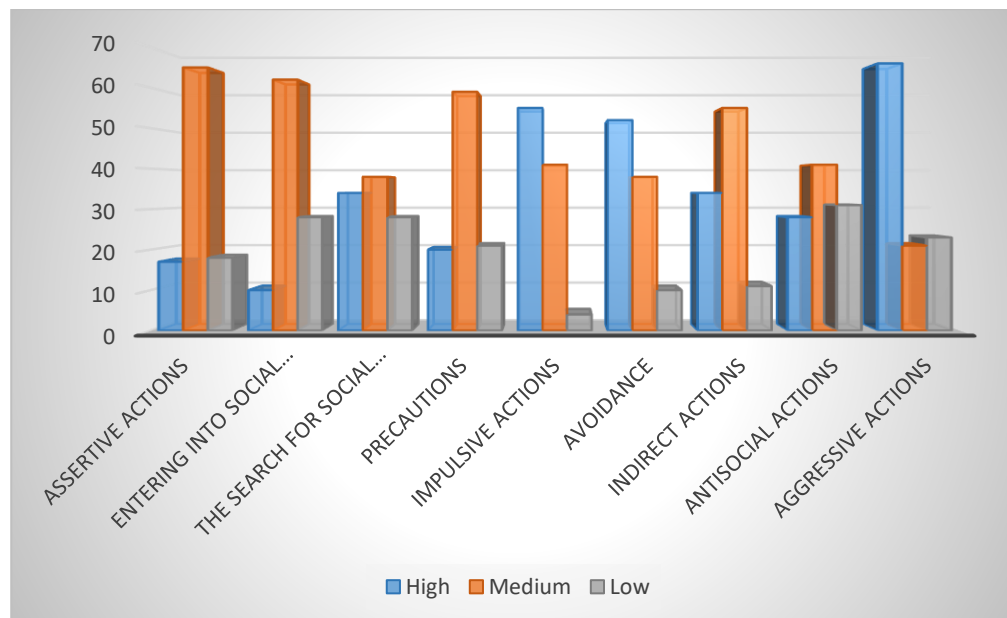


Figure 1. Distribution of the study results according to the Strategies for Coping with Stressful Situations (SACS) questionnaire by Stephen Hobfall in young men

The data presented here demonstrates the distribution of young men by nine coping strategies that were assessed by Hobfall's methodology, taking into account three levels of severity: high, medium and low.

As for assertive actions, 17% of young men have a high level of ability to defend their rights and interests without aggression: they calmly and reasonably express disagreement. The majority (65%) demonstrate an average level of assertiveness, they can generally “put themselves forward” in a discussion, but do not always do so consistently. Instead, 18% of respondents avoid outright confrontation, which sometimes prevents them from defending their own boundaries. Overall, the average level prevails, but about a fifth of young people need to further develop their confidence in communication.

Entering into social contact is characterized by the fact that only 10% of respondents are very active in seeking new acquaintances and are not afraid to enter an unknown social environment. The majority (62%) show moderate openness to communication, although in unfamiliar or stressful situations their activity may decrease. Almost a third (28%) tend to keep to themselves and not expand their social circle, which may be due to social restraint or distrust. Thus, the majority of young men do not have significant barriers to contact, but a significant number (28%) still lack social confidence.

The search for social support was high among 34% of participants, who willingly seek advice and help from their families and teachers. Another 38% usually rely on their own strength, but do not rule out the possibility of getting help in case of difficulties. The rest (28%) avoid asking for support, most likely

due to distrust, a desire to appear independent, or a lack of communication skills. Overall, the demand for support is fairly evenly distributed, but one in three people risk isolation in critical circumstances.

Cautious actions are characteristic of 20% of young men who analyze risks quite thoroughly, but sometimes can take too long to make a decision. The average, more balanced position is held by 59% of respondents who combine prudence with moderate spontaneity. At the same time, 21% are careless about consequences and can act impulsively. Thus, a constructive “golden mean” prevails, but there are some young men who should pay attention to either excessive caution or underestimation of potential risks.

Impulsive actions are one of the most noticeable behavioral traits, as 55% of respondents are prone to emotional outbursts without deeply predicting the consequences. Another 41% can refrain from impulsiveness, but severe stress or conflict can throw them off balance. Only 4% always act in a balanced manner and hardly ever give in to sudden emotions. Since high impulsivity is generally typical for young men, it is worth strengthening their self-control skills.

Avoidance of the problem is demonstrated by 52% of the participants: they would rather postpone or ignore difficult situations than try to solve them. One-third of the group (38%) chooses this behavior only in certain cases, and 10% do not actually resort to avoidance and try to act without delay. However, the prevalence (more than half) of passive “retreat” from difficulties can lead to the accumulation of unfinished or conflicting issues, so it is necessary to develop skills of constructive conflict resolution.

Indirect actions (change of activity, sublimation, distraction) are highly effective for 34% of respondents, 45% use them from time to time, and 21% hardly use such methods. For the majority (79%), such “workaround” coping plays a significant role, which often helps to reduce tension. At the same time, it is important not to limit oneself to these strategies in order to avoid a complete “retreat” from real problems.

Antisocial actions are quite pronounced in 28% of participants, who may conflict with others, ignore rules, or resort to provocations. Four out of ten (41%) sometimes indulge in defiant behavior without making it dominant. Another 31% adhere to generally accepted norms and do not show negative actions. However, the presence of almost a third of young men with a high level of antisocial behavior indicates the need for additional preventive and corrective work.

Aggressive actions stand out the most unfavorably among the other scales: as many as 66% of respondents often react to stress or disagreement with physical or verbal aggression. About 21% are mostly restrained, but can “snap” at critical moments, and 23% rarely resort to aggression. The dominance of the aggressive model indicates an urgent need to develop constructive forms of self-assertion, including training in emotional regulation and positive communication skills.

Thus, the results reflect a combination of strategies that are quite typical for young people: the predominance of impulsive-aggressive reactions and a tendency to avoid along with a relatively moderate development of assertiveness and social interaction. To improve adaptation, it is advisable to pay special attention to strengthening self-control, forming skills for constructive conflict resolution, and expanding positive communication methods.

Conclusion. The study of stress coping strategies in adolescence demonstrates the importance of this topic for understanding the adaptation of young people in modern society. Analysis of scientific sources shows that during adolescence, life values and behavioral patterns are intensively formed, which affect the ability to effectively respond to high uncertainty and frequent changes in the social environment. Insufficient development of adaptation mechanisms often complicates the perception of stressful challenges, so the study of coping strategies is of particular importance. At the same time, family, peer support, and the presence of clear developmental “beacons” have a special influence, which reduce the risk of maladjustment and encourage constructive forms of response. Effective stress management in young people contributes to the development of psychological resilience and successful socialization, while a high level of uncertainty can serve as an impetus for strengthening mental flexibility and creative approaches.

The results obtained confirm the significance of the theory of resource conservation for understanding coping strategies in young men who are in a situation of loss or threat of vital resources. The visual distribution of indicators by the studied method indicates the predominance of a number of destructive coping behavioral patterns (aggressiveness, impulsivity, avoidance), which indicates insufficient self-regulation and the need for special preventive work. At the same time, the presence of a significant group of young men with an average or high level of assertiveness and a tendency to seek social support demonstrates a readiness for constructive interaction and problem solving. An important task is to develop skills that help preserve and restore resources: from the ability to openly talk about difficulties to constructive conflict resolution. Teaching self-control techniques, stimulating social contact, and correcting

aggressive-antisocial manifestations should become priority areas of psychological assistance. Such an approach will make it possible to mitigate situations of resource shortage and support the adaptation of young people in the face of modern challenges.

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LOSS PROCESSES IN THE CONCEPTS OF DEPTH PSYCHOLOGY

У статті представлено теоретичне дослідження проблеми горя як багатовимірного процесу, що розкриває переживання індивіда в разі втрати значущих об'єктів, таких як близькі, здоров'я або соціальний статус. Для теоретичного розгляду автор пропонує розглянути класичні та сучасні моделі горя в рамках структурного підходу, який визначає горе у п'яти послідовних стадіях (емоційних реакціях на втрату): шок, заперечення, гнів, торг, депресія та прийняття. Увагу зосереджено на ключових завданнях переживання горя, серед яких усвідомлення втрати, інтеграція емоційного досвіду, адаптація до змін та відновлення життєвих перспектив. Проаналізовано фактори, що впливають на інтенсивність і тривалість процесу, включаючи індивідуальні особливості, соціальну підтримку і характер втрати. Визначено відмінності між нормативним та ускладненим горем, які потребують різних підходів до психологічної підтримки. Особливу увагу приділено ролі соціальних зв'язків та підтримки у зменшенні емоційного тягаря горювання. Підкреслюється важливість професійної психологічної допомоги у випадках ускладненого перебігу горювання. Обґрунтовано необхідність інтеграції досвіду втрати в життєву історію людини як ключового етапу подолання наслідків горя. Запропоновано рекомендації щодо оптимізації психологічної підтримки осіб, які пережили втрату. Зроблено висновок про важливість індивідуального підходу до підтримки з урахуванням особливостей емоційного реагування та життєвих обставин.

Подано короткий огляд зарубіжних теорій горя. Розглянуто феномен горя як природну реакцію на втрату. Точка зору Т. Комар є синтезом реляційних теорій у широкому розумінні, а також базується на теорії прив'язаності, сучасних дослідженнях втрати близької людини та теорії розвитку особистості. Особливу увагу приділено психологічним особливостям нормального та затяжного горя.

Ключові слова: горе, реакція на втрату, горювання, прихильність, стадії горювання, неперервність життя.

The article presents a theoretical study of the problem of grieving as a multidimensional process that reveals the experiences of an individual in the event of loss of significant objects, such as loved ones, health or social status. For theoretical consideration, the author proposes to consider classical and modern models of grief, within the framework of a structural approach that defines grief in five successive stages (emotional reactions to loss): shock, denial, anger, bargaining, depression and acceptance. Attention is focused on the key tasks of grieving, including awareness of loss, integration of emotional experience, adaptation to changes and restoration of life prospects. The factors that influence the intensity and duration of the process, including individual characteristics, social support and the nature of the loss, are analysed. The differences between normative and complicated grieving, which require different approaches to psychological support, are identified. Particular attention is paid to the role of social ties and support in

reducing the emotional burden of grieving. The importance of professional psychological assistance in cases of complicated grieving is emphasised. The necessity of integrating the experience of loss into the life history of a person as a key stage in overcoming the consequences of grief is substantiated. Recommendations for optimising psychological support for bereaved persons are proposed. It is concluded that an individual approach to support is important, considering the specifics of emotional response and life circumstances.

A brief overview of foreign grief theories is provided. The phenomenon of grief as a natural reaction to loss is considered. T. Komar's point of view is a synthesis of relational theories in a broad sense, and is also based on attachment theory, modern research on the loss of a loved one, and personality development theory. The article pays special attention to the psychological features of normal and prolonged grief.

Key words: grief, reaction to loss, grieving, attachment, stages of grieving, continuity of life.

Relevance of the topic. It is known that one of the most difficult challenges for a person is the experience of grief and loss. They are stressful for individuals regardless of social, gender, or age status. In addition, the problem of experiencing loss is poorly discussed in modern society.

At a meeting of the UN Security Council, it was announced that 10,233 civilians have been killed and 19,289 injured since the beginning of Russia's full-scale invasion of Ukraine. More than 100 Ukrainian civilians have been killed in Russian captivity, including one child.

The number of refugees from Ukraine reaches 6.3 million worldwide, and the number of killed and missing military personnel is not specified. Thus, the problem of loss and grief is quite relevant.

The purpose of this article is to theoretically understand the phenomenon of experiencing loss in depth psychology, to consider the psychological characteristics of grieving as a natural reaction to loss.

Theoretical foundations of grieving. Experiencing is interpreted by scientists of depth psychology as "a special internal activity, internal work, with the help of which a person manages to endure certain (usually difficult) life events and states, to restore the lost mental balance, in short, to cope with a critical situation" [1, p. 12]. Grief is a difficult experience of the loss of values that are important to a person: health, close people, certain relationships, and other vital meanings [1, p. 25]. Depending on the depth of the experience, grief manifests itself in mental (emotional pain) and physical suffering (cramps, attacks of shortness of breath), decreased vitality, insomnia, depressed mood, apathy towards the world, and a decrease in vital and social needs. In addition, loss is interpreted as a breakdown of connection with an important person, animal, place, thing, idea, etc. Loss is followed by grief.

Bereavement syndrome (sometimes referred to as "acute grief") is a strong emotion experienced as a result of the loss of a loved one. The loss can be temporary (separation) or permanent (death), real or imagined, physical or psychological. Types of loss: betrayal, guilt, loss of a loved one, impact on health, loss of property, etc.

The grieving process can include great sadness and despair, feelings of hopelessness, pain and suffering. However, the source of this pain is in the good that has happened and that is carried into the future with the help of that longing and memories (Bugge, Eriksen).

Grieving is a process by which a person works with the pain of loss, regaining a sense of balance and fullness of life. Although sadness is the predominant emotion in bereavement, it is also accompanied by emotions of fear, anger, guilt and shame [3, p. 12].

Normal grieving is a natural, yet extremely painful, experience as a response to the death of a significant attachment figure. Since our primary relationships with a small circle of family and friends are our primary emotional and physical regulators, the loss of our primary "safe base" can lead to disorganisation and alienation. Eating, sleeping, concentration and mood may be affected.

However, humans are naturally resilient. Our minds and bodies include mechanisms to cope successfully with difficulties. For most people, it is possible to achieve a 'new norm'. For 10-20 percent of people, this natural resilience is disrupted, which impedes healing, leading to complicated grieving (prolonged grieving) that requires comprehensive treatment.

The goal of grieving is adaptation. In order for adaptation to take place, the following tasks need to be addressed: Acknowledge the loss as being real. Belief and denial often occur at the same time. Understanding how the death occurred is also an important part of accepting the reality of the loss [1;2].

Gradually feel the pain of the loss while remaining connected to life and others. There is a twofold process - loss orientation and recovery orientation. Loss orientation is a person's focus in grief on feelings towards the lost loved one - intense longing, memories, "unfinished things", regret, etc. Recovery orientation is a focus on the secondary changes and growth that occur as a result of the loss - small steps towards resuming activities, expanding relationships and taking care of oneself (sleep, exercise, time in

nature, nutrition, mind-body techniques, including mindfulness). Some avoidance/distraction from feelings may be adaptive. Excessive avoidance of facing the loss can lead to complicated (prolonged) grieving [5].

Transform and continue the relationship with the deceased. The relationship changes from a physical presence to a more internalised presence, memory and personal guide [3].

Rebuild, modify, expand your sense of yourself and your identity - ask yourself “Who am I now?” as you face potential new roles, status and responsibilities. Does your current support system meet your changed needs [9].

Finding meaning and trust in life and other people. Death can challenge fundamental life values, expectations and philosophical/existential beliefs. This task is often associated with a reassessment of the sense of your purpose in the world, as well as with a rethinking of your goals and priorities [9].

Researchers identify the following types of grief [1; 2]:

Anticipatory (preemptive)grieving is the fear of losing a loved one during a battle or attack on civilians.

Delayed grieving - citizens focus on the family's survival; multiple losses accumulate. Combat veterans cannot show strong emotions during combat.

Uncertain grieving - occurs when the death leaves unanswered questions, such as missing persons.

Complicated grieving (prolonged grieving disorder) - intense acute grieving becomes chronic with widespread painful symptoms and dysfunction. The prevalence is usually 10-15% outside of war.

Normal grieving. Grieving is an innate response to the loss of a significant attachment - shock, suffering, anxiety, anger, longing, guilt, and despair.

Because relationships are psychobiological regulators, loss causes disturbances in biological, cognitive, and mental systems.

Slowed down viewing of relationships. Acute, persistent, painful feelings become emotional waves triggered by sharp reminders.

Although grieving is a deeply personal experience, it requires the ongoing involvement of others and witnesses.

There are a number of theories explaining why people experience such strong emotions after a bereavement. The first area of research within the psychology of loss concerns the loss of a loved one. The psychodynamic model developed by Freud and his followers is one of the most influential in explaining the effects of bereavement.

The psychodynamic model developed on the basis of the works of Freud and his followers is one of the most influential in explaining the effects of bereavement. According to this model, the first and most important relationships are formed in the early years of life, when attachment to caregivers, most often parents, is formed. Later, a person spends their emotional and physical energy trying to find someone else who can understand them, give them what they lacked in childhood, and establish close relationships. Therefore, when someone close to them dies, the person feels deprived. Emotionally, he feels that a part of him has been “cut off”.

The Freudian model of mourning. Freud's own thinking about grieving went through a complex internal development that led to an expansion of sensitivity in relationships.

Starting with his foundational work “The Grief and Melancholy” (1917), he focused (in accordance with his theory of drives) on the grand task of grieving as a “detachment” (decathexis) of libidinous energy from the lost loved object and the transfer of this ultimate energy to a new object of love [7, p. 249, c. 250]. The mourner is persuaded to “break his attachment to the object that has ceased to exist” [7, p. 255]. This early (1917) model of bereavement became the dominant one for his followers in formulating appropriate grieving behavior. At the same time, Freud also argued that “people never voluntarily abandon a libidinous position, even when a substitute is already beckoning to them” [7, p. 244]. He wisely recognised that the process of letting go is painfully slow. Moreover, in his work *On Transience* (1916), Freud openly referred to mourning as a “great mystery”. He acknowledged that he could not explain “from the point of view of the drive economy” why the process of mourning was so extremely painful [7, p. 306]. Freud also argued that when mourning goes wrong, a pathological process of melancholy occurs. He brilliantly created the concept of identification to partially explain the melancholic's frantic self-recrimination and inability to invest in a new love. Freud (1917) explains this process in figurative language: “The shadow of the object has fallen on the ego, so that the latter can henceforth be criticised... as an abandoned object” [7, p. 249]. He was also acutely aware that in melancholy, the attitude towards a lost lover is deeply marked by a conflict of intense ambivalence. In the absence of the object, the self becomes a target for accusations that should be directed at the other. In essence, relational rage is now realised unconsciously through the

identification of the patient's mind and body on the battlefield. Freud also recognised, in a sense, the psychic relationship between the mourner and the lost object, as the latter is of great importance to the mourner, "a value enhanced by a thousand connections" [7, p. 256]. Moreover, he defined identification as a consequence and compensation for the loss of the object: "By escaping into the ego, love is saved from extinction" [7, p. 255]. Thus, the "I" of the mourner changes through identification. The object is abandoned, but the love for the object is preserved, thus ensuring continuity. The external object connection is transformed into an internal identification. In other words, if I cannot have my loved one, I will become more like my loved one.

The linear theory of grieving according to E. Kubler-Ross is quite common: denial, anger, bargaining, depression, acceptance. These stages can be passed in any order or selectively. Most people have experienced these stages of grief at one time or another. People do not necessarily go through all the stages, their order can change and depend on the individual characteristics of the person, his or her social environment, and these stages can be repeated, or a person can get 'stuck' in one of them [7].

The model of dual practice of overcoming the loss. According to this model, grief is a gradual dual process. The model separates two processes in grieving.

1 Loss orientation: focusing on the painful aspects of the loss.

2 Recovery orientation: focusing on restorative feelings and self-care behaviours.

The recovery phase demonstrates more proactive, positive coping behaviours - more social interaction, listening to music again, etc. Slowly, wounds begin to heal and integrate. The lost person is remembered; the death no longer makes one incapacitated.

For most people, grief never ends; it can return in some form in each new life context [2].

The theoretical framework is based on the work of Robert Stolorow. Stolorow (2007) describes in phenomenological terms several potential effects of intolerable traumatic emotional experiences. One of them he calls "the loss of the absolutisms of everyday life" [4]. People say that their view of the world has changed forever after a traumatic event that cannot be processed. Stolorow describes this as "the destruction of one's own empirical world". One can also describe an aspect of this destruction as the loss of healthy negation or absolutism [4].

According to Stolorow, a person who has experienced a traumatic, unbearable affect as a result of a horrific event usually no longer perceives the world in a 'normal' way. The person does not just believe or suspect that the world remains dangerous but feels it to be dangerous. He or she feels, for example, that in our world people die in their sleep or that families are murdered. From this perspective, all other people seem to go on with their lives, just as the traumatised person did before the trauma. But instead, the illusions of a safe and everyday existence for the traumatised person are shattered. "Normal people" who continue to go about their daily lives seem unable to understand what the traumatised person is forced to acknowledge: that life is fragile and can end at any time. There seems to be a huge gap between the traumatised person's loss of absolutism and the 'normal' perspective [4, p. 4].

This feeling among those who have been traumatised does not give them an advantage, as if the sadistic saying "what doesn't kill you only makes you stronger" were true. People do not feel stronger because of such traumatic experiences. Instead, the perceived loss of security creates a sense of separation and isolation, "alienation and loneliness" [4, p. 14].

In addition, traumatic experience affects the sense of time. Trauma disrupts a person's sense of time, Stolorow calls it a "loss of temporality". Time circulates back to the traumatic event [4].

This sense of time loss combines a feeling of alienation from others and a sense that the 'normal' in their safe worlds of experience with a coherent past, present and future will never be able to understand the detached, dissociated state in which the traumatised person lives.

Phenomenology of trauma in the grief reaction. Typical symptoms of grief (normal): Sleep disturbance. Anorexia - sudden weight loss or gain. Irritability. Difficulty concentrating. Loss of interest in news, work, friends, church, etc. Depression. Apathy and alienation; loneliness. Crying. Self-criticism. Suicidal thoughts. Somatic symptoms. Feeling tired. Use of medications (sleeping pills or sedatives). Hallucinations, identification with the deceased or a sense of their presence [3].

Atypical symptoms (pathological): Prolonged grief (several years). Delayed reaction to the death of a loved one (no expression of suffering for 2 or more weeks). Severe depression, accompanied by insomnia, tension, bitter reproaches and the need for self-criticism. The emergence of psychosomatic diseases, such as ulcerative colitis, rheumatic arthritis, and asthma.

Hypochondria: the development of symptoms that the deceased suffered from. Hyperactivity: a person begins to develop a frenetic activity without feeling the pain of loss. Vivid hostility directed against

specific people, often accompanied by threats, but only in words. Behavior inadequate to normal social and economic existence. There may be a complete change in lifestyle. Persistent lack of initiative, immobility. Weakly expressed emotions; inability to feel emotionally. Abrupt transitions from suffering to self-satisfaction in short periods of time. Suicidal plans may be hatched. Changes in attitudes towards friends and relatives; irritability, unwillingness to bother, withdrawal from social activity; progressive loneliness [3].

Therapy of complicated grief and trauma: the therapist's task [10].

Be patient with the extent to which the patient may feel that therapy is useless: 'You can't bring my wife back!'

Explore the patient's feelings about the dead, alienated self.

First, deal with the trauma through self-regulation, i.e. breathing, grounding practices with the client (G. Logan); consider EMDR.

Psychoeducation about grief and trauma - to normalise. Discuss fight/flight/freeze, numbness, dissociation as a defence, loss of feeling/thinking.

If there is a lot of loss, follow the client. You can focus on the less traumatic loss first.

The main goals of psychological therapy: To change the stagnant ('unhealthy') grieving process into a healing ('healthy') process by working on 3 tasks:

The first task is to face (not to resist) the reality of the loss, the consequences of the loss and the pain associated with it.

The second task is to maintain confidence in yourself, other people, life and the future. The third task is to participate in useful activities that help to adapt to new situations.

Conclusions. The analysis of the main works on the topic of grief allowed us to expand the range of knowledge and, accordingly, the conceptual apparatus regarding the phenomenon of grief. Grief is a universal experience of all people, a reaction to the loss of a significant object, part of identity or expected future, including heartache, sadness, anger, helplessness, guilt and despair. It has been determined that grief is extremely important for a person's psychological adaptation. It allows a person to come to terms with the loss and adapt to it. A number of theoretical models describing the grief process are considered (theories of Eric Lindemann, Elizabeth Kubler-Ross, Vamik Volkan, John Bowlby, Colin Parkes, George Pollock, etc.) and give an idea of the phases of the grieving process, the difference between acute and chronic stages of grief, forms of complicated grief, typical grief symptoms and pathological symptoms, and certain complexes of grief symptoms, which is important for counsellors working with people in grief. The age variability of the perception of death in children and adolescents is determined. The peculiarities of psychological counselling and psychotherapy of bereavement, including in accordance with the stages of grief, are considered.

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THEORETICAL ANALYSIS OF THE PROBLEM OF DEVELOPING PERSONAL RESILIENCE

Стаття присвячена розробці та аналізу структурної моделі збереження психологічного здоров'я осіб, задіяних у волонтерській діяльності. Волонтерську діяльність розглянуто як таку, що відіграє ключову роль у різних сферах суспільного життя, включаючи гуманітарну, соціальну, медичну, екологічну допомогу, а також підтримку вразливих груп населення, таких як внутрішньо переміщені особи, ветерани та малозабезпечені сім'ї. Розкрито специфіку волонтерської діяльності в умовах військового стану, який створює середовище значного емоційного, психологічного та фізичного навантаження, яке може впливати на психологічне благополуччя волонтерів. У статті детально описано структурну модель збереження психологічного здоров'я волонтерів, що включає три основні компоненти: психологічний, соціальний і суб'єктивний. Визначено ключові складові кожного компонента, такі як стресостійкість, адаптивність, внутрішній контроль, здатність до соціальної комунікації, рівень довіри до світу, інших і самого себе, прагнення до емоційного комфорту, а також навички застосування копінг-стратегій. Особливу увагу приділено аналізу чинників, які впливають на підтримку психологічного здоров'я волонтерів, таких як соціальна підтримка, рольова визначеність, багатофункціональність та здатність до встановлення і підтримки близьких соціальних зв'язків. Зазначено, що представлена модель дозволяє краще зрозуміти специфіку психологічного стану волонтерів, враховуючи їхні індивідуальні особливості та умови діяльності. Зроблено акцент на збереженні психологічного здоров'я волонтерів через впровадження програми психологічної підтримки, яка включає навчання технікам управління стресом, розвиток соціальних навичок та визначення особливостей створення сприятливого середовища для командної роботи. Окреслено, що результати дослідження можуть бути використані для розробки цільових програм підтримки волонтерів, зменшення ризику емоційного вигорання та забезпечення стійкості їхньої діяльності в умовах кризових ситуацій. Це має важливе значення для підвищення ефективності волонтерських ініціатив та формування позитивного впливу на соціальну стабільність і згуртованість суспільства.

Ключові слова: волонтерська діяльність, психологічне здоров'я, стресостійкість, адаптивність, соціальна підтримка, емоційне вигорання, копінг-стратегії, соціальні зв'язки, внутрішній контроль, рольова визначеність.

The article highlights the relevance of psychological support for volunteers working in difficult conditions associated with social, humanitarian and crisis challenges. The main psychological problems faced by volunteers are considered, including emotional burnout, high stress levels, secondary traumatization and overload, which lead to a decrease in their productivity and the threat of emotional exhaustion. Special attention is paid to the impact of these factors on the mental health of volunteers, as well as on their ability to maintain resilience in emergency conditions. Modern methods of psychological support are analyzed, which allow to prevent emotional burnout and contribute to maintaining mental balance. It is noted that group interventions, such as therapeutic or support groups, contribute to creating a sense of belonging and mutual support among volunteers; coaching approaches help to identify personal resources and set achievable goals, and art therapy allows to express emotions through creativity. Special attention is paid to self-help techniques, such as relaxation exercises, mindfulness and emotional regulation methods, which can be used directly by volunteers in their daily activities.

Keywords: psychological support, volunteers, emotional burnout, stress, secondary traumatization, group interventions, coaching, art therapy, self-help techniques, mindfulness, emotional regulation.

Formulation of the problem. In the context of modern social challenges, volunteering occupies an important place in Ukrainian society, contributing to the solution of numerous humanitarian, social,

environmental and economic problems. Volunteering becomes particularly relevant during military events in the country, when the need for support for the affected population, internally displaced persons and military personnel increases [2]. However, while performing their duties, volunteers often face excessive emotional and psychological stress, which can lead to stress, burnout and a decrease in the effectiveness of their activities. One of the important aspects of ensuring the sustainability of volunteering is the preservation and support of the psychological health of individuals involved in this area. The psychological health of volunteers affects not only their personal well-being, but also their ability to effectively interact with others, make informed decisions and perform assigned tasks efficiently [6]. Currently, the structural components of the psychological health of volunteers have not been sufficiently studied, and there are no holistic models that take into account the specifics of their activities. This complicates the development of effective support programs aimed at maintaining the emotional balance of individuals involved in volunteer activities, preventing burnout and increasing overall resilience to stressful conditions. Thus, it is relevant to define and describe the structural components of the psychological health of volunteers, which will allow creating a scientifically sound model for developing practical recommendations and programs for psychological support for individuals involved in volunteer activities.

The purpose of the article is to highlight the features of the structural model for maintaining the psychological health of individuals involved in volunteer activities, taking into account the specifics of their activities and the challenges of modern society; key components and factors that influence the preservation of the psychological health of volunteers; recommendations and practical approaches to maintaining the emotional well-being of volunteers and preventing burnout.

Outline of the main material. Military operations in Ukraine have a negative impact on all aspects of the population's life, and overcoming their consequences requires the consolidation of the efforts of people who are ready to provide voluntary assistance and support without material reward, that is, volunteers. In modern conditions, volunteering embodies civic activity and responsibility of Ukrainians for their environment and future, it is an important mechanism for supporting and strengthening Ukrainian society. Volunteers not only perform specific tasks, but also stimulate the development of initiatives and the manifestation of civic responsibility among the Ukrainian population. Volunteers undertake obligations to provide humanitarian assistance, save lives, restore damaged facilities and promote social integration of vulnerable groups of the population [8]. Despite the positive impact of volunteering on society, volunteers themselves often face challenges that can negatively affect their psychological health. Volunteers working in wartime play an important role in providing humanitarian assistance, supporting victims and restoring social infrastructure. However, their activities are accompanied by significant psychological stress. A critically important aspect of the effective activity of individuals involved in volunteer activities and their long-term participation in volunteer programs is the preservation of psychological health.

Among modern studies of psychological health, it is worth noting the works of I. Galetska, G. Lozhkin, L. Karamushka, M. Mushkevych, N. Yarema and others [1]. In the modern interpretation, psychological health is a key aspect of the overall well-being and quality of life of each person. Psychological health covers a wide range of aspects, from emotional stability and stress resistance to the development of positive self-perception and relationships with others. The ability to adapt to life's difficulties, the ability to manage emotions and resolve conflicts - all this determines how effectively a person can function in modern society. Scientific research confirms that psychological health plays an important role in personality development, it promotes self-knowledge, the development of empathy and compassion for others, improves communication skills and helps build healthy interpersonal relationships [3]. People with a high level of psychological health usually achieve greater success in their personal and professional lives.

Establishing ways to maintain and restore the psychological health of volunteers will not only improve the quality of volunteers' work and support their personal well-being, but also ensure the long-term effectiveness and sustainability of volunteer activities [4]. Supporting the psychological health of volunteers is not only an ethical necessity, but also a key factor in ensuring the effectiveness and long-term existence of various volunteer programs. Volunteers who work in conditions of prolonged stress and emotional strain can burn out very quickly. Burnout leads to reduced productivity, reduced motivation and, as a result, to a deterioration in the quality of the care provided.

Psychologically healthy volunteers are better able to cope with challenges and stressful situations, which increases their effectiveness in performing tasks. When volunteers feel supported and mentally resilient, they can better concentrate on their duties, make informed decisions, and interact with those affected with greater sensitivity and compassion. Thus, supporting psychological health directly affects the

quality and effectiveness of volunteering. The psychological health of volunteers has a direct impact on their willingness to remain active in volunteering for a long time. High levels of stress and psychological strain can lead to interruptions in activities, which will negatively affect the stability and continuity of volunteer programs. Providing adequate psychological support will help maintain the motivation and long-term participation of volunteers, which is critical for the success of humanitarian and social initiatives. In the context of maintaining the psychological health of volunteers, it is of particular importance to establish and describe the main structural components of the psychological health of individuals involved in volunteering [5]. Understanding the structural components of volunteers' psychological health will allow not only to empirically research and analyze the features of their psychological states, but also to identify effective technologies for restoring, preserving and improving the quality of psychological health of individuals involved in volunteer activities. In this regard, the construction of a structural model of preserving the psychological health of individuals involved in volunteer activities is of particular importance.

The structural model we have proposed for preserving the psychological health of individuals involved in volunteer activities (Fig. 1.1) is based on the results of the analysis of various aspects of the psychological health of a modern individual and existing scientific approaches to the problem of volunteer activity [7].

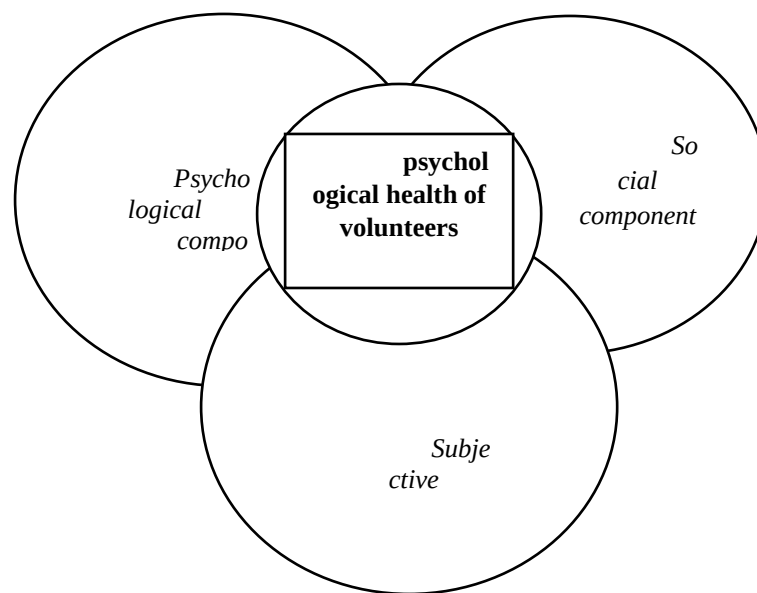


Fig. 1. Structural Model for Preserving the Psychological Health of Individuals Involved in Volunteer Activities

According to the proposed model, the psychological health of volunteers is a complex and multifaceted phenomenon that depends on the integration and interaction of three key components: psychological, social and subjective. Each of these components plays an important role in shaping the overall level of psychological health of individuals involved in volunteer activities. The psychological health of volunteers is the result of the interaction and synergy of psychological, social and subjective components. Each of these components influences the others, creating a harmonious and supportive basis for effective volunteer activities.

The psychological component of the psychological health of volunteers includes stress resistance, adaptability, acceptance of oneself and others, internal control, the desire for emotional comfort and dominance, as well as effective coping strategies. These aspects are interconnected and help volunteers maintain a high level of psychological well-being, which contributes to their successful and long-term participation in volunteer programs.

A high level of stress tolerance helps volunteers cope better with stressful situations, reduce the risk of burnout, improve physical health, and ensure long-term and productive activity. Volunteers with well-developed stress tolerance can more easily cope with emotional stress and maintain motivation for a longer period, are able to better manage their resources, such as energy and time, which allows them to be

more productive and effective. High stress tolerance contributes to better adaptation to changes and unexpected situations, which increases the overall vitality of volunteers, and the psychological flexibility provided by stress tolerance allows volunteers to respond effectively to new challenges and unforeseen situations.

A critically important component of the psychological health of volunteers is the ability to adapt, as it determines how effectively a person can respond to changes and stressful situations that they encounter in their activities. Adaptability helps volunteers successfully cope with constant and unforeseen changes, contributes to better stress management, and has a positive effect on interpersonal relationships and teamwork.

An equally important component of the psychological health of volunteers is the ability to accept others and themselves. Acceptance of oneself and others includes self-acceptance, acceptance and understanding of others, which creates a favorable environment for positive interaction and personality development. In the context of maintaining the emotional stability of volunteers, the ability to exercise internal control is important. Volunteers often face various stressful situations, difficulties and emotional challenges that can affect their mental and physical health. Internal control allows them to better manage their emotions, avoid impulsive reactions and remain calm even in high stress conditions. This helps prevent the development of negative emotional states, such as anxiety or depression, which can negatively affect overall psychological well-being.

Internal control helps volunteers increase self-control and responsibility for fulfilling their duties. Volunteers often work in teams or independently on important projects, where their responsibility and ability to adhere to schedules and standards are key to success. The ability to internal control helps volunteers maintain discipline, monitor the quality of their work and complete tasks on time, which directly affects the effectiveness of their activities and the results of volunteer projects.

The next component of volunteers' psychological health is the desire for emotional comfort. Emotional comfort includes a sense of satisfaction, peace and an internal harmonious state that volunteers seek in their activities, and its consideration is key to achieving positive results in volunteering. Addressing the desire for emotional comfort helps to ensure emotional stability, increase motivation and productivity, reduce stress and improve the physical health of volunteers.

One important component is the desire for dominance, which refers to the internal desire of volunteers to have influence, control and leadership in certain situations, and its consideration can significantly change the dynamics of volunteering, improve team interaction and support the overall psychological health of volunteers. Considering the desire for dominance is important for understanding the motivations of volunteers and their participation in the organization. Volunteers who have a strong desire for dominance often seek opportunities for leadership, influence processes and decision-making. The desire for dominance affects the level of independence and initiative of volunteers. Volunteers who feel that their ideas and approaches can affect the results of their work often show more initiative and creativity. This can contribute to innovative approaches and improve the effectiveness of projects. Taking into account and promoting this aspiration helps to create an environment where volunteers can demonstrate their leadership qualities and work on important tasks, which in turn stimulates their professional development and personal growth.

The ability of volunteers to adapt to stressful situations and solve problems qualitatively depends on their coping strategies. Adaptive coping strategies affect the level of emotional stability of volunteers. The choice of such coping strategies as constructive problem solving, positive reframing or social support helps to reduce the negative impact of stress on the emotional state. Understanding coping strategies helps to individualize approaches to supporting volunteers. Each volunteer has his own unique set of coping strategies, which depends on his personal characteristics, experience and context. Knowing which strategies are most effective for each volunteer allows you to provide more targeted and personalized support to individuals involved in volunteer activities. This may include teaching new coping strategies, stress management training, or creating resources for social support.

The social component of psychological health for individuals involved in volunteering includes role clarity and multi-tasking; ability to communicate socially; level of trust in the world, others, and oneself; desire for acceptance; desire to establish and maintain close social connections and relationships.

Role clarity involves volunteers being clear about their duties, responsibilities, and place in the team. This helps to avoid ambiguity and confusion that can arise from unclear roles or tasks. When volunteers understand their role and are clear about what is expected of them, it has a positive impact on increasing efficiency, reducing conflict, and creating job satisfaction. Multitasking refers to the ability of

volunteers to perform multiple roles or tasks simultaneously or in different situations. The ability to take on different roles and tasks contributes to volunteers' overall job satisfaction because they feel that their contribution is diverse and meaningful. It also contributes to higher levels of motivation and engagement. The importance of considering role clarity and multitasking in the social component of volunteers' psychological health allows them to feel valued and supports their motivation, as well as contributing to the overall success and effectiveness of volunteer programs. In addition, a clear understanding of roles and the ability to perform several tasks simultaneously contribute to the development of skills and job satisfaction, which in turn helps to maintain a high level of psychological health and well-being of volunteers.

Social communication skills encompass the ability of volunteers to interact effectively with other people, establish and maintain productive relationships, resolve conflicts and facilitate constructive exchange of information. This component affects many aspects of volunteering and the overall well-being of volunteers. Social communication skills provide volunteers with the ability to interact effectively with other team members, coordinators and mentees. This includes the ability to express their ideas and opinions clearly and in a timely manner, as well as to listen and take into account the opinions of others.

Another important component of the social component of volunteers' psychological health is the level of trust in the world, others and themselves. Trust in the world involves volunteers' confidence that the environment, people and situations are generally positive and safe. Volunteers who trust the world experience less stress and anxiety about possible dangers or unforeseen circumstances. This allows them to focus on their tasks and be more effective in their work. Trust in the world supports a positive outlook on life and the possibility of making changes. Trust in others ensures effective joint performance of tasks and promotes mutual support and allows volunteers to openly seek help and support when needed. An important aspect that affects the psychological health of volunteers is self-confidence. Volunteers who trust their strengths and capabilities are more confident in their actions and decisions. This allows them to effectively perform their tasks and reduces the likelihood of doubts and insecurities that can reduce performance. The three levels of trust described — in the world, others and oneself — are closely interconnected and interact with each other. A high level of trust in the world and people supports and strengthens self-confidence, while strong self-confidence helps to build trust in others and be open to new opportunities. Each of these aspects interacts with others and affects the overall level of psychological health of volunteers. The level of trust in the world, others and oneself is critically important for creating a healthy and productive volunteer environment.

An important social component of the psychological health of volunteers is the desire to establish and maintain close social connections and relationships. Close relationships with other team members, managers or mentees create a sense of belonging and security. This allows volunteers to reduce stress and anxiety that may arise during the performance of tasks or in difficult situations. Establishing and maintaining close social connections also contributes to personal development and self-knowledge. Communication with other people, sharing experiences and support help volunteers better understand themselves and their needs, develop social skills and increase self-confidence. This has a positive effect on their overall psychological health and personal growth.

The subjective component of volunteers' psychological health encompasses the internal aspects of their perceptions, emotional states, and self-esteem, which affect overall well-being, effectiveness, and resilience to stress. One of the key components is self-esteem, which determines a volunteer's level of confidence in their own abilities, their value, and their attitude toward themselves. High self-esteem contributes to the ability to overcome difficulties and maintain motivation, while low self-esteem can lead to emotional exhaustion and decreased motivation. A sense of inner harmony, which reflects the ability to achieve emotional balance and peace, is also an important element of this component.

An important role is played by life and activity satisfaction, which is an indicator of how much a volunteer perceives their life and work as positive and meaningful. This contributes to resistance to burnout and the preservation of energy to complete tasks. A subjective sense of meaning in life and activity forms the motivational basis of volunteer work, since volunteers who see a purpose in their activities are able to cope with difficulties more effectively. Emotional resilience, which includes the ability to maintain control in stressful situations, provides the ability to make informed decisions and interact effectively with others. Optimism, as a belief in a positive outcome of events, contributes to maintaining a good mood, mobilizing resources and long-term enthusiasm for work.

The autonomy of individuals involved in volunteer activities is expressed in the ability to make decisions independently and control their own actions, which supports a sense of freedom of choice and responsibility.

A significant aspect of volunteer activity is the subjective level of happiness, which reflects overall satisfaction with life and activities. Happy volunteers are more likely to show enthusiasm, are resistant to stress and demonstrate high efficiency in work. All of these components form the basis of volunteers' subjective well-being, influencing their ability to remain motivated, maintain a positive psychological state, and effectively perform their duties even in challenging operating conditions. Understanding and supporting the subjective component is essential for ensuring volunteers' long-term engagement in their work and enhancing their overall psychological health.

Conclusions and Prospects for Further Research. The structural model of psychological health of individuals involved in volunteer activities takes into account three key components: psychological, social and subjective. The main components of these components are stress resistance, adaptability, internal control, ability to social communication, self-esteem, life satisfaction, level of trust and skills in applying coping strategies. Supporting the psychological health of volunteers is critically important not only for their personal well-being, but also for ensuring the stability and effectiveness of their activities in crisis situations. The key factors that influence the psychological health of volunteers are social support, creating a favorable environment for interpersonal interaction, and forming a sense of meaning and satisfaction from the activities performed. Special attention should be paid to the prevention of emotional burnout, which is one of the most common challenges in the field of volunteering, and the role of subjective and social resources in overcoming it. Overcoming the challenges faced by volunteers through systematic support for their psychological health will increase the effectiveness of volunteer activities, ensure their sustainability, and contribute to the formation of a cohesive and active civil society.

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THEORETICAL ANALYSIS OF THE ISSUE OF DEVELOPING MUSICAL ABILITIES OF INDIVIDUALS

В статті розглянуті різноманітні аспекти та проведено теоретичний аналіз досліджень проблеми розвитку музичних здібностей, їх вплив на психологію особистості. Ряд досліджень вказують на потенційні механізми, які лежать в основі розвитку музичних навичок та впливу музики на мозкову активність. Висвітлено зацікавленість проблемою розвитку музичних здібностей особистості вчених в контексті нейронауки, вплив емоційної сфери на сприйняття музики, формування музичних уподобань у дітей та дорослих. Розглянуто питання розвитку музичних здібностей та його вікових особливостей, їх структури, місце загальних здібностей у розвитку музичності. Стаття спрямована на систематизацію та розгляд теоретичних аспектів, що стосуються розвитку музичних здібностей особистості, вивчення сучасних теорій, узагальненні наукових підходів та поглиблення наукових досліджень у цій сфері. У дослідженні наводиться визначення поняття «музичні здібності» представниками різних галузей знань: психології, музикознавства, музичної педагогіки, а також їх класифікація. Надається характеристика музичності як особливої психічної функції та поняття синтетичної природи музичності. Доведено, що музичність впливає на розвиток особистості, роблячи її більш цілісною та збалансованою, сприяючи розвитку різноманітних аспектів: інтелектуальних, емоційних, соціальних та творчих. Зазначається, що музична обдарованість людини базується на сенсорних музичних здібностях, основними з яких є музичний слух, відчуття ритму та музична пам'ять. В статті розглядається питання розвитку музичного слуху - найважливішої сенсорної музичної здібності, розвиток якої пов'язаний з високим рівнем психічної еволюції людини. Проаналізовано ряд наукових досліджень про сприйняття музичного ритму, розглянуто питання розвитку відчуття музичного ритму у дітей. Наведено визначення поняття музичної пам'яті як окремої музичної здібності, описано її класифікацію, функціонування, види у взаємозв'язку; наголошено на необхідності постійного тренування для її розвитку та покращення. Окремо розглядається поняття музичного мислення та музичної уяви, яке віддзеркалює аспекти когнітивної та творчої активності у музиці. Зроблено висновки про розвиток музичних здібностей як універсального інструменту розвитку особистості.

Ключові слова: музичні здібності, розвиток особистості, музичність, музичний слух, ритм, музична пам'ять

The article discusses various aspects and provides a theoretical analysis of research on the development of musical abilities and their impact on personality psychology. Several studies point to potential mechanisms underlying the development of musical skills and the influence of music on brain activity. The interest of scientists in the problem of developing musical abilities in personality is highlighted within the context of neuroscience, the influence of the emotional sphere on music perception, and the formation of musical preferences in both children and adults. The article examines the issue of musical ability development and its age-specific characteristics, their structure, and the role of general abilities in musical development. The article aims to examine and systematize the theoretical aspects related to the development of musical abilities in individuals, to study contemporary theories, to consolidate scientific approaches, and to deepen research in this field. The research provides definitions of the concept of "musical abilities" by representatives of various fields of knowledge: psychology, musicology, music pedagogy, as well as their classification. A characterization of musicality as a special mental function and

the concept of the synesthetic nature of musicality are provided. It has been proven that musicality influences personality development, making it more integrated and balanced, fostering the development of various aspects: intellectual, emotional, social, and creative. It is noted that a person's musical giftedness is based on sensory musical abilities, the main ones being musical ear, sense of rhythm, and musical memory. The article examines the issue of developing musical ear - the most important sensory musical ability, the development of which is associated with a high level of human mental evolution. A number of scientific studies on the perception of musical rhythm are analyzed, and the development of a sense of musical rhythm in children is discussed. The definition of the concept of musical memory as a separate musical ability is provided, describing its classification, functioning, and interrelated types. Emphasis is placed on the necessity of continual training for its development and improvement. The concept of musical thinking and musical imagination is separately examined, reflecting aspects of cognitive and creative activity in music. Conclusions are drawn regarding the development of musical abilities as a universal tool for personal growth.

Keywords: musical abilities, personality development, musicality, musical ear, rhythm, musical memory.

Formulation of the problem. In contemporary society, which is constantly undergoing socio-economic changes, the task of instilling genuine human values and ideals in the youth becomes extremely important. According to the Law of Ukraine "On Education," the main purpose of education is the comprehensive and harmonious development of personality aimed at enhancing the moral and intellectual potential of society. The interaction of people with art and through art is one of the most powerful factors influencing the formation of fundamental psycho-physical aspects of personality, such as intellectual, emotional-sensory, and volitional aspects. In particular, music, as an integral component of culture, has a significant influence on shaping the spiritual image, states, and traits of personality.

Analysis of recent research and publications. The issue of developing musical abilities and their impact on personality psychology encompasses various aspects studied in the fields of psychology, musicology, musical psychology, and neuroscience. Several studies reflect significant interest in exploring musical abilities from a neuroscientific perspective and indicate potential mechanisms underlying the development of musical skills and the impact of music on brain activity. Theoretical analysis of the issue of developing musical abilities in the context of neuroscience interests many researchers. Here are some scientific works that address this topic:

1. Guillermo Carvajal, Rocío González-Castro, Sergio Pozo, Juan Silva-Pereyra, Lorena Rocchi, Cristián Modroño. "Neuroeducation and music. Toward a multisensory approach" - In this paper, the authors discuss the impact of music education on brain development and cognitive functions, utilizing an approach that considers the complexity and multisensory nature of musical learning.

2. Isabelle Peretz. "The Cognitive Neuroscience of Music" - research on the interaction between music and the brain from various perspectives, including cognitive psychology, neuroscience, and music therapy.

3. Petri Toiviainen, Sylvie Nozaradan, Bruno L. Giordano, Elvira Brattico. "Neurocognition of music: a model for interactive neural mechanisms", Virginia B. Penhune, Nadine Gaab. "The Effects of Musical Training on Structural Brain" - These articles discuss models and theories that explain how music influences the brain and cognitive functions.

4. Robert J. Zatorre. "Music and the Brain: The Neuroscience of Music and Musical Appreciation"

In this book, the authors explore the neuroscientific aspects of musical perception, development, and creativity.

Neurobiologist and psychologist A.L. Arismendi, along with psychologist S. Atanasova-Vukova, [1,134] researched the emotional response of a child to music even before birth, tracing the correlation between music and the development of the emotional sphere in fetuses and newborns.

The study of musical abilities and the search for methods of their formation and development have been conducted by both Ukrainian pedagogues such as M. Leontovych, E. Pecherska, O. Rostovsky [7, 248], O. Radinova-Sadovenko, and K. Stetsenko, as well as by foreign scholars including E. Jaques-Dalcroze, Z. Kodály, M. Montessori, K. Orff, and S. Suzuki. Researchers have demonstrated that musical abilities influence the development of aesthetic perception of the world, creative potential, thinking, memory, imagination, emotional sphere, and cognitive activity, contributing to the formation of general culture.

The significance of emotionality in the process of developing musical abilities has been studied by various scholars, including S.I. Naumenko [6,103], B. Liuban-Płocza [4,200], T.I. Naumenko, and others.

They studied the influence of the emotional sphere on the perception of music, the formation of musical preferences, and the development of musical abilities in both children and adults. The main principles of sensitive periods in the development of musical abilities are elucidated in the works of Edward Gordon, Lilia Berk, Lorenzo Tortora, Irina Katyuzhanska, Anna Dzijadziuk, and others. Many scientists, both domestic and foreign, have traced intellectual processes within the structure of musical abilities, such as thinking, musical memory, attention, and musical imagination. Some of them include Olena Pryadko, Christoph Sischka, who studied the issues of musical abilities and their impact on the development of intellectual processes. Additionally, researchers like Sergiy Stadnyk [10] and Rafael Reyes have explored the relationship between musical activities and the development of cognitive functions. These scholars, along with many others, have investigated how musical activity influences the development of various cognitive functions, such as thinking, attention, memory, and creativity. Their observations contribute to a better understanding of the relationship between music and cognitive processes.

Contemporary Ukrainian researchers such as O. V. Koval [3,22], Svitlana Morenets, Lyudmila Taranenko, Irina Klochkova, and Natalia Shulgina have explored the issues of musical abilities and their impact on personality psychology. These authors in the field of music psychology and education have studied musical abilities in children, issues of music psychology and pedagogy, including aspects of developing musical abilities. However, the question of the development of musical abilities and its age-specific features, their structure, and the role of general abilities in the development of musicality remain insufficiently researched. Therefore, the choice of the topic for our research, "Theoretical analysis of the problem of developing musical abilities of personality," is justified by the relevance and insufficient development of this issue.

The purpose of the article. The aim of the article is to systematize and examine theoretical aspects related to the development of musical abilities of personality. The article focuses on studying modern theories and approaches to understanding this problem, analyzing key factors influencing the formation of musical abilities, and substantiating and summarizing scientific approaches to the issue of musical abilities development to support and deepen research in this field.

Outline of the main material. The issue of identifying and developing musical abilities attracts the attention of representatives from various fields of knowledge: philosophers, psychologists, physiologists, educators, music educators, and musicologists. O. Rostovsky notes: "Studying the experience of music education from ancient times allows us to understand the laws of music pedagogy, the driving forces of the development of children's musical and creative abilities." [8,22]

Musical abilities are the psycho-physiological characteristics of an individual that determine their capacity to perceive, understand, perform, and create music. Researchers from various scientific fields have different approaches to defining this concept. Below are some definitions of musical abilities from different scholars:

Howard Gardner, an American psychologist, believed: "Musical abilities are the capacity for perceiving, producing, analyzing, and expressing music." His colleague, also an American, Carl Simons, noted: "Musical abilities are skills and capabilities related to understanding and performing music, arising from a combination of genetic predispositions and the environment." Robert Sternberg viewed musical abilities as the capacity to generate, understand, and perform music, which includes the ability to perceive rhythm, melody, harmony, and express musical ideas clearly. German musicologist Heinrich Hertz referred to musical abilities as "a combination of personal, intellectual, and motor skills that enable a person to successfully perceive, analyze, perform, and create music."

Ukrainian scholar and educator M.D. Yarmachenko regards musical abilities as "individual psychological characteristics of personality, including auditory sensitivity that determines the analysis of natural, speech, or musical sounds, and emotional reactions to them." [11,331]. These definitions reflect various aspects of musical abilities and the understanding of their essence by scholars in the fields of psychology, musicology, and other disciplines.

The main musical abilities include musical ear, sense of rhythm, and musical memory. These abilities are developed through constant practical activities such as listening to music, performing, and composing. Musical abilities can be classified into sensory (related to perception) and intellectual. The former includes musical ear and rhythmical sense, while the latter includes musical memory, intellect, and perhaps musical imagination. However, the presence of musical abilities, even high ones, does not always indicate a person's ability to successfully engage in musical creativity or music analysis. Understanding music as a phenomenon requires not only a combination of musical abilities but also a special mental function, which at the beginning of the 20th century was termed "musicality." Various researchers, such as

K. Sishor and R. Reyes, have viewed musicality differently: from a combination of individual abilities to understanding it as a holistic quality of personality. Modern science considers musicality as the integration of emotional and intellectual foundations developed through the mastery of musical art. Although the essence of musicality remains a subject for further research, it differs from basic musical abilities and has its own characteristics. At the core of musicality lies synesthesia - the ability of the human psyche to form inter-sensory associations. For instance, when a person listens to music, they may envision visual images, experience emotional reactions, feel movements or tactile sensations reflecting the rhythm of the music, or even perceive certain physiological responses such as changes in heart rate or breathing. The synesthetic nature of musicality emphasizes that music is not just auditory information but a complex phenomenon that interacts with various aspects of human experience and functioning. The concept of the "synesthetic nature of musicality" indicates that the perception of music and musical performance involves not only auditory aspects but also other sensory, emotional, cognitive, and physiological processes. The main idea is that music influences all aspects of perception and personal experience, including visual perception, tactile sensation, emotional reactions, as well as the level of cognitive functions. Studying music contributes to the development of cognitive skills such as attention, concentration, memory, and reasoning. Performing musical tasks, such as playing an instrument or learning notes, can improve motor skills and coordination. Music lessons influence the emotional development of individuals: music can evoke a wide range of emotions, from joy and ecstasy to sadness and longing. It helps people express their feelings and understand the emotions of others. A profound appreciation of music can also stimulate the development of emotional intelligence. Group music lessons or performances can foster unity among people, creating a sense of community and promoting social interactions, as well as the development of communication skills, cooperation, and mutual understanding. Engaging with music encourages people to think creatively and express themselves. Creating music or interpreting it in one's own way can foster imagination, originality, and inventiveness. Listening to music can be an effective means of relaxation and stress reduction, providing individuals with resilience.

Research in the field of musicality attracts the attention of scientists from around the world. Renowned international and domestic scholars have dedicated their work to studying this issue:

Gary E. McPherson (Australia). His research focuses on musical development in children, factors influencing music education, and musical achievements.

Susan Hallam (Great Britain). The impact of music education on cognitive development and social integration.

Ellen Winner (USA). Specializes in the psychology of art and investigates differences in musical abilities among children.

John Sloboda (Great Britain). His research focuses on the psychology of music, particularly the study of musical expertise and creativity.

Ukrainian researchers: H.I. Dvorskyi and S.H. Chepiga are studying the influence of music on the personality of schoolchildren and the peculiarities of its perception by six-year-old first graders.

Zavalko K. V. [2,161], Semizorova V. V. [9,68.], actively research issues in music pedagogy and the development of musical abilities in children; Vyatkha I. specializes in music psychology and music education, including aspects of musicality.

Therefore, musicality influences the development of personality, making it more integrated and balanced, promoting the development of various aspects of intellectual, emotional, social, and creative abilities.

Musical giftedness in individuals is based on sensory musical abilities. These sensory musical abilities encompass a wide range of perceptual experiences through various sensory organs and subconscious processes, enabling individuals to perceive and react to musical impressions. The most crucial sensory musical ability is musical perception. Unlike biological hearing, musical perception involves reacting to various aspects of musical art, such as the characteristics of musical sound, means of musical expression, musical structure, and so forth. The development of musical perception is linked to a high level of human psychological evolution, and it is shaped through voluntary efforts and educational activities.

For the development of musical perception in children, the use of solfeggio (a system of musical notation that includes notes, intervals, chords, and rhythmic patterns) and folk melodies is essential. Solfeggio enables children to learn fundamental musical concepts such as notes, rhythm, intervals, and chords, laying the groundwork for a deeper understanding of musical structures and their relationships.

Studying folk melodies allows children to explore the diversity of musical styles and traditions, expanding their musical horizons and enriching their musical experiences.

The use of absolute ear training aids in developing a deep understanding of music and cultivating a high level of musical perception. Absolute ear training is a process of learning music that involves recognizing notes, intervals, chords, and melodies without the use of written notation. It helps to develop abilities in perceiving harmony, rhythm, and tempo in music. This method of music education is focused on enhancing musical perception and understanding of sounds.

Musical perception and its development are influenced not only by the environment and education but also by genetic factors. However, the genetic aspects of musical perception are not fully understood. Some genetic factors that may influence musical perception and its development include:

Heredity: Research suggests that a propensity for musicality may be hereditary. Certain genes may affect the level of musical talent or the ability to learn music.

Neurological characteristics: Individual variations in brain structure and function may also have genetic roots. For example, some individuals may have enhanced abilities to distinguish sounds and melodies due to specific features of their brain activity.

Genetic mutations: Rare genetic mutations may lead to exceptional musical talents or, conversely, to various musical disorders, such as amusia (the inability to perceive music).

Heredity of auditory perception traits: Some individuals may have a hereditary predisposition to certain aspects of auditory perception, such as high sensitivity to intonation, rhythm, or harmony.

Interaction of genetics and environment: It is important to note that genetics is not the sole factor influencing musical perception. The environment and external factors, such as education, exposure to music, and cultural influences, also play a significant role.

Overall, musical perception and its development represent a complex synthesis of genetic and environmental factors. Genetics may influence initial predispositions and abilities, but the development of musical perception occurs through the interaction of these genetic factors with the surrounding environment.

Analyzing scientific research on the development of musical perception in children will contribute to a better understanding of this process and the identification of teaching strategies and approaches to its enhancement. Below are key studies and theories in this field:

Zoltan Kodály's theory emphasizes the importance of using solfeggio and folk melodies for the development of musical perception in children, focusing on active musical experiences from an early age.

Schindler's theory, focused on absolute ear training, suggests the possibility of developing musical perception in all children, similar to language acquisition in early childhood.

Research by Isabelle Peretz reveals the genetic aspects of musical perception and its development.

Ukrainian scientists are also actively engaged in studying the development of musical perception in children:

Natalia Chernishenko investigates the effectiveness of music teaching methods in children and their impact on musical perception.

Olena Hirnyk studies the influence of music education on cognitive functions in children, particularly on musical perception.

Iryna Fedorova actively tracks the correlation between music education and language development in children. Her work highlights the importance of a musical environment in stimulating auditory perception and developing communicative skills.

Maria Reznichenko studies the impact of music education on the psychological development of children, particularly the development of musical perception and the emotional sphere.

Thus, it can be argued that the improvement of musical perception is associated with the development of cognitive abilities in humans.

Musical rhythm perception is part of sensory musical abilities and is related to a general sense of rhythm inherent in all processes in the world - from cosmic rhythms to the internal biorhythms of living organisms, but it has its own peculiarities. Reaction to musical rhythm manifests through active muscular contractions, including vocal cords and external body muscles. Musical rhythm encompasses not only the concept of time but also dynamics, tempo, and rhythmic density.

The sense of musical rhythm relates to those fundamental musical abilities that, as practice shows, begin to develop early, at a subconscious level. Rhythm perception is the ability to distinguish, understand, and feel rhythmic structures in music. A. Bentley notes that a child reacts to rhythmic elements of music already with their first immediate response to sounds of maternal singing or any musical instrument, such as a violin or piano. The rhythmic elements of music encourage a child to engage in bodily movements, initially nonsystematic, which later synchronize with the "pulse" of the music. By the age of 2.5-3 years,

children develop simple rhythmic concepts, while for older children, rhythm becomes a key element in music perception; they perceive melody and harmony less effectively. Carl Orff, in creating his system of music education for children, considered rhythm as the "primary element" of musical perception. He quickly established contact with children who had insufficient musical development by using rhythm, combining word, music, and movement in special integrated exercises. There is also information suggesting that children react differently to proposed musical-rhythmic tasks. This indicates that children encounter various challenges related to performing different fragments of musical rhythm, and that the components of musical abilities gradually emerge in the development of each child according to their ontogenesis. Thus, the complex structure of musical rhythm corresponds to a complex sensory ability that gradually forms during ontogenesis.

The issue of developing musical rhythm in children attracts the attention of many researchers both in Ukraine and abroad. Here are a few examples of such researchers:

Ukrainian scientists:

Oksana Huttsak - a musicologist specializing in music pedagogy and the development of musical abilities in children, particularly in the rhythmic aspect.

Svitlana Morenets - conducts research on the use of musical games and exercises for developing rhythmic skills in children.

Foreign scientists:

Laurel Trainor (Canada) - studies the process of musical rhythm development in children, as well as the impact of music education and experimental research on rhythm perception in children of different ages.

Susan Hallam (Great Britain) - specializes in music psychology and music education, including studying the influence of music education on the development of rhythmic skills in children.

Eckart Altenmüller (Germany) - investigates the neurophysiological aspects of musical rhythm development in children, particularly the impact of music education on brain activity.

Renee Timmers (Netherlands) - conducts research on musical development in children, including rhythmic development in early childhood and the influence of musical environment on rhythm perception.

These scientists, along with many others, are engaged in researching the development of musical rhythm in children, which contributes to deepening our understanding of this process.

Musical memory. For a long time, musical memory was not considered as an independent musical ability. Such a viewpoint can be found in the book of the English pianist and researcher of musical memory issues, L. MacKinnon, who believes that "there is no such thing as musical memory as a separate kind. What is usually understood as musical memory is actually the cooperation of various types of memory possessed by every normal person - it is the memory of the ear, eye, touch, and movement" [5,152]. Modern science is increasingly inclined to the idea that musical memory, which is a component of general memory, is actually a separate musical ability. It is a property of the nervous system to store and reproduce the experience of interaction specifically with musical images. Memory transforms what is heard, and upon subsequent listening, enhances this experience. Musical memory has two forms: as knowledge (recognition) of music and as the ability to reproduce it vocally or perform it on a musical instrument. Thus, musical memory is divided into two categories: cognitive - auditory (lower level) and reproductive - performance (higher level). Both levels are interconnected. Musical memory is classified and functions according to the same principles as general memory, and it is studied within its categories. The principle of association plays a key role in its functioning, based on the connection: the more associations, the better the memory works. Musical memory can also be divided into stages: encoding, storage, retrieval (recognition), and recall. The process of forgetting is also important for it, as an excess of musical information can overload memory. At the core of the functioning of musical memory (as well as general memory) lies the engram - a functional change in the cortex of the brain. The engram persists throughout life because it is a biochemical process. Musical education helps organize engrams, but an excess of engrams can be detrimental to memory, so forgetting is a natural protective mechanism. During the forgetting process, the engram does not disappear but rather transitions into the subconscious. Similar to general memory, musical memory can be divided into involuntary and voluntary, immediate and mediate. It can also be classified according to various criteria: by phenomena, by types (operational and long-term), by levels (from listener's to performer's), and by types (logical, imagery, emotional, motor, visual, and auditory). However, practically all types of musical memory are interconnected, and the dominance of any type depends on the specific musical composition and individual psychological characteristics. In terms of its characteristics, musical memory is divided into reproductive - mechanical and reconstructive - creative. Reproductive memory, typical for

children up to 5-6 years old, is associated with the first signal nervous system. It is characterized by rapid memorization, the integrity of information assimilation, and short-term storage in memory. Reproductive memory does not involve creative processing of information, and reproduction can only be "verbatim", without errors, from beginning to end. From a younger school age, reproductive musical memory gradually gives way to reconstructive musical memory. Creative (reconstructive) memory is associated with the activity of consciousness, manifested in the ability to analyze, synthesize, and reproduce experience. Memorization becomes slower, but enriched with understanding, and the memorized piece can remain in memory for a long time. Gradually, as the child grows older, reproductive memory works less and less intensively, but never completely disappears. Therefore, in practice, both types of memory work together. Knowing the age-specific features of memory, one should guide the process of memorizing music. Musical memory is subject to development, and continuous training is necessary for its improvement.

The concept of musical thinking and musical imagination reflects aspects of cognitive and creative activity in music. Musical thinking, or musical intelligence, manifests itself in the ability to form musical images in one's mind. It is divided into two categories: reproductive and productive. Reproductive thinking is associated with the perception, reflection, analysis, and evaluation of existing music. It requires complex logical operations such as analysis and synthesis, as well as comparative characteristics. Hence the use of the terms "thinking" and "intelligence". Productive musical thinking involves creating fundamentally new musical images. As practice has shown, both reproductive and productive thinking develop in both the listener and the performer during the process of musical education. Therefore, musical thinking contributes to stimulating all mental processes, but particularly positively influences the development of heuristic qualities, thinking, and imagination. Musical imagination is closely linked to musical thinking and manifests in the psyche's ability to correlate musical images with extramusical scenes, states, or other musical works. The development of musical imagination is spurred on one hand by musical ideas, sourced from memory, and on the other hand by both musical and non-musical associations, as well as diverse experiences: life experiences, literary works, artistic expressions. Training the imagination contributes to the activation of both musical memory and auditory imagery.

These abilities have a deep psychological basis, as they are regulated by specific areas of the brain.

Research by scientists from various countries underscores the importance of studying musical abilities for understanding the process of personality development and for refining methods of education and upbringing. Music plays a role as a universal tool for personality development, promoting the development of emotional intelligence by effectively regulating emotional activity and the ability to manage one's own emotions.

Conclusions and Prospects for Further Research. In summary, based on the views of scholars regarding musical abilities, it can be considered that musical abilities are a relatively stable integrative combination of individual psychological characteristics of personality. Therefore, the task of synthesizing the achievements of scholars from various fields - psychologists, neuroscientists, educators, ethnopsychologists, art historians, cultural experts, physiologists - is important. Thus, in contemporary theory and practice of music education, the problem of developing musical abilities of personality should become one of the priority directions.

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GENDER ASPECTS OF SOCIAL AND PSYCHOLOGICAL ADAPTATION STRATEGIES AMONG INTERNALLY DISPLACED PERSONS (IDPS)

Внаслідок військової агресії сусідньої ворожої держави багато українців були змушені залишити свої постійні місця проживання та переїхати у більш безпечні регіони України та за кордон, отримавши статус внутрішньо переміщених осіб (ВПО). Соціально-психологічна адаптація ВПО в нових умовах є однією з нагальних соціальних проблем України. Вимушене переміщення до нових, незвичних соціальних середовищ значно впливає на фізичний та психологічний стан осіб, їхні адаптивні можливості, соціалізацію та якість життя.

В статті стверджується, що одним з найважливіших аспектів соціально-психологічної адаптації є гендерна поведінка. Гендерні особливості адаптації відрізняються в залежності від домінування вираженості маскулінних або фемінінних рис характеру. Психологічна маскулінність значною мірою пов'язана з індивідуалізацією особистості, поступовим розвитком її незалежності від оточуючого середовища до автономності, від конформізму до вільного самовизначення. Психологічна фемінінність пов'язана з децентрацією особистості, тобто зміщенням мотиваційно-ціннісної домінанти з егоцентричних і групо-центричних прагнень на універсально-милосердні та альтруїстичні. Причому така децентрація базується на неусвідомлюваних процесах, виявляється безпосередньо в почуттях та бажаннях і не підлягає прямій вольовій регуляції.

Гендерні установки та стереотипи відіграють важливу роль у формуванні соціальних дій та поведінкових стратегій, що впливають на адаптивні здібності. У статті представлено дослідження гендерних аспектів соціально-психологічної адаптації ВПО з Херсонської області, які переїхали до Вінниці. Результати показують, що гендерні відмінності в адаптації суттєво впливають на психологічну та соціальну адаптацію до нових умов життя. Дослідження виявило дві основні стратегії адаптації серед ВПО: «прийняття відповідальності» та «позитивна переоцінка», вибір яких обумовлений гендерно-стереотипними відмінностями серед чоловіків і жінок ВПО.

Ключові слова: внутрішньо переміщені особи, гендерні відмінності, соціально-психологічна адаптація, маскулінність, фемінінність, стратегії адаптації.

Due to the military aggression by a neighboring hostile state, many Ukrainians have been forced to leave their permanent residences and relocate to safer regions of Ukraine and abroad, receiving the status of internally displaced persons (IDPs). The social and psychological adaptation of IDPs in their new environments is one of Ukraine's pressing social issues. Forced relocation to a new and unfamiliar social environment significantly impacts their physical and psychological well-being, affecting their adaptive capacities, socialization, and quality of life.

The article argues that one of the most important aspects of socio-psychological adaptation is gender behavior. Gender characteristics of adaptation differ depending on the dominance of the expression of masculine or feminine character traits. Psychological masculinity is largely associated with the individualization of the personality, the gradual development of its independence from the environment to autonomy, from conformism to free self-determination. Psychological femininity is associated with the decentration of the personality, that is, the shift of the motivational and value dominant from egocentric and group-centric aspirations to universally compassionate and altruistic ones. Moreover, such decentration is based on unconscious processes, is manifested directly in feelings and desires and is not subject to direct volitional regulation.

Gender-based attitudes and stereotypes play a crucial role in forming social actions and behavioral strategies that affect individuals' adaptive abilities. This article presents a study of gender aspects in the social and psychological adaptation of IDPs from the Kherson region who have relocated to Vinnytsia. The findings indicate that gender differences in adaptation significantly influence psychological and social adaptation to new living conditions. The study identifies two key adaptation strategies among IDPs: "acceptance of responsibility" and "positive reappraisal," with selection influenced by gender-based stereotypes among male and female IDPs.

Keywords: internally displaced persons, gender differences, social and psychological adaptation, masculinity, femininity, adaptation strategies.

Introduction

The situation of IDPs in Ukraine has created a pressing need to address various social issues to stabilize the situation and integrate these individuals into their new environments. Social and psychological adaptation is crucial for IDPs and requires urgent attention. The forced migration process imposes challenges on psychological resilience and adaptation to new social settings.

Literature Review

Active research in Ukraine has addressed the social and psychological support of IDPs during wartime. T. Tytarenko [1], from the National Academy of Pedagogical Sciences of Ukraine, focused on preventive psychological measures for IDPs, while Y. Pylypas from the "Ukrainian Foundation for Public Health" [2] studied social and psychological adaptation among families with children. I. Tsyrovnykova explored the social and psychological transformations that displaced individuals undergo [3]. Various aspects of psychological strategies for social and psychological adaptation in the context of military conflict are explored in the research of Ukrainian scientists L. Korobka, V. Vasyutynskyi, V. Vinkov, and others. [4]. Further work by Ukrainian sociologists Y. Mosaiev and A. Yurenko analyzed gender-specific adaptation among IDPs [5].

Methods

Adaptation of migrants to a new social environment is a complex process that requires the mobilization of all personal resources to find ways to live under new conditions. Social and psychological adaptation involves self-modification (attitudes, traits, character, behavioral stereotypes, etc.) in accordance with new activity requirements, social conditions, and a new environment. One aspect of social and psychological adaptation is gender behavior, which is shaped by the surrounding environment and reflects society's behavioral expectations for each gender.

Objective

The purpose of this article is to highlight the most critical gender differences in the social and psychological adaptation of IDPs.

To understand the gender-specific aspects of social and psychological adaptation among internally displaced persons (IDPs), a study was conducted at the "Bilozerka Regional Development Center" (Bilozerka, Kherson region) and the "Union of Displaced Persons 'Joint Case'" (Vinnytsia). The study was carried out from June to September 2024 with 80 participants (40 women and 40 men) aged 35 to 65. We aimed for an equal number of male and female respondents, all of whom held at least vocational education, were married, had been displaced for less than a year, were fluent in Ukrainian, were of working age, and belonged to the middle class.

The results showed that, for the majority of forced migrants, relocation to another region involved separation from family members, loss of friends, status, and employment, changes in quality of life, a crisis of values, social identity, and nostalgic feelings due to longing for familiar surroundings and life before the war.

Using Sandra Bem's Sex Role Inventory (BSRI) [6], we obtained data on gender-stereotyped differences among male and female IDPs. Masculine traits predominated in 39 respondents (48.8%),

including 13 women (33.3%) and 26 men (66.7%). Feminine traits were dominant in 29 respondents (36.5%), including 19 women (62.4%) and 10 men (37.6%). Furthermore, 12 respondents (14.7%) exhibited a balance of masculine and feminine traits, including 7 women (58.3%) and 5 men (41.7%).

Thus, masculine traits were predominant in most of the respondents in our sample.

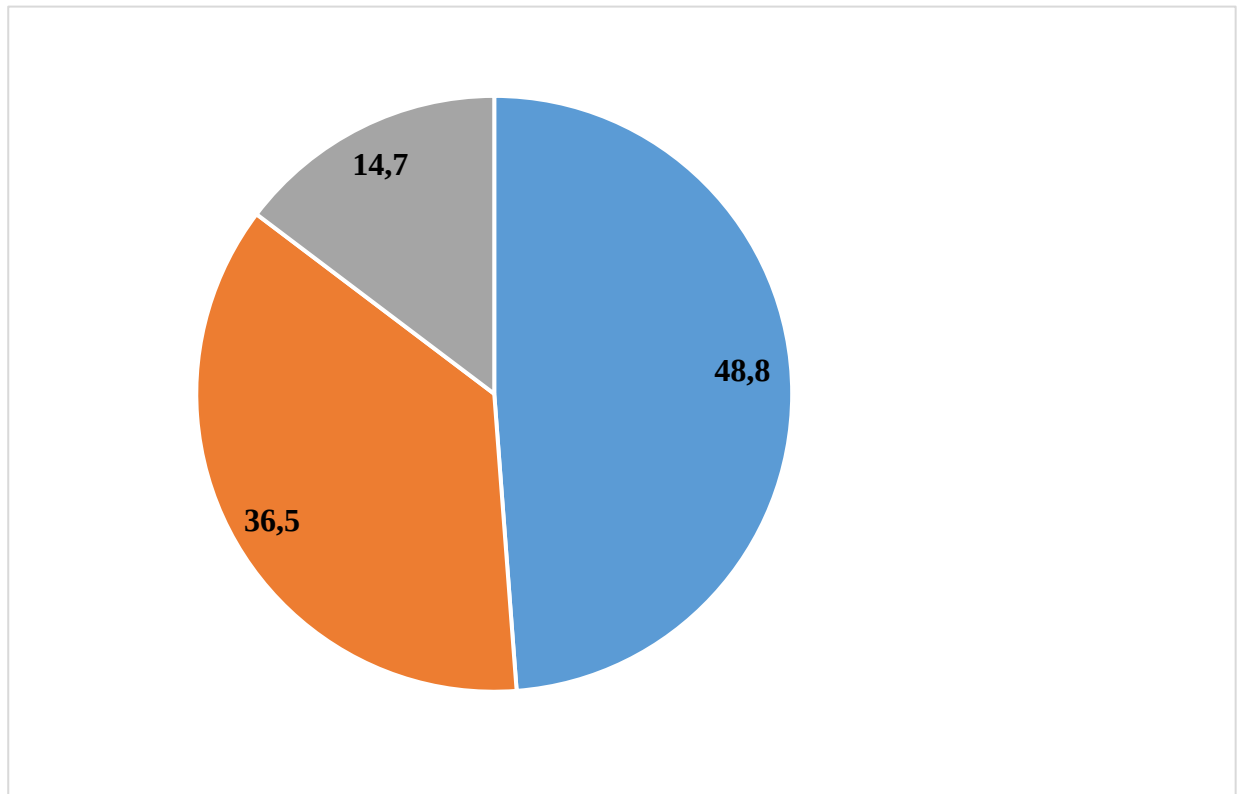


Figure 1. Gender-Stereotyped Differences in Social Adaptation Traits Among Male and Female IDPs

Masculinity: 48.8%

Femininity: 36.5%

Androgyny: 14.7%

Since the main assumption of the study is that gender affects adaptation, first of all we conducted a correlation analysis between masculine-feminine, masculine and feminine qualities and adaptation, since any gender is characterized by both feminine and masculine, but in different proportions. For this purpose, not only the integral indicator of adaptation was taken, but also its components: adaptability and maladaptability, in order to see in more detail the presence of interaction between these factors. This allowed us to determine the level of influence of gender on adaptation, and to find out a significant relationship between them. After calculating the Pearson correlation coefficient, low correlation coefficients of femininity with adaptability attract attention - from -0.03 to 0.05, which indicates that it does not affect the level of adaptation. On the other hand, we see high rates of positive correlation of masculinity with adaptability (0.42 and 0.59), that is, the more pronounced masculinity, the higher the level of adaptability. There is also a less significant negative correlation between maladaptability and masculinity: the lower the masculinity, the more pronounced maladaptability.

The average rates of androgyny in comparison with femininity are related, from our point of view, to the fact that masculinity is included in its composition. Therefore, the only factor, from a gender point of view, that really affects adaptability is masculinity.

In addition, the positive relationship between masculinity and self-perception (0.46) attracts attention. The more an internally displaced person accepts himself, the higher his masculinity (and, as a result, the better adaptation). On the other hand, we see the absence of a correlation with acceptance of others, which proves the irrelevance of this feminine trait for adaptation to a new place of residence. Carriers of feminine gender roles of the female sex are more dependent on the opinions of others, seek approval

from others, are more emotional and, at the same time, more vulnerable, that is, they are prone to anxious experiences. In contrast, female individuals with pronounced masculinity are distinguished by rationality of thinking and behavior, take responsibility, and often strive to occupy leading positions in various social groups.

The next trait that affects adaptation to a new place of residence is the desire for dominance, which is a masculine trait. The correlation coefficient is 0.48, which is quite high and positive. An internally displaced person who shows a desire for leadership and guidance in solving problems often solves personally important tasks at the expense of others, which accelerates the process of adaptation to the new social environment.

To analyze the correlations of gender characteristics with adaptation in internally displaced persons of male and female sex, we used the Pearson coefficient. The critical values of the correlation coefficients for different probabilities of permissible errors for a sample of a total number of 40 people are: 0.396 for $p \leq 0.05$; 0.505 for $p \leq 0.01$; 0.618 for $p \leq 0.001$. Having carried out the correlation analysis, we obtained positive significant correlations and we can conclude that adaptation is most influenced by such a gender stereotype as masculinity. (Table 1).

Table 1. Analysis of correlations of gender characteristics with adaptation in internally displaced persons of male and female sex

Gender stereotypes	Correlation indicator	Gender
Маскулінність.	0, 596*	Effect on male adaptation
Маскулінність.	0, 421**	Effect on female adaptation

Note: * $r = 0.596$, at $p \leq 0.05$; ** $r = 0.421$, at $p \leq 0.01$

Analysis of the results according to the "Five-factor questionnaire ("Big Five") P. Costa-R. McCray" is presented in Table 2.

Table 2. Distribution of personal characteristics of male and female respondents according to the Five-factor questionnaire by P. Costa-R. McCray

№	Factors	Female respondents	Male respondents
1.	Neuroticism	45,4%	42,4%
2.	Extraversion	37,5%	55,8%
3.	Openness to experience	45,1%	40,2%
4.	Agreeableness	41,4%	46,8%
5.	Conscientiousness	47,8%	41,5%

As we can see, emotional stability is more pronounced in male respondents, which is an indicator of emotional restraint in situations of uncertainty. Also, high indicators in this group are for such a factor as the tendency to agree. People who are inclined to agree are more tolerant, tolerant of the interests and requests of others, they value group unity, peace and harmony between people. The most pronounced indicator in this group is extraversion, which characterizes male respondents as more sociable and open. Female respondents have higher indicators, compared to male respondents, for such factors as openness to new experience and are more friendly and conscientious in performing duties, compared to male respondents. The results obtained make it possible to apply the Student's t-test to establish differences by gender of respondents. The differences between the groups of subjects are presented in Table 3.

Table 3. Analysis of the results of correlation analysis using the Five-Factor Questionnaire by P. Costa-R. McCray

№	Factor	masculinity	androgyny	femininity
1.	Emotional stability	0,57	0,45	-0,43
2.	Extraversion	0,61	0,36	0,03
3.	Agreeableness	0,53	0,36	0,02
4.	Conscientiousness	0,32	0,31	0,37

Note:** results with significance at $p \leq 0.01$: * results with significance at $p \leq 0.05$

Respondents with androgynous traits have an average positive correlation coefficient with emotional stability (0.33), which is not much more pronounced in respondents with masculine traits (0.47). Respondents with feminine traits, on the contrary, have an indirect relationship with emotional stability (-0.43). That is, the higher the emotional instability, the lower the ability to adapt to the new environment: an internally displaced person cannot control his emotions and impulsive drives, which manifests itself as a lack of sense of responsibility, escape from reality, capriciousness. The indicator 0.33 says the same thing, but emphasizes the direct connection: the more emotionally stable a person is, the more he exhibits masculine traits and adapts better.

The positive correlation of masculinity with the integral indicator of extraversion (0.61) is also high. According to scientific research, extraversion contributes to the experience of subjective well-being due to the ease of establishing and maintaining interpersonal relationships, and receiving pleasure from communication. A similar trend is confirmed by the high indicators of the positive correlation of masculinity with the tendency to agree (0.53). Thus, such a personal characteristic as a tendency to agree directly proportionally affects adaptation, through better relations with others, tolerance, tolerance for the interests and requests of others. Such individuals value group unity, peace and harmony between people. Thus, the belief of an internally displaced person that the possibility of adapting to a new place of residence depends on him, that he determines and builds his future life, establishing friendly relations with his environment, has a positive effect on the success of socio-psychological adaptation to a new place of residence. On the other hand, the indicator of conscientiousness has only an average bordering on low (0.32) direct relationship with masculinity, a greater one with femininity (0.33) and is most closely related to androgyny (0.41). Thus, the more a person is conscientious, responsible, obligatory and accurate in his affairs, the more successful the process of his adaptation is.

The impact of gender identification on adaptive capabilities and the choice of coping strategies suggests the future implementation of psychoprophylactic and psychocorrectional measures aimed at expanding the repertoire of adaptive coping strategies, which will contribute to improving the socio-psychological adaptation of internally displaced persons of both sexes.

Discussion

The study identified two primary adaptation strategies: “acceptance of responsibility” and “positive reappraisal.” Androgynous respondents displayed a unique orientation toward responsibility compared to those with strictly masculine or feminine traits, suggesting that this strategy serves as a psychological defense mechanism in uncertain situations. In contrast, masculine and feminine individuals were more likely to avoid responsibility and use mechanisms like rationalization and humor to mitigate emotional engagement. The study suggests that IDPs with masculine or androgynous traits cope more effectively through cognitive reframing and diminished emotional involvement, while feminine traits appeared to hinder the use of these strategies.

Conclusion

In the formation of social actions and action strategies of a person, which affect the development of his adaptive capabilities, an important role is played by his subjective settings and numerous gender stereotypes. In our opinion, it is necessary to take into account the importance of gender-specific adaptation features, since gender determines the characteristics of behavior and reactions to circumstances.

Analysis of the main problems that IDPs face during adaptation to a new place of residence helped to select a set of psychodiagnostic methods, which was determined by the tasks of our master's thesis. The following methods were used in the experimental study: questionnaires, testing, correlation analysis and one-factor analysis of variance, mathematical methods of data processing.

Using the Sandra Behm Gender Role Questionnaire (BSRI), we obtained results on gender-stereotypical differences in male and female internally displaced persons. Next, we conducted a correlation analysis between masculine-feminine, masculine and feminine qualities and adaptation, since any gender is characterized by both feminine and masculine, but in different proportions. For this purpose, not only the integral indicator of adaptation was taken, but also its components: adaptability and maladaptability, which allowed us to determine the level of gender influence on adaptation and to find out a significant relationship between them. After calculating the Pearson correlation coefficient, we obtained low correlation coefficients of femininity, which indicates that it does not affect the level of adaptation and high indicators of positive correlation of masculinity with adaptability.

The high positive correlation of masculinity with integral indicators of “extraversion” and “agreeableness” is confirmed by the results of the analysis using the “Five-factor Questionnaire (“Big Five”) P. Costa-R. McCray” method. Such a personal characteristic as “propensity to agree” has a direct

proportional effect on adaptation, through better relationships with others, tolerance, tolerance for the interests and requests of others.

We obtained the results of the analysis of stabilizing factors that help maintain psychosocial adaptation in situations of uncertainty or stress using the “Coping Behavior Methods” method by R. Lazarus, S. Folkman. In order to identify the frequency of choosing coping strategies in difficult life situations, a comparative analysis was carried out in groups of respondents using the Kruskal-Wallis rank H-criterion, which compares the average indicators in three or more samples.

The “self-control” strategy, which has significant differences in terms of severity in respondents with masculine traits, is more adaptive than the “acceptance of responsibility” strategy, which has a significant difference in terms of severity in respondents with androgynous traits. The strategy of "positive reappraisal" is expressed in the group of respondents with androgynous properties and has a high level of expression in the group of respondents with masculine properties. Respondents with masculine and androgynous properties choose the strategy of overcoming negative experiences by subjectively reducing the significance of the problem situation, the degree of emotional involvement, by using intellectual methods of rationalization, switching attention, detachment, humor, devaluation, etc. The femininity of women and men, on the contrary, reduces their use of this strategy.

Thus, we found out. that the more pronounced masculinity, the more successful the adaptation to a new place of residence. Based on this, and taking into account the fact that androgyny has masculinity in its composition, we predict that the socio-psychological adaptation of some respondents in our sample will be influenced by such a gender property as femininity, which has low correlations with adaptation.

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THEORETICAL ANALYSIS OF THE CONCEPT OF COHESION IN THE CONTEXT OF MILITARY FORMATIONS

Анотація: У статті розглянуто теоретичний аналіз поняття згуртованості у контексті військових формувань. Згуртованість є ключовим фактором, що впливає на ефективність функціонування військових підрозділів, їхню здатність до взаємодії, виконання бойових завдань і підтримки психологічної стійкості військовослужбовців. Автор проводить огляд класичних теорій групової динаміки, зокрема праць Л. Фестінгера, Д. Картрайта та К. Левіна, які заклали фундаментальні підходи до розуміння цього феномену.

У роботі визначено основні складові групової згуртованості: емоційна, інструментальна та соціальна. Показано, як ці аспекти взаємодіють і формують ефективну групову взаємодію у військових колективах. Особливу увагу приділено специфіці згуртованості у військових формуваннях, яка формується під впливом суворої дисципліни, спільних цінностей, довіри та взаємної підтримки в умовах високого стресу.

На основі аналізу сучасних досліджень виокремлено фактори, що сприяють розвитку згуртованості у військових групах: роль лідерства, важливість групових норм, вплив колективного досвіду та тренувань. У статті також розглянуто основні перешкоди для формування згуртованості, зокрема конфлікти, низький рівень довіри чи погане керівництво.

Дослідження показує, що згуртованість у військових формуваннях має вирішальне значення для підтримки ефективності та психологічного благополуччя особового складу. Висновки можуть бути корисними для розробки програм підготовки військовослужбовців, що сприятимуть формуванню згуртованих і психологічно стійких підрозділів.

Ключові слова: згуртованість, групові динаміка, військові формування, психологічна стійкість, групові взаємодія.

Abstract: The article considers a theoretical analysis of the concept of cohesion in the context of military formations. Cohesion is a key factor affecting the effectiveness of the functioning of military units, their ability to interact, perform combat missions and maintain the psychological stability of servicemen. The author reviews classical theories of group dynamics, in particular the works of L. Festinger, D. Cartwright and K. Levin, who laid the fundamental approaches to understanding this phenomenon.

The paper identifies the main components of group cohesion: emotional, instrumental and social. It shows how these aspects interact and form effective group interaction in military teams. Particular attention is paid to the specificity of cohesion in military formations, which is formed under the influence of strict discipline, common values, trust and mutual support in conditions of high stress.

Based on the analysis of modern research, factors that contribute to the development of cohesion in military groups are identified: the role of leadership, the importance of group norms, the influence of collective experience and training. The article also examines the main obstacles to the formation of cohesion, in particular conflicts, low levels of trust or poor leadership.

The study shows that cohesion in military formations is crucial for maintaining the effectiveness and psychological well-being of personnel. The findings can be useful for developing military training programs that will contribute to the formation of cohesive and psychologically resilient units.

Keywords: cohesion, group dynamics, military formations, psychological resilience, group interaction.

Introduction: The problem of group cohesion is one of the central issues in modern psychology. Cohesion in military formations has a specific character, as it is generated in structures with a strict hierarchy and conditions of high stress. In the light of current challenges, the study of the causes and mechanisms of cohesion is usually applied in the context of joint combat missions and psychological resilience of soldiers. The concept of cohesion is one of the key factors in the functioning of military formations. Not only the effectiveness of combat missions, but also the psychological state of the group members and their ability to cooperate for a long time depend on cohesion.

The purpose of the article is to provide a theoretical analysis of the concept of cohesion, its structure and its specificity in the context of military formations.

Theoretical basis of the study: Cohesion in psychology is usually seen as a complex process that occurs in a group as a result of the interaction of its members. It is manifested in shared values, goals, and guidelines that ensure its unity and effectiveness. For example, in the studies of T. Newcomb and M. Sheriff, cohesion is seen as a product of group norms and mutual trust between members. In addition, practice in military units demonstrates that cohesion is achieved through joint training, which creates common standards of behaviour and supports psychological resilience.

L. Festinger, one of the founders of the concept of cohesion, defined it as a force that holds group members together and motivates them to stay in the group. He emphasised the importance of the group's attractiveness to its members and their satisfaction from participating in joint activities [3].

D. Cartwright and A. Zander complemented this concept by considering cohesion as a dynamic process based on meeting the individual needs of group members and achieving common goals. In their opinion, the higher the level of mutual support and trust, the stronger the group becomes [2].

K. Levin, in turn, emphasised the role of group norms and structures in the formation of cohesion. He believed that cohesion is the result of interaction between individuals in the context of common goals and values. His 'field of forces' theory focused on the influence of external and internal factors on group dynamics [6].

Let us consider the structure of group cohesion:

1. Emotional cohesion: reflects the psychological climate in the group, including the level of mutual support, trust between group members and the ability to empathise with each other. This aspect is key to building positive relationships in the group and maintaining morale.

2. Instrumental cohesion: is based on joint activities to achieve certain goals. It involves effective cooperation, distribution of roles and responsibilities, and an awareness of the importance of each member's individual contribution to the overall success.

3. Social cohesion: is formed through the adoption of common norms, values and standards of behaviour. It ensures the unity of the group, helps to minimise conflicts and creates conditions for the long-term functioning of the group.

Cohesion in the context of military formations has its own specifics and features, which are determined by the psychological conditions of military service. The psychological conditions that affect cohesion in military formations include

- Extreme conditions: Military formations often operate in high-risk environments that require soldiers to react quickly, dedicate themselves and cooperate. Extreme situations, such as combat, natural disasters or other dangerous conditions, can either strengthen bonds between group members or break them down, depending on the level of psychological preparedness and mutual trust.

- Stressful situations and their impact on interaction: The constant presence of stress associated with military tasks can both contribute to cohesion and have a negative impact. Under stressful conditions, it is important that group members have sufficient psychological support and the ability to work as a team. Stress can increase the sense of collective cohesion if people are able to support each other, or it can cause divisions if mistrust or conflict arises.

- Motivation and sense of group responsibility: Motivation, both individual and collective, is a key factor for cohesion. A high level of group responsibility can create a strong sense of unity when each soldier understands his or her role in the success of the collective. A sense of duty to others, a common purpose and shared experiences can significantly boost morale and collective spirit.

It is interesting and important for a comprehensive analysis of the concept of cohesion to compare cohesion in military and civilian groups. Let us consider this comparison in more detail:

1. The purpose and context of the activity:

— Military groups: The purpose is a combat order that is related to the fulfilment of combat or strategic tasks. Group cohesion in military formations is focused on maximising effectiveness in difficult and dangerous environments, often under extreme stress and risk to life.

— Civilian groups: The purpose is usually related to the achievement of business, social or personal goals that do not always have critical consequences. In civilian groups, cohesion is formed on the basis of common interests, professional tasks or personal connections, and is often less reinforced by stressful situations.

2. Extreme conditions and stress:

— Military groups: Constant stress and extreme conditions (combat, high danger, limited resources) are an integral part of the military experience. This can strengthen the bonds between soldiers, but also increases the risk of mental overload, trauma or conflict.

— Civilian groups: Stress in civilian groups is usually not as high. Pressures and tensions can occur in business environments or in personal relationships, but they are usually less extreme, which can lead to less intense cohesion.

3. Roles and hierarchy:

— Military groups: Clearly structured with a hierarchy where everyone has a defined role. This allows for order and discipline to be maintained, which is important for achieving common goals. Roles are more formalised, which can help in crisis situations.

— Civilian groups: Roles in civilian groups are often more flexible and can change depending on the situation. The hierarchy may be less strict and, depending on the culture of the organisation, the level of formalism may be much lower. This allows more group members to be equal participants in the decision-making process.

4. Motivation and commitment:

— Military groups: Motivation is mainly formed on the basis of collective responsibility, duty to the nation, fellow soldiers and the institution of the army. Military personnel often have a high level of commitment to their fellow soldiers and to the mission, as the lives of others may depend on it.

— Civilian groups: Motivation in civilian groups is often based on personal goals, career advancement, financial rewards or social interests. Commitment is usually lower than in military formations, although in some cases (e.g. in creative or charitable groups) it can be very high.

5. Group dynamics:

— Military groups: In military groups, cohesion is often built on shared experiences, both positive (successes in operations) and negative (losses, hardships). This helps to create a strong sense of unity. Cohesion can be quite monolithic due to collective experiences.

— Civilian groups: Group dynamics in civilian groups are often more flexible, allowing for individuality. However, in some cases, cohesion may be less stable if group members have different interests or conflicts.

6. Conflicts and their resolution:

— Military groups: Conflicts in such groups can be dangerous due to rigid hierarchies and high tensions, and often require immediate intervention by commanders. However, these conflicts can be resolved quickly if there are clear rules and structure.

— Civilian groups: In civilian groups, conflicts can be less intense but also more protracted, as there is not as much external discipline. It depends more on the culture of interaction and the group's ability to compromise.

7. Emotional climate and psychological state:

— Military groups: There is often a strong emotional bond based on shared experiences, but there may also be signs of stress, trauma or emotional exhaustion due to the constant threat to life.

— Civilian groups: The emotional climate depends on the nature of the group, but it is usually more stable, although not as cohesive due to the lower intensity of shared experiences [1].

To summarise, cohesion in military groups is characterised by a high degree of discipline, hierarchy and responsibility, which is critical to achieving military objectives. It is often formed under the influence of extreme situations and is resilient due to strong motivation and shared experiences. In civilian groups, cohesion is usually more flexible, with less discipline and hierarchy, but often built on softer, social or professional motivations. Depending on the context, the role and impact of cohesion in these groups can vary greatly.

Cohesion in military units has its own specificities due to factors that are unique to the military environment. Among them are:

1. High level of discipline and chain of command: In military groups, cohesion is highly dependent on the observance of strict discipline and chain of command. This ensures clarity in the execution of orders and minimises the risk of chaos in extreme situations.
2. Shared experience of extreme conditions: Participation in combat operations, training and other extreme situations contributes to the formation of deep interpersonal bonds based on trust and mutual assistance.
3. Psychological support and adaptation: cohesion in military formations also includes the ability to maintain morale, help fellow soldiers overcome stress and adapt to difficult conditions of service.
4. Common purpose and mission: a clear understanding of the overall goal, such as national security or a combat mission, is an important factor that unites military personnel.
5. Identification with the group: members of military formations often identify with the unit, which contributes to a sense of pride in belonging to the group and increases cohesion.

Important for analysing the concept of cohesion in the context of military formations are the factors that shape cohesion in military groups. The formation of cohesion in military units is determined by both objective and subjective factors:

Objective factors:

1. Conditions of service and activity:
 - Extreme situations: Participation in combat operations or performing difficult tasks in dangerous conditions contributes to cohesion, as servicemen often share common experiences, which strengthens their bonds.
 - Working hours and living conditions: it is important to organise everyday life, provide basic needs, and clearly define the working hours to help the military focus on a common goal.
2. The role of hierarchy and command structure:
 - Command and unit structure: A clear hierarchy and defined roles within a unit provide order and discipline, which are the basis for cohesion. Leadership must maintain morale and provide effective direction during operations.
 - Training and Exercise: Collective training in a simulated combat environment strengthens the bonds between soldiers, building cooperation and support.
3. Joint experience:
 - Shared trials and achievements: Shared experiences, both positive (successes in operations) and negative (losses, difficulties), are important for cohesion. This helps to create a sense of solidarity and shared responsibility.
4. Physical conditions of service:
 - Working and living conditions: when troops live in the same conditions, share the same provisions and follow the same regime, it stimulates interaction and a sense of unity.

Subjective factors include:

1. Motivation and personal commitment:
 - High motivation: Soldiers who are highly motivated to serve and fulfil their mission tend to be more committed to their group and unit, which strengthens cohesion.
 - Sense of duty: A sense of duty to fellow soldiers, country and society creates additional motivation for cohesion and unity.
2. Psychological and emotional factors:
 - Mutual trust and support: cohesion is largely dependent on the level of trust between unit members. Mutual support in difficult situations helps to create a positive psychological atmosphere.
 - Emotional climate: openness in communication, empathy and support can strengthen the psychological bonds between group members.
3. Psychological preparation and resilience:
 - Psychological Preparation for Extreme Situations: Preparing soldiers for stressful environments and developing resilience helps them maintain stability and effectiveness in critical situations, which affects cohesion.
 - The ability to self-regulate and adapt: jointly overcoming difficulties increases the emotional resilience of units.
4. Individual relationships and communication:

— Positive interpersonal relationships: when soldiers have good relationships with each other, it contributes to cohesion. Mutual respect, empathy and the ability to communicate constructively help to overcome possible conflicts.

— Leadership and engagement: A unit leader who is able to effectively communicate and support his unit is crucial for cohesion.

5. Group culture and collective identity:

— Shared values and ideas: when all members of a group share common ideals and values, it helps them to form a strong collective identity and cohesion.

— Group Identification: Service personnel often identify with a unit or service, which strengthens a sense of brotherhood and unity. Corporate culture and PR (affiliation with the «3rd Assault (Tretia shтурмова)» or «Madiar Birds (Ptahy Madiara)»).

In summary, cohesion in military groups is determined by the interaction of objective and subjective factors. Objective factors, such as conditions of service and training, contribute to the basic conditions for cohesion, while subjective factors, such as psychological training, motivation and personal relationships, determine the depth and sustainability of cohesion.

The cohesion of a military unit has a direct and significant impact on its effectiveness. A high level of group cohesion increases combat readiness, psychological stability and the ability to perform complex tasks. Let's take a closer look at this [8].

Dependence of combat effectiveness on the level of group cohesion. The combat effectiveness of a unit directly depends on the level of cohesion among its members. When soldiers interact well with each other, have a high level of trust and support, they are able to make decisions faster, act in a coordinated and effective manner. This is especially important in stressful and extreme situations, when each member must trust not only his or her own skills, but also those of fellow soldiers.

Key aspects of the impact of cohesion on combat effectiveness include:

— Speed of reaction and decision-making: cohesive groups are able to act quickly and cohesively, which is critical in combat operations. Mutual trust allows group members to worry less about their own safety and focus more on achieving a common goal.

— Reduced likelihood of error: In groups with a high level of cohesion, the likelihood of error is reduced as soldiers interact and support each other more, share information and help when needed.

— Improved morale: Higher morale in cohesive units allows them to effectively withstand difficult conditions while maintaining a fighting spirit and the will to complete the task to the end.

Psychological resilience is a critical factor in military service, especially in conditions of stress, combat and high risk to life. Unit cohesion helps to build resilience in military personnel for several reasons:

— Mutual support and emotional support: high cohesion allows soldiers to support each other on an emotional level, which helps them cope with the worries, stress and losses during combat.

— Shared experience: The joint experience of difficult situations, both combat operations and everyday difficulties, contributes to the development of psychological resilience. Soldiers who have experienced difficult situations together usually have a better ability to adapt to stressful conditions.

— Reducing the risk of psychological trauma: in close-knit groups, soldiers are more likely to turn to their comrades for help, which reduces the likelihood of developing psychological trauma such as post-traumatic stress disorder (PTSD) [7].

Studies have shown the importance and significance of cohesion for the combat effectiveness and psychological resilience of units in general and soldiers in particular. Here are some examples:

— Studies of military units in combat: a study conducted among US Army units during the Iraq War showed that units with high levels of cohesion had significantly better combat effectiveness and fewer casualties than those with low cohesion. The high level of mutual support and trust allowed groups to respond more quickly to combat situations, reducing stress and improving performance.

— Cases at the level of special forces: In special forces, such as the Green Berets or the British SAS, cohesion is a key factor for mission success. Members of such units undergo special training that focuses on developing psychological resilience and cohesion, enabling them to perform complex tasks in extreme conditions.

— Research in peacekeeping missions: military peacekeepers often work in international units with people from different countries. Studies show that increased cohesion in such units helps to overcome cultural and language barriers, which significantly improves the effectiveness of peacekeeping missions.

It is worth noting that cohesion increases combat effectiveness, allows units to act more coherently, make decisions more quickly and ensures high morale. Cohesion also contributes to psychological resilience, helping soldiers to overcome stress, support each other in extreme conditions and reduce the risk of psychological trauma, which is supported by practical research that shows that a high level of cohesion is an important factor for success in combat operations and peacekeeping missions. In general, the cohesion of a military unit is a key factor affecting its combat effectiveness and psychological resilience. Therefore, it is important to invest in developing this quality during training and in the course of service.

However, to analyze the issue of cohesion in the context of military formations, it is also important to consider the problems and challenges in forming the cohesion of military collectives.

The formation of cohesion of military collectives is a complex and long-term process in which various problems and challenges arise. Below, we will consider the main barriers, psychological consequences of low cohesion and factors that can destroy cohesion in the army.

1. Barriers to cohesion:

Conflicts: military collectives, like any other groups, can face conflicts between members. This can be the result of personality differences, different views or problems in interaction between military personnel. Conflicts can arise due to:

- Differences in character and attitude to service: Individual differences in approaches to performing tasks can lead to tension.

- Incoherence in actions: The lack of a single strategy or misunderstanding in work during joint operations can cause conflicts.

Mistrust: Mistrust among soldiers is one of the biggest barriers to cohesion. It can arise from:

- Insufficient communication: When information is not communicated openly and in a timely manner, it creates an atmosphere of suspicion and distrust.

- Uncertainty in mission execution: When soldiers do not know how a mission will be accomplished or do not trust their comrades, it contributes to the emergence of doubts.

Communication problems: Ineffective communication between unit members can significantly reduce the level of cohesion. The reasons for this are:

- Lack of clear communication: In a military environment, rapid and accurate communication is essential to the success of the mission, and its absence can lead to confusion and misunderstandings.

- Inadequate leadership: When commanders are unable to communicate correctly and effectively with subordinates, this can lead to problems in interaction and a decrease in trust within the group.

Analyzing the psychological consequences of low cohesion among military personnel in military formations, the following can be distinguished:

Low cohesion creates stressful conditions for military personnel. They may feel isolated or left without support at critical moments, which causes: psychological exhaustion (lack of support and a sense of loneliness in battle increases stress); uncertainty (when military personnel do not feel unity in the group, this can cause anxiety, doubts and reduce the ability to focus on the task).

Low cohesion also leads to disorganization, which is expressed in: low discipline (when there is no unity in the unit, it is difficult to maintain discipline, which can lead to chaos during operations and disorganized actions (soldiers can act autonomously, without clear coordination with others, which reduces the effectiveness and safety of the unit).

Morale is one of the main factors determining the effectiveness of the unit. A low level of cohesion leads to: undermining motivation (when soldiers do not feel support from their comrades or commander, their motivation to complete tasks decreases) and loss of faith in the team (if individuals do not have a sense of brotherhood and mutual responsibility, this can reduce their commitment to the service and tasks and lead to desertion (unauthorized abandonment of the unit)) [11].

We also analyzed the factors that reduce the level of cohesion in military formations. Among them, we identified: individualism, loss of motivation and ineffective leadership. Let's consider them in more detail more:

Individualism is the tendency for individuals to work for themselves or to view their role in the military in terms of their own interests rather than the collective. This can be destructive of cohesion, as if soldiers are focused only on their own interests, it can lead to a lack of mutual support and ineffective interaction, and individualism is often accompanied by a lack of coordination and interaction, which reduces efficiency and cohesion.

Loss of motivation among soldiers is another significant factor that destroys cohesion. The reasons for the loss of motivation can be different: uncertainty about the future (if soldiers do not understand why they are performing tasks or do not see the goals, this can lead to a decrease in the desire to work towards achieving common goals); low assessment of leadership (if soldiers do not see support or proper leadership, this reduces their motivation to actively participate in the activities of the unit).

Inadequate or ineffective leadership can be a major cause of the destruction of cohesion in the military team: if the commander cannot clearly define the tasks for subordinates, this leads to confusion and a lack of cohesion, and commanders who cannot effectively manage stressful situations can create an atmosphere of tension, which also reduces the level of cohesion.

Conclusions and prospects for further research: Cohesion in military formations is a complex, multidimensional phenomenon that includes emotional, instrumental and social aspects. It plays a key role in maintaining combat effectiveness and psychological resilience of military personnel. The formation of cohesion in military units faces various barriers, such as conflicts, mistrust and communication problems. Low cohesion has serious psychological consequences, including stress, disorganization and low morale. Factors that destroy cohesion include individualism, loss of motivation and ineffective leadership. To maintain and strengthen cohesion, it is important to work on the development of communication, interaction, support and effective leadership in the unit. Research into the factors and mechanisms of cohesion is an important direction for optimizing the work of military units and increasing their effectiveness in extreme operating conditions.

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PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF SPECIAL EDUCATION SPECIALISTS AS A FACTOR OF THEIR PROFESSIONAL SELF-CONSCIOUSNESS

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В статті розглядаються питання становлення самосвідомості фахівців та майбутніх здобувачів вищої спеціальної та інклюзивної освіти. Дані теоретичного аналізу загальної та спеціальної літератури вказують на важливість дослідження питань психологічної готовності, педагогічної підготовки всіх, хто працює з дітьми із особливими освітніми потребами, визначено структуру, особливості, специфіку підготовки професіоналів як носіїв та виконавців освітніх, розвиткових та корекційно-реабілітаційних послуг для дітей із різними нозологіями порушень у розвитку.

Зазначено, що професійних компетенцій здійснювати педагогічний прогноз і діагностику інтелектуальних, мовленнєвих, корекційних, комунікативних, поведінкових, кінестетичних, емоційно-вольових, регуляторних компонентів освітньої діяльності дитини необхідною є робота над осмисленням результатів власної діяльності, аналізувати труднощі які виникають під час педагогічного процесу, встановлювати вектори психолого-педагогічної корекції та реабілітації первинних та вторинних, третинних нашарувань порушень, складати індивідуально-корекційні та соціально-психологічні програми розвитку дитини, здійснювати самоаналіз власних думок та поведінки, мотивувати себе до інтелектуальної праці з пошуку нових ідей, концепцій, напрямів, створення науково-дослідних компонентів або логічних взаємозв'язків у системі фахівець-дитина-соціальне оточення дитини.

Визначено, що важливим інструментом для осмислення і проведення роботи над собою є необхідність до удосконалення своєї корекційно-педагогічної діяльності є самостійне удосконалення формування емоційної стійкості засобами самооцінки, психологічних установок, самоаналізу, самоконтролю, саморегуляції та самовдосконалення.

Запропоновано механізми які забезпечують надійність і сталість професійної діяльності, особистісне зростання та ефективний результат взаємодії з учнями із особливими освітніми потребами.

Визначено та розроблені головні критерії емоційної стійкості як механізму професійної самосвідомості фахівців спеціальної та інклюзивної освіти.

Ключові слова: професійна самосвідомість, психолого-педагогічна готовність, фахівець спеціальної освіти, діти з особливими освітніми потребами.

The article deals with the issues of the formation of self-awareness of specialists and future applicants for higher special and inclusive education. The data of the theoretical analysis of general and special literature indicate the importance of studying the issues of psychological readiness, pedagogical training of all those who work with children with special educational needs, the structure, features, specifics of training professionals as carriers and performers of educational, developmental, correctional and rehabilitation services for children with various nosologies of developmental disorders are determined.

It is noted that professional competencies to carry out pedagogical forecasting and diagnostics of intellectual, speech, correctional, communicative, behavioral, kinesthetic, emotional and volitional, regulatory components of a child's educational activity require work on comprehending the results of their own activities, analyzing the difficulties that arise during the pedagogical process, establishing vectors of psychological and pedagogical correction and rehabilitation of primary and secondary, tertiary layers of disorders, making individual correctional and social programs.

It has been determined that an important tool for comprehending and working on oneself is the need to improve one's correctional and pedagogical activity is to improve the formation of emotional stability by means of self-esteem, psychological attitudes, self-analysis, self-control, self-regulation and self-improvement.

The mechanisms that ensure the reliability and sustainability of professional activity, personal growth and effective results of interaction with students with special educational needs are proposed.

The main criteria of emotional stability as a mechanism of professional self-awareness of specialists in special and inclusive education are identified and developed.

Key words: professional self-awareness, psychological and pedagogical readiness, special education specialist, children with special educational needs.

Formulation of the problem.

The problem of professional identity of an individual occupies a key position in the research of world and Ukrainian scientists and its relevance is undeniable given the socio-political, economic, military, and professional changes in Ukrainian society, a deep understanding of the expansion of the functions of the work of specialists, the place of psychology and pedagogy in ensuring the quality of education at all stages of human development. The tragic signs of the present also create challenges for professionals working with children with special educational needs. They consciously chose the profession not only as educators, but also realized their positive impact on the psyche of children, their families, colleagues and other people around them. The social and psychological needs of society for professional assistance from psychologists, rehabilitation therapists, speech and language therapists, and supervision of other specialists determined the direction of our study of professional self-awareness of specialists.

Analysis of recent research and publications.

The purpose of the article is to reveal the content of scientific research and practical developments in the context of professional identity of specialists in special and inclusive education in general and special literature.

The purpose of the article

To present the results of the theoretical analysis of the problem of psychological and pedagogical training of specialists in special and inclusive education and to propose psychological factors and criteria for professional self-awareness of the difficulties of working with children with special educational needs.

Outline of the main material.

When considering the problem of professional self-consciousness of special education specialists, Ukrainian scientists focus on the study of the substructures of self-consciousness, namely their psychological and pedagogical training of specialists for correctional, compensatory and social rehabilitation work with children, pupils and adolescents of different nosological groups, including a number of intellectual, autistic, speech, regulatory, kinesthetic and combined disorders. Therefore, the competence in awareness of these disorders consists in systematic work on oneself, in particular, analysis of difficulties arising during educational, developmental, correctional, and educational processes and independent formation of tasks for self-improvement of professional competencies, taking into account the innovative platform of preventive correctional work in order to block the occurrence of secondary, tertiary and other disorders.

The specifics of life and pedagogical work during the war posed additional challenges for special education specialists in terms of preserving children's psyche, including them in a situation of psychological comfort, ensuring the fulfillment of educational, developmental, educational, correctional, rehabilitation, and communication tasks in an unfamiliar, disturbing situation for children. In this regard, let's turn to the opinions of Ukrainian scientists regarding psychological readiness and professional training for working with children with various nosologies.

In particular, I. Arshava believes that it is most appropriate to define emotional stability as a certain integrative quality of a person characterized by such an interaction of emotional, volitional, intellectual and motivational components of an individual's mental activity that ensure the most successful achievement of activities in a difficult emotional situation [1]. Summarizing, it is advisable to understand emotional stability as a complex dynamic integrative property of a personality that ensures high productivity and efficiency of activity and behavior in difficult emotionally stressful conditions. As the study of the problem under investigation has shown, emotional resilience is considered one of the most important and necessary qualities of specialists in socio-economic professions for the preservation of mental health and prevention of emotional burnout. The term "emotional stability" in activity refers to the synthesis of personality traits and qualities that allows one to perform their professional activities confidently and independently in different emotional conditions[1].

Emotional stability occupies a special place in the psychological space of professionally important qualities of future specialists. The structure of emotional stability as a professionally important quality of

future specialists includes five substructures: psychophysiological, which is the substrate of mental activity (balance, mobility of nervous processes, etc.), emotional and volitional (self-regulation of emotional states, emotional lability, adequacy of emotions, etc.), adaptive (personal adaptive potential, neuropsychological stability, etc.), cognitive-reflective (self-knowledge, self-awareness, etc.), social-perceptual (insight, empathy, identification, etc.). According to researchers, emotional resilience changes under the influence of human adaptation to extreme conditions, but the success of adaptation depends on a number of stable personal characteristics, including the characteristics of emotionality in the personality structure, motivational and volitional characteristics, and cognitive traits associated with emotionality [8].

Thus, emotional resilience is associated with the ability to consciously manage one's activities, the ability to maintain mental stress at a level that ensures optimal performance, the nature of professional activity and the success of its implementation, the ability to objectively assess one's strength and find resources for confident activity, and consciously manage the emotional state.

Academician of the Academy of Pedagogical Sciences of Ukraine S. D. Maksymenko believes that personality development is about organizing and integrating a person's inner world. This is the path to oneself, the path of self-knowledge and self-awareness. As a matter of fact, mental development only becomes personal development when it begins to be a reflection of a person's own experience. From that moment on, a person determines the direction of his or her own development, controls it and is responsible for it [4, p.61].

Emotional stability of a personality is considered by scientists as: a personality property that ensures the stability of stable emotions and emotional arousal in the event of various factors (T. Plachinda), [9, p.172]; personal property that determines the effectiveness of activities in extreme conditions (L. Dyka); integral property of a personality characterized by such an interaction of emotional, volitional, intellectual and motivational components of the mental activity of an individual that ensures the optimal successful achievement of the goal of activity in a complex emotional environment. is a personality property that ensures a harmonious relationship between all components of activity in an emotionally stressful situation, and therefore contributes to the successful performance of activities; emotional stability is a property that characterizes a person in the process of intense activity, the psychological mechanisms of which, interacting harmoniously, contribute to the successful achievement of the goal (G. Lapshynska) [3]; considers emotional stability as a personality property that manifests itself in maintaining or restoring the balance of the body as an "active subsystem" with constantly changing. Thus, emotional stability is also a personality trait that ensures the stability of psycho-emotional arousal when exposed to various negative emotions.

According to the concept of intelligence correction by V.M. Sinyov, the emotional state of an individual improves through the comprehension of the adequacy of their own affective manifestations using self-criticism and self-assessment. This is especially true for students - future specialists in correctional work with children with autism. This category of children is the most emotionally vulnerable and requires a specialist to work with them, who is not only competent in knowledge of their special educational needs, the ability to teach, educate and carry out correctional activities, but also to systematically provide students with autism with psychological comfort, intellectually directing their personality to systematic work on themselves [13]. Solving the problems of training personnel for the educational integration of children with psychophysical disabilities is in the context of personality-oriented education, which should be based on the principles of perception, understanding and acceptance and respect for the individual not only in individual psychological terms, as a carrier of unique inimitable human qualities, but also in socio-psychological terms, as a person among people; a highly responsible subject of social activity and behavior, interpersonal relationships. Successful implementation of the principles of personality-oriented education of specialists for the field of subject-subject activity depends on the technologies of the educational process, in particular, the optimal combination of classroom and extracurricular forms of its organization, ensuring monitoring of the quality system of knowledge that students should have (awareness, unity of the generalized and the specific, completeness, depth, systematicity, strength, dynamism, which in the complex ensures the transferability of knowledge), maintaining high motivation in the process of obtaining education using [14].

D. Shulzhenko, analyzing internalization as a factor of teachers' psychological readiness for inclusive education of students with special educational needs, notes that "internalization of a teacher of a class with an inclusive form of education as a necessary quality of his/her personality for continuous self-development, namely: learning ways of communication, learning, behavior, self-control and self-regulation of children of different types of dysontogenesis and nosologies; providing psychological and pedagogical conditions for education for all children in the class..." [17, c.183].

Scientist A. Shevtsov notes that due to mental deprivation, which occurs as a result of remote interaction with other students of the group and the teacher, "negative changes in the emotional, motivational and intellectual development of a person occur, and his or her social adaptation is disrupted." This is confirmed by our study, when distance learning and psychological training on the development of emotional resilience were not as effective as interaction during a real meeting and required additional and compensatory educational measures. The author proposes to develop e-learning courses and psychological programs according to the following criteria of "author's development": focus on audience experience, learning styles; focus on audience needs; depth of cognitive analysis of tasks; criteria for determining strategy; determination of tutoring goals; determination of the necessary relationship between tutor and student. Criteria for the period of designing educational materials: availability of materials for different categories of students; variety of possible learning trajectories; compliance with the set learning goals. Criteria for the tutoring procedure: linear passage, the same for everyone; scenario passage, depending on the background. Criteria for the adequacy of the simulation: elements of interactivity and presentation; adequacy to the realities of the workplace. Criteria for the supply of training materials: quality of graphic material; sound quality; waiting time for downloaded training materials for the system to respond. The introduction of modern educational technologies into the educational process will help to improve the quality of educational services in different conditions for future professionals [16].

S.Mironova notes that the work of modern higher education institutions does not take into account the shortcomings of professional education characteristic of different stages of its development, does not fully use the positive experience of training teachers of defectologists, in particular, the clarity of the formulation of specializations, the simplicity and professional relevance of disciplines in the curriculum, and the practical orientation of professional education. Identifying trends in staffing special institutions for children with intellectual disabilities, a comprehensive analysis of qualitative changes in the organization and content of training specialists in general and in correctional work in particular, made it possible to identify six periods in the development of domestic professional training of defectologists, namely: the emergence of the state system of training defectologists; organizational improvement of training of defectologists; expansion and deepening of general pedagogical training, weakening of There is a tendency to provide quality educational services in the system of personnel training and organization of the educational process for children with psychophysical developmental disorders [6].

The study of the Ukrainian researcher I. Chukhriy revealed the individual psychological factors of professional burnout, where the essence of the emotional and affective factor is revealed, which includes: emotional comfort/emotional discomfort, situational anxiety, personal anxiety, depression, aggressiveness, hostility); communicative factor, which includes: leadership, sociability, reflexivity; cognitive, which includes cognitive processes, reflexivity; behavioral, which includes dominance, escapism, prominence, dependence/independence, sociability/unsociability; motivational and volitional, which includes internal control/external control, prominence, acceptance of struggle/rejection of struggle.

It is important to note that the proposed structural-functional model of I. Chukhriy, which demonstrates the interconnection of all its structural components, and its ascending core is the structure of the specialist's personality, which is formed in the age, genetic, individual psychological and activity dimensions, is a significant contribution to understanding the essence of the work of special education specialists on their own professional self-awareness. Through the individual psychological dimension, the scientist had the opportunity to study the individual psychological factors that influence the occurrence of professional burnout as a component of the process of socio-psychological maladjustment, or the formation of socio-psychological adaptability, resilience and self-efficacy as components of socio-psychological adaptation. The external (social) factors that demonstrate the social conditions for the emergence of professional burnout or can act as factors that prevent its emergence (family, career opportunities, etc.) are of great importance in the proposed model. [15].

L. Rudenko developed the principles of professional competence of psychologists (special, clinical). This structure of principles included the following: general didactic - systematicity, professional and pedagogical orientation, scientificity, continuity, humanization and humanization, unity of empirical, unity of rational and emotional, and theoretical knowledge, accessibility, visibility, activity, purposefulness and motivation, importance of knowledge and professional competence, independence, connection of studying psychology with life and practice; special - diagnostic and correctional approach, creativity in the context of professional and pedagogical orientation, unity of subject-oriented and personality-oriented study of special psychology, organization of constant professional interaction, integrity of knowledge and modularity of integrative and interdisciplinary courses, focus on self-knowledge, self-development, self-

improvement, self-education, self-realization, self-management and self-realization of the psychologist's personality (special, clinical). The researcher emphasizes the introduction of a competency-based approach in providing special education to educational specialists [10].

O. Martynchuk, studying the training of a special education specialist, determined that student-centered and competence-based approaches ensure a shift in emphasis from traditional university forms of education (lectures, seminars and practical classes), which usually provide the cognitive component of specialist training, to the practice-oriented component of the educational process, which makes it possible to develop personally significant professional qualities (training and practical classes in the Centers for Practical Training of Future Specialists). Readiness for professional activity is the result of training a future specialist in a higher education institution. At the same time, it should be noted that the researcher defined the criteria, indicators and indicators of the study in terms of the interaction of emotional intelligence with the professional development of the individual in an inclusive form of education [5].

Paying attention to the quality of training of a future specialist, N. Savinova proposes to distinguish the skills that a teacher of an inclusive educational institution should master; the capacity of the inclusive competence of a teacher as an integrative and personal formation that determines the ability to perform professional functions in the process of inclusive education; pedagogical conditions that contribute to the formation of inclusive competence of future teachers; effective ways of training specialists who already work in inclusive educational institutions, etc [11].

The structure of professional competence, as noted by A. Afuzova, is a number of interrelated components (motivational, goal, emotional, cognitive, control and evaluation, and volitional), which form three components: 1) motivational and goal-oriented, represented by the motive-goal vector; 2) emotional and diagnostic, represented by sensory and informational formations; 3) regulatory, formed by the control and evaluation and volitional components. Depending on the degree of correspondence of the authoritarian bias motive of the profession to its objective content, three levels of professional activity formation are traditionally distinguished: low, medium and high. If the professional orientation is generally absent or is at the stage of fundamental formation, we can assume that it is not formed. Given the three-component nature of the complexity of professional training, it should be noted that all components of the professional competence of future psychologists (special, clinical) in the process of its formation may be at different levels of formation. The three-component complexity of professional training should be taken into account when developing curricula for future specialists - correctional educators. [2].

Investigating the subjective-personal readiness of a correctional teacher for professional activity as a complex integrative formation of the personality of X. Saiko in which the correctional teacher is a subject of activity, a carrier of personal qualities, in particular those that are important in working with children with a spectrum of autistic disorders - 1) motivation of activity, 2) desire for self-improvement, 3) empathy, 4) tolerance, 5) arbitrary self-regulation, 6) professional skills and knowledge, 7) knowledge of individual characteristics of children, the importance of subjective and personal readiness for successful professional activity of correctional teachers, self-realization and self-development is emphasized. The author emphasizes that the introduction of trainings on the formation of subjective and personal readiness will contribute to the professional growth of future specialists [12].

Separately, paying scientific attention to the professional consciousness of a correctional teacher based on a personality-competence approach, M. Omelchenko proposed the following structural blocks of professional consciousness: cognitive, reflective, axiological, motivational, affective. In our opinion, the author does not include the emotional component in the components of these structures, which does not allow the correctional teacher to predict the possibility of the result of correctional work with psychological factors, in particular, irritability, lack of empathy, tolerance, fatigue, etc. Purely professional criteria form the teacher's mechanical skills, abilities, and knowledge that will not be useful in an emotionally charged situation. The lack of knowledge about how to act, how to stay calm when one or two children with autism suddenly and unexpectedly start running around in the classroom (group), crying, screaming, vocalizing, and all this complicates any activity, leading to despair, anxiety, panic attack, emotional confusion and detachment in solving problems. Therefore, we believe that the affective block of professional consciousness should include: emotional stability, methods of overcoming the child's excitement (verbal and non-verbal calming); self-control, harmonization of the emotional excitement of other members of the situation, etc. In correctional work with children with autism, professional knowledge and personal qualities (tolerance, emotional stability, balance, self-control of emotions) are necessary. [7].

In accordance with these thoughts, we propose to structure professional self-awareness in terms of the need to study emotional stability, namely:

- integral quality of personality;
- high level of productivity and efficiency in emotionally stressful and extreme conditions
- conscious understanding of the fact of professional burnout in oneself and one's colleagues
- quick psychological and physiological reaction to the child's problems (fear, stereotypes, crying, screaming, vocalization, neurotic reactions, aggression, etc;
- Confidence in own independent actions, focus on blocking destructive behavior, buying affect, calming the child, switching his/her attention from a negative state to a positive one
- Awareness and expectation of relapse of neurotic and psychotic states in children and competent actions to harmonize their state;
- mastering the techniques of emotional and volitional regulation at the psychological and psychophysiological levels, development and improvement of individual characteristics by specialists who provide self-awareness of the process of individual changes;

Self-awareness and systematic control of their own mental state and that of their colleagues regarding hypochondriacal manifestations, instantaneous excitement, pessimism, crying, tendency to change mood, or neuroticism, indifference, insensitivity to the experiences of others; the ability to control and analyze one's own psychological state and create individual programs to prevent and overcome destructive affective experiences, self-analysis of one's own neuroticism, despair at the fact of unrestrained emotions, indifference to external provocations, maintaining self-control, conducting psychotherapeutic measures for self-esteem, self-stability, self-regulation, and self-improvement.

Taking these mechanisms into account, in our opinion, ensures the reliability and sustainability of the professional activity of special education specialists, personal growth, and awareness of the effectiveness of the result.

According to the results of our study, the main criteria of emotional stability as a mechanism of professional self-awareness are as follows:

- professional consciousness of a special education specialist is a positive trait, property and quality of a personality and is determined by emotional stability, focus on achieving the goal;
- availability and quality of motivational, cognitive, value, regulatory and volitional, and verbal and communicative influence on the crisis situation;
- Integration and inclusion of the above qualities of a specialist in their own educational, orientation, extracurricular, leisure, developmental work in order to supervise other specialists, parents, volunteers, doctors, sports and music workers;
- systematic and long-term manifestations of professional self-awareness in specific crisis socio-economic situations of children with special educational needs by a special education specialist;
- Long-term psychological and pedagogical readiness to solve complex problems, make decisions and achieve results;
- unity of professional and socio-psychological components of a successful positive process of accompanying and supporting all people in difficult situations.

Conclusions and Prospects for Further Research.

Thus, the theoretical analysis of the problem of forming professional self-awareness of specialists in special and inclusive education has shown that this phenomenon is extremely important for the formation of psychological and pedagogical readiness, emotional stability and effective results of work with children with special educational needs. In the following, we will present a functional model for the development of professional self-awareness of correctional teachers, speech therapists, special (practical) psychologists, and orthopedists.

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GROUP CORRECTIONAL AND THERAPEUTIC WORK WITH CHILDREN ON THE AUTISM SPECTRUM

Анотація. У статті досліджується значення групової корекційної та терапевтичної роботи з дітьми, у яких діагностовано розлад аутистичного спектру (РАС), і представлено її як один із найефективніших і найперспективніших підходів у сучасній психологічній та педагогічній практиці. Розлад аутистичного спектру характеризується особливими особливостями розвитку, зокрема труднощами в соціальній комунікації, обмеженими або дуже специфічними інтересами та повторюваними моделями поведінки. Ці особливості є не тільки основними діагностичними критеріями, а й важливими чинниками, що визначають структуру та ефективність групових втручань.

Надається комплексний аналіз науково обґрунтованих практик у сфері групової терапії та навчання соціальних навичок для дітей з аутизмом. Розглядаються різні моделі та стратегії групової роботи, від структурованих занять з розвитку навичок до більш гнучких і творчих терапевтичних форматів. Підкреслюється роль взаємодії з однолітками, кооперативних ігор та моделювання як механізму, що сприяє набуттю комунікативних навичок та просоціальної поведінки. Крім того, у статті підкреслюється важливість залучення батьків як учасників терапевтичного процесу, так і посередників у застосуванні засвоєних стратегій у домашньому та шкільному середовищі.

Особлива увага приділяється ширшому соціальному та культурному контексту, в якому проводиться групова терапія. У статті обговорюється актуальність міркувань, пов'язаних з ідентичністю, таких як повага до мовних уподобань у дискурсі про аутизм та уникнення стигматизуючої термінології. Крім того, підкреслюється необхідність забезпечення зовнішньої валідності при адаптації терапевтичних методів у різних освітніх та культурних середовищах. Це особливо актуально в контексті інтеграції традиційних психотерапевтичних технік із сучасними технологічними підходами, такими як цифрові платформи та системи телепідтримки.

Ключові слова: розлад аутистичного спектру, групова терапія, навчання соціальних навичок, аутистичне вигорання, підтримка сім'ї.

Abstract. The article explores the significance of group-based correctional and therapeutic work with children diagnosed with autism spectrum disorder (ASD), presenting it as one of the most effective and promising approaches in contemporary psychological and educational practice. Autism spectrum disorder is characterized by distinctive developmental features, including difficulties in social communication, the presence of restricted or highly specific interests, and repetitive patterns of behavior. These features are not only central diagnostic criteria but also essential factors that determine the design and effectiveness of group interventions.

The article provides a comprehensive analysis of evidence-based practices in the field of group therapy and social skills training for autistic children. Various models and strategies of group work are

considered, ranging from structured skill-building sessions to more flexible and creative therapeutic formats. The role of peer interaction, cooperative play, and modeling is highlighted as a mechanism for fostering the acquisition of communication skills and promoting prosocial behavior. Additionally, the article underscores the importance of parental involvement, both as participants in the therapeutic process and as mediators of learned strategies in the home and school environment.

Special attention is given to the broader social and cultural context in which group therapy is implemented. The article discusses the relevance of identity-related considerations, such as respecting language preferences in autism discourse and avoiding stigmatizing terminology. Moreover, the need to ensure external validity when adapting therapeutic methods across diverse educational and cultural environments is emphasized. This is particularly relevant in the context of integrating traditional psychotherapeutic techniques with modern technology-assisted approaches, such as digital platforms and tele-support systems.

Key words: autism spectrum disorder, group therapy, social skills training, autistic burnout, family support.

Formulation of the problem. Autism spectrum disorder is a neurodevelopmental condition that manifests in difficulties with social communication, flexibility of behavior, and interaction with peers. For children with ASD, group-based settings often represent both a challenge and an opportunity: while social environments can provoke stress, they also provide critical contexts for learning adaptive behaviors. Therefore, group correctional and therapeutic programs play an important role in addressing social deficits and promoting integration into educational and community settings [1; 3].

Analysis of recent research and publications. Recent studies emphasize the effectiveness of structured group interventions in developing social skills among children and adolescents with ASD. Gates, Kang, and Lerner [3] provide a systematic review confirming that group-based social skills training has significant positive effects on communication and peer interaction. Soares et al. [8] further highlight that both in-person and technology-assisted interventions demonstrate comparable efficacy in promoting social competencies.

Another important area of research is the concept of autistic burnout, which is defined as a state of chronic exhaustion, loss of functioning, and heightened stress due to prolonged adaptation demands. Higgins et al. [4] stress that group interventions should not only develop skills but also account for autistic well-being and prevent burnout by offering supportive and flexible formats.

At the same time, scholars point to the importance of considering language and identity in autism research. Botha, Hanlon, and Williams [2] argue that person-first or identity-first language influences how autistic individuals perceive interventions and their participation in therapeutic groups. Jonsson, Choque Olsson, and Bölte [5] raise the issue of external validity, noting that results from randomized controlled trials may not always generalize to real-world educational and cultural contexts, which requires careful adaptation of therapeutic practices.

Finally, research underlines the role of parental and family involvement. Karst et al. [6] demonstrate that family participation in group interventions contributes to sustained behavioral changes and greater generalization of skills across home and school environments.

The purpose of the article is to analyze group correctional and therapeutic work with children on the autism spectrum, to determine its role in promoting social adaptation and emotional well-being, and to outline evidence-based strategies for integrating group interventions into educational and clinical practice.

Outline of the main material. Group therapy for children with ASD is based on the principle that structured peer interactions can foster social learning. Unlike individual therapy, group interventions allow children to practice skills in a setting that mirrors natural social environments. Social skills training (SST) is the most widely used approach, typically including modeling, role-

playing, feedback, and homework assignments [7]. In addition to skill acquisition, group therapy provides children with ASD a safe and supportive space to navigate the complexities of social interaction. Shared activities within the group setting promote cooperation, turn-taking, and empathy, while also reducing feelings of isolation that many autistic children experience. Research highlights that such environments encourage the development of emotional awareness and self-regulation, as children learn not only from therapists but also through observation and imitation of peers. Moreover, the group format fosters a sense of belonging and community, which is essential for building confidence and facilitating long-term social adaptation.

Studies indicate that group SST leads to improvements in eye contact, initiation of conversations, understanding of social cues, and development of friendships [3]. Moreover, meta-analyses confirm that group-based approaches are more effective than individual interventions in enhancing social communication because they provide immediate opportunities for reciprocal interaction [8].

An important methodological component of group therapy is the inclusion of structured activities combined with unstructured play. Structured activities may involve role-playing everyday situations (e.g., greeting, turn-taking), while unstructured play enables spontaneous peer interaction. The role of the therapist is to mediate communication, model appropriate behaviors, and provide feedback in real time.

Another crucial aspect of group interventions for children with ASD is the incorporation of parental or caregiver involvement. Parents who actively participate in therapy sessions or receive training parallel to their children are more likely to reinforce newly acquired skills in everyday contexts. This generalization from therapy to home and school settings significantly increases the sustainability of outcomes. Studies show that when parents model positive communication strategies, encourage peer interactions, and create structured opportunities for practice outside the therapy room, children demonstrate more consistent progress in social adaptability and emotional resilience. Therefore, group therapy is most effective when conceptualized not as an isolated intervention, but as part of a broader ecological system that connects children, families, and educational environments.

Furthermore, group therapy for children with ASD has been shown to address not only skill deficits but also the emotional well-being of participants. By engaging in shared experiences and overcoming social challenges collectively, children build a sense of belonging and self-efficacy. This is particularly important in mitigating autistic burnout, which often results from chronic social demands and lack of supportive peer networks. Group-based interventions, especially those that balance structured learning with opportunities for spontaneous play, create an environment where children can experiment with new behaviors without fear of rejection. Over time, this fosters stronger peer relationships, greater tolerance for frustration, and improved coping strategies, thereby contributing to both social competence and psychological well-being.

Parental involvement represents another critical factor. Research shows that when parents are trained to reinforce learned skills at home, children demonstrate greater progress in generalizing behaviors beyond the therapy group [6]. Thus, effective group interventions include not only children but also parents as active participants in the therapeutic process.

Despite clear benefits, challenges remain. One of them is autistic burnout, which may arise when therapy emphasizes masking or over-adaptation. Therefore, recent approaches recommend shifting from purely normative skill training toward neurodiversity-affirming practices that respect autistic identity and promote authentic interaction [4]. This includes creating flexible group structures, allowing for sensory regulation, and validating autistic ways of communication (such as alternative and augmentative communication). Another important dimension of group therapy concerns the creation of environments that are sensitive to the sensory needs of autistic children. Many individuals on the spectrum experience heightened sensitivity to noise, light, or physical proximity, which may affect their capacity to engage in group activities. Therefore, therapists are encouraged to design

interventions that include opportunities for sensory regulation, such as designated quiet areas, the use of sensory tools, or flexible pacing of activities. By acknowledging and accommodating these sensory differences, group programs become more inclusive and supportive, enabling children to participate without becoming overwhelmed. This approach not only increases engagement but also strengthens trust in the therapeutic process, as children feel that their unique needs are respected.

It is important to emphasize that the effectiveness of group therapy largely depends on careful planning of the session structure and the sequencing of social exercises. A variety of methods stimulates active participation and promotes cognitive flexibility, which is essential for adapting to unpredictable social situations. For example, modeling social scenarios allows children to anticipate possible responses from others and choose appropriate ways of reacting. At the same time, role-playing activities help develop self-control, conflict resolution skills, and emotional expression within a safe environment. In the context of group interactions, fostering empathy and cooperative abilities is crucial. Shared tasks and interactive games encourage children to consider the perspectives of their peers and to negotiate solutions collaboratively. This process not only enhances social competence but also strengthens emotional intelligence, as children learn to recognize, understand, and respond to the emotions of others. Additionally, repeated engagement in group activities contributes to building patience, tolerance, and persistence, which are fundamental skills for successful participation in broader social settings.

Therapists play a central role in facilitating these interactions, providing guidance, modeling appropriate behaviors, and offering immediate feedback. Their presence helps maintain a structured yet flexible environment in which children feel safe to explore new behaviors without fear of judgment or failure. Furthermore, the integration of sensory regulation strategies within sessions allows children with heightened sensitivities to engage more fully. Quiet areas, sensory tools, and adjustable pacing of activities enable participants to manage stress and remain focused, thereby improving the overall effectiveness of the intervention.

Parental and caregiver involvement remains a key component of group therapy. When parents are trained to support the practice of social skills at home, children demonstrate more consistent generalization of learned behaviors. Encouraging family participation also strengthens the connection between therapeutic activities and everyday life, creating a more cohesive support system.

Finally, group therapy provides children with opportunities to experience success and social recognition within a peer context. These positive experiences enhance self-esteem and foster a sense of belonging, which are critical for long-term psychological well-being. By combining structured social skill development, spontaneous peer interaction, parental involvement, and sensitivity to individual differences, group therapy offers a holistic approach that addresses both social competence and emotional resilience in children with Autism Spectrum Disorder.

In addition, cultural and contextual adaptation of group interventions plays a vital role in their success. Practices developed in one educational or clinical setting may not always transfer effectively to another due to differences in language, cultural expectations, and educational systems. For this reason, therapists must consider external validity when implementing programs, tailoring strategies to align with the social norms and resources of the communities they serve. Incorporating local traditions, communication styles, and family dynamics can make group therapy more relatable and meaningful for children and their families. Such adaptations ensure that therapeutic methods are not only effective in controlled research environments but also sustainable and impactful in everyday life.

Finally, the future development of group therapy for autistic children lies in the integration of traditional face-to-face methods with technology-assisted approaches. Digital tools, such as interactive platforms, virtual reality environments, and telehealth programs, offer additional opportunities for practicing social skills in safe and controlled settings. These innovations can supplement in-person sessions, providing children with diverse ways of engaging in social learning while reducing barriers related to accessibility or geographical distance. Moreover, hybrid formats that combine direct peer

interaction with digital practice may enhance motivation, increase generalization of skills, and make therapy more flexible for families. As technology becomes more embedded in educational and therapeutic practices, it holds promise for expanding the reach and inclusivity of group interventions.

Furthermore, digital technologies provide new opportunities for group therapy. Online or hybrid interventions expand accessibility, especially for families in remote areas. Soares et al. [8; 9] emphasize that technology-assisted group interventions demonstrate similar effectiveness to traditional formats, although they require careful structuring to maintain engagement and therapeutic alliance. Finally, external validity remains a key issue. As Jonsson et al. [5] note, findings from clinical trials must be adapted to real-world school, cultural, and community contexts. This means that group programs should consider the diversity of autistic children's needs, family cultures, and educational environments.

Promising direction in the development of digital group therapy lies in the use of virtual reality (VR) and gamified platforms. These tools allow children with ASD to practice social interactions in controlled yet realistic scenarios, such as initiating conversations, navigating public spaces, or cooperating on problem-solving tasks. The immersive nature of VR reduces the unpredictability of real-life environments while still providing authentic opportunities for social learning. Gamification elements, such as levels, rewards, and character role-play, can further enhance motivation and engagement, which are often challenging to sustain in traditional therapy settings. Importantly, these technologies can be adapted to the individual sensory preferences of autistic children, thereby supporting a more personalized therapeutic experience.

Equally important is the role of the therapist in digital or hybrid formats. While technology may facilitate structured practice, the therapeutic alliance remains central to successful outcomes. Therapists must not only guide children in navigating digital tools but also monitor emotional responses, mediate peer interactions, and provide feedback that fosters self-awareness and confidence. Maintaining warmth, empathy, and consistency in online settings can be challenging, yet it is crucial to ensure that children experience a sense of safety and belonging. Research suggests that therapist presence—whether physical or virtual—significantly influences the degree of trust and motivation among participants, underscoring the need for training professionals in digital facilitation skills.

In addition, the adaptation of group therapy programs to diverse cultural and educational contexts requires a flexible and inclusive framework. What works effectively in one country or community may not necessarily be applicable in another due to variations in communication norms, family dynamics, and school systems. For example, the role of parents in therapy may be more central in collectivist cultures compared to individualistic ones, where greater emphasis is placed on children's independence. Recognizing and integrating these contextual factors ensures that interventions are not perceived as externally imposed models but as culturally responsive practices that respect the values and lived experiences of families.

Finally, future research and practice should aim to develop interdisciplinary collaborations that connect psychologists, educators, speech-language pathologists, occupational therapists, and technology specialists. Group therapy for autistic children is most effective when it integrates perspectives from multiple fields, addressing not only social and emotional development but also sensory processing, communication, and adaptive functioning. Interdisciplinary teamwork allows for the creation of holistic programs that better reflect the complexity of autism and the diverse needs of children and their families. By bringing together expertise from different domains, practitioners can design group interventions that are innovative, adaptable, and grounded in both scientific evidence and real-world applicability.

Conclusions

Group therapy for children with Autism Spectrum Disorder (ASD) provides a comprehensive framework for developing social, emotional, and adaptive skills. It allows children to practice

communication and cooperation in settings that resemble real-life social environments. Structured activities, such as role-playing and guided interactions, help children acquire specific social skills. Unstructured play within the group fosters spontaneous peer interactions and encourages creativity. Children learn not only from therapists but also by observing and imitating their peers. The group setting creates a sense of belonging and community, which is essential for building confidence. Emotional regulation and self-awareness are strengthened through repeated social experiences. Shared challenges and successes help children develop resilience and coping strategies. Parental involvement enhances the transfer of learned skills to home and school environments. When parents support practice outside therapy, children demonstrate more consistent social adaptation. Group therapy also addresses emotional well-being by reducing isolation and promoting self-efficacy. Flexible group structures allow children to engage according to their sensory preferences and comfort levels. Respecting individual differences supports authentic communication and reduces stress. Cultural and contextual adaptation ensures that interventions are meaningful and relevant. Digital and hybrid tools offer additional opportunities for safe and controlled social practice. Technology can increase motivation and accessibility, particularly for families in remote areas. The therapeutic alliance remains central, even in online or hybrid formats. Interdisciplinary collaboration strengthens programs by addressing social, emotional, sensory, and adaptive needs. Balancing structured learning with spontaneous interactions maximizes engagement and skill development. Overall, group therapy fosters social competence, psychological well-being, and long-term resilience in children with ASD.

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CONTEMPORARY METHODS OF PSYCHOLOGICAL ASSISTANCE IN CONDITIONS OF UNCERTAINTY

Анотація. У статті розглядаються сучасні методи психологічної допомоги в умовах невизначеності, яка виступає потужним стресогенним чинником унаслідок воєнних конфліктів, пандемій, економічних та соціальних криз. Проаналізовано теоретичні засади проблеми нетолерантності до невизначеності (Intolerance of Uncertainty, IU) як трансдіагностичного механізму, що підвищує ризик розвитку тривожних, депресивних та посттравматичних розладів. Узагальнено доказові психотерапевтичні підходи, зокрема когнітивно-поведінкову терапію, терапію прийняття та відповідальності (АСТ), майндфулнес-програми, а також арт- та ігрові методи (хібукі-терапію, сендплей-терапію), які сприяють розвитку психологічної гнучкості, толерантності до дистресу й інтеграції травматичного досвіду. Окремо акцентовано увагу на цифрових форматах допомоги (онлайн-КПТ, blended-моделі, телемедицина), ефективність яких підтверджена систематичними оглядами. Висвітлено спеціальні випадки застосування інноваційних методів, зокрема дистанційного EMDR у роботі з наслідками масових подій, а також підтримку груп підвищеного ризику.

Ключові слова: психологічна допомога; невизначеність; нетолерантність до невизначеності; когнітивно-поведінкова терапія (КПТ); АСТ; майндфулнес; хібукі-терапія; сендплей-терапія; цифрові формати; EMDR; групи підвищеного ризику; професійне вигорання.

Abstract. The article examines contemporary methods of psychological assistance in conditions of uncertainty, which functions as a powerful stressor resulting from armed conflicts, pandemics, economic instability, and social crises. Theoretical foundations of intolerance of uncertainty (IU) are analyzed as a transdiagnostic mechanism that increases the risk of developing anxiety, depressive, and post-traumatic disorders. Evidence-based psychotherapeutic approaches are summarized, including cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), mindfulness-based programs, as well as art- and play-based methods (Hibuki therapy, sandplay therapy), which foster psychological flexibility, distress tolerance, and the integration of traumatic experience. Special attention is given to digital formats of assistance (online CBT, blended models, telemedicine), whose effectiveness has been confirmed by systematic reviews. The article also highlights special cases of applying innovative methods, such as remote EMDR in working with the consequences of mass traumatic events, as well as psychological support for high-risk groups.

Keywords: psychological assistance; uncertainty; intolerance of uncertainty; cognitive-behavioral therapy (CBT); ACT; mindfulness; Hibuki therapy; sandplay therapy; digital formats; EMDR; high-risk groups; professional burnout.

Formulation of the problem. The modern world is characterized by rapid dynamics of change and the growing scale of global challenges – armed conflicts, pandemics, climate disasters, economic crises, and social instability have become a constant background for the lives of millions of people. These processes are not isolated or temporary – they shape a new social reality in which uncertainty becomes a habitual condition of existence. As a result, there is an increasing need for both society and

individuals to find resources that enable them to maintain psychological resilience despite unstable and often unpredictable circumstances.

For an individual, uncertainty means a lack of predictability, controllability, and security – it deprives a person of a sense of stability, undermines trust in the future, and disrupts the fulfillment of basic needs for safety and consistency. Such conditions provoke experiences of anxiety, confusion, and helplessness, which over time may develop into chronic stress or psychosomatic disorders. Research shows that intolerance of uncertainty (IU) is one of the key factors of psychological vulnerability – high IU levels correlate with emotional instability, difficulties in affect regulation, and an increased risk of developing anxiety and depressive disorders. This indicates that the ability to tolerate uncertainty is an important marker of mental health.

Under such circumstances, psychological assistance aimed not at eliminating uncertainty itself (which is objectively impossible) but at fostering tolerance toward it becomes particularly relevant. The task of modern psychotherapeutic approaches is to help individuals change their attitude toward unpredictability, find internal resources for its acceptance, and learn to act even when the future remains uncertain. Such assistance simultaneously fulfills several functions – it reduces the intensity of stress reactions, promotes the development of resilience, forms new adaptive behavioral strategies, and supports the recovery process after crisis experiences.

Analysis of recent research and publications. Recent studies emphasize intolerance of uncertainty (IU) as a transdiagnostic factor underlying anxiety, depression, and post-traumatic stress symptoms (Carleton, 2016; Sahib et al., 2023). Evidence-based approaches such as CBT, ACT, and mindfulness-based programs (MBSR, MBCT) have consistently demonstrated effectiveness in reducing IU and enhancing resilience (Treanor et al., 2010; Kraemer et al., 2020). Art- and play-based interventions, including Hibuki therapy and sandplay therapy, are increasingly applied in trauma work with children and adults, fostering symbolic expression and emotional integration. Parallel to these methods, systematic reviews in *JMIR Mental Health* confirm the efficacy of digital interventions (internet-based CBT, blended models, telemedicine), while recent publications in *Frontiers in Psychology* and *BioMed Central* highlight the feasibility of remote EMDR and the necessity of targeted support for high-risk groups such as healthcare workers, internally displaced persons, and older adults. Collectively, these findings underline the importance of integrating traditional, creative, and digital approaches to psychological assistance in conditions of uncertainty.

The purpose of the article is to provide a comprehensive analysis of contemporary evidence-based methods of psychological assistance that strengthen resilience and foster tolerance of uncertainty in conditions of crisis and unpredictability. The study seeks to examine the theoretical foundations of intolerance of uncertainty as a transdiagnostic factor of psychological vulnerability, systematize the most effective therapeutic approaches – including cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), mindfulness practices, art- and play-based interventions, and digital formats – and outline their practical significance for both individual clients and communities facing large-scale traumatic events.

Outline of the main material. Contemporary methods of psychological support – including cognitive-behavioral approaches, acceptance and commitment therapy (ACT), mindfulness practices, and innovative online interventions – demonstrate consistently high effectiveness in enabling individuals to tolerate uncertainty, alleviate distress, and preserve inner balance. These approaches go beyond symptom reduction: they foster the development of psychological flexibility, strengthen resilience, and cultivate the capacity to reconstruct meaning and maintain a sense of coherence even under the most challenging and unpredictable life conditions. By combining evidence-based strategies with integrative and scalable formats of care, such methods lay the foundation for a new culture of psychological assistance – one that prioritizes adaptability, sustainability, and empowerment rather than avoidance or mere crisis stabilization.

The analysis and systematization of these approaches in the context of uncertainty therefore represents not only an academic contribution but also a practical necessity. It creates the groundwork for designing effective support programs tailored to the needs of both individuals and communities that are directly or indirectly affected by crises such as armed conflict, pandemics, displacement, or socio-economic instability. Such programs may integrate traditional face-to-face interventions with digital solutions, expand the use of art- and play-based modalities for symbolic processing of trauma, and emphasize preventive strategies that enhance resilience before stress escalates into chronic psychopathology. In this sense, contemporary methods of psychological support serve as a bridge between clinical effectiveness and social relevance, ensuring that mental health care remains responsive, accessible, and sustainable in the face of global uncertainty.

The problem of uncertainty is central to modern psychology, as it reflects not only external life circumstances but also internal mechanisms of mental functioning. The key concept in this context is intolerance of uncertainty (IU), defined as the tendency to perceive the unknown as threatening and unbearable. Intolerance of uncertainty is considered a transdiagnostic mechanism, meaning it affects a wide range of psychological disorders. It underlies generalized anxiety disorder, depression, obsessive-compulsive symptoms, as well as manifestations of post-traumatic stress disorder. Meta-analyses demonstrate that reductions in IU during therapy are closely associated with improvements in clients' mental health (Miller et al., 2023).

In contemporary psychotherapeutic practice, increasing emphasis is placed on methods whose effectiveness has been confirmed by empirical studies and meta-analyses – and given the theoretical foundations of the problem of intolerance of uncertainty (IU), particular importance is attributed to approaches that foster psychological flexibility and the ability to act under conditions of unpredictability. One such method is cognitive-behavioral therapy (CBT), often referred to as the “gold standard” in the treatment of anxiety disorders, since its efficacy in reducing IU has been well established. The central idea of CBT is that human emotions are largely determined not by events themselves, but by the way these events are interpreted. In practice, this is realized through exposure to uncertain situations, which gradually decreases fear of the unknown; cognitive restructuring, which helps transform catastrophic thinking patterns into more realistic and flexible appraisals; and cognitive flexibility training, which develops the ability to generate multiple interpretations of events and construct alternative scenarios. As a result, CBT does not eliminate uncertainty per se, but teaches individuals to reduce its perceived threat – leading to a decrease in anxiety and an improvement in overall quality of life.

Unlike CBT, which is primarily oriented toward cognitive restructuring, Acceptance and Commitment Therapy (ACT) emphasizes acceptance, based on the central premise that uncertainty cannot be eliminated from life, but individuals can learn to coexist with it while remaining faithful to their core values. Rather than attempting to suppress or control difficult thoughts and emotions, ACT encourages clients to acknowledge their presence, thereby reducing the struggle with internal experiences. The use of mindfulness exercises supports the ability to observe cognitions and emotions as transient events rather than absolute truths, while the clarification of personal values provides a stable inner compass for behavior. This allows individuals to act not from a position of fear or avoidance, but from what is meaningful and significant in their lives. The practice of committed action “here-and-now” strengthens the skill of making decisions in conditions of uncertainty, preventing the postponement of life until circumstances feel more predictable. A growing body of empirical research confirms that ACT is effective in reducing symptoms of anxiety and depression, improving overall well-being, and enhancing stress resilience – a quality that is especially critical in contexts of war, displacement, and ongoing crises.

A significant and complementary place in modern psychotherapy is also occupied by mindfulness-based approaches, particularly Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT). Both are grounded in attentional training and non-

judgmental awareness of the present moment. Their therapeutic value lies in cultivating the capacity to observe emotions and bodily sensations without over-identification, reducing physiological arousal through structured practices such as breathing exercises, body scans, and meditation, and strengthening tolerance of distress by reframing it as a natural part of human experience rather than an overwhelming threat. Research evidence demonstrates that these programs reduce levels of anxiety and depression, improve emotion regulation, and enhance attentional control. Participants frequently report increased concentration, greater self-compassion, and a sustained sense of inner stability, even in conditions of prolonged uncertainty.

When viewed together, ACT and mindfulness-based approaches complement one another: ACT provides a framework for aligning behavior with values and cultivating committed action in the face of uncertainty, while mindfulness offers concrete techniques for moment-to-moment regulation of attention, stress reduction, and emotional stability. Both approaches move beyond the goal of eliminating distress and instead emphasize the development of psychological flexibility – the ability to adapt to changing circumstances without losing touch with one’s inner resources and sense of meaning. This synergy makes them particularly powerful in contexts of chronic unpredictability, such as war, displacement, or global crises, where the challenge is not to remove uncertainty but to learn how to live meaningfully and resiliently within it.

The further development of technology, combined with restrictions caused by the pandemic and military conflicts, has brought digital interventions to the forefront – they have become a key tool for ensuring access to psychological support when in-person meetings with professionals are impossible. These include internet-based CBT, which offers structured programs with exercises, diaries, and self-guided modules; blended models, which combine online and offline formats to maintain therapeutic flexibility and continuity; and mobile mental health applications, which provide tools for relaxation, mood monitoring, and daily self-help. Systematic reviews confirm the effectiveness of digital formats in reducing anxiety, depression, and stress – highlighting their advantage of scalability, which allows large populations to be reached without significant financial or time costs.

After considering evidence-based cognitive-behavioral, mindfulness, and acceptance-based approaches, it is important to turn to methods that integrate emotional support with symbolic processing of experiences. One such method is Hibuki Therapy, developed in Israel as an innovative approach to supporting children who have lived through traumatic events – such as war, natural disasters, or violence. The central element of Hibuki Therapy is a toy dog named Hibuki, with long arms designed to “hug” the child. Through this physical and simultaneously symbolic contact, the child develops a sense of safety, care, and unconditional acceptance. The method combines elements of art therapy and play therapy: the child projects emotions onto the toy, shares experiences with it, or reenacts situations that have caused pain and fear. In this way, the child symbolically “transfers” sadness, anxiety, or anger onto the toy, thereby reducing internal tension. Practice has demonstrated that Hibuki Therapy effectively helps children restore trust in adults, enhances their capacity for emotional expression, and serves as a bridge to more in-depth psychotherapeutic work [3].

This approach has also been successfully adapted in Ukraine, particularly in the Vinnytsia region, where communities have received large numbers of internally displaced families since the beginning of the full-scale war. Local psychologists introduced Hibuki Therapy as part of psychosocial support programs for displaced children. Each child received a Hibuki toy, which became not only a comforting presence but also a symbolic companion for expressing difficult feelings. For example, in a group of primary school children relocated from the Kharkiv region to Vinnytsia, it was observed that after several sessions with Hibuki, children became more willing to express emotions through words and drawings. One boy, who initially avoided interaction with peers, began telling stories through his Hibuki and even initiated play with other children. This case illustrates how Hibuki

Therapy can reduce isolation, support emotional regulation, and foster the rebuilding of social connections in displaced children.

Thus, the experience of implementing Hibuki Therapy in Vinnytsia confirms the universality and adaptability of this method: it combines symbolic work with emotions, play-based activity, and embodied comfort. These elements are especially valuable for children who have endured the traumatic consequences of war, as Hibuki Therapy not only provides a sense of safety and care in the here-and-now but also creates a pathway toward deeper psychotherapeutic work and long-term resilience. Another innovative method is Sandplay Therapy, which has deep roots in the Jungian tradition and is oriented toward symbolic work. The essence of the method lies in the client's creation of miniature worlds in a sandbox using figurines and objects that represent different aspects of inner experience. This projective technique allows clients to safely reconstruct internal conflicts, traumatic memories, or current problems.

The sandbox becomes a space where the individual can directly engage with the unconscious, process experiences in symbolic form, and simultaneously discover new solutions. The method is highly versatile – it is applied in work with children, who can express through play what cannot be verbalized, as well as with adults, helping them integrate traumatic experiences and restore a sense of inner wholeness. The advantages of Sandplay Therapy include its gentle nature, which reduces emotional tension, stimulates self-expression, and activates new personal resources.

Despite the high effectiveness of art- and play-based methods, contemporary psychological practice increasingly integrates **digital tools** that significantly expand access to support. This is particularly relevant in crisis contexts, when in-person therapy is limited or impossible due to armed conflict, pandemics, or forced displacement. Among the most common formats are **internet-based CBT** – structured programs with interactive exercises, video sessions, and self-monitoring diaries that have demonstrated effectiveness in reducing symptoms of anxiety, depression, and stress (*JMIR Mental Health*) [1]; **blended models**, which combine online and offline formats to ensure flexibility and continuity of the therapeutic process; and **telemedicine**, which enables remote consultations via secure video conferencing and provides access to psychological assistance even in remote or high-risk regions. Systematic reviews confirm that digital interventions are no less effective than traditional methods and, in some cases, even surpass them due to their scalability and ease of access. Thus, they are becoming an essential tool for supporting mental health under conditions of prolonged uncertainty [1]. Alongside general methods widely applied in psychological practice, there are a number of specialized approaches designed to address the consequences of mass traumatic events and to support vulnerable populations at high risk. One of the most extensively studied methods is **Eye Movement Desensitization and Reprocessing (EMDR)** – a technique of desensitization and reprocessing through guided eye movements, which has proven effective in reducing symptoms of post-traumatic stress disorder, anxiety, and depressive manifestations. The method is based on the principle that, during the recollection of traumatic memories, the client performs a series of directed eye movements that stimulate the reprocessing of traumatic experiences and reduce their emotional intensity. Today, in the context of armed conflicts and other large-scale crises, EMDR is increasingly delivered in a **remote format**. This significantly expands access to therapy for individuals with pronounced post-traumatic symptoms who, for objective reasons, cannot attend in-person consultations – including displaced persons, residents of unsafe regions, and individuals with limited mobility. Initial clinical trials and case studies published in *Frontiers in Psychology* and *BioMed Central* confirm both the technical feasibility and the high effectiveness of remote EMDR, opening new prospects for its application on a global scale [2].

Special attention should be given to high-risk groups, for whom the psychological and social consequences of crisis events manifest with particular severity and long-lasting impact. These include several categories of vulnerable populations whose professional roles, life circumstances, or age-

related factors make them especially susceptible to stress, trauma, and the challenges of prolonged uncertainty.

One such group consists of healthcare workers, who operate under emergency conditions and are confronted daily with intense workloads, limited resources, and constant exposure to human suffering. Their professional duties often require them to make rapid, life-altering decisions in situations characterized by uncertainty and moral complexity. Prolonged exposure to these stressors leads to emotional exhaustion, secondary traumatization, and an increased risk of burnout. For this group, psychological support must prioritize structured crisis interventions, continuous supervisory support, and burnout-prevention programs. Mindfulness-based practices and Acceptance and Commitment Therapy (ACT) have shown promise in strengthening emotional resilience among healthcare providers, while digital tools such as tele-supervision and online peer-support groups can ensure ongoing access to care despite time and workload constraints.

Another category requiring targeted assistance is internally displaced persons (IDPs), who face the acute consequences of losing their homes, communities, and social networks. These individuals are compelled to adapt to new, often unstable or even hostile environments, while simultaneously coping with uncertainty about the future. For IDPs, comprehensive psychological support must include both immediate crisis stabilization – such as Psychological First Aid, safe spaces for children, and access to basic resources – and longer-term programs aimed at rebuilding a sense of safety, identity, and social belonging. Group-based interventions, including cognitive-behavioral and narrative approaches, as well as art- and play-based modalities such as sandplay or Hibuki therapy for children, can help displaced persons process traumatic experiences and foster resilience. The integration of digital interventions, such as online counseling platforms and moderated support groups, further expands access to care for populations dispersed across different regions.

A third vulnerable category is older adults, who often experience crises in a uniquely challenging way due to age-related physical limitations, reduced mobility, and separation from family members. Social isolation, compounded by limited digital literacy and declining participation in community life, exacerbates feelings of loneliness and helplessness. Psychological interventions for this group must therefore focus on overcoming isolation, maintaining cognitive activity, and promoting social engagement. Approaches such as reminiscence therapy, behavioral activation, and adapted mindfulness practices have proven beneficial, while digital inclusion initiatives – simplified telemedicine platforms, telephone-based counseling, and community-based programs – can serve as vital bridges to sustained support.

For these high-risk groups, the importance of a comprehensive and integrated approach cannot be overstated. Combining rapid-response crisis interventions with long-term therapeutic programs, and supplementing these with modern digital tools, creates a continuum of care that is both flexible and sustainable. Research evidence demonstrates that such integration significantly improves adaptation, reduces the risk of developing post-traumatic stress disorder, enhances the sense of social inclusion, and promotes the restoration of psychosocial well-being. At the same time, it is crucial to tailor interventions to the unique needs of each group: for healthcare workers – preventive measures against burnout and structured supervisory support; for IDPs – restoration of safety and rebuilding of social networks; and for older adults – targeted strategies to reduce isolation, preserve cognitive health, and facilitate participation in community life [4].

Conclusions. The systematization of contemporary methods of psychological assistance under conditions of uncertainty makes it possible not only to increase the effectiveness of client work, but also to outline new directions for the development of practice – the integration of digital solutions, the expansion of art- and projective approaches, and the creation of support programs for vulnerable groups and helping professionals. Taken together, these components form the foundation for the development of a psychological culture capable of ensuring adaptation, recovery, and the preservation of mental health in today's unpredictable world.

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