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

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

Сетифікат державної реєстрації
друкованого видання
Серія КВ № 24839-14779Р від 04/30/2021.
Ідентифікатор медіа: R 30-01576

ОСОБИСТІСТЬ ТА НАВКОЛИШНЄ СЕРЕДОВИЩЕ

Том 3, Випуск 3.

Вінниця
2024

УДК 502/504:159.9:37(06)
Р 47

ISSN 2786-6033 (print)
ISSN 2786-6041 (online)
DOI: 10.31652/2786-6033-2024-3(3)-1-117

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

Редакційна колегія:

Головний редактор: Ольга Паламарчук, Доктор психології, Професор кафедри психології та соціальної роботи Вінницького державного педагогічного університету імені Михайла Коцюбинського (Україна);

Заступник головного редактора: Інна Чухрій, Доктор психології, Професор кафедри психології та соціальної роботи Вінницького державного педагогічного університету імені Михайла Коцюбинського (Україна).

Особистість та навколишнє середовище. Вінниця: ВДПУ, 2024. Том 3, Випуск 3, 117 с.

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

Періодичність видання: 4 рази на рік. Рік заснування: 2021.
Засновник: Вінницький державний педагогічний університет
імені Михайла Коцюбинського
Свідоцтво про державну реєстрацію друкованого засобу масової інформації:
Серія КВ № 24839-14779Р від 30.04.2021.

Адреса редакційної колегії:
Вул. К. Острозького 32, 21100, м. Вінниця, Україна.
Тел. +380671633690
E-mail: person.envir.iss@gmail.com

© Вінницький державний педагогічний університет імені Михайла Коцюбинського, 2021
© Автори статей, 2024

Члени редакційної колегії

Ольга Паламарчук, доктор психологічних наук, професор, https://orcid.org/0000-0002-4196-088X, Україна,

Інна Чухрій, доктор психологічних наук, професор, https://orcid.org/0000-0002- 6189-7873, Україна,

Інесса Візнюк, доктор психологічних наук, доцент, ORCID 0000-0001-6538-7742, Україна,

Єва Вішньовська, доктор наук, доцент, https://orcid. org/0000-0002- 8931-6591, Республіка Польща,

Юлія Горбанюк, доктор наук, професор, ORCID 0000-0001-7732-7819, Республіка Польща,

Оксана Лящ, доктор психологічних наук, доцент, ORCID 0000-0002-1317-4398, Україна,

Наталія Шеленкова, кандидат психологічних наук, доцент, https://orcid.org/ 0000-0002-6488-9078, Україна,

Оксана Хуртенко, кандидат психологічних наук, доцент, https://orcid.org/0000-0002-2498-1515, Україна.

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY

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

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

PERSONALITY AND ENVIRONMENTAL ISSUES

Volume 3, Issue 3.

Vinnytsia
2024

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

ISSN 2786-6033 (print)
ISSN 2786-6041 (online)
DOI: 10.31652/2786-6033-2024-3(3)-1-117

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

Editorial board:

Editor-in-Chief: Olha Palamarchuk, Doctor of Psychology, Professor of the department of psychology and social work Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine);

Deputy editor-in-chief: Inna Chukhrii, Doctor of Psychology, Professor of the department of psychology and social work Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Ukraine).

Personality and environmental issues. Vinnytsia: VSPU, 2024. Volume 3, Issue 3, 117 p.

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

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

Editorial office address:
32, K. Ostrozky str., 21100, Vinnytsia, Ukraine.
Tel: +380671633690
E-mail: person.envir.iss@gmail.com
© Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, 2021
© Authors of articles, 2024

Members of the editorial board

Olha Palamarchuk, Doctor of Psychology, Professor, https://orcid.org/0000-0002-4196-088X, Ukraine,

Inna Chukhrii, Doctor of Psychology, Professor, https://orcid.org/0000-0002- 6189-7873, Ukraine,

Inessa Vizniuk, Doctor of Psychology, Associate Professor, ORCID 0000-0001-6538-7742, Ukraine,

Ewa Wiśniowska, Doctor of Science, Associate Professor, https://orcid.org/0000-0002-8931-6591, Republic of Poland,

Julia Gorbaniuk, Doctor of Science, Professor, ORCID 0000-0001-7732-7819, Republic of Poland,

Oksana Liashch, Doctor of Psychology, Associate Professor, ORCID 0000-0002-1317-4398, Ukraine,

Nataliia Shelenkova, Candidate of Psychological Sciences, Associate Professor, https://orcid.org/ 0000-0002-6488-9078, Ukraine,

Oksana Khurtenko, Candidate of Psychological Sciences, Associate Professor, https://orcid.org/0000-0002-2498-1515, Ukraine.

ЗМІСТ

ЕКОЛОГІЧНА ПСИХОЛОГІЯ	
О. Лящ, І. Чухрій МОДЕЛЬ ЗБЕРЕЖЕННЯ ПСИХІЧНОГО ЗДОРОВ'Я ПСИХОЛОГІВ-ВОЛОНТЕРІВ	**9**
Н. Лєсніченко ГЕНДЕРНІ ОСОБЛИВОСТІ ОСОБИСТІСНОГО ІМІДЖУ МАЙБУТНІХ ПСИХОЛОГІВ	**15**
Л. Немаш ПСИХОДРАМА У ПРОСВІТНИЦЬКІЙ ТА СУПЕРВІЗІЙНІЙ РОБОТІ З ФАХІВЦЯМИ ПСИХОСОЦІАЛЬНОЇ СЛУЖБИ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ	**24**
О. Фуштей ФОРМУВАННЯ ПРИРОДНИЧО-ЕКОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ	**33**
ПСИХОЛОГІЯ ОСОБИСТОСТІ	
Л. Коломієць, Г. Шульга, Ю. Лебідь ОСОБЛИВОСТІ ВПЛИВУ СУВЕРЕННОСТІ НА РІВЕНЬ ПРОЯВУ МІЖОСОБИСТІСНОЇ ДОВІРИ В ЮНАЦЬКОМУ ВІЦІ	**43**
А. Остапчук ВПЛИВ МУЗИКИ НА ПСИХОЛОГІЧНЕ БЛАГОПОЛУЧЧЯ СУЧАСНОЇ МОЛОДІ В УМОВАХ НЕВИЗНАЧЕНОСТІ	**51**
Т. Черната РОЛЬ ЕМОЦІЙНОГО ІНТЕЛЕКТУ У ФОРМУВАННІ ОСОБИСТІСНИХ КОРДОНІВ	**59**
СОЦІАЛЬНА ПСИХОЛОГІЯ	
О. Попова, О. Марущак ОСОБЛИВОСТІ СОЦІАЛЬНОЇ ІНТЕГРАЦІЇ ВНУТРІШНЬО ПЕРЕМІЩЕНИХ ОСІБ ЯК ТЕХНОЛОГІЇ СОЦІАЛЬНОЇ РОБОТИ	**67**
Т. Комар, І. Буренко ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ САМОЕФЕКТИВНОСТІ У ДРУЖИН УЧАСНИКІВ БОЙОВИХ ДІЙ	**74**
А. Шиманський ПСИХОЛОГІЧНА ГОТОВНІСТЬ ДО ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ МЕДИЧНИХ ПРАЦІВНИКІВ: ЕМОЦІЙНИЙ, КОГНІТИВНИЙ ТА СОЦІАЛЬНИЙ ВИМІРИ	**82**
О. Лящ, Я. Лящ ГРУПОВА ПСИХОЛОГІЧНА ТА ТЕРАПЕВТИЧНА ДОПОМОГА В УМОВАХ СУЧАСНИХ ВИКЛИКІВ	**88**
О. Чорна ОСОБЛИВОСТІ ДИТЯЧОГО ПСИХОАНАЛІЗУ В ТЕОРІЯХ ГЛИБИННОЇ ПСИХОЛОГІЇ	**96**
І. Габа СУЧАСНІ НАПРЯМИ РОЗВИТКУ ТРАВМАТЕРАПІЇ: ТЕОРЕТИЧНІ ЗАСАДИ ТА ПРАКТИЧНІ ПІДХОДИ	**103**
О. Паламарчук, В. Шахов ПСИХОЛОГІЧНЕ КОНСУЛЬТУВАННЯ В УМОВАХ ПЕРЕЖИВАННЯ ГОСТРОЇ РЕАКЦІЇ НА СТРЕС	**110**

CONTENTS

ECOLOGICAL PSYCHOLOGY	
O. Liashch, I. Chukhrii A MODEL FOR PRESERVING THE MENTAL HEALTH OF VOLUNTEER PSYCHOLOGISTS	**9**
N. Liesnichenko GENDER CHARACTERISTICS OF THE PERSONAL IMAGE OF FUTURE PSYCHOLOGISTS	**15**
L. Nemash PSYCHODRAMA IN EDUCATIONAL AND SUPERVISORY WORK WITH SPECIALISTS OF PSYCHOSOCIAL SERVICE OF GENERAL SECONDARY EDUCATION INSTITUTIONS	**24**
O. Fushtei FORMING NATURAL AND ENVIRONMENTAL COMPETENCE OF CHILDREN OF SENIOR PRESCHOOL AGE	**33**
PSYCHOLOGY OF PERSONALITY	
L.Kolomiiets, G. Shulga, Iu. Lebed FEATURES OF THE INFLUENCE OF SOVEREIGNTY ON THE LEVEL OF MANIFESTATION OF INTERPERSONAL TRUST IN YOUNG PEOPLE	**43**
A.Ostapchuk THE IMPACT OF MUSIC ON THE PSYCHOLOGICAL WELL-BEING OF MODERN YOUTH IN CONDITIONS OF UNCERTAINTY	**51**
T. Chernata THE ROLE OF EMOTIONAL INTELLIGENCE IN THE PERSONAL BOUNDARIES FORMATION	**59**
SOCIAL PSYCHOLOGY	
O. Popova, O. Marushchak FEATURES OF SOCIAL INTEGRATION OF INTERNALLY DISPLACED PEOPLE AS A TECHNIQUE OF SOCIAL WORK	**67**
T.Komar, I. Burenko PSYCHOLOGICAL FEATURES OF SELF-EFFICACY IN WIVES OF COMBATANTS	**74**
A. Shymanskyi PSYCHOLOGICAL READINESS FOR PROFESSIONAL ACTIVITY OF FUTURE HEALTHCARE PROFESSIONALS: EMOTIONAL, COGNITIVE AND SOCIAL DIMENSIONS	**82**
O. Liashch, Y. Liashch GROUP PSYCHOLOGICAL AND THERAPEUTIC ASSISTANCE IN THE FACE OF MODERN CHALLENGES	**88**
O. Chorna PECULIARITIES OF CHILD PSYCHOANALYSIS IN THEORIES OF DEPTH PSYCHOLOGY	**96**
I. Haba CONTEMPORARY DIRECTIONS IN THE DEVELOPMENT OF TRAUMA THERAPY: THEORETICAL FOUNDATIONS AND PRACTICAL APPROACHES	**103**
O. Palamarchuk, V. Shakhov PSYCHOLOGICAL COUNSELING IN CONDITIONS OF EXPERIENCING ACUTE STRESS REACTION	**110**

ECOLOGICAL PSYCHOLOGY

UDC 159.9: 364 **DOI: 10.31652/2786-6033-2024-3(3)-9-14**

Inna Chukhrii
Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University
Doctor of Psychology, Professor of the Department of Psychology and Social Work
chukhriiinna@gmail.com
https://orcid.org/0000-0002-6189-7873

Oksana Liashch,
Doctor of Psyhological science, professor
of Psychology and Social work department,
of Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University
Oksanalyash7@gmail.com
https://orcid.org/0000-0002-1317-4398

A MODEL FOR PRESERVING THE MENTAL HEALTH OF VOLUNTEER PSYCHOLOGISTS

У статті представленна скомпонована модель збереження психічного здоров'я волонтерів-психологів. Науково-практичне узагальнення, що стало науковим підгрунтям для проектування моделі містить у собі провідні ідеї сучасної психології, здобутки із психологічної допомоги населенню, яке постраждало від військових дій в Україні, основні вектори підготовки фахівців з психології.

Розглянуто наукові підходи до аналізу психологічних аспектів волонтерської діяльності, зокрема феномени професійного вигорання та вторинної травматизації. Описано складні виклики психологічної практики волонтерів, зокрема, емоційне виснаження, деперсоналізація та посилене переживання чужої травми.

Запропоновано концептуальну модель збереження психічного здоров'я волонтерів-психологів, що спроєктована через призму результуючих та процесуальних механізмів соціально-психологічної адаптації особистості. Виокремлено структуру збереження психічного здоров'я волонтерів-психологів, що формується під впливом індивідуально-психологічних чинників (співчуття до клієнтів, ризильєнтності, здорового способу життя) та соціальних факторів (наявність психологічної освіти та неформальної освіти, нормування часу трудової діяльності та участі у супервізії). Зазначені структури у поєднанні з емоційно-афективним, комунікативним, пізнавальним, поведінковим, емоціно-вольовим компонентами соціально-психологічної адаптації можуть представити цілісне уявлення про психічне здоров'я волонтерів-психологів.

Також, у моделі представлена структура професійного вигорання волонтерів-психологів, що проходить через призму дезадаптації особистості з її компонентами: емоційно-афективним, комунікативним, пізнавальним, поведінковим, емоціно-вольовим. Професійне вигорання утворюється у поєднанні індивідуально-психологічних особливостей волонтерів-психологів (співпереживання, переживання травми свідка, шкідливі звички, наприклад паління) та соціальних факторів впливу на особистість (відсутність освіти, ненормований робочий день, відсутність супервізії та підтримки колег).

У статті окреслено перспективи подальших досліджень, зокрема щодо розробки ефективних програм психологічної підтримки волонтерів, а також вивчення довгострокових наслідків їхньої діяльності для професійного та особистісного розвитку.

Ключеві слова: психічне здоров'я, збереження психічного здоров'я, волонтери, психологи, професійне вигорання, соціально-психологічна адаптація, резильєнтність.

The article presents a composite model of preserving the mental health of volunteer psychologists. The scientific and practical generalisation that became the scientific basis for designing the model includes the leading ideas of modern psychology, achievements in psychological assistance to the population affected by military operations in Ukraine, and the main vectors of training of psychology specialists.

Scientific approaches to analysing the psychological aspects of volunteering, including the phenomena of professional burnout and secondary traumatisation, are considered. The complex challenges of psychological practice of volunteers are described, in particular, emotional exhaustion, depersonalisation and intense experience of someone else's trauma.

A conceptual model of preserving the mental health of volunteer psychologists is proposed, which is projected through the prism of the resulting and procedural mechanisms of social and psychological adaptation of the individual. The structure of preserving the mental health of volunteer psychologists, which is formed under the influence of individual psychological factors (compassion for clients, risk-taking, healthy lifestyle) and social factors (availability of psychological education and non-formal education, regulation of working hours and participation in supervision), is allocated. These structures, combined with the emotional-affective, communicative, cognitive, behavioral, emotional and volitional components of social and psychological adaptation, can present a holistic view of the mental health of volunteer psychologists.

Also, the model presents the structure of professional burnout of volunteer psychologists, which passes through the prism of personality maladjustment with its components: emotional and affective, communicative, cognitive, behavioral, emotional and volitional. Professional burnout is formed in the combination of individual psychological characteristics of volunteer psychologists (empathy, witness trauma, bad habits, such as smoking) and social factors of influence on the personality (lack of education, irregular working hours, lack of supervision and support from colleagues).

The article outlines the prospects for further research, in particular, on the development of effective psychological support programs for volunteers, as well as the study of the long-term consequences of their activities for professional and personal development.

Key words: mental health, mental health preservation, volunteers, psychologists, professional burnout, social and psychological adaptation, resilience.

Formulation of the problem. During the period of the full-scale invasion of the territory of Ukraine by enemy troops, it became a difficult test for the population of the country. A large number of people were affected by the consequences of the hostilities, which caused an urgent need for psychological assistance. The self-organisation of volunteer psychologists became the driving force that solved numerous new problems of psychological and mental health disorders. Volunteer psychologists worked in hospitals with wounded soldiers, provided psychological support to people who were forced to leave their homes, people with disabilities and people in need of psychological assistance.

It is worth noting that during this period, the volunteer movement gained considerable strength in many areas, with volunteers collecting aid and delivering it to the military, collecting food and clothing for people who had lost their homes, building fortifications and performing other activities.

The problem of psychological aspects of the phenomenon of volunteering has been sufficiently studied in the world psychological science, but there are a number of issues that require additional consideration, especially the place of volunteering in the professional development of specialists in socio-economic professions.

Analysis of recent research and publications. Domestic research highlights the problem of theoretical and methodological substantiation of volunteering (P. Gorinov, R. Drapushko) [3], the socio-psychological aspects of volunteering (N. Gapon, A. Hudzitska-Chupala) [2; 3], the psychological foundations of optimising volunteering in student activities of young people (A. Kolomiets, O. Palamarchuk, H. Shulga, L. Kolomiets, I. Gaba) [6].

The purpose of the article is to design a model for preserving the mental health of volunteer psychologists

Outline of the main material. Volunteer psychological assistance is a necessary component of the professional development of psychology specialists. However, the very specifics of this type of activity may contain a number of features that create risks of professional burnout. In order to prevent them, it is necessary to identify ways to prevent mental health disorders and vectors of its strengthening and development.

The concept of mental health has been studied in the scientific works of many national scholars. In particular, the mental health of families in difficult life circumstances was studied by V. Moschytska [3]. The problem of mental health of military personnel is covered in the scientific works of E. Potapchuk [8] and I. Chukhriy [12].

The mental health of student youth was studied by I. Vlasenko, O. Reva, D. Volkov, and O. Chernykh [1]. The researchers analysed the age dynamics of changes in the components of students' mental health. They also identified significant indicators of altruistic prosocial behavior in psychology students, which, on the one hand, are peculiarities of the age period, and on the other hand, are professionally important qualities of professional development.

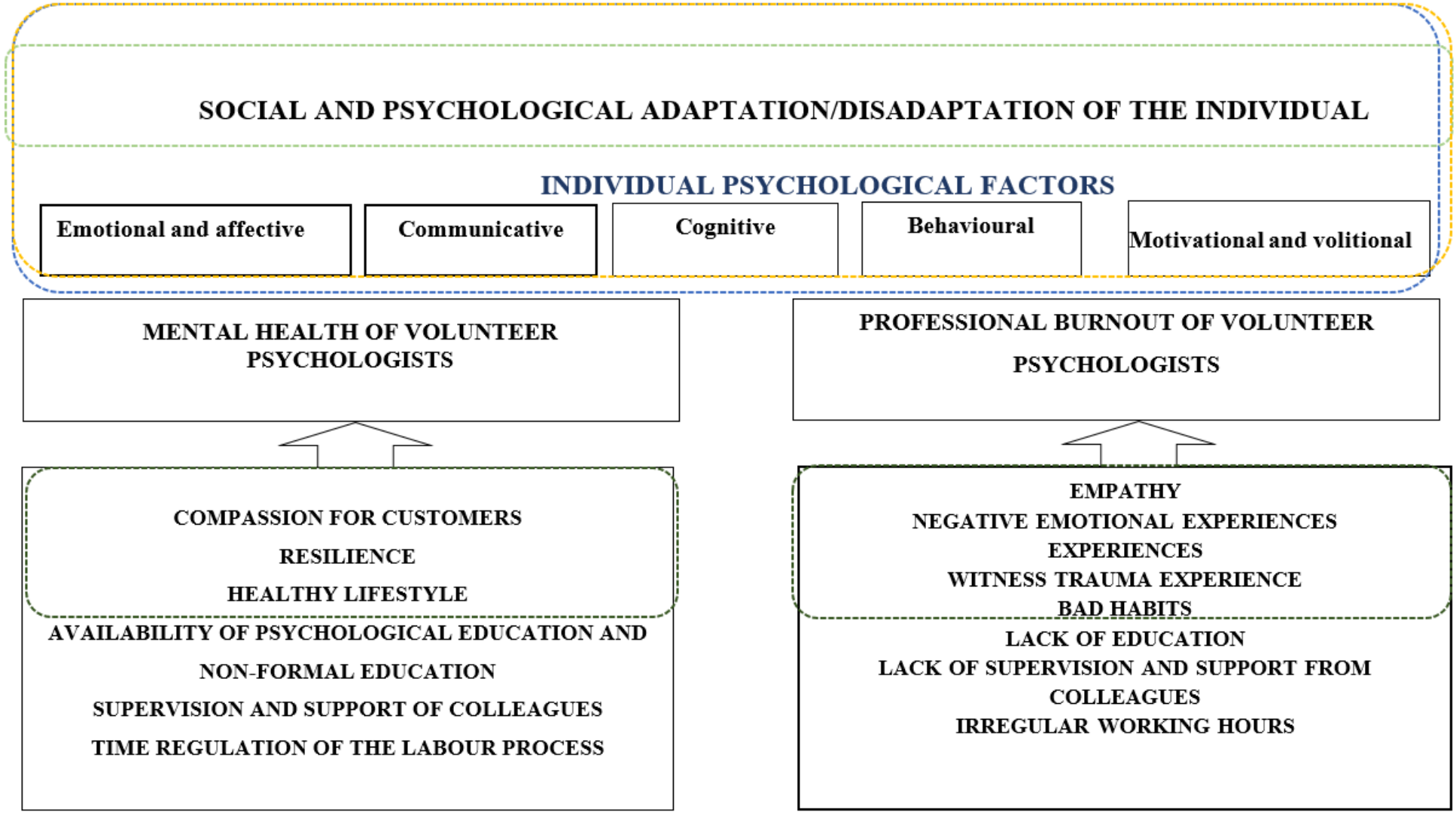


Figure 1. Model of mental health of volunteer psychologists

It is worth noting that, for example, in the training of psychology students at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU), volunteering is a necessary component. Students of 4-5 years of training are actively involved in peer-to-peer programs, providing psychological assistance to junior students and the population affected by military operations. Students have the opportunity to expand their professional competences during non-formal education at the International Institute for Trauma Studies at VSPU. Students are offered training courses and lectures taught by world-renowned psychotherapists, psychologists, social work specialists and trauma therapists.

Thus, volunteering is a sustainable vector of professional development for psychologists. Already in their professional life, psychologists join volunteer associations or provide assistance to those in need on their own. The need for psychologists to volunteer is especially acute in times of social upheaval, during the global pandemic and military operations in Ukraine.

To design a model for preserving the mental health of volunteer psychologists (Figure 1), it is important to identify the risks that can lead to professional staff burnout.

The model is based on the consideration of socio-psychological adaptation/disadaptation of the individual and its components - individual psychological factors: emotional and affective, communicative, cognitive, behavioral, emotional and volitional [10]. This approach was presented in the scientific works of A. Shevtsov in co-authorship with I. Chukhriy in the study of psychological mechanisms of social adaptation of the individual [10].

The mental health of volunteer psychologists, as well as their professional burnout, can be considered as consequences of the processes and results of social and psychological adaptation or maladaptation (in the case of professional burnout), and indicators of their individual psychological factors.

The risk of professional burnout arises from a number of individual psychological factors and social factors.

Individual psychological factors of professional burnout of volunteer psychologists:

Empathy for the emotional state of clients. This is the opposite quality of empathy and compassion. This is when a specialist, together with the client, experiences the entire spectrum of the client's negative experiences, feels the power of its manifestation and possible psychosomatic consequences.

The first signs of professional burnout are emotional exhaustion and the experience of negative emotional states, such as aggression, anxiety, depression, and others. L. Karamushka defines professional burnout as a long-term stressful situation that occurs against the background of chronic overstrain and leads to the depletion of emotional and energy resources of a person [5].

K. Maslach and S. Jackson [11] identified a three-component model of professional burnout syndrome: emotional exhaustion (devastation or reduction of psychological resources of the individual, difficulties in maintaining one's own psychological level), depersonalisation (formation of negative, cruel, indifferent attitudes towards people), reduction of personal achievements (tendencies to assess one's work with clients negatively, accompanied by a sense of dissatisfaction and low professional self-esteem).

Experiencing witness trauma. P. Hornostai [4] notes in her publications that secondary traumatic stress plays a special role in the spread of trauma, which is formed when a person is affected by a trauma that occurred with other people. The author calls this type of trauma an informed trauma. The term ‘bystander trauma’ is also used when traumatisation occurs due to the perception of another trauma. Signs of witness trauma include feelings of powerlessness due to the inability to intervene and help and, as a result, shame and guilt.

Due to the inability to contain the anxiety, fear, anger of clients and their own, some professionals may resort to harmful habits such as smoking. For a while, it does seem that the feelings are suppressed, but this is only for a while, and the damage that is done has a negative impact not only on the mental but also on the physical health of the professional.

Social factors of professional burnout of volunteer psychologists:

Lack of education. Of course, the availability of education is a significant advantage in providing qualified psychological assistance and in preserving the mental health of the specialist. The problem of the competence of psychologists, especially those who provide volunteer assistance to the population affected by the military operations in Ukraine, is becoming increasingly important and arouses much interest. Professional competencies and the level of professionalism should not be neglected, but experience shows that in times of war, the first psychological assistance that is so necessary for a person in difficult life circumstances or at the site of a disaster was not always provided by psychologists, but could be provided by volunteers, citizens who were nearby and could help withstand difficult emotional experiences, support and just be there.

Irregular working hours. Structuring activities and time allocation are important in volunteering. It is advisable not to overload specialists with a large number of consultations and take breaks between them.

Lack of supervision and support from colleagues. Supervisory support is a prerequisite for the successful professional activity of psychologists. This form of work is especially necessary in cases where psychologists work with people who have suffered as a result of military operations and found themselves in difficult life circumstances.

Social factors and intrapersonal factors contribute to the preservation of the mental health of volunteer psychologists. Individual psychological factors of mental health of volunteer psychologists:

Compassion for clients. An important psychological ability of a psychologist is empathy. Empathy is defined in the psychological literature as the ability to empathise, i.e. to experience with another person his/her emotional feelings and the ability to sympathise, i.e. to understand the emotions of another person and the ability to withstand them and help and support another. That is, it is compassion that makes it possible to provide competent psychological assistance, because the specialist is not absorbed in grief or other client experiences, but understands them, withstands them, acts as a container and has the ability to provide support and other types of psychological assistance.

Resilience. In most scientific concepts, resilience is defined as a complex, multidimensional and dynamic set of individual personality traits. According to D. Alexander, resilience is the ability of an individual to maintain a relatively stable level of psychological and physical functioning in response to a potentially devastating and stressful event, such as the death of a loved one, or in a life-threatening situation [9]. Resilience is the ability of a person to experience positive emotions and learn from their own experience in difficult life conditions. It can be defined as an individual's ability to withstand and adapt to adverse traumatic events. It is the ability to adapt due to individual characteristics, and it is this ability that models and mitigates the negative effects of stress.

Healthy lifestyle. To maintain your mental health, it is important to take care of your physical health. It is important to maintain a healthy lifestyle: to avoid bad habits (smoking, drinking alcohol, etc.), to do daily physical exercises, or to take walks in the fresh air. This is a necessary resource in maintaining mental health, as it helps to reduce anxiety, prevent a number of diseases, etc.

Social factors of mental health of volunteer psychologists:

Availability of psychological education and non-formal education. It is important to note that higher education institutions annually update their educational and professional programs based on meetings with employers, the scientific community, and graduates of the speciality. In recent years, educational and professional programs in psychology have been significantly expanded with practical disciplines in line with the challenges of the modern world, including disciplines that provide practical competencies in: providing psychological assistance to persons affected by military operations, psychological support and assistance to combatants and their families, psychological assistance to internally displaced persons and persons with disabilities and other categories of persons in need of assistance.

It is important to adhere to a clear schedule of consultations, as various shifts and overloads harm not only clients but also the specialists themselves. Excessive overwork contributes to professional burnout. And changes in the work schedule may have negative consequences for the work outcome.

Supervision and support of colleagues. Supervision is one of the main methods of professional development for psychologists, which is conducted in the form of professional counselling. During supervision, psychologists can gain practical knowledge of psychological assistance to clients, receive professional support from colleagues and strengthen their practical experience.

An important achievement of participating in supervision groups is the support of colleagues, which can be an extremely powerful resource for volunteer psychologists in difficult times of war. As professionals who constantly care about people's mental health may need care themselves.

Volunteer psychologists need to take care of their own mental health, as this is the only way they can learn to take care of the mental health of the people they help.

Conclusions and Prospects for Further Research. The article presents a scientific and practical generalisation that has become the scientific basis for designing a model of mental health preservation for volunteer psychologists. This model is presented through the prism of the resultant and procedural mechanisms of social and psychological adaptation of the individual. The structure of preserving the mental health of volunteer psychologists, which is formed under the influence of individual psychological factors (compassion for clients, risk-taking, healthy lifestyle) and social factors (availability of psychological education and non-formal education, regulation of working hours and participation in supervision), is allocated. These structures, combined with the emotional-affective, communicative, cognitive, behavioral,

emotional and volitional components of social and psychological adaptation, can present a holistic view of the mental health of volunteer psychologists.

Also, the model presents the structure of professional burnout of volunteer psychologists, which passes through the prism of personality maladjustment with its components: emotional and affective, communicative, cognitive, behavioral, emotional and volitional. Professional burnout is formed in the combination of individual psychological characteristics of volunteer psychologists (empathy, witness trauma, bad habits, such as smoking) and social factors of influence on the personality (lack of education, irregular working hours, lack of supervision and support from colleagues).

This model determines the vectors for further empirical study of the problem of preserving the mental health of volunteer psychologists and developing a psychocorrectional program to prevent professional burnout.

References

[1] Vlasenko I.A., Reva O.M. Model zberezhennia psykholohichnoho zdorov'ia studentskoi molodi v Ukraini. Naukovyi visnyk Khersonskoho derzhavnoho universytetu. 2020. № 3. S. 90–99.

[2] Hapon N.P., Khudzitska-Chupala A. Sotsialno-psykholohichni aspekty doslidzhennia volonterstva: motyvatsiia ta orhanizatsiini ochikuvannia volonteriv. Habitus. PU «Prychornomorskyi naukovo-doslidnyi instytut ekonomiky ta innovatsii. Vydavnychyi dim «Helvetyka» 2023, Vypuks 47. S. 171-175

[3] Horinov P., Drapushko R. Volonterska diialnist v Ukraini: sotsialno-pravove doslidzhennia : monohrafiia. Kyiv : Derzhavnyi instytut simeinoi ta molodizhnoi polityky, 2022. 240 s.

[4] Hornostai P.P. Vnformatsiina travma: fenomenolohiia i psykhopatolohiia. Problemy politychnoi psykholohii. Zbirnyk naukovykh prats. Vypusk 9 (23), S. 38-53.

[5] Karamushka, L. M., Zaichikova T. V. (2006). The problem of "burnout" syndrome in pedagogical activity in foreign and domestic psychology. Actual problems of psychology: collection of sciences works of the Institute of Psychology named after Kostiuk G. S. of the Academy of Pedagogical Sciences of Ukraine.Vol.1, 210-217. [In Ukrainian].

[6] Kolomiiets A.M., Palamarchuk O.M., Shulha H.B., Kolomiiets L.I., Haba I.M. Psykholohichni zasady optymizatsii volonterskoi diialnosti studentskoi molodi zasobamy informatsiino-komunikatsiinykh tekhnolohii. Informatsiini tekhnolohii i zasoby navchannia, 2019, Tom 71, №3. S.267-281.

[7] Moshchytska V.V. Teoretyko-metodolohichni pidkhody do doslidzhennia psykhichnoho zdorov'ia u konstruktyvnykh i destruktyvnykh rodynakh. Osobystisne zrostannia: teoriia i praktyka : materialy IV mizhnar. nauk.- prakt. internet-konf., m. Zhytomyr, 21 kvitnia 2020 roku. Zhytomyr, 2020. S. 178–183.

[8] Potapchuk Ye.M. Teoriia ta praktyka zberezhennia psykhichnoho zdorov'ia viiskovosluzhbovtsiv : monohrafiia. Khmelnytskyi : Vydavnytstvo Natsionalnoi akademii PSU, 2004. 323 s. [9] Alexander, D. E. (2013). Resilience and disaster risk reduction: Anetymological journey. Natural Hazards and Earth System Sciences, 13(11), 2707-2716.

[10] Chukhrii I., Shevtsov A. Psychological mechanisms of social adaptation of young people with disabilities. American Journal of Applied and Experimental Research. New York NY. USA, 2017. №3(6). P.6-14.

[11] Maslach C. Burned-out / C. Maslach // Human Behavior. 1976. V 9 (5). P. 16–22.

[12] Prokofieva O, Koshova I, Shevchuk V, Chukhrii I, and other. Posttraumatic growth and rehabilitative resources of the combatants and demobilized servicemen *Environment and Social Psychology (2024) Volume 9 Issue 6* https://esp.apacsci.com/index.php/esp/article/viewFile/2359/1275

Review received 02.09.2024

UDC 159.923 **DOI: 10.31652/2786-6033-2024-3(3)-15-23**

Nina Liesnichenko
Vinnytsia Institute Open International University of Human Development
PhD in Psychology, Associate Professor (Ukraine)
nakaznjuk@gmail.com
ORCID 0000-0002-7531-4843

GENDER CHARACTERISTICS OF THE PERSONAL IMAGE OF FUTURE PSYCHOLOGISTS

У статті представлені результати теоретичного аналізу проблеми дослідження гендерних особливостей персонального іміджу майбутніх психологів. Акцент робиться на вивченні впливу гендерних стереотипів та соціокультурного контексту на формування іміджу фахівця в психологічній сфері.

Також в статті представлені результати емпіричного дослідження, яке націлене на більше глибоке розуміння практичних аспектів формування персонального іміджу майбутніх психологів. Зокрема, досліджено вплив професійних практик та особистісних характеристик на сприйняття психолога в суспільстві.

Результати дослідження сприятимуть розширенню теоретичного базису в галузі психології особистості, формування професійного іміджу у майбутніх психологів і сприяти розробці більш ефективних стратегій навчання та підтримки в цьому процесі. Розуміння цих аспектів може допомогти розробити більш ефективні стратегії підтримки та розвитку професійного іміджу серед майбутніх-психологів.

Ключові слова. гендерні особливості, персональний імідж, імідж, психологічна сфера, особистість, Я-тілесне.

Annotation. The article presents the results of a theoretical analysis of researching gender characteristics of a personal image of future psychologists. Emphasis is placed on the study of ender stereotypes and sociocultural contexts creating the image of a psychological expert.

The article also presents the results of an empirical study leading to the in-depth understanding of practical aspects of future psychologists' personal image. In particular, the investigation was conducted how professional practices and personal characteristics influence the perception of a psychologist by the society.

The results of the study will contribute to The Psychology of a Personality theoretical knowledge, contributing to creating a professional image of future psychologists, developing more effective strategies for training and for the whole process support. It is helpful to understand these aspects for feasible approaches in maintaining and creating a professional image among future psychologists.

Key words: gender features, personal image, image, psychological sphere, personality, I-corporeal.

Relevance of the topic. Personal image gender features of future psychologists turn to be a rather important topic, as they affect their perception by others, along with their interaction and effectiveness in their professional performance. Modern society is increasingly aware of the importance of gender equality and understands that gender can influence stereotypes that are formed around certain professions, including psychology.

Understanding and analyzing these features will help us improve educational programs as well as to develop effective strategies for training future psychologists for professional activities in various sociocultural contexts. This approach will provide more effective solutions to the mental health interventions and social challenges that our modern society is facing.

Gender features of the personal image of future psychologists may include such aspects as communication styles, approaches to conflict resolution, emotional expressiveness and ways of perceiving other people. The research shows that men and women may have different approaches to building interpersonal relationships, as well as different problem-solving strategies. For example, men are more likely to use logic and analysis in decision-making, while women may place more emphasis on emotional communication and empathy.

In addition, cultural and social factors also influence the process of the image making of future psychologists. Different cultures may have different expectations of gender roles and behavior, which may be reflected in the psychologist's image.

Understanding these diverse factors will better prepare future psychologists to work with clients from diverse cultural and gender backgrounds, and will contribute to improving professional ethics and practices in psychology.

Analysis of previous studies.

An important contribution to the study of the formation of a professional image was researched by the following scientists:, E. Bern, E. Bernayz, F. Buari, B. Bruce, N. Webster, S. Levy, , V. F. Matsenko, L. Novikova, S. Olivera, G. Pocheptso, T. Parkhomenko Z. Freud, T. Khomulenko, V. Shepela, J. Yager and others. Instead, the issue of the gender aspect was taken into account by Gutek, J. Bowman, R. Kenter, J. Spence, S. Bam, E. Eagly. and others.

The concept of "image" covers a wide range of aspects including but not limited exclusively to appearance or specifically developed traits. It reflects both external and internal characteristics of a person, the person's uniqueness and individuality. The works of such authors as A. Panasiuk, V. Labunska, H. Pocheptsov, I. Fedorov, N. Plekhanova, E. Perelighina, V. Shepel, I. Ogorilko, V. Martsenko, help us understand that the image is based on individual actions that becoming an external manifestation of the psychological individuality of that person.

The purpose of the study is to reveal and analyze the relationship between gender characteristics and a personal image of future psychologists in order to understand the impact of these factors on their professional activities and interaction with clients.

Out theoretical basis of research: a psychologist is a highly qualified specialist who studies and understands human behavior, human reactions and mental processes, the one who is researching attentively both the inner world and the external appearance of the individual. It explores various aspects of the psyche using different methods such as: observation, experimentation and analysis.

The 'Image" is a complex construct that including much more than solely the external representation of a person, but also his/her internal beliefs, values and psychological characteristics. It is not only a way used by a person to present himself/herself to others, but also a means of achieving the goals and forming his/her own self-identity. Image is determined by both external and internal factors: from looks to the way of thinking and performing actions [2].

A psychologist doesn't study exclusively an external image of a person, but also his/her inner world, including psychological mechanisms affecting his/her behavior and interaction with the environment. In this context, the concept of an image can be considered as one of the aspects of a personality studies and the interaction with the environment.

In a broad sense, the image is a way of expressing the inner aspects of the personality through external means. Many researchers distinguish among its components the symbolism of one's clothing, makeup, linguistics, gestures, as well as a behavior and a personal space organization.

An image is a symbolic presentation of a subject created in a result of communication between people and is included into the system of human activities. A Professional Image, for its part, is a symbolic picture that is formed during the interaction between subjects in the process of a person's professional activity [7].

The image, in fact, is an impression that a practical psychologist or other experts produce talking to people and that is fixed in their minds in the form of certain emotionally colored stereotypical ideas [5].

In our today's society, external attractiveness is recognized as more than just a visual image.

It becomes a real art including various aspects and considering not only aesthetic appearances, but also requiring the person's inner ability to choose and wear clothes appropriately, to adequately express emotions through gestures and postures, and to show meaningful facial expressions that emphasize our communicative intentions. Equally important is our ability to use the surroundings for a convenient and effective communication, which reflects our ability to adapt to various situations and interact with other people with confidence and openness.

However, internal attractiveness certainly is the main criterion for evaluating our attractiveness to other people. This is not just a collection of external features, but also the true depth of our personality, which is manifested by the ability to create a positive impression on others, conduct dialogues and build communication channels correctly, including the individual possession of well-developed interpersonal skills required for maintaining a positive image. It also considers the availability of inner qualities such as: empathy, tolerance, self-confidence and the ability to influence the moods and emotions of other people.

Thus, the inner attractiveness is an important element that shapes an overall impression of our personality and determines our interaction with the surrounding world.

Polly Bird describes the Image as the act of the perception of an individual by the others. A complete picture of a person, which includes how he/she looks, speaks, dresses, acts. The individual's skills, posture, body language, accessories, as well as the indigenous environment and the surrounding people in the close environment [4]. A. Y. Panasiuk believes that the image of a person is an idea about him/her formed by a certain group of people [11].

In the process of creating and applying the Image of a practical psychologist, there are a number of significant factors that determine how his/her professional activity and the overall personality are perceived in general. One of the most important factors is a professional competence. In other words, the quality of services and the level of professional training determine how effectively a psychologist can solve the problems of his/her clients and influence their lives.

In addition, an important factor is the psychologist's personal qualities. Empathy, patience, the ability to listen, to analyze and to communicate with the client are key aspects determining the way a psychologist is perceived by the clients and the way his/her professional image is created. The image is also formed through the communication style, outer appearances and behavior of the psychologist in various situations.

The sociocultural context plays a very important role here. The society's attitude to the psychological intervention, a general status of the health care system and the supporting role of the authorities can influence the perception and a level of the appreciation of a practical psychologist's work.

Finally, an important factor in shaping the image of a psychologist is his/her education, work experience and a level of the professional self-development. Continuing development of the individual knowledge along with the participation in professional associations and trainings allow a psychologist to maintain his/her image at a high level remaining competitive in the market of psychological services.

Gender based ideas about the social roles of women and men do not exist solely at the individual level, but also within the entire social structure. These stereotypes are often embedded in cultural norms and values, and they can be overt or covert. In such conditions, men and women try to conform to stereotypical traits, which arise under the influence of social pressure to adopt certain behaviors. This pressure is reinforced by the unequal status of men and women, as well as the society expectations. These trends are evident almost all over the world, including our country.

Gender stereotypes and roles are an integral part of the society's culture and traditions, they reflect ideas about the social functions of men and women, their psychological and physiological differences. These ideas are based on sexual identification, which are expressed more clearly than any other form of identification.

Stereotypes of the masculinity and femininity, in other words, stereotypes about men and women, are usually considered in the scientific literature. Masculinity and femininity are perceptions of features that are typical of men and women. Masculinity is understood as a set of qualities characteristic of men, and femininity – features that are typical for women.

It is important to note that they have their polar opposites: strengths-weaknesses, active-passive roles. Depending on notions of masculinity and femininity in the society, gender identities and gender roles are formulated. Gender roles are viewed as the social behavior features of a person mainly meeting the expectations of the social system where the person lives, and where the behavior of the person must correspond to the ideas of the appropriate behavior, relevant duties and abilities that are embedded in the cultural environment.

Therefore, the achievement of gender equality is possible through a partnership between women and men based on the principles of equality and democracy. Creating of a female leader image in the society can accelerate the process that confirms not only the experience of Western democracy, but also the modern Ukrainian reality.

Empirical research and analysis of the achieved results.

In order to verify psychological conditions required for our research in forming the psychologist's professional image during professional training, a study was conducted that includse the following stages: ascertainment, formative and control stages.

At the ascertainment stage, an analysis of the researched problem was performed, a hypothesis was formulated, a goal and a task were defined, the essence of the phenomenon "A Professional Image Of The Future Psychologist" was theoretically substantiated, methods and plans of the experimental research

were selected, the quantitative and qualitative composition of the participants was determined, the selection of diagnostic tools was identified, and the survey was conducted .

At the formative stage, the analysis of the intermediate results of the control measurements was performed. The control stage included monitoring the results of the experimental study, doing qualitative and quantitative analysis of the obtained data using mathematical statistics methods and arriving to the general conclusions of the study.

The research conditions are based upon the student environment of Vinnytsia Socio-Economic Institute of the University "Ukraine".

To determine the initial stage of creating a professional image of a future psychologist, we first started with criteria including the need for a professional development and self-development, as well as reflective skills.

Evaluating the existing need for the professional development / self-development was performed using the methods of R. Babushkin and S. Bubnov, allowing to determine main indicators, such as a personal desire to be proactive in developing professional knowledge and strive towards professional self-realization.

The first indicator was determined using the "Diagnosis Of The Need For Self-Improvement" by R. Babushkin. This technique makes it possible to reveal awareness of the motivation of an individual's behavior in various situations. The obtained results are as follows:

- A high degree of manifesting the need for self-improvement was determined in 22.9% among students of the control group (8 students) and 21.9% among the experimental group (7 students).
- The average degree of manifesting the need for self-improvement was 42.8% among the students of the control group (15 students) and 43.8% among the experimental group (14 students). A low degree of manifesting the need for self-improvement was found in 34.3% of students among the control group (12 students) and 34.3% among the experimental group (11 students).

The next method, "Diagnostics Of Real Structure Of The Individual's Inner Values " by S. Bubnov, was aimed at studying the application of inner values of the individual in real-life conditions along with the self-concept particular features. This technique allows us to determine top values of the individual prevailing over other aspects.

The obtained results showed the following:

- A high level of professional values was determined in 20.0% of students from the control group (7 students) and 15.6% from the experimental group (5 people).
- An average level of professional development values was 34.3% of representatives of the control group (12 students) and 43.8% of the experimental group (14 students).
- A low level of professional development values was identified in 45.7% of the control group (16 students) and 40.6% of the experimental group (13 students).

The indicator of reflective skills was determined using the methods of N. Fetiskin and M. Grant.

Express diagnosis of the self-esteem level by N. Fetiskin allows us to determine the degree of adequacy of an individual self-esteem. According to the obtained results we observe the following:

- 45.7% of students of the control group (16 students) and 50.0% of the experimental group (16 students) showed an average, normal level of realistic assessment of their capabilities'
- 28.6% of the control group (10 students) and 25.0% of the experimental group (8 students) show an inflated level of self-esteem.
- A low self-esteem was found in 25.7% of the control group (9 students) and 25.0% of the experimental group (8 students).

The technique of measuring the level of expressing types of reflection by M. Grant is based on the analysis of interconnection between two forms of reflections: self-reflections and socio-reflections. According to the results of the diagnosis the following figures are identified:

- A high level of expressing focused reflections was found in 22.9% of respondents of the control group (8 people) and 18.7% of the experimental group (6 people).
- 31.4% of students of the control group (11 people) and 37.5% of the experimental group (12 students) had an average level of reflections.
- A low level of expressing focused reflections was observed in 45.7% of students of the control group (16 people) and 43.8% of the experimental group (14 people).

A general level of indicators of professional development and self-development needs and reflective skills was determined as the arithmetic means for calculating quantitative values of these characteristics.

In conclusion, according to the general indicator of professional development/self-development needs the following results were observed:

- 22.9% of students of the control group (8 people) and 18.7% of the experimental group (6 people) showed a high level.

- 40.0% of students of the control group (14 people) and 37.5% of the experimental group (12 people) showed a low level, which indicates insufficient desire for this activity in mastering professional knowledge and striving professional self-realization.

According to the general indicator measuring reflective skills the following figures were observed:

- A high level of adequate self-assessment and self-analysis of one's own activity was noted in 34.3% of students of the control group (12 people) and 34.4% of the experimental group (11 people).

- A low level was found in 37.1% of students of the control group (13 people) and 34.4% of the experimental group (11 people).

Only 28.6% of students of the control group (10 people) and 25.0% of the experimental group (8 people) showed high levels of both indicators of the required criterion.

So, the results of the conducted objective research confirmed approximately the same initial level of the professional image development in accordance with the chosen criteria, in most cases showing medium and low levels.

The research of the personal influencing factors includes the identification of the professional etiquette development level in future psychologists (in particular, the culture of business communication, communication skills), the ability to create aesthetics of the attractive impression (including the aesthetics of the personal image), mastery of verbal and non-verbal means of communication, self-presentation skills in performing in the professional environment, as well as the development of necessary personal qualities (such as cognitive activities, critical thinking, initiative, creativity, self-confidence, tolerance, empathy, flexibility in behavior and social activity).

The first indicator of the personal criteria was determined using the questionnaire "Diagnostics of self-regulation and communicative control" by M. Schneider. This method is designed to assess the level of communicative control. A high level of communicative control features a person who is constantly in control of own behavior, one who is in good control of himself/herself and own emotions. However, such a person may experience difficulties in spontaneous self-expression and avoids any unpredictable situations.

According to the results of diagnostics, this level was found in 20.0% of the students (7 people) of CG and 18.8% of students (6 people) of EG. A person with an average level of communicative control shows openness in communication, communicates sincerely, but maintains adequate emotional restraint and correlates his/her reactions with the content of reactions of the others. This level was established at 37.1% (13 students) of CG and 40.6% (13 students) of EG. Individuals with low communicative control show great impulsiveness in communication, their behavior is considered open and unpredictable, but they may be perceived by others as intrusive. Their behavior almost does not change depending on the situation and does not always correspond to the norms of communication. A low level of communicative control was found in 42.9% of respondents (15 students) of CG and 40.6% (13 students) of EG.

When determining the second indicator, namely the ability to self-present in the conditions of the professional performance, we used the methods of G. Rosen and A. Panfilov. Methodology "Determining the level of perceptual non-verbal competence" by G. Rosen allows us to reveal the expression degree of the ability to establish relationships and read the context of communication. A moderate, normative level of non-verbal competence was established in 17.1% (6 students) of CG and 12.5% of respondents (4 students) of EG. Students who are assigned to the group with higher level of non-verbal competence are characterized by the fact that they prioritize too much problems of other people and are not attentive enough to their own. 31.4% (11 people) in CG and 40.6% (13 people) in EG were found to be such. People with a low level, on the contrary, are deeply absorbed in their own problems and are not attentive enough to the problems of others, they show inability to establish relationships and understand the nature of interpersonal interaction.

A low level of non-verbal competence was found in 51.5% (18 people) of CG and 46.9% of respondents (15 people) of EG.

To determine the development level of the "self-image" aesthetics among future psychologists along with their abilities and skills of creating visual appeal the method of Panfilov "Check your image" has been applied, which includes an assessment of such parameters as the voice sound, the art of communication (written and verbal), presentation skills, social skills, ability to behave in a society, visual

contact, handshakes, posture, keeping in shape, self-care (hair, skin, hands), clothing and individual style, manners. The results of the questionnaire show that a high level of the image visual components is observed in 17.1% (5 students) of the CG and 15.6% (5 students) of the EG; the average level was found in 34.3% (12 students) of CG and 43.8% (14 students) of EG; a low level was shown in 48.6% (17 respondents) of CG and 40.6% (13 respondents) of EG.

General results of the indicator measuring self-presentation skills in the professional performance environment show a presence of high level verbal and non-verbal communication skills and visual attractiveness in 17.1% of respondents (6 people) CG and 12.5% (4 people) EG, an average level in 34.3% (12 students) of CG and 43.75% (14 students) of EG, low level in 48.6% (17 people) CG and 43.75% (14 people) EG.

The third indicator was determined using the "Questionnaire of personal orientations (POI)" by E. Shoster. This technique is aimed at determining the level of self-actualization of an individual and reveals the concept through such features as managing time, flexibility of behavior, creativity, cognitive needs, sensitivity, spontaneity, self-respect, self-acceptance, understanding of human nature, synergy, acceptance of aggression, physical contact, etc.

Only 17.1% of respondents (6 students) of CG and 15.6% (5 students) of EG have a high level of formation of these qualities; the average level of self-actualization of the individual was noted in 34.3% (12 subjects) of CG and 37.5% (12 subjects) of EG. A low level was found by 48.6% of representatives (17 students) of CG and 46.9% (15 students) of EG.

Generalized results of the study of all components of the personal criteria made it possible to determine the next level of professional image making among future psychologists of the experimental and control groups: a high level of development was demonstrated by 17.1% of students (6 people) of CG and 15.6% (5 students) of EG , 34.3% (12 students) of CG and 40.6% of students (13 people) of EG have an average level,

a low level was noted in 48.6% of students (17 people) of CG and 43.8% (14 students) of EG.

Thus, the results of the ascertainment experiment determine the head away for conducting the formative stage of the experiment with EG students. We assume, that the success of professional image making among psychologists during their professional training will depend on feasibility of specific teaching conditions and effectiveness of their implementation during their learning at a higher educational level. These conditions will help students to realize the importance of developing a professional image for their successful professional activity. This will help them acquire skills of personal and professional self-determination, as well as develop their own professional image.

We have developed a psycho-corrective program aimed at comprehensive development of personal qualities, communication skills and inner harmony of students who study psychology. This program is aimed not only at the outer image, but also at the development of the inner resilience and general psychological stability, which are key to successful practicing in the future. Psycho-corrective techniques allow students not only to improve their own well-being and level of emotional intelligence, but also to acquire the necessary knowledge and skills for effective work with clients in the future.

Thus, the development of the image of future psychologists through the psycho-correctional program becomes an important step for the professional competence qualities and a successful career in this extremely important field.

The psycho-corrective program for developing image of future psychologists is a complex and detailed initiative aimed at forming a positive and professionally responsible image of students who study psychology. This program recognizes that success in this field requires not only external attributes, but also the development of internal qualities that support both personal and professional growth.

The first stage of the program “Image Diagnostics”, determines a starting point for each participant, analyzing both the external image and internal qualities. This includes assessing clothing style, manners as well as the emotional stability and empathy.

At the second stage “Planning Individual Goals” personal tasks are set for each participant. These goals can be aimed at improving appearance, developing communication skills, and increasing self-awareness.

The third stage “Psycho-correction and Self-development”, includes the use of various techniques, such as emotional intelligence and meditation courses. These techniques contribute to the improvement of emotional state and internal stability.

The fourth stage is communication skills training designed to prepare future psychologists for effective communication with clients and colleagues. Participants engage in role-playing, learn techniques of active listening and interaction.

After the completion of the program at the fifth stage "Final evaluation and planning of further steps" an analysis of achievements is carried out and further steps for the personal and professional development of the participants are determined.

In general, this program is a key step in the training future psychologists, as it not only contributing to the external image development, but also to promoting the development of internal qualities which are required for successful practicing in this important area.

The analysis of the experiment results at the formative phase includes the criteria of the development level of professional image among future psychologists and shows a significant progress in the experimental group compared to the control group.

In the experimental group, the number of persons showing a high level of professional image is higher by 27.1%, which is a significant positive trend. It is also worth noting that the number of students with a low level of education is decreased by 28.2%, which also indicates the effectiveness of the experimental program in improving the quality of professional image among the participants.

No significant changes of this type were observed in the control group. The number of students with a high level of education is higher by only 4.8%, while the number of students with a low education level is less by 6.6%.

The analysis of the dynamics of the need for professional development and self-development among future psychologists in accordance with applied criteria show significant changes occurring after introducing certain teaching methods.

In the experimental group (EG), the number of students with a higher level of need for professional development and self-development increased by 28.2%, which is a very significant positive trend.

It is also worth noting that the number of students with a low level of this need has been decreased by 21.9%, which indicates a success of the experimental program in influencing the formation of this important component contributing to the professional image.

In the control group (CG), the percentage of students with a high level of this need is higher by only 2.8%, and the percentage of students with a low level is lower by 5.7%, which are less significant changes compared to the EG.

An analysis was also carried out according to the indicator of reflective skills level. The number of students with higher level of reflective skills in CG increased by only 2.8%, while in EG - by 21.9%.

The decrease in the number of students with a low level of reflective skills was also more noticeable in EG (decreased by 18.8%), compared to CG (decreased by only 8.5%).

The figures show the dynamics of shifts according to the required criterion "Need for professional development and self-development" for the control (CG) and experimental (EG) groups, and the dynamics of shifts in accordance to the required criteria of "Formation of reflective skills" for CG and EG.

These graphs provide a visual representation of how the program influences the formation of these important aspects of the professional image among future psychologists. They help to analyze and compare the dynamics of changes between control and experimental groups throughout the experiment.

The analysis of the dynamics of changes in personal criteria shows significant positive changes among the students of the experimental group (EG), especially regarding the communicative control development.

First of all, it is worth noting that number of students with a high level of development of communicative control in the EG group is increased by 15.6%, which testifies to the successful implementation of teaching methods and techniques aimed at improving skills of interaction and overall effective communication. The decrease in number of students with a low level of communicative control by 18.7% further emphasizes the positive results of the implemented pedagogical measures. This shows that the participants of the program experience an improvement in their ability to cope with difficult communication situations and interact effectively with others.

Compared to the control group (CG), the dynamics of changes in the level of communicative control among EG students is significant. In CG, high and low levels of communicative control development increase by only 2.9% and decrease by 5.8%, respectively. This indicates that the implementation of pedagogical practices and techniques in the control group does not have such a significant impact on the development of communicative skills as in the EG.

Therefore, the results demonstrate the effectiveness of the psycho-corrective program in increasing the level of communicative control among future psychologists. All of it confirms the importance of using specialized methods and techniques in the process of training specialists in this area.

Conclusion.

In the course of the study, the component based structural content of the psychologist's professional image was revealed. It has been confirmed that this phenomenon consists of such interconnected components as value-reflective, visual-behavioral and professional-oriented activities. Each of these components perform its own function: motivational, axiological and reflective - for the value-reflective component; aesthetic, emotional expressiveness and interpersonal adaptation - for the visual-behavioral component; nominative, informational, conative, cognitive and creative - for the professional - oriented activity component.

In addition, the criteria and indicators of the professional image making among future psychologists were determined. The specified criteria include necessary reflective, personal and cognitive-praxeological aspects. Levels of formation (productive, reproductive, fragmentary) were established for each criterion, and the content of the indicators was also determined. Appropriate sources of information such as questionnaires, interviews, tests and diagnostic methods were selected for effective studies.

The conducted empirical study contributes to a deeper understanding of the practical aspects of establishing a personal image for the future psychologists. This analysis reveals a great importance of professional practices and personal characteristics of a psychologist in society, which allowes us to draw important conclusions about this topic.

Therefore, in the light of the analysis of the results and according to all the defined criteria and indicators, it can be concluded that there is a significant positive dynamics in the formation of the professional image among the students of the experimental group. This confirms the relevance of the research hypothesis and the positive impact of the implemented pedagogical conditions on the development of the professional image of future psychologists in the process of their professional training.

References

[1] Barna N. IN. IMAGELOGY: Study guide for distance learning., Kyiv, 2008.

[2] Ya. O. Vasylenko Attitudes toward the image of the physical self in teenagers. Bulletin of the National Defense University of Ukraine. K.: NUOU, 2015. Vol. 1 (44). WITH. 32-36. 183

[3] Vereshchynska Ya. IN. Makeup as a factor of facial attractiveness. Bulletin of KhNPU named after H.S. Frying pans Psychology. Kharkiv: KhNPU, 2016. Issue 52. S. 12-19. 23.

[4] Gladush V. A., Loboyko O. L. Peculiarities of the formation of the image of the psychologist profession among university students/ Materialy V Międzynarodowej naukowi-praktycznej konferencji «Nauka i inowacja – 2009» Volume 9. Psychologia i socjologia: Przemyśl. Nauka i studia. – 72 str

[5] Gender in psychological and sociological research: study guide/ L.O. Shevchenko, Yu.V. Kobikova and others. Kyiv 2015. 148 p.

[6. Gorun T., Kikineji O. Gender psychology: Study guide. K: Publishing Center "Akademiya", 2004. 308 p. 32] T. Hovorun, O. Kikineji. Gender and sexuality: psychological perspective: academic. manual Ternopil: Bogdan, 1999. 384 p.

[7] Grynchuk O. I., Petruk N. Yu. The image of the future psychologist as a factor of self-actualization in the conditions of educational activity, "Habitus". Scientific Journal of Sociology and Psychology, 2021, 231-237.

[8] Karpenko Z. WITH. Value dimensions of individual consciousness. Methodological and theoretical problems of psychology: textbook / comp. : Z. WITH. Karpenko, I. M. Goyan. Ivano-Frankivsk, 2000. 128 p.

[9] Лєсніченко Н. П. Особливості сприймання власного тіла в юнацькому віці. Trends and directions of development of scientific approaches and prospects of integration of internet technologies into society VI international science conference stockholm, sweden. 2020. С. 528–531.

[10] Lesnichenko N. P. The role of sanogenic thinking in the formation of a positive attitude towards one's own body: a theoretical aspect. Pedagogical problems of the formation of a modern specialist: the experience of the EU, a collection of materials for a scientific and pedagogical internship from February 15 to March 26, 2021 (Baia Mare, Romania).

[11] Maksimenko S. D. The concept of self-development of the individual. Problems of modern psychology. 2016. Issue 33. S. 7–23

[12] Sydorenko L.I. The problem of physicality: philosophical and ethical dimensions. Philosophical problems of humanitarian sciences: Almanac. 2012. No. 21. P.43-48.

[13] Khomulenko T., Kramchenkova V., Turkova D., Lesnichenko N., Myronovych B. Methodology of diagnosis of bodily locus of control. Bulletin of KhNPU named after G. WITH. Frying pans Psychology. 62. 2020. P.293–316.

[14] Cash T. F. , Pruzinsky T.Body Image: a handbook of theory, research, and clinical practice. New York : Guilford Press, 2002. 503 p.

[15] Kramchenkova V., Khomulenko T., Fomenko K. ObukhovKozarovitsky Ya.L. Complex of methods of imaginative psychotherapy of the body in healthy psychotechnology "RIC": efficiency and features of application. Psychological Counseling and Psychotherapy. 2020. № 12.C. 36-48.

[16] Schilder, P. The Image and Appearance of the Human Body. [Reprinted]. London: Routledge, 1999. 360 p. 174. Shields, S. A., Mallory, M. E., & Simon, A. The Body Awareness Questionnaire: Reliability and validity. Journal of Personality Assessment, 53, 1989. P. 802-815.

[17] Wang D, Yang X, Liu Q, et al. Effects of a yoga program on internal locus of control and body satisfaction in women with breast cancer. J Nurs Res. 2020;28(2):e98.

[18] Kramchenkova V., Khomulenko T. Interaction Between Parents and Adolescents in Families with Tobacco Addiction. Science and education. Psycholog. Academic Journal of South Ukrainian National Pedagogical University named after K. D. Ushynsky. 2018. Y1/ CLIV. P. 77-82. URL: http://scienceandeducation.pdpu.edu.ua/uk/articles/2018-1-doc/2018-1-st11

Review received 06.09.2024

UDC 159.955.4 **DOI: 10.31652/2786-6033-2024-3(3)-24-32**

Liliia Nemash
Vinnytsia State Pedagogical University
Assistant of the Department of Psychology and Social Work (Ukraine)
lili.nemash@gmail.com
https://orcid.org/0000-0002-7733-8419

PSYCHODRAMA IN EDUCATIONAL AND SUPERVISORY WORK WITH SPECIALISTS OF PSYCHOSOCIAL SERVICE OF GENERAL SECONDARY EDUCATION INSTITUTIONS

В статті надано опис пролонгованої навчально-супервізійної роботи з фахівцями психосоціальної служби закладів середньої освіти міста Вінниці методами психодрами. Мета проєкту передбачала підвищення навчально-виховного потенціалу психолого-педагогічних працівників навчальних закладів у впровадженні інклюзивної освіти в рамках проведення організаційно-методичної роботи.

Мета заходів полягала також у знайомстві з методом психодрами та його популяризації серед фахівців шкільної психосоціальної служби. Саме тому були використані як загальновідомі, так і авторські техніки, короткий опис яких наведено у статті.

Вправа 1. «Стигма та інвалідність». Мета виконання вправи полягає у зверненні уваги фахівців психосоціальної служби на проблему стигиатизації ставлення до людей з інвалідністю в шкільних закладах і суспільстві в цілому, та пошуку екологічних засобів для психокорекційної роботи з нею.

Вправа 2. «Контроль і зв'язки». Вправа виконувалась у чотири етапи і послідовно звертала увагу на особливості особистісного контролю над ситуацією, соціальною взаємодією, можливістю створювати робочі групи і бути в них ефективними. Рефлексія даної вправи допомогла учасникам в проєкції краще зрозуміти свої психологічні межі. Також вправа звертає увагу психологів на власну професійну ідентичність.

Вправа 3. «Досвід, ранги, досягнення, місця і люди».

Проєкція даної вправи спрямована на дослідження власного професійного досвіду психолога. Виконання вправи сприяє розумінню власного місця в професійному колі та отримати взаємопідтримку.

Вправа 4. «Капелюх Емоцій, Капелюх Логіки».

У вправі відбувається самовивчення особливостей організації та співвідношення роботи власних функцій логіки та емоційного реагування на події. Дана вправа допомагає глибокій рефлексії особистості.

Висновки. Використання методу психодрами може бути ефективним засобом в супервізійній на навчальній роботі у професійному колі психологів.

The article describes the prolonged training and supervisory work with specialists of the psychosocial service of secondary education institutions in Vinnytsia using psychodrama methods. The aim of the project was to increase the educational potential of psychological and pedagogical staff of educational institutions in the implementation of inclusive education as part of organisational and methodological work.

The events also aimed to introduce the psychodrama method and promote it among school psychosocial service professionals. That is why both well-known and original techniques were used, a brief description of which is given in the article.

Exercise 1: "Stigma and disability". The purpose of the exercise is to draw the attention of psychosocial service professionals to the problem of stigmatisation of attitudes towards people with disabilities in schools and society as a whole, and to find ecological means for psychocorrectional work with it.

Exercise 2: "Control and connections". The exercise was carried out in four stages and consistently drew attention to the peculiarities of personal control over the situation, social interaction, and the ability to create working groups and be effective in them. Reflection on this exercise helped the participants to better understand their psychological boundaries in the projection. The exercise also draws psychologists' attention to their own professional identity.

Exercise 3: "Experience, ranks, achievements, places and people".

The projection of this exercise is aimed at exploring the psychologist's own professional experience. The exercise helps to understand one's own place in the professional circle and to receive mutual support.

Exercise 4: "Hat of Emotions, Hat of Logic".

The exercise is a self-study of the peculiarities of the organisation and the correlation between the work of one's own functions of logic and emotional response to events. This exercise helps to deeply reflect on the personality.

Conclusions. The use of the psychodrama method can be an effective tool in supervisory and educational work in the professional circle of psychologists.

Keywords: psychodrama, psychosocial service of general secondary education institutions, professional identity of a psychologist, reflection, supervision, psychodrama techniques.

Psychosocial services of general secondary education institutions work to solve psychological and social problems that arise during the educational process in Ukrainian schools. Their activities are supported by the work of psychologists and social workers. The work is complex and requires high qualifications. But modern social challenges are constantly complicating the problems that have to be solved. Therefore, it is important to constantly improve the knowledge and skills of specialists of the psychosocial service of the educational institution. One of the ways to improve the work of psychologists and social workers is to organise supervisory seminars and professional development trainings for them. An important aspect of such work is to create conditions for the development of the professional identity of psychologists and social workers in general secondary education institutions and to focus their attention on reflecting on their own activities.

The importance of organising such types of work is indicated in the documentation of the Educational Ombudsman of Ukraine [3], which meets the requirements of the Professional Standard for Practical Psychologist of General Education Institutions [4].

Formulation of the problem. At the same time, the practical work of psychosocial service specialists is overloaded with administrative work and there is little time for self-reflection and mastering new methods of psychological work with participants in the educational process. That is why a long-term work with the use of psychodrama methods was organised with specialists of psychosocial services of general secondary education institutions.

The purpose of the article is to present the experience of educational and supervisory work with specialists of school psychosocial services using psychodrama methods.

Analysis of research and publications. The uniqueness of the method of psychodrama, which was proposed by Jacob Moreno in the 20-30s of the XX century. The main provisions of the organisation of the psychodramatic process were described by P. Kellerman, G. Leitz, A. Schutzenberg. Modern practices of psychodrama are developed by M. Karp, P. Haworth, K. Tauvon.

In Ukraine, the development of psychodrama is continued by well-known scientists P. Gornostai (2021), L. Karamushka (2022), N. Chudaieva (2020), G. Shuldyk (2020) and others.

Gornostai P.P. (2021) considers the role-based approach as a leading method in psychological and psychocorrectional work with conflict, interpersonal interaction, and an effective means for personal growth.

A significant contribution to the development and popularisation of the psychodrama method has been made by the Vinnytsia School of Modern Psychotherapy, which has been operating since 2008 and provides training in the psychodrama method. The school's founder and permanent trainer and supervisor is Tetiana Komar, PhD in Psychology, Associate Professor of the Department of Psychology and Social Work at the Vinnytsia State Pedagogical University named after M. Kotsiubynskyi. The School of Psychodrama works under the coordination of the Association of Psychoanalysts and Psychotherapists of Ukraine.

It is on the basis of theoretical and practical experience supported by the Vinnytsia School of Modern Psychotherapy that the work with specialists of psychosocial services of general secondary education institutions was organised and conducted, and is presented in this article.

Outline of the main material. We describe the psychodramatic training and supervision work conducted with a group of professional psychologists and social educators working in school educational institutions in Vinnytsia, Ukraine. Our activities were agreed upon and supported by the Department of Education of Vinnytsia City Council and lasted for more than five years. The study was carried out as part

of professional support in grant projects from the Vinnytsia City Council. "Inclusive Education: Workshop on Communication Competence for Psychologists of Vinnytsia Educational Institutions". The aim of the project was to increase the educational potential of psychological and pedagogical staff of Vinnytsia educational institutions in the implementation of inclusive education by conducting five theoretical and practical trainings to improve communication competence. All trainings were conducted with the use of psychodrama both in group interaction and in examples of work with protagonists. This activity was carried out for psychological and pedagogical staff of educational institutions working in the context of inclusion in educational institutions.

The other project was called "Development of the professional identity of psychologists and social educators working with children in the educational process". The entire workshop in the projects was based on the use of psychodrama. The programme was carried out as part of the organisational and methodological work of the Municipal Institution City Methodological Cabinet of the Department of Education of Vinnytsia City Council in cooperation with academic institutions and public associations to improve professional skills, develop professional identity and prevent the phenomenon of professional burnout of psychologists and social educators of Vinnytsia educational institutions.

The number of group participants varied for objective reasons. The most numerous event had 64 participants, the smaller one had 39 participants. The group consisted of psychologists and social educators from schools and kindergartens in Vinnytsia. The work took place during working hours, with the consent of the management, but was not regulated by the administration of educational institutions.

All trainings were held according to the same schedule. The location of the meetings also changed due to logistical reasons.

Schedule of events:

9.30-10.00 - Registration of participants.

10.00-10.30 - Greetings, introduction of the agenda, reflection on the work done with the participants

10.30-12.30 - Group process.

12.30-13.00 - break.

13.00-14.30 - group process.

14.30-15.30 - reflection and summary of the work done.

An example of a meeting:

Greetings, setting up for work, finding out the current state of the participants, updating the group rules of work. Participants are asked to choose a common topic for the work. The group agrees that the topic "Peculiarities of the work of a school psychologist" proposed by the facilitators remains relevant for everyone (15 minutes).

Information block on the format of intervention and supervision work using psychodrama techniques. Feedback from participants on the results of work after previous meetings (15 min.).

Theoretical part about the peculiarities of reflection and reflexivity of the individual and the place of this phenomenon in the work of a school psychologist, the functional difference between logical and emotional assessment of events or situations (20 min.).

Questions for self-examination and reflection in the course of work: how do I reflect, in what conditions do I use a logical assessment of events, and when do I use a more emotional one? What is more inherent in me.

Practical part of the group process with the use of psychodrama techniques (time allocation according to the work plan). Reflection by the participants.

Depending on the tasks, the frequency and format of the work changed, but we managed to create a common professional space for specialists of psychosocial services of educational institutions in Vinnytsia. All the group members work in different educational institutions and report to their administrations, but they also have a separate professional space for support and communication. The peculiarity of organising the work of the psychosocial service of an educational institution is that the activities must be carried out in accordance with the requirements of both the administration of the educational institution and the general professional standards of psychologist's work. In some cases, these requirements do not coincide, and the specialist finds himself or herself in a professional conflict. That is why the support of colleagues and a clear professional identity become a guideline for solving difficult cases in the work of psychologists. One of the results of our work was the improvement of communication between psychologists and social educators of all children's and school educational institutions of the city. This allows specialists to do their job better and receive support and prevention of professional burnout.

The purpose of our events was also to introduce the method of psychodrama and popularise it among school psychosocial service professionals. That is why we used both well-known and original techniques.

Examples of psychodramatic techniques and exercises:

Warm-up 1. Task: Participants make a circle. The trainer asks to greet everyone in an unusual way and sets an example by touching several participants with his/her elbow or knee with a smile or wink. Invites others to show their spontaneity in unusual greetings. The participants move randomly in the room and gradually the general mood becomes friendly and interested.

The facilitators then suggest stopping and getting to know each other better. Trainer: "To do this, first make sure that the person is ready to talk. Say hello and ask if the person is ready to be physically touched. When you get a yes, touch the other person's arm, shoulder, or knee. Do not lose eye contact, be sensitive to your partner's readiness to touch. You can thank your partners for meeting you and repeat the exercise with other participants."

When the atmosphere in the group becomes quite active, the trainer invites the participants to stand in a circle and make sure that their neighbours agree to physical contact.

Then everyone should turn to the same side and put their hands on the shoulders of the person in front of them. The whole circle starts moving at different speeds set by one of the trainers. Gradually, the speed is adjusted to the most acceptable in the group, then the trainer offers to start massaging the shoulders of the partners in front. Laughter, happy exclamations. Then the trainer suggests turning 180 degrees and "taking revenge" on the partners in the exercise.

Examples of reflection from participants after the exercise: "it was very difficult, it was a new experience for me", "when I know a person, it is much easier to touch than a stranger", "it is easier for me to touch shoulders and knees than hands, they are more intimate for me than touching a naked body", "it was cool", "it helped me relax".

Warm-up 2: "I know everyone". Participants stand in a circle. The trainers are in the circle of the group. The trainer calls out the name of the participant to the left and right of him/her, then his/her own name. And so on in a circle, all participants should be named. Then you need to call the names of all those present in the circle.

Warm-up 3. "True or false, easy or hard". Instructions from the trainer: - I am going to say some statements. If I say "true" you take a step forward, if I say "false" you take a step back. When I say the word "easy", you take a step to the left, when I say the word "hard", you take a step to the right. Whoever makes a mistake is out of the game.

After a while, the conditions change. When I say "true", you have to take a step back, when I say "false", you have to take a step forward. When the word "easy" is said, you step to the right, and when the word "hard" is said, you step to the left. Those who are wrong are out of the game.

Exercise 1: "Stigma and disability"

We used this exercise at one of the first trainings to make participants aware of their "own damaged part" and the stigma in the perception of disability in society.

We realised that role-playing could be too traumatic for the participants. Therefore, we first played the exercise ourselves in the roles.

To do this, a chair was placed on the stage (centre of the hall). All participants sat in a circle, at a certain distance. One of the trainers (Oleksandr) took on the role of a person with a disability. He put himself in the role, told us who he was. And we depicted the disability with a large shawl that was wrapped around the disabled person in such a way that it significantly limited their ability to move. The tied-up protagonist sat on a chair in the centre of the stage and took the end of the rope in his hands.

The second trainer (Lilia) held a ball of rope and slowly walked around the chair with the disabled person and wrapped it around him/her to the accompaniment of the "choir". The participants were asked to recall and say out loud all the accepted social opinions (stigmas) about disability. Participants could live the performance as observers or be the "choir".

The exercise turned out to be very emotionally intense. The "stigma" was imposed until one of the observers demanded that it be stopped. Then we discussed the situation and came to the conclusion that it should not be this way.

After that, we began to "unwind" the exercise in the opposite direction. Lilia twisted the ball, and the participants said other things they wanted to say during the exercise. These included apologies, suggestions, and plans for the future.

Next came the role reversal and reflection. Participants said that they had never thought about disability in such a way that they felt difficult. After the discussion, several participants expressed a desire to repeat the role-playing exercise on themselves.

At the end of the exercise, the participants exited the roles and reflected.

Examples of reflection from participants after the exercise: "it was very difficult to even watch the process", "I wanted to disperse everyone", "I wanted to cry and scream", "it shouldn't be like this, people come to your senses, it's not true!", etc.

This exercise was a key moment in the work to help the group members accept the inclusive environment.

Exercise 2: "Control and connections". This exercise was carried out in four stages.

2.1. The trainer gives the task to walk around the room and use the looks to form groups of three. Then the trainers gave each person a piece of elongated thin paper (toilet paper), about 1 metre long.

The task was to silently create a triangle of paper in the group, easily holding it with two fingers. And to sit in the space of the hall without interfering with other triangles.

The hall is quite spacious, but the need to keep the paper triangles taut creates inconvenience in moving around, and eventually the space becomes too small. Therefore, it is necessary to maintain control within the group without words, taking into account external circumstances and silently negotiating with neighbours.

Reflection after the exercise. When the group completed the task, the trainers allowed them to speak. After the first emotional outburst, the participants talked about the specifics of how they experienced their own ability to control internal and external circumstances. After that, the trainers suggested that they reflexively transfer the experience from the exercise to situations in their counselling work with clients.

2.2. Next, the facilitators set a task for the group to form a shape from the paper strips with their eyes closed.

Reflection: "it is impossible without breaking the rules!", "I want to control", "total control is exhausting". Everyone said that they could not do the task correctly without breaking the rules and were worried about it. Thin strips are like a connection that cannot be controlled enough. To complete the task, you had to use cunning or hope for phenomenal sensitivity.

The presenters pointed out that the difficulties in performance that arose were related to the external or internal locus of control inherent in the individual participants. It was agreed that to solve the problem, it was necessary to move the personal situation out of the stuck position. They talked about the feeling of blocked energy and not knowing how to resume activity.

The discussion focused on the participants' experience of difficulty in controlling the situation. Participants answered the following questions: What exactly caused the tension? What was more difficult - to obey or to take control? What made it difficult to make up your mind?

2.3. Next, the facilitators arranged the participants according to the scheme: those who had the most difficulty with the exercise were placed in the centre, and those who did not find it particularly difficult were placed on the periphery. In this way, the group was reformatted in space. The participants continue to hold their paper strips in their hands. Some of them were already torn, so they were replaced with new ones.

The facilitator offered to form the connections again, but now she arranged and "connected" everyone with the strips in a spiral format. Those who had the most difficulty with the previous task were in the middle.

The trainers stood at the beginning and end of the chain with the participants. Slowly, one of the coaches (Oleksandr) began to twist the chain towards the centre, while the other coach closed the chain. The participants moved at first trying to hold the paper strips, but as the spiral became tighter towards the centre, the strips broke and they held hands. The action was accompanied by various shouts and jokes. They stopped when it became impossible to move towards the centre. The participants were standing very tightly, and there was discomfort. The trainers asked them to record their feelings and asked about their current desires. Everyone wanted to untangle themselves as quickly as possible.

After a short reflection on the participants' states (one or two words), the second leader (Lilia) began to move the chain in the opposite direction, but keeping a close distance to the previous circle of participants. In other words, the spiral of participants began to unwind and turned into a common circle. At the end of the exercise, most participants breathed a sigh of relief.

Reflection: Participants mostly talked about discomfort in the spiral. "It's hard to breathe", "it's hot", "we can't move", "it felt like a dead end, a trap", "it feels like being in a closed, crowded trolleybus".

But there were also other responses: "on the contrary, it's easier for me, everyone supports me", "you don't have to take everything on your shoulders and you can rely and trust others".

After discussing the current state of the group, the facilitators suggested comparing the participants' feelings about their ability and ability to control events during the exercise and in situations of counselling or other work with clients.

Trainer: - If we project this exercise to work with clients, what components of the counselling process or other work with clients did you observe for yourself and what do you find difficult to control in your work? Where were the clients in this exercise? Where did you keep track of yourself in the disposition of the counselling work? What was a piece of paper for you? What were the other elements of the work like? What helps and hinders you in your work? Which type of control - focused on external circumstances or on yourself - is more difficult for you?

"A piece of paper is a client, and I was afraid not to harm them"

"A figure is a client, and a piece of paper is a way to connect something"

"Networking and support from colleagues are very important"

"I need space for self-expression"

"Oh, how my ideas about work have expanded, and I have even more questions!"

In general, the reflection touched upon both professional components and personal experiences of the participants. Everyone came to the conclusion that self-reflection will continue, and that toilet paper can be used as a tool in the work of a psychologist.

2.4. Warm-up. At the instruction of the facilitators, all participants get up from their chairs and form a circle, look around, listen to their feelings.

Task: Start a chaotic movement, explore the space within the conditional circle, find a comfortable place for yourself. At the instruction of the leader, everyone stops and records their location.

Then the leader gives a new task: Those standing on the edge of the circle put their hands in front of them, pointing to the centre of the circle, close their eyes and stand there. A conditional boundary is formed. The participants who remain in the centre of the circle move with their eyes closed within the circle, touching other participants and trying to recognise them without opening their eyes (the outer circle does not move). The trainer gradually adds participants from the outer circle to the inner circle until all participants are moving.

Performance analysis: In the course of the work, some participants found it difficult to move with their eyes closed, and anxiety rose. Sometimes participants opened their eyes despite the instruction. The leaders left such participants in the circle, but asked them to limit their movement among the others.

Reflection: Participants are asked to answer the questions "What happened to you? What did you feel? How did you feel when you were in the centre and in the outer circle? What helped you to perform the task and what hindered you? Which assessment of the situation did you mainly use? Logic or emotions?"

Answers: "Distraction when I was with my eyes closed, but then it became easier when I explored the space. Then, when the boundaries disappeared, anxiety appeared."

"I kept wanting to open my eyes, but then I abstracted myself and couldn't hear anything, so it became easier."

Coach: - When you had certainty, a logical explanation, you started to build strategies, to plan something. You felt better.

"It was easy and comfortable when I touched and were touched"

Trainer: - The circle gives a sense of security and a mechanism of trust. How is our group different from a herd of animals?)))

"We have logical thinking"

"We understand that we don't need to do harm"

"We have certain relationships"

Coach: - You try to be aware of what is happening. This is the main difference. During the exercise, you tried to assess the situation. Emotionally or logically. And now we are analysing the event and realising the process and consequences. That is, reflection is involved.

Exercise 3: "Experience, ranks, achievements, places and people".

3.1 The trainer asks the participants to build a "chain of the psychologist's professional experience". To do this, all participants should form a line according to their professional experience, from beginners to "old masters". When the group has completed the task, the trainers offered to applaud the subgroup of younger participants, but not necessarily in age. Then a subgroup of intermediate experience, and then applauded the very experienced psychologists. The participants themselves determined which

subgroup they belonged to. After that, there was a "dialogue of experience" between the subgroups. Participants were asked to speak about mistakes and achievements on behalf of a certain category of their own experience, not as individuals. Participants also asked questions from the roles, made wishes, requests, and promises.

Reflection: After the standard procedure of exiting the roles, participants shared their feelings in the role of experience and related them to their own current situation.

3.2. Next, the trainers asked the participants to imagine a map of Ukraine on the stage and to place themselves on it, according to their place of origin. It turned out that there were participants in the group who were born or lived outside Ukraine. They found seats in the room according to their imaginary geography. After that, a dialogue took place between different geographical parts, between the west and the east of Ukraine. The pain of loss, fear and hope were discussed. Participants were able to express support for their traumatised colleagues. Each region boasted of its achievements and peculiarities, and invited people to visit. Gradually, the participants moved around the stage of their own accord and formed a common circle of resource support. They talked about this in the final reflection.

Please note that the event took place before the start of the full-scale war with Russia. Among the participants were colleagues who had moved from the then-occupied Donbas and a colleague who had moved from Russia earlier. Therefore, it was important for us to create conditions for emotional integration and resource filling in the group.

Exercise 4: "Hat of Emotions, Hat of Logic".

On the stage, the trainer puts two chairs on which he puts two large hats: black (symbolises logic) and coloured (symbolises emotions)

Trainer, introduction to the game: - In life, in any situation, we always have several choices. There are at least three options. Because if there are two options, it's not a choice, it's a dilemma. Then we don't choose, we just survive. So what do we do? Before choosing an option, we have to assess the situation. And how do we assess it? At the beginning of our meeting today, we said that assessment can be logical or emotional. You remember that C.G. Jung said that logic and emotions are functions of the psyche, thanks to which a person can evaluate a situation. Humans have both functions, but the level of development of logic and emotionality is different for each individual. Let's explore which function is more developed in you, which one you hear in yourself better.

Task: - Let's move around in our space. Think of a problem where you need to make a choice or a situation of moderate conflict. Then you need to sit silently on a chair and put on a hat. You choose the chair and the hat. You can try out both options with chairs and hats. Listen to your own thoughts and feelings that appear under each hat and on each chair.

Participants take turns doing the exercise in silence. When the chairs are no longer occupied, the trainers invite the participants to return to the circle. If they wish, the participants share their impressions of being "in logic" and "in emotions", talk about their own conflict experiences.

Trainers suggest continuing these internal personal dialogues in a psychodrama. In general, during the exercise, most of the seminar participants were able to play their own game or take on different roles in turn. Therefore, we describe the general scheme of its implementation. Both trainers accompany the participants' game, sharing control over the events on both chairs.

The following techniques were used in the participants' psychodramas: "Chair", "Mirror", "Role exchange", "Chorus".

The protagonist briefly talks about his/her problem of choice. Then he/she chooses substitutes for the roles of "my Logic" and "my Emotions" from among the group members and puts on the appropriate hats. He introduces them to the roles, places chairs on the stage at the desired distance, and sits the understudies in the desired position. The trainers offer him to evaluate each created picture "as if from the outside".

Then the protagonist takes turns in the chairs of Logic and Emotion and uses the Role Exchange technique to track his or her own feelings. The trainers give the protagonist the task of finding a phrase that Logic and Emotions say about a choice or conflict. The protagonist takes turns sitting on both chairs. The substitutes stand in the hats and say the phrase behind the protagonist, who sits in the appropriate chair. The protagonist listens and considers what they have heard and experienced.

Logic and the protagonist switch places. The protagonist speaks a phrase behind the Logic, who is sitting on the chair. The feelings and contradictions are tracked.

Moving to another chair. Emotions and the protagonist change places. The protagonist says a phrase behind the back of Emotions, who is sitting on the chair. The feelings and contradictions are tracked.

There are several such role exchanges so that the protagonist can understand his feelings and reactions. The protagonist can change the phrase, talk to his Logic or Emotions. If necessary, coaches reinforce the phrases, monitor the emotional state of the participants, the order of the game. Mirror technique.

In the psychodramas of four participants, the figures of the protagonist's alter ego were additionally introduced. In the Mirror technique, they observed their internal dialogues of Emotions and Logic from the outside.

When the tension increases, one of the coaches puts a third chair and invites the protagonist to sit on it and close his eyes. Logic and Emotions stand behind the protagonist and repeat their phrases in different ways (intonation, quietly and loudly) until the protagonist stops them. "Choir" technique.

The trainer asks about the state of the protagonist and the participants of the game, receives a brief feedback about the game. He asks whether they managed to determine the options for solving the problem, which of the understudies was heard better and who had more influence on the protagonist. Whose voice dominated, Logic or Emotion. Find out if it is possible to continue working with other participants.

The protagonist removes his/her understudies from the roles. After a short pause, most of the participants took part in the psychodramas of other group members.

Reflection. The participants gave powerful feedback. There were many personal discoveries. I liked being in different roles. They reported that being in the roles of substitutes gave them an understanding of themselves on a par with playing their own psychodrama.

Conclusions and Prospects for Further Research. During the time we worked in the group, great changes took place in the country and the world at large. The beginning of the group work was a crisis for many participants because of the need to make changes in their professional activities and find a place to accept inclusion. This problem had deep personal roots. It was in our work in the psychodramatic circle that this became visible to the participants and resulted in a shift towards acceptance and activation of activities. At the same time, professional identity was formed in the circle of colleagues, flexibility to accept objective circumstances in the world was developed, and personal changes took place. Most of the colleagues reported that they used our exercises in their work and are interested in psychodrama in general. Currently, the group members maintain professional and personal relationships and are eager to continue their work.

We consider psychodrama methods to be particularly effective in working with professional psychologists, as it helps to deal with problems on the personal level and can become an interesting tool in the psychologist's practical work.

References

[1] Carnabucci, K., Anderson, R. (2011). Integrating Psychodrama and Systemic Constellation Work: New Directions in Action Methods, Mind-Body Therapies and Energy Healing. London: Jessica Kingsley Publishers. https://philpapers.org/rec/CARIPA-2

[2] Chudayeva N.V., Shuldyk G.O. Psychodrama. A course of lectures: a textbook. Edition 2, revised and supplemented by the Ministry of Education and Science of Ukraine, Pavlo Tychyna Uman State Pedagogical University, Faculty of Social and Psychological Education, Department of Psychology. Uman: Vizavi. 2020. 158 c. https://dspace.udpu.edu.ua/bitstream/123456789/12839/1/Psyhodrama.pdf

[3] Gornostai, P.P. (2021). Experiential-role approach in psychotherapy, Psychological Counseling and Psychotherapy, 17, 36-45. (in Ukrainian). https://doi.org/10.26565/2410-1249-2022-17-05 file:///C:/Users/user/Downloads/19307-Article%20Text-36765-4-10-20230114.pdf

[4] Education Ombudsman of Ukraine. Problems of the psychological service of general secondary education institutions and proposals for their solution. 2024. https://eo.gov.ua/problemy-psykholohichnoi-sluzhby-zakladiv-zahalnoi-serednoi-osvity-ta-propozytsii-shchodo-ikh-rozv-iazannia/2024/05/20/

[5] Karamushka, L.M. Training programme "How to preserve and support the mental health of educational personnel in war conditions": content, structure, procedure. Kyiv Journal of Psychology and Psychotherapy., 2022. URL: https://doi.org/10.48020/mppj.2022.

[6] Karp, Marcia, Paul Holmes, and Kate Bradshaw Tauvon, eds. The handbook of psychodrama. psychology press, 1998

[8] Ministry of Education and Science of Ukraine. Professional standard for the profession "Practical psychologist of an educational institution". 2020. https://mon.gov.ua/static-objects/mon/sites/1/rizne/2020/12/Standart_Praktychnyy_psykholoh.pdf

[9 Naar, R. (1977). A psychodramatic intervention with a T.A. framework in individual and group psychotherapy. Group Psychotherapy, Psychodrama & Sociometry, 30, 127–134.

[10] Haworth, Peter, and L. Vasiljevic. "Psychodrama and action methods in education." Andragoške studije 1 (2012): 113-127

Review received 06.09.2024

UDC 159.922:506 **DOI: 10.31652/2786-6033-2024-3(3)-33-42**

Oksana Fushtei
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,
PhD in Pedagogy, Associate Professor (Ukraine)
fyshtey5@gmail.com
http://orcid.org/0000-0002-2330-6745

FORMING NATURAL AND ENVIRONMENTAL COMPETENCE OF CHILDREN OF SENIOR PRESCHOOL AGE

Стаття розглядає роль природничо-екологічної компетентності дітей старшого дошкільного віку. Здійснений у процесі дослідження теоретичний аналіз наукової літератури дав змогу уточнити поняття: "екологічна компетентність" щодо дошкільника – як здатність дитини, на основі засвоєних знань, умінь, навичок та індивідуального досвіду, вирішувати екологічні проблеми відповідно до своїх потреб і можливостей, з якими вона зустрічається в повсякденному житті.

На основі аналізу теоретичних підходів визначено сутність формування екологічної компетентності як цілісного процесу, спрямованого на формування сукупності знань, умінь, навичок, емоційно-ціннісних орієнтацій, які допомагають людині усвідомити місце природи в її житті, обов'язок і відповідальність перед природою.

Мета статті: теоретично обґрунтувати та експериментально визначити рівні сформованості природничо-екологічної компетентності дітей старшого дошкільного віку

У процесі дослідження було з'ясовано, що формування екологічної компетентності особистості – це складний та довготривалий процес, який має свою структуру (когнітивний, ціннісний, мотиваційний, емоційно-вольовий, поведінково-діяльнісний компоненти).

Заґрунтовуючись на результатах теоретичного аналізу значного масиву науково-методичних джерел, передового педагогічного досвіду ми визначили сутність поняття «природничо-екологічна компетентність дитини старшого дошкільного віку», виокремили компоненти її внутрішньої структури, визначили критерії, показники та рівні сформованості цього особистісного феномену. У структурі означеної компетентності виокремлено когнітивний, емоційно-ціннісний та діяльнісний компоненти, що ідентифікуються за такими критеріями: когнітивним, аксіологічним, емоційним і поведінковим. Ступінь прояву показників за кожним із названих критеріїв дозволяє судити про рівень сформованості критерію природничо-екологічної компетентності, а на підставі сукупності проявів критеріїв вирізняти та описувати рівні сформованості компетентності. Визначили три рівні сформованості природничо-екологічної компетентності дітей старшого дошкільного віку: високий, середній та низький, вирізнення та характеристики яких стали можливими завдяки діагностиці знань та уявлень дітей про природу, роль людини в ній, дослідженню емоційних переживань, спостереженню за поведінкою дітей у довкіллі та їхньою ігровою діяльністю. Експериментальне дослідження було реалізовано у три етапи: після теоретичних узагальнень наукових відомостей щодо природничо-екологічної компетентності дітей старшого дошкільного віку і вибору діагностичного інструментарію для виокремлення критеріїв, показників і рівнів сформованості досліджуваного феномену було проведено констатувальний експеримент, який дозволив судити про стан сформованості природничо-екологічної компетентності дошкільників.

Ключові слова: природничо-екологічна компетентність, діти старшого дошкільного віку, сформованість екологічної компетентності, екологічне виховання.

The article considers the role of natural and environmental competence of senior preschool children. The theoretical analysis of scientific literature carried out in the course of the study allowed to clarify the concepts: 'environmental competence' in relation to preschool children as the ability of a child, on the basis of acquired knowledge, skills and individual experience, to solve environmental problems in accordance with their needs and opportunities that they encounter in everyday life.

Based on the analysis of theoretical approaches, the article defines the essence of environmental competence formation as a holistic process aimed at forming a set of knowledge, skills, emotional and value orientations that help a person to realise the place of nature in his/her life, duty and responsibility towards nature.

The purpose of the article is to theoretically substantiate and experimentally determine the levels of natural and environmental competence of senior preschool children.

In the course of the study, it was found that the formation of environmental competence of an individual is a complex and long-term process that has its own structure (cognitive, value, motivational, emotional and volitional, behavioural and activity components).

Based on the results of the theoretical analysis of a significant array of scientific and methodological sources, advanced pedagogical experience, we have defined the essence of the concept of 'natural and environmental competence of the senior preschool child', identified the components of its internal structure, defined the criteria, indicators and levels of formation of this personal phenomenon. In the structure of this competence, the cognitive, emotional, value and activity components are identified, which are identified by the following criteria: cognitive, axiological, emotional and behavioural. The degree of manifestation of indicators for each of these criteria allows us to judge the level of formation of the criterion of natural and environmental competence, and on the basis of the totality of manifestations of the criteria to identify and describe the levels of competence formation. Three levels of senior preschool children's natural and environmental competence were identified: high, medium and low, the identification and characteristics of which became possible due to the diagnosis of children's knowledge and ideas about nature, the role of man in it, the study of emotional experiences, observation of children's behaviour in the environment and their play activities. The experimental study was implemented in three stages: after theoretical generalisations of scientific data on the natural and environmental competence of senior preschool children and the choice of diagnostic tools to identify criteria, indicators and levels of formation of the studied phenomenon, a confirmatory experiment was conducted, which allowed to judge the state of forming the natural and environmental competence of preschool children.

Keywords: natural and ecological competence, children of senior preschool age, forming of ecological competence, ecological education.

Formulation of the problem. Ecological education of the individual in the context of the technogenic challenges of the modern world is becoming one of the most topical issues of pedagogical science. Consumer attitudes towards the environment, lack of understanding of global environmental risks by representatives of different segments of the population are the result of a low level of environmental awareness, lack of relevant competencies among all members of the civilisation community. All of this makes the problem of forming natural and environmental competence of all generations of humanity - especially children, youth and young people - extremely urgent.

From the earliest childhood years, parents and teachers should take care that the child learns to respond emotionally to the natural charm of the world around him or her as a source of beauty and life on Earth. Under the guidance of an adult, children should realise the need to preserve natural treasures and cultivate the desire to protect and enhance them. In view of this, there is an urgent need to form an appropriate set of knowledge, values, and methods of environmental protection in preschool childhood, which at the level of the State Standard of Preschool Education is expressed in the urgent need to develop children's natural and environmental competence.

The natural and environmental competence of a personality, its social functions and peculiarities of formation have been repeatedly studied by domestic and foreign scientists. The formation of natural and environmental competence of students, their environmental education is the subject of research by O. Maksymova, O. Hroshovenko, N. Horopakha, O. Kolonkova, K. Krutii, I. Karuk, O. Maksymova, T. Ponimanska, I. Stakhova and others [1; 2; 3; 4; 5].

The task of forming and developing certain personal qualities, personal and psychological phenomena, including the phenomenon of competence, involves the primary determination of the structure and content of the components of the phenomenon under study.

Scientists G. Belenka, T. Naumenko and O. Polovina argue that 'preschooler's ecological and natural competence - a component of his/her life competence - is specific knowledge about nature, positive emotional and value attitude to its components, awareness of the rules of nature management and their observance, in other words, it includes three components: intellectual (cognitive), emotional and value, and activity-practical' [6, p. 11].

The study of the theoretical foundations of the formation of natural and environmental competence of preschool children, analysis of scientific works and educational practices makes it possible to define the phenomenon of natural and environmental competence of senior preschool children, which is interpreted as a component of their life competence and is a system of specific knowledge about nature, positive emotional and value attitude towards it, awareness of the rules of nature management and their observance, and consists of three components: cognitive, emotional and value, and activity.

The Basic Component of Preschool Education also defines three components of natural and environmental competence: cognitive (knowledge of the laws of nature), emotional and value, and activity (unity of cognitive, research, labour, and play activities) [7].

C. Shmaley, for his part, notes that natural and environmental competence '...implies the unity of the following components: cognitive, activity (practical), emotional and motivational' [8, p. 320]. V. Danilenkova argues that the cognitive component of preschoolers' natural and environmental competence includes "...an individual's knowledge of: the ecological state of the environment of the native land, the cause and effect of environmental problems", and S. Nikolaieva notes that "the activity component includes: environmental protection activities, the ability to follow the rules of behaviour in nature and the ability to comply with safety rules in natural or man-made emergencies" [9, p.104-108].

Outline of the main material. The study is based on the components defined by the Basic Component of Preschool Education [7] (Fig. 1.1):

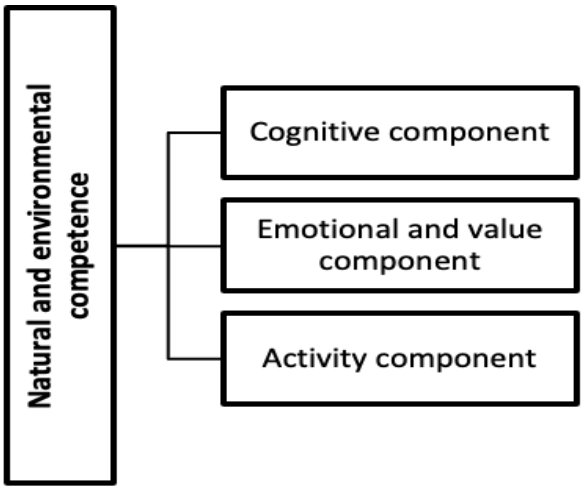


Fig. 1.1. Structure of natural and environmental competence of senior preschool children

The Basic Component of Preschool Education also defines programme outcomes for natural and environmental competence that preschool children should develop:

- has a general understanding of the nature of the planet Earth and the Universe;
- understands that the Earth is a part of space and that all its objects (stars, planets, comets, etc.) are far away;
- has elementary ideas about human exploration of space;
- knows that there are living and non-living objects of nature on planet Earth;
- realises the connection between plants and animals, their functions in nature;
- establishes the dependence of natural objects on environmental factors;
- understands the features and conditions of plant development (developmental phase, environmental factors, soil nutrition, care), animal existence (developmental stages, dependence on habitat, reaction to seasonal changes);
- is aware of the division of plants and animals into groups;
- knows that there are wild and cultivated plants;
- knows that there are wild and domestic animals;
- knows the rules of behaviour with them;
- has knowledge of the basic properties of inanimate objects of nature (air, water, sand, clay, stones), which can be identified during elementary experiments;
- understands the meaning of names - characteristics of individual properties of objects and physical phenomena of the world (hardness, softness, flowability, viscosity, buoyancy, solubility; speed, direction, etc;)
- knows the names of artificial materials made by humans from natural raw materials (metal, rubber, fabric, plastic, paper, etc.)
- knows the signs of seasons and natural phenomena [7].

It becomes obvious that natural and environmental competence is an integral part of the educational process, which is formed during the implementation of environmental education, whose task is to provide younger generations with empirical knowledge about the relationship between nature and society.

In our opinion, the content of the cognitive component also includes environmental beliefs (‘we should treat nature responsibly, protect all living things’; ‘we should help as much as we can’; ‘environmental problems can only be solved by joint efforts, based on knowledge of the laws of nature’). Important components of the cognitive, activity and value-motivational components of preschoolers' natural and environmental competence are: knowledge about the Earth's natural environment and interactions in the natural environment; awareness of being a part of the great natural world; ability to carry out feasible environmental activities: preservation, care and protection of the natural environment; readiness to follow the rules of appropriate environmental management, cleanliness of the natural environment, economical use of natural resources.

Emotional and value component of natural and environmental competence of senior preschool children. A child of the fifth or seventh year of life is quite capable of volitional acts and actions related to the struggle of motives - internal and external, self-restraint, is able to exercise moral and ethical self-control, consciously subordinate his or her activities to environmental expediency. For ecologically appropriate behaviour, a child needs to develop such volitional qualities as discipline, organisation, independence, perseverance, and initiative [8].

It is also important to fill the child with positive emotions from communicating with nature, to teach the preschooler to focus on these emotions, to identify and name them: joy, delight, enthusiasm, pleasure, surprise, happiness, pride, etc. ‘The experience of positive emotions from interaction with nature will encourage the child to repeat the actions that caused his/her positive mood’ [10, p. 79].

The process of forming natural and environmental competence is strongly influenced by the system of values of the child's immediate environment, which is why we distinguish the value component of the analysed component and propose to describe its content through socio-natural, moral and ethical, ecological and aesthetic, and humanistic and environmental values. Under the value orientations of the individual we understand ‘the child's choice of certain material and spiritual values as objects that determine his/her lifestyle, purposeful activities to preserve the environment’ [11, p. 11].

The third distinguished component of natural and environmental competence is the activity component. Its content includes: environmental protection activities (caring for plants, cleaning the playground, feeding birds in winter, making feeders, caring for green spaces, flowers during walks, in particular with parents); observance of the rules of appropriate behaviour in nature (environmentally appropriate use of resources (economical use of water, light, paper); ability to assess the nature and direction of the negative impact of plants and factories on natural complexes and their components; ability to respect the rights of the environment; ability to respect the rights of the people and the environment. In general, this component reflects the child's attitude to the natural environment and represents the final result of environmental education.

According to domestic researchers N. Kolesnyk, O. Maksymova, Z. Plokhiy, senior preschool children can demonstrate the formation of natural and environmental competence in the following activities: 1) role-playing game, which reflects various events in nature or environmental activities of adults; 2) practical activities to create or maintain the conditions of living objects of the green zone of the IPE (work in nature); 3) activities to restore objects (repair of toys, books, etc.); 4) creation of products in the field of fine arts based on impressions of nature or human activity in nature; 5) communication with nature, arbitrary communication with objects of flora and fauna (this is a complex activity that includes observation, evaluation judgments, dog training, etc. Experimentation with living objects is a positive activity only if the search actions are carried out taking into account the needs of a living being and do not have a destructive effect; 7) speech activity (questions, messages, participation in a conversation, dialogue, exchange of information, impressions, clarification of ideas about nature with the help of words); 8) observation (independent cognitive activity, provides information about the nature and activities of people in nature); 9) viewing books, paintings, television programmes with natural history content (activity that contributes to obtaining new and clarifying existing ideas about nature) [1; 12; 13].

Observation of children's independent activity, analysis of its content allow the educator to analyse individual characteristics of children, the level of their natural and environmental competence. The structural interrelation of the components of the studied competence of a senior preschool child can be presented as follows: the need to live, self-development encourages the establishment of harmonious relations with nature, encourages practical environmental activities.

Based on domestic pedagogical researches and theoretical generalisations, we define the functions of senior preschoolers' natural and ecological competence as follows

- gaining experience of emotional contact with the natural environment, the ability to determine the mood and state of nature through weather conditions, peculiarities of the season;
- stimulating the expression of own feelings towards nature through artistic means;
- mastering the normative environmental rules;
- learning the principles of appropriate behaviour in the environment, developing curiosity and observation;
- developing interest in nature, understanding the need for its preservation;
- fostering an appreciative attitude to natural phenomena and objects, to the ecological state of nature in their region, to their own and others' attitudes towards the environment;
- development of the need to preserve and protect nature;
- development of the ability to solve problematic situations of environmental content [14].

Based on the above, we argue that the natural and ecological competence of senior preschoolers is of an active nature and involves the ability to use the child's existing ecological knowledge, as well as the readiness to implement it in a specific environmental situation in appropriate behaviour, accompanied by positive emotional experiences and constituting a system of environmental and moral and ethical values of the child.

Experimental part. Determining the structure of natural and ecological competence of senior preschool children allowed us to select criteria for each of the identified components of the analysed phenomenon and prompted us to conduct a confirmatory stage of the experiment to determine the level of formation of the studied competence in children.

We assumed that the criterion for the formation of the cognitive component of natural and environmental competence is the child's knowledge and beliefs about the natural world and human life in it, therefore, this criterion was called cognitive (availability of a system of knowledge about the natural environment appropriate to the child's age, conviction in the expediency of environmentally friendly behaviour, understanding of the need to take care of nature and be a part of it);

The emotional and value component of senior preschool children's natural and environmental competence is revealed, in our opinion, with the help of axiological and emotional criteria. In accordance with the semantic content of the term ‘axiological’ (‘considering something from the point of view of its value for someone, something; value’), we believe that this criterion allows us to identify the child's value attitude to nature and to track whether this attitude is accompanied by positive emotions (can be described through the following indicators positive emotional perception and value response to the natural environment, attitude to nature as the greatest common value that needs to be preserved and restored).

The emotional criterion of senior preschooler's natural and environmental competence is manifested in the child's emotional attitudes towards the environment, in the feelings that arise in the child's psyche in relation to objects of animate and inanimate nature - admiration for its beauty, empathy for animals and birds, joy at the opportunity to help a living being and resentment towards those who harm the environment.

We define the activity component of natural and environmental competence of senior preschool children through the behavioural criterion, which is described by the following indicators manifestation of caring and friendly attitude to nature during different types of activities (play, learning, creative) in the environment; manifestation of personal initiatives for the conservation of natural wealth and resources, sustainable state of the environment; responsible attitude to their actions, desire to correct their own behaviour and actions of their peers that have a negative impact on the environment.

The tasks of the ascertaining stage of the experiment were as follows:

1. To identify the levels of formation of natural and environmental competence in senior preschool children according to the criteria of the structural components of this competence.
2. To determine, on the basis of the obtained results, the directions of educational work in the IPE, which are implemented through didactic games and contribute to the formation and development of preschoolers' natural and environmental competence.
3. To substantiate and experimentally test the effectiveness of pedagogical conditions of using didactic games for the formation of natural and environmental competence of senior preschool children.

The first task was implemented in three sub-stages.

A) Determination of criteria and indicators of the formation of structural components of senior preschoolers' natural and environmental competence and, in accordance with the defined criteria, identification of the level of knowledge of the participants of the experiment about the world of animals

and plants, objects of animate and inanimate nature, seasons and climatic characteristics of the seasons (cognitive criterion).

B) Determination of emotional and value attitudes of senior preschoolers towards nature objects (axiological and emotional criteria).

C) Determination of children's skills of caring attitude to the objects of animate and inanimate nature (behavioural criterion).

The components of the criteria are indicators that reflect their content, i.e., knowledge, understanding, and activity of the child in relation to nature. Based on the analysis of the essence of the content and age peculiarities of senior preschoolers' natural and environmental competence, we have identified the following indicators of the levels of criteria formation.

Cognitive: knowledge about flora; knowledge about fauna; knowledge about inanimate objects; knowledge about seasons and their climatic characteristics; knowledge about the rules of behaviour in nature, about ways to preserve and increase natural resources and wealth;

Axiological criterion: respectful attitude to flora and fauna; basic formation of value orientations towards the world around us (recognition of nature as the highest value for a person, recognition of one's own responsibility for the environment, respect for environmental protection).

Emotional criterion: this criterion determines the nature of the child's emotional attitude to the environment, which is manifested, first of all, in the child's own evaluative judgements, and allows adults to understand what the child likes and dislikes in nature (or what scares him/her - 'I am afraid of bugs, spiders, nettles', 'I am afraid of lightning and thunder', 'I do not like rainy weather', 'I do not like when a strong wind blows', etc. etc.), which causes positive (negative) experiences, attracts (repels). Indicators of this criterion are: adequate emotional response to various situations of human activity in nature (joy about preserving the environment, admiration for its beauty, sadness, resentment, anger about causing damage to the environment); interest in natural phenomena, objects of living and non-living nature, the need to preserve the environment, positive emotions in the process of performing tasks of ecological and natural content or during didactic games of ecological content.

Behavioural: implementation of natural and environmental knowledge, skills and abilities in behaviour; adherence to value orientations in life, in particular through responsible environmentally appropriate behaviour in the environment; formation of sustainable forms of caring and responsible behaviour in nature, which children demonstrate in everyday life.

The degree of formation of the criteria of structural components of natural and environmental competence of senior preschool children according to the defined indicators made it possible to describe in detail the levels of development of the studied quality in children. We have identified and characterised three levels of development of children's natural and ecological competence, namely: high, medium, low. The characteristics of the levels are presented in Table 1.1.

Table 1.1.

Characteristics of the levels of formation of natural and ecological competence of senior preschool children by criteria

Criteria of structural components of natural and environmental competence of senior preschool children	**Levels of formation of natural and environmental competence of senior preschool children**		
	High	**Medium**	**Low**
Cognitive	Age-appropriate systematic knowledge of the plant and animal world, objects of inanimate nature, seasons, their climatic	Age-appropriate awareness of objects and phenomena of living and inanimate nature; make minor mistakes when	Children with a low level of criterion development have limited knowledge of flora and fauna, living and nonliving objects, seasons; perform tasks

	characteristics, higher living and non-living nature; a high level of development of this criterion is manifested in the correct performance of tasks of game activities, confident and correct answers to questions, the ability to prove one's opinion	performing learning tasks; cannot always justify their answers	incorrectly, make mistakes; cannot answer the teacher's questions about environmental conservation and protection
Emotional	Adequate emotional response to various situations of human activity in nature (joy at preserving the environment, admiration for its beauty, sadness, resentment, anger at causing damage to the environment); There is a strong interest in natural phenomena, objects of living and non-living nature, positive emotions in the process of performing environmental and natural tasks or during didactic games of environmental content	Children with an average level of development of the emotional criterion do not always demonstrate an adequate emotional response to various situations of human activity in nature, their interest in natural phenomena is situational, they experience positive emotions during didactic games of environmental content, but do not always perform tasks of an environmental and natural nature with joy, mostly doing it to get praise from adults - educators, parents	The low level of emotional criterion formation is inherent in older preschoolers who do not demonstrate an adequate emotional response to human activity in nature, have no interest in natural phenomena, are mostly passive when participating in didactic games with environmental content, do not want to perform environmental and natural tasks, even if they receive rewards or praise
Axiological	Children with a high level of development of the axiological criterion are characterised by a strong interest and positive emotional attitude to objects of animate and inanimate nature; positive emotions about environmental protection activities, negative - about the actions of other people that harm the environment. Children demonstrate a valuable personal attitude to nature in verbal statements and products of their activities -	Older preschoolers with an average level of criterion formation show selective interest in objects and phenomena of nature; they know how to care for pets and inhabitants of the nature corner, plants, but this knowledge is not always experienced with positive emotions, they do something without much interest, often under the coercion of adults; they show a valuable attitude to nature occasionally -	Older preschoolers with an average level of criterion formation show selective interest in objects and phenomena of nature; they know how to care for pets and inhabitants of the nature corner, plants, but this knowledge is not always experienced with positive emotions, they do something without much interest, often under the coercion of adults; they show a valuable attitude to nature occasionally - mainly in answers to the

	stories, fairy tales, drawings, crafts.	mainly in answers to the teacher's questions to say what is expected of them	teacher's questions to say what is expected of them
Behavioural	Developed skills and abilities to care for nature; demonstrate understanding of the need to care for plants and animals, perform it efficiently and responsibly; enjoy helping animals and plants	Children have insufficiently developed skills of caring for natural objects; in everyday activities related to caring for animals and plants, they are mostly interested in the process rather than the quality of the result; they occasionally express a desire to care about the environment, but are happy to join collective activities with environmental content, including environmental games	Senior preschoolers with a low level of criterion development do not have skills of careful attitude to nature, they do not fulfil the relevant tasks of the teacher; in everyday life they demonstrate indifference to environmentally appropriate behaviour

The ascertaining stage of the experiment allowed us to conduct an input diagnostics of the levels of formation of natural and environmental competence of senior preschool children. As diagnostic tools we used conversations, solving environmental tasks and observing children.

The ascertaining and subsequent stages of the experiment took place in the educational process of the Novoobodivske preschool educational institution ‘Rosinka’ of the Obodiv village council of Vinnytsia region. The experiment covered 54 preschoolers.

The diagnostics of the formation of the cognitive component of natural and environmental competence according to the cognitive criterion was carried out using the methods ‘Conversation about water’ and ‘Seasons’, the didactic game ‘Guess the rule’ (modified version - L. Garashchenko [15, p. 47]) was also used.

The purpose of these methods is to determine the level of knowledge about the natural world and its phenomena in preschool children. Based on a series of the described diagnostic methods, we have formulated conclusions about the formation of the cognitive criterion of senior preschool children's natural and environmental competence.

To diagnose the axiological criterion of senior preschool children's natural and environmental competence, the respondents were offered a task in the form of a conversation-game ‘Why do plants, butterflies, birds rejoice and feel sad?’, which was conducted in the form of solving game problem situations in which the game character gets into, and children help him/her.

The children's answers were analysed according to the principle of semantic differential, which assesses the qualitative and quantitative indexing of the meanings and senses of statements.

To diagnose the level of formation of the emotional criterion of natural and environmental competence, a conversation was held with children ‘Is Nature Thankful or Angry?’

When analysing the answers, attention was paid to the predominance of children's answers in the list of norms and rules of behaviour or examples of environmentally oriented activities. Teachers‘ impressions of observations of preschoolers’ attitudes towards wildlife during walks and group activities were also taken into account.

Diagnostics of the behavioural criterion of natural and ecological competence was carried out using methods aimed at studying the nature of children's practical activities in nature. The skills (or ideas about them) of caring for plants and animals, understanding the essence and implementation of elements of

environmental protection activities were identified, and children's creative works on environmental topics were evaluated.

The results obtained by studying the nature of children's practical activities in nature allowed us to determine the levels of natural and environmental competence of senior preschool children by the behavioural criterion.

The general results of the levels of formation of senior preschool children's natural and environmental competence are presented in Table 1.2.

Table 1.2.

Levels of formation of natural and ecological competence of senior preschool age children in CG (ascertaining stage)

No.	**Criteria.**	**Levels of formation of natural and environmental competence by criteria (in % / number of people)**		
		High	**Medium**	**Low**
		CG	**CG**	**CG**
1.	Cognitive	12,5% (13 чол.)	37,5% (19 чол.)	50 % (22 чол.)
2.	Axiological	4,1% (11 чол.)	41,7% (20 чол.)	54,2% (23 чол.)
3.	Emotional	8,3% (12 чол).	37,5% (19 чол.)	54,2% (23 чол.)
4	Behavioural	8,3% (12 чол.)	54,2% (23 чол.)	37,5% (19 чол.)
Average value		**8,3%**	**42,7%**	**49 %**

Conclusions. The results of the ascertaining experiment indicate the need to find means and ways of forming the natural and ecological competence of senior preschool children in the IPE. The natural and environmental competence of senior preschool children is the ability of a child of 5-7 years old to learn the rules of behaviour in nature, readiness for environmentally appropriate behaviour in different life situations, value attitude to nature and experience of a sense of responsibility for the environment, accompanied by appropriate emotions. In the structure of this competence, we distinguish cognitive, emotional, value and activity components, which are identified by the following criteria: cognitive, axiological, emotional and behavioural. The degree of manifestation of indicators for each of these criteria allows us to judge the level of formation of the criterion of natural and environmental competence, and on the basis of the totality of manifestations of the criteria to identify and describe the levels of competence formation. We have identified three levels of senior preschool children's natural and environmental competence: high, medium and low, the identification and characteristics of which became possible due to the diagnosis of children's knowledge and ideas about nature, the role of man in it, the study of emotional experiences, observation of children's behaviour in the environment and their play activities.

Conclusions and Prospects for Further Research. The study does not exhaust all aspects of the problem of forming the natural and environmental competence of senior preschool children; in our opinion, the use of digital applications and mobile applications in didactic games aimed at environmental education of preschool children requires further development.

References

[1] Maksymova O.O. Formation of environmental competence as a component of a child's readiness for school. *Pedagogical education: theory and practice: Collection of scientific works. Kamianets-Podilskyi Ivan Ohienko National University; Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine*. Issue 24 (2018). Ч.1. Kamianets-Podilskyi, 2018. С. 329 - 334.

[2] Gurdish N. V. Formation of mental abilities of senior preschoolers by means of didactic games. Kryvyi Rih: KDPU, 2021. 100 с.

[3] Karuk I. V. Ecological education and upbringing of preschoolers as a priority area for the development of the culture of European society. *Science and Technology Today (Series 'Pedagogy', Series 'Law', Series 'Economics', Series 'Physical and Mathematical Sciences', Series 'Technology')*, 2023. № 9(23). C. 320-328.

[4] Krutii K.L. Subject-developmental environment as a factor of accompanying the child's activity. *Preschool education*, 2008. № 2. C. 4 - 9.

[5] Krutii K.L., Kotii NI, et al. Formation of key competences in preschool children in the context of multilingualism. *Class notes on teaching the Ukrainian language and developing the speech of children of middle preschool age: Method manual.* Zaporizhzhia: LIPS LTD, 2007. 248 c.

[6] Training of future educators to work with preschool children: a competence-based approach: a monograph / N. I. Bogdanets-Biloskalenko [et al: G. V. Belenka, O. A. Polovina; Borys Grinchenko Kyiv University, Department of Preschool Education. Uman: Vizavi, 2015. 208 c.

[7] The basic component of preschool education of Ukraine / MES of Ukraine [electronic resource] ; under the scientific guidance of Pirozhenko T. O., author's col: Bayer O.M., Bezsonova O.K., Brezhneva O.G., Havrysh N.V., Zahorodnia L.P. [et al: URL: https://drive.google.com/file/d/1p73x-YaldG5sIZumhIHvWntn7-G0Y7KT/view?usp=sharing (accessed 04.05.2024).

[8] Shmaley S. V. System of environmental education in secondary school in the process of studying subjects of the natural science cycle: PhD thesis: 13.00.01К., 2005. 479 c.

[9] Loshyk L. The essence and structure of natural and ecological competence of children of middle preschool age. *Materials of speeches of participants of the IV All-Ukrainian scientific and practical Internet conference 'Preschool education: theory, methodology, innovations'*, Lutsk, 2022. C. 104-108.

[10] Maksymova O. Formation of environmental competence in children of the senior group of preschool education institutions. *Scientific Bulletin of Uzhhorod University. Series: Pedagogy. Social work*, 2020. Issue 1 (46). C. 77 - 80.

[11] Fedorova M. A. Features of the formation of a system of personal values in children. *Modern approaches to the organisation of the educational process in preschool education institutions and primary school: a collection of scientific and methodological works* edited by O. O. Maksymova, M. A. Fedorova. Zhytomyr: FOP Levkovets, 2018. C. 9-12.

[12] Kolesnyk N. E. Theory and practice of primary school teacher training for the formation of subject-transformative competence of students: an integrative approach. *Problems of education: Collection of scientific works*, 2015. Issue 85. Special issue. Vinnytsia-Kyiv, 2015. C. 58-63.

[13] Plohii Z. P. Educating the ecological culture of preschoolers: methodological manual. Kyiv: Ed. journal 'Preschool education', 2002. 173 c.

[14] Lokhvitska L. Developmental subject environment in preschool educational institutions. K.: Editions of newspapers on preschool and primary education, 2019. 80 c.

[15] Polovina O., Garashchenko L. *Formation of ecological and natural competence of preschool children: health-saving approach. Young scientist*, 2018. №8 (1). C. 47-52.

Review received 09.09.2024

UDC 159.9: 922.8 **DOI: 10.31652/2786-6033-2024-3(3)-43-50**
UDC 159.922.8

Lesia Kolomiiets
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,
PhD of Pedagogical Sciences, Associate Professor of the Department of Psychology and Social Work (Ukraine) kolomiiets_lesia_77@ukr.net
https://orcid.org/0000-0002-1309-5761

Galyna Shulga
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,
PhD of Pedagogical Sciences, Associate Professor of the Department of Psychology and Social Work (Ukraine) shulgag25@gmail.com
https://orcid.org/0000-0003-3402-1494

Iuliia Lebed
Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College», Candidate of Philological Sciences (Ukraine)
iulialebed7@gmail.com
https://orcid.org/0000-0002-8325-3462

FEATURES OF THE INFLUENCE OF SOVEREIGNTY ON THE LEVEL OF MANIFESTATION OF INTERPERSONAL TRUST IN YOUNG PEOPLE

The article analyses the results of a study of empirical indicators of the features of the influence of sovereignty on the level of manifestation of interpersonal trust in adolescents. It is determined that the formation of personal boundaries in adolescence is extremely important for the harmonious development of the individual, since it is relevant for personal sovereignty, sovereignty of psychological space, which affects the level of self-esteem, style of behaviour, and life in the future, and the level of awareness of self-worth and uniqueness. In adolescence, attention is paid to the proper development of self-awareness, the formation of a system of values, especially interpersonal interaction, since developed interpersonal trust contributes to the development of communication skills, has a positive effect on emotional well-being, determines the choice of optimal life strategies, harmonises social experience, and forms emotional stability. Developed interpersonal trust in adolescence is the key to creating optimal conditions for professional development, self-affirmation, and self-realisation of the individual. In the context of the study, the main definitions are understood as follows: Personal sovereignty is the ability to control and protect the psychological space, which is manifested in maintaining the autonomy of the individual, its resistance to external influences, and the ability to build harmonious relationships with others; interpersonal trust is a certain attitude towards others, with the aim of harmonising social relations. The study involved 60 people; the average age of the subjects was 20.7 years. It was empirically determined that the indicators of psychological space sovereignty in adolescents have a predominantly average level of severity, which indicates certain difficulties in the subjects in protecting basic personal boundaries, since their efforts are more aimed at protecting the cognitive and behavioural aspects of their space than at protecting physical boundaries. The lowest level of trust is “trust in oneself,” and the highest is “trust in other people,” which indicates an imbalance between internal and external trust and dependence on external approval. The level of interpersonal trust is associated with a sense of security and confidence in the intentions of others, while a high level of psychological sovereignty forces a person to increase control over their boundaries and to be cautious and alert, which, although it creates a sense of security, limits the network of social contacts and increases feelings of isolation.

Keywords: sovereignty of psychological space, trust, interpersonal trust, adolescence, features of interpersonal trust in adolescence.

У статті аналізуються результати дослідження емпіричних показників особливостей впливу суверенності на рівень прояву міжособистісної довіри в осіб юнацького віку. Визначено, що

становлення особистісних кордонів у юнацькому віці є надзвичайно важливо для гармонійного розвитку особистості, оскільки це актуально для особистісної суверенності, суверенності психологічного простору, що впливає на рівень самооцінки, стиль поведінки та життя у подальшому, на рівень усвідомлення самоцінності та неповторності. У юнацькому віці звертається увага на належний розвиток самосвідомості, формування системи цінностей, особливо міжособистісної взаємодії, оскільки розвинута міжособистісна довіра сприяє розвитку комунікативних навичок, чинить позитивний вплив на емоційне благополуччя, детермінує вибір оптимальних життєвих стратегій, гармонізує соціальний досвід, формує емоційну стійкість. Розвинута міжособистісна довіра в юнацькому віці є запорукою створенню оптимальних умов для професійного становлення, самоствердження, самореалізації особистості. У контексті проведено дослідження основні дефініції розуміються так: суверенність особистості – це здатність контролювати та захищати психологічний простір, що проявляється у підтримці автономії особистості, її стійкості до зовнішніх впливів, здатності будувати гармонійні стосунки з оточуючими; міжособистісна довіра - це певне ставлення до інших, з метою гармонізації соціальних відносин. У дослідження було залучено 60 осіб, середній вік досліджуваних 20,7 років. Емпірично визначено, що показники суверенності психологічного простору в осіб юнацького віку мають переважно середній рівень вираженості, що свідчить про певні труднощі у досліджуваних у захисті базових особистісних кордонів, оскільки їхні зусилля більше спрямовані на захист когнітивних та поведінкових аспектів свого простору, ніж на захист фізичних кордонів. Найнижчий рівень довіри – це «довіра до себе», а найвищий – це «довіра до інших людей», що вказує на дисбаланс внутрішньої та зовнішньої довіри, залежність від зовнішнього схвалення. Рівень міжособистісної довіри пов’язаний з відчуттям безпеки та впевненості у намірах інших, натомість високий рівень психологічної суверенності змушує особистість посилювати контроль за своїми кордонами, бути обережним та настороженим, що хоча і створює відчуття захищеності, але обмежує мережу соціальних контактів та посилює почуття ізоляції.

Ключові слова: суверенність психологічного простору, довіра, міжособистісна довіра, юнацький вік, особливості міжособистісної довіри в юнацькому віці.

Introduction. The formation of personal boundaries in adolescence is extremely important for the harmonious development of the personality. Scientists indicate that the extent to which a person is able to do this depends on the acquisition of personal self-worth, and as a result, the awareness of one's own significance, uniqueness, and uniqueness. According to modern research, personal sovereignty, the sovereignty of psychological space affects the level of self-esteem, style of behaviour, and life in the future, the level of awareness of self-worth and uniqueness. This process is complex and multifaceted, includes personal, social, cultural, and educational aspects. Adolescence is characterised by the intensive development of self-awareness, the formation of a system of values, during this period the role of interpersonal interaction is significantly enhanced. Developed interpersonal trust contributes to the development of communication skills, has a positive effect on emotional well-being, determines the choice of optimal life strategies, harmonises social experience, and forms emotional stability. Developed Interpersonal trust in adolescence is the key to creating optimal conditions. for professional development, self-affirmation, and self-realisation of the individual. The formation of clear personal boundaries, sovereignty, the development of autonomy, emotional regulation, social skills, and critical thinking contributes to the creation of more open, honest, and trusting relationships during adolescence. These qualities will help young people build stable and constructive relationships with others. Therefore, the ability to build optimal psychological boundaries, sovereignty in adolescence, is an important quality during this period of development, as it helps harmonise the personality, is the key to healthy social relationships and contributes to the preservation of emotional well-being.

Theoretical foundations of research. The study of the phenomenon of psychological space allows scientists not only to determine its features but also to describe the functioning of other psychological phenomena that are closely related to this phenomenon. According to V. Koshyrets, “psychological space is a multicomponent formation that includes physical, social, and psychological phenomena. The individual must identify with these phenomena, and they must be significant for him, and he is ready to defend them both physically and psychologically” [5]. The psychological space of the individual is not a fixed construction, since the development of the individual leads to changes in his psychological space. The psychological space of the individual contains “the entire system of significant connections and relationships, ideas about the attitude of significant others to the environment, conditions, and situations,

social objects (and phenomena), the significance of their assessments, views, life achievements, and aspirations, as well as the significance of one's own choices, goals, opportunities, prospects, etc. [5, p. 155]. In the works of I. Gavrylyuk, the concept of "psychological space" is identified with the concepts of "privacy, personal autonomy, preservation of corporeality as a form of subjectivity, nonconformity and independence of beliefs, satisfaction with life, psychological boundaries, etc." [2, p. 63]. Therefore, psychological Space is what is perceived by the individual as something "his own.". The main functions include supporting the identity of the individual, regulating its interaction with others, in order to ensure a sense of security and comfort.

In the studies of I. Gavrylyuk, it is indicated that psychological space is considered sovereign when its boundaries are intact, and therefore its owner is able to maintain his own autonomy. On the other hand, when the boundaries are violated, then we are talking about deprivation. In this case, the individual "feels pressure from the outside and is often dissatisfied with life, 'gets tired of life" [2, p. 63]. The researcher attributes the reasons that cause the above-mentioned psychological distress to the dissatisfaction of basic needs, restrictions on sovereignty in bodily contacts, and suppression of freedom, in particular, territorial freedom. According to her approach, psychological sovereignty is "a person's ability to control, protect, and develop his or her psychological space, which is based on the general experience of successful autonomous behaviour; as a form of subjectivity that, in various forms of activity, allows one to realise one's needs" [2, p. 64]. In the works of I. Yevchenko, attention is paid to the analysis of the problem of personal sovereignty; in particular, the functions of psychological sovereignty are determined: the boundary between "I" and another; the definition of personal identity; the possibility of equal interaction; the selection of external influences and protection from destructive influences"; the limits of personal responsibility are determined [11, p. 189]. The sovereignty of the individual is manifested in the ability to defend one's boundaries, the ability to say "no," and the ability to resist manipulation. In the research of O. Volynchuk, it is proposed to consider "the boundary as a certain psychologically protective, 'barrier" position of the attitude towards oneself and others, which is aimed at achieving the goal of activity in interaction with other people." [9, p. 69]. A personality with developed sovereignty determines for itself how ready it is to let others into its life so as not to lose independence and identity. So, in the modern interpretation, sovereignty is the ability of an individual to maintain internal autonomy, which is specified in the ability to control one's life and to defend one's own interests and values.

Interpersonal trust is considered by domestic scientists through the prism of partnership relations between people. In particular, G. Chuyko and Ya. Chaplak believe that interpersonal trust is a "universal moral value that does not directly depend on the personal experience of an individual and/or on the practice of his interaction with other people, participation/non-participation in associations of citizens, and/or informal socialisation" [1, p. 31]. The authors emphasise that "when we deal with a stranger, we are able to decide only on affective (even intuitive) trust (after all, we do not know either about him or his intentions towards us)" [1, p. 33]. When analysing interpersonal trust, K. Kruglov points out the importance of taking into account the factors on which it depends, in particular, the personal characteristics of the subjects of interpersonal interaction and the presence/absence of experience of previous interaction [6, p. 140]. Among the personal factors that influence the willingness to trust others, the most studied are the general attitude to trust in other people and the world, the level of subjective control and the sociability of the individual. In the works of T. Williams, gender features of the manifestation of interpersonal trust in college students is identified, the initial hypothesis that it is more difficult for boys to trust than girls was not confirmed. The researcher came to the conclusion that gender does not affect the level of trust [10]. The studies of L. Kolomiiets, G. Shulga & I. Lebed indicate the appropriateness of taking into account the level of trust of an individual in himself when analysing interpersonal trust, since "a high level of self-confidence symbolises the individual's experience of a state of inner harmony, psychological well-being, self-acceptance, orientation towards life achievements, achieving success, and an optimistic attitude towards life. On the contrary, a low level of self-confidence is accompanied by insecurity, misunderstanding of oneself and one's own needs, inadequate self-esteem, experiencing intrapersonal conflict, fear of difficulties and failures, inability to use one's own personal resources, which disintegrates the "I," worsens adaptability, reduces the feeling of satisfaction with life, and negatively affects the establishment of social contacts" [3; 4]. Thus, interpersonal trust is a certain attitude towards others, with the aim of harmonising social relations.

The purpose of the article. The purpose of the article is to determine the specifics of the influence of sovereignty on the level of interpersonal trust in adolescents.

Methods. To determine the specifics of the influence of the sovereignty of psychological space on the level of interpersonal trust in adolescence, an empirical study was conducted using the following psychodiagnostic methods: "Sovereignty of Psychological Space" by S. Nartova-Bochaver to assess the effectiveness of protecting one's personal boundaries, the ability to maintain autonomy in interpersonal and social interaction [9]; the "Interpersonal (Social) Trust Scale" by J. Rotter to determine the level of trust that a person feels towards other people in various social situations [8, p. 246]; the method of trust/distrust of an individual towards the world, towards other people, towards oneself by A. Kupreychenko to assess the individual's tendency towards the perception of the environment, social interaction, and self-acceptance [7]. Empirical indicators were processed using the SPSS ver. 16.0 statistical program package.

Sample. The sample of the study subjects consisted of 60 people, applicants of the Faculty of Pedagogy, Psychology and Professional Education of Vinnytsia State Pedagogical University, Bachelor's degree, full-time study, specialties 053 Psychology, 231 Social Work, the average age of the study subjects was 20.7 years. The gender composition of the sample was not taken into account, since it was uneven - 8 boys and 52 girls.

Results and discussion. The analysis of the results of assessing the degree of formation and protection of the psychological space of the individual and the level of trust development is presented in Table 1.

Table 1.

Primary statistics of indicators that characterize the security of the psychological space of the subjects and the level of trust

Indicators	Primary statistics						
	M	**Me**	**Mo**	**SD**	**SE**	**Min**	**Max**
Sovereignty of the physical body	1,1	1	0	5,6	1,02	-8	10
Sovereignty of territory	1,6	3	4	5,7	1,04	-10	10
Sovereignty of things	3,07	5	5	6,3	1,15	-9	15
Sovereignty of habits	4,3	5	5	5,2	0,94	-7	13
Sovereignty of social ties	2,3	3	3	3,0	0,55	-5	7
Sovereignty of values	3,6	3	3	6,5	1,19	-11	15
Overall indicator of sovereignty	16	19	-	25,3	4,61	-36	58
Trust in the world	8	7,5	9	2,2	0,40	3	12
Trust in other people	10	11	11	3,0	0,54	3	15
Trust in oneself	14	13	13	4,6	0,83	6	28
Interpersonal trust	83	83	83	8,4	1,54	57	98

Notes: M – mean; Me – median; Mo – mode; SD – standard deviation; SE – standard error; Min – minimum value, Max – maximum value.

According to the results obtained, we can state that the indicators of sovereignty of the psychological space: "sovereignty of the psychological body", "sovereignty of habits," "sovereignty of social ties," "sovereignty of values," as well as the indicators of trust: "trust in the world", "trust in other people," "trust in oneself," "interpersonal trust" demonstrate high accuracy of measures of central tendency. In the indicated indicators, the values of the mode, median, and arithmetic mean either completely coincide or almost coincide. Other indicators demonstrate moderate accuracy, these are the indicators of "sovereignty of territory," "sovereignty of things," "general indicator of sovereignty.". This gives us grounds for further analysis to use parametric criteria. Since the SE indicators on all scales are relatively small, this indicates sufficient reliability of the average value estimate, which allows us to carry out further characterisation based on the average value of the indicators.

A detailed analysis of individual indicators of the sovereignty of the psychological space of the individual allows us to state that the highest level falls on the indicator "sovereignty of habits" (M=4,3), in second place are "sovereignty of values" (M=3,6) and in third place "sovereignty of things" (M=3,07). Such results indicate a satisfactory level of independence in the formation, control, and preservation of one's habits, rituals in everyday life, which allows the individual to choose his own behavioural strategies at his own discretion, organise his daily life and protect these habits from external influence or imposition. The subjects are relatively independent in determining the usefulness or harmfulness of habits, which allows

them to form their own needs and values, at the same time, if necessary, the ability to protect their habits from external interference, especially when they differ from generally accepted norms. Since habits create a sense of predictability and stability in life; this increases emotional comfort and reduces the stress level of our subjects. Indicators for the parameter "sovereignty of values" indicates that the subjects relatively independently choose which values and beliefs to give preference to when making a choice, they usually rely on personal life experience and moral principles, If necessary, they are able to defend their views and principles. Applicants demonstrate due attention to maintaining control over their belongings. Such indicators indicate the importance of personal autonomy, since the latter reflects the right of the subjects to freely use, protect, and define the boundaries of their property or things that are important to them. According to the author of the concept of the psychological space of the individual, the sovereignty of things is one of the components of psychological comfort and a sense of security. It is manifested in how the subject treats his things and how important it is for him to feel that his personal space and things belong only to him, that they cannot be violated or taken away without his consent.

The indicator of "sovereignty of social ties" (M=2,6) occupies an intermediate position, which indicates partial control by young people over this sphere of life: they relatively independently determine with whom they want to communicate and establish friendly or professional relationships, how close these or those relationships will be, and what aspects of their personal life and to what extent they will be revealed to others.

The lowest positions are occupied by the indicators "sovereignty of the physical body" (M = 1,1) and "sovereignty of territories" (M = 1,6), which indicates an underestimated level of protection and awareness of the boundaries of the physical body and difficulties in establishing a comfortable distance or protecting one's physical "I". We also note the insufficient ability of the subjects to protect their personal territory, which can lead to discomfort and violation of autonomy. The overall indicator of sovereignty of psychological space is within the average range with a tendency to low, which indicates a moderate awareness of one's boundaries and the ability to protect them, but significant difficulties are felt in certain areas.

Summarising the results obtained, we believe that the subjects have difficulties in protecting basic personal boundaries; their efforts are more directed at protecting the cognitive and behavioural aspects of their space than physical boundaries. It is obvious that in order to achieve balance, psychological well-being, and harmony, it is necessary to develop a conscious attitude toward all spheres of sovereignty.

Indicators of the level of trust of the individual in the world, in other people, according to the method of A. Kupreychenko, showed the predominance of average values on all scales. The levels of trust are presented in Fig. 1.

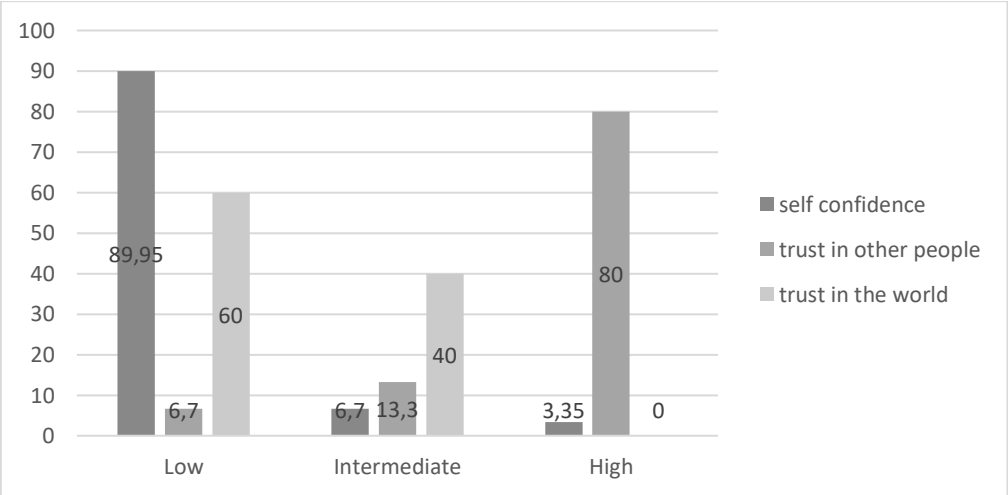


Fig. 1. Trust levels according to the method of A. Kupreychenko

On the scale of "self-confidence," the following results were obtained: a low level was noted in 89,95% of the respondents, an average level – 6,7% of applicants - and a high level – 3,35% of respondents. Low indicators significantly dominate, indicating a tendency to distrust, according to the author of the concept - these are individuals who are "unable to distinguish 'good" from 'bad.". A person demonstrates uncertainty in his ability to navigate in a critical situation, predict the actions of other people, and admit his

own mistakes" [7, p. 21]. In contrast, on the parameter "trust in other people," high values dominate in 80% of the respondents, average values in 13.3% of respondents, and low values in 6,7%. Thus, the leading trend of our sample is the ability to form stable, positive relationships with other people and to interact constructively with others in specific situations. Obviously, our subjects are confident in other people, able to rely on them in the process of interaction, orientated towards the interaction partner, and ready to cooperate. According to the next parameter, "trust in the world," low values prevail in 60% of the subjects, medium values were found in 40% of the respondents, while high values were not diagnosed at all. Most young people perceive the world as imperfect; they have a cautious attitude towards their surroundings and are in constant expectation of negative events, which is obviously the cause of increased anxiety, vulnerability, and uncertainty.

Indicators of the level of interpersonal trust of the methodology "Interpersonal (Social) Trust Scale" by J. Rotter are given in Table 2.

Table 2.

Characteristics of the sample of respondents according to the indicator of interpersonal trust

Scale	levels %			
	low level (n=0)	**intermediate level (n=36)**	**above average (n=24)**	**high level (n=0)**
Interpersonal trust	0	60	40	0

According to the results obtained, the average level of interpersonal trust was found in 60% of higher education applicants, above the average by 40%. However, no applicant had a low or high level. If we characterise the obtained level of interpersonal trust, then the higher the indicator, the higher the trust in others among higher education applicants. Such individuals in their behaviour demonstrate a willingness to cooperate, are open in communication, expect honest and responsible behaviour from other individuals. Usually, such young people believe in the good intentions of others, they are less prone to suspicion or doubts about the honesty or reliability of others. Such characteristics affect the quality of social interaction, contribute to better cooperation in a team, and the formation of healthy interpersonal relationships. The next stage of the study involved determining the features of the influence of sovereignty on the level of interpersonal trust in adolescents. For this purpose, a correlation analysis was performed. using the Pearson correlation coefficient. The results of the correlation analyses are presented in Table 3.

Table 3.

Correlation constellations of indicators of psychological sovereignty of the individual with indicators of trust of adolescents

	Trust in the world	Trust in other people	Self-confidence	Interpersonal trust
Sovereignty of the physical body	-,161	-,222	-,230	-,116
Sovereignty of territory	-,022	-,560**	,131	-,453*
Sovereignty of things	-,129	-,478**	,339	,043
Sovereignty of habits	-,126	-,440*	,149	-,014
Sovereignty of social ties	-,159	-,184	-,047	,063
Sovereignty of values	,073	-,285	-,018	-,094
Overall indicator	-,099	-,480**	,083	-,114

The results of the correlation analysis showed the presence of statistically significant relationships between the indicators of trust and sovereignty of space. Let us analyse them in detail. A negative correlation was found between the scale of "trust in other people" and the indicators of sovereignty of space: "sovereignty of territories ($r = -0.560$; $p < 0.01$), "sovereignty of things" ($r = -0.478$; $p < 0.01$), "sovereignty

of habits" ($r = -0.440$; $p < 0.05$), and "general indicator" ($r = -0.480$; $p < 0.01$). Applicants with a high level of trust in others are more open to interaction, do not perceive invasion of their personal space as a threat, tend to share everything they have, worry less about the safety of personal belongings, are flexible in their own habits, more easily adapt to other people's influences, and do not perceive interference by others in their routine as a threat.

The negative relationship between the scales "interpersonal trust" and "territorial sovereignty" ($r = -0.453$; $p < 0.05$) indicates that the lower the trust in others among the subjects, the stronger the need to control and protect their own space, the greater the tendency to perceive others as potential border violators, which, although it provides a sense of security, clearly limits social contacts and increases isolation, a sense of loneliness. Conversely, high trust contributes to the openness and social adaptability of adolescents.

Conclusions. Personal sovereignty is the ability to control and protect the psychological space, which is manifested in maintaining the autonomy of the individual, its resistance to external influences, and the ability to build harmonious relationships with others. Interpersonal trust is a certain attitude towards others, with the aim of harmonising social relations. Formed psychological boundaries will help young people build stable and constructive relationships with others. It has been empirically determined that the indicators of psychological space sovereignty in adolescents have a predominantly average level of severity, which indicates certain difficulties in the study subjects in protecting basic personal boundaries, since their efforts are more aimed at protecting the cognitive and behavioural aspects of their space than at protecting physical boundaries. The lowest level of trust is “trust in oneself,” and the highest is “trust in other people.”. The most significant impact of trust was noted on the indicators of the sovereignty of territories, things, and habits. The analysis of empirical indicators allowed us to state that developed interpersonal trust in adolescents is associated with a sense of security and confidence in the intentions of others, while a high level of psychological sovereignty forces the individual to increase control over their boundaries and to be cautious and alert, which, although it creates a sense of security, limits the network of social contacts and increases the feeling of isolation.

A perspective for further research. The prospect of further research is the development of strategies for harmonizing interpersonal relationships, strengthening trust, and maintaining psychological comfort and well-being of adolescents.

References:

[1] Chuyko G. V., Chaplak Ya. V. (2020) Interpersonal trust as a prerequisite for partnership relations between people. *Psychological Journal*. No. 6. P. 29-39. https://www.apsijournal.com/index.php/psyjournal/article/view/811/496 [in Ukrainian].

[2] Gavrilyuk I. (2018) Psychological space of personality: system of psychological factors of formation. Psychological perspectives. Issue 32. P. 60-72. http://nbuv.gov.ua/UJRN/Ppst_2018_32_8 [in Ukrainian].

[3] Kolomiiets L. I., Shulga G. B., Lebed I. B. (2023) Psychological features and individual psychological factors of self-confidence: Innovative projects and programs in psychology, pedagogy and education : Scientific monograph. Riga, Latvia: "Baltija Publishing". 592 p. Access mode: http://baltijapublishing.lv/omp/index.php/bp/catalog/book/295

[4] Kolomiiets L. I., Shulga G. B., Lebed I. B. Psychological features of interpersonal trust of future psychologists. *Personality and environmental issues*. 2023. Vol. 2. No. 6. R. 11-17. https://doi.org/10.31652/2786-6033-2023-3(6)-11-17.

[5] Koshyrets V.V. (2016) Sovereignty of the psychological space of a young person in the context of the formation of his personal maturity. *Psychological perspectives*. Issue 28, 2016. P. 151-163. http://nbuv.gov.ua/UJRN/Ppst_2016_28_16 [in Ukrainian].

[6] Kruglov K.O. (2020) Trust as a factor of the socio-psychological climate of the production team. *Scientific Bulletin of the Kherson State University. Series: Psychological Sciences*, Issue 1. P. 139-145. https://doi.org/10.32999/ksu2312-3206/2020-1-19 [in Ukrainian].

[7] Savchenko O.V., Petrenko V.V., Timakova A.V. (2022). "Methodology of trust/distrust of the individual in the world, in other people, in himself" (A. Kupreychenko): Ukrainian-language adaptation, validation and standardization. *Scientific Bulletin of Uzhhorod National University. Psychology Series.* Issue 5. pp. 16-22. DOI: https://doi.org/10.32782/psy-visnyk/2022.5.3 [in Ukrainian].

[8] Vasylets N.M. (2016) Socio-psychological factors of citizens' trust in employees of the internal affairs bodies of Ukraine: dissertation. … Candidate of Psychological Sciences. Kyiv. 523 p. https://lib.iitta.gov.ua/id/eprint/107195/3/pdf [in Ukrainian].

[9] Volynchuk O.V. (2023) The boundaries of the psychological space of teachers and students: dissertation. … Doctor of Philosophy. Odesa. 219 p. https://pdpu.edu.ua/doc/vr/2023/volynchuk/disertacia.pdf [in Ukrainian].

[10] Williams, T. (2014) The psychology of interpersonal trust. How people feel when it comes to trusting someone. *McKendree University*, 22, 1-17. https://www.mckendree.edu/academics/scholars/issue22/tiara-williams.pdf

[11] Yevchenko I.M. (2019) Analysis of the problem of personal sovereignty. *Collection of scientific works of the G.S. Kostyuk Institute of Psychology of the National Academy of Sciences of the Republic of Ukraine*, Vol. IX, issue 8. P. 185-192. http://appsychology.org.ua/data/jrn/v9/i8/22.pdf [in Ukrainian].

Review received 11.09.2024

UDC 159.922 **DOI: 10.31652/2786-6033-2024-3(3)-51-58**

Artem Ostapchuk
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, postgraduate student at the Department of psychology and social work (Ukraine)
tjomvin7@gmail.com
https://orcid.org/0009-0005-9492-3715

THE IMPACT OF MUSIC ON THE PSYCHOLOGICAL WELL-BEING OF MODERN YOUTH IN CONDITIONS OF UNCERTAINTY

Стаття висвітлює роль музики як багатовимірного ресурсу у сприянні психологічному благополуччю, емоційній регуляції та розвитку стійкості серед сучасної молоді в умовах невизначеності. Метою роботи є визначення теоретичних основ і практичних механізмів впливу музики на задоволення базових психологічних потреб автономії, компетентності та зв'язку з іншими в соціумі, а також її потенціалу в зниженні стресу, формуванні адаптивних стратегій та сприянні самореалізації.

Теоретична база статті охоплює концепцію "евдемонічного благополуччя" та теорію самодетермінації (Self-Determination Theory, Ryan & Deci, 2017)[1], які підкреслюють ключову роль автономії, компетентності та соціальних зв'язків у забезпеченні психологічного благополуччя. Методологія дослідження базується на аналізі сучасних теоретичних та емпіричних досліджень у галузях психології, нейробіології та соціальних наук, з акцентом на систематизацію даних щодо впливу музики на психологічну стійкість і адаптацію молоді до умов невизначеності.

Наукова новизна роботи полягає в інтеграції нейробіологічних, соціальних та когнітивних аспектів впливу музики для створення цілісного розуміння її адаптивного потенціалу в умовах невизначеності. Аналіз базується на роботах Chanda та Levitin (2013) [2], які висвітлюють нейробіологічні механізми впливу музики, зокрема стимуляцію виділення дофаміну, що підвищує мотивацію та оптимізм, зниження рівня кортизолу, активацію окситоцину, що сприяє соціальній взаємодії, та ендогенних опіоїдів, які зменшують тривожність і емоційний дискомфорт. Ці нейрохімічні процеси пояснюють здатність музики регулювати емоційні стани та сприяти фізіологічному відновленню.

Стаття також розглядає роль музики у формуванні самоусвідомлення, життєвих цінностей, цілей та особистої ідентичності. *DeNora, T (2000)* [3] відзначає здатність музики сприяти рефлексії та адаптації до життєвих викликів, тоді як *Schäfer et al. (2013)* [4] акцентують увагу на її ролі як джерела натхнення й креативності. Крім цього, аналізується використання музики для зниження рівня стресу та поліпшення адаптації до нових умов через спільну діяльність і створення стабільного соціального контексту *(Granot et al., 2021)* [6].

Згідно з *Carleton (2016)*[5], невизначеність є потужним когнітивним та емоційним викликом для молоді. У цьому контексті музика виявляється ефективним засобом для зниження тривожності, покращення когнітивної гнучкості та формування стратегії адаптації до умов, які змінюються. Вона також забезпечує соціальну підтримку через спільні заняття музикою, що сприяє відчуттю приналежності та емоційного комфорту.

Таким чином, музика виступає універсальним інструментом, який сприяє зниженню стресу, розвитку стійкості, адаптації до умов невизначеності та забезпеченню самореалізації молоді. Результати дослідження підкреслюють потенціал музики як ресурсу для формування психологічної стійкості, інтеграції в соціальне середовище та особистісного зростання в умовах сучасного світу.

Ключові слова: музика, психологічне благополуччя, невизначеність, теорія самодетермінації, молодь, емоційна регуляція.

The article examines the role of music as a multidimensional resource in promoting psychological well-being, emotional regulation, and resistance among modern youth in conditions of uncertainty. The study aims to define the theoretical foundations and practical mechanisms of music's influence on satisfying the basic psychological needs of autonomy, competence, and relatedness, as well as its potential for stress reduction, the development of adaptive strategies, and support for self-realization.

The theoretical framework of the article encompasses the concept of "*eudaimonic well-being*" and *Self-Determination Theory (Ryan & Deci, 2017)*[1]**,** which emphasize the central role of autonomy, competence, and social connections in achieving psychological well-being. The research methodology is based on an analysis of contemporary theoretical and empirical studies in psychology, neuroscience, and social sciences, with a focus on systematizing data on music's impact on psychological resistance and youth adaptation to uncertainty. The scientific novelty of the work lies in the integration of neurobiological, social, and cognitive aspects of music's influence, providing a holistic understanding of its adaptive potential under conditions of uncertainty.

The analysis is based on studies by *Chanda and Levitin (2013)*[2] which highlight the neurobiological mechanisms of music's influence, including the stimulation of dopamine release that enhances motivation and optimism, cortisol reduction, oxytocin activation fostering social interaction, and endogenous opioids reducing anxiety and emotional discomfort. These neurochemical processes explain music's ability to regulate emotional states and promote physiological recovery.

The study also addresses the role of music in shaping self-awareness, life values, goals, and personal identity. *DeNora (2000)* [3] emphasizes music's capacity to foster reflection and adaptation to life challenges, while *Schäfer et al. (2013)* [4] highlight its role as a source of inspiration and creativity. Additionally, the use of music to reduce stress and improve adaptation to new conditions through collective activities and the creation of a stable social context is analyzed *(Granot et al., 2021)* [6].

According to *Carleton (2016)* [5], uncertainty represents a significant cognitive and emotional challenge for youth. In this context, music proves to be an effective tool for reducing anxiety, enhancing cognitive flexibility, and developing strategies for adapting to changing conditions. It also provides social support through collective music-making, fostering a sense of belonging and emotional comfort.

Thus, music serves as a universal tool that promotes stress reduction, resistance development, adaptation to uncertain conditions, and support for the self-realization of youth. The findings highlight the potential of music as a resource for building psychological resistance, integrating into social environments, and fostering personal growth in the modern world.

Keywords: music, psychological well-being, uncertainty, self-determination theory, youth, emotional regulation.

Formulation of the problem . Modern conditions of uncertainty, characterized by instability and high levels of stress factors, pose significant challenges to the psychological well-being of youth, who are at the stage of identity formation, socialization, and professional integration. Under such circumstances, identifying resources capable of supporting adaptability, resistance, and facilitating self-actualization becomes particularly important.

Music, as a multidimensional tool, demonstrates significant potential in maintaining emotional stability, reducing anxiety, and strengthening social connections, which are critically important during periods of uncertainty. Theoretical and empirical studies indicate that music contributes to the satisfaction of basic psychological needs for autonomy, competence, and relatedness, which are the foundation of psychological well-being according to the *self-determination theory (Ryan & Deci, 2017)*[1]. Additionally, music serves cognitive and emotional regulatory functions, fostering resilience and adaptation to complex life circumstances.

The significance of music is particularly evident in its ability to create conditions for self-awareness, reflection, and the formation of life goals, which is especially relevant in the context of instability. Research by *Chanda and Levitin (2013)*[2] demonstrates that music positively affects neurobiological processes, helping to reduce stress levels and enhance motivation. *Granot et al. (2021)* [6] highlight that music can foster a sense of stability and control, which are critical for youth in the context of professional integration and personal development.

The relevance of this study is determined by the need for a systematic analysis of the impact of music on the psychological well-being, emotional regulation, and resilience of youth in conditions of uncertainty. A deeper understanding of these mechanisms enables the identification of effective adaptation strategies aimed at improving the mental health and personal potential of young people in today's world.

The aim of the study is to explore the impact of music as a resource for the psychological well-being of modern youth in conditions of uncertainty, characterized by external challenges and the need for internal tools for emotional regulation, self-actualization, and the development of personal potential.

Analysis of recent research and publications. Music is increasingly being considered not only as a form of art but also as a powerful tool for psychological support, helping to regulate emotions, reduce

stress levels, and promote adaptation to the fast-paced and unstable world *(Granot et al., 2021;* [6]. *Linnemann et al., 2015* [11]*)* Its universality lies in its ability to simultaneously influence cognitive, emotional, and social aspects of life, which is particularly important under conditions of heightened uncertainty in the modern world.

Through its multidimensional impacts, music contributes to modulating stress responses in the body, ensuring emotional stability, and fostering the development of personal potential. In this context, music is analyzed as a resource capable of enhancing motivation, supporting self-actualization processes, and shaping life goals *(Chanda & Levitin, 2013*[2]; *Weth et al., 2020*[7]*).* For instance, *Weth et al. (2020)*[7] emphasize that music activates neurochemical systems that help reduce anxiety levels and foster a positive emotional state. Its social role is also examined, focusing on strengthening interpersonal connections, reducing feelings of social isolation, and facilitating integration into social communities *(Fancourt & Finn, 2019 [20]; Livesey et al., 2022* [19]*).*

Researchers pay particular attention to music's ability to mitigate the negative impact of stressors and enhance personal resilience in conditions of uncertainty, which have become an integral part of contemporary life. For example, during the COVID-19 pandemic, music demonstrated its effectiveness in reducing anxiety and maintaining psychological comfort, both through individual listening and participation in online musical activities *(Granot et al., 2021; Fink et al., 2021)* [6]. Moreover, music promotes deep self-awareness, allowing individuals to reassess their values, find sources of inspiration, and develop a positive attitude toward change *(DeNora, 2000; Schäfer et al., 2013)* [3]. According to *Saarikallio (2019)[17]*, music also plays a significant role in emotional regulation, helping individuals refine their stress management skills.

Thus, modern research confirms the importance of music as a multidimensional tool for ensuring psychological well-being, emotional regulation, and social support. Its impact encompasses both individual and collective aspects of life, making it a universal resource for overcoming challenges, particularly under conditions of uncertainty and stress in the modern world.

Outline of the main material. *The impact of music on the psychological well-being of modern youth* encompasses a combination of emotional, cognitive, social, and neurobiological effects that music exerts on the mental state of young people. These effects contribute to reducing stress levels, regulating emotions, shaping life goals and values, and improving social interactions and adaptability in the dynamic modern world. Research by *Chanda and Levitin (2013)*[2] indicates that music stimulates the release of dopamine, which induces feelings of satisfaction and motivation; reduces cortisol levels associated with stress responses; activates oxytocin, which enhances social bonding; and triggers endogenous opioids, which alleviate emotional discomfort.

Beyond its neurobiological effects, music plays an important role in personal development. As DeNora (2000) [3] notes, music facilitates self-awareness, helping individuals reflect on life goals and priorities. Schäfer et al. (2013) [4] emphasize that music inspires youth to pursue ambitious goals through associations with success and achievement. In the context of modern uncertainty, music also strengthens the sense of social support and belonging, which are critically important for psychological well-being (Dingle et al., 2015) [18].

Thus, music serves as a universal resource that promotes emotional stability, reduces stress levels, and supports the development of personality and social identity, especially within the context of unstable social and economic environments.

The conceptualization of well-being is presented through the model of "eudaimonic well-being," which emphasizes achieving life meaning, self-actualization, and the development of an individual's internal potential.

Within this model, well-being is not seen as a state of satisfaction or the absence of stress, but rather as a process of profound self-discovery and striving for harmonious growth. The foundation of the eudaimonic approach lies in the idea that psychological well-being is achieved through awareness of life's meaning, alignment of values and actions, and the realization of personal potential, even under challenging or uncertain conditions.

One of the critical elements of eudaimonic well-being is the ability to self-actualize, which involves expressing one's abilities, talents, and life goals. This approach emphasizes the development of competence, autonomy, and relatedness, which represent fundamental psychological needs (Ryan & Deci, 2017)[1]. Psychological well-being is not only a result of adapting to the environment but also a key indicator of personal growth and successful integration into the social context.

The origins of this concept can be traced to the philosophical ideas of antiquity, particularly in the works of Aristotle, who defined eudaimonia as the highest state of human happiness achieved through the cultivation of internal virtues and the pursuit of harmonious self-expression. Thus, the model of eudaimonic well-being combines the philosophical understanding of happiness as the pursuit of inner excellence with contemporary empirical research on the fundamental needs of the individual.

Uncertainty is defined as a cognitive and emotional state arising from a lack of or ambiguous information necessary for decision-making or predicting future events. According to *Carleton (2016)* [5], intolerance of uncertainty (IU) is a critical individual trait that determines a person's ability to adapt to ambiguous conditions. IU includes a cognitive component that reflects a desire for clear and predictable information and an emotional component characterized by intense stress in uncertain situations. Youth with high levels of IU are more likely to experience anxiety, depressive states, and emotional exhaustion, which hinder adaptation to life challenges.

Intolerance of uncertainty affects the ability to make decisions, orient in time, and develop life strategies, particularly during periods of change. At the same time, fostering tolerance of uncertainty, especially through the development of cognitive flexibility and emotional regulation, promotes youth adaptation and resistance.

Music possesses a unique ability to influence neurobiological processes underlying emotional regulation, stress reduction, and the maintenance of psychological well-being, particularly in dynamic and unpredictable environments. The study by *Chanda and Levitin (2013)*[2] identifies four key neurochemical mechanisms through which music affects the brain and body

– **Reward and Motivation System (Dopamine):** music stimulates the release of dopamine, a neurotransmitter associated with feelings of satisfaction, motivation, and optimism. This promotes emotional uplift and helps young people maintain inner balance when faced with challenges and instability.

– Stress-Response System (Cortisol): Listening to calming or familiar music reduces cortisol levels, alleviating physical and emotional tension caused by uncertainty.

– Social Interaction System (Oxytocin): Music activates the release of oxytocin, which fosters trust, empathy, and emotional support. This is particularly important during difficult periods when a sense of belonging and support is essential.

– **Emotional Regulation (Endogenous Opioids):** Music stimulates the production of endogenous opioids, natural substances that reduce feelings of anxiety and emotional discomfort.

In addition to these mechanisms, *Chanda and Levitin (2013)*[2]note that music activates the limbic system, including the amygdala and hippocampus, which play a role in the formation of emotions and memories. As a result, music not only evokes emotions but also creates long-lasting positive memories, further enhancing its therapeutic impact.

Thus, music influences various neurobiological systems of the body, providing a comprehensive impact on a person’s mental state. It is capable of not only regulating emotions and reducing stress levels but also serving as a powerful tool for improving social interactions and overall well-being.

Music significantly impacts not only neurobiological processes but also aspects of personality development, such as life goals, ideas, values, and worldview. This influence is particularly notable in the ever-changing modern world, where external reference points can often be unclear or shifting. Music serves as a tool for self-awareness, reflection, and transformation, helping young people maintain psychological stability and adapt to challenging life circumstances.

Music as a Means of Self-Awareness: according to DeNora (2000) [3] in her work *"Music in Everyday Life"*, music acts as a "life script" modeling tool, enabling individuals to envision themselves in various life situations and establish their life goals and priorities. It creates a space for reflection and stimulates the search for meaning in life. For example, deeply lyrical texts or emotionally rich compositions help individuals process their experiences, form new life orientations, and understand what holds value for them.

Impact on Values and Social Consciousness: music can shape values and facilitate the identification of an individual with a specific social group or culture. According to *Frith (1996)* in his work *"Performing Rites: On the Value of Popular Music"*[12], music serves as a "bridge" between an individual's inner world and the external social context. It helps people adapt to societal changes by fostering collective consciousness and nurturing a sense of belonging.

For example, protest music, such as compositions by Bob Dylan or the band U2, inspires social activism, promotes change, and strengthens moral responsibility. This, in turn, creates conditions for the development of value systems that support both individual well-being and positive social behavior.

Music as a Tool for Setting Life Goals and Ideas: Music can expand perceptions of personal potential and aid in the formation of ambitious life goals. Research by *Schäfer et al. (2013)* [4] highlights that music is often perceived as a source of inspiration, enabling people to project their ideas and plans. For instance, heroic soundtracks or epic orchestral works are associated with achievements, victories, and motivation, helping individuals believe in their capabilities and define strategic steps for achieving their goals.

Fostering Creativity and the Ability for Self-Realization: Music also influences creativity, an essential component of self-realization. Csikszentmihalyi (1996), in his work *"Creativity: Flow and the Psychology of Discovery and Invention"[13]*, notes that music can induce a state of "flow" – a state of deep immersion in a task of great personal importance. During such moments, music not only reduces anxiety but also enables individuals to discover new pathways for achieving their life goals.

Formation of Identity and Worldview in Youth: Music plays a significant role in shaping the identity and worldview of young people by fostering value comprehension, self-expression, and social integration. Rentfrow and Gosling (2003), in their study *"The Do Re Mi's of Everyday Life: The Structure and Personality Correlates of Music Preferences"[14]*, demonstrated that musical preferences reflect personal traits, life priorities, and value systems. At this stage of life, music is often used as a tool for reflecting on global and personal issues, promoting worldview formation by aligning the content of compositions with individual life experiences (Schäfer et al., 2013).[4]

Within the framework of SDT (*Self-Determination Theory*, developed by Edward L. Deci and Richard M. Ryan) [1], modern researchers emphasize the satisfaction of three basic needs that form the foundation of psychological well-being:

– **Autonomy**: the ability to make independent decisions and follow one's own values, resonating with Aristotle's concept of a life guided by reason and moral principles.

– **Competence**: a sense of confidence in one's abilities and the achievement of set goals, which correlates with the ancient idea of developing personal virtues through continuous self-improvement.

– **Relatedness**: a sense of integration and emotional support, reflecting the importance of community and social relationships, which were key aspects of the ancient concept of a harmonious life.

In this context, music can be considered a tool that facilitates the attainment of *eudaimonic well-being*. Similar to philosophical traditions where art was deemed a critical component of internal harmony, contemporary research highlights that music contributes to satisfying basic needs:

– **Autonomy:** esearch *by Granot et al. (2021)* [6] further confirms that the independent selection of musical genres and styles provides individuals with the ability to define their emotional experiences, reduce anxiety, and increase motivation to act. In this sense, autonomy through music not only promotes emotional regulation but also helps young people maintain a sense of control in uncertain conditions.

– **Competence:** participating in music – from learning musical instruments to improving vocal skills – fosters confidence in one's strengths and abilities, directly influencing the development of competence. Competence in this context manifests as the ability to successfully acquire new skills, achieve set goals, and gain satisfaction from one's accomplishments. Musical activities stimulate cognitive and motor skills, promoting discipline, focus, and goal orientation. As *Chanda and Levitin (2013)* [2], note, this process activates neurochemical systems (including dopaminergic pathways) associated with motivation, satisfaction, and the successful completion of tasks, thereby enhancing the sense of competence and confidence in one's abilities.

– **Relatedness:** music creates a powerful platform for social integration, empathy, and support, providing young people with opportunities to build emotional and social connections. As highlighted by *Fancourt and Finn (2019)*, participation in collective musical activities such as choir singing, ensemble playing, or attending concerts strengthens the sense of belonging to a community. These activities allow individuals to interact in a safe emotional space, where music serves as a universal language for expressing emotions and identifying with a social group.

Thus, the modern model of *eudaimonic well-being*, enriched by ancient ideas, emphasizes the importance of music as a resource for achieving life meaning, self-realization, and social harmony.

Carleton (2016) [5] emphasizes that uncertainty is a fundamental factor provoking anxiety, particularly among individuals with high intolerance to uncertainty. For youth, this factor plays a significant role, as they constantly face important decisions and unpredictable circumstances. Research by Granot et al. (2021) [6] demonstrated that music creates a sense of stability and predictability, even in situations that provoke anxiety. Young people who listened to calming music or participated in musical activities during the COVID-19 pandemic reported a significant reduction in anxiety and an

increased sense of control. This indicates that music can serve as a source of psychological support in conditions of uncertainty.

Intolerance of Uncertainty as a Cognitive Trigger: carleton asserts that a high level of intolerance to uncertainty leads to catastrophic thinking, rumination, and avoidance of decision-making. Young people with this cognitive style often experience chronic stress due to constant worries about the unknown future. The Positive Impact of Music**:** music helps redirect attention from rumination to pleasant sensory experiences. According to the study by *Linnemann et al. (2015)*[11], listening to favorite or relaxing music reduces the tendency for "overthinking." For instance, young people who listened to music before important events (exams, interviews) reported reduced anxiety and improved cognitive clarity.

The Ability to Adapt to Uncertainty: carleton highlights that adaptation to uncertainty requires cognitive flexibility, emotional regulation skills, and stress resilience. Youth, who are still developing these skills, may require additional resources for effective adaptation. The Positive Impact of Music**:** research by *Van den Bosch et al. (2013)*[15] shows that music can train adaptation to uncertainty by allowing individuals to experience controlled moments of "musical uncertainty" (e.g., harmonic delays or unexpected transitions), activating the same neural systems responsible for adapting to life challenges. This approach trains the brain to cope more effectively with unpredictable circumstances.

Physiological Manifestations of Stress Due to Uncertainty: carleton notes that uncertainty is often accompanied by physiological symptoms of anxiety, such as increased heart rate, elevated cortisol levels, and difficulty concentrating. The Positive Impact of Music: research by Thoma et al. (2013) [15] proves that relaxing music significantly reduces cortisol levels, normalizes heart rate, and promotes overall bodily relaxation. For young people, this can be especially useful in situations of acute stress (e.g., before exams) when uncertainty causes severe anxiety. Intolerance to uncertainty is a fundamental factor affecting the mental health of young people, as they are more likely to face situations requiring adaptation to change.

Social Support as a Buffer in Situations of Uncertainty: carleton emphasizes that social connections are an important factor in helping individuals cope with anxiety caused by uncertainty.The Positive Impact of Music: music also serves as a means of social support. Research by *Granot et al. (2021)* [6] revealed that shared music listening, attending concerts, or participating in online musical activities during the pandemic helped young people feel more integrated into society. This reduced the sense of isolation that often accompanies uncertainty.

Music can serve as a powerful tool for overcoming the negative consequences of uncertainty for young people. It helps to: reduce stress and anxiety, redirect attention from rumination, train adaptation to challenging conditions, provide physiological relaxation, create social support.

The connection between *Carleton's (2016)* [5] ideas and empirical research on music *(Granot et al., 2021;[6] Thoma et al., 2013;*[6] *Van den Bosch et al., 2013)*[16] demonstrates that music is an accessible and universal resource for youth. It can help them better cope with the challenges of the modern world associated with uncertainty.

In the article by Ukrainian authors Palamarchuk, O., & Gaba, I. (2023), *The impact of uncertain conditions on the self-realization of modern individuals* [9], it is emphasized that uncertainty, depending on how it is perceived, can serve not only as a barrier but also as a powerful stimulus for personal growth. From this perspective, music can influence these processes, acting as a means of activating creativity and developing new skills. It has the potential to create conditions for concentration, emotional adjustment, and fostering an optimistic perception of uncertainty, transforming it into an opportunity for self-realization. Positive perceptions of uncertainty, under conditions of a supportive social environment and the use of music as an emotional regulator, can promote self-awareness, value development, and the improvement of adaptive skills. For instance, listening to music that induces relaxation or inspires can provide young people with the opportunity to recognize their abilities, talents, and life goals, as well as foster reflective thinking that enables them to make informed decisions in challenging circumstances.

The researchers also note that the ability of youth to adapt to uncertainty is critical for building resistance and life strategies. In this context, music can serve as an effective tool to reduce stress and promote psychological balance during decision-making processes in complex situations. For example, music associated with positive personal memories or motivational elements can become a catalyst for the process of life self-determination. It aids in making decisions about life's meaning through reflection and value-based interpretation, which contributes to the formation of a unique system of life motivations, values, and goals — the foundation for self-realization.

Moreover, one of the key factors in achieving psychological well-being among modern youth is psychological resilience in the context of successful professional integration, which is critical in today's

fast-paced world with its high work demands and increasing need for adaptability. According to Palamarchuk, O., & Gaba, I. (2024), *Psychological resistance as a component of the professional integration of the personality in the conditions of modern challenges* [8], psychological resilience allows individuals to maintain emotional stability, adaptability, and productivity in adverse conditions, ensuring effective use of professional knowledge and skills. Psychological resilience aids in overcoming challenges, maintaining motivation, and developing long-term career strategies.

As a tool for strengthening psychological resilience, music can create "psychological anchors" (Koelsch, S) [10] — emotionally charged sounds that allow individuals to return to a state of internal balance in situations of uncertainty. It also provides a safe space for reflection, where a person can rethink life's challenges and transform stress into a source of creativity and self-development. Thus, music not only helps individuals cope with external influences but also creates conditions for actively shaping psychological resilience and life strategies.

The study analyzed the multidimensional impact of music on the psychological well-being, emotional regulation, and resilience development of youth in conditions of uncertainty. The main achievement of this work lies in the theoretical substantiation and systematization of data regarding the ability of music to satisfy basic psychological needs for autonomy, competence, and relatedness within the frameworks of self-determination theory and eudaimonic well-being. The scientific significance of the research is reflected in the integration of neurobiological, cognitive, and social aspects that reveal the adaptive potential of music in challenging socio-economic conditions.

Based on an analysis of contemporary studies, it was found that music reduces stress levels by activating neurobiological mechanisms such as stimulating dopamine release, lowering cortisol levels, and activating oxytocin and endogenous opioids. This contributes to emotional regulation and physiological recovery, which are critically important during periods of uncertainty. Music also promotes the development of cognitive flexibility, essential for adapting to unpredictable conditions, and supports motivation, which is crucial for the self-realization of youth.

The findings of the study demonstrate that music serves as an effective tool for social support, strengthening interpersonal connections, reducing feelings of social isolation, and facilitating integration into social communities. Collective musical activities, such as choral singing and participation in online musical events, increase emotional comfort and create opportunities for social interaction, even during times of crisis.

The practical applications of the findings cover several areas:

1. Psychological support: Implementation of musical interventions in psychotherapy programs for emotional regulation, anxiety reduction, and stress resilience development.
2. Education: Integration of music-based activities into educational programs to develop cognitive and emotional skills, enhancing youth adaptability to changing conditions.
3. Work with youth in crisis situations: Use of music to alleviate stress and support psychological well-being during times of uncertainty, such as pandemics or social crises.
4. Social integration: Utilization of collective musical activities to reduce social isolation and increase social engagement.

Conclusions and Prospects for Further Research. Thus, the results deepen the understanding of the role of music as a universal resource for supporting psychological well-being, adapting to conditions of uncertainty, and fostering youth self-realization. They also open up prospects for its practical application in various social and educational contexts.

References:

[1] Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

[2] Chanda, M. L., & Levitin, D. J. (2013). *The neurochemistry of music*. *Trends in Cognitive Sciences, 17*(4), 179–193.

[3] DeNora, T. (2000). *Music in everyday life*. Cambridge University Press. DOI: 10.1017/CBO9780511489433

[4] Schäfer, T., Sedlmeier, P., Städtler, C., & Huron, D. (2013). ***The psychological functions of music* listening**. *Frontiers in Psychology, 4*, 511.

[5] Carleton, R. N. (2016). ***Fear of the unknown: One fear to rule them all?*** *Journal of Anxiety Disorders, 41*, 5–21.

[6] Granot, R., Spitz, D. H., Cherki, B. R., Loui, P., Timmers, R., Schaefer, R. S., ... & Baltazar, M. (2021). ***"Help! I need somebody": Music as a global resource for obtaining wellbeing goals in times of crisis.*** *Frontiers in Psychology, 12*, 648013.

[7] Weth, K., Raedt, R. D., & Vuust, P. (2020). ***Music and emotions in the context of uncertainty and stress regulation.*** *Psychology of Music, 48(5), 728–745.*

[8] Palamarchuk, O., & Gaba, I. (2024), *Psychological resistance as a component of the professional integration of the personality in the conditions of modern challenges*, Personality and Environmental Issues, 2024. Volume 3, Issue 1 DOI: 10.31652/2786-6033-2024-3(1)-5-11

[9] Palamarchuk, O., & Gaba, I "*The impact of uncertain conditions on the self-realization of modern individuals.* Personality and Environmental Issues, 2023. Vol. 2(6). DOI: 10.31652/2786-6033-2023-3(6)-5-10

[10] Koelsch, S. (2014). *Brain and music. Wiley Interdisciplinary Reviews: Cognitive Science.* DOI: 10.1002/wcs.1286

[11] Linnemann, A., Ditzen, B., Strahler, J., Doerr, J. M., & Nater, U. M. (2015). *Music listening as a means of stress reduction in daily life*. *Psychoneuroendocrinology,* 60, 82–90 https://pubmed.ncbi.nlm.nih.gov/26142566/

[12] Frith, S. (1996). *Performing Rites: On the Value of Popular Music*. Cambridge, MA: Harvard University Press. **DOI:**10.1017/S0261143002222084

[13] Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: HarperCollins. **DOI:** 10.1177/001698629704100309

[14] Rentfrow, P. J., & Gosling, S. D. (2003). *The Do Re Mi's of Everyday Life: The Structure and Personality Correlates of Music Preferences. Journal of Personality and Social Psychology, 84(6), 1236–1256.***DOI:** 10.1037/0022-3514.84.6.1236

[15] Thoma, M. V., La Marca, R., Brönnimann, R., Finkel, L., Ehlert, U., & Nater, U. M. (2013). The Effect of Music on the Human Stress Response. *PLOS ONE*, 8(8), e70156. **DOI:**10.1371/journal.pone.0070156

[16]Van den Bosch, I., Salimpoor, V. N., & Zatorre, R. J. (2013). *Familiarity mediates the relationship between emotional arousal and pleasure during music listening*. *Frontiers in Human Neuroscience, 7, 534.* **DOI:** 10.3389/fnhum.2013.00534

[17] Saarikallio, S. (2019*). Music as emotional self-regulation throughout adulthood*. *Psychology of Music, 47*(5), 707–728. https://doi.org/10.1177/0305735619862005

[18]Dingle, G. A., Brander, C., Ballantyne, J., & Baker, F. A. (2015). '*To be heard': The social and mental health benefits of choir singing for disadvantaged adults*. *Psychology of Music, 41*(4), 405–421. https://doi.org/10.1177/0305735615576311

[19] Livesey, L., Morrison, I., Clift, S., & Camic, P. M. (2022). *Benefits of choral singing for social and mental wellbeing: Qualitative findings from a cross-national survey of choir members. Psychology of Music, 50*(2), 532–548. https://doi.org/10.1177/03057356211003301

Review received 02.09.2024

UDC 159.95 **DOI: 10.31652/2786-6033-2024-3(3)-59-66**

Taras Chernata
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,
Department of Psychology and Social Work
Postgraduate student (Ukraine),
chernata.taras@gmail.com
https://orcid.org/0009-0004-7058-5507

THE ROLE OF EMOTIONAL INTELLIGENCE IN THE PERSONAL BOUNDARIES FORMATION

У даній статті здійснено спробу узагальнити та систематизувати наявні в психологічній науці знання щодо ролі емоційного інтелекту у формуванні особистісних кордонів. У першому розділі розглянуто поняття та структуру емоційного інтелекту, а також його основні складові, такі як емоційна самосвідомість, саморегуляція, мотивація, емпатія та соціальні навички. Аналізуються основні теоретичні підходи до визначення емоційного інтелекту, зокрема моделі П. Саловей і Дж. Мейєра, Д. Гоулмана та інші, які визначають його як інтегральну здатність людини розуміти та управляти емоціями для ефективної взаємодії з оточенням. У другому розділі розкрито сутність особистісних кордонів, їх функції та види. Визначено, що особистісні кордони допомагають людині зберігати психологічний баланс, автономію та ефективно взаємодіяти з соціальним середовищем. Розглянуто основні типи кордонів – фізичні, емоційні та ментальні, які регулюють взаємодію особистості з іншими людьми та дозволяють уникати негативного впливу зовнішнього середовища. Третій розділ присвячено дослідженню зв'язку між емоційним інтелектом та формуванням особистісних кордонів. Проаналізовано, як рівень розвитку емоційного інтелекту сприяє усвідомленню та регуляції емоцій, встановленню ефективних меж у міжособистісних стосунках, а також запобіганню маніпуляціям і порушенням психологічного простору. Особливу увагу приділено таким аспектам, як вплив емпатії на розуміння власних та чужих меж, значення соціальних навичок для їх підтримання, а також вплив рівня саморегуляції на здатність зберігати психологічну стійкість у складних ситуаціях. У висновках підкреслено значущість розвитку емоційного інтелекту для формування та підтримання здорових особистісних кордонів, що сприяє підвищенню якості життя, зміцненню психологічної стійкості та встановленню гармонійних міжособистісних відносин. Наголошується на необхідності розвитку емоційної компетентності як інструменту для самопізнання, підвищення самооцінки та ефективного управління соціальними взаємодіями. Стаття може бути корисною для фахівців у галузі психології, педагогіки, а також для всіх, хто прагне розвивати власний емоційний інтелект та вдосконалювати навички побудови здорових особистісних кордонів.

Ключові слова: емоційний інтелект, особистісні кордони, психологічний простір, самоусвідомлення, емпатія, соціальні навички, саморегуляція.

This article attempts to summarize and systematize the existing psychological knowledge regarding the role of emotional intelligence in the formation of personal boundaries. The first section examines the concept and structure of emotional intelligence, as well as its key components, such as emotional self-awareness, self-regulation, motivation, empathy, and social skills. The main theoretical approaches to defining emotional intelligence are analyzed, including the models proposed by P. Salovey and J. Mayer, D. Goleman, and others, which define it as an integral ability of an individual to understand and manage emotions for effective interaction with others. The second section explores the essence of personal boundaries, their functions, and types. It is determined that personal boundaries help individuals maintain psychological balance, autonomy, and effective interaction with the social environment. The main types of boundaries—physical, emotional, and mental—are considered, which regulate an individual's interaction with others and help avoid negative external influences. The third section focuses on the relationship between emotional intelligence and the formation of personal boundaries. It analyzes how the level of emotional intelligence contributes to emotional awareness and regulation, the establishment of effective interpersonal boundaries, and the prevention of manipulation and psychological space violations. Particular attention is paid to aspects such as the impact of empathy on understanding one's own and others' boundaries, the importance of social skills in maintaining them, and the influence of self-regulation on the ability to maintain psychological resilience in challenging situations. The conclusions highlight the

importance of developing emotional intelligence in forming and maintaining healthy personal boundaries, which contributes to improving quality of life, strengthening psychological resilience, and establishing harmonious interpersonal relationships. The necessity of developing emotional competence as a tool for self-awareness, self-esteem enhancement, and effective social interaction management is emphasized. This article may be useful for professionals in the fields of psychology and pedagogy, as well as for anyone seeking to develop their emotional intelligence and improve their skills in building healthy personal boundaries.

Keywords: emotional intelligence, personal boundaries, psychological space, self-awareness, empathy, social skills, self-regulation.

Formulation of the problem. Emotional intelligence is one of the key concepts in modern psychology, reflecting important aspects of self-regulation, interpersonal interaction, and personal growth. This topic has attracted the attention of researchers and practitioners, as the level of emotional intelligence directly influences a person's ability to establish healthy personal boundaries, maintain psychological balance, and build harmonious relationships with others.

The issue of forming and maintaining personal boundaries is of particular significance in contemporary society, which is characterized by intensive social changes, high levels of informational overload, and an increasing need for emotional resilience. The lack of clear personal boundaries can lead to emotional exhaustion, decreased self-esteem, and interpersonal relationship difficulties, making the study of this issue highly relevant.

Analysis of recent research and publications. The relevance of the topic is further emphasized by the fact that emotional intelligence is considered a crucial factor in the development of psychological resilience and adaptability. Both domestic (Liashch O.P., Hryhoriieva O.V., Palamarchuk O.M., Haba I.M., Moskalenko V.V.) and foreign (Salovey P., Mayer J., Goleman D., Bar-On R.) researchers have devoted their work to analyzing the structural components of emotional intelligence and its impact on various aspects of psychological functioning, including the ability to establish and maintain personal boundaries.

Despite significant scientific achievements in the study of emotional intelligence, several questions remain regarding its role in the formation of personal boundaries, the mechanisms of their functioning, and strategies for developing emotional competence. Further exploration of these aspects is crucial for developing practical recommendations aimed at enhancing an individual's psychological well-being.

The purpose of this article is to summarize contemporary scientific approaches to understanding the relationship between emotional intelligence and personal boundaries, analyze their key components, and highlight their significance for establishing healthy interpersonal relationships. Through the analysis of scientific literature and previous studies, we aim to create a comprehensive understanding of this issue and outline possible ways to develop an individual's emotional competence.

Outline of the main material.

1. Emotional Intelligence: Concept and Structure

Emotional intelligence (EI) is an essential psychological mental ability that determines an individual's capacity to recognize, understand, regulate, and effectively utilize their own emotions, as well as the emotions of others, to achieve personal and social goals. The concept of emotional intelligence was first introduced by P. Salovey and J. Mayer in 1990, who defined it as the ability to accurately perceive, evaluate, and manage emotions. Later, D. Goleman expanded this concept by proposing a model of emotional intelligence that includes various psychological skills necessary for social adaptation and personal development.

Emotional intelligence differs from cognitive intelligence in that it emphasizes not only rational perception of the world but also the ability to manage emotions, which is critically important in decision-making, interpersonal interactions, and adaptation to stressful situations.

Today, psychological science presents several key approaches to defining and structuring emotional intelligence:

1. The ability model
2. The trait model
3. The mixed model

According to research by J. Mayer and P. Salovey, the ability model considers EI as a set of cognitive abilities that include:

- Perception of emotions(the ability to recognize emotional signals in oneself and others);
- Understanding emotions(the ability to analyze and interpret emotional reactions);

- Regulation of emotions(the ability to manage one's emotions and adapt to various situations);
- Using emotions in thinking(integrating emotions into cognitive processes to improve decision-making)[1].

Within the trait model, emotional intelligence is viewed as a set of personality characteristics and behavioral dispositions related to emotions. This approach, proposed by K. Petrides, focuses on stable individual traits that define a person's way of responding to emotional stimuli and their capacity for adaptation in various social situations. Unlike models that consider EI as a cognitive ability, the trait model emphasizes personal qualities that contribute to emotional competence and effective interpersonal interaction.

K. Petrides identified key components of this model, including adaptability, assertiveness, self-perception of emotions, emotional expression, management of others' emotions, emotional regulation, low impulsivity, the ability to build strong interpersonal relationships, adequate self-esteem, self-motivation, social awareness, stress management, empathy, joy and life satisfaction, and optimism. These components reflect various aspects of an individual's emotional functioning and determine their capacity for adaptation, emotional stability, and social interaction.

According to Petrides' approach, emotional intelligence is an integrated system of personal characteristics shaped by life experiences and social environment. A high level of emotional intelligence within this model contributes to an individual's ability to effectively manage their emotions, establish healthy personal boundaries, and achieve harmony in relationships with others. Conversely, insufficient development of certain traits can lead to difficulties in social adaptation, communication breakdowns, and increased emotional vulnerability[2].

The mixed model of emotional intelligence proposed by D. Goleman combines cognitive abilities and personality traits, encompassing the following key components:

- Self-awareness(the ability to understand one's own emotions and their impact on behavior);
- Self-regulation(the ability to control one's emotional responses);
- Motivation(the drive to achieve set goals while considering emotional aspects);
- Empathy(the capacity to understand the emotions of others and show compassion);
- Social skills(the ability to interact effectively with others, build trustful relationships, and manage social situations)[3].

According to modern psychological perspective, the structure of emotional intelligence consists of several key components::

- Emotional self-awareness and self-actualization;
- Emotional self-regulation;
- Emotional motivation;
- Empathy;
- Social skills.

In addition, Nosenko E.L. and Kovryga N.V. expand the five-factor model of emotional intelligence by highlighting additional components such as neuroticism, extraversion, and flexibility. The researchers also emphasize that a high level of emotional intelligence correlates with a well-developed inner world of an individual, the presence of alternative behavioral strategies, and an internal locus of control, which enables a person to maintain psychological comfort regardless of situational demands[4].

Emotional self-awareness is a fundamental component of emotional intelligence that encompasses an individual's ability to recognize, understand, and analyze their own emotions in various situations. According to humanistic psychology, the process of self-actualization contributes to the deepening of emotional self-awareness by helping individuals realize their needs, values, and aspirations. A self-actualized person is capable of profound reflection, which allows them to better control their emotions, make well-balanced decisions, and interact harmoniously with others.

During the self-actualization process, the ability for self-assessment, self-regulation, and conscious selection of behavioral strategies develops, which contributes to the formation of effective personal boundaries. Awareness of one's own emotions and motives enables individuals to avoid impulsive decisions, establish authentic relationships, and achieve harmony in interpersonal interactions[5].

Emotional self-regulation is a crucial component of emotional intelligence that directly influences an individual's ability to establish and maintain healthy personal boundaries. The ability to control one's emotional responses, understand their nature, and express them effectively helps individuals to clearly define their boundaries in interpersonal interactions. People with a high level of emotional self-regulation are better at recognizing situations that may threaten their boundaries and respond constructively to

challenges, avoiding manipulation or excessive emotional strain. Furthermore, the ability to manage emotions helps prevent impulsive behavior, contributing to emotional balance and the development of stable and harmonious relationships.

Emotional motivation defines an individual's ability to utilize their emotions to achieve goals, maintain inner balance, and assert personal boundaries in interpersonal relationships. People with a high level of emotional motivation are aware of their values, priorities, and needs, which enables them to clearly define personal boundaries without feelings of guilt or fear of social disapproval. Intrinsic motivation helps to maintain a balance between personal desires and external demands, encouraging decision-making that aligns with individual goals and protects the psychological space of the personality.

Empathy, as one of the key components of emotional intelligence, enables individuals not only to understand the emotional states of others but also to recognize their own needs and boundaries in interactions. Well-developed empathy contributes to the establishment of harmonious interpersonal relationships, where the autonomy of both parties is respected. By deeply understanding the intentions and emotional signals of others, a person with a high level of empathy can effectively set boundaries without succumbing to excessive influence or emotional overload. At the same time, empathy helps to avoid manipulations and ensures the ability to say "no" in situations that may contradict personal values or cause internal discomfort.

Developed social skills enable individuals to interact effectively in the modern informational environment, particularly in the online space, where communication is influenced by globalization processes and the high speed of information exchange. The ability to clearly articulate expectations and flexibly establish personal boundaries contributes to psychological comfort and helps prevent potential conflicts. A crucial aspect is the ability to assertively express needs and critically analyze information, which helps avoid virtual dependency and ensures a harmonious balance between real and digital environments. Individuals with a high level of social skills in the online space are capable of eco-oriented interaction, which involves the responsible use of digital resources, the creation of a safe communication environment, and the support of personal development through constructive information exchange[6].

Neuroticism reflects an individual's tendency toward emotional instability, anxiety, and heightened sensitivity to stressful situations. Individuals with a high level of neuroticism often struggle with regulating emotional responses, which can complicate the process of establishing and maintaining personal boundaries. A high level of neuroticism is associated with a predisposition to negative emotions such as fear, anxiety, irritability, and depression, which can lead to increased emotional vulnerability and difficulties in interpersonal interactions. On the contrary, a low level of neuroticism indicates emotional resilience, the ability to effectively cope with stressors, and maintain psychological comfort even in challenging life circumstances.

Extraversion reflects social activity, openness to communication, and a tendency toward external interaction. Individuals with a high level of extraversion exhibit emotional expressiveness, initiative in establishing contacts, and a propensity for active participation in social life. They usually adapt easily to changes, derive satisfaction from social interactions, and possess well-developed communication skills, which facilitate the effective establishment of personal boundaries. On the other hand, individuals with a low level of extraversion (introverts) tend to prefer solitude, focus on their inner world, and be selective in interpersonal contacts. This preference can make it challenging to establish open communication and may affect the process of managing emotions in social situations.

Mental Flexibility ensures an individual's ability to adapt to changes, respond quickly to new circumstances, and effectively manage emotions in unpredictable situations. A high level of flexibility allows a person to remain open to new opportunities, seek alternative solutions to problems, and regulate emotional responses according to specific situations. Individuals with well-developed emotional flexibility can cope with stress more easily, maintain a balance between different aspects of life, and sustain emotional stability under challenging conditions. Conversely, low flexibility may lead to behavioral rigidity, difficulty in accepting changes, and excessive stress reactions to new challenges[7].

Thus, emotional intelligence is a multidimensional phenomenon that encompasses both cognitive abilities and personal traits, which determine the success of adaptation and social interaction. Its development directly influences an individual's ability to establish and maintain healthy personal boundaries, which is a crucial factor in ensuring psychological well-being.

2. Personal Boundaries: Essence and Types

Personal boundaries are a psychological concept that defines the limits between an individual's inner world and the external environment. They are an integral element of personal development and self-

determination, enabling individuals to maintain their autonomy, emotional well-being, and effective interpersonal interactions. Properly established personal boundaries help prevent emotional exhaustion, stress, and contribute to sustaining healthy relationships with others.

The essence of personal boundaries lies in an individual's ability to recognize and regulate their own needs, desires, emotions, and rights while distinguishing between their responsibilities and those of others. Establishing clear boundaries allows individuals to define what is acceptable or unacceptable in communication and interaction with others. By setting and maintaining healthy personal boundaries, individuals can foster self-respect, enhance their emotional resilience, and create a balanced relationship dynamic that respects both personal and collective well-being.

Personal boundaries serve several essential functions that contribute to an individual's psychological well-being and social interactions. The primary functions of personal boundaries include: Особистісні кордони виконують такі основні функції:

- Protective Function(ensures psychological safety, helping individuals avoid manipulation and toxic relationships. Well-defined boundaries act as a shield against emotional and mental harm, enabling individuals to maintain their integrity and security in various interactions);
- Identification Function(helps individuals recognize their unique identity and distinguish themselves from others. This function supports self-awareness and the development of a strong sense of self, enabling individuals to understand their values, preferences, and priorities);
- Regulatory Function(facilitates effective management of emotions and behaviors. Personal boundaries help individuals regulate their emotional responses, control impulses, and develop adaptive coping strategies in different situations);
- Communicative Function(allows individuals to establish mutual understanding and harmonious relationships in society. Clear personal boundaries contribute to healthy communication by promoting assertiveness, respect, and empathy in interpersonal interactions).

Poorly established personal boundaries can lead to consequences such as emotional exhaustion, decreased self-esteem, dependence on others' opinions, and difficulties in decision-making.

Personal boundaries can be classified into several types based on their nature and functional purpose. The main types of personal boundaries include:

- Physical;
- Emotional;
- Mental.

Physical boundaries regulate the limits of acceptable physical proximity in interpersonal relationships, helping to maintain comfort and a sense of security. The establishment of physical boundaries depends on personal beliefs, cultural norms, and an individual's level of trust in others. For example, some people feel comfortable with close physical contact, while others require more distance to preserve their personal space.

Physical boundaries violation can cause discomfort, anxiety, and even a sense of threat, especially when the intrusion occurs without the person's consent. This can include intrusive touches as well as failure to respect personal space in social situations. An important aspect of establishing physical boundaries is an individual's ability to recognize their own needs and openly communicate them to others, which is a crucial function of well-developed emotional intelligence.

Emotional boundaries allow individuals to clearly distinguish their own feelings, emotions, and attitudes toward others while maintaining emotional balance and independence. They help establish limits in interpersonal relationships, preventing excessive emotional influence from others. Healthy emotional boundaries enable individuals to openly express their feelings without fear of judgment and avoid taking responsibility for others' emotional states. Poorly established emotional boundaries can lead to increased vulnerability, emotional dependency, and loss of personal identity, whereas overly rigid boundaries may create difficulties in establishing trust in relationships.

Mental boundaries help individuals achieve continuous growth in spiritual resilience and self-love by defining their ability to maintain their beliefs, values, and worldview independently of external influences. They ensure internal integrity, allowing individuals to critically evaluate information, make their own decisions, and defend their viewpoints without succumbing to external pressures. Well-defined mental boundaries enable a person to distinguish their thoughts and judgments from societal norms and constructively engage with people who hold different beliefs[8].

Poorly established mental boundaries can lead to doubts about one's values, excessive susceptibility to others' opinions, and a loss of personal identity. A person lacking clear mental boundaries may easily

succumb to manipulation, experience internal conflict, or suffer emotional exhaustion due to a constant effort to meet others' expectations.

Developing healthy mental boundaries involves cultivating critical thinking, self-awareness, and the ability to reflect. A well-developed emotional intelligence facilitates the awareness of personal mental boundaries, helping individuals respond appropriately to external influences and make well-grounded decisions in line with their own beliefs and life values.

The formation of personal boundaries is a complex process influenced by various factors, which can be identified as follows:

1. Family upbringing;
2. Social influences;
3. Self-esteem level;
4. Emotional intelligence level.

Family plays a crucial role in the formation of personal boundaries, as it is within the family environment that a child first gains an understanding of acceptable limits in interactions with others. Parents and other significant adults model behavioral patterns that demonstrate how to establish and maintain boundaries in communication, protect one's rights, and respect the personal space of others. In a healthy family environment, a child learns to recognize their own needs, express them, and assert their point of view without fear of judgment or rejection. At the same time, excessive control or, conversely, parental neglect can lead to the development of weak or overly rigid boundaries in adulthood..

In families with an authoritarian parenting style, children often experience violations of their personal boundaries, which can result in an underdeveloped ability for self-expression and a tendency to submit to external influences. On the other hand, in families where permissiveness dominates, children may not learn to recognize the boundaries of others, leading to difficulties in interpersonal relationships.

Social influences, such as cultural traditions, societal expectations, and norms, significantly impact how an individual perceives boundaries in relationships and the extent to which they feel comfortable within them. For example, in environments with a high level of support and mutual respect, individuals can easily establish and maintain healthy boundaries. Conversely, in settings with excessive social pressure or criticism, boundaries may become blurred or overly rigid.

The influence of society is also manifested through mass media, social networks, and cultural norms, which shape an individual's perception of acceptable boundaries in behavior, communication, and personal life. Social expectations often exert pressure on individuals, compelling them to reassess their boundaries to conform to societal standards or avoid social disapproval.

Particularly significant is the impact of the immediate environment, which can either support an individual in the process of establishing personal boundaries or contribute to their violation by imposing external norms and perspectives.

Self-esteem determines how well a person recognizes their own worth, respects themselves, and can assert their needs in interpersonal relationships. Individuals with high self-esteem typically have clearly defined boundaries; they are confident in their decisions, do not allow others to violate their limits, and can openly express their needs and desires.

In contrast, individuals with low self-esteem often encounter difficulties in establishing boundaries, fear expressing their opinions, or sacrifice their own interests in pursuit of approval from others. Low self-esteem can contribute to the formation of blurred or overly flexible personal boundaries, making an individual vulnerable to manipulation, emotional exhaustion, and dependence on the opinions of others. Such individuals tend to take on more responsibilities than they can handle or struggle to say "no" in situations that compromise their personal comfort. Conversely, excessively high self-esteem can lead to the establishment of overly rigid boundaries, which may hinder communication and the development of trusting relationships[9].

The formation of healthy personal boundaries requires an awareness of one's own value and the ability to adequately assess one's capabilities. A high level of emotional intelligence contributes to the harmonious development of self-esteem, helping individuals objectively evaluate their strengths and weaknesses, which forms the foundation for establishing clear and flexible personal boundaries. The level of emotional intelligence is one of the key factors influencing an individual's ability to effectively establish and maintain healthy boundaries. Emotional intelligence encompasses the skills of recognizing, understanding, and managing one's own emotions, as well as the ability to consider the emotional states of others in interpersonal interactions. A high level of emotional intelligence enables individuals to clearly recognize their needs, communicate them effectively to others, and identify situations that may lead to

boundary violations in a timely manner. Such individuals are able to establish boundaries with respect for both themselves and others, avoiding conflicts and manipulations.

A low level of emotional intelligence, on the contrary, can lead to unclear boundary-setting, difficulties in self-expression, and a tendency to make compromises at the expense of personal interests. An individual who struggles to recognize or regulate their emotions may experience challenges in asserting their personal space, becoming overly dependent on others' opinions, or, conversely, establishing excessively rigid and isolating boundaries. The development of emotional intelligence contributes to the formation of flexible yet resilient personal boundaries, helping to maintain a balance between personal needs and social demands. Self-awareness, self-regulation, and empathy, as key components of emotional intelligence, assist individuals in avoiding toxic relationships, maintaining psychological stability, and fostering harmonious interactions with others.

Thus, personal boundaries are a crucial component of an individual's psychological well-being, ensuring a balance between their inner world and the external environment. Emotional intelligence plays a significant role in the establishment and maintenance of these boundaries, helping individuals define their limits, preserve emotional equilibrium, and build harmonious interpersonal relationships.

3. The Relationship Between Emotional Intelligence and Personal Boundaries

The establishment and maintenance of healthy personal boundaries are essential aspects of an individual's psychological well-being. One of the key factors influencing this process is the level of emotional intelligence, which helps individuals become aware of their needs, recognize emotional cues, and effectively manage relationships. Emotional intelligence enables the ability to accurately define boundaries between one's own emotions and the feelings of others, fostering self-awareness, emotional resilience, and confidence in asserting personal boundaries.

The key components that closely connect the development of emotional intelligence with the formation of personal boundaries include:

- Awareness of personal needs;
- Emotion regulation;
- Empathy;
- Development of social skills.

Developed emotional intelligence helps individuals better understand their emotional needs, which is a crucial step in establishing healthy personal boundaries. People with a high level of emotional self-awareness can recognize moments of discomfort and identify which boundaries are acceptable to them and which are not. This enables them to openly communicate their expectations and prevent violations of their personal space.[10]. On the other hand, individuals with a low level of emotional intelligence may not be aware of their own needs, which can lead to blurred boundaries and difficulties in communication.

The ability to effectively regulate emotions is another important component in the connection between emotional intelligence and personal boundaries. People with well-developed self-regulation skills can respond calmly to situations where their boundaries are violated, without resorting to aggression or passive behavior. Self-regulation supports the ability to assert personal boundaries constructively while maintaining harmonious relationships with others. At the same time, a lack of emotional self-regulation skills can lead to an inability to say "no" in important situations or, conversely, to excessive emotional reactivity.

Empathy, as one of the key components of emotional intelligence, allows for a better understanding of the feelings and intentions of others, which helps establish personal boundaries without infringing on the rights and interests of others. A high level of empathy contributes to building healthy relationships based on mutual respect and open communication. Individuals with well-developed empathy can take into account the emotional needs of others without allowing excessive intrusion into their personal space. On the other hand, excessive empathy without boundary-setting skills can lead to emotional exhaustion and manipulation by others.

Social skills, which are an integral component of emotional intelligence, help individuals effectively establish and maintain personal boundaries in various areas of life. A person with well-developed social skills is able to clearly and appropriately articulate their needs, set boundaries in professional and personal relationships, and prevent manipulation or conflict situations. The lack of these skills can lead to difficulties in interacting with others, misunderstandings, and violations of personal boundaries.

Thus, the level of emotional intelligence determines how well a person can establish clear, healthy, and flexible personal boundaries. Individuals with a high level of emotional intelligence are more aware of their emotional responses, adapt effectively to changes in the social environment, and can protect their boundaries without damaging relationships with important people. Conversely, a low level of emotional

intelligence may lead to difficulties in asserting one's interests, often accompanied by feelings of guilt or fear of social rejection.

Conclusions and Prospects for Further Research. This article presents a comprehensive analysis of the relationship between emotional intelligence and personal boundaries, which play a key role in ensuring psychological well-being and effective interpersonal interaction. Contemporary approaches to understanding emotional intelligence proposed by researchers such as P. Salovey, J. Mayer, D. Goleman, K. Petrides, E.L. Nosenko, and N.V. Kovryga have been summarized. These scholars conceptualize emotional intelligence as the ability to be aware of, recognize, and regulate one's own emotions, as well as understand the emotional states of others. The study identifies the main structural components of emotional intelligence—emotional self-awareness, self-regulation, motivation, empathy, and social skills—and their impact on an individual's ability to establish, maintain, and protect healthy boundaries in relationships.

The analysis of scientific sources, including the research of D. Goleman, demonstrates that a high level of emotional intelligence is a crucial factor in effectively forming and maintaining personal boundaries, enhancing psychological resilience, improving social adaptation skills, and managing emotions in stressful situations. Particular attention is paid to the relationship between empathy and social skills as key factors in the process of setting personal boundaries, allowing individuals to balance openness to others while protecting their psychological space. It is established that a low level of emotional intelligence can lead to blurred or overly rigid boundaries, emotional exhaustion, difficulties in building harmonious relationships, and increased susceptibility to manipulation.

Practical recommendations presented in contemporary research emphasize the importance of developing key components of emotional intelligence for forming healthy personal boundaries. In particular, the development of emotional self-awareness contributes to a better understanding of one's needs and experiences, while self-regulation enables effective control over emotional reactions and helps avoid impulsive behavior in interpersonal relationships. Special emphasis is placed on the development of assertiveness as an important tool for defending one's boundaries, maintaining psychological well-being, and avoiding toxic relationships.

Thus, the results of the analysis indicate that the development of emotional intelligence is a necessary condition for the effective establishment and maintenance of personal boundaries, which, in turn, contributes to increased self-esteem, autonomy, and the ability to achieve harmonious social adaptation. Developing emotional competence fosters the formation of conscious behavioral strategies that allow individuals to maintain psychological comfort, interact effectively with others, and adapt to the changing conditions of modern society.

References

[1] Mayer J.D., Salovey P. The Intelligence of emotional intelligence. J.D. Mayer, P. Salovey. Intelligence. 1993.V.17. No 4. – 436 p.

[2] K. V. Petrides Trait Emotional Intelligence Society for Industrial and Organizational Psychology – London, 2010. № 3. – 138 p.

[3] Goleman D. Emotional intelligence / D. Goleman. – New York : Bantam Books, 1995. – 56 p.

[4] Palamarchuk O. M., Vizniuk I. M., Chukhrii I. V. Teoretychnyi analiz vyvchennia emotsiinoho intelektu v ukrainskii psykholohichnii nautsi. Naukovi innovatsii ta peredovi tekhnolohii, 2023, 13 (27) – 840 s.

[5] Palamarchuk, O. M, Haba I. M. Problema samoaktualizatsii osobystosti u zarubizhnii literaturi. Naukovi perspektyvy (Naukovì perspektivi), 2023, 10 (40) – 840 s.

[6] Lazarenko, N. I., Kolomiiets, A. M., Palamarchuk, O. M. Komunikatsiia v Internet-prostori: psykholohichnyi aspekt. Informatsiini tekhnolohii i zasoby navchannia, 2018, 65, № 3: 256 c..

[7] Nosenko E.L., Kovryha N.V. Emotsiinyi intelekt: kontseptualizatsiia fenomenu, osnovni funktsii. Kyiv: Vyshcha Shkola, 2003. – 138 s.

[8] Chernata T. Personal boundaries: definition, role, and impact on mental health. Personality and Environmental Issues, 2024. Volume 3, Issue 1. – 26 p.

[9] Hryhorieva O., Drapaka A. Psykholohichni mezhi osobystosti ta metod otsinky yikh sformovanosti. Kyiv: Nauka i osvita. 2013. (№ 1 – 2). 386 s.

[10] Kravchenko A. V. Emotsiinyi intelekt u KhKhI stolitti yak odyn z naivazhlyvishykh soft-skills osvitnoho protsesu. Akademichni vizii, 2023, Vypusk №24 – 198 s.

Review received 16.09.2024

UDC 159.923:314.151.3-05473 **DOI: 10.31652/2786-6033-2024-3(3)-67-73**

Olena Popova
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
Candidate of Philosophical Sciences, associate professor of the Department of psychology and social work
popovaelena2667@gmail.com,
https://orcid.org/0000-0002-0157-4642
Olha Marushchak
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
Master's Student of the Department of psychology and social work
marushakolga05@gmail.com
https://orcid.org/0009-0009-2090-5273.

FEATURES OF SOCIAL INTEGRATION OF INTERNALLY DISPLACED PEOPLE AS A TECHNIQUE OF SOCIAL WORK

Під час збройної агресії багато людей втрачають свої домівки і можливість спокійного проживання, тому важливою є інтеграція у новий соціальний простір, психологічна реабілітація та підтримка. ВПО – це люди, що пережили біль втрати та перебувають в постійному стресі, що зумовлена жахіттями війни, вимушеним переїздом через руйнування постійного місця проживання або неможливістю там перебувати через військові дії чи окупацію країною-агресором. Порушення звичної стабільності життя, втрата близьких людей – всі ці та інші ознаки негативно впливають на здоров'я та психологічний стан особистості.

На долю ВПО випали три (а для когось 10-ти) років важких випробувань. Погіршення економічної ситуації, посилення системної кризи, зростання бідності і соціальної нерівності відбувається зараз. Очікування швидкого завершення війни не справдилося, кількість вимушених переселенців збільшується. Проблеми вимушених переселенців залишаються слабо вирішеними.

У вимушено переміщених людей виникає відчуття дискомфорту, внаслідок чого знижується соціальна активність, підвищується рівень тривожності, з'являється почуття невизначеності, а іноді агресії та негативного ставлення до оточуючих. Проблеми роботи з ВПО мають соціально-політичний характер та потребують комплексної соціально-педагогічної роботи із залучення різних ресурсів, що сприяють соціальній інтеграції ВПО у новий суспільний простір, адаптації до інших умов та загалом полегшують їх перебування на новому місці. Тому питання соціальної інтеграції набуває особливої актуальності та потребує детального наукового обґрунтування, пошуку нових технологій соціальної роботи, що якісно підвищать рівень соціальної служби загалом.

Ключові слова: окупація, мігранти, біженці, внутрішньо переміщені особи (ВПО), соціальна інтеграція, збройний конфлікт, ментальне здоров'я.

During the armed aggression, many people lose their homes and the possibility of a peaceful life, so integration into a new social space, psychological rehabilitation and support are important. IDPs are people who have experienced the pain of loss and are under constant stress caused by the horrors of war, forced displacement due to the destruction of their permanent place of residence or the inability to stay there because of military operations or occupation by the aggressor country. Violation of the usual stability of life, loss of loved ones - all these and other signs have a negative impact on health and psychological state of the individual.

The IDPs has had three (and for some, 10) important trials. A deterioration in the economic situation, an intensification of the systemic crisis, an increase in poverty and social unevenness is expected at the same time. The expectation that the war was soon to be completed did not materialize, as the number of displaced displaced people increased. The problems of the displaced migrants will be alleviated.

Internally displaced people experience a sense of discomfort, which results in a decrease in social activity, increased anxiety, a sense of uncertainty also occurs together with occasional aggression and negative attitudes toward others. The problems of working with IDPs are socio-political in nature and require comprehensive social and pedagogical work involving various resources that facilitate the social

integration of IDPs into a new social space, adaptation to other conditions and generally facilitate their stay in a new place. Therefore, the issue of social integration is of particular relevance and requires a detailed scientific substantiation, search for new technologies of social work that will qualitatively improve the level of Human Services in general.

Key words: Occupation, migrants, refugees, internally displaced persons (IDPs), social integration, armed conflict, mental health.

Introduction: Since 2014, the Russian armed aggression on the territory of Ukraine has led to the emergence of numerous internal migrants, or rather internally displaced persons (IDPs), who were forced to leave their homes to escape the military conflict and as a result of the occupation of Luhansk and Donetsk regions and the annexation of the Autonomous Republic of Crimea. The concept of "internally displaced person" in different countries has certain differences in interpretation, in particular in establishing the reasons why IDPs leave their places of permanent residence. The vast majority of countries define the reasons as: human rights violations, threat to life and health, violation of public order. However, regulatory and legal acts focus on human rights violations and armed conflicts, and only in the legislation of Ukraine has emergency situations of a natural or man-made nature been added.

Internally displaced people experience a sense of discomfort, which results in a decrease in social activity, increased anxiety, a sense of uncertainty also occurs together with occasional aggression and negative attitudes toward others. The problems of working with IDPs are socio-political in nature and require comprehensive social and pedagogical work involving various resources that facilitate the social integration of IDPs into a new social space, adaptation to other conditions and generally facilitate their stay in a new place. Therefore, the issue of social integration is of particular relevance and requires a detailed scientific substantiation, search for new technologies of social work that will qualitatively improve the level of Human Services in general.

Objective: To study the peculiarities and mechanisms of social integration of internally displaced people as a technique of social work. According to the stated goal, the following tasks are expected to be solved:

1. Study of the history of the concept of “internally displaced person” in world practice.
2. Identification of regulatory and legal mechanisms for the protection and social integration of IDPs in Ukraine and in international practice.
3. The effectiveness of measures of social integration of IDPs under martial law.
4. Methodological recommendations for the implementation of technology aimed at the social integration of internally displaced people.

As a result of the armed conflict in eastern Ukraine and then the full-scale invasion of Russia, several new groups of people appeared. They became in need of social protection:

- civilians who were held captive and suffered from violence and torture, but did not receive a disability;
- civilians who were held in captivity for a long time and as a result of suffering from ill-treatment, violence and torture became disabled;
- civilians who received numerous injuries but did not acquire a disability;
- civilians who acquired disabilities as a result of bodily injuries in captivity;
- disabled family members of civilians who died in captivity or as a result of hostilities. [1].

The emergence of internally displaced people is a major change in the structure of social work in Ukraine, as the social service was not ready for this group of people. At the same time, it is important to develop an effective system of social protection for IDPs as a rather vulnerable category of people in a relatively short period of time to ensure social support. Displacement leads to a number of social issues: the creation of certain isolation of IDPs, social exclusion, violence, poverty, lack of social protection, problems of employment, housing, education, etc. According to the guidelines of the United Nations High Commissioner for Refugees (UNHCR), internally displaced persons are defined as people or groups of people who have been forced to flee or leave their homes or places of residence in order to avoid the consequences of armed conflict, situations of generalized violence, violations of human rights and natural or man-made disasters, and who have not crossed an internationally recognized state border of the country [2].

Our country is one of the leading countries in Europe in terms of the number of IDPs. Given this fact, the study of the legal status of IDPs is of particular relevance.

The analysis of the first social practices of supporting internally displaced people in Ukraine in terms of crisis management services, psychological support and comparative analysis of Ukrainian and

international experience is quite relevant.

Social work and support for internally displaced people should be aimed at reducing dependence on humanitarian aid and restoring resilience, production capacity and potential opportunities for personal and collective activity of IDPs in the socio-cultural and production life of the state, activating public and socio-cultural institutions that will contribute to regional and national development. Therefore, the main task of social services in such circumstances is not to ensure the survival of IDPs in the new environment, but to facilitate their social integration and independent development under new conditions. In order to achieve the desired result, the package of services for internally displaced people should be planned, well-thought-out, systematic and collective, and not in the form of irregular one-time assistance.

Researchers at the International Organization for Migration (IOM) provide proposals for assessing various indicators of similarity between the behavior of IDPs and the local population. Studies of EU countries, Canada and the United States establish the optimal period for foreign migrants to integrate into local communities, which is from 5 to 10 years. [3].

Integration is the affinity of identities and the creation of mechanisms for the joint use of resources of IDPs and local communities. A feature of integration is the timely justification of the importance of one's own culture and the acceptance of the culture of local residents, which is necessary for the perception of the uniqueness and uniqueness of the system of cultural values of different regions of the state and the establishment of ties with the host country, the establishment of effective life activities [3].

The process of social integration is preceded by social inclusion as a dimension of the successful development of society, which is based on the recognition of different social groups, their acceptance and the establishment of interpersonal contacts.

It is worth noting that IDPs can be an important resource for innovative community development:

- can act as innovators of ideas for the development of production in the local community;
- have the potential to support post-industrial development;
- can contribute to attracting external (international) financial resources;
- accumulating intellectual potential, can act as centers of educational and scientific centers [2].

It has been established that social workers can use different strategies when working with IDPs. According to the duration of implementation, they are divided into short-term (forced crisis intervention, solving specific individual tasks) and long-term (implementation of systemic social work, where the issue of human-centeredness and economic capacity is conceptually addressed).

During crisis intervention, various support techniques should be used: informing and instructing (IDPs should have accessible information on where to go, where and what kind of assistance can be obtained, how to use various recovery techniques correctly and effectively); using pictures, booklets and other means of communication (memos, brochures, support and information websites, road maps); providing possible support and assistance from other people; voicing different emotional states; helping IDPs to identify their further actions and strategies of personal behavior; providing sufficient time for emotional recovery; using the technique of reflection; identifying problems and characterizing them; reaching constructive agreements on further work on solving the problem; and constantly reviewing the process of social work implementation. In the case of assistance in the period of crisis intervention, it should be added that a social worker does not influence the course of the traumatic event and the crisis that has arisen but works exclusively with its consequences.

At the same time, the social worker takes the initiative and assumes his/her responsibility. An effective form of interaction is work that includes the provision of social assistance outside the relevant social institution in the places where IDPs are located, i.e. in the relevant camps or modular towns, dormitories, etc. The tactical method of implementing this type of social work is to perform gradual step-by-step actions aimed at solving the tasks of restoring the social functioning of IDPs. The fulfillment of the tasks implies, of course, a meeting of the IDP family with a social worker and the implementation of appropriate planned actions between such meetings. Instead, the implementation of long-term social impact strategies involves multi-level assistance to IDPs in the form of individual interaction, establishing ties with the community and representing the interests of IDPs; their participation in collective events and political actions. Long-term programs are focused on restoring the relationship between public and social structures and the individual, and involve the creation of local support systems, the use of the potential of the public, volunteer organizations, etc. Some representatives of social protection believe that effective and efficient assistance to IDPs is possible through the use of a community-based approach and local forms of support and social assistance.

In recent years, Ukraine has experienced a rather tense situation in terms of providing support to

IDPs, as their number has increased significantly as a result of the full-scale invasion, and the problem remains poorly understood and focused on international humanitarian assistance. UNHCR has conducted an expert assessment of IDPs' needs, which revealed that the priority needs in clude: humanitarian (food and clothing), medical, housing, legal (restoration of documents), and psychological. Secondary, but no less important, are the following needs: economic (job search and employment), legal (representation in court, legal advice on restoring private property, business, re-registration of enterprises, etc.), political (exercise of voting rights, etc.), social (restoration of social status, participation in the life of the local community, tolerance on both sides, equal access to public goods), cultural and educational.

In general, the analysis of the results of the study of the needs of internally displaced people in Ukraine and international practices has a number of similarities and differences. However, the researchers of the NGO "Ukrainian Institute for Social Research after Oleksandr Yaremenko" separately identified the problem of Ukrainian IDPs, which is the formation of value orientations: identity with Ukraine, fostering a sense of patriotism, tolerance, legal culture, etc. Currently, the most urgent issue is the problem of solving housing and living conditions for IDPs: providing humanitarian aid, improving the quality of living conditions, preventing traumatic experiences (providing psychological support for post-traumatic syndromes and trauma counseling), assistance in childcare, providing access to education, individual and specific needs.

It is important to consider international models of crisis intervention that have been implemented in the practice of international social work. Experience shows that internally displaced people primarily need social and administrative services, but psychological support is an integral part of social work with IDPs. It is rational to involve international donor organizations in solving these problems. The peculiarities of social integration of IDPs have their own philosophical context: these people are usually characterized by a consumer approach and special value orientations aimed at satisfying primarily biological and social needs. The prospects for contemplating the future are also somewhat narrowed.

According to the results of monitoring studies, the behavior of IDPs determines various aspects of attitudes towards worldview and socio-humanitarian components: the state, family, language, traditions, religion, as well as different socio-cultural orientations, unique views on the future, etc. [2].

Therefore, social support and the implementation of integration and adaptation measures have their own specifics and should be based on encouraging internally displaced people to take active action, rather than on developing dependence on outside assistance. That is, the philosophical content of social integration is that IDPs should take an active civic position, find affordable housing, find employment and integrate into a new social environment, and manage without outside help. These requirements reinforce the need to improve the professional competence of social workers, to train them in the skills of activating internally displaced people and implementing techniques aimed at solving key social support tasks, and to apply different approaches to providing professional assistance depending on the situation. Social workers should also have strategies and tactics for community development, for formation of social resources and the ability to self-activate, for involvement of community groups and for creation of a volunteer movement.

The Council of Europe standards for Ukraine provide social support for internally displaced people. In particular, back in 2006, the Council of Europe developed the Recommendations of the Committee of Ministers of the Council of Europe, which are the main requirements for guaranteeing the rights and freedoms of IDPs in member states. To support our country in responding to the systemic challenges of internal displacement, the Council of Europe launched the project "Strengthening the protection of human rights of internally displaced persons" [1].

Various forms, methods and techniques can be used to provide social support for the integration of IDPs. The most common is the provision of individual and group counseling on various social protection issues. It is also worth developing a system of training sessions on various topics and conducting them according to a pre-agreed convenient and flexible schedule. These activities should be comprehensive and can be conducted with the involvement of various specialists and focus on social integration in the socio-legal, socio-medical, socio-economic, socio-psychological, socio-pedagogical, socio-communicative, socio-cultural areas, etc. When conducting relevant trainings, it is important to use interactive engagement, game methods, including the use of modern digital technologies and cloud services, as well as to create a positive psychological environment and an atmosphere of trust and mutual support. After all, positive emotions are important for both children and adults. It is recommended that social educators create their own website or blog and post key information for IDPs, organize system of feed-back such as a "trust box" and citizens' appeals.

An important role in the structure of the mechanism for transforming pressing problems into

resources for the development of the community for the minds of integration of higher professional education is played by social-psychological and informational approaches. In the totality of all efforts to ensure a number of pressing problems for the host community, the need for the creation and support of active centers for social and psychological assistance of internally displaced people is leading. Another point in the structure of approaches to absolutely all problems that affect territorial communities is the need to promote a positive attitude towards higher education among the population, and third-fourths - to expand international It is clear that the work with migrants and the formation of government authorities and the self-creation of a positive image of enterprises, which are actively involved in the work of higher professional education. It is clear that the significance of socio-psychological approaches is gradually changing, as soon as their interactions with the transitions of the effective acquisition of before the life of the community are identified. Thus, the creation and support of active centers for social-psychological assistance of internally displaced people is the most effective social-psychological approach for overcoming transitions associated with the shortage of local resources for development problems of higher education, the level of motivation for higher education to integrate into the community, secure living conditions and unemployment. At the same time, it's time to change codes that are ignored by the community of special needs of internally displaced people, internal opposition to the community's integration of IDPS into the life of the community, and a variety of information for representatives of the local community. communities about the current problems of internally displaced people and the need for their support, sharing information with the public about the positive applications of internally displaced people integration. The most important step is to expand and spread propaganda among population for a positive setting Higher professional education, expansion of international coverage of work with migrants. Integration of higher education in the life of the community is accompanied by the formation and implementation of the resource potential of immigrants as an agent of the economic growth of the territorial community. The delay in the approach of the re-creation of higher professional education to the real resource of the development of the community from officials to the stimulation of migrants is actively involved in the life of the community to confirm that, regardless of the diversity of officials and motives, the main approaches related to the development of a multi-channel financial security system, the development of mortgage lending, accessibility for higher education programs to microcredit programs for the development or expansion of business and the security of financing of sovereign and regional programs from solving problems of malware. This is a group of important concerns related to the implementation of tax preferences for subjects of government, such as the administration of HPO. It is necessary to appreciate that in the structure of the approaches to the re-creation of higher professional education on the real resource of the development of the community, the third and fourth positions for the transport sector are dominated by the approaches to the provision of electoral rights to the Higher Professional Educational Institution, the implementation of the principles of democracy and improvement partnerships and coordination measures between government, civil and private sectors and international organizations to coordinate IDPs assistance projects[3].. It was important for the government to actively engage in the search for the minds of various minds and officials to stimulate the resettlers to actively pursue the life of the community. Since the main minds are tied to the need for material security, the third place is the development of social enterprise, as the tenth expert said. Remnants of the factor of active learning caused by the need for safe minds and a safe life, the third position of importance for this contingent of migrants is to establish partnerships and coordination measures for the implementation of projects help internally displaced people.

The integration of IDPs into a territorial community is primarily related to the importance of officials, the motives for stimulating their active involvement in the life of the host community. Analysis of the interrelationships of the positive legacies of the integration of IDPs in the territorial community and the main officials stimulating their active involvement in the life of the community to confirm that for that contingent, which is considered the main officials and the motives of "stimulating consumption in secure security, mind-blowing life, material well-being", the main positive consequences for the community manifest themselves first in the activation of entrepreneurial activity (the fifth respondent recognizes this is your inheritance). Another and third place for the positive impact of the community is the increase in the capacity of labor potential and the possibility of stimulating the development of the community for the sake of international assistance organization. For these representatives of migrants, the main incentives for integration into the life of the community are primarily associated with the need for social connections, updated social status and social activity, positive. The legacy of integration is evident in an increasing number of civil society organizations and in the growing number of underground social activities due to the number of activists from among the IDPs. The positive legacy of integration of this part of the migrants,

which is expected to be lost from the community in the future, is associated with the intensification of reception activities and growth the number of community meals in the community. [1].

Methodological recommendations for the implementation of social integration of internally displaced people in host communities are based on the principles of humanistic approach and democratization and provide for a phased implementation of the social support program for IDPs for their effective integration. First of all, it is important to mention that in order to implement professional social support for integration, it is advisable to monitor the problems and needs of IDPs, study their needs, psychological state, etc. Based on the results obtained, it is necessary to develop a social support program for the integration of IDPs into the host community. Such a program is based on the implementation of a comprehensive approach, taking into account legal, economic, medical, educational, psychological needs, etc. The program includes goals, objectives, expected results, a system of training sessions and effective systematic informing of internally displaced people about various areas of life and living in the community. In the process of establishing interaction with IDPs and conducting important social work, it is necessary to take into account the individual, age, and psychological characteristics of internally displaced people. It is also advisable to develop methodological content and relevant measures based on an integrated approach and with the involvement of specialists from various fields of management to provide more accurate and professional support. Social support should be permanent, continuous and it is important to organize post-program support for IDPs.

IDPs can also be actively involved in volunteer activities, which will allow them to feel themselves as a part of the community and engage in socially useful work as quickly as possible. It should not be forgotten that all IDPs have suffered psychological trauma, and therefore even simple communication can be useful and desirable for them, i.e. verbal support is also very important. All of the above-mentioned measures are democratic, person-centered and based on a humanistic approach.

Conclusions: So, the problem of social integration of IDPs is quite relevant and concerns various spheres of public life: medical, educational, political, cultural, etc. IDPs often face social and economic rejection, have difficulty adapting to new conditions and lack the desire to be active and develop. Therefore, it is important to organize proper social support, to direct work with IDPs to their active social integration into the local community. An equally significant aspect is to help meet the primary needs of such people and reduce their dependence on international charities and public organizations. IDPs should not perceive the situation as a tragedy and crisis, but as creating conditions for new opportunities and self-realization.

The emergence of IDPs gave rise to a number of problematic issues and qualitatively changed the structure of social services in terms of ensuring social protection of citizens.

Internally displaced people in Ukraine are a rather vulnerable category of people and have different behavior and needs from any other categories and require special social protection and assistance. Ensuring social integration is the leading guideline for the social service's work and involves the comprehensive implementation of psychological, social and economic measures. At the same time, IDPs are protected by international legal acts: The Convention relating to the Status of Refugees, the Convention on the Protection of Children against Sexual Exploitation and Abuse and other documents. Ukraine has a legal and regulatory framework for providing social assistance to IDPs, ensuring their rights and freedoms, and promoting social integration. All areas of work are important: providing housing, official employment, educational services and other types of humanitarian assistance, as well as psychological counseling, informing about various types of social protection within the framework of state policy, focusing on the restoration and preservation of mental health, etc. However, the entire system of social support and protection should be based on the active inclusion of IDPs in the new society and reducing their dependence on outside assistance. The functional appointment of a representative of the Commissioner for the Rights of Internally Displaced Persons is an appropriate and important aspect of the state policy, which contributes to the improvement of the level of social, legal and humanitarian assistance. In general, Ukraine has developed a system of legal regulation of social protection and integration processes for IDPs. A rather significant area of state activity is to facilitate the return of IDPs to their places of permanent residence according to their registration and the timely provision of social benefits and assistance.

It is advisable to take a comprehensive approach to addressing the issues of social integration of IDPs, using various forms, methods, and techniques to intensify IDPs' activities, provide psychological support, restore their emotional and volitional spheres, establish interpersonal interaction, and accelerate their rapprochement with the host community. Since work with IDPs in the area of social integration is continuous, long-term, and has a systemic nature, it is also advisable for social educators and social service workers to develop their own websites or blogs that will provide the most relevant information. Internet

resources can help to establish effective feedback to IDPs, provide them with online consultations, conduct individual and group conversations, etc. The implementation of social support is based on the principles of democratization and humanization of social relations.

The social integration of IDPs is a complex and lengthy process that requires collaborative efforts of IDPs, new society, governmental and non-governmental organizations. Social work is an important tool to facilitate the integration of IDPs.

References

[1] Bezpalova O. I. Problemni pytannia, poviazani z dotrymanniam prav liudyny pid chas provedennia antyterorystychnoi operatsii/operatsii Obiednanykh syl. Administratyvne pravo i protses. 2019. № 12. S. 154-159.

[2] Bidak V. Ya. Monitorynh naslidkiv vymushenoi mihratsii v konteksti pidvyshchenoi ryzykohennosti suspilstva. Ekonomika pratsi, demohrafiia, sotsialna polityka. 2018. Vypusk 3 (131) S. 88-94

[3] Fedorenko O. Osoblyvosti protsesu sotsialnoi intehratsii vnutrishno peremishchenykh osib z riznym typom poselennia (na osnovi serii fokus-hrup) Molodyi vchenyi, 2019. №2 (66), S. 534-539. URL: https://doi.org/10.32839/2304-5809/2019-2-66-115

Review received 18.09.2024

UDC 159.942 **DOI: 10.31652/2786-6033-2024-3(3)-74-81**

Tetiana Komar
Candidate of Psychological Sciences,
Associate Professor, Department of Psychology and Social Work
Vinnytsia State Pedagogical University
Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University
tanykomar1234@gmail.com.
https//orcid.org / 0000-0002-3105-2888

Iryna Burenko
Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University
Master (Ukraine)
burchenko16@gmail.com
https://orcid.org/0009-0000-1637-3117

PSYCHOLOGICAL FEATURES OF SELF-EFFICACY IN WIVES OF COMBATANTS

Стаття присвячена теоретичному та практичному вивченню психологічних особливостей самоефективності дружин учасників бойових дій. Досліджено вплив ситуації невизначеності на жінок, які залишаються в тилу під час відсутності чоловіків, а також після їх повернення додому. Проаналізовано поняття самоефективності як психологічного ресурсу, що допомагає адаптуватися до складних життєвих умов, та визначено чинники, які впливають на його формування. Особливу увагу приділено співставленню емоційного стану дружин із рівнем їх соціальної включеності.

Встановлено, що жінки часто стикаються з емоційним виснаженням, соціальним тиском, економічними труднощами та нестачею підтримки. З'ясовано, що відповідальність за сім'ю є ключовим мотиватором для активного пошуку внутрішніх і зовнішніх ресурсів. Серед таких ресурсів виокремлено соціальну підтримку, розвиток нових професійних навичок, поглиблення стосунків із дітьми та залучення до волонтерської діяльності. Визначено, що психологічний стан чоловіків після демобілізації значною мірою впливає на адаптацію дружин до нових сімейних умов.

Результати дослідження засвідчують, що складні життєві ситуації стають випробуванням на фізичну та психологічну стійкість жінок, водночас сприяючи розвитку їх самоефективності. Отримані дані можуть бути корисними для психологів, психотерапевтів, соціальних працівників у створенні програм психологічної підтримки дружин учасників бойових дій та їхніх сімей. Пропонуються рекомендації щодо розробки програм, спрямованих на збалансування емоційного стану жінок, розвиток навичок ефективного спілкування та методів самодопомоги. Особливий акцент зроблено на важливості виявлення та відновлення індивідуальних ресурсів, необхідних для покращення адаптації та гармонійного функціонування сімей військовослужбовців.

Визначено перспективи подальшої роботи, з метою покращення фізичного, емоційного, психологічного та моральних станів дружин учасників бойових дій, крім того досліджено особливості особистісних ресурсів, які допомагають жінкам справлятися з труднощами, пов'язаними з невизначеністю та розлукою. Отримані результати можуть бути корисними для психологів, психотерапевтів, соціальних працівників.Стаття може допомогти у розробці нових програм психологічної підтримки для дружин учасників бойових дій, а також для членів їх сімей.

Ключові слова: *самоефективність, учасник бойових дій, дружина військовослужбовця, соціальний тиск, особистісні ресурси.*

The article is devoted to the theoretical and practical study of psychological features of self-efficacy of wives of combatants. The influence of the situation of uncertainty on women who remain in the rear in the absence of their husbands, as well as after their return home, is investigated. The concept of self-efficacy as a psychological resource that helps to adapt to difficult life conditions is analysed, and the factors that influence its formation are identified. Particular attention is paid to comparing the emotional state of wives with the level of their social inclusion.

It is established that women often face emotional exhaustion, social pressure, economic difficulties and lack of support. It has been found that responsibility for the family is a key motivator for the active

search for internal and external resources. Among these resources are social support, development of new professional skills, deepening relationships with children and involvement in volunteer activities. It has been determined that the psychological state of men after demobilisation significantly affects the adaptation of wives to new family conditions.

The results of the study show that difficult life situations are a test of women's physical and psychological resilience, while contributing to the development of their self-efficacy. The data obtained can be useful for psychologists, psychotherapists, and social workers in creating psychological support programmes for wives of combatants and their families. Recommendations are offered for the development of programmes aimed at balancing the emotional state of women, developing effective communication skills and self-help methods. Particular emphasis is placed on the importance of identifying and restoring individual resources necessary to improve the adaptation and harmonious functioning of military families.

Prospects for further work to improve the physical, emotional, psychological and moral states of wives of combatants are identified, and the peculiarities of personal resources that help women cope with the difficulties associated with uncertainty and separation are also investigated. The results obtained can be useful for psychologists, psychotherapists, social workers.The article can help in the development of new psychological support programmes for wives of combatants and their families.

Keywords: *self-efficacy, combatant, military wife, social pressure, personal resources.*

Formulation of the problem. According to the Ministry of Veterans Affairs of Ukraine, in September 2022, almost 500,000 people received the status of combatants [6]. An important problem today is the provision of social and psychological assistance to veterans, combatants and their families. It is important to note that while combatants are away, the burden of caring for the family and its social and psychological well-being falls on those spouses who remain in the rear. Wives of military personnel who are outside the military confrontation are forced to deal not only with everyday work and household chores, but also make important decisions regarding children and parents; defend the interests of the family by appealing to the state authorities, etc. But even after a man returns from the combat zone, the situation can become even more complicated: a man may show signs of post-traumatic stress disorder or physical trauma, alienation and a desire for loneliness, or, on the contrary, aggressiveness and a tendency to alcoholism. A woman finds herself in a very difficult life situation, she is forced to adapt to new conditions of family life that she has never thought about. Such drastic changes require both the resources of a man to adapt to peaceful living conditions and the self-efficacy of a woman who also has to get used to the new situation.

Today, there are more and more publications dedicated to returning soldiers, but the complexity of the wife's experience of the situation remains unaddressed by researchers. It is the need to study the psychological resources of self-efficacy of wives of combatants in modern conditions that determines the relevance of the work.

The purpose of the article is to determine the psychological characteristics of self-efficacy in wives of combatants.

The tasks of the article are**:** to study the self-efficacy of military wives during their husbands' stay in the combat zone and after their return; to analyse the personal resources of female self-efficacy that are formed in the process of staying in these situations.

Methods. At the stage of preliminary research, the interview method was used to write a scientific publication. Ten wives of combatants were interviewed. Based on the data obtained, a questionnaire was developed to identify the psychological characteristics of the self-efficacy of wives of combatants. The questionnaire consisted of 12 questions, 6 of which were open-ended, and was based on the Methodology for Diagnosing the Level of Self-Efficacy (J. Maddux and M. Scheer). A further study involved 40 wives of combatants aged 20 to 50 years.

Analysis of recent research and publications. The problem of self-efficacy in psychology has been the subject of research by I. Brunov-Kalisetska, T. Zelinska, S. Zaniuk, V. Romek and others [4 p.288]. The concept of self-efficacy was developed by a representative of the socio-cognitive direction in psychology A. Bandura. This is a clearly structured system of scientific ideas, which includes explanations of sources, nature, mediation mechanisms, various influences (which reveal the idea of personal effectiveness) and recommendations for measuring self-efficacy. A. Bandura considers self-efficacy to be a crucial factor in human behaviour and defines it as an assessment of people's ability to organise and implement chains of actions necessary to achieve specified types of performance. Self-efficacy as a resource-based approach began to develop actively in humanistic psychology in the second half of the last century. Personal resources support, energise, and allow for the satisfaction of certain human needs. At the

present stage of scientific development, the concept of resources is considered within the framework of the theory of psychological stress. The most understandable is the concept of S. Hobfall, who notes that psychological resources are important for human adaptation to difficult life situations [3 p.14-16]. He distinguishes between such groups of resources as material objects (income, real estate) and intangible objects (goals, ideas, aspirations); external, including social support, family, friends, work, social status and internal resources, including self-esteem, professional skills and abilities, skills, interests, hobbies, character traits, optimism, self-control, life values, and belief system. According to S. Hobfall, it is the loss of a psychological resource that a person experiences as a state of psychological stress [1 p.200].

N. Oleksiuk's work reveals the idea of resource provision of social support for military families in the context of reforming the Armed Forces of Ukraine. The study by N. Denysevych also focuses on the search for psychotherapeutic strategies for wives of demobilised servicemen and family members [2 p.33-42].

Outline of the main material. An experimental study of the peculiarities of self-efficacy of wives of combatants was conducted on the basis of the municipal institution 'Centre for the provision of social services' of the Lipovets City Council. The sample consisted of 96 wives of combatants.

The first stage of the confirmatory experiment consisted in determining the psychological resources of combatants' wives and their ability to use them using the questionnaire "Psychological Resourcefulness of Personality" (PRP) by O. S. Step.

According to the respondents, there are low, medium and high levels of personal resourcefulness.

According to the Psychological Resourcefulness of the Personality Questionnaire (PRPQ), 8% of women have a low level, which indicates insufficient or poor development of psychological resources necessary for adaptation, overcoming stress and effective functioning of the individual in difficult life circumstances. A low level is not a static characteristic, but indicates areas that need attention and development. It is a signal to take measures to strengthen internal and external resources to improve the quality of life.

The average level of personal resourcefulness is observed in 60% of respondents. This means that women have a certain reserve of internal resources that they can use to cope with life's difficulties and stresses, but this reserve is not excessive or particularly high. A person with an average level of personal resourcefulness may encounter difficulties, but is usually able to find a way to overcome them without significant damage to their mental and emotional state.

A high level of personal resourcefulness is observed in 32% of respondents. This means that the wives of combatants have significant internal reserves of resources. A person with a high level of personal resourcefulness is usually more resilient to stressful situations, more emotionally stable, able to recover faster from difficult life events, and able to demonstrate greater endurance and perseverance in achieving their goals.

Most respondents are characterised by 'resistance' and a high level of personal resourcefulness in the second phase of emotional burnout. This relationship may indicate that women are currently compensating for the symptoms of the established phase, namely 'inadequate emotional response', 'emotional and moral disorientation' and 'expanding the range of rescue emotions' by increasing personal resourcefulness.

The next methodology used was the 'Psychological Wellbeing Questionnaire' (S. Karskanova's adaptation of K. Riff's methodology).

The Positive Relationships with Others scale showed that the majority of respondents, 74%, recognise the importance of support from their loved ones. This indicator indicates the existence of close and trusting relationships with loved ones, the desire to care about other people, the ability to empathise, love and intimacy, as well as the ability to find compromises in relationships.

The indicators of the scale 'Independence', the ability to stick to one's own beliefs, showed that 34% of answers 'strongly disagree' and 'somewhat disagree' are high, which indicates their independence and lack of influence from others. On the contrary, they can resist the pressure of their immediate environment in their intentions and actions, regulate their own behaviour and evaluate themselves based on their own standards. Instead, 5% of wives surveyed are completely dependent on the opinions and actions of others, they are concerned about the expectations and evaluations of others, they rely on the opinions of others when making important decisions, and they cannot resist social pressure in their thoughts and actions. 61% of respondents take into account the opinions and advice of their environment and society, but their decision-making is based on clear, personal considerations.

The indicator 'environmental management' showed a high value for 1% of respondents, these women are a model for the environment, control external activities, use available opportunities effectively, have the ability to create comfortable living conditions and achieve their goals. 22% of women have low scores, find it difficult to organise their lives, do not feel able to change or improve their current circumstances, and do not feel in control of the situation. Average indicators: 77% of respondents are able to cope with the current conditions of their lives, find a way out of problematic situations and keep their personal and family life under control.

If we count the answers to the questions on the Personal Growth scale (sense of further development and self-realisation), we can see that there is a large share of answers that contain the options 'rather agree' and 'strongly agree'. 12% of respondents who are constantly engaged in self-development and monitor their own personal growth and sense of self-improvement over time can realise their potential. Among the respondents with low personal growth, 8% of respondents find such response options as 'strongly disagree', they cannot learn new skills, do not feel personal progress over time, are bored and uninterested in life. The majority, namely 80 per cent of the surveyed wives of combatants have an average score in terms of personal development, i.e. they see the process of their self-development, can evaluate it and show prospects for further personal growth.

The analysis of the scale indicators 'Presence of life goals that determine the meaning of life' shows that 75% have beliefs that give life goals, have goals and life consciousness. 25% have a low score, i.e., on the contrary, they do not have clear life goals and do not feel the meaning of the present and the past, they lack beliefs that give life goals.

The next scale, 'self-perception', which includes a positive attitude towards oneself and events in one's life that have already taken place, shows that the lowest response rate is among those who fully agree that they would change a lot about themselves if possible (11%). This means that these women are dissatisfied with themselves, disappointed in their past and want to be different than they are now. High values of this parameter were found in 13% of those who strongly disagree with the possibility of changing something in themselves. That is, they acknowledge a positive attitude towards themselves, accept their personal differences, which include both good and bad qualities, and generally have a positive assessment of their own past. The highest value for 76% of the women participants is the average value of their self-perception, which is related to the factor of human variability. Average values are common for most people, because we all make mistakes that sometimes we cannot correct.

The quantitative general indicators of our study according to the chosen methodology have the following distribution by the number of respondents.

Thus, it was found that 12% of the study group showed a low level of psychological well-being as an indicator of the full functioning of the individual. Such results may be due to life difficulties, which primarily indicate problems of socialisation, on which the well-being of the individual largely depends. Domestic scientists, considering the ideological basis of psychological well-being of an individual, note that the formation of psychological well-being is based on the qualitative consequences of socialisation, as they choose the ways of human interaction with the environment and their manifestations and actions in life.

The next methodology, the Self-Efficacy Scale by R. Schwartzler and M. Jerusalem, had the following results.

The results of the study revealed the level of self-efficacy of wives of combatants: 10 % of respondents had a low level of overall self-efficacy; 78 % of respondents had an average level of overall self-efficacy; 12 % of respondents had a high level of overall self-efficacy. Figure 2.4 shows that in terms of percentage, the overall self-efficacy of wives of combat veterans is dominated by high to medium levels.

Self-efficacy is a self-assessment of one's own ability to organise any activity and to carry it out effectively in order to achieve the chosen goals, in fact, it is confidence in one's own abilities. That is, we can say that 78% of respondents consider themselves prepared to carry out any activity. Another 10% of respondents consider themselves insufficiently successful in their own lives, while 12% of women are fully confident in their own success and personal activities.

Analysing the results of the study according to N. Hall's methodology, we observe that the average values prevail for most indicators. Emotional awareness indicates the ability of women combatants to control the possible emotions of joy, sadness, anger, anxiety, and happiness.

The indicator of managing their own emotions showed a low level, namely 71% of respondents, which is due to the divergence of views in society among civilian and military families, lack of support,

constant worries and lack of understanding of society, leading to frequent emotional outbursts that are difficult to manage or avoid.

The indicator of self-motivation is also low, namely 46% of women surveyed, and the constant burden of ensuring their own and their families' well-being, domestic problems, and the burden of a man's being in combat rather than at home lead to a decrease and exhaustion of women's self-motivation.

Indicators of empathy and managing the emotions of others are at an average level, meaning that wives of combatants do not remain indifferent to others, they are ready to help, listen and support, as they understand how important it is, but do not require others to do so. They have an adequate attitude to the positions and points of view of different people, even if they differ.

The final part of the pilot study was the Indicator of Coping Strategies (authored by D. Armikhan, adapted by N.A. Sirota and V.M. Yaltonsky).

In the study, 62% of the women surveyed chose the average problem-solving strategy. This is an active behavioural strategy in which a person tries to use all available personal resources to find possible ways to effectively solve the problem. The basis of this type is coping and its reactivity - when the reaction serves as a response to the stressor. Anticipation of a future stressor and response to it are actually future-oriented. Such wives of combatants solve family and personal problems, issues and needs on their own. They are used to relying only on themselves and do not expect help from others.

46% of respondents are inclined to the strategy of seeking social support due to medium and low indicators. An active behavioural strategy is one in which a person seeks help and support from others to effectively solve a problem: friends, family, or other significant people. They do not have to be alone with their problem; they need society and see it as a ‘salvation’.

According to the study, the avoidance strategy did not yield significant results among the wives of combatants. The avoidance strategy itself implies that women perform physically and mentally demanding tasks on a daily basis, while keeping their children calm. But such work emotionally drains the body's resources. For us, women have always been really strong people and strive to show themselves as such. Now some of them use this form of avoidance strategy as a way of coming to terms with the current situation, 1.2% in our study. Every day, they gather their thoughts, accept the problem as part of their lives, and perform difficult tasks. But, as the study shows, they also need help to cope with the constant problems that weigh them down.

Analysing the results, we can conclude that indeed a larger percentage of respondents choose a strategy of avoiding problems. It is worth cultivating this resilience and confidence, because any problem can be solved, the main thing is to try. It is also important to know that the most effective way is to use all three behavioural strategies, depending on the situation. In some cases, a person can cope with difficulties on their own, in others, they need the support of others, and they can avoid facing a problematic situation by thinking about its negative consequences in advance.

To sum up, we can conclude that many respondents have medium or low levels of self-efficacy. This indicates difficulties in assessing their ability to cope with the challenges associated with social, emotional and economic changes caused by their husbands' participation in hostilities. The majority of wives demonstrate increased anxiety, emotional instability, and a tendency to depression. Lack of social contacts and a sense of isolation significantly weaken their self-esteem and self-confidence. Respondents often choose passive coping strategies, such as avoidance or denial, which reduces the effectiveness of adaptation to stressful situations.

Economic instability and the lack of a permanent source of income is a significant stressor. Uncertainty about a man's health and psychological state and return to civilian life increases anxiety.

The results of the study demonstrate the need for a comprehensive approach to supporting the wives of combatants, including group or individual sessions with a psychologist to improve their self-efficacy, organising mutual aid communities where women can share experiences and receive support, implementing trainings aimed at developing self-regulation and stress-resistance skills, providing advice on employment, advanced training or starting their own business.

Thus, the study emphasises the importance of systematic support for the wives of combatants, which will help strengthen their self-efficacy, psychological resilience and ability to adapt to difficult life circumstances.

The next step was to calculate Pearson's correlation coefficients in order to establish the specifics of the relationship between the indicators of emotional intelligence and respondents' self-efficacy.

Thus, based on the correlation of the obtained correlation coefficients with the levels of significance, a positive statistically significant relationship was found between self-efficacy indicators and

such indicators as ‘emotional awareness’ (rs = 0.338) and ‘managing one's own emotions’ (rs = 0.604). This indicates that understanding one's own emotions and feelings, the ability to respond in time and assess stressful situations in the course of life, the ability to manage one's own emotions, and the use of effective methods of emotional self-regulation are associated with self-efficacy in all areas of life.

The positive statistically significant relationship between the integral level of emotional intelligence and self-efficacy indicates that individuals with a higher level of emotional intelligence also show a higher level of self-efficacy. This may mean that the ability to recognise, understand, and effectively manage one's own emotions and the emotions of others will contribute to increased personal effectiveness, the development of the ability to objectively assess one's capabilities and achievements in dealing with difficult life situations.

Looking at the correlation indices, we can say that problem-solving coping is 0.416 ($p \leq 0.001$). This suggests that the wives of combatants who are problem-solving oriented will use more effective coping strategies. This may mean that these task-oriented women are ready to take responsibility for all the results of their decisions. They analytically comprehend a problem situation and consider possible solutions to problems. They have a rational approach to solving problems. They can also solve problems by attracting external resources and need information and emotional support.

No correlations were found between emotion-oriented coping and avoidance coping strategies -0.059 ($p \leq 0.001$) and social support seeking -0.006 ($p \leq 0.001$), which may mean that these wives do not use social resources to solve stressful situations and do not need external emotional support. These wives of combatants have a rational approach to solving problems, not an emotional one. The interconnection of avoidance-oriented coping with coping strategies, such as seeking social support, confirms that wives of combatants, when faced with a problematic situation, will not avoid responsibility for their actions or avoid involvement in its solution, will not seek emotional and informational external support, and cannot shift their responsibility to others.

The Psychological Resource of the Personality Questionnaire (PRPQ) assesses the internal resources of the personality that help to overcome difficulties, adapt to stress, and achieve life goals. The Self-Motivation Scale by R. Schwartzler and M. Jerusalem measures a person's general self-motivation - the ability to cope with difficulties through self-confidence (self-efficacy). Both instruments are aimed at assessing the internal psychological characteristics that ensure an individual's ability to cope with stress, adapt to change, and function effectively in the face of life challenges.

Schwartz and Jerusalem's self-efficacy scores correlate with the parameters of psychological resourcefulness in terms of knowledge of one's own psychological resources (0.222) and belief in one's own strength (0.341).

The ability to renew one's own psychological resources (0.184), which is a component of the OPRO, overlaps with the ability to mobilise resources and self-motivation assessed by the Schwartz and Jerusalem scales.

The OPRO analyses psychological resourcefulness in more detail, covering its various aspects, while the Schwartz and Jerusalem scale focuses on self-motivation and belief in one's own abilities.

High scores on both scales indicate well-developed resourcefulness and a high belief in one's own power to effectively cope with stressful situations. Low scores on both scales indicate a lack of both internal resources and belief in one's ability to cope with challenges. In such cases, psychological help is needed to build resources and self-motivation.

Studies traditionally show a greater or high correlation between psychological resources and self-motivation, and both are key to coping and adaptation. The integration of the OPRO data and the Schwartz and Jerusalem Scale allows us to get a more complete picture of the psychological state of an individual, identify their strengths and weaknesses, and develop targeted recommendations for increasing the level of resourcefulness and self-motivation.

The peculiarities of the influence of emotional intelligence components on the choice of coping behaviour strategy are presented in the table.

Positive close and reliable relationships between the ‘problem solving’ coping strategy and all components of emotional intelligence have been established. The higher the level of emotional intelligence, the more often a person seeks to effectively solve his/her problem using personal resources.

The choice of the coping strategy ‘seeking social support’ is influenced by ‘empathy’ 0.161 and recognition of other people's emotions 0.165. Individuals with a high level of empathy and recognition of other people's emotions not only seek help from others, but also show compassion and care for others.

The negative close and sufficient values found between the avoidance strategy and the emotional intelligence component ‘managing one's emotions’ indicate that the higher the level of emotional intelligence, the less often a person will avoid contact with reality and withdraw from problem solving.

As expected, statistically significant correlations were found between the components of personal potential. Also, almost all the scales of the psychological well-being questionnaire are statistically significantly interrelated.

The peculiarity of the relationships between the variables reflecting coping strategies is that they form two correlation galaxies. One is formed by coping - problem avoidance, and the other - coping - social support, problem solving. The first correlation galaxy is formed by copings that can be conditionally called unproductive copings, and the second is formed by productive copings.

The psychological well-being questionnaire is aimed at assessing the level of life satisfaction, emotional balance and sense of harmony. Coping strategies are the ways in which a person responds to a stressful situation. The coping strategies of a combatant's wife play a role in the formation and maintenance of psychological well-being. The use of adaptive strategies contributes to higher levels of well-being: such women have a higher level of self-esteem and better control over their emotional and social environment. Non-adaptive strategies, on the contrary, reduce the level of well-being, do not contribute to the accumulation of negative emotions, social isolation and internal goals.

Active problem solving correlates with high scores on autonomy (0.280), personal growth (0.336), and environmental management (0.289). Positive reinterpretation of stressful situations leads to life satisfaction and a sense of purpose (0.393).

Problem avoidance reduces autonomy and environmental competence, which leads to a decrease in overall psychological well-being.

Aggressive or passive coping strategies often correlate with negative self-perception (-0.371) and low emotional balance. People who are able to adapt their strategies depending on the situation, combining active and adaptive approaches, have the highest level of well-being.

Psychological support can include training in effective coping strategies that help to improve well-being. The use of self-regulation techniques, such as mindfulness or cognitive behavioural therapy, helps to shift from maladaptive to adaptive strategies.

Psychological well-being survey scores largely depend on the coping strategies a person uses. Adaptive strategies contribute to the formation of a harmonious life, while destructive approaches can reduce the overall level of well-being and satisfaction.

The Psychological Resourcefulness Inventory (PRI) assesses a person's ability to mobilise internal resources to overcome life's difficulties. The Psychological Well-Being Inventory focuses on the complex state of life satisfaction, emotional balance, and purpose. Both questionnaires analyse a person's inner potential, which affects the ability to adapt to life changes, achieve harmony and remain satisfied with life. The correlation analysis of the relationship between the methods is presented in the table.

High self-esteem (OPRO) correlates with a positive attitude towards oneself (well-being), which forms a stable confidence in one's abilities (0.469) and contributes to the achievement of goals (0.245).

Stress tolerance and emotional self-regulation according to the OPRO are related to emotional stability and the ability to maintain psychological well-being, as assessed by the questionnaire.

Adaptability as a characteristic of resourcefulness provides the ability to make decisions independently (autonomy), which is an important component of psychological well-being.

The ability to mobilise resources supports personal growth, stimulates the development of new skills and the quality of life.

People with high levels of resourcefulness demonstrate higher levels of psychological well-being. Low scores on the EOI (special self-esteem or stress tolerance) may be associated with difficulties in achieving harmony and life satisfaction.

A high level of resourcefulness contributes to emotional well-being and the ability to effectively manage life challenges. A lack of resources (low scores on the OPRO) is constantly accompanied by a decrease in autonomy, emotional stability, and satisfaction with interpersonal relationships.

Psychological resourcefulness indicators for the OCBE and psychological well-being are closely interrelated, as both measure key aspects of an individual's internal potential. A high level of resilience contributes to achieving harmony in life, while a lack of it can lead to low well-being. This underscores the importance of working on developing internal resources to ensure a full and satisfying life.

Conclusions and Prospects for Further Research. Thus, the self-efficacy of combat veterans' wives is a key resource for their psychological resilience, development of coping skills, adaptation to

difficult life circumstances and family support. A high level of self-efficacy is associated with developed adaptive behavioural strategies, such as active problem solving, seeking social support and positive rethinking of the situation. The level of self-efficacy depends on personal resources (self-esteem, nervous stability) and external factors (family support, social poisoning). A low level of self-efficacy makes adaptation more difficult, leading to the use of maladaptive coping strategies (isolation, avoidance of problems) and the risk of developing psychological problems such as anxiety or depression.

The data obtained can be used to develop psychological programmes to support the wives of combatants. such programmes should be aimed at developing their self-efficacy through increasing self-esteem, forming adaptive behavioural strategies and providing quality social support.

Thus, the development of self-efficacy of combatants' wives is an important aspect of strengthening their psychological resourcefulness, which improves their psycho-emotional state, improves the quality of life and harmonises family relationships.

References

[1] Berezovska L.I. Psykhodiahnostyka ta korektsiia vnutrishno-osobystisnykh konfliktiv yak umova podolannia profesiinoho vyhorannia u vchyteliv : dys. ... kand.. psykhol. nauk : 19.00.10 / Berezovska Larysa Ivanivna. − K., 2013. − 200 s.

[2] Denysevych N.Yu. Modeli psykholohichnoi dopomohy druzhynam demobilizovanykh viiskovosluzhbovtsiv. Problemy politychnoi psykholohii. 2017. No 5. S. 33–42

[3] Zhuravlova N.Yu. Psykholohichna dopomoha druzhynam demobilizovanykh viiskovosluzhbovtsiv: mozhlyvosti humanistychnoi psykhoterapii. Suchasni naukovi doslidzhennia u psykholohii ta pedahohitsi – prohres maibutnoho : materialy mizhnar. nauk.-prakt. konf. m. Odesa, 19 travnia 2017. Odesa, 2017. S. 14–16.

[4] Kokun O.M., Ahaiev N.A., Pishko I.O., Lozinska N.S., Kornia L.V. Psykholohichne vyvchennia osobovoho skladu Zbroinykh Syl Ukrainy. Metodychnyi posibnyk. K.: FOP Maslakov, 2019. 288 s

[5] Prorok N. Osnovy reabilitatsiinoi psykholohii: podolannia naslidkiv kryzy : navchalnyi posibnyk. Kyiv, OBSIe, 2018. 208 s

[6] U Minveteraniv porakhuvaly kilkist uchasnykiv boiovykh dii. URL:https:www.slovoidilo.ua/2022/09/18/novyna/suspilstvo/minveteraniv-poraxuvaly-kilkist-uchasnykiv-bojovyx-dij (data zvernennia: 27.03.2024)

Review received 20.09.2024

UDC 378.147 **DOI: 10.31652/2786-6033-2024-3(3)-82-87**

Andrii Shymanskyi
Vinnytsia Mykhailo Kotsiubinskyi State Pedagogical University
PhD student at the Department of psychology and social work (Ukraine)
Dr.shymanskyi@gmail.com
https://orcid.org/0009-0001-7320-1191

PSYCHOLOGICAL READINESS FOR PROFESSIONAL ACTIVITY OF FUTURE HEALTHCARE PROFESSIONALS: EMOTIONAL, COGNITIVE AND SOCIAL DIMENSIONS

Психологічна готовність до професійної діяльності є багатовимірною категорією, яка інтегрує емоційні, когнітивні та соціальні аспекти. Вона визначає здатність медичного працівника ефективно функціонувати в умовах стресу, швидко адаптуватися до змінних обставин і забезпечувати якісну медичну допомогу, що надзвичайно важливо у сьогоднішніх умовах повномасштабної війни.

Метою статті є аналіз психологічної готовності майбутніх медичних працівників до професійної діяльності через емоційний, когнітивний і соціальний виміри, а також виявлення ключових факторів, які сприяють її формуванню

У статті запропоновано комплексний підхід до розгляду психологічної готовності майбутніх медичних працівників, який інтегрує емоційну стійкість, когнітивні компетенції та соціальні навички як ключові елементи. Розкрито значення кожного з цих компонентів у контексті сучасних викликів, таких як стресові умови праці та зростання професійних вимог, визначено важливу роль психологічної стійкості, самоусвідомлення та емоційно-вольових якостей у формуванні психологічної готовності.

Особливу увагу приділено поступовому формуванню психологічної готовності, починаючи від етапу навчання, адаптації до освітнього середовища, формування професійної ідентичності й до інтеграції у реальну професійну діяльність. Виокремлені основні ознаки даних етапів та сформовані аспекти, які варто розвивати на кожному з цих етапів. Наголошено на важливості гармонійного розвитку всіх складових, що забезпечують високий рівень професійної ефективності медичних працівників навіть у складних умовах сучасних викликів.

Отримані результати мають практичне значення для розробки програм підготовки майбутніх медичних працівників, спрямованих на розвиток їхньої психологічної готовності, що, у свою чергу, сприятиме підвищенню якості надання медичних послуг.

Ключові слова: medical education, personal readiness, professional activity, psychological readiness

Psychological readiness for professional activity is a multidimensional category that integrates emotional, cognitive, and social aspects. It determines a healthcare professional's ability to function effectively under stress, quickly adapt to changing circumstances, and provide quality medical care, which is extremely important in today's conditions of full-scale war.

The article aims to analyse the psychological readiness of future healthcare professionals for professional activity through emotional, cognitive, and social dimensions and identify the key factors that contribute to its formation.

The article proposes a comprehensive approach to the psychological readiness of future healthcare professionals, which integrates emotional stability, cognitive competencies and social skills as key elements. The significance of each of these components in the context of modern challenges, such as stressful working conditions and increasing professional demands, is revealed, and the important role of psychological stability, self-awareness and emotional and volitional qualities in forming psychological readiness is determined.

Particular attention is paid to the gradual formation of psychological readiness, starting from the stage of study, adaptation to the educational environment, formation of professional identity and integration into real professional activity. The main characteristics of these stages are outlined, along with the aspects requiring development at each stage. Emphasis is placed on the harmonious development of all components that ensure high professional efficiency among healthcare professionals, even under the challenging conditions of contemporary realities.

The results obtained are of practical importance for developing training programmes for future healthcare professionals to develop their psychological readiness, which, in turn, will improve the quality of healthcare services.

Key words: medical education, personal readiness, professional activity, psychological readiness

Formulation of the problem In the modern world, professional education has long gone beyond the formation of exclusively deep knowledge and practical skills; more and more attention is paid to the development of various personal competencies, the formation of "Soft Skills", especially when we talk about future healthcare professionals. However, today's challenges faced by applicants, students, interns and young doctors show the significant role of psychological readiness for professional activity as an important predictor of a doctor's successful work.

Psychological readiness for professional activity is a multidimensional category that integrates emotional, cognitive, and social aspects. It determines a healthcare professional's ability to function effectively under stress, quickly adapt to changing circumstances, and provide quality medical care, which is extremely important in today's conditions of full-scale war.

That is why, even though the issue of psychological readiness has been previously studied by various national and foreign authors, the study of this psychological phenomenon through the prism of emotional, cognitive and social spheres will contribute to a more holistic understanding of this phenomenon and the development of effective methods for its formation in future healthcare professionals.

The purpose of this article is to examine the psychological readiness of healthcare professionals, focusing on the emotional, cognitive, and social aspects of readiness, and to identify key factors that contribute to psychological readiness.

Outline of the primary material The professional activity of a healthcare professional is always associated with high psycho-emotional pressure and high social demands. After all, medical activity is associated with the protection and preservation of the most valuable human health and life. That is why even the choice of profession itself is associated with a high level of psychological readiness of the applicant to make complex decisions.

At this stage, the scientific community defines psychological readiness as a particular state of readiness to act or react to a stimulus or a state of receptivity to accepting experience or certain activities[12]. This is a multidimensional category that includes various aspects of a person's activity.

Domestic researchers O. Kokun, I. Pishko, and N. Lozynska, in their work, identified an expanded structure of psychological readiness. Classically, psychological readiness was considered as a combination of personal and functional readiness, and the authors describe the structure of psychological readiness as a set of specific characteristics, such as "high morality, the need for self-improvement, high volitional readiness, developed communication skills, general psychological characteristics of the personality, high motivation, high level of cognitive processes, creativity and high level of operational activity" [3]. This emphasises the importance of a comprehensive and multidisciplinary approach to the study of psychological readiness.

The issue of psychological preparedness is becoming even more relevant in the context of modern challenges, such as war, epidemics, increased psychological stress, resource shortages and interpersonal conflicts. The active hostilities that have affected the entire country have erased the conventional division between military and civilian medics, as every medical professional understands that at any moment, they must be ready to provide quality medical care for combat injuries. All this creates additional psychological and social pressure on medical professionals. Healthcare professionals face an increased risk of emotional burnout, which negatively affects their professional effectiveness and the quality of healthcare services. In such conditions, it is important to understand the psychological factors that influence the formation of readiness for professional activity.

The emotional component of readiness includes stress resistance, self-regulation and emotional flexibility. The cognitive dimension includes professional knowledge, critical thinking and quick decision-making. The social aspect covers interpersonal skills, empathy and the ability to work in a team. The study of these dimensions will contribute to a more holistic understanding of the phenomenon of psychological readiness and the development of effective methods for its formation in future healthcare professionals.

H. Smila, in her works, examines in detail the complexity of the process of forming the psychological readiness of healthcare professionals. Thus, she notes that the process of forming the psychological readiness of healthcare workers is complex and multifaceted. It involves not only mastering theoretical knowledge and professional skills but also developing emotional stability, self-control, introspection, and

self-discipline. The importance of each stage emphasises the need for a holistic approach to the education of future healthcare professionals, including cognitive, emotional and social dimensions [10].

Thus, the gradual and consistent formation of psychological readiness ensures a harmonious entry of students into professional activity, contributing to their successful functioning in the context of modern challenges in the medical field

H. Smila identifies the following important stages in the formation of psychological readiness for the professional activity of healthcare professionals:

- Introduction to learning
- Adaptation to learning
- Adaptation to professional activity

The first stage reflects the integration of the individual into the higher education system. Future healthcare professionals learn the basic norms and rules of the educational process and form basic ideas about the profession. The leading indicators of this stage include:

- Acceptance of the norms and rules of studying at a higher education institution, which ensures adaptation to the educational environment.
- Formation of professional self-esteem, which makes students aware of their capabilities and limitations.
- Development of the operational side of professional activity, including mastering basic skills.

The next stage involves adaptation to the educational environment and the formation of professional identity. This stage includes:

- Stability and organisation: development of a structured approach to task performance.
- Formation of a professional self-image that helps students to realise themselves as future medical professionals.
- Career planning: setting goals and building a professional trajectory.
- Development of professionally significant qualities and abilities necessary for successful mastery of the profession.

The final stage of adaptation to professional activity is associated with the transition from study to real professional activity. It includes the integration of theoretical knowledge with practical skills. Key indicators:

- Acquisition of professional skills necessary for effective performance of duties.
- Clarification of self-esteem: a realistic assessment of one's own professional capabilities.
- Adaptation to social, value and professional norms, including compliance with ethical standards.
- Formation of an individual style of professional activity that determines a unique approach to work.
- Comprehensiveness of the process of forming psychological readiness

The process of developing the psychological readiness of healthcare workers is multifaceted. It involves not only mastering theoretical knowledge and professional skills but also developing emotional stability, self-control and self-discipline. The importance of each stage emphasises the need for a holistic approach to the education of future healthcare professionals, including cognitive, emotional and social dimensions [10]

K. Popova emphasises in her work: "The psychological aspect of the occupational risk of future doctors is the increased danger in their work for their own health, which is due to various factors: unlike workers of other categories of employees, future doctors experience both the impact of adverse occupational factors (harmful working conditions) and increased psychological, emotional, physical and intellectual stress, since the object of their activity is the patient's health"[9]. The author emphasises the importance of volitional acts in future doctors, which should always include the struggle between different motivations and an intellectual assessment of these motivations in terms of their compliance with moral and social norms.

An important factor that influences the formation of psychological readiness is the high level of social pressure and high demands of society on healthcare professionals. In June 2018, the Sociological Group "Rating" conducted a study that assessed the views of Ukrainians on various aspects of the healthcare system transformation proposed by the Ministry of Health of Ukraine. In particular, the study addressed issues related to changes in the field of higher medical education. According to the survey results, more than 80% of respondents support raising the requirements for applicants for medical specialities. In addition, about the same number of citizens believe that the final exam for future doctors should be "very

difficult" (52%) or "rather difficult" (35%) [5]. This study confirms the high psycho-emotional pressure society places on future medical professionals.

It is necessary to distinguish between long-term and situational psychological readiness. Thus, T. Bazyl, in her study, considers a personal approach to the study of this phenomenon. Readiness here implies a stable, voluminous, multi-level personal formation, which is a specific configuration of components that meet the requirements, content and conditions of a particular activity and, in their entirety, determine its productive implementation [2].

Psychological resilience, which includes emotional, volitional, motivational and cognitive components, is important for successful professional integration and development of psychological readiness, especially in the context of modern challenges. "This quality determines an individual's ability to adapt to conditions of uncertainty while maintaining performance, internal balance and constructive interaction with the environment,"[7] O. Palamarchuk and I. Gaba note in their work.

The process of professional integration includes active interaction between the internal resources of the individual and the external requirements of the professional environment. In conditions where uncertainty and complexity of situations are dominant, an individual is obliged to make significant efforts to adapt and effectively perform professional tasks. In such conditions, psycho-emotional stress can serve as a catalyst for mobilising internal resources, as the level of motivation reaches its maximum when there is a significant goal. This motivation stimulates cognitive activity and promotes flexible decision-making and the search for innovative approaches to solving professional problems.

Thus, psychological resilience is not only an indicator of a person's readiness to face professional challenges but also the basis for a harmonious combination of emotional self-control, volitional efforts and cognitive focus. It is the integration of these components that allows an employee to effectively perform professional duties even under conditions of increased stress or significant uncertainty, which is especially important in today's environment, which requires a high level of professional competence and adaptability.

H . Maklakova has studied in detail the peculiarities of the emotional sphere of healthcare workers as one of the areas of psychological readiness. Thus, research shows that the level of emotional stability has a significant impact on mental processes, behaviour, attention and perception. Maintaining emotional health is critically important for professionals whose professional activities are accompanied by a significant number of stress factors. Risks associated with high emotional stress, insufficient conditions for recuperation and lack of psychological support negatively affect their condition, leading to neurotic disorders and psychosomatic diseases. The high demands on the emotional sphere of healthcare workers are contradictory: they must combine empathy and tolerance with emotional stability because excessive emotionality or inhibition can make it challenging to perform clear and quick professional actions [4].

T. Pavliuk and T. Tolokova emphasise the importance of self-awareness, which contributes to the formation of a holistic view of a physician as a person and a professional in interaction with the outside world and people. Self-awareness plays a key role in the ability of healthcare professionals to effectively perform their professional duties while maintaining psychological balance. In their work, the authors identify the following aspects of the development of a healthcare professional's self-awareness[8]:

- Cognitive component
- Emotional component
- Volitional component

These components resonate with the structure of psychological readiness, and a high level of self-awareness, perception of oneself as a professional, and recognition of one's place is an important component of psychological readiness for professional activity, as described in detail by O. Uhryn [11].

Thus, the self-awareness of healthcare professionals is a complex characteristic that integrates cognitive, emotional and volitional components, ensuring a harmonious balance between personal and professional development.

The quality inherent in individuals with a high level of psychological readiness for future medical professionals is the desire for improvement and continuous development - the so-called concept of "striving for superiority". In his work, Adler describes this phenomenon as fundamental and innate, Adler argued that self-awareness and creativity give a person the ability to "create" their own life, directing efforts to self-improvement in those areas that are most important to them [1]

By analysing the research of foreign scholars on the problem of self-actualisation of the individual, several important conclusions can be drawn. Firstly, self-actualisation is inherent only in psychologically healthy individuals. It is an innate tendency to self-development that is inherent in every person. Self-actualisation is considered one of the main characteristics of a mature personality who strives to achieve

the full realisation of his or her potential. The level of self-actualisation reflects the fullness of personality development, including such qualities as autonomy and the ability to self-determination, both in professional and personal spheres.

This problem is also studied using the psychoanalytic approach in the theory of A. In Adler's theory, the key role is played by the concept of "striving for superiority", which the researcher considers substantially equivalent to the striving for improvement. According to Adler, this desire is fundamental and innate, and its source is the internal needs of the individual, although he also emphasises the importance of social determinants. Adler argued that self-awareness and creativity give a person the ability to "create" his or her own life, directing efforts towards self-improvement in the areas that are most important to him or her.

This is in line with the results of the study by O. Palamarchuk and I. Gaba, who are dedicated to the study of self-development and self-actualisation of the individual. In their work, they draw the following conclusions[6]:

- Self-actualisation is inherent only in psychologically healthy people;
- Self-actualisation is an innate, inherent tendency to self-development;
- Self-actualisation is the leading property of a mature personality who strives for the full realisation of his/her own potential;
- indicators of self-actualisation reflect the fullness and richness of a person's development, inherent potentials, development of such qualities as autonomy of the individual, ability to personal and professional self-determination, etc.
- Self-actualisation is an important aspect of the development of a mature personality and is closely related to the psychological readiness of a doctor for professional activity.

Psychologically healthy people with self-actualisation are able to adapt to difficult conditions, maintain balance and use their resources effectively. In the medical profession, these qualities are key, as medical work requires stress resistance, responsible decision-making and effective communication.

Thus, self-actualisation as a component of psychological maturity is the foundation of a doctor's readiness for professional activity, contributing to the effective realisation of his/her potential and ensuring a positive impact on patients and society.

Conclusions: Thus, psychological readiness is a key predictor of professional success, ensuring the ability of medical professionals to adapt to the challenges of the modern world, function effectively under stressful conditions and maintain high standards of medical care. It is important to understand that the phenomenon of healthcare professionals' psychological readiness is multifaceted and includes emotional, cognitive, and social dimensions. The results of the study confirm the need for a comprehensive approach to the formation of psychological readiness of future healthcare professionals. Important stages are adaptation to the learning environment, formation of professional identity and integration of theoretical knowledge with practical skills in actual professional activities. The obtained results can serve as a foundation for developing professional training programs to enhance future healthcare professionals' emotional resilience, cognitive competencies, and social skills. This, in turn, will improve the quality of their professional performance and support the preservation of psychological well-being in the face of contemporary challenges.

References:

[1] Adler A. The individual psychology of Alfred Adler: A stematic presentation in selections from his writings / H.L. Ansbacher & R.R. Ansbacher, Eds. N.Y.: Harper & Row, 1956.

[2] Bazyl T. Socio-psychological readiness of healthcare personnel for volunteering. *Technologies of intellectual development*. 2022. Vol. 6, no. 2. URL: https://doi.org/10.31108/3.2022.6.2.6 (date of access: 26.01.2025).

[3] Kokun O.M., Moroz V.M., Pishko I.O., Lozinska N.S. (2021). Formuvannia psykholohichnoi hotovnosti viiskovosluzhbovtsiv viiskovoi sluzhby za kontraktom do vykonannia zavdan za pryznachenniam pid chas boiovoho zlahodzhennia : Metodychnyi posibnyk. Kyiv: 170 s.

[4] Maklakova, N. V. (2015). Emotsionalnyy intellekt kak integrativnyy pokazatel tselostnogo razvitiya lichnosti [Emotional intelligence as an integrative indicator of holistic personality development]. Ezhegodnyy Vestnik KGU - Annual Bulletin of the KSU, 2015, 112-115.

[5] Otsinka medychnoi sfery v Ukraini: cherven 2018. Sotsiolohichna hrupa "Reitynh". URL: https://ratinggroup.ua/research/ukraine/ocenka_medicinskoy_sfery_v_ukraine_iyun_2018.html (accessed 26.01.2025).

[6] Palamarchuk O. M., ta Haba I. M., "Problema samoaktualizatsii osobystosti u zarubizhnii literaturi", Scientific perspectives, vyp. 10(40), s. 836-842, 2023.

[7] Palamarchuk, O., & Haba, I. (2024). Psychological resistance as a component of the professional integration of the personality in the conditions of modern challenges. Personality and Environmental Issues, 3(1), 5-11. https://doi.org/10.31652/2786-6033-2024-3(1)-5-11

[8] Pavliuk, T. V.; Tolokova, T. I. Osoblyvosti emotsiinoi sferi medychnykh pratsivnykiv. Medychna osvita, 2018, 1: 103-107.

[9] Popova, K. V., & Vorobyova, Y. V. (2022, September 29). **Formuvannia volovykh yakostei u maibutnikh pratsivnykiv medychnoi sfery [**Formation of volitional qualities in future healthcare workers]. In V. M. Skliar et al. (Eds.), *Ukraina i svit: humanitarno-tekhnichna elita ta sotsialnyi prohres* [Ukraine and the world: Humanitarian-technical elite and social progress]. Proceedings of the All-Ukrainian Scientific and Theoretical Conference of Students and Postgraduates (pp. 263-264). National Technical University "Kharkiv Polytechnic Institute". Retrieved from http://repository.kpi.kharkov.ua/handle/KhPI-Press/59390.

[10] Smila, N. V. (2017). Individual factors of formation of psychological hotness of medical workers in professional activity. Collection of scientific papers "Problems of such psychology", (37). https://doi.org/10.32626/2227-6246.2017-37.%p

[11] Uhryn, Olha. (2013). Psychological readiness of students for professional life. Journal of Education Culture and Society. 2013. 10.15503/jecs20132-97-107.

[12] VandenBos, G. R. (Ed.). (2015). APA dictionary of psychology (2nd ed.). American Psychological Association. https://doi.org/10.1037/14646-000

Review received 25.09.2024

UDC 159.9.07:364-78 **DOI: 10.31652/2786-6033-2024-3(3)-88-95**

Oksana Liashch,
Doctor of Psyhological science, professor
of Psychology and Social work department,
of Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University
Oksanalyash7@gmail.com
https://orcid.org/0000-0002-1317-4398

Yaroslav Liashch
Vinnytsia Mykhailo Kotsyubynskyi State Pedagogical University
Student of Department of Psychology and Social
Worknewonedima@gmail.com
https://orcid.org/0009-0001-7128-9169

GROUP PSYCHOLOGICAL AND THERAPEUTIC ASSISTANCE IN THE FACE OF MODERN CHALLENGES

Анотація. У статті представлено комплексний аналіз групової психологічної та терапевтичної допомоги як ефективної відповіді на складні виклики сучасного суспільства, включаючи наслідки збройних конфліктів, травматичні переживання, тривалий стрес та соціально-економічну нестабільність. Групові інтервенції розглядаються в рамках доказової практики, з акцентом на їх структурованому характері, ролі професійного фасилітатора та терапевтичному потенціалі взаємодії між учасниками. Такі інтервенції не тільки надають учасникам можливості для спільного осмислення, взаємної підтримки та емоційної валідації, але й сприяють розвитку адаптивних стратегій подолання труднощів, емоційної регуляції та резильєнтності. Особлива увага приділяється застосуванню групових методів у роботі з посттравматичним стресовим розладом (ПТСР), тривогою та розладами емоційного функціонування, які є одними з найактуальніших проблем як в українському, так і в міжнародному контексті. Аналіз підкреслює ефективність психоосвітніх модулів, рольових ігор, технік усвідомленості та стратегій управління стресом у групових форматах, а також важливість залучення сім'ї та опікунів як посередників терапевтичних результатів. Крім того, у дослідженні розглядається зростаюче значення цифрових та гібридних групових втручань, які розширюють доступність та підтримують терапевтичну ефективність для груп населення з обмеженим доступом до індивідуальної терапії. Водночас у статті розглядається низка питань, пов’язаних із культурною та контекстуальною адаптацією групових втручань, врахуванням індивідуальних когнітивних та сенсорних відмінностей, а також необхідністю забезпечення інклюзивності та психологічної безпеки в рамках терапевтичного процесу. Стверджується, що інтеграція структурованого розвитку навичок, практик емоційної регуляції, взаємодії з однолітками та міждисциплінарних підходів робить групову терапію не тільки ефективним клінічним інструментом, але й соціально значущою практикою. Врешті-решт, групова психологічна та терапевтична допомога позиціонується як метод, що сприяє зміцненню

резистентності, відновленню соціального функціонування та сприянню благополуччю громади в умовах сучасних криз.

Ключові слова: групова психотерапія, психологічна допомога, травма, ПТСР, соціальна адаптація, підтримка сім'ї.

Abstract. The article presents a comprehensive analysis of group psychological and therapeutic assistance as an effective response to the complex challenges of contemporary society, including the consequences of armed conflict, traumatic experiences, prolonged stress, and socio-economic instability. Group interventions are considered within the framework of evidence-based practice, emphasizing their structured nature, the role of professional facilitation, and the therapeutic potential of peer interaction. Such interventions not only provide participants with opportunities for shared reflection, mutual support, and emotional validation but also facilitate the development of adaptive coping strategies, emotional regulation, and resilience. Special attention is devoted to the application of group methods in working with post-traumatic stress disorder (PTSD), anxiety, and disorders of emotional functioning, which are among the most urgent problems in both Ukrainian and international contexts. The analysis highlights the effectiveness of psychoeducational modules, role-playing, mindfulness techniques, and stress-management strategies in group formats, while also underlining the importance of family and caregiver involvement as mediators of therapeutic outcomes. Furthermore, the study addresses the growing significance of digital and hybrid group interventions, which expand accessibility and maintain therapeutic efficacy for populations with limited access to individual therapy. At the same time, the article problematizes a number of issues related to the cultural and contextual adaptation of group interventions, the consideration of individual cognitive and sensory differences, and the need to ensure inclusivity and psychological safety within the therapeutic process. It is argued that the integration of structured skill-building, emotional regulation practices, peer interaction, and interdisciplinary approaches makes group therapy not only an effective clinical tool but also a socially significant practice. Ultimately, group psychological and therapeutic assistance is positioned as a modality that contributes to the strengthening of resilience, the restoration of social functioning, and the promotion of community well-being in the face of modern crises.

Key words: group psychotherapy, psychological assistance, trauma, PTSD, social adaptation, family support.

Formulation of the Problem. Modern psychological challenges, including armed conflicts, socio-economic instability, and prolonged exposure to stress, significantly affect individuals' mental health and social functioning. These conditions often lead to increased rates of anxiety, post-traumatic stress disorder (PTSD), emotional dysregulation, and social withdrawal. Group-based psychological and therapeutic interventions provide a structured and socially supportive environment in which participants can share experiences, learn adaptive coping strategies, and receive guidance from both therapists and peers.

For individuals affected by trauma or complex life circumstances, group settings represent both a challenge and an opportunity: while collective environments may initially provoke stress or discomfort, they also offer critical contexts for social learning, emotional support, and resilience-building.

Analysis of Recent Research and Publications. Recent studies emphasize the effectiveness of structured group interventions in reducing anxiety, improving emotional

regulation, and supporting social functioning. Barkowski et al. [4] provide a systematic review showing that group psychotherapy significantly alleviates symptoms of anxiety disorders and enhances interpersonal skills. Masland, Finch, and Schnell [6] highlight that group therapy is effective in managing nonsuicidal self-injury, promoting both coping mechanisms and social connectedness. In the Ukrainian context, research underscores the psychological impact of war and socio-political crises. Garmash and Pashchenko [2] discuss strategies for supporting individuals affected by conflict, emphasizing the role of peer support and structured group activities in mitigating stress and trauma. Pavlyuk [3] demonstrates that group-based interventions for PTSD improve emotional regulation, provide psychoeducation, and foster resilience through collective problem-solving. Moreover, group therapy is recognized for its efficiency compared to individual therapy, as it combines peer learning, modeling of adaptive behaviors, and real-time feedback [7; 9]. Lorentzen [5] stresses that focused group analytic psychotherapy integrates clinical experience and research, allowing interventions to be adapted to diverse populations and contexts. Finally, family and caregiver involvement is considered essential. Gavrilovska [1] emphasizes that when caregivers participate in parallel or supporting roles, the therapeutic outcomes are reinforced, and skills acquired in group sessions are more likely to generalize to everyday life.

The purpose of this article is to examine the role of group psychological and therapeutic assistance in addressing modern challenges, such as trauma, war-related stress, and complex life situations. It aims to highlight evidence-based strategies for structuring group interventions that promote emotional regulation, resilience, and social functioning. The article also considers the importance of peer interaction, family involvement, and cultural adaptation in enhancing the effectiveness of group therapy. Furthermore, it integrates findings from both Ukrainian and international research to provide a comprehensive overview of contemporary group-based psychological support. Overall, the article seeks to offer practical guidance for professionals implementing group interventions in diverse and challenging contexts.

Outline of the main material. Group psychological and therapeutic interventions constitute a structured and evidence-based approach aimed at addressing the complex psychological challenges of contemporary life, including trauma, war-related stress, and prolonged exposure to socio-economic instability. Such interventions integrate professional guidance with peer interaction, enabling participants to share experiences, model adaptive coping strategies, and receive immediate feedback within a regulated social environment [1],[4]. Unlike individual therapy, group formats leverage the social dynamics of peer learning, providing opportunities for the acquisition of social and emotional skills through observation, imitation, and real-time reinforcement [5]. The organizational structure of group interventions typically encompasses both highly structured and semi-structured components. Structured elements include psychoeducational modules, role-playing, guided discussions, and targeted skill-building exercises, which provide participants with predictable frameworks for learning and behavioral rehearsal [2; 6]. Semi-structured or unstructured activities facilitate spontaneous interaction, emotional expression, and authentic peer support, thereby reinforcing social learning and fostering interpersonal competence [3]. The deliberate integration of these components ensures that participants develop practical coping strategies while simultaneously receiving social validation and emotional support. Social learning constitutes a central mechanism in group therapy. Through the observation of peers and

facilitators, participants internalize adaptive behaviors, effective emotion regulation strategies, and problem-solving approaches [1],[6]. This process is particularly critical for individuals affected by chronic stress or traumatic experiences, as it enables modeling of normative coping behaviors and reduces the sense of social isolation. Moreover, engagement in collective problem-solving enhances empathy, perspective-taking, and prosocial behavior, which are essential for successful reintegration into broader social environments [3].

Another essential aspect of group psychological and therapeutic interventions is the promotion of personal growth and self-awareness within a collective setting. Participants are provided with opportunities to explore their emotions, reflect on past experiences, and identify patterns of behavior that may hinder their well-being. The group context encourages individuals to articulate their thoughts and feelings, receive feedback from peers, and observe how others navigate similar challenges, which fosters deeper insight into one's own coping strategies and emotional responses. Through repeated practice in a safe and supportive environment, participants develop greater emotional intelligence, including skills such as empathy, active listening, and conflict resolution. Additionally, the shared experience of working through difficulties collectively strengthens a sense of belonging and social connectedness, reducing feelings of isolation and promoting mutual support. This process not only enhances participants' ability to manage stress and adversity but also cultivates a sense of agency and confidence, empowering them to apply learned strategies in broader life contexts such as family, work, and community interactions. Over time, these interventions contribute to the development of resilience, adaptive social functioning, and sustained psychological well-being, making group therapy a uniquely effective modality for navigating the multifaceted challenges of contemporary life.

Group interventions also play a pivotal role in emotional regulation. By providing structured opportunities for emotional expression, participants can practice adaptive responses to stress, anxiety, or intrusive memories in a controlled and supportive setting [2; 4]. Techniques such as mindfulness exercises, guided relaxation, and stress management strategies are frequently incorporated to enhance self-regulation capacities. Simultaneously, sharing personal experiences within the group context fosters mutual understanding, emotional validation, and increased self-awareness, thereby contributing to the development of psychological resilience [5]. Another important dimension of emotional regulation in group interventions is the use of experiential and creative techniques, such as role-playing, art therapy, and narrative practices. These methods allow participants to externalize difficult emotions, symbolically reconstruct traumatic experiences, and explore alternative ways of responding to stress in a safe environment. For instance, role-playing exercises provide opportunities to rehearse adaptive behaviors in challenging interpersonal situations, while art-based approaches facilitate nonverbal expression of emotions that may be difficult to articulate verbally. Narrative techniques, in turn, encourage participants to reframe personal experiences and integrate them into coherent life stories, fostering a sense of meaning and psychological continuity. The integration of such methods enhances the effectiveness of group work by addressing both cognitive and emotional dimensions of regulation, thereby ensuring a more holistic therapeutic impact.

In contexts of trauma and post-traumatic stress, group interventions have demonstrated robust efficacy. Evidence indicates that structured group programs improve emotional stability, reduce PTSD symptom severity, and facilitate adaptive coping through collective problem-solving

and social reinforcement [3; 7]. Psychoeducational components provide participants with knowledge about stress and trauma responses, while interactive exercises enable the rehearsal of adaptive strategies, promoting both symptom reduction and functional recovery. Participation in group therapy also facilitates the rebuilding of trust in social relationships, mitigating social withdrawal and enhancing interpersonal engagement [1]. Family and caregiver involvement is recognized as a critical factor enhancing the efficacy of group interventions. Engagement of family members either directly in sessions or through parallel support programs reinforces therapeutic gains, encourages skill generalization, and strengthens social support networks [1; 2]. This involvement also allows facilitators to monitor progress, tailor interventions to individual needs, and ensure continuity of care across multiple environments.

Group interventions serve a crucial function in the development of emotional regulation and the restoration of psychological balance, particularly for individuals who have experienced trauma or prolonged stress. By offering structured opportunities for expressing and processing emotions, these interventions create a safe environment in which participants can explore intense feelings, practice coping strategies, and develop greater self-awareness. Techniques such as guided relaxation, mindfulness exercises, and stress management activities are integrated to enhance participants' ability to recognize emotional triggers, modulate responses, and maintain a sense of calm under pressure. Within the group setting, sharing personal experiences promotes empathy, mutual understanding, and emotional validation, allowing participants to feel seen and supported while observing how others navigate similar challenges. Additionally, group work fosters the rebuilding of trust and interpersonal confidence, helping individuals re-engage with social networks that may have been disrupted by trauma, anxiety, or withdrawal. Involving family members and caregivers further strengthens the therapeutic impact, as their participation facilitates the reinforcement of learned skills in everyday contexts, supports continuity of care, and encourages the generalization of adaptive behaviors beyond the group environment. Collectively, these processes contribute to resilience, enhance coping mechanisms, and create a sense of belonging, ultimately equipping participants with the tools to navigate complex emotional experiences and to engage more effectively with their broader social and community environments.

Comparative research underscores the efficiency of group therapy relative to individual interventions. Systematic reviews and meta-analyses demonstrate that group formats yield comparable or superior outcomes in enhancing emotional regulation, social functioning, and overall psychological well-being [4; 5]. Moreover, structured group interventions have been successfully adapted to digital and hybrid formats, which expand accessibility and maintain efficacy for participants in geographically or logistically constrained contexts [6; 7]. Focused group analytic psychotherapy exemplifies the integration of clinical expertise with empirical research, emphasizing iterative feedback, session structure, and therapeutic facilitation to optimize outcomes [5]. Interventions targeting nonsuicidal self-injury similarly highlight the value of group settings for fostering social connection, practicing coping strategies, and reducing maladaptive behaviors [7]. Such evidence underscores the versatility and broad applicability of group-based approaches across diverse populations and psychological conditions.

Nevertheless, challenges persist in the implementation of group interventions. Participants may experience initial apprehension, reluctance to disclose personal information, or difficulties in

adapting to group dynamics. Facilitators must therefore balance structure and flexibility, providing culturally sensitive, inclusive, and psychologically safe environments [2; 3]. Attention to individual differences, cognitive and sensory needs, and contextual factors is essential to maximize engagement and therapeutic efficacy. Group psychological and therapeutic interventions represent a comprehensive and empirically supported modality for addressing the multifaceted psychological challenges of contemporary society. By integrating structured skill-building, peer interaction, emotional regulation, and family involvement, these interventions promote resilience, social competence, and adaptive coping across diverse populations [1; 3; 4; 5; 6; 7]. Evidence from both Ukrainian and international research confirms their effectiveness and practical applicability, underscoring the critical role of group-based approaches in modern mental health practice.

Critical aspect of group psychological and therapeutic interventions lies in their capacity to foster a sense of community and collective empowerment among participants. By engaging in shared experiences, individuals develop a perception of belonging and mutual support that extends beyond the immediate group setting. This collective dimension encourages participants to recognize that their challenges are not unique, reducing feelings of isolation and promoting psychological normalization of difficult experiences. The group context also allows for the development of leadership, collaborative problem-solving, and interpersonal negotiation skills, which are transferable to family, workplace, and social environments. Over time, repeated engagement in these supportive interactions strengthens self-efficacy, cultivates adaptive coping strategies, and reinforces resilience, enabling participants to navigate complex emotional and social challenges with greater confidence and autonomy. This social reinforcement, combined with structured therapeutic guidance, positions group interventions as a uniquely effective modality for promoting both individual growth and communal well-being.

Looking ahead, the future development of group psychological and therapeutic interventions requires a strong emphasis on interdisciplinary integration, evidence-based innovation, and contextual sensitivity. Advances in neuroscience, trauma studies, and positive psychology increasingly highlight the complex interplay between individual neurobiological processes and collective social dynamics, offering new pathways for refining group methodologies. Digital platforms and hybrid formats are expected to expand the accessibility of group therapy, particularly in contexts affected by war, migration, or limited access to professional services. However, successful implementation will depend on culturally informed adaptations, ethical considerations, and the training of facilitators capable of addressing diverse psychological and social needs. Furthermore, systematic evaluation and longitudinal research are essential to ensure the sustainability of therapeutic outcomes, as well as to identify factors that enhance resilience and post-traumatic growth across different populations. By combining clinical expertise, peer-based support, and innovative delivery models, group interventions have the potential not only to mitigate psychological distress but also to foster long-term individual and communal well-being, thus contributing to the strengthening of mental health systems in contemporary societies.

Conclusions

Group psychological and therapeutic interventions represent a vital and empirically grounded modality for addressing the complex psychological challenges of modern society. By integrating structured skill-building with opportunities for spontaneous interaction, such interventions create a balanced framework that supports both individual growth and collective

well-being. Evidence consistently demonstrates their effectiveness in promoting emotional regulation, reducing symptoms of trauma-related disorders, enhancing social competence, and strengthening resilience. Importantly, these interventions extend beyond symptom management, fostering self-awareness, interpersonal trust, and a sense of belonging, all of which are essential for long-term psychological stability. The adaptability of group formats to diverse populations and contexts, including digital and hybrid models, underscores their practical relevance and accessibility. At the same time, the incorporation of family and caregiver involvement amplifies therapeutic outcomes and ensures continuity of care across multiple life domains. Despite challenges related to group dynamics, disclosure, and cultural sensitivity, thoughtful facilitation and structured program design significantly enhance participant engagement and efficacy. In conclusion, group interventions provide a uniquely powerful means of addressing both individual and collective dimensions of mental health. By combining professional guidance, peer interaction, and community support, they not only alleviate psychological distress but also cultivate the skills, relationships, and resilience necessary for thriving in an increasingly complex and demanding world.

References

1. Гавриловська, К. Психологічний супровід у складних життєвих обставинах / К. Гавриловська. – Житомир : ЖДУ ім. І. Франка, 2023. – 229 с.
2. Гармаш, А. О., Пащенко, Є. А. Психологічний вплив війни на особистість, підходи та стратегії допомоги / А. О. Гармаш, Є. А. Пащенко // Цілісний підхід у психології та соціальній роботі: теорія та практика : матеріали Всеукраїнської науково-практичної конференції з міжнародною участю (23 лютого 2024 р.) / за заг. ред. Л. В. Клочек, Л. Я. Галушко. – Кропивницький : ЦДУ, 2024. – С. 231–274.
3. Лящ О.П. Психологічні ресурси особистості в подоланні важких життєвих ситуацій. Проблеми сучасної психології: науковий журнал. Одеса: Видавничий дім «Гельветика», 2022. № 2 (25). С. 44-51. https://journalsofznu.zp.ua/index.php/psych/article/view/2907
4. Павлюк, О. Д. Посттравматичні стресові розлади (ПТСР): психологічна допомога, супровід та інструменти подолання / О. Д. Павлюк. – Київ : КНУ ім. Т. Шевченка, 2024. – 219 с.
5. Barkowski, S., Schwartze, D., Strauss, B., Burlingame, G. M., Rosendahl, J. Efficacy of group psychotherapy for anxiety disorders: a systematic review and meta-analysis / S. Barkowski, D. Schwartze, B. Strauss, G. M. Burlingame, J. E. Rosendahl // Psychother. Res. – 2020. – Vol. 30, No. 8. – P. 965–982.
6. Lorentzen, S. Focused group analytic psychotherapy: An integration of clinical experience and research / S. Lorentzen // J. Clin. Psychol. – 2022. – Vol. 78, No. 8. – P. 1613–1623.
7. Masland, S. R., Finch, E. F., Schnell, S. E. Effects of group psychotherapy for nonsuicidal self-injury: a meta-analysis / S. R. Masland, E. F. Finch, S. E. Schnell // Int. J. Group Psychother. – 2023. – Vol. 73, No. 3. – P. 183–201.

8. Pappas, S. Group therapy is as effective as individual therapy, and more efficient. Here's how to do it successfully / S. Pappas // Monitor on Psychology. – 2023, Mar 1. – Vol. 54, No. 2. – URL: https://www.apa.org/monitor/2023/03/continuing-education-group-therapy
9. Whittingham, M., Lefforge, N. L., Marmarosh, C. Group psychotherapy as a specialty: an inconvenient truth / M. Whittingham, N. L. Lefforge, C. Marmarosh // Am. J. Psychother. – 2021. – Vol. 74, No. 2. – P. 60–66.

Review received 03.09.2024

UDC 615.85:[37.015.3:159.942] **DOI: 10.31652/2786-6033-2024-3(3)-96-102**

Olena Chorna
Candidate of Psychological Sciences, Docent
Vinnytsia Mykhailo Kotsiubynskyi
State Pedagogical University Ukraine
elenachorna77@ukr.net
https://orcid.org/0000-0002-7067-3695

PECULIARITIES OF CHILD PSYCHOANALYSIS IN THEORIES OF DEPTH PSYCHOLOGY

Annotation. The article is devoted to the discussion of the main problems of modern child psychoanalysis as a scientific and practical direction of providing psychological assistance to the child and his family. The results of a historical and psychological study of the process of development of psychoanalytic knowledge about the child in psychology of the late 19th and early 21st centuries are presented. The author reveals the stages of evolution of psychoanalytic knowledge about the child. The results obtained cover a wide range of problems relevant for modern psychoanalysts working with children.

The article considers the professional achievements of representatives of depth psychology, practical methods of child psychotherapy and an in-depth understanding of the mechanisms of mental protection.

The article highlights the features of child psychoanalysis in the context of theories of depth psychology, focusing on the conceptual approaches of S. Freud, A. Freud, M. Klein, D. Winnicott and C. Jung. The historical evolution of child psychoanalysis, key theoretical positions and techniques of psychoanalytic work with children are analyzed. The article contains a theoretical overview, systematization of the main areas of research and outlines the prospects for further applied developments in the field of child psychoanalysis.

Key words: child psychoanalysis, depth psychology, psychological defense, mental trauma, play therapy, defense mechanisms, unconscious, psychotherapy, mental health, psychoanalytic methods.

Formulation of the problem. At the turn of the 19th and 20th centuries, psychoanalysis was launched as a radically new direction in the study of the psyche, which opened the way to understanding the unconscious and the internal dynamics of mental life. In the center of attention of S. Freud, childhood appears as the basis of mental development and personality formation. During the 20th century, numerous approaches developed within depth psychology, which differently interpret the nature of children's experiences, conflicts and ways to overcome them.

The establishment of child psychoanalysis as a separate scientific and practical direction was achieved thanks to the works of such researchers as A. Freud, M. Klein, D. Winnicott, who expanded the boundaries of Freudianism, focusing on the inner world of the child, the role of play, early relationships and defense mechanisms. Today, there is a need for an in-depth analysis of the theoretical approaches of depth psychology to child development and psychotherapy, with the aim of further integration into the practice of helping children.

The purpose of the article – to analyze the evolution of child psychoanalysis, its main theoretical positions and techniques of psychoanalytic work with children in the context of depth psychology.

The analysis of the latest research and publications. Issues of child psychoanalysis are actively studied by modern Ukrainian scientists, including in the works of M. Velykodna [1], V.

Lagutin [3], Y. Nelin [7], [8], devoted to the development of theoretical and clinical aspects of child psychoanalysis in the context of modern sociocultural challenges.

Presenting main material. The features of child psychoanalysis in the theories of depth psychology are an important aspect in the study of child development, mental processes and therapeutic assistance to children. Depth psychology encompasses several key areas (primarily Freudianism, Jungianism, object relations, ego psychology, etc.), and each of them has its own characteristics in the interpretation of children's experience and methods of working with children.

Child psychoanalysis originated within the framework of adult psychoanalysis, and, starting in 1909 (from the publication of S. Freud's classic psychoanalytic work «Analysis of a Phobia in a Five-Year-Old Boy», widely known among specialists as «the case of little Hans»), developed over the next century, gradually turning into a scientific and practical direction of modern psychology. S. Freud wrote little about children, but in almost all his descriptions of clinical cases he paid great attention to infantile manifestations in the psyche of adult patients, seeing the roots of neurotic conflicts of adults in their childhood experiences [2]. Initially, child psychoanalysis was understood by specialists as «psychoanalysis of childhood neuroses» [2]. Researchers of modern child psychoanalysis define it as a method of treating mental disorders in children by clarifying the interaction of conscious and unconscious elements of the psyche and bringing suppressed, repressed feelings and conflicts into consciousness [6].

At the current stage of development of psychological science, child psychoanalysis is defined as a system of psychoanalytic knowledge about a child that is dynamically developing and combines: 1) concepts of the child's socio-emotional development; 2) in-depth psychological research of the child's inner world; 3) techniques and practice of psychoanalytic therapy of children [1].

The emergence and formation of a scientific and practical direction in the development of psychotherapy, which is child psychoanalysis at the present time, is closely connected with the allocation of the concept of «child-patient» in the psychological scientific environment. The concept of "child-patient" stood out in the scientific world in connection with the manifestation of scientific interest of the first child psychoanalysts (G. Hug-Helmut, S. Spielrein, A. Freud, M. Klein, etc.) in the world of children's fantasies, fears, anxieties and emotional difficulties [4]. «Child patient» - a child with his own emotional needs, different from the emotional needs of parents and adults who care for him and those who raise him, with his own peculiarities of the development of the mental apparatus, patterns of growth and development, with a personal history. The main goal of psychoanalytic work with children, as before, remains the desire of specialists to «help the child return to the normal path of development» [1].

The evolution of child psychoanalysis has been complex and controversial. To this day, a wide range of problems remain on the agenda, on the basis of which controversy is being waged among psychoanalysts working with children. These include: 1) the possibility of applying psychoanalytic therapy to children of early and preschool age; 2) methods of working with parents of children undergoing psychoanalytic therapy; 3) the nature of resistance and transference of neurosis by children of different ages during psychoanalysis; 4) types of play material used in working with children of different ages; 5) modifications of techniques of psychoanalytic work with children suffering from severe psychopathology (narcissistic, borderline, psychotic); 6) development of techniques of adolescent psychoanalysis [4].

The principles of child psychoanalysis traditionally had several features: frequent sessions; mandatory work with parents whose children are in analytic therapy; use of games, drawings, modeling; use of interpretation as the main tool of the analyst; work with transference and countertransference [1].

Modern specialists distinguish the following features of modern psychoanalytic therapy of children: 1. Support of the analytical position, which sets the least possible restrictions on the treatment. 2. Interpretation is the main technique used when working with resistance in the treatment of a child

and adolescent. 3. The child psychoanalyst seeks to use as little educational measures and attempts to change the child's environment as possible, intervening only where necessary to maintain the continuity of analytic treatment. 4. The goal of treatment is to allow the child to realize his development as fully as possible, helping to make conscious those unconscious elements that hinder his effective activity. 5. The analyst's personality acts as a special object with which the young patient can interact and share any thoughts and feelings from the past, present and future as they arise. The analyst does not limit the patient's changing perception, but, on the contrary, continuously analyzes it [1].

Analysis of a large number of scientific sources allows us to distinguish several stages of development of child psychoanalysis [1; 3; 4; 7; 8; 10; 11; 12; 13; 14].

The first stage of child psychoanalysis can be called the stage of accumulation of empirical knowledge about child development. Trying to find confirmation of the concept of S. Freud about psychosexual development in early childhood, his students and followers collected various facts from real life and the history of development of their own children, children of their acquaintances and friends, analyzed children's dreams, their fantasies, observed the behavior of young patients in everyday life. The collected data were widely discussed at meetings of the Vienna Psychoanalytic Society and were published in periodicals. From 1912 to 1921, the international psychoanalytic journal Imago had a permanent section entitled «On the Nature of the Child Psyche» under the direction of the first child psychoanalyst, G. Hug-Helmut. This section featured various articles on child psychoanalysis, as well as psychoanalysts' observations of children. Among the first psychoanalysts who created a picture of the world of children and the development of children's fantasies, one can find the names of G. Hug-Helmut, S. Spielrein, K. Abraham, C. Jung, S. Ferenczi, M. Klein, and others.

The second stage in the development of child psychoanalysis can be considered the attempts of researchers to conduct psychoanalysis on their children. The beginning of this stage can be the work of 1909 by S. Freud «Analysis of the Phobia of a Five-Year-Old Boy», known to all child psychotherapists as the «case of little Hans». In this article, S. Freud describes psychotherapeutic work with a little boy who was afraid of horses. Therapy (more precisely, psychoanalytic observation of the child) was carried out by the father of the child himself, who brought his reports to S. Freud. The founder of psychoanalysis, speaking in modern language, supervised the received material and offered the father of the child various recommendations for the further implementation of the work begun. The case of little Hans is a modern version of filial psychoanalytic psychotherapy with a child. The technique used by S. Freud, K. Abraham, C. Jung, and M. Klein in child psychoanalysis was in the development stage, and therefore each experimented in a special direction, developing their own ideas about psychoanalytic work with children.

The third stage of the development of child psychoanalysis can be defined as a stage of a long-standing controversy on the topic: «Is it possible in principle to conduct psychoanalysis of children?» Experts discussed theoretical and practical issues: indications and contraindications to child analysis, resistance of the child and parents, organization of the setting and technique of working with children, the complexity of interaction with parents, the nature of transference in child therapy, etc. At this stage, child psychoanalysis was still considered by experts as an addition to adult psychoanalysis. This period was emotionally difficult for psychoanalysts, and later experts refused psychoanalytic work with their own children due to the development and improvement of the theory and practice of psychoanalysis. The result of the analysis of a number of personal tragedies in the families of analysts was the development of clear rules, requirements for the psychoanalyst, examples of which may be the passage of personal psychotherapy, as well as a psychoanalytic rule that imposes a ban on psychoanalysis of one's own children, children of relatives and close acquaintances.

The emergence of psychoanalytic works and research in the field of child psychotherapy and the application of psychoanalytic techniques is noted as the fourth stage in the development of child psychoanalysis. Experimental sites for the accumulation and verification of the obtained psychoanalytic material appear in the scientific field, the first psychoanalytic institutes that conduct

systematic psychoanalytic observation of children and adolescents and provide psychoanalytic assistance to children. The practice of training specialists in the theory and practice of psychoanalytic work with children and adults is expanding.

The fifth stage is the stage of active research into the causes of child psychopathology. After World War II, when, along with medical care, the question of psychotherapeutic assistance to the population arose, especially to children who had lost their parents and experienced the traumatic events of the war, new theoretical issues of child psychoanalysis were being developed in the created centers and orphanages, and new improved techniques with children were being developed. Research into the problem of attachment and the emergence of attachment theory (D. Bowlby, M. Ainsworth), the study of child psychoses and the emergence of the theory of separation-individuation (M. Mahler), the theory of object relations (D. Winnicott, R. Spitz, D. Stern, etc.) are key moments that turned the understanding of the nature of the development of neuroses upside down, which shifted the understanding of the origin of child psychopathology from the Oedipal to the pregenital pole.

In the 60-90s of the last century, the attention of Western specialists was directed to the early age of children - the first year of life. In psychoanalytic research, there is a shift in focus from studying instinctive life to studying the process of developing relationships between significant people, the emergence of preferences. The research of M. Klein, A. Freud, M. Mahler, D. Winnicott, D. Bowlby, R. Spitz, etc. formed the basis for the formation of modern views of child psychoanalysts. Along with the development of the theory of child psychoanalysis, there is also an active improvement of the technique of working with children.

The sixth stage is the development of the theory and methodology of child psychoanalysis, namely, the study of a child's play and the use of play for psychoanalytic purposes as a special technique used in the psychoanalytic space of child care. For the first time in 1919 in Vienna, G. Hug-Helmuth described the use of play in child psychoanalysis [15]. M. Klein used children's play activities in psychoanalysis with children aged 2.5–3 years [11; 13]. A. Freud used play in working with children of latent age [7]. Research into children's play activities for the purpose of psychotherapeutic care was conducted over the next 50 years, which became the basis for the development of certain areas of modern play psychotherapy.

The specific psychotherapeutic factors of modern child psychoanalysis are: 1. Recognition of the unconscious as the child's mental reality and work with the child's supports, fantasies, defense mechanisms, and internal conflicts. 2. Work with the products of the child's creative activity (games, drawings, fantasies), which reflect the conscious and unconscious sides of his mental reality. 3. Analysis of relationships in the therapeutic process (transfer and countertransference). 4. Verbalization, or the gradual transfer of linguistic and symbolic discourse from the unconscious to the conscious space. 5. Work with parents, which is currently receiving special attention from specialists [10; 11; 12; 13; 14].

Among the most famous child psychoanalysts in the world who have made a significant contribution to the development of this field are A. Freud, M. Klein, D. Winnicott, E. Erikson, R. Spitz, and others. One of the leading studies is considered to be the work of the Austrian psychologist A. Freud, the founder of child psychoanalysis. A follower of the theories of her father S. Freud, A. Freud studied the emotional state of children who had experienced the horrors of war for a long time, analyzing both the negative consequences of stress and adaptive mechanisms that helped overcome trauma. Her observations and research were of great practical importance not only for her time, but also laid the foundation for understanding children's mental trauma in the future. With the beginning of World War II and the continuous bombing of London, many children were evacuated and separated from their families. Hampstead War Nurseries, the first research laboratory where Freud and his associates cared for war victims, was founded in 1941. The main areas of work were recognized as: eliminating the physical and mental consequences of war, psychoanalytic study of the condition of children separated from their families, training educators and nurses in the psychological

understanding of their wards. In 1947, Freud founded the Hampstead Child Therapy Clinic, which later became the Anna Freud Centre. This institution was a leading center for treating children, training psychoanalysts, and conducting research in the field of child development. The researcher devoted more than 60 years of her life to psychoanalytic practice and scientific activity [4; 7; 12].

In general, the following main aspects of A. Freud's practical and scientific activities can be distinguished: the traumatic impact of war on children, child psychoanalysis, protective mechanisms of the child's psyche. Research methods: observation and description of the psychological consequences of war for a child (separation, loss, fear, trauma); development of approaches to rehabilitation; unique methods of analytical work adapted to childhood (fantasy, non-verbal associations); systematization and detailed description of psychological defenses (repression, projection, identification, sublimation, rationalization, regression, denial, etc.) [10].

Special attention to the theoretical and practical developments of egopsychology by A. Freud can be traced in the works of foreign and Ukrainian scientists H. Hartmann, M. Kelland, J. Levenstein, E. Erikson, E. Nelin, O. Yarova [4]. The key elements of A. Freud's research are the introduction of psychoanalytic theory into child psychology. She was the first to systematize methods of psychoanalytic therapy adapted specifically for children, because before her, psychoanalysis was applied mainly to adults. Thus, A. Freud considered the role of family relationships to be crucial for strengthening the emotional stability of a child who had experienced the traumatic impact of separation from parents. That is why «artificial families» were created in her institutions, which could partially compensate for the lack of parental care, which proved the importance of the presence of the family for the psychological stability of children, particularly in war conditions. Ukrainian psychologists are successfully adapting this principle, giving priority to the creation of a physical and psychological safe space. This can be both a physical shelter and an emotionally stable environment where the child feels protected [7].

Working with children is inextricably linked to the support of their parents or guardians, because, as A. Freud emphasized, a child can withstand any bombardment if there is a stable and loving adult nearby. The theory of defense mechanisms, which was developed by S. Freud at one time, was developed and adapted to new conditions by his follower A. Freud. Defense mechanisms, the researcher argued, are formed throughout a person’s life as a way of adapting to traumatic events, internal conflicts, fears and phobias: «Defense mechanisms act as guards at the threshold of consciousness, protecting our inner world from excessive pain and stress». A. Freud proposed the first clear classification of psychological defense mechanisms, identifying three sources of anxiety: fear of destructive aggression of unconscious instincts, unbearable states of guilt and shame (remorse of conscience), and helplessness before the demands of reality [12].

A. Freud also expanded and systematized the main types of defense mechanisms, adapted them to the child's psyche, defining: denial (the first reaction to the pain of loss), repression (removing unpleasant experiences from consciousness), sublimation (forgetting about a traumatic event by switching to other types of activity), projection (the ability to remove responsibility for one's own desires and actions), regression (returning to a better past), and others. For a long time, A. Freud and her colleagues carefully observed the efforts of children to cope with stress in order to provide adequate psychological assistance in reducing feelings of anxiety and guilt to maintain balance. A. Freud was a pioneer in using play as the main means of communication and exploration of the child's inner world, emphasizing its importance for psychological development and cognition of the world. The psychologist's words that «children learn best through play and exploration» are the main principle of child psychology, which she actively promoted. The scientist also insisted on the need to establish a strong, trusting therapeutic alliance with the child in the process of play activities. A. Freud developed the concept of «developmental lines», which became an important tool for understanding the normal and pathological development of the child. These lines describe the sequence of stages of development in different areas of functioning. Conclusions. It is possible to highlight the general features of child

psychoanalysis, in particular, play as a child's «language» is the main way to access the unconscious. Active participation of parents – without working with parents, therapy is often ineffective. Emotional development is more important than intellectual development in the early stages. Early experience (the first years of life) is of key importance for the child's psyche. The child's unconscious is no less active than that of an adult, but it manifests itself differently [12].

Conclusions. Child psychoanalysis, as a scientific and practical direction, has gone through a difficult path of development from the birth of the ideas of S. Freud to modern complex theoretical and methodological approaches of depth psychology. The article traces the stages of evolution of psychoanalytic knowledge about the child, which include the accumulation of empirical data, the formation of psychotherapy techniques and the systematization of theoretical concepts of leading representatives of depth psychology – S. Freud, A. Freud, M. Klein, D. Winnicott, C. Jung.

Psychoanalytic practice of working with children is characterized by features that are determined by age, mental and social characteristics of the child's psyche, such as the use of game methods, work with unconscious defense mechanisms and active interaction with parents. Modern child psychoanalysis seeks to support the individual development of the child, helping to realize internal conflicts and experiences through a safe therapeutic space.

Analyzing historical and contemporary experience, it can be argued that child psychoanalysis remains a relevant and promising area of psychological assistance, which requires further development both in the theoretical plane and in practical work with children, especially taking into account the latest sociocultural challenges and mental traumas.

Systematization of knowledge about child psychoanalysis and critical understanding of its methods open up new prospects for the development of applied research in the field of child psychotherapy.

Prospects for further explorations in this direction. Prospects for further research lie in a deeper study of the influence of modern sociocultural factors on the mental development of a child and in the improvement of integrative psychoanalytic methods of psychotherapy, taking into account the individual characteristics and needs of children.

References:

[1] Velykodna, M. (2023). *Psykhoanaliz i psykhoanalitichna psykhoterapiia yak dokazova praktyka: ohliad empireschnykh doslidzhen pro efektyvnist roboty z ditmy ta pidlitkamy*. Ukrainskyi psykhoanalitychnyi zhurnal, (3), 66–73.

[2] Kokorina, Yu. Ye. (2021). *Hlybynna psykholohiia (v korotkomu vykhchadi): navchalno-metodychnyi posibnyk*. Odesa: Astro-prynt.

[3] Lahutin, V. (2023). *Psykhoanaliz, "travmovanyi" viinoiu: chotyry klinichni iliustratsii urazlyvosti setynhu*. Ukrainskyi psykhoanalitychnyi zhurnal, 1(3), 18–23.

[4] Lazarev, O. M., & Titov, I. H. (2025). *Dytiachyi psykhoanaliz Anny Froid: istorychnyi pohliad i suchasni ukrainski realii*. Visnyk Mizhnarodnoho ekonomiko-humanitarnoho universytetu imeni akademika Stepana Demianchuka. Seriia: Pedahohika ta psykholohiia, (2), 86–90.

[5] Maksymenko, S. D. (2015). *Psykhoanalitychni teorii rozvytku osobystosti ta psykiky*. Problemy suchasnoi psykholohii, (28), 7–20.

[6] Medvid, Ye. S. (2016). *Osnovy hlybynnoi psykholohii: navchalnyi posibnyk*. Nizhyn: Nizhynskyi derzhavnyi universytet imeni Mykoly Hoholia.

[7] Nelin, Ye. (2019). *Rozvytok idei psykhoanalitychnoi pedahohiky v naukovo-praktychnii diialnosti Anny Froid*. Nova pedahohichna dumka, (4) (100), 85–88.

[8] Nelin, Ye. (2022). *Poshyrennia idei psykhoanalitychnoi pedahohiky u doslidzhenniakh teoretykiv neofreidyzmu*. Naukovyi visnyk Uzhhorodskoho universytetu. Seriia: Pedahohika. Sotsialna robota, (50), 199–202.

[9] *Osnovy hlybynnoi psykholohii: kurs lektsii: navchalnyi posibnyk* / Uklad. N. V. Hryniova. (2023). 2-he vyd., dopov. Uman: Vizavi.

[10] Freud, A. (2008). *Tekhnika dytiachoho psykhoanalizu*. Psykholohiia i suspilstvo, (3), 93–115.

[11] Anderson, R. (2004). Developments in technique in Kleinian child psychoanalysis. In L. Rodriguez de la Sierra (Ed.), *Child analysis today* (pp. 15–29). London; New York: Karnak.

[12] Geissmann, C., & Geissmann, P. (1998). Anna Freud the daughter: psychoanalytical education and observation. In *A history of child psychoanalysis* (pp. 77–109). London & New York: Routledge.

[13] Geissmann, C., & Geissmann, P. (1998). Melanie Klein: early object relationships. In *A history of child psychoanalysis* (pp. 109–133). London & New York: Routledge.

[14] Rees, K. E. (1991). *Anna Freud. A Biography: By Elisabeth Young-Bruehl*. New York: Summit Books. https://doi.org/10.1080/21674086.1991.11927312

[15] Freud, A. (1987). *Die Schriften der Anna Freud*. Frankfurt am Main: Fischer Taschenbuch Verlag.

Review received 05.09.2024

UDC 159.9.072.43:616.89-008.454 **DOI: 10.31652/2786-6033-2024-3(3)-103-109**

Irina Haba
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,
Associate Professor (Ukraine)
gabaira@ukr.net
https://orcid.org/0000-0003-4606-4504

CONTEMPORARY TRENDS IN THE DEVELOPMENT OF TRAUMA THERAPY: THEORETICAL FOUNDATIONS AND PRACTICAL APPROACHES

Аннотація. статті здійснено комплексний виклад сучасних підходів до травматерапії. Розглянуто історичні витоки поняття психологічної травми, її нейропсихологічні механізми та сучасні наукові пояснення. Послідовно описано провідні методи роботи з травмою – когнітивно-поведінкові програми, EMDR-терапію, тілесно-орієнтовані практики, майндфулнес, наративну експозиційну терапію та кризові втручання. Показано, як ці методи природно доповнюють один одного, формуючи цілісну систему допомоги. Окремо висвітлено особливості розвитку травматерапії в Україні, де вона набуває особливої ваги в умовах війни.

Ключові слова: травматерапія, психологічна травма, когнітивно-поведінкова терапія, EMDR, тілесно-орієнтовані методи, майндфулнес, наративна терапія, Україна.

Abstract

The article provides a comprehensive overview of modern approaches to trauma therapy. The historical origins of the concept of psychological trauma, its neuropsychological mechanisms, and contemporary scientific explanations are examined. The leading methods of trauma treatment are consistently described: cognitive-behavioral programs, EMDR therapy, body-oriented practices, mindfulness, narrative exposure therapy, and crisis interventions. It is shown how these methods naturally complement each other, forming an integral system of assistance. Special attention is paid to the development of trauma therapy in Ukraine, where it has become particularly important under wartime conditions.

Keywords: trauma therapy, psychological trauma, cognitive-behavioral therapy, EMDR, body-oriented methods, mindfulness, narrative therapy, Ukraine.

Formulation of the problem. Psychological trauma has become one of the central challenges of modern psychotherapy, with its prevalence growing due to armed conflicts, natural disasters, terrorism, and violence. According to WHO, 7–8% of the global population experience PTSD during their lifetime. In Ukraine, this issue became particularly acute after 2014 and especially following the war escalation in 2022, when millions faced shelling, occupation, loss, and displacement. This situation caused a sharp increase in PTSD, depression, and anxiety, creating urgent challenges for the healthcare system and society, and underscoring the need for effective trauma-therapeutic interventions.

Analysis of recent research and publications. Studies on trauma therapy emphasize the multidimensional nature of traumatic experiences and the necessity of integrative approaches to treatment. International scholars such as J. Briere and C. Scott (2015), J. Herman (2015), and B. van der Kolk (2015) have demonstrated that trauma affects cognitive, emotional, somatic, and neurobiological levels, which explains the need for combined therapeutic strategies. In the Ukrainian context, researchers including O. Kokun (2020) and T. Tytarenko (2020) highlight the importance of resilience and psychological resources in overcoming the consequences of traumatic events. Practical developments by Ukrainian psychologists focus on adapting evidence-based methods, such as Cognitive Behavioral Therapy (CBT), Eye Movement Desensitization and Reprocessing (EMDR), mindfulness practices, and Narrative Exposure Therapy (NET), to the realities of war and mass traumatization.

The purpose of the article is to analyze theoretical foundations and practical approaches to trauma therapy, focusing on evidence-based methods such as CBT, EMDR, body-oriented and mindfulness practices, and NET. Special attention is given to their adaptation in Ukraine under conditions of war-related mass traumatization and the need to integrate international standards with national experience.

Outline of the main material. The problem of psychological trauma occupies a central place in contemporary psychotherapy. Its prevalence continues to grow in line with the increasing frequency of

armed conflicts, natural disasters, terrorist attacks, and various forms of violence. According to the World Health Organization (WHO), between 7% and 8% of the global population experience Post-Traumatic Stress Disorder (PTSD) at some point in their lives. For Ukraine, this issue gained particular significance after 2014 and became especially acute since 2022. Millions of individuals have endured shelling, occupation, the loss of loved ones, and forced displacement. This has resulted in a sharp increase in the number of people affected by PTSD, depression, and anxiety disorders, creating challenges both for the healthcare system and for society at large.

The study of contemporary methods of trauma therapy is therefore a necessary step toward establishing an effective system of psychological assistance. In this context, psychotherapy ceases to be only an individual practice and becomes an important factor in social resilience.

The understanding of this phenomenon has followed a long and complex trajectory. From the early observations of Jean-Martin Charcot, who described hysterical symptoms and emphasized the connection between somatic manifestations and psychological experiences, to Sigmund Freud's psychoanalytic concepts, which argued that traumatic events leave "traces" in the unconscious and influence human behavior even years later. Further development came through the work of twentieth-century military psychiatrists, who studied soldiers' reactions at the front and described the phenomena of "shell shock" and "combat fatigue." These studies were the first to raise the issue that trauma has not only a psychological but also a biological dimension.

In 1980, the concept of Post-Traumatic Stress Disorder (PTSD) was officially introduced into the DSM-III diagnostic classification, which became a turning point in recognizing trauma as a distinct mental disorder. This milestone marked the beginning of a new era in psychotherapy, when trauma ceased to be regarded as a marginal phenomenon and acquired the status of a serious scientific and clinical problem.

On this foundation, new approaches gradually emerged that considered not only psychodynamic but also social and somatic dimensions of traumatic experience. Judith Herman systematized the manifestations of violence and political terror and described the phenomenon of Complex PTSD, which arises as a result of prolonged or repeated exposure to traumatic factors. Bessel van der Kolk demonstrated that "the body keeps the score," highlighting the role of somatic processes and showing that trauma is imprinted not only in memory but also in the nervous system itself. These ideas created a bridge to contemporary integrative models of trauma therapy, which combine psychological, biological, and social approaches.

Today, research in neuroscience provides a much more precise explanation of why trauma exerts such a powerful impact on the individual and why its consequences can persist for years. At the level of brain structures, it has been established that the amygdala—responsible for generating fear and anxiety responses—remains in a state of chronic hyperactivation among traumatized individuals. This means that even minor stimuli are perceived as threats, provoking an immediate and intense emotional reaction. In parallel, the functioning of the hippocampus—which under normal conditions helps to organize events in time and space—is disrupted. Under trauma, this function becomes distorted: memories remain fragmented, detached from context, and therefore often return in the form of flashbacks, as if the event were happening again in the present moment. Equally important is the reduced activity of the prefrontal cortex, which performs the function of cognitive control. This brain region enables individuals to evaluate situations rationally, weigh consequences, and regulate their impulses. When its functioning is impaired by traumatic stress, the person loses the ability to restrain impulsive reactions, which often manifests as outbursts of anger, disorientation, or, conversely, a state of «freezing». Another essential component is the hypothalamic–pituitary–adrenal (HPA) axis, which regulates the production of stress hormones. In a healthy state, this system is activated briefly, allowing the body to mobilize resources. However, in cases of chronic traumatization, it remains continuously engaged, leading to exhaustion, sleep disturbances, somatic illnesses, and an overall reduction in adaptive capacity.

Thus, trauma impacts the individual on multiple levels simultaneously—cognitive, emotional, neurobiological, and somatic. This explains why no single approach can fully capture the complexity of this phenomenon. It also substantiates the necessity of employing diverse psychotherapeutic methods, which, by complementing one another, create an integrated system of care. The search for effective strategies of working with trauma over the past decades has led to the development of a range of approaches that together form a kind of "therapeutic sequence." It begins with crisis interventions and psychoeducation, continues with cognitive and sensory methods, is supplemented by body-oriented and narrative practices, and culminates in the integration of traumatic experiences into a coherent life story. This logic defines the contemporary understanding of trauma therapy. At the beginning of this therapeutic sequence typically

stands Cognitive Behavioral Therapy (CBT). It was the first evidence-based approach, whose effectiveness has been confirmed by a large body of clinical research. Its task is to help individuals recognize dysfunctional thoughts and beliefs that sustain trauma symptoms and to replace them with more adaptive alternatives. Within CBT, clients are trained to monitor automatic thoughts triggered by trauma-related cues, evaluate their realism, and gradually develop new, more flexible ways of interpreting situations.

Modifications of CBT make this approach even more versatile. Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) combines psychoeducation, relaxation skills, and exposure exercises, enabling clients to integrate traumatic memories in a safe therapeutic environment. Cognitive Processing Therapy (CPT) focuses on restructuring «stuck beliefs» , such as «I am guilty for having survived» or «I can no longer trust anyone» Prolonged Exposure Therapy (PE) involves the systematic recall of traumatic memories and anxiety-provoking situations in order to reduce their emotional intensity. All of these methods share a common feature: they gradually restore the individual's sense of control over their own life. However, despite its strong evidence base, cognitive-behavioral programs do not always capture the sensory and emotional mechanisms in which trauma remains "frozen." A person may rationally understand that the danger has passed, yet their body and nervous system continue to respond as if the threat persists. In such cases, another method logically follows CBT – Eye Movement Desensitization and Reprocessing (EMDR) therapy – which offers a different pathway to the integration of traumatic memories.

The essence of EMDR lies in the use of bilateral sensory stimulation – eye movements, tactile, or auditory signals – that activate the brain's natural information-processing mechanisms. If CBT can be compared to a "rational rewriting of the story" through cognitive restructuring, EMDR resembles a "neuropsychological cleansing," during which memories lose their destructive power and gradually become integrated into the individual's life experience. This is why the two approaches do not contradict but rather complement and reinforce one another: cognitive work creates the foundation for belief change, while EMDR allows the brain and body to complete the unfinished processing of traumatic experience. From there, it logically becomes necessary to turn to the body, since trauma is imprinted not only in memories and emotions but also at the somatic level. Many researchers note that even after the threat has passed, the body continues to "remember" the traumatic experience through muscle tension, somatic pain, sleep disturbances, gastrointestinal disorders, or cardiovascular symptoms. This explains why some clients may rationally understand for years that the danger is over, yet still experience chronic anxiety, restlessness, or uncontrolled bodily reactions. In this context, body-oriented practices have emerged, aimed at "unfreezing" blocked physiological reactions. The most well-known approach is Somatic Experiencing (SE), developed by Peter Levine. It is based on the assumption that the natural "fight–flight–freeze" response often remains incomplete at the moment of trauma. As a result, the body becomes stuck in a state of constant readiness for action, which generates symptoms of anxiety, panic, or somatic disturbances. Work in SE involves gradually and safely reestablishing contact with bodily sensations, enabling the body to complete the reactions that were previously blocked. For example, a client may feel a strong impulse for movement in the legs or arms, which the therapist helps to "complete" in a safe environment.

Another direction is Sensorimotor Psychotherapy, developed by Pat Ogden. It combines body-based practices with elements of cognitive therapy, enabling individuals to become aware of how bodily reactions are connected with emotions and thoughts. This approach is particularly effective for clients with dissociative symptoms, when the body reacts faster than conscious awareness, or when a person appears to be "detached" from their own sensations. Thus, if EMDR therapy helps the brain integrate images and sensory impressions, body-oriented methods restore the natural flow of energy in the body, returning to the individual the capacity to feel safety and grounding. They expand the scope of trauma therapy, as they allow work with those deeper layers of experience that cannot be fully processed through verbal or cognitive techniques alone. This is especially important when working with children, adolescents, or individuals who find it difficult to verbalize their experiences. At the same time, restoring contact with the body requires the development of new skills of consciousness regulation, since it is precisely awareness that ensures bodily experience is integrated into daily life. In this context, mindfulness programs play an important role, the most well-known being Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT). These approaches teach individuals to observe their thoughts and emotions without judgment, without attempting to suppress or deny them. Such practice gradually reduces the influence of intrusive flashbacks and anxious thoughts, which often "take over" the mind of a traumatized person.

If body-oriented methods can be compared to the process of "unlocking" energy trapped in the muscles and nervous system, mindfulness creates a space of inner calm and observation. The client learns

to notice their reactions but not to merge with them, maintaining the position of a mindful observer. This allows them to step out of the cycle of automatic reactions and experience a new level of control over their life. Gradually, as the balance between bodily and mental levels is restored, the next stage of therapeutic work arises – the reconstruction of the life story. Even if anxiety symptoms or flashbacks diminish, a person often remains with the feeling of a "ruptured biography," as if life were divided into "before" and "after." Narrative Exposure Therapy (NET) helps to overcome this fragmentation.

The essence of this approach is that the client consistently reconstructs their autobiographical narrative, in which traumatic events are interwoven into the broader context of life rather than remaining isolated "black holes." The therapist assists the individual in creating a conditional "lifeline," where both moments of joy and painful experiences are interwoven, enabling them to regain a sense of wholeness and identity. If mindfulness teaches individuals to live "here and now," narrative therapy allows them to view their life as a sequential and meaningful process in which even trauma becomes part of personal growth.

However, all of these approaches can be effective only after basic stabilization has been ensured. This is why the first step in working with a traumatized individual is always crisis intervention and Psychological First Aid (PFA). They create the "foundation of safety" on which further therapy can be built. Without restoring the basic sense of security and grounding, more complex methods – cognitive, sensory, or narrative – cannot produce their full effect.

In such a sequence, trauma therapy methods do not compete with each other but rather naturally build upon one another. They form an integral path of healing: from cognitive understanding to sensory integration, from bodily release to the cultivation of mindfulness, and finally – to the reconstruction of a coherent life story. This logic clearly reflects the principle of gradual progression: from the simplest stabilization interventions to the deepest levels of trauma integration. Today, this multi-level system of trauma therapy has particular relevance in the Ukrainian context. On the one hand, the country has a strong tradition of psychological science and practice, with a developed network of universities, institutes of postgraduate education, and professional associations of psychologists and psychotherapists. On the other hand, the war that has continued since 2014 and escalated dramatically in 2022 has confronted Ukrainian society with unprecedented challenges in the field of mental health. The scale of population-wide traumatization requires systemic solutions, where each of the approaches described finds its place within the overall structure of care.

Large-scale military events have led to a significant spread of post-traumatic disorders among servicemen, veterans, civilians, internally displaced persons, and children. The loss of loved ones, destruction of homes, forced displacement, and life under constant threat – all these conditions create a fertile ground for the development of PTSD, depression, and anxiety disorders. The response to these challenges has been the active introduction of contemporary trauma-therapeutic methods into the practice of psychological assistance.

One of the important steps was the adoption by the Ministry of Health of Ukraine in 2024 of the unified clinical protocol of medical care *"Acute Stress Reaction. PTSD. Adjustment Disorders."* This document defines the main standards of diagnosis and treatment, affirming the use of Cognitive Behavioral Therapy (CBT), Eye Movement Desensitization and Reprocessing (EMDR), and crisis interventions as priority methods. Such a protocol brought Ukrainian practice closer to international standards and became the foundation for specialist training.

International organizations and foundations also play a crucial role in the dissemination of trauma therapy. For example, *Médecins Sans Frontières* (Doctors Without Borders) implement emergency psychological assistance programs in frontline regions. The International Medical Corps conducts training sessions on Psychological First Aid (PFA) and EMDR for Ukrainian professionals. *Vostok-SOS* and other non-governmental organizations organize mobile teams of psychologists who provide support to internally displaced persons and those affected by hostilities. Universities are also actively integrating trauma-therapeutic modules into their curricula. In particular, departments of psychology and social work at several pedagogical and medical universities in Ukraine offer courses in crisis psychology, contemporary methods of psychotherapy, as well as practical trainings in CBT, mindfulness, and art therapy. This contributes to the preparation of a new generation of specialists capable of working under the difficult conditions of war.

At the local level, many communities are establishing support centers for internally displaced persons, where trauma-therapeutic practices are combined with art therapy, peer-support groups, and workshops aimed at restoring social connections. Programs for children are of particular importance, including elements of body-oriented methods, play therapy, and narrative approaches.

Thus, the development of trauma therapy in Ukraine is taking place along several interconnected directions, each of which has its own specificity while simultaneously complementing the others.

The regulatory and governmental direction includes the creation and implementation of unified standards of care. The adoption of clinical protocols by the Ministry of Health was an important step in ensuring evidence-based practice and promoting such methods as CBT, EMDR, and crisis interventions. The development of a legislative and methodological framework makes it possible to unify approaches across institutions and raises the quality of psychological assistance at the national level.

The international direction is manifested in close cooperation with humanitarian organizations and professional associations from other countries. As a result, Ukrainian specialists gain access to modern training programs, supervision, and certification, while also adapting to local conditions the experience accumulated in countries that have already faced large-scale traumatic events. An important outcome of this collaboration is the integration of international standards into the practice of local psychologists and social workers.

The educational direction involves expanding opportunities for the training and retraining of specialists. Modern universities include courses on crisis psychology, trauma therapy methods, as well as practical trainings in CBT, mindfulness, and art therapy in their curricula. This creates the foundation for a new generation of psychologists to acquire not only theoretical knowledge but also practical skills necessary for working under conditions of widespread population traumatization.

The community-based direction encompasses a wide range of volunteer and local initiatives. In many cities and communities, support centers for internally displaced persons, peer-support groups, and mobile teams of psychologists are operating. Here, trauma-therapeutic practices are combined with art therapy, body-based exercises, mindfulness sessions, and group work, creating an accessible space for healing even in areas where medical infrastructure is underdeveloped.

The coordinated interaction of these four directions forms the foundation for the establishment of a national model of trauma therapy that simultaneously takes into account scientific standards, the real needs of society, and the cultural characteristics of Ukraine. Its main feature lies in integration: international approaches are adapted to the Ukrainian context, while local practices are enriched by the results of contemporary research. In this way, a holistic system is formed, capable of responding to the challenges of large-scale population traumatization. The integration of these levels allows us to speak of a comprehensive approach that goes beyond individual psychotherapy. It is not only about healing individuals but also about restoring social ties, supporting communities, and strengthening the psychological resilience of society as a whole. In this sense, trauma therapy performs a dual function: on the one hand, it helps individuals regain their inner balance, and on the other – it becomes an important factor in the consolidation of society in the context of wartime and post-war realities. It is worth noting that the development of a Ukrainian model of trauma therapy is not only a response to the urgent challenges of war but also an investment in the future. It combines international standards of evidence-based psychotherapy with national experience, mental characteristics, and cultural practices. This makes it possible to create an approach that will be sustainable in the long term, capable of providing both individual assistance to those affected and the development of collective readiness to cope with the consequences of crises. Thus, contemporary Ukrainian trauma therapy appears as a multi-level system – ranging from regulatory support and international cooperation to educational programs and volunteer initiatives. Its development signifies not only the expansion of access to care but also the strengthening of the overall psychological security and resilience of the nation. Summarizing the analysis, it can be stated that modern trauma therapy is a multidimensional phenomenon that integrates various approaches aimed at overcoming the consequences of psychotraumatic events. The development of this field reflects the evolution of scientific knowledge: from the first psychoanalytic attempts to explain the nature of trauma to contemporary neuropsychological research, which has demonstrated that the consequences of trauma are imprinted not only in the psyche but also in neural mechanisms and bodily reactions.

The community-based direction encompasses a broad range of volunteer and local initiatives. In many cities and communities, support centers for internally displaced persons, peer-support groups, and mobile teams of psychologists are functioning. Here, trauma-therapeutic practices are combined with art therapy, body-based exercises, mindfulness sessions, and group work, creating an accessible space for healing even in places where medical infrastructure is underdeveloped. The coordinated interaction of these four directions forms the foundation for the development of a national model of trauma therapy, which simultaneously takes into account scientific standards, the real needs of society, and the cultural characteristics of Ukraine. Its main feature lies in integration: international approaches are adapted to the

Ukrainian context, while local practices are enriched by the results of contemporary research. In this way, a holistic system is created, capable of responding to the challenges of large-scale population traumatization. The integration of these levels allows us to speak of a comprehensive approach that goes beyond individual psychotherapy. It is not only about healing individuals but also about restoring social connections, supporting communities, and strengthening the overall psychological resilience of society. In this sense, trauma therapy fulfills a dual function: on the one hand, it helps individuals regain their inner balance, and on the other – it becomes an important factor in consolidating society under wartime and post-war conditions.

It should be emphasized that the development of a Ukrainian model of trauma therapy is not only a response to the urgent challenges of war but also an investment in the future. It combines international standards of evidence-based psychotherapy with national experience, mental characteristics, and cultural practices. This makes it possible to create an approach that is sustainable in the long term, capable of providing both individual assistance to those affected and fostering collective readiness to overcome the consequences of crises. Thus, contemporary Ukrainian trauma therapy emerges as a multi-level system – ranging from regulatory support and international cooperation to educational programs and volunteer initiatives. Its development signifies not only the expansion of access to care but also the strengthening of the nation's overall psychological security and resilience. Summarizing the analysis, it can be concluded that modern trauma therapy is a multidimensional phenomenon that integrates various approaches aimed at overcoming the consequences of psychotraumatic events. The development of this field reflects the evolution of scientific knowledge: from the first psychoanalytic attempts to explain the nature of trauma to contemporary neuropsychological research, which has demonstrated that the consequences of trauma are imprinted not only in the psyche but also in neural mechanisms and bodily reactions.

Cognitive-behavioral methods have proven effective in transforming dysfunctional beliefs and gradually reducing the intensity of traumatic memories. EMDR therapy, in turn, has opened the way toward sensory integration of experience, enabling clients to complete the information-processing cycles left unfinished at the time of the event. Body-oriented practices have shown that trauma is stored in the somatic sphere and requires work at the level of bodily sensations. Mindfulness programs have highlighted the importance of awareness and the ability to remain in the present moment as a way of reducing anxiety and restoring inner balance. Finally, Narrative Exposure Therapy has confirmed the significance of reconstructing life stories and identity as a condition of holistic healing. It is important to stress that none of these methods should be viewed as mutually exclusive. On the contrary, they form a kind of chain: from crisis interventions that ensure basic stabilization, through cognitive and sensory interventions, to body-based and narrative practices that complete the integration of traumatic experience. Such a sequence creates the foundation for systemic and long-term recovery.

In the Ukrainian context, the development of trauma therapy carries special significance. The ongoing war has caused large-scale traumatization of the population, which determines the urgent need to implement evidence-based methods of assistance. Practical programs developed by the Ministry of Health, international organizations, and civic initiatives are already demonstrating their effectiveness in working with military personnel, displaced persons, and children. At the same time, a promising task is the establishment of a national school of trauma therapy that will combine international standards with culturally sensitive approaches.

Conclusions. Thus, trauma therapy emerges not only as a field of individual assistance but also as a strategic resource of social resilience. It contributes not only to the healing of individuals but also to the strengthening of communities, the restoration of social ties, and the development of collective capacity to withstand the challenges of war and crisis events. The further development of this field in Ukraine requires the expansion of specialist training, the integration of trauma-therapeutic practices into state and educational programs, and active cooperation with the international scientific community.

References

1. Briere, J., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed.). Thousand Oaks, CA: SAGE.
2. Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. New York: Basic Books.

3. van der Kolk, B. A. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.
4. World Health Organization. (2022). *Guidelines on mental health and psychosocial support in emergencies*. Geneva: WHO.
5. Kokun, O. M. (2020). *Psychological resources of the individual in overcoming the consequences of stress and trauma*. Kyiv: H. S. Kostiuk Institute of Psychology.
6. Tytarenko, T. M. (2020). *Resilience of personality: From theory to practice*. Kyiv: Lybid.
7. Chepa, M. V. (2021). *Modern approaches to psychological assistance in crisis conditions*. Kharkiv: Osnova.

Review received 04.09.2024

UDC 159.923.3:616.89-008.44-053.2 **DOI: 10.31652/2786-6033-2024-3(3)-110-116**

Olha Palamarchuk
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
Doctor of Psychological Sciences, Professor (Ukraine)
olgapalamarcuk42@gmail.com
ORCID: 0000-0002-6783-8380
Volodymyr Shakhov
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University
Doctor of Pedagogical Sciences, Professor (Ukraine)
shahovu2016@gmail.com
ORCID: 0000-0003-1535-2802

PSYCHOLOGICAL COUNSELING IN CONDITIONS OF EXPERIENCING ACUTE STRESS REACTION

Анотація. *У статті представлено теоретичний та практичний аналіз психологічного консультування як ефективного засобу надання допомоги особам, що переживають гострі емоційні кризи. Досліджено сутність кризового консультування, його методологічні основи, етапи та моделі втручання. Особливу увагу приділено психотехнікам, які сприяють адаптації клієнта до травматичних подій, зокрема когнітивно-поведінковим технікам, емоційному реагуванню, техніці ослаблення травматичного інциденту (ОТІ). Визначено етичні принципи діяльності консультанта та роль соціального оточення у процесі психологічної підтримки. Підкреслено важливість своєчасного психологічного втручання як профілактичного заходу розвитку посттравматичного стресового розладу (ПТСР), покращення емоційного благополуччя та відновлення особистісної рівноваги.*

Ключові слова*: психологічне консультування, емоційна криза, психотерапія, когнітивно-поведінкова терапія, етика, підтримка, адаптація.*

Abstract. *This article presents a theoretical and practical analysis of psychological counseling as an effective tool for assisting individuals experiencing acute emotional crises. It explores the essence of crisis counseling, its methodological foundations, stages, and intervention models. Special attention is given to psychotechnical approaches that facilitate client adaptation to traumatic events, including cognitive-behavioral techniques, emotional response strategies, and the Traumatic Incident Reduction (TIR) technique. The ethical principles of counselor activity and the role of social support in the counseling process are emphasized. The importance of timely psychological intervention is highlighted as a preventive measure against the development of PTSD, improvement of emotional well-being, and restoration of personal equilibrium.*

Keywords: *psychological counseling, emotional crisis, crisis intervention, psychotherapy, cognitive-behavioral therapy, ethics, support, adaptation*

Formulation of the problem. In today's world, where the pace of life is rapidly increasing as well as social and personal challenges, including those related to Russia's military aggression against Ukraine, are becoming more and more complex, more and more people are facing emotional crises. An acute emotional crisis can arise as a result of the loss of a loved one, divorce, job loss, serious illness or other traumatic events.

In Ukraine, there is a growing demand for psychological services, especially in times of social upheaval. In such situations, psychological counseling is an important means of providing assistance, support, and guidance on the way to restoring the psycho-emotional state. The relevance of the topic of psychological counseling in the context of Russia's ongoing military aggression against Ukraine is due to the growing number of people facing psychotraumatic situations that exacerbate both provoked and unprovoked psychological crises.

Modern psychological practice is supported by two key methodological techniques: diagnosis and influence. In this article, we want to focus on the second methodological technique. For this purpose, we will first clarify the relationships between the initial concepts related to crisis counseling: "psychological influence" - "psychological counseling" - "crisis psychological counseling"

Psychological counseling is a process of interaction between a counselor and a client aimed at solving personal, emotional or behavioral problems. The main goal of counseling is to support the client in difficult life situations, develop self-awareness and build self-regulation skills.

Analysis of recent research and publications. Therefore, psychological counseling is one of the forms of interaction between a psychologist and a client within the framework of psychological influence. According to the figurative expression of J.O. Prochaska and J.C. Norcross, "is more like penicillin than aspirin... and has a tremendous potential for positive (and sometimes negative) impact on patients" [6, p.12].

The creative and dialogic process of psychological counseling action refers psychological counseling practice to an understanding, ideographic paradigm, to a practical, change-oriented psychology and reflects the model of personality change as the main vector of its evolution and development of living space [9].

Psychological counseling is a field of practice of a psychologist related to the provision of psychological assistance to a client in establishing attitudes towards oneself, other people, and life events in the experience of current or chronic difficulties.

Psychological counseling is the process of providing professional assistance to individuals experiencing emotional, behavioral or interpersonal difficulties. The main goal of counseling is to support the client in difficult life situations, develop self-awareness and build self-regulation skills.

As S. Kalischuk rightly notes, the activity of a counseling psychologist is aimed at "building bridges" between the constructs "I" and 'World' through "correlation of the client with the world" (and the world of other people, in particular), as well as balancing the relationship between his subjective and objective worlds through self-relation and self-determination [10].

Crisis counseling is a type of psychological counseling aimed at minimizing the client's shock from an extremely difficult traumatic event, providing emotional support, strengthening personal coping strategies, and building a positive perspective through the release of resources.

Crisis counseling is a special format of psychological counseling due to the significant vector of psychological work, which begins with the position of "supporting" the client in a situation of acute difficulty and 'impossibility' and ends with the "typical" for psychological counseling finding (restoring, reorganizing) meanings and releasing personality resources.

The task of crisis counseling (according to the American Counseling Association in 2022) [1] is to help a person:

- assess the degree and severity of existing problem areas;
- to cope with an acute crisis;
- regain a certain sense of control,

- restore personal skills in solving tasks and problems after a crisis event; activate human resources.

Consideration of the practice of crisis counseling involves a preliminary analysis of the concepts of "crisis," "crisis situation," and "crisis space."

A crisis is the perception and experience of an event or situation by a client as an unbearable, insurmountable acute problem that hinders the realization of an important goal and exceeds current resources and survival mechanisms, and therefore requires a significant change in perceptions of the world and oneself in a short period of time

A crisis is caused by a specific situation - an event, a life stage, extreme circumstances.

A crisis situation is the conditions (factors) that cause significant (often destructive) changes in a person's life (life space), the way to overcome which seems unknown or impossible for a person. In crisis situations, a person, regardless of the experience of other people in his or her environment, experiences an unpredictable loss of his or her own ability to use previously acquired effective skills in finding ways to solve a problem, as well as a loss of the ability to rely on personal experience in overcoming difficulties.

Crisis intervention is a methodical procedure of emergency and short-term assistance provided to a person in order to interrupt the downward spiral of inappropriate behavior and return the person's ability to control his or her life by mastering emotional, physical and behavioral disorders Crisis intervention is aimed at minimizing stress associated with the event, providing emotional support and improving individual survival strategies "here and now".

G. Langsley and D.M. Kaplan identified three key focuses of crisis intervention: client-centered, event-centered, and social relationship-centered. Thus, the authors identified three models of crisis intervention:

1. The compensation model is aimed at controlling symptoms and stopping crisis decompensation. However, it does not seek to clarify the temporary inability to cope with the crisis or to understand the past dynamics of the person that led to the crisis.

2. The stress-oriented model is aimed at successfully solving specific problems posed by a stressful event. The tasks of the psychologist are to develop strategies for solving problems by the client and forming coping skills, as well as the future adaptation of the person to possible stressful situations.

3. The system-oriented model is aimed at the social field of the client in crisis, in particular, family members, relatives, colleagues, and friends [4].

Presentation of the main material. The purpose of the article is to study the effectiveness of counseling, its methods, ethical principles and impact on the emotional state of an individual.

An acute emotional crisis is characterized by intense feelings, impaired adaptation, anxiety, depression, and the risk of developing PTSD.

Different methods of psychological counseling are used in working with people experiencing an acute emotional crisis: empathic listening, cognitive behavioral therapy, crisis intervention, art therapy, body-oriented therapy, etc. The choice of method depends on the nature of the crisis, the client's personality, and the professional competence of the counselor.

Let's consider the main most famous psychotechniques for overcoming traumatic crisis states, described in the textbook by S. Kalischuk [10]

Cognitive-behavioral techniques for adapting to threatening events.

A person chooses the way of coping with the situation that best suits the circumstances and their individual characteristics, experience, and emotional state. A person "pulls himself or herself

together", feeling ready to change something in his or her life, to start a difficult journey forward. Mastery also serves as a gradual solution to a problem. In both cases, both effective and purely imagined modes of responding to difficult circumstances are possible.

Emotional response. Although it is believed that in general, emotional reaction often occurs automatically, unconsciously, active and conscious intervention in this process can accelerate the transition to another, more effective level of coping. To do this, a person needs to be active - to perform appropriate exercises, directing emotions and feelings in a different direction. Acceptable in this situation are crying, even anger, active forms of expressing negative feelings - active cheering for your favorite sports team, perhaps even aggression directed at inanimate objects (if it is accepted by others), conversation ("crying into a vest"), etc.

The technique of switching attention is closely related and interrelated to the emotional response. For this purpose, you can use the following actions - various physical activities (sports, physical labor, motor activity, walks in the fresh air), drawing, etc.

Also effective is the method of relieving tension (emotional and muscular) through relaxation, meditation, massage, autogenous training, specially selected music, aromatherapy (inhaling the scents of herbs and plants, using infusions of them), hydrotherapy (taking a shower, bath), communication with pets.

Redefining the situation (reinterpretation) - the goal is to make the situation more tolerable. This technique has several components:

-Stop "blaming" yourself for what happened;

-Look for the positive in the situation and do not "dwell" on the negative;

-try to "devalue" what happened, find any flaw - "I didn't really want to," "it's not yet known who was lucky," etc.

"Increase self-confidence" - through reflection, realize your strengths, find the positive in yourself. It also covers several positions:

1. Make a list of your achievements, even the most insignificant ones, and re-read it if necessary.

2. Make a list of everything you are grateful for in your life. Remember that all of this is a reward, not something you received by mistake.

3. Talk about yourself with respect. Value yourself as much as others value you.

4. Set small, specific, but achievable goals for yourself.

5. Even if you don't feel particularly confident, pretend that you do.

6. Imagine a person who is authoritative for you in your place and try to model how they would behave in this situation.

7. Never compare yourself with other people. Improvement can only be seen in comparison with yourself.

8. Do not worry about criticism in your address - it is a hidden compliment. No one would scold you if you were worthless.

"Proactive estimation". The purpose of this exercise is to prevent possible negative consequences by first assessing the expected troubles.

1. What is the worst thing that can happen to me if I don't solve this problem? (Do not put too much emphasis on the consequences.)

2. How much do the experiences that were important to you a year ago (when you were dealing with a similar problem) mean to you now?

3. It is necessary to accept the problem (danger), to accept it as an objective reality, because if we cannot change the situation or solve it, the only way to overcome it is to change our attitude towards it.

If the cause of a critical life situation is another person, the "visualization method" can be of great help.

1. Mentally imagine your abuser and tell him/her everything you think about him/her or do whatever you want to him/her.

2. You can imagine the abuser in a very small form, he is not dangerous in this state.

All of the above techniques and exercises are most effective in helping a person overcome a critical life situation only when they are used in combination, not individually, but in combination. In addition, a person must be active in this process, not to mention the fact that even the provision of professional psychological or psychotherapeutic assistance requires an active position of the client.

It should also be noted that each person has certain traits that help them choose the most effective strategies and ways to overcome critical situations. Among them are the following: mental health, optimism, constructive thinking, i.e. the ability to solve everyday problems with minimal post-stress consequences.

However, there is a significant number of people who need psychological assistance on the eve of a crisis, during its unfolding, and at the stage of choosing a strategy for resolving a difficult life conflict. Since experiencing a real life crisis temporarily maladjusts a personality, increases conflict, makes communication difficult, reduces productivity, has certain psychosomatic consequences, and not all people are capable of dealing with such situations on their own, help from a professional psychologist is essential.

Among the crisis intervention techniques, the technique of " Traumatic Incident Reduction" by Frank Jerbod is quite effective.

The Traumatic Incident Reduction Technique (TIR) consists of visualization, re-experiencing the trauma that occurred (without interruptions, interpretations and comments). This method allows for a cognitive reassessment of traumatic events. This technique assumes the neutrality of the counselor. The client is a "spectator" here, the counselor only creates the conditions for the "revision" procedure. To work, it is necessary for the client to be sufficiently cheerful at the beginning of the session, trust the counselor and want to solve the problem. The counselor should provide the client with a safe therapeutic environment and make sure that he or she wants to work on the problem. The place for "viewing" should be isolated so that nothing interferes with the work. The procedure can take a long time, but neither the counselor nor the client should be in a hurry.

Communication with the client is clearly structured and does not involve any interpretations.

The consultant is a neutral person who accepts without comment whatever the client says. The consultant should not allow himself to be judged in any way. The client may start to threaten the counselor, but in this case there should be no discussion. If the counselor has emotional reactions, they should not be shown. The client may have a strong emotional reaction, he may want to stop, then the counselor should help him to continue working in order to re-encounter what he experienced during the traumatic event. The task of the counselor is to bring the session to a successful conclusion.

During a TIR session, the counselor explains the basic rules and describes the procedure: "You need to follow the instructions and do what I say. We have to work without interruptions. Your task is to recall the episode and go through it many times. We work until we get a result, and stop when you feel better. You may want to discuss something with me, ask for advice, but we will not do that. I will not give advice, I will not evaluate you. What happened is what happened. Now we have to make sure

that these memories do not interfere with our lives. We will not discuss your case in detail, I will explain what you need to do. You should not discuss what will happen at the session with anyone.

TIR procedure:

Counselor's instructions: " Recall the traumatic incident. Imagine that you are watching a movie about it on video. Watch the event and say:

Step 1. When did this happen?

Step 2. Where did it happen?

3 step. How long did it last? If it's a chain of events, remember the first one. Once you have determined how long the event lasted.

Step 4. Go back to the beginning of the incident.

Step 5. Turn on the “video” button and start watching. (Close your eyes if necessary.) What do you imagine, see, feel? Briefly describe it.

Step 6. Review the event, go through the incident to the end. Let me know when you are finished watching.

Step 7. Tell me what happened. What do you imagine, see, hear, feel? Tell me briefly about it.

Step 8. You need to go through this episode many times. It's like re-watching a movie, when you watch it several times and notice more and more details and react less emotionally. Say “beginning” out loud when you get back to the beginning of the episode, watch the episode again. You can say whatever you want, you can only report new details that you notice when you watch it again. When you're done, go back to the beginning again. Watch it all the way through.

Step 9. After you have reviewed everything several times, I want to know if you feel better or worse. Is the incident getting easier or harder? "

If the client says it is getting easier, you need to start over; if it is getting harder or unchanged, the counselor asks: “Maybe the incident started earlier?” If the answer is yes, the client should be asked to return to the previous episode by going through steps 5-8.

If the client cannot recall the previous episode, the counselor should ask the client if there is anything in his or her experience that resembles the trauma situation. If the answer is yes, the counselor asks the client to recall the event, their feelings, thoughts. In this case, steps 1-8 should be repeated.

When the counselor has the impression that the client has reached the “end”, he or she asks questions such as: "How does the incident seem to you now? Do you realize what decisions you made during the event? “, ”Is there anything you would like to ask or say before the end of the session? ".

Conclusions. Psychological counseling is an effective way to help people who are experiencing an acute emotional crisis. Its use helps to reduce anxiety, improve emotional state and prevent the development of PTSD. Ethical principles and support from the social environment are important factors in successful counseling. Studies show that timely psychological counseling significantly reduces stress, improves emotional well-being, facilitates adaptation to new living conditions, and improves quality of life. Counseling helps people regain control over their lives and find new meanings in their experiences.

Prospects for further research. Due to Russia's ongoing military aggression against Ukraine and the resulting increase in the number of traumatic situations, the demand for crisis counseling is growing. This stimulates the further search for new forms of counseling, including online sessions, crisis help lines and mobile applications.

It is necessary to improve the skills of specialists, implement international standards and develop interdisciplinary cooperation to ensure comprehensive assistance to clients.

References

[1] (2020). American Psychological Association. Research on Counseling Effectiveness. APA Publications.

[2] (2019). University of Pennsylvania. Crisis Counseling Outcomes. Journal of Clinical Psychology.

[3] (2022). EFPA Survey on Client Satisfaction. European Journal of Psychology.

[4] (1968). Langsleyd, .G. & kaplan, D ., The treatment of families in crisis, Grune & Stratton, New York.

[5]. Palamarchuk, O.M., & Chukhriy,K.L. (2017). To the problem of social and psychological assistance to children of combatants in the context of the Anti-Terrorist Operation. Young Scientist, 8, 171-175.[3].

[6]. Prochaska J.O., Norcross J.C. (1918). Systems of psychotherapy: A transtheoretical analysis. Oxford University Press, 541 s.

[7]. Kisarchuk, Z.H. (Ed.) (2015). Psychological assistance to victims of traumatic events: Methodical manual (Z.H. Kisarchuk, Y.M. Omelchenko, G.P. Lazos, L.I. Lytvynenko, L.H. Tsarenko, Eds.). Kyiv: Logos Publishing House. 207 p.

[8]. Palamarchuk, O., & Gaba, I. (2023). The impact of uncertain conditions on the self-realization of modern individuals. Personality and Environmental Issues, 2(6), 5-10. DOI: 10.31652/2786-6033-2023-3(6)-5-10Review eceived10.12.2024/.

[9]. Tart Ch. T. (1975). Transpersonal Psychologies, 1994. Harper & Row, 502 s.

[10]. Каліщук С.М. (2023). Психотехніки кризового консультування: моделі, алгоритми, вправ: навчальний посібник. МайстерКниг. Київ.263 с.

Review received 05.09.2024

Editorial office address:
32, K. Ostrozky str., 21100, Vinnytsia, Ukraine.
E-mail: person.envir.iss@gmail.com

Format 60x84/8. Offset paper.
Digital printing. 6.5. Conditional printed sheets 6.1.
Accounting Publishing Sheets 4.8.
Circulation on order. Order 18/1.
The edition is 100 copies.

Printed from the originals of the customer.
FPE Korzun D.Y.

Publisher LLC "TVORY"
Certificate of enrty the subject of publishing in the State Register
of publishers, manufacturers and distributors of publishing products
series ДК № 6188 from 18.05.2018.
Nemyrivske shose Str., 62a, Vinnytsia, 21034.
Phone: 0(800)33-00-90, (096) 97-30-934, (093)89-13-852
e-mail: info@tvoru.com.ua
http://www.tvoru.com.ua