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**Збірник наукових праць**

**”Проблеми сучасної  
психології”**

**Випуск 57**

Кам'янець-Подільський  
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У збірнику наукових праць висвітлено найбільш актуальні проблеми сучасної психології, представлено широкий спектр наукових розробок вітчизняних і закордонних дослідників. Здійснено аналіз проблем, умов і труднощів психічного розвитку, вікових та індивідуальних особливостей становлення особистості й психології навчання.

Збірник наукових праць адресовано професійним психологам, докторантам і аспірантам, усім тим, хто цікавиться сучасним станом розвитку психологічної науки.

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## Psychological Analysis of Personal Characteristics that Act as Factors in Overcoming the Propensity to Theft in Adolescents

**Психологічний аналіз особистісних факторів,  
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до злодійства у дітей підліткового віку**

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### ABSTRACT

**The purpose.** *The purpose of the study is a theoretical and empirical analysis of personal factors that are the driving force behind the psychological mechanisms of predisposition to theft, and to clarify the main directions of its psychological prevention / correction. The main objectives of the study are: 1) clarification of scientific and psychological approaches to the theoretical analysis of the problem of theft; 2) analysis of motivational and volitional personal factors in subjects with an increased risk of theft; 3) scientific substantiation of the main directions of psychological prevention / correction of theft.*

**Methods of the research.** *The main methods used in the study are theoretical analysis, generalization, comparison, systematization of facts, theoretical modeling, scientific interpretation, use of questionnaires and tests.*

**The results of the research.** *The role and essence of theft is revealed, which in society is qualified as a socio-psychological problem connected with an insurmountable urge to misappropriate other people's money and things. It was found that the subject of theft can be any property that has a certain value: real estate or movable property, cash, securities, precious metals, documents, etc.*

*The experimental study identified three groups of people: those with a low risk of theft (14.1%), medium risk (44.7%) and high risk (41.2%).*

*People with a high propensity for theft are characterized by an increased fear of rejection: they begin to act under the conditions of external stimuli associated with control, requirements, supervision. Subjects are prone to external control, which indicates their desire to shift responsibility to external circumstances (insurmountable obstacles, difficult fate or people who do not help).*

*Persons prone to theft have low levels of general volitional self-regulation, which indicates an inability to consciously control their desires and impulses, including material direction, to subordinate behavior in accordance with the*

*circumstances. They are also characterized by low rates of persistence, which is manifested in the unwillingness to perform socially useful activities, coping with difficulties, inconsistencies. Instead, there is a clear desire to shift their problems onto others who have to buy, buy the things they want, and provide for everyone without exception.*

*The function of self-control is lower than the average in the subjects with a tendency to theft. Low self-control is due to difficulties in subordinating different activities to the motive of self-improvement, low ability to self-promotion and self-punishment as dynamic factors in the formation of regulatory behavior.*

**Conclusions.** *On the basis of the conducted empirical research two main directions of work are defined: a) psychological correction of motivational sphere of teenagers with high risk of propensity to theft; b) psychological correction of the volitional sphere of adolescents with a high risk of theft.*

**Key words:** *crime, theft, psychological problem, adolescence.*

## Introduction

In the world criminal practice, theft remains the most common crime today. It accounts for 52% of all offenses (Князев, 2017). Thefts from homes, shops, robberies, muggings, pick-pocketing – this is a non-exhaustive list of its varieties, which are used for free enrichment of certain people at the expense of others. According to this, it is an urgent problem in society that needs to be addressed at all times. And although theft has deep roots, dating back to ancient times, when private property was born, it does not lose relevance in our time. The skills and experience of thieves are increasing, new varieties are emerging, such as cybercrime, bank card theft, related to the specifics of the information society. In the context of modern military hostilities, marauding and looting are widespread.

## Analysis of recent research

The problem of theft in a psychological perspective today is insufficiently addressed. Some issues were considered within the psychology of addictive behavior (Толстоухова & Пінчук, 2000; Татенко, 2008); analysis of crimes committed by minors and adults (Болотна, 2020; Пряхін, 2012; Філіпенко &

Черепненко, 2007); elucidation of factors leading to stealing propensity and their impact on children and adolescents (Варгац, 2002; Гончарук & Онуфрієва, 2018; Князєв, 2017; Onufriieva, Zubiashvily, Kocharian, Lunov & Barinova, 2020); study of psychological characteristics of criminals who have a tendency to steal (Головкін & Навальна, 2012; Звірянський, 2018; Носенко, Аршава & Кутовий, 2011; Літинська, 2006); research of social responsibility for own actions (Гончарук & Онуфрієва, 2018; Філіпенко & Черепненко, 2007; Ivashkevych & Onufriieva, 2018). However, the questions about the psychological mechanisms of formation of propensity to theft and their relationship with the mechanisms of formation of motivational and volitional actions remain insufficiently clarified, the essence of theft as a psychological problem is not adequately addressed, the signs and semantic characteristics of theft are not disclosed. Due to the lack of basic scientific research, the areas of psychological work with children and adolescents who are prone to theft have not been identified.

### **Purpose of our study**

The importance of theoretical and practical study of the problem of child and adolescent theft, the need to identify effective ways to overcome it led to the purpose of the study, which aims at theoretical and empirical analysis of personal factors that are the basis of psychological mechanisms of theft and clarify the main directions of its psychological prevention and correction.

#### **The objectives of the study are:**

1. To find out scientific and psychological approaches to the theoretical analysis of the problem of theft.
2. To analyze the motivational and volitional personal factors in subjects with an increased propensity to steal.
3. Based on the results of empirical research, scientifically substantiate the main directions of psychological prevention / correction of theft.

## Research methods and techniques

A set of general scientific research methods was used to solve the tasks, including theoretical analysis, generalization, comparison, systematization of facts, theoretical modeling, scientific interpretation, and use of questionnaires. The following methods were used to determine the psychological characteristics of persons prone to theft and to determine the psychological conditions of correctional work with them: a questionnaire to determine the risk of propensity to theft; A. Mehrabian's affiliation motivation test as modified by M.Sh. Magomed-Eminov; test of subjective localization of control (SLC) developed by S.R. Panteleev and V.V. Stolin; test of volitional self-regulation suggested by A.V. Zverkov, E.B. Eidman.

## Results and their discussions

The problem of prevention and/or overcoming a juvenile theft is relevant in connection with the increase of objective ethical and moral principles of our society. Such a message should also apply to the upbringing of our children. At the same time, it happens that parents notice the loss of money from the wallet – first small, and then we are talking about ever larger amounts; their child brings other people's things from school: an eraser, a pen, pencils, and toys. This is the first sign of a tendency to steal. If adults do not overlook this period of formation and properly build educational work, the problem of child theft can be solved without obstacles. Conversely, if they do not notice petty thefts, and sometimes encourage them: "What a good man you are, you bring home everything useful, everything into the house!", this problem will find positive support and it will be difficult to work with it in the future.

Child theft is a common phenomenon in society. However, the specificity is that it has a latent, hidden nature due to the ethical issues of children's behavior: often parents conceal such cases so as not to embarrass the whole family. At the same time, it is necessary to single out issues that go beyond their compe-

tence: these are fixed forms of behavior that have been encouraged by them for many years and have taken the form of potentially dangerous for further social development of the child.

In the psychological literature, theft is interpreted as stealing of property, theft (Філіпенко & Черепненко, 2007). According to legal terminology, it is the theft of someone else's property for the purpose of appropriation (Пряхін, 2012). The subject of theft can be any property that has a certain value: real estate or movable property, cash, securities and ATM cards, precious metals, energy through illegal connection to the power supply network, documents, stamps or seals, firearms and ammunition (Варгац, 2002). According to the Criminal Code of Ukraine (Criminal Code of Ukraine, 2001), theft is considered a crime if it is committed intentionally, with premeditation and deliberation. It is necessary for the offender to appropriate things and use them as the owner, having them in permanent possession. At the same time, he/she does not have to own the thing. Theft of a thing for another person is also considered theft.

The main motive for theft is the desire to get rich here and now. Common to thieves, regardless of age, gender, social and professional status there are the following features: they all do not respect social norms, do not show special moral qualities and have little compassion for other people, because they are indifferent to the despair of others due to loss of money, their inability to feed family. Typical traits of people prone to theft are: disrespect for social norms, lack of compassion for others, resourcefulness, cunning, agility, practicality, rationality, lack of responsibility for their actions, determination and risk, internal tension, anxiety, good psychophysical training, and insidiousness. These features are subject to correction, which will be used in the preparation of the psycho-correctional program.

In addition to the term «theft» there are others that are its varieties. In scientific research (Толстоухова & Пінчук, 2000; Татенко, 2008; Пряхін, 2012; Філіпенко & Черепненко, 2007; Головкін & Навальна, 2012; Звірянський, 2018; Літинська,

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2006) we distinguish: a) depending on a subject: theft of the state, collective, or personal property; b) by the method of theft: with penetration into the private or non-residential sector; without penetration based on abuse of trust; covert theft (e.g., pickpocketing); open robbery; c) depending on the place of realization: thefts from premises (shops, warehouses, houses, industrial enterprises), thefts on railway and other types of transport (at stations, from a train compartment); pickpocketing in public cities (in markets, in transport; from automatic storage cameras); d) in the form of: simple theft; robbery (mudgging); armed robbery; burglary; theft of personal data; fraud.

The categories of thieves and their methods of work are also diverse. Researchers (Звірянський, 2018; Пряхін, 2012) single out the main ones. Thus a person who commits petty thefts (steals wallets, bags) is called a pickpocket. The most common methods of their operation are: «barehand» (pickpocketing); «through the screen», «camouflage» (hiding own operation with a jacket thrown over his arm, bag, flowers, etc.); «sandwich» (abduction with distraction); «knocking out» (the use of precise blows, made so to speak «unintentionally»); «deductive» (use of a solid look, tie, glasses for inconspicuous removal of the wallet); «polite» («giving help» to the victim while stealing the necessary thing); «using the scythe», «slashing» (cutting the wallet out with a blade).

At the same time, in modern thieving practice there are other methods of withdrawing money and assets. So recently, a citizen A. Svinney found a way to withdraw money through Instagram, Microsoft, Google using a voice token distribution. Estimates show that during the year he earned 2,066,000 euros on Instagram, 432,000 euros on Google and 669,000 euros on Microsoft (Князев, 2017). Various and common methods of fraud are observed in everyday life. Fraudsters gain the trust of the victims and then steal their valuables. They use any means to communicate with their victims – telephone, mail, e-mail and the Internet.

Taking into account the semantic and conceptual principles of the problem allowed us to apply a differential approach to the analysis of the propensity to steal in adolescents and young children. The psychological experiment was conducted with secondary school adolescents of grades 1-3 in Kamianets-Podilskiy. The sample group included 85 people.

The first stage of the ascertainment experiment was to identify individuals at risk of theft. This was done through questionnaires. The answers, recorded on a special form and processed using STEN scores (standard ten), were divided into the following levels (see Table 1):

*Table 1*

**Determining the risk of propensity to theft based on the results of the questionnaire (data are given in%)**

Levels	Low level			Medium level				High level		
STEN	1	2	3	4	5	6	7	8	9	10
Values (%)	2.4%	17.6%	21.2%	15.3%	9.4%	10.6%	9.4%	12.9%	1.2%	0.0%
Total:	41.2%			44.7%				14.1%		

According to the tables, a low level of theft was observed in 35 people (or 41.2%). This indicates that these subjects are active, motivated for community service and learning. They are honest in their behavior, have never committed theft, respect social norms, show positive moral qualities and are imbued with the feelings of others. In the absence of material values through a rational analysis of the situation they choose ways to limit or replace the desires that have arisen. In different social situations they show kindness, share with others, they are prudent, responsible for their actions. Such individuals are able to analyze their actions according to various criteria: moral, intellectual, emotional, they are balanced and positive.

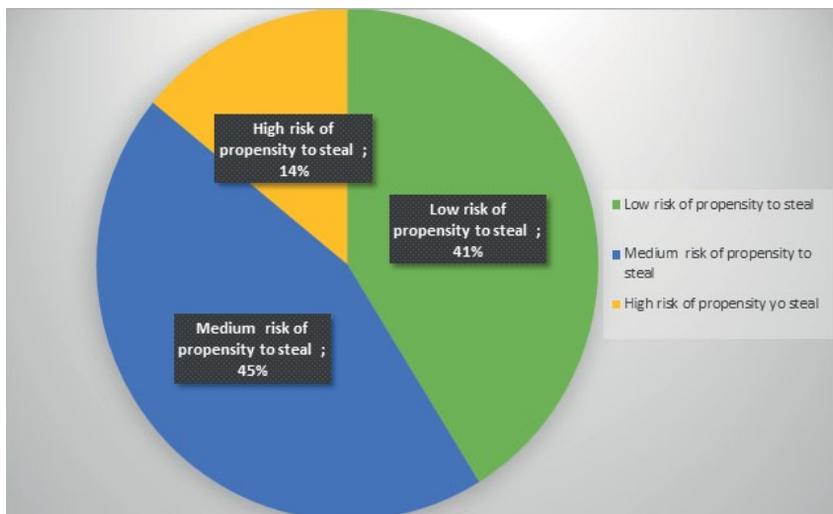
Among adolescents with a medium stealing risk, 38 people (or 44.7%) were identified. They received from 4 to 7 points according to the results of the questionnaire. Such students in early

childhood had attempts to take the thing they really wanted. But this tendency was situational and passed with age. At the same time, at the moment, there are still internal urges to take someone else's thing when no one sees it, but they are controlled by consciousness. Such adolescents respect social norms, show positive moral qualities and show good attitude towards others. However, the desire to share sweets and things with someone does not arise. In the absence of material values, children activate rational mechanisms, but they are not always a direct guide to action. Often the moral aspects of the situation are ignored when no one is watching the children (in the absence of external control).

A high risk of theft was found in 12 people (or 14.1%). Such adolescents received scores of 8-10 points according to the results of the questionnaire. In the past, they often took the belongings of family and friends without permission and show such a tendency now. They have unformed self-control over behavior, inflated material needs, there is a lack of motivation for useful work. It is typical to give preference to leisure over work and study. Children do not respect social norms, do not show stable moral qualities and have little compassion for others. Typical features of these adolescents are the predominance of needs, desires, inclinations over volitional qualities (self-control and emotional regulation). In situations of theft there is no compassion for others and responsibility for their actions, instead they have formed flexibility, cunning, agility, practicality, rationality, risk, and insidiousness (see Figure1).

Thus, the experimental study of the risk of predisposition to theft allowed to identify three groups of people: low risk (41.2%), medium (44.7%) and high (14.1%). For the further experiment, only two groups of subjects were identified: those with a high risk of theft and those with a low risk of theft. A comparison of the results of psychological research of the representatives of these groups made it possible to find out the differences in the development of personality traits that contributed to the emergence of a psychological problem.

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**Fig. 1. Level distribution of subjects at risk of propensity to steal (data given in %)**

Comparisons were made on the following qualities: localization of control, persistence, self-regulation; motivation of affiliation (desire for approval and fear of rejection).

First of all, *stimulus-motivating factors* that form the motivation for action were analyzed. For this purpose, the method of motivation of A. Mehrabian's affiliation as modified by of M.Sh. Magomed-Eminova, who explores two generalized motivators that are part of the motivation structure of affiliation – the desire for approval (C) and fear of rejection (B). Based on the experimental data, four groups of subjects were identified: Group I with the desire for approval above the median (medium level), fear of rejection below the median (high-low), Group II – the desire for approval below the median, fear of rejection above the median (low-low), group III – the desire for approval above the median, fear of rejection above the median (high-high), group IV – the desire for approval below the median, fear of rejection above the median (low-high) (see Table 2):

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Table 2

**Differences in the motivational sphere  
of individuals with low and high risk of propensity to theft  
(motivation of affiliation)**

Groups of subjects	Levels of affiliation motivation	Individuals at low risk of theft	Individuals at high risk of theft
Group I	High C – Low B	48.2%	17.6%
Group II	Low C – Low B	38.8%	7.1%
Group III	High C – High B	5.8%	35.3%
Group IV	Low C – High B	7.1%	47.1%

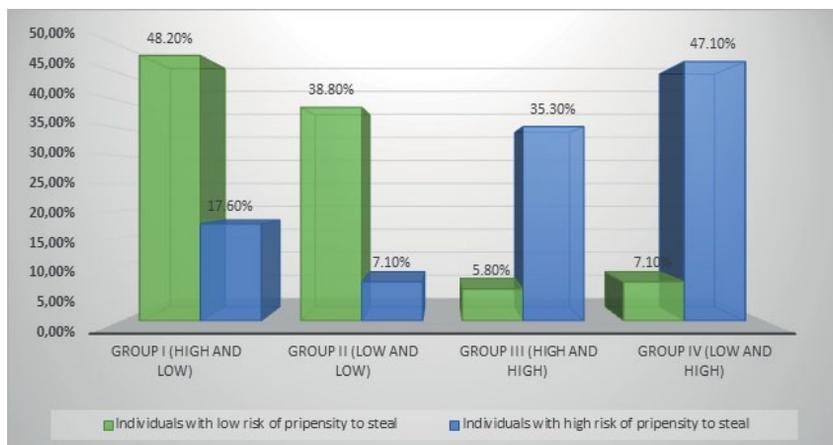
As the test results show, the motivational characteristics of people with low and high risk of theft are different. In particular, subjects with a low propensity to steal belong to groups I and II, which are dominated by a high desire for approval - low fear of rejection (48.2%) and low desire for approval – low fear of rejection (38.8%). What these groups of subjects have in common is that they do not have a fear of rejection and a high desire for approval. In these subjects, the need to receive support from others, to be recognized, to have social achievements and be proud of them prevails, it is important that the loved ones and all those around them evaluate them. Such adolescents are aimed at a positive characterization of their activities.

Individuals with an increased risk of theft are mainly in groups III-IV: with a desire for approval above the median, fear of rejection above the median (35.3%), a desire for approval below the median, fear of rejection above the median (47.1%) (see Figure 2).

Common to the subjects with an increased propensity for theft is a high fear of rejection: 35.3% and 47.1% – indicators for groups III and IV. Based on the answers, it was found that the subjects worked better when the external stimulus to activity related to control, requirements to be observed, and inspections.

Situations related to anxiety, fear of being negatively assessed, misunderstood, caused panic and stimulated action, or, conversely, blocked them. At the same time, societal demands

prompted to respond only when these demands were offered «from above» or «from aside» as an external activating stimulus. They acted as a factor in avoiding dangerous circumstances. Only in a situation of psychological stress did such adolescents activate their efforts.



where, high C – a high level of desire for approval; high B – high level of fear of rejection; low C – low level of desire for approval; low B – low level of fear of rejection.

**Fig. 2. Features of manifestation of the desire for approval and fear of rejection in subjects with low and high risks of theft**

Thus, subjects with an increased propensity for theft are characterized by a high fear of rejection: they begin to act under the condition of external stimuli associated with control, requirements to be observed, and inspections. Respondents with a low risk of theft have a low fear of rejection: situations of anxiety, fear of being negatively evaluated are not decisive for action, and the main motive for their social behavior the desire for approval.

According to the objectives of our study, an important area of work is to determine the relationship between the volitional factors of the individual and the risk of theft. To this end, the

locus of control and volitional self-regulation were defined as characteristics of conscious management of one's psyche.

Localization (or locus) of control characterized the ability to take responsibility for their actions in making decisions and achieving goals. To determine the locus of control, a test-questionnaire of subjective localization of control (SLC) suggested by Panteleev and V.V. Stolin was used to determine the internal and external locus of control (see Table 3).

*Table 3*

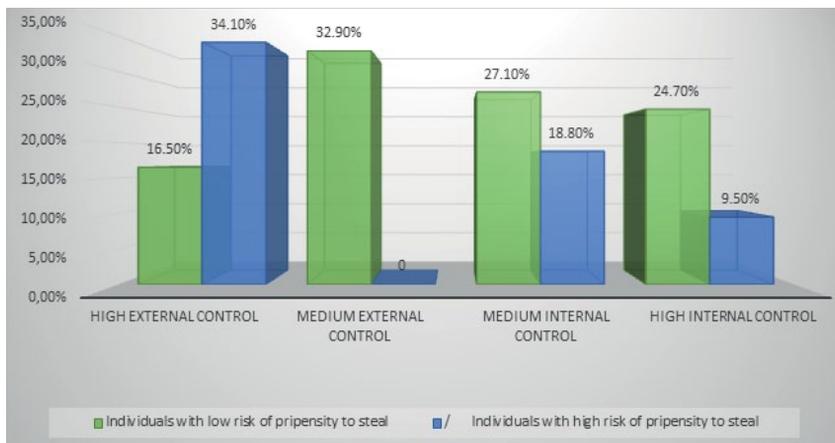
**Differences in the volitional sphere (locus of control)  
in adolescents with low and high risk of theft**

No	Estimates	Level of control localization	Individuals at low risk of theft	Individuals at high risk of theft
1	STEN 1-3 (0-10 points)	High external control	16.5%	34.1%
2	STEN 4-5 (11-14 points)	Medium external control	32.9%	37.6%
3	STEN 6-7 (15-18 points)	Medium internal control	27.1%	18.8%
4	STEN 8-10 (19-26 points)	High internal control	24.7%	9.5%

These tables show that people with a low risk of theft are dominated by moderate external control (32.9%) and moderate internal control (27.1%), which indicates an even distribution of responsibility for their actions on both internal and external circumstance. A significant proportion (24.7%) have high internal control, which demonstrates their tendency to attribute the causes of their actions to internal factors, which are wisdom, abilities, level of intelligence, volitional control, and emotional self-regulation.

Subjects with a high risk of theft are more prone to moderate external control (37.6%) and high external control (34.1%). This indicates their focus on explaining the reasons for their actions, especially troubles and external factors. They find an explana-

tion for their destructive behavior in external obstacles, which are, in their opinion, unfavorable circumstances, relatives and friends who do not care about them, lack of fortune, difficult fate (see Figure 3).



**Fig. 3. Features of manifestation of external and internal locus of control in subjects with low and high risks of theft**

As you can see from the diagram, the indicator of subjective localization of control in people with high and low risk of theft differs: if the higher results of externality indicators were obtained by high-risk subjects, then the internality indicators show low risk. In general, people with a predisposition to theft are 24% more likely to take external initiatives than those who are at low risk.

Thus, subjects at high risk of theft are prone to external control, which indicates their desire to shift responsibility to external circumstances: insurmountable obstacles, difficult fate, people who do not help, parents who do not buy them anything. Low-risk individuals control their material desires and needs and evenly distribute responsibility for their actions on both internal and external circumstances. In addition to the locus of control, the volitional qualities of the participants of the experimental

and control groups were investigated by the test of *volitional self-regulation* suggested by A.V. Zverkov and E.V. Eidman. It was used to determine the indices of volitional self-regulation on the points of the general scale (B), the indices on the sub-scales «persistence» (H), and «self-control» (C). The study data are presented in Table 4.

Table 4

**Differences in the volitional sphere of adolescents with low and high risks of propensity to steal (voluntary self-regulation)**

No	Estimates	Level of volitional self-regulation	Individuals with a low risk of theft	Individuals with a high risk of theft
1	General scale (B)	High self-regulation	74.1%	29.4%
		Low self-regulation	25.9%	70.6%
2	Subscale «persistence»	High persistence	75.3%	16.5%
		Low persistence	24.7%	83.5%
3	Subscale «self-control»	High self-control	68.2%	47.1%
		Low self-control	31.8%	52.9%

As it is shown by the results of experimental research and their comparative analysis, people at high risk of theft are unable to control their own behavior in different situations, consciously manage their actions, states and motivations. This is especially true of the «persistence» subscale, which allows you to determine the strength of intentions and aspirations of adolescents on the way to the goal.

Experimental data show that 74.1% of respondents with a low risk of theft are active, able-bodied individuals who actively go to achieve the goal, purposefully overcome difficulties, set the task to fulfill the planned. They adhere to social norms, seek to completely subordinate their own behavior. 83.5% of subjects with a high propensity for theft have low values on the scale of «persistence», which indicates reduced focus, insecurity, passivity, impulsiveness, which can lead to inconsistency in action. This is an inability to persevere towards the goal by activating forces in the fight against difficulties. The reduced background

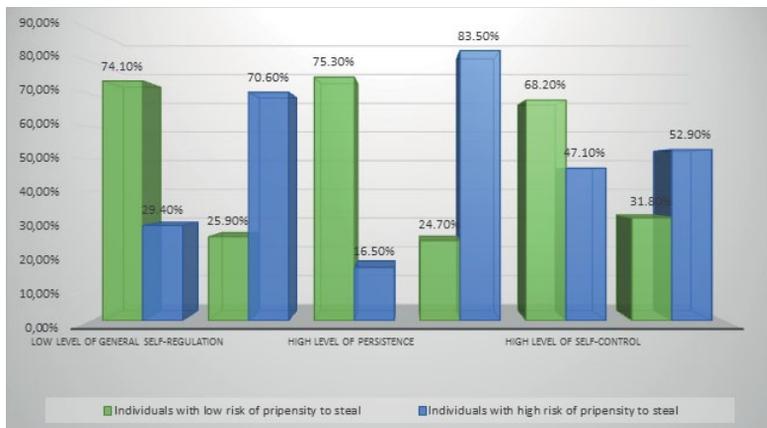
of activity and working capacity, as a rule, is compensated in such subjects by the increased flexibility, ingenuity, and also tendency to free interpretation of social norms.

According to the subscale «self-control», the obtained experimental data are not so indisputable. In persons with a predisposition to theft, high self-control is manifested in only 47.1% of subjects and low self-control – in 52.9%, which indicates a slight excess of low self-control due to difficulties in subordinating various activities to their desires and needs, low ability to control their own actions as dynamic factors in overcoming materially directed needs and desires. Slight spontaneity and impulsiveness are characteristic, usually combined with abusiveness, conservatism, which separates adolescents from intense feelings and internal conflicts.

At the same time, 68.2% of individuals with a low risk of theft have a high score on the «self-control» subscale. This characterizes them as emotionally stable individuals who feel at ease in a variety of situations. They are characterized by inner peace, self-confidence, lack of anxiety, readiness to make the right decision, which compensates for the internal materially driven urges.

The general level of volitional self-regulation can be determined on the basis of generalization of test results. 70.6% of adolescents with a high risk of theft have a low score of voluntary self-regulation. It is characteristic of subjects who are emotionally unstable, passive, and insecure. Their reflexivity is low, and the general background of activity, as a rule, is reduced, which causes impulsiveness, instability of intentions.

Respondents with a low risk of theft (74.1%) are active, independent, self-sufficient adolescents, who are characterized by purposefulness, organization, ability to overcome difficulties and gradually go to achieve the goal. They are characterized by self-confidence, stability of intentions, realistic views, and a developed sense of duty. They are able to effectively distribute efforts and control their actions (see Figure 4).



**Fig. 4. Features of self-regulation, persistence and self-control in subjects with low and high risks of theft**

According to the diagram, we can observe noticeable differences between the volitional qualities of subjects with high and low risk of theft. Among those prone to theft, the indicators of general voluntary self-regulation and persistence are low (29.4% and 16.5%, respectively), while those with a low risk of theft are 74.1% and 75.3%, respectively. The function of self-control is more preserved in the subjects with a tendency to theft, although it is also lower than the average.

Thus, the experimental study of psychological signs and mechanisms of predisposition to theft allowed to identify three groups of individuals: those with a high risk of predisposition to theft (14.1%), medium (44.7%) and low (41.2%). Characteristic of people with a high propensity for theft is an increased fear of rejection, a tendency to external control, which indicates their desire to shift responsibility to external circumstances, low levels of general voluntary self-regulation, perseverance, and inability to cope with difficulties.

### Conclusions

Analysis of the psychological characteristics of adolescents with a high risk of theft has prepared the basis for determining

the areas of prevention / correction of theft as a psychological problem: 1) the formation of the motivational basis of socially useful activity; 2) increasing the stability of the volitional sphere. The first direction is the work on the formation of effective motivation and providing a motivational basis for socially useful activities, which involves: a) creating a common motivational basis for activities; b) reliance on socially useful, rather than material motives for behavior; c) correcting the fear of rejection as a destructive motive for behavior; d) the use of motivation for approval, which acts as an external social stimulus; e) formation of the internal moral basis of behavior as a motivating factor. The second direction is the formation of volitional actions, namely: a) reducing external dispositions and increasing internal alternatives; b) education of the ability to control own behavior in different situations; c) the desire to consciously control own actions, states, and motivations; d) development of persistence; e) formation of self-control skills.

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**Гончарук Наталія, Онуфрієва Ліана. Психологічний аналіз особистісних факторів, які виступають чинниками подолання схильності до злочинства у дітей підліткового віку.**

**Мета.** Метою дослідження є теоретико-емпіричний аналіз особистісних факторів, які є рушійним чинником психологічних механізмів схильності до злочинства, та з'ясування основних напрямів його психологічної профілактики/корекції. Основними завданнями дослідження визначено: 1) з'ясування науково-психологічних підходів до теоретичного аналізу проблеми злочинства; 2) здійснення аналізу мотиваційних і вольових особистісних факторів у досліджуваних із підвищеним ризиком схильності до злочинства; 3) наукове обґрунтування основних напрямів психологічної профілактики/корекції злочинства.

**Методи дослідження.** Основними методами є теоретичний аналіз, узагальнення, порівняння, систематизація фактів, теоретичне моделювання, наукова інтерпретація, використання анкетування і тестів-опитувальників.

**Результати дослідження.** Розкрито роль і сутність злочинства, яке у суспільстві кваліфікують як соціально-психологічну проблему, яка полягає у нездоланному потягові до привласнення чужих коштів та речей. З'ясовано, що предметом крадіжки може бути будь-яке майно, яке має певну вартість: нерухоме або рухоме, готівка, цінні папери, дорогоцінні метали, документи та ін.

Експериментальне дослідження дало змогу виділити три групи осіб: з низьким ризиком схильності до злочинства (14%), середнім ризиком (45%) і високим ризиком (41%).

Характерним для осіб з високою схильністю до злочинства є підвищений страх відторгнення: вони починають діяти за умови зовнішнього стимулювання, пов'язаного з контролем, вимогами, наглядом. Досліджувані схильні до екстернального контролю, що свідчить про їх прагнення перекладати відповідальність на зовнішні обставини (нездоланні перепони, складну долю або людей, котрі не допомагають).

У схильних до злочинства осіб виявлено низькі показники загальної волювої саморегуляції, що свідчить про невміння свідомо контролювати свої бажання та імпульси, у тому числі матеріального спрямування, підпорядковувати поведінку відповідно до наявних обставин. Також їм притаманні низькі показники наполегливості, що проявляється у небажанні виконувати суспільно-корисні види діяльності, пасуванні перед труднощами, непослідовності. Натомість, виразним є прагнення перекласти свої проблеми на інших, хто має купити, придбати бажані речі і забезпечити усі без винятку бажання.

Нижчою за середні показники у досліджуваних зі схильністю до злочинства є функція самоконтролю. Низький самоконтроль зумовлений труднощами у підпорядкуванні різних видів діяльності мотиву самовдосконалення, низьку здатність до самозаохочення і самопокарання як динамічних чинників формування регулятивної поведінки.

**Висновки.** На основі проведеного емпіричного дослідження визначено два основних напрями роботи: а) психологічну корекцію мотиваційної сфери підлітків з високим ризиком схильності до злочинства; б) психологічну корекцію волювої сфери підлітків з високим ризиком схильності до злочинства.

**Ключові слова:** злочинство, крадіжка, психологічна проблема, підлітковий вік.

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## The Characteristics of Inner Speech of a Personality by Use of the Method of Dialogical Analysis of the Case

### Характеристика внутрішнього мовлення особистості за допомогою методу діалогічного аналізу випадку

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### ABSTRACT

**The purpose** of our article is to characterize the method of dialogical analysis of the case for description of inner speech of the person, to show its use in practice during the providing of statement experiment.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used a statement experiment as an empirical method. With the aim to diagnose the level of the development of inner speech of the person we used the author's method of dialogical analysis of the case.

**The results of the research.** In the article it was shown, that human feelings act as an experience of "Me", and in this regard it is as external monologues, and on the other hand they are dialogical in nature, they can hear a broken dialogue with others: appeals, questions, expected answers, desires that are not expressed, accusations, etc., that exists in a covert form of internal dialogue. Under the dialogical analysis of the case we understand the reconstruction of the movement of internal dialogue, which becomes possible as a result of a special attitude to the text (for this purpose, special methods of textual analysis were developed).

**Conclusions.** The inner speech was showed to be the speech for himself/herself. External speech is speech for others. Psychologically, the language of the pupil in functional and structural terms is egocentric speech, it is not understood as internal speech and is not separated by the child from speech for others. Objectively, this language is a function differentiated from social thinking, but again inconsistent, because it can only function in a situation that makes social speech possible.

**Key words:** *the method of dialogical analysis of the case, inner speech, external speech, egocentric speech, external monologues, a dialogue, social speech.*

## Introduction

As it was told in psychological literature, the ability to see problems is manifested in the need to ask questions, that require creative solutions in the process of active cognitive activity of the individual (Onufrieva & Ivashkevych, 2021b). To determine the dialogical qualities of cognitive activity, it is especially important to clarify the essence of a dialogue, a dialogical communication in its internal and external manifestations. As a form of internal dialogue scholars (Гончарук & Онуфрієва, 2018) consider the process of reading a novel, namely the dialogue between the author and the reader. Thus, the goal of independent reading can be achieved only if the reader is able to organize it, make a semantic analysis of the text, of he/she can understand it adequately, and in their further educational and professional activities to apply the learned information. Also we define reading as the creation of one's own thoughts with the help of other people's thoughts. Based on these ideas, we can describe reading as a creative process that involves not only passive perception of information contained in the text, but also its active processing, formulation of their own hypotheses, questions to the text, expressing views, agreeing or disagreeing with its author. In other words, reading can be seen as a special kind of a dialogue between the author and the reader.

Such a communication of course differs from the direct interaction with a real partner of communication. And, perhaps, it will be more accurate to define it as quasi-communication (Mykhalchuk & Kryshevych, 2019), such as communication with an imaginary partner. At the same time, there is every reason to believe that the mechanisms of both types of communication are largely similar. This approach to the characteristics of reading activity gives different grounds to consider the interaction of the reader with the text as a dialogical process (restoration

of the hidden dialogicity of the text itself and the deployment of the internal dialogue of the reader). Researchers (Onufrieva & Ivashkevych, 2021a) from philological positions solve the leading role of the logic of a dialogue in the development of creative thinking of the person, in particular in the development of theoretical thinking. So, in the process of theoretical thinking each subject of the activity internalizes his/her external tensions, the tensions of socially divided activity in the form of antinomic dialogue of the thinker with himself/herself (Mykhalchuk & Ivashkevych, 2018).

Thus, the text as a program of communicative and cognitive activities of the reader and his/her understanding as the construction of the semantic structure of the message are inseparable. Moreover, understanding the text, in our opinion, does not always lead to the reconstruction of the author's meaning. So, the reader is an active subject of thinking, understanding, communication builds his/her "inner text", which, of course, is based on the "semantic basis" of the original message, but can complement this basis with his/her understanding of the problem, highlighted in the text. Such a supplement, bringing its meaning into the text, depends on the knowledge, attitudes of the reader, the goals of his/her reading and, of course, on the motives of the activities in which this reading is included. In other words, the active interaction of the reader with the text is provided by the broad activity context of the process of understanding. The reader understands the text better if he/she, building the "inner text", connects it with his/her own needs, motives, so, includes into educational activities. Without such a context, understanding is impossible, the text loses its meaning for the reader.

**So, the purpose** of our article is to characterize the method of dialogical analysis of the case for description of inner speech of the person, to show its use on practice during the providing of statement experiment.

## **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research we used empirical methods, such as statement experiment. With the aim to diagnose the level of the development of inner speech of the person we used the author's method of dialogical analysis of the case.

## **Results and their discussion**

When choosing the means of teaching a foreign language, first of all a textbook, it is necessary to remember their correspondence with the age-specific features of pupils, the level of their language and language training, the realities of modern life and the requirements of the current program.

All means of teaching a foreign language are intended for the teacher and for a pupil. The kit for the teacher consists of the State Standard and the Foreign Language Program, a teacher's book, a manual for extracurricular activities, a set of phonograms and video phonograms, tables, drawings, a collection of exercises, a magnetic board, a set of slides and films.

The teacher's book is an important component of the teacher's complex. It describes the principles and the main methodological ideas of the educational complex, provides methodological guidelines for working with the textbook and methodical instructions for each lesson, offers exercises for teaching listening, speaking, etc., which complement the textbook material. Teacher's book as a learning tool is designed for teachers, allows them to organize pupils' learning activities most effectively and use all components of the educational-methodical complex.

The means for each pupil include a textbook, a book for reading, directories, dictionaries, handout materials, exercises on a printed or audio cassette, videograms (diphills, slides), computer programs.

As a learning tool the textbook occupies a special place in the pupils' kit, which is the main textbook. It contains methodically organized speech and speech material, exercises for mastering this material in various types of speech activities (except of texts for listening which are included into the book for a teacher), grammar reference material, appendix (songs, poems, vocabulary, etc.).

The structure of the textbook to a certain extent depends on the methodological concept of the authors. Traditionally, textbooks are organized by a thematic or a situational-thematic principle in sections that have relatively complete sections of the content of teaching of four types of speech activity: speaking, listening, reading and writing. Each section usually covers a series of lessons and has a pyramid structure. Various visualizations can be used in the textbook: charts, tables, drawings, symbols, different fonts, color, etc. So, the textbook would contain everything that is necessary for the purpose of learning. Among the main requirements for the structure and the content of the textbook there are such, as:

1) the textbook should provide a sequence of the tasks for speech learning and teaching speech material from a lesson to lesson;

2) the contents of the textbook would be communicatively oriented;

3) each paragraph of the textbook must have a "rod" around by which all material is organized (such "rod", for example, may be a typical phrase, topic, etc.);

4) in the structure of the paragraph there should be a special section – a homework;

5) the structure and the content of the textbook would provide simultaneous mastery of the skills of both oral and written types of communication.

The means of teaching a foreign language can be used with or without the use of the appropriate technical equipment. Those means are requiring the use of technical equipment. They are

called technical means of training. Other means are non-technical. Among the technical means of training, the methods of which are carefully developed, we distinguish videograms, phonograms and video phonograms.

It should be noted, that even with a minimum of educational equipment with technical equipment it is impossible to teach a foreign language without the use of certain technical means of training. In such a way, in the first place, there is a phonogram. The phonogram is the tool that directs learning language information from the auditory channel of the pupil's sensor system. The phonogram has many advantages over other learning tools because it allows a pupil to:

- a) record foreign language pronunciation in time and space for further use in the educational process;
- b) demonstrate the object of mastering – the foreign language pronunciation sound;
- c) make "preserved speech" in accordance with any methodological plan;
- d) to control effectively the oral language product of a pupil, giving him/her not only qualitative, but also a quantitative assessment.

The most motivated phonogram is used: for the purpose of teaching listening; oral speech training based on the widespread use of speech samples; rational presentation and fixing of broadcasting samples that are sounding (for example: models, typical structures); introduction of speech material in dialogical form; demonstration of songs and fragments of artistic reading in the performance of sounds by native speakers; conducting the analysis of recorded films' statements of pupils; audio visual aids.

Recently, the technique of using computer programs, which are becoming increasingly used today, is very actively being developed. Computer programs are implemented with the help of state-of-the-art computer models in the Multimedia system. It offers great opportunities for improving the learning process of a foreign language, increasing its efficiency. This is due to

the presence new didactic functions in the computer programs. These functions can not be reproduced, for example, in a video graph. Besides this the computer program provides perception of the information through auditory and visual channels. It also allows the pupil to study and control the learning of a foreign language in different modes of independent search and at various levels of difficulty.

The use of any means of training must be consistent with the whole system of teaching a foreign language, in line with its principles and objectives. This means that the pupils' actions, for example, when working with computer programs, must be motivated, exercises have to be responsible for the attitude and situational character of the actual communication process. Therefore, means of teaching a foreign language are essential for ensuring the full and effective organization of educational activity of pupils at the lesson with the aim of mastering foreign language activities.

We organized the experiment during 2020-2021 years. We formed experimental and control groups by the method of randomization (108 senior pupils):

– experimental groups:

E1 (38 pupils) – 10-B form of secondary school №20.

E2 (27 pupils) – 9-A form of secondary school №23;

– control groups:

C1 (35 pupils) – 10-A form of secondary school №20.

C2 (38 pupils) – 9-B form of secondary school №23.

The ascertaining experiment was carried out in three stages. At the first stage the method of questionnaire was used. The task of identifying the specifics of the literary environment was the main, and determining the degree of the formation of dialogical qualities of cognitive activity of secondary school pupils – as an additional one. The survey was organized by 389 pupils of 9-11 forms of secondary schools №№ 2, 5, 7, 15, 23, school "The Center of Hope" in Rivne (in the ascertaining experiment there were participated not only pupils of experimental and control forms,

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but also other pupils of these schools, which was done by us in order to obtain more accurate data).

The contents of the questionnaire for parents (see below) have the aim at studying the qualitative characteristics of the literary environment of secondary school pupils: the number of literary novels read during the last year, the complexity and diversity of the latter, the means of assigning literary culture, the objects of literary activity (the last two appeared as reflective moments). Accordingly, the data obtained from the survey allowed to us:

- a) to state a number of novels read by pupils the last year;
- b) to identify reference persons (those people with whom the pupil read novels are discussed them);
- c) to reveal the semantic side of pupils' internal communication with the novel;
- d) to establish the means of communication between pupils and the novel and the degree of awareness of the latter.

## QUESTIONNAIRE FOR PARENTS

*Dear Parents!*

We ask you to answer the questions of the questionnaire, so that we can get to know your child better. The results of this questionnaire will be used exclusively for the benefit of your child. We will not, under any circumstances, inform teachers and school management about the places in the questionnaire that may lead to conflicts between parents and teachers.

The name and the surname of your child \_\_\_\_\_

The form in which he/she studies \_\_\_\_\_

1. Your child is learning World Literature:

- 1.1. with "12"
- 1.2. with "12-10" and "9"
- 1.3. with "9"
- 1.4. with "9-7" and "6"
- 1.5. with "6"
- 1.6. with "6-4" and "3"
- 1.7. with "3"

II. You know that the level of your child's assimilation of material from World Literature is influenced by many factors. We ask you to evaluate the effect of each factor separately on the assimilation of World Literature by your child on the following points:

- 1 – does not affect
  - 2 – affects not very well
  - 3 – affects
  - 4 – strongly influences
  - 5 – very strongly influences
- Emphasize or circle the score.

№	The name of the probable factor influencing your child's assimilation of World Literature	Score
1.	Teacher's skills	12345
2.	Help of parents or other relatives with World Literature	12345
3.	The child's interest in World Literature	12345
4.	Systematic encouragement by:	
	a) positive feedback on a good assessment	12345
	b) disapproval of poor assessment by parents	12345
	c) reminders of the need to know well the World Literature for further study, work	12345
	d) promises of material encouragement for good assessment	12345
	e) reminding the child of the prestige of the family	12345
	f) the threat of punishment for poor assessment	12345
5.	My child's success is due to the development:	
	a) attention	12345
	b) observation	12345
	c) memory	12345
	d) thinking	12345
	e) general ability to learn, which indicates the prestige of the family	12345
	f) efficiency	12345

6.	Responsive attitude to the child from the side of one parent	12345
7.	Sensitive attitude to the child by the teacher of World Literature	12345
8.	My child does not want to be the last in the class	12345
9.	Positive attitude to learning	12345
10.	My child's failures in World Literature are due to unsatisfactory development:	
	a) attention	12345
	b) observation	12345
	c) memory	12345
	d) thinking	12345
	e) unsatisfactory general abilities to learn, which indicate that the child is studying mainly on "4-6"	12345
11.	Child's health	12345
12.	Bad treatment on the child by some family members	12345
13.	Bad attitude to the child by the teacher	12345
14.	The child's attitude to learning is indifferent	12345
15.	Negative impact on my child from the side of other children	12345
16.	Unsatisfactory living conditions of the child in the family	12345
17.	Poor preparation of the child to the subject "World Literature"	12345
18.	Number of pupils in the class	12345

*Thank you for participating in our research!*

The analysis of the answers of pupils who studied both the program with in-depth study of World Literature (classes E1, C1) and the standard program (classes E2, C2), reveals common characteristics for this age group of pupils of literary environment. Thus, World Literature is the subject of communication for 85% of pupils in class E1, for 81% – in C1, for 74% – in E2, for 84% – in C2. The most active is the communication of pupils on literary issues with friends and parents (respectively 86% of

schoolchildren in E1, 82% – in E2, 88% – in C1, 84% – in C2). Teachers of World Literature are partners of communication of pupils on literary topics for 37% of schoolchildren in form E1, for 45% – in C1, for 28% – in E2, for 24% – in C2. The tendency to narrow the circle of competent adults, such as teachers (compared to friends and parents), is one of the reasons for the decline of the level of literary development of pupils.

The semantic aspect of pupils' communication is characterized by an imbalance of their interests in relation to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in class C1. In this control class there is a slight increase in the percentage of pupils (for the period from the 9th to the 10th form) who are more interested in these literary novels than in classical ones: 85% of pupils – in the 9th form (C2), 87% – in the 10th form (C1). In class E1 the values of this indicator are 58-59%; in E2: 71-74%; in C2: 53-58%.

At the stage of the questionnaire we tried to imagine the degree of formation of dialogical qualities of pupils' cognitive activity due to the influence of the literary environment, which was determined at the level of studying pupils' opinions about Literature, specifics of literary reality, means of literary culture. For this purpose we used questions that required the choice of one of the proposed answers, as well as open-ended questions. It should be noted that most pupils had difficulty answering open-ended questions. This was manifested in the appeals of secondary school pupils to the researcher: "I do not know", "We were not told...". Such difficulties indicate a focus on knowledge rather than on the thinking of pupils, which in general reflects the predominant focus of schooling. This is also confirmed by the fact that the experiment of the researcher ("In a case of difficulty in answering a difficult question not to answer it immediately, but to think and to answer it later") pupils usually did not follow in the second part.

The formation of secondary school pupils' ideas about the specifics of figurative reflection of reality in Literature was de-

terminated by analyzing their answers to the questionnaire: "If you were the author of a novel, what would you tell in this case?", "What can a novel tell better than music, painting?". Such questions were more difficult for pupils of classes E2, C2. Thus, the first question in class E1 was not answered by 6% of pupils, in C1 – 11%, and in class E2 – respectively 58% of secondary school pupils, in C2 – 69%; 14% of pupils did not answer the second question in class E1, 18% – in class C1, 72% – in class E2, and 69% – in class C2. These data emphasize the opposite tendencies in the understanding of pupils of classes E1, C1 and E2, C2 specifics of the literary image. This trend is confirmed by the results below.

Thus, the understanding of the specifics of the content of a novel as a personal experience was manifested in pupils' answers to the question posed in the indirect form: "Why do you think the author wants his/her novel to be read by people?" and is expressed by the following values: 74% of pupils of class E1 and 71% – class C1, 85% – in E2 and 80% of pupils of class C2 answered, that the author writes a novel for people, so he/she is interested in reading it; 16% of pupils in class E1, 12% – in C1, 5% – in E2, 4% – in C2 answered that the author through a novel wants to convey to people a certain truth, to tell about a question or problem that worries him/her; 6% of pupils of E1 and 12% – of C1 believe that people who write a novel must have a talent that is expressed in this form. The answers to the questionnaire allowed to determine whether pupils are aware of contact with novels as a communicative situation. This question was answered positively by 16% of pupils of class E1, 12% – in E2, 18% – in class C1, 9% – in C2. These data suggest that literature is perceived as a form of communication by only a few pupils.

It should also be taken into account that 87% of pupils in group 1 and 83% of group 2 did not perceive the situation as problematic one and only after a few explanations from the teacher made their own attempts to continue the task. Examples of pupils' continuing a story suggested by a teacher, solving a creative problem, are given by us.

To describe the results of our research we used the method of dialogical analysis of the case for the characteristics of inner speech of the person (Михальчук & Івашкевич, 2022). Methodologically it is a very interesting development we proposed in recent years. It is "the method of dialogical analysis of the case", which is used in psychotherapy. The theoretical basis of the method are the ideas of researchers (Mykhalchuk & Kryshevych, 2019) on the social genesis of consciousness, on dialogue, which is a form of "the very existence of the individual"; the psyche is understood by us as a fundamentally dialogical structure, which implicitly contains various forms of social external dialogues. On the one hand, human feelings act as an experience of "Me", and in this regard it is as external monologues, and on the other hand they are dialogical in nature, they can hear a broken dialogue with others: appeals, questions, expected answers, desires that are not expressed, accusations, etc., that exists in a covert form of internal dialogue. Under the dialogical analysis of the case we understand the reconstruction of the movement of internal dialogue, which becomes possible as a result of a special attitude to the text (for this purpose, special methods of textual analysis were developed).

**Protocol of recording the continuation of the story  
with a given beginning by a pupil Max V. in C2 form  
(the last stage of the experiment)**

Characteristics of cognitive activity by components	Protocol recording
1	2
	Extraordinarily strange city. At the very edge of a dark, dense forest, near a large golden field where wheat was ripe, an anthill stood. It was inhabited by large and small gray ants. All day hard-working ants crawled through the woods, looking for different branches to build their homes and providing themselves with food.

Model	Today, July 29, the work was in full swing in the anthill. Everyone was preparing for the holiday. July 30, according to the established calendar of ants, was the day of the little ants, for whom it was the happiest day of the year, not counting, of course, the birthday. Parents gave their children the gifts they wanted.
Text	On this day, July 29, a little ant named Mia was sitting on the green grass not far from the anthill. The sun was shining brightly, flooding the entire field with light. Familiar ants crawled past Mia, carrying various sticks, small twigs, spruce needles on their backs. Some ants carried edible larvae.
Setting	Mia looked up at the sky and watched the flying birds, dragonflies and butterflies. Oh, how beautifully they were flying! How good it is to be able to fly, Mia thought. Birds are not afraid of any danger. But how many ants die every year from being crushed by their paws, which they call "legs", huge creatures. And if ants could fly then it wouldn't have happened. Once again, Mia thoughtfully looked at the sky and, jumping off a small blade of grass, cheerfully crawled towards the anthill. She already knew what gift to order for her parents.
Intention	The next day began with a celebratory breakfast. After it, all the families of ants went out into the field, where the solemn congratulations by the parents of their children began.
The question A wish	– Our dear Mia, what gift do you want to receive today? – asked the ant who was her dad. I want to have wings, like butterflies do.
Warning	– But this desire, unfortunately, cannot be realized. Ants are not adapted to fly. You can't, even with wings, fly up to the clouds.
Suggestion	– No, I can, Mia said with tears in her voice. – I myself will ask the butterfly for wings.
The actions	With these words, Mia crawled away from her parents and saw a bright butterfly that was sitting on the very edge of a long golden ear. Mia crawled up to the spikelet and began to climb it. She was already near the butterfly itself, which had just spread its wings, so Mia gathered all her strength and climbed onto its wing. But the ant did not know how to unhook the butterfly wings and take

Text	<p>them for herself. Therefore, she sat perplexed on the wing and did not dare to make any movement. And suddenly the butterfly stirred and flew up. Mia, very frightened, clung tightly to the butterfly's wing, and all the other ants remained far under the trees.</p> <p>Mia and the butterfly flew through the air for a long time. Night came, and they kept flying and flying. In the morning they descended to a spacious meadow near the gates of a city. The ant was struck by the fact that there were a lot of butterflies of different sizes and colors around. They flew over the flowers, sometimes descending on them.</p>
Decision	<p>It turned out that these butterflies gathered once a year on this meadow for so-called "congress". In their own language they discussed where the fields were and with what colors they needed more pollination.</p>
Intention	<p>An unfamiliar red ant, which had just crawled past, told the ant about it.</p>
The question Explanation	<p>"What kind of city is this?" – Mia asked.</p> <p>– Different animals live here, but this is an unusual city. It has many streets, each of them it is with its own oddities. On the one street all the beasts walk on their heads, on the other one – on two hind legs, on the third street they climb, on the fourth one – they howl, on the fifth one – they fly, on the sixth street – they sing merry songs. Anyone who fails to comply with these conditions when hitting a certain street will be severely punished (some animals are even expelled from the city).</p>
Wish Proposition	<p>– "I'd really like to come to this city," – Mia said.</p> <p>– "You can do it, but be careful and watch the street names carefully," – the big ant advised.</p>

## Conclusions

Inner speech is speech for himself/herself. External speech is speech for others. We draw attention to the special function of the child's egocentric speech and to evaluate it theoretically. We didn't ignore the essence of egocentric speech in terms of its genetic relatedness and connection to internal speech. Egocentric speech is a series of steps that prevent the development of internal speech. First, egocentric speech performs intellectual func-

tions similar to the internal and close to it in its structure. And, secondly, comparing proven facts of the demise of egocentric speech with the beginning of school age with a number of facts that establish the development of internal speech in this period, we can conclude that in fact on the threshold of school age is the growth and transition of egocentric speech. Psychologically, the language of the pupil in functional and structural terms is egocentric speech, it is not understood as internal speech and is not separated by the child from speech for others. Objectively, this language is a function differentiated from social thinking, but again inconsistent, because it can only function in a situation that makes social speech possible.

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***Івашкевич Едуард, Сімко Руслан. Характеристика внутрішнього мовлення особистості за допомогою методу діалогічного аналізу випадку.***

**Метою** нашої статті є схарактеризувати метод діалогічного аналізу випадку з метою характеристики внутрішнього мовлення особистості, описати використання цього методу на практиці впродовж проведення констатувального дослідження.

**Методи дослідження.** Для розв'язання поставлених в роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми використовували констатувальне дослідження як емпіричний метод. Для діагностики рівня розвитку внутрішнього мовлення особистості було використано авторський метод діалогічного аналізу випадку.

**Результати дослідження.** У статті показано, що почуття людини постають як переживання «Я», і в цьому плані як зовнішні монологічні утворення, а з другого – вони діалогічні за своєю природою, в них можна почути розірваний діалог з іншим: звернення, питання, відповіді, що очікуються, бажання, які не висловлюються, звинувачення та ін., тобто те, що існує в прихованій формі внутрішнього діалогу. Під діалогічним аналізом випадку ми розуміємо реконструкцію руху внутрішнього діалогу, що стає можливою в результаті особливого ставлення до тексту (з цієї метою нами були розроблені спеціальні методи текстового аналізу).

**Висновки.** Показано, що внутрішнє мовлення є мовленням для себе, тоді як зовнішнє мовлення – для інших. Обґрунтовано, що психологічно мова школяра у функціональному та структурному відношеннях – це егоцентричне мовлення, воно не осмислюється як внутрішнє мовлення і не відокремлюється дитиною від мовлення для інших. Доведено, що в об'єктивному відношенні ця мова являє собою віддиференційовану від соціального мислення функцію, але знову ж таки неостаточну, оскільки й вона може функціонувати тільки в ситуації, яка робить соціальне мовлення можливим.

**Ключові слова:** метод діалогічного аналізу випадку, внутрішнє мовлення, зовнішнє мовлення, егоцентричне мовлення, зовнішні монологи, діалог, соціальне мовлення.

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## The Means of Developing Learner's Autonomy in the Conditions of Online Studying at Secondary Schools

### Засоби розвитку самостійності учня в умовах online навчання в закладах середньої освіти

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#### ABSTRACT

*The purpose of our article is characterizing the concept of discursive competence according to the means of developing learner's autonomy in the conditions of online studying at secondary schools.*

*Methods of the research.* The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The ascertaining research was used as an empirical method.

*The results of the research.* An extensive use of the concept of online studying and the development of its technical internal system capabilities have led to

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*significant changes in the understanding of this term. We define it as a global association of computer networks, an integrated network, web-sites, consisting of different communication networks integrated into a single logical online system. However, this definition no longer covers all aspects of this phenomenon. According to the field of Online Psychology we mean online studying not as a specific network of interconnected computers and mobile devices, or even a network of web-sites with channels and communication devices between components with appropriate programs and protocols, as networks together with social services based on them, which attract people and / or ensure their activities.*

**Conclusions.** *Thus, virtual discourse shapes the linguistic consciousness of a nation, social representations, general opinions, patterns of the person's behavior, frames and scenarios or even scripts. We have proved that the Internet environment is an effective factor in shaping personal value system. It is focused that digital technologies, for example the Internet, change not only consciousness and behavior, but also their physiological basis of the person, so, the brain.*

**Key words:** *learner's autonomy, online studying, digital technologies, technical internal system, network, verbal-logical thinking, figurative thinking, object-effective thinking.*

## Introduction

For recent years we have a large number of scientific researches dealing with a problem of determining the learner's autonomy (Bates, Maechler, Bolker & Walker, 2014). The scholars proposed its separate components, however, in our opinion, only some of them paid equal attention to them. We mean, first of all, the phenomenon of discursive competence, which is a dominant component of developing learner's autonomy. Discursive competence, in turn, became the subject of constant discussions of Ukrainian researchers (Гончарук & Онуфрієва, 2018). One of the reasons for the emergence of scientific interest and to provide the discussion of the content and structure of discursive competence is connected with the discursive component in the system of the humanities, since it is the contemporary theory of the discourse. The theoretical basis of the definition of learner's autonomy has the aim to develop main practical recommendations for the formation of learner's autonomy of the speaker (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

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As we know, communication always takes place in a specific situation and within a defined situational context. Different life situations require knowledge of relevant rules of conversation and adequate forms of expression. In such a way the speaker must have samples of speech and infantile behavior in one or another situation (Mykhalchuk & Ivashkevych, 2019). When entering into the process of communication, the speaker chooses a specific model of speech behavior among the existing ones, in accordance with the communicative situation and choosing a specific strategy of conversation to implement the communicative goal set (Ivashkevych & Koval, 2020). Therefore, the consideration of only the content of the statement does not always guarantee a situation of success; to achieve mutual understanding, there is a need to enter so called out-of-quota language (Mykhalchuk & Bihunova, 2019). So, we understand the text only when we understand text's situations in questions. At this level, it is more appropriate to use the notion of "discourse" and "the type of discourse", with which researchers associate the allocation of learner's autonomy (Онуфрієва, 2020).

In such a way **the purpose** of our research is to characterize the concept of discursive competence according to the means of developing learner's autonomy in the conditions of on-line studying at secondary school. Also we've to outline the system of the research according to the formation of learner's autonomy in the field of written communication of pupils at secondary schools.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The ascertaining research was used as an empirical method.

### **Results and their discussion**

First of all, the notion of learner's autonomy was understood in the context of contemporary views of linguistic discourse,

which is the basic science for English methodology. In the content of learner's autonomy we can identify a separate component that is responsible for knowing the types of contexts / discourses and the rules of their organization, which, in our opinion, form the core of learner's autonomy.

According to the consideration of the problem of the content and the structure of learner's autonomy, there are significant researches, done by foreign scientists-methodologists. For example, we believe that due to the contemporary understanding of the concept of language teaching it should be preferable to provide learner's autonomy in the process of the activity with a text, because unlike the text, the discourse includes extra-lingual communicative terms, which is a prerequisite for the formation of learner's autonomy, that is the ability to relate language tools to specific spheres, situations, conditions and tasks of communication. It is in the process of mastering different types of discourses that the discursive competence is formed, which we define knowledge and possession of different types of discourses and their organization depending on the parameters of the communicative situation in which they are generated and interpreted.

Investigating the problem of the formation of learner's autonomy in written speech, in some a way broadens the definition and qualifies of the learner's autonomy as the integral ability to generate and to perceive texts of different types (genres) to achieve the communicative intention of the subject of speech within a certain communication situation (Mykhalchuk & Onufrieva, 2020). According to four components of discourse: a text, a genre, a communicative situation and a subject of discourse and its communicative intentions, the researcher highlights *the textual, genre, tactical and strategic components of learner's autonomy*. In the aspect of the problem of our research, special attention should be paid to individual forms of the activity. On this basis, it can be determined that learner's autonomy provides the level of formation of the linguistic ability of the

person to generate his/her speech which is an integral part of a communicative competence of a speaker.

In accordance with the levels of the development of learner's autonomy of the person, we think that learner's autonomy includes two levels – *the level of adequate choice* (readiness to choose stylistic means of the language according to the criterion of "more/less adequate situation") and *the level of adequate integration of the whole text* (the ability of the person to build "perfectly" and to perceive "impeccably" the speech units), the development of which does not depend on age, but it is connected with the formation of the culture of communication of the person. That's why the definition of learner's autonomy was formulated taking into account the grammatical, pragmatic and psycholinguistic aspects of studying the structure of it. *We consider the learner's autonomy as one of the most important structural components of the communicative competence of the speaker, focusing on the formation of such skills:* to allocate linguistic and extra-linguistic parameters of discourse, to establish and to realize the interrelation of linguistic means with extra-linguistic aspects of communication; to choose independently the type of discourse; to recognize and use key markers of different types of discourses; to construct and perceive holistic discourses taking into account extra-linguistic parameters of the situation and the peculiarities of their semantic-pragmatic and grammatical organization.

It is worth noting that different linguists, giving definition of learner's autonomy, adhere to similar views. They think either as knowledge of different types of learner's autonomy and the rules of their construction, as well as the ability to create and to understand them in the light of the situation of communication, or the ability to bind expressions and consistently express their thoughts in situations of oral and written communication. The first interpretation of learner's autonomy is acceptable to us, since it ensures the possibility of its formation at secondary schools.

We believe that learner's autonomy along plays the most important role in the process of developing communicative competence. Knowledge of the laws of constructing discourses, as well as the types of learner's autonomy, is an important part of our ability to communicate. The importance of learner's autonomy is also revealed when considering it from the standpoint of the formation of which is extremely important in the light of new trends in the study of a foreign language and it is important due to the fact that this learner's autonomy is created in the process of producing and understanding various types of discourses.

Discourse technique is the ability to build and to accept all types of discourses (in oral and written forms) in accordance with the communicative intention within the specific communication situation. Mastering different types of discourse is due to continuous communication and interaction with other communicators, mastering the language, which is a model in different life situations. For pupils in the process of studying a foreign language an educational audience is the main place where discourses of another culture are used. It is here that they learn to choose, depending on the situation, the corresponding discourse and modeling their expressions in different ways, without using the same words and Grammar forms when communicating with representatives of different social groups, even if the subject of the conversation is always the same. *In such a way the person reaches learner's autonomy.*

Consequently, for the formation of learner's autonomy in the process of studying a foreign language, it is necessary pupils will master various types of discourses. Monologue speech is closely linked to the dialogical. Often a monologue is a special case of dialogical speech, when the statement of one of the speakers is presented in expanded form as a completed message. Therefore, during the process of teaching speaking, the monologue form is the further development of advanced speech in a system of a dialogue speech.

A monologue is one-vector type of communication that does not require a communicative reaction. In linguistics researchers distinguish such *types of monologue: an internal type, a suggestive one, a dramatic type, a lyrical one, a narrative type*. In order to be effective, the monologue (a lecture, a report, a real speech act, a word of the teacher at the lesson, etc.) should include such means of a dialogue: questions in turn, questions in response to speaker's suggestions, particles, introductory words and expressions that allow us to establish a contact with the audience, to call and to maintain pupils' attention and to form their interest in the language.

To describe the communicative features of the monologue is interesting because of the fact that it, as a special language form, provides in one-vector communication, which is characterized by a natural orientation of the process of communication from the speaker to the addressee. This type of communication is often observed in such a way when communication is a process of speaking with the public, the audience although at the personal level such as unidirectional process is quite possible. The disadvantage of monologue communication is that the effectiveness of the communication process is not directly taken into account and it becomes unclear whether communication has been successful or unsuccessful. The reaction of the communicator can be followed by special sociological services; the results of such a survey may indicate the success or failure of the communication process.

*Monologue, monologue speech* (from Latin "mono" and Greek "lygos" – it is a word, a language) is the type of speech, completely or almost unrelated (in contrast to the dialogic language) with the language of the speaker, either in the content, or in the structural sense. Monologue speech has a much greater degree of tradition when choosing linguistic, compositional and other means, as a rule, has a more complex syntactic construction than replicas in a dialogue. The main communicative situations use the spheres of art, oratorical performance, communication on

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television and radio, the situation of learning (the language of the teacher in the classroom, etc.). According to its linguistic and structural-compositional organization, monologue broadcasting is much more complicated than other types of speech; these features are studied by the linguistics of the text (the problem of a complex syntactic structures in the whole, paragraphs, texts).

Pupils begin to work out with detailed statements only when they absorb the language material in dialogical exercises to the extent necessary for the organization of monologues, built on different Grammar structures. Pupils learn monologue statements, larger in scope, at the advanced stage, when they have already accumulated significant linguistic material and they are able to use it orally and freely. This allows us to focus all our attention on the logical sequence of phrases when expressing our thoughts in English.

Monologue speech is characterized by certain communicative, psychological and linguistic features that the teacher has to take into account in the process of teaching this type of speech activity to develop learner's autonomy.

From a linguistic point of view, monologue speech is characterized by the structural completeness of sentences, the relative completeness of statements, the various structures of phrases. In addition, monological speech is inherent by a rather complex syntax, as well as connectivity, which involves the possession of language means in the process of interfacial communication. Such means are lexical and pronoun repetitions, conjunctions and conjugal adverbs, adverbs or a combination of nouns with an adjective in the role of place and time circumstances, articles, etc. For example, the adverbs of time and consistency are: *later, then, after that*; the adverbs of cause and effect are: *why, that's why, so, at first, firstly, in the second place, secondly, so that, though*. As linking means in the monologue they are also used in-language formulas which help to begin, continue or end the utterance: *to begin with, well, I'd like to tell you this, let's leave it at that, that reminds me, by the way, speaking of*; and also show the

attitude to the statement of the speaker: *to my mind, there is no doubt, it's quite clear, I'm not sure, people say, therefore, that's why*. According to communicative features, *monologue speech performs the following functions*:

- *informative one* – presenting message information about the objects or events of the environment, descriptions of phenomena, actions, state;
- *influential function* – inducing the acts or preventing undesirable actions, conviction of justice of certain opinions, thoughts, actions, beliefs;
- *expressive (emotionally expressive) one* – use of communication to describe the state in which the speaker is for removal of emotional tension;
- *entertaining function* – the performance of a situation by a person or displaying positive emotions;
- *ritual-worship one* – presenting statements during any ritual action (speech about the event).

Each of these functions has its own special linguistic means of expressing thought, the corresponding psychological stimuli and the purpose of the statement (for example, neutral in the stylistic message plan, a desire to persuade the listener or others to make the influence onto the addressee).

Depending on the communicative function and the nature of logical-syntactic relationships between the sentences we'll distinguish the following main types of monologue utterances: a description, a narration and the reflection (reasoning). The basis of this classification is such logical categories, as *space, time, cause and effect*. The monologue description is a kind of a monologue statement, in which the presence or absence of any signs in an object is stated, it describes a person, nature, weather, surrounding objects, specifies the spatial arrangement of objects, lists their qualities and characteristics.

The syntactic feature of the description of monologue is the predominant use of simple and complex narratives with a list-connecting and sequentially connecting link, grammatical struc-

tures, such as: there is (there are); such time-forms as Present Continuous, Present Indefinite, Past Indefinite. The reality of this phenomenon in the description is transmitted in a valid way.

*A monologue-narrative* is a dynamic type of monologue, in which one talks about the development of events, adventures, actions or states. Reality is perceived in the process of its development and changes in the chronological (temporal) sequence. The main means of expressing the sequence of events in the narrative are the forms of the verb as *Past Indefinite* and *Past Perfect* (*when, since, one day in the afternoon, yesterday, after that, then*). Typical characteristics for a monologue-story are: simple and complex sentences with the application of time.

There are varieties of *monologue-narrative*, such as a *monologue-story* and a *monologue-message*. If the story refers to objective facts from the life of the society as a whole, then the story is about the facts from the life of a storyteller, who gives the description of events of subjective-personal character. The monologue-message is a relatively brief presentation of facts or events of a reality in a concise, informative form. In monologue-message the dominated ones are simple narrative sentences with *verbs in Present Indefinite, Present Perfect*, as the message is characterized by temporal uncertainty.

*The monologue-reasoning* is based on the inferences as a process of thinking, during which a conclusion is made on the basis of the original thesis/ judgment or several abstracts/judgments. Since a pupil has been always solving a problem in the process of reflection, then it is the object of reflection. As for reflection, a causal relationship between sentences is characteristic. In its structure, compound sentences are used with subordinate causes and consequences, subordinate and complementary, as well as infinitive turns.

*For example: Children. Tell me about winter using these words: I think; This is; That.*

*I think winter is very beautiful season of the year. It is cold in winter. There is much snow on the ground. The trees are covered*

*with snow. There are many interesting games in winter. Children like winter very much.*

A kind of *monologue-reasoning* is a *monologue-belief*. Its goal is to convince the listener / listeners, to form them to have specific motives, points of view and motivate them to certain actions.

At the second stage pupils have to learn modeling statements on a super-level of text discourse. Learning monologue speech at this stage is carried out with the help of *various supports: a pictorial one, a verbal support and combined one*. The role of image support can play *individual drawings, slides, thematic and storyline paintings, compositions on a magnetic board, codograms*. They help to create a speech situation, as well as varying it and, accordingly to the last, to present a monologue-reasoning or a monologue-belief by pupils.

In the process of teaching a monologue speech, such effective verbal support is widely used as *a logical-structural scheme* that provides a logical sequence of expressions and creates opportunities for varying the content of dependence on real circumstances.

In order to study oral speech it is more appropriate to use a sound sample (phonogram) in which after each phrase there is a pause for the expressions of pupils by analogy. However, it should be remembered that gradually the support is necessarily eliminated.

Teacher: You take part in the guide tour for an outing trip. Get ready to speak to members of an international jury. In pauses for a narrator describing Ukraine, present one of the countries of the world (Poland, the USA).

*Sp: Ukraine is situated in Europe.*

*P: ... is situated in...*

*Sp: It is washed by the Black Sea and the Sea of Asov.*

*P: It is washed by...*

*Sp: It has an area of more than 603 thousand square km.*

*P: It has an area of...*

*Sp: Ukraine borders on Poland, Slovakia, Hungary, Romania, Moldova, Belarus and Russia.*

*P: ... borders on...*

*Sp: Its capital is Kyiv.*

*P: Its capital is...*

The main task of *the third stage* is to teach pupils to create monologue statements of the texts' level of various functional-semantic types of speech in the amount provided by the program for this form. The third stage of teaching monolingual speech is characterized by the development of the pupils' ability to express their personal attitude to the facts or events that the schoolchild express; to formulate a critical evaluation and to prove the correctness of any fact; to include into pupils' speech elements of reasoning, argumentation. At the same time there should be increased the level in the volume of speech. Pupils have to pre-assimilate a number of phrases and characteristics of a monologue speech. The inclusion of such phrases into a monologue statement enables pupils to convey their personal attitude to the events and facts having been discussed. *All these are conditions for developing learner's autonomy.*

The tasks at this stage are formulated in such a way that the pupil can not confine himself/herself to two or three sentences. For example, the teacher says: *If you agree with such a statement, give your evidence to prove its justice.*

*Kyiv is a very beautiful city.*

*Summer is the best time of the year.*

*Tennis is the most exciting sport.*

By performing such tasks, pupils learn to develop an opinion, pass it on by means of a foreign language, prove the correctness of their statements. All these provide learner's autonomy.

The pace of the activity on the message is also determined by the actual linguistic capabilities of the pupils. If they are high, then the number of stages can be reduced.

The tasks, connected with monologue speech, include:

1. **The activity in groups.** Teachers divide pupils into 3 groups of 5 persons in the each one, and each group receives a task card. The groups have to complete tasks in 3-4 minutes. Then pupils respond the material aloud.

*T: The task: You should advise your classmate to make a right choice. You should consider the personal qualities of your classmates and the traits of the person's character. Discuss the task in groups.*

*Card № 1.*

*1. Viktor wants to be a computer programmer.*

*What personal qualities should he have?*

*Card № 2.*

*1. Anna wants to be a dress designer.*

*What personal qualities should she have?*

*Card № 3.*

*1. Ira wants to be a journalist.*

*What personal qualities should she have?*

Outside of artistic forms of the activity, the form of a monologue is adopted by a variety of oral expressions, such as the speaker's language, a lecture, speech on the radio and television. Monologue speech has an external addressee; it is characterized by such general features as the presence of it in circulation, as well as pronouns and verbs of the second person, verbs of the commanding inclination and other forms of the expression of will. Language types of a monologue are due to the inherent monologue communicative functions (a story about the event, reasoning, confession, etc.). Thus, **a monologue of a narrative type** is characterized by a combination of verbal phrases, in which the ratio of temporary forms of verbal sentences is expressed by the sequence of actions, the movement of events. For **monologue-reasoning** there are such means, which are characterized by typical syntactical constructions, which contain the conclusions, the statements of facts, which convey the logical connection of each phenomenon (constructions of causal, con-

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ditional, admissibility, etc.). A *monologue-confession* usually combines narrative forms of a language with different forms of reasoning. Focusing on verbal expression, monologues of different types freely allow the use of colloquial and expressively colored vocabulary, exclamations, colloquial and spoken-expressive syntactic constructions, including the constructions of a dialogical language.

So, as a special form of speech the monologue is the most perverse and logically organized message in the process of communication. In order to be effective, monologue speech (a lecture, a report, a real speech, the word of the teacher at the lesson, etc.) should include means of a dialogue: the "turn" phrases, questions, questions in response to actions, particles, introductory words and expressions that allow a teacher to establish a contact with the audience, to call and to maintain the pupils' attention and interest in studying the English language.

The communicative process is the basis of communication, the organization of which depends on understanding the system and the structure of the process, as well as the nature of the communicative act.

The vocabulary is the verbal material that pupils need to learn easily and quickly in the process of communication in English, thereby mastering is a prerequisite for the use of a language as special means of communication. The main purpose of teaching vocabulary is to create the necessary preconditions for the development of speech activity. These questions will be pointed out in our further publications.

So, extensive use of the concept of online studying and the development of its technical internal system capabilities have led to significant changes in the understanding of this term. We define it as a global association of computer networks, an integrated network, web-sites, consisting of different communication networks integrated into a single logical online system. However, this definition no longer covers all aspects of this phenomenon. According to the field of Online Psycho-

logy we've rightly pointed out that online studying does not mean a specific network of interconnected computers and mobile devices, or even a network of web-sites with channels and communication devices between components with appropriate programs and protocols, and networks together with social services based on them, which attract people and / or ensure their activities. These social services (the most modern of them are actualized not so much by developers who only give the initial impetus to human initiative and provide tools, but by the users themselves), as a rule, are numerous and diverse; this term is more broader than the common names, such as "social online media" or "a new on-line media". Online studying is not only and not so much connected to a network of computers (including mobile devices), as pupils in the process of online studying connected by computer networks. In this sense on-line studying is primarily the most actual object of study in Psychology and other Humanities.

### Conclusions

Thus, virtual discourse shapes the linguistic consciousness of a nation, social representations, general opinions, patterns of the person's behavior, frames and scenarios or even scripts. Psychologists have proved that the Internet environment is an effective factor in shaping personal value system. We have to underline that digital technologies, for example the Internet, change not only consciousness and behavior, but also their physiological basis of the person, so, the brain. This should also be taken into account when the teacher is organizing online training. In such a way we've to propose the concept of man-made development of the human psyche, according to which the computer is the result of technogenesis; it became an external part of the subject's psyche, where symbolic data was processed by the brain and was placed on a computer, not on a neural medium. Verbal-logical thinking, which operates on symbolic data, uses external memory for data in the text form and searches for key

words. Figurative and object-effective thinking, which operates on specific images, uses external memory in the form of virtual reality systems. Teachers are trying to build such a system in the process of on-line learning.

Thus, we showed the significant impact of online studying on the cognitive, emotional, volitional and personal sphere of pupils, the potential possibility of the teacher to influence on the individual's consciousness and self-awareness, social relations of pupils.

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### **Івашкевич Ернест. Засоби розвитку самостійності учня в умовах online навчання в закладах середньої освіти.**

**Мета нашої статті** – схарактеризувати поняття дискурсивної компетентності відповідно до засобів розвитку самостійності учня в умовах online навчання в закладах середньої освіти.

**Методи дослідження.** Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також емпіричний метод констатувального дослідження.

**Результати дослідження.** Доведено, що досить широке використання поняття online навчання та розвиток його технічних внутрішньосистемних можливостей призвели до істотних змін у розумінні цього терміну. У статті визначено його як *всесвітню асоціацію комп’ютерних мереж, інтегровану мережеву «павутину», яка складається з різних комунікаційних мереж, об’єднаних у єдину логічну online систему.* Зазначено, що відповідно до парадигми Психології систем та мереж, ми розуміємо online навчання не як конкретну мережу із взаємопов’язаними комп’ютерами і мобільними пристроями, і навіть не мережу мереж разом із каналами й пристроями зв’язку між складовими елементами з відповідними програмами та протоколами, а мережі одночасно з вибудованими на їх основі соціальними сервісами, які залучають людей і / або забезпечують їхню діяльність.

**Висновки.** З’ясовано, що віртуальний дискурс формує лінгвістичну свідомість нації, соціальні репрезентації, загальні думки, моделі

*поведінки, фрейми та сценарії і навіть скрипти. Нами доведено, що online середовище є ефективним чинником формування ціннісної системи особистості. Наголошено на тому, що цифрові технології, зокрема інтернет, змінюють не лише свідомість і поведінку, а навіть фізіологічну основу – мозок людини.*

**Ключові слова:** *самостійність учня, online навчання, цифрові технології, технічна внутрішня система, мережа, словесно-логічне мислення, образне мислення, предметно-ефективне мислення.*

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## Psychological Components of Pedagogical Communication

## Психологічні складові педагогічної комунікації

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### ABSTRACT

**The purpose** of our research is to determine psychological components of pedagogical communication; to show the most successful ways of organizing discussion at the lessons at institutions of higher education.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The method of organizing empirical research was used as an experimental method.

**The results of the research.** It is proved, that for different people the same word, the action, the circumstance might have different meanings. Therefore, the child must not only master the language (words with different meanings), but also the system of accepted personal meanings, focused on relevant moral and spiritual values. It is showed, that, on the other hand, adults needed to understand the personal meanings of the child. Otherwise, interpersonal conflicts can arise in the process of communication, which not only lead to misunderstanding between partners, but also to disruption of feedback and interaction between people in general.

**Conclusions.** The teacher is proved to have formed his/her own individual language style, which would correspond to the composition of his/her personality, promote the person's adequate expression and compensate the teacher's negative traits. It is showed, that there was a great reason to believe that in order to achieve the greatest expressiveness of speech, to create a casual dialogic relationships in the discussion, the teacher could use elements of colloquial speech, heterogeneous vocabulary, stylistic interruptions, etc. In addition, mastering the techniques of creating the individual style of pedagogical speech

forms, a teacher's social maturity, it contributes to a more adequate orientation in various situations that are arisen in the classroom during discussions.

**Key words:** pedagogical communication, psychological components, a discussion, a casual dialogic relationships, the system of accepted personal meanings, stylistic interruptions.

## Introduction

In order to build an educational discussion in high school lessons successfully, it is necessary to analyze the existing achievements of psychological science in the field of communication research, in particular in the learning process.

The analysis of psychological and pedagogical literature (Гончарук & Онуфрієва, 2018; Івашкевич & Кюмарніцька, 2020) shows, that communication, on the one hand, is a complex of multifaceted process of establishing and developing contacts between people in the process of their joint activities, which includes the ways of exchanging information, perception and understanding of another person. The specificity of communication is determined, in particular, by the fact that in its process the subjective world of one person is revealed to another one (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Some scientists (Aleksandrov, Memetova & Stankevich, 2020) note that multifunctional nature of communication is reflected in the most existing classifications of communicative functions. So, communication is a threefold process, such as: *information exchange* (communicative side of communication), *interaction* (interactive side of communication) and *perception of each other* (perceptual side of communication).

We understand the psychological components of pedagogical communication as the teacher's knowledge of the student's personality, the attitude and the form of addressing the person. We believe that the problem of pedagogical communication in its psychological essence is close to the problem of pedagogical tact. In defining the essence of pedagogical communication, we continue and develop the views of scientists (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov,

2019), who identified three components of pedagogical communication: the ability to convey information to others, emotionally respond to the state and the activities of others and the ability to choose the appropriate behavior.

Also we identify three aspects of communication: *information* and *communication*, which include the reception and transmission of information; *regulatory* and *communicativeness*, which are associated with mutual adjustment of actions in the process of joint activities; *affective-communicative aspect*, which belongs to the emotional sphere of a man and meets the needs to change the pupils' emotional state. An important characteristic of the communicative process is *the intention of its participants to influence* each other, the behavior of another person, to ensure their ideal representation in a partner (the process of personalization), a necessary condition for which is not just the use of one language but also a similar understanding of communication in a whole.

*The interactive side of communication* is the construction of a general strategy of interaction, and *perceptual one* includes the process of forming the image of another person, which is achieved by observing the physical characteristics of a man, his/her psychological characteristics and behavior.

We also analyze communication as *a type of the person's activity*. The child masters the language as a carrier of meaning from the early childhood, and enriches and improves it throughout the school years and later throughout the life. But the use and the development of speech are not limited by the formation of meanings. In addition to the generally accepted system of meanings of the word, as well as the other facts of human consciousness have some "personal meaning", a certain special meaning, individual to each person and each context. Scientists (Charles, 2000; Mykhalchuk & Bihunova, 2019) believe that personal meanings, in contrast to the meanings of words, do not have their "supra-individual", their "non-psychological" existence: personal meaning connects them with the reality of the person's life in this world, with its motives. Personal meaning

also creates a passion of a human consciousness (Mykhalchuk & Khupavsheva, 2020). That is of special significance for a person; personal meaning is that, which connects the purpose of the activity with the motives for their implementation, that reflects the person's needs.

So, for different people the same word, the action, the circumstance may have different meanings. Therefore, the child must not only master the language (words with different meanings), but also the system of accepted personal meanings, focused on relevant moral and spiritual values. On the other hand, adults need to understand the personal meanings of the child. Otherwise, interpersonal conflicts can arise in the process of communication, which not only lead to misunderstanding between partners, but also to disruption of feedback and interaction between people in general.

So, **the purpose** of our research is: to determine psychological components of pedagogical communication; to show the most successful ways of organizing discussion at the lessons at institutions of higher education.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The method of organizing empirical research was used as an experimental method.

### **Results and their discussion**

*A dialogue* is often defined as a conversation between two or more people (Mykhalchuk & Ivashkevych, 2019). The most time researchers often pay attention to the speech characteristics of this process and contrast a dialogue with another form of speech – a monologue. This approach, in some a way, is typical of linguistic studies of a dialogue. We've to propose a classification of external circumstances that determine various forms of speech, and pay special attention to a dialogic and monologi-

cal speech. The researcher argues that a dialogic form of speech in the most cases has to do with the process of communication, which, on the one hand, is characterized by direct auditory and visual perception of people of each other, and, on the other hand, involves rapid changes in actions and reactions. Monological form of speech is associated with one-way communication, which involves long-term influence of one of the participants in the communication from the other person (or others). But, characterizing the dialogue as a specific phenomenon of speech, we'll emphasize the relationships between a dialogue and a monologue. Thus, in our opinion, a dialogue and a monologue are connected by some forms of speech, among which there is a conversation that differs from ordinary conversation by a slower pace of exchange of statements, which is more common in structure, better thought out, as well as "a monologue dialogue", when a person in the process of his/her story quotes other people.

Also we've noticed the existence of mutual transitions between a dialogue and a monologue. For example, we believe that in colloquial speech there are not only a pure dialogue or a pure monologue, but also a dialogue with a monologue speech and vice versa. We'll emphasize a number of features that distinguish a dialogue and a monologue as stylistic types of literary speech. According to our mind, the main function of a dialogue is communication, and the monologue performs only the informative function.

We determine the difference between a dialogue and a monologue by their extralinguistic conditionality. A dialogue takes place in the process of communication between two or more partners, which involves the perception of collective information, distinguishes the difference in its assessment, the impact of the environment on the partner of communication, as well as the emotional assessment of the latter. These reasons determine the main structural features of a dialogue: questions and answers play the most important role, sentences can be repeated or incomplete, speech is always emotional.

The distinction between a dialogue and a monologue was based on the functional-semantic principle. In a dialogic speech the sentence includes the main idea and implies the presence of a speech reaction. In a monologue speech a sentence expresses the main idea of the statement and it does not provide the appropriate reaction. We distinguish between dialogical and monological forms of speech, such as a dialogue and a monologue are perceived by us as communicative acts of speech.

Recently, our interest to the problem of a dialogue has been increased, due to the general increase of public attention to the problem of communication. We proved that only the psycholinguistic aspect of a dialogue had been studied and it was opposed to a monologue. Then various aspects of a dialogic form of speech had been studied, in particular the interaction of partners in joint activities.

We believe that a dialogic speech is reactive in nature and situational, that dialogue is always poorly organized, it does not have certain patterns. We characterize a dialogic speech as a psychological process. We emphasize some features of a dialogue:

1. The main thing in a dialogic speech is the language action of one of the communication partners, from which, not from the internal design, comes the response of another participant in communication (and in a monologue speech the main stage is always internal speech, which forms a detailed statement).

2. A dialogic speech is reactive, and a monologue speech is active.

3. A dialogic speech is situational, so, related to the environment in which communication takes place.

During 2020-2021 at Rivne secondary school №15 we studied the dialogue of preschool children and identified some common features inherent in the dialogue of both children and adults:

1. Focus of speech on the communication of partners.

2. Alternation of partners' statements.

3. The peculiarities of linguistic characteristics of speech of partners of communication: fast pace of speech, the presence of different forms of address, semantic and syntactic connection be-

tween utterances, the great role of facial expressions, gestures.

To study dialogical speech in more details we organized experimental research during 2021-2022 at the philological faculties at Rivne State University of the Humanities and Kamianets-Podilskyi National Ivan Ohiienko University. In our experiment 92 students participated. The title of the lesson is "Dark humour, periphrasis, contrast, slang and other devices as important means in expressing the author's concepts in "Oliver Twist". We organized the discussion. In this article we'll propose the fragment of this discussion:

*Natasha M.*: "In modern fiction characters like these are considered a mark of poor writing, but in Dickens's time readers were not bothered by such a flat description. The novel was written as a serial that required readers to remember all the characters for a long period of time, thus it was necessary for writers to make their characters easy to remember and categorize.

Dickens makes a considerable use of symbolism. Many symbols which Oliver faces are primarily good versus evil; they are constantly trying to corrupt and exploit pleasure and kindness, because the last ones always win. Symbols are objects, characters, figures or colours which are used to represent abstract ideas or concepts. They are used as so called expressive ways to depict the main idea of the text. Each symbol generally conveys an emotional response which is far beyond the word, the idea or the image themselves.

**Characters' Names.** The names of characters represent their personal qualities. Oliver Twist himself is the most obvious example. The name "Twist," though given by accident, alludes to the outrageous reversals of fortune that he will face. Rose Maily's name echoes her association with flowers and springtime, youth and beauty. Toby Crackit's name is a light-hearted reference to his chosen profession of breaking into houses. Mr. Bumble's name connotes his bumbling arrogance; Mrs. Mann's is the home of her lack of maternal instinct; and Mr. Grimwig's is his superficial grimness that can be removed as easily as a wig did.

**Bulls-Eye.** Mr. Sikes' little white dog is really a metaphor for his own evil personality. The dog, with its willingness to harm anyone on Sikes' whim, shows the true evil of the master. Sikes himself knows that the dog is the symbol of himself and thus he tries to catch the dog. He is really trying to run away from the person who he is. This is also illustrated when Sikes dies and the dog immediately follows him.

**The Jew.** Fagin himself is a recurring symbol of a devil. Several times Dickens refers to him with well-known devil names or symbols. He talks of Fagin as a person with flaming red hair and a beard, with a three-pronged roasting fork, which all are symbols of Lucifer. Before he is to die he refuses to pray for himself and his being a Jew has a very evil connotation. He is greedy and mean in his attempts to involve Oliver and others into his web of evil.

**Rose Maily** as a loving nature and a perfect beauty is a symbol of kindness.

**Light and Dark.** Light and dark, and white and black are important symbols in the novel "Oliver Twist". Oliver, who is the child of light, is locked into so called involuntary apprenticeship with a coffin maker, Mr. Sowerberry. Oliver is asked to join the funeral processions as a paid mourner. Oliver's commitment to life is contrasted with the darkness and the death that surrounds him. The parish authorities originally wanted to apprentice Oliver to a chimneysweeper. When Oliver was arrested for picking Mr. Brownlow's pocket, the officer who made up a name for Oliver unconsciously picked an appropriate one: "White." Oliver is as pure as the driven snow, while all the areas of London which were associated with the criminal class had been stained black.

**London Bridge.** Nancy's decision to meet Brownlow and Rose on London Bridge reveals the symbolic aspect of this bridge. Bridges exist to link two places that would otherwise be separated by an uncrossable chasm. The meeting on London Bridge represents the collisions of two worlds unlikely ever to come into contact – the idyllic world of Brownlow and Rose, and the

atmosphere of degradation in which Nancy lives. On the bridge Nancy is given the chance to cross over to the better way of life that the others represent, but she rejects that opportunity, and by the time three persons left the bridge, and the possibility had vanished forever.

Agnes's ring and locket. Agnes's ring and locket are very important, because much mystery is associated with them. When Agnes firstly shows up at the workhouse to give birth to Oliver before dying, one of the very few things she wasn't wearing was a wedding ring. The question of who she was and whether there was a wedding ring at all, always hangs around in the back of everyone's mind. Old Sally had stolen some jewellery from Oliver's dying mother the night he was born. It was something that contained a clue to his parentage and identity. In Chapter 1 of "Oliver Twist" we learned that it had been a gold locket with two locks of hair, and a wedding ring. The locket represents the physical union between Agnes Fleming and Edward Leeford, Oliver's father. It contains a lock of each of their hair physically bound together. But the locket is designed to be "locked" and kept the secret.

Labyrinth and Maze. The labyrinth and maze motif frequently occurs in the novel too. Fagin goes into "a maze of the mean dirty streets which abound in that close and densely-populated quarter", and Sikes and Nancy drag Oliver "into a maze of dark, narrow courts". Both examples are the hidden description of the city.

The language of "Oliver Twist" can be called periphrastic, because Dickens uses a lot of periphrasis in the novel. Periphrasis is a device which, according to the Webster's dictionary, denotes the use of a longer phrasing in a place of a possible shorter and plainer form of the expression. It is also called circumlocution due to the round-about or indirect way having been used to name a familiar object or phenomenon. From the point of view of the angle of its linguistic nature periphrasis represents the renaming of the object and in such a way may be considered along with a more general group of word designations replacing the direct

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names of their denotation. For example, in Chapter 13 Dickens describes Dodger and Charley's theft of Mr. Brownlow's wallet as "an illegal conveyance of Mr. Brownlow's personal property". The same object may be identified in different ways and accordingly acquires different appellations. Thus, in different situations a certain person can be denoted, for instance, as either "his benefactor" or "this bore", or "the narrator", or "the wretched witness", etc. S.K. Workman, an English literature scholar, states that the most pervasive element in the aureate style and the most vitiating one is periphrasis. Some scientists also underline that the use of periphrasis in the 16th century was for characteristic of embellishment, thus justifying the attribute "*aureate*", and periphrasis became a feature of a definite literary style.

So, there are some other examples of periphrasis in the novel:

"...she knew what was good for children; and she had a very accurate perception of what was good for herself." ("she had a very accurate perception" = she knew a little);

"As for exercise, it was nice cold weather, and he was allowed to perform his ablutions, every morning under the pump, in a stone yard, in the presence of Mr. Bumble, who prevented his catching cold, and caused a tingling sensation to pervade his frame, by repeated applications of the cane" ("applications of the cane" = beating);

"Don't make your eyes red, Oliver, but eat your food and be thankful," said Mr. Bumble, in a tone of impressive pomposity." ("don't make your eyes red" = don't cry);

"Ah! I dare say he will," replied the lady pettishly, "on our victuals and our drink. I see no saving in parish children, not I; for they always cost more to keep, than they're worth. However, men always think they know best. There! Get down stairs, little bag o' bones." ("little bag o' bones" = thin boy = Oliver);

"Mr. Sowerberry rightly construed this, as acquiescence in his proposition; it was speedily determined, therefore, that Oliver should be at once initiated into the mysteries of the trade" ("should be initiated into the mysteries of" = should be taught).

We've found a lot of contrast in "Oliver Twist". Contrast is a literary (not a linguistic) device based on logical opposition between the phenomena set one against another one. For example:

"Oliver Twist was! Wrapped in the blanket which had hitherto formed his only covering, he might have been the child of *a nobleman or a beggar*." "*Mr. Bumble walked on with long strides; little Oliver, firmly grasping his gold-laced cuff, trotted beside him, inquiring at the end of every quarter of a mile whether they were*" nearly there." "The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a *long grace was said over the short commons*." "*Three or four inches over one's calculation make a great hole in one's profits*".

The biggest contrast in the novel is one between poverty and the high social class. Poverty is a prominent concern in "Oliver Twist". Throughout the novel Ch. Dickens enlarges on this theme, describing slums as rows of houses, that are on the point of ruin. In the Chapter 4 Oliver attends a pauper's funeral with Mr. Sowerberry and sees a whole family crowded together in one miserable room".

*Iryna I.*: "This ubiquitous misery makes Oliver's few encounters with charity and love more poignant. The author shows that London population suffered much from poverty and disease. But Dickens delivers a mixed message about social caste and social injustice. Oliver may become nobler, but most of his associations, however, deserve their place among society's dregs and seem very much at home in the depths. Noah Claypole, a charity boy like Oliver, is idle, stupid, and cowardly; Sikes is a thug; Fagin lives by corrupting children; and the Artful Dodger seems born for a life of crime. Oliver encounters middle and high class people: Mrs. Sowerberry, Mr. Bumble and the savagely hypocritical "gentlemen in the white waistcoat" of the workhouse board.

Oliver, who spends his childhood in a workhouse, proves to be of gentle birth. Thus, we have a contrast even in depicting the main character. Although he has been abused and neglected all his life, he recoils, aghast by the idea of victimizing anyone else.

This apparently hereditary gentlemanliness makes "Oliver Twist" something of a changeling tale, not just an indictment of social injustice. Oliver is born for better things and struggles to survive in the savage world of the underclass until he is rescued by his family and returns to his proper place – a commodious country house.

Dickens builds a satiric contrast of the city and the country in the novel. He associates the far-away place with an almost Platonic idea of a previous existence:

"Who can tell how scenes of peace and quietude sink into the minds of pain-worn dwellers in close and noisy places, and carry their own freshness, deep into their jaded hearts! Men who have lived in crowded, pent-up streets, through lives of toil, and who have never wished for change... The memories which peaceful country scenes call up are not of this world, nor of its thoughts and hopes. Their gentle influence may teach us how to weave fresh garlands for the graves of those we loved: may purify our thoughts, and bear down before it old enmity and hatred; but beneath all this, there lingers, in the least reflective mind, a vague and half-formed consciousness of having held such feelings long before, in some remote and distant time, which calls up solemn thoughts of distant times to come, and bends down pride and worldliness beneath it".

Dickens applies contrast between the hearth and the city to his concern for the nameless poverty of London. In doing such things he spelled out its ultimate implications. "Bleak, dark, and piercing cold", he writes in the novel, "it was a night for the well-housed and fed to draw round the bright fire and thank God they were at home; and for the homeless, starving wretch to lay him down and die".

Ch. Dickens compares rich people to the poor, the clothed ones to the naked individuals, and the stuffed people to the starving persons. He compares the light and the dark as the main symbols in the novel. These are some examples:

"...the heavy bell of St Paul's tolled for the death of another day. Midnight had come upon the crowded city. The palace, the

night-cellar, the jail, the madhouse; the chambers of birth and death, of health and sickness; the rigid face of the corpse and the calm sleep of the child – midnight was upon them all". This is the moment of social levelling through the use of darkness: Dickens lists a lot of contrasting places – palaces, night-cellars (bars that didn't have liquor licenses), jails, madhouses, etc. – and also juxtaposes a lot of extremes symbols: birth and death, sickness and health, corpses and sleeping children.

This is a passage about light: "The sun – the bright sun, that brings back not light alone, but new life, and hope, and freshness to man – burst upon the crowded city in clear and radiant glory. Through costly-coloured glass and paper-mended window, through cathedral dome and rotten crevice, it shed its equal ray. It lighted up the room where the murdered woman lay. It did".

The sun, like midnight, is a social leveller – it shines equally to everybody, whether through expensive glass stained, or through a window was mended with paper or duct tape. He even uses the word "equal" – the sun "shed its equal ray" – after juxtaposing a bunch of extremes ("costly-coloured glass" and "paper-mended window," and "cathedral dome" and "rotten crevice"). Dickens draws the parallel between "light" and "life", which were explicit here; the sun "brings back" both.

The "New Oxford English Dictionary" defines slang in such a way: "a) the special vocabulary is used by any set of persons of a low or disreputable character; the language of a low and vulgar type; b) the cant or jargon of a certain class or period; c) the language of a highly colloquial type considered as the level of standard specially educated speech, and consisting either of new words or of current words having been employed in some special sense". In these quotations slang is represented both as a special vocabulary and as a special language.

The American scientist Eric Partridge, who studied slang, stated: "Slang is much rather a spoken one than a literary language. It originates, nearly always, in speech. To coin a term on a written page it is almost inevitably to brand it as a neologism

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which will either be accepted or become a nonce-word (or phrase), but, except in the rarest instances that term will not be slang”.

Nevertheless, slang is a deviation from the established norm at the level of the vocabulary. Only a definite person or a group of people use slang words. Dickens uses slang in “Oliver Twist” in order to show the peculiarities of the language of criminal society in London. Gamfield, Sikes, Fagin, Noah and other thieves speak slang. We can find a lot of examples of it in the novel:

“That’s *acause* they damped the straw afore they lit it in the *chimbley* to make ‘em come down *agin*,” said Gamfield; “that’s all smoke, and no blaze; *verreas* smoke *ain’t o’* no use at all in making a boy come down, for it only *sinds* him to sleep, and that’s *wot* he likes. Boys is *wery obstinit*, and wery lazy, *gen’lmen*, and there’s *nothink* like a good hot blaze to make ‘em come down *vith* a run. It’s humane too, *gen’lmen*, *acause*, even if they’ve stuck in the *chimbley*, roasting their feet makes ‘em struggle to *hextricate theirselves*.”

“I suppose *yer* the new boy, *ain’t yer*?” said the voice through the key-hole.

“Yes, sir,” replied Oliver.

“How old are *yer*?” inquired the voice.”

“My eyes, how green!” exclaimed the young gentleman. “Why, a beak’s a *madgst’rate*; and when you walk by a beak’s order, it’s not straight *forerd*, but always *agoing up*, and *niver* a coming down *agin*. Was you never on the mill?”

“*Don’t fret your eyelids on that score*,” said the young gentleman. “I’ve got to be in London to-night; and I know a *spectable* old gentleman as lives there, *wot’ll* give you lodgings for *nothink*, and never ask for the change – that is, if any *genelman* he knows *interduces* you. And don’t he know me? Oh, no! Not in the least! By no means. Certainly not”.

“*Stow that gammon*,” interposed the robber, impatiently. “Where is it? Hand over!”

“*Tol de rol lol lol, right fol lairy, Work’us*,” said Noah, as a tear rolled down Oliver’s cheek. “What’s set you a snivelling now?”

Oliver Twist as the main hero of the novel was a hostage of this criminal society. He always suffered from it and was known as: "brat" (little monster), "young ruffian", "little rascal", "young wretch", and "little brute", "sneaking warmint", "a bag o'bone's" and so on. These words and word-combinations are the examples of slang too.

To characterise some specific features of pronunciation of the character the author uses graphons, which makes the speech natural. Here is Barney's manner of speaking:

"Nobody?" inquired Fagin, in a tone of surprise: which perhaps might mean that Barney was at liberty to tell the truth.

"Dobody but Biss Dadsy," replied Barney.

"Nancy!" exclaimed Sikes. "Where? Strike me blind, if I don't honour that 'ere girl, for her native talents." (Barney couldn't pronounce a letter "n").

*Vlad F.*: "To sum up everything mentioned above we draw the diagram 1 to observe the percentage correlation of language means and stylistic devices in the novel:

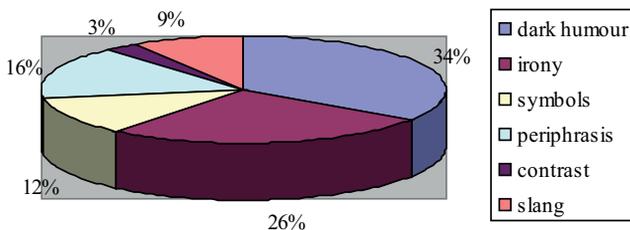


Diagram 1. The percentage correlation of language means and stylistic devices in the novel "Oliver Twist"

- dark humour is the essential feature of Dickens' individual writing style; sharp irony and sarcasm are the main means for creating dark humour; Dickens satirises the parish workhouse system the justice system, and the poor laws by using dark humour;
- symbols are used in the novel in order to make the story more interesting and concentrate the reader's attention on the particular hero, object, phenomenon;

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- periphrasis is used to create humorous situations; periphrasis as a stylistic device makes the language interesting and vivid, it forces the reader to think of associations caused by a word or a word-combination;
- the main contrasts in the novel are the poverty and a high social class, the light and the dark, the clothed people to the naked individuals, the stuffed ones to the starving persons, the hearth and the city;
- slang is the means in depicting cruelty, lack of education and upbringing of the criminal society in the novel "Oliver Twist".

### Conclusions

The teacher has to form his/her own individual language style, which will correspond to the composition of his/her personality, promote the person's adequate expression and compensate the teacher's negative traits. Speaking about the individual style of speech, we have to note that there is no consensus on how permissible in the teacher's speech there are presented certain violations of stylistic norms, even if it increases the effectiveness of pedagogical influences. At the same time, there is a great reason to believe that in order to achieve the greatest expressiveness of speech, to create a casual dialogic relationships in the discussion, the teacher can use elements of colloquial speech, heterogeneous vocabulary, stylistic interruptions, etc. In addition, mastering the techniques of creating the individual style of pedagogical speech forms, a teacher's social maturity, it contributes to a more adequate orientation in various situations that are arisen in the classroom during discussions.

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**Михальчук Наталія, Рудзевич Ірина. Психологічні складові педагогічної комунікації.**

**Метою** нашого дослідження є: визначити психологічні складові педагогічного спілкування; показати найвдаліші способи організації дискусії на уроках у закладах вищої освіти.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Методи інтерв'ю та організації емпіричного дослідження використано як експериментальні методи.

**Результати дослідження.** Доведено, що для різних людей одне і те ж слово, дія, обставина може мати неоднаковий смисл. Тому дитина повинна не тільки оволодіти мовою (словами з різними значеннями), але і системою прийнятих дорослими особистісних смислів, орієнтованих на відповідні моральні та духовні цінності. Показано, що, з другого боку, дорослі повинні зрозуміти особистісні смисли дитини. В іншому випадку в спілкуванні можуть виникати міжособистісні конфлікти, які не тільки призводять до незрозуміння партнерами один одного, а і до порушення зворотного зв'язку та взаємодії людей в цілому.

**Висновки.** Доведено, що викладач повинен сформувати власний індивідуальний мовний стиль, який буде відповідати складу його особистості, сприяти її адекватному виразу і компенсувати негативні риси. Показано, що для досягнення найбільшої виразності мовлення, для створення невимушених діалогічних відносин у ході дискусії вчитель може використовувати елементи розмовної мови, різноманітну лексику, стильові перебивання та ін. Визначено, що оволодіння прийомами створення індивідуального стилю педагогічного мовлення формує у вчителя соціальну зрілість, сприяє більш адекватному його орієнтуванню в різних ситуаціях, що виникають на уроках під час проведення дискусій.

**Ключові слова:** педагогічне спілкування, психологічні складові, дискусія, невимушені діалогічні стосунки, система прийнятих особистісних смислів, стилістичні перебивання.

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# The Theory of Lateral Thinking and the Development of Informational Scripts

## Теорія латерального мислення та розвиток інформаційних скриптів

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### ABSTRACT

*The aim of our research is to study dominant areas of theoretical and empirical researches in the paradigm of Creative Psychology, to describe the theory of lateral thinking and the development of informational scripts within it.*

*Methods of the research.* The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

*The results of the research.* It is showed that the main ways to change and develop information scripts in the paradigm of the theory of lateral thinking are:

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*free, unmotivated regrouping of elements; gaining of information; expansion of the information field, inclusion of random "extra" information in the already known individual of the frame; an abrupt way of developing a certain idea. The principles of lateral thinking are: postponement of the assessment; the accident; the information which jumps in any direction; doubts; future; the opposite of absolute confidence.*

**Conclusions.** *So, distinguishing between vertical and lateral thinking, we emphasize two cardinal, opposite and interrelated areas of the creative process: the association and dissociation of information elements, the creation of stereotypes and their destruction. It is also substantiated the possibility of creating a system of technologies and methods of creative transformation. It is proved that all these were of fundamental importance for the prospects of developing psycho-correctional and developmental programs in the Psychology of Creativity. Some current issues of Creative Psychology (CREATIVE PROCESS – RESULT – PERSONALITY OF THE CREATOR) are identified, the scientific context of personality is determined, the presupposition and dominant guidelines for further search and implementation of our own empirical researches are showed.*

**Key words:** *Creative Psychology, the theory of lateral thinking, vertical thinking, informational scripts, methods of creative transformation, unmotivated regrouping of elements, gaining of information, expansion of the information field.*

## Introduction

In Ukrainian science there are some dominant areas of theoretical and empirical researches in the paradigm of Creative Psychology. The first direction concerns the research of the formation of a creative personality due to the formation of a stable motivation to carry out creative activities. So, we called this approach *a motivational one*. In particular, I. Pototska dealt with these problems (Потоцька, 2014). The author studied the creative activity of pedagogically gifted future teachers. Pedagogical talent is considered by a scientist as a holistic, harmonious structure, that contains the following components: a special component (pedagogical abilities); intellectual component (intellectual features of the future teacher's personality, which provide not only uniqueness, but also universality of the possibilities of the cognition process); a motivational component (mo-

tivation for success, which orients the individual to the quality and the effectiveness of actions; situational self-actualization, which reflects the tendency of the individual to realize his/her own ideas, including potential ones); a creative component (verbal uniqueness, originality); a spiritual component (moral and valuable qualities of the subject). These components are characterized by some peculiar tendencies of manifestation depending on the age of future teachers (Потоцька, 2014: 14).

I. Pototska proved that in the process of professional training the indicators of motivation for success of future teachers are gradually increasing. At the same time, the important personal determinant of motivation for students' success is strong-willed self-control, which provides persistence, purposefulness and control of their emotions and behavior. Peculiarities of students' motivation to achieve success are also largely determined by their communicative, mnemonic and perceptual abilities. Among the important results of one-factor analysis of variance I. Pototska also included the fact that there are close links between the course of study and situational self-actualization of future teachers (Потоцька, 2014: 14–15).

However, in our opinion, the research of I. Pototska in some respects raises a lot of considerable doubts. If we consider pedagogical talent as a systemic quality of the psyche that develops throughout life and determines the ability of future teachers to achieve higher results in one or more activities (Потоцька, 2014: 6), then there are doubts about the separation of motivation to succeed as a dominant characteristic that determines the formation of pedagogical talent. Moreover, if we take into account the study of classical psychological schools (Гончарук & Онуфрієва, 2018; де Боно, 2015; Івашкевич & Гудима, 2020; Mykhalchuk & Kryshevych, 2019), in which giftedness is generally considered as a genetically determined, innate quality. I. Pototska also contradicts herself, defining a complex hierarchical structure of pedagogical talent, which includes not only motivational, but also intellectual, special components, as well

as creativity and spirituality. Why it is the motivation to succeed for the development of pedagogical talent is given priority – remains unclear (Потоцька, 2014).

In the foreign psychology the most known theory is the theory of A. Maslow (Маслоу, 1982). The shortcomings of Maslow's theory include the lack of precise, specific variables that largely control the manifestation and modification of self-actualization of the individual. At the same time, the theoretical foundations of A. Maslow's theory allowed to compensate further for this gap and to develop diagnostic tools for determining the degree of human self-actualization (in this case we use the test of self-actualization of the individual) (Тест САМОАЛІ, 2020).

Unlike A. Maslow (Маслоу, 1982), who held the view that human behavior is governed by a hierarchy of needs, C. Rogers (Роджерс, 1993) argued that behavior is largely determined by the function of a person's unique perception of the world around him/her. If in A. Maslow's theory (Маслоу, 1982) the processes of personal development were actually ignored, C. Rogers reveals specific, well-defined forms of the individual development, which greatly contributed to the explication of human ability to improve innate potential. The most important motivational construct is the tendency to self-development and self-actualization, which the scientist considered as a mental and biological fact, as the dominant existantional motive for creative activity. By this motive C. Rogers means so called "guiding frame", which is manifested in all forms of organic and social life, such a desire for personal development, improvement, maturity, the tendency to explicate and demonstrate all the abilities of the body and the concept of Self. Taking into account the psychotherapist (C. Rogers) own experience, he was completely convinced that creative desire is in every individual and it expects only the most favorable, positive conditions for liberation and manifestation of personal potential (Роджерс, 1993).

It is significant, from the standpoint of the Psychology of Creativity, A. Maslow's hypothesis about the existence of defi-

cient motives related to biological needs and meta-needs (highest values, motives for personal growth), such as truth, beauty, perfection, justice (Маслоу, 1982). Based on our empirical research (Nabochuk, 2021), we concluded that people who lived fully (individuals who were self-actualizing) had the following characteristics: the effective perception of the reality; the acceptance of oneself, other people and the surrounding nature; a desire for self-realization; focusing on the problem, absorbing one's business as an actualization of one's vocation; authenticity – open, understandable behavior in relations to themselves and to other people; the emphasis on the simplicity and naturalness of their behavior; the independence, the autonomy in judgments; self-confidence, adequacy of self-esteem, the ability to actualize peak experiences; public interests; deep interpersonal relationships; initiative and flexibility in the process of decision making; democratic nature of the person's own activity; the ability to distinguish between means and goals; philosophical sense of humor; criticality and a high degree of personal reflection; direct susceptibility to a new information.

So, C. Rogers considers the phenomenon of creativity in the general context of Personal Psychology and the development of civilization as a whole. "I argue", said C. Rogers, "that much of the serious criticism of our culture is most likely related to a lack of creativity". If humanity is unable to adapt in a new, original and creative way to the world around us, our culture will perish, and the retribution for lack of creativity will be not only poor personal adaptation, individual adaptation and group tensions, but the complete destruction of all peoples. So, C. Rogers has repeatedly emphasized that all mankind as a whole is characterized by a natural tendency to move towards independence, social responsibility, creativity and maturity. Thus, our life and perception of the world around us is a completely creative act (Роджерс, 1993: 63).

So, *the aim of our research* is to study dominant areas of theoretical and empirical researches in the paradigm of Creative

Psychology, to describe the theory of lateral thinking and the development of informational scripts within it.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

### **The results of the research**

Thus, in the scientific literature creativity is seen as the ability to produce unique ideas, results, ways to solve all life problems, as one of the most important, associated with optimal psychological maturity, characteristics of the person who properly functions (the latter is one of the key terms of C. Rogers, which facilitates the ability of the individual to carry out creative activities). A creative person always uses his/her abilities and talents, realizes his/her personal potential, moves towards full knowledge of himself/herself and the sphere of his/her individual experiences. C. Rogers has identified five characteristics that are quite common to a person who is fully functioning: openness to the person's experience (self-awareness); existential way of life (the ability to live fully in every moment of your life); organic self-confidence; empirical freedom (the ability to make informed choices); creativity. The products of creativity (ideas, new original projects, actions) and creative lifestyle, as a rule, appear when a person seeks to live adaptively and constructively in the paradigm of culture and, at the same time, meets his/her deepest personal needs, facilitates creative activity as such completely creative act (Роджерс, 1993).

C. Rogers considers creativity to be a universal characteristic: "I believe that there is no significant difference in the definition of creativity when creating a picture, a novel, a symphony, inventing new tools for murder, developing scientific theory, finding new features in personal relationships or creating new characteristics of one's own personality" (Роджерс, 1993: 165).

C. Rogers sees the reason for stereotypical thinking in modern society, in the contemporary educational system, which is focused on rather mediocre standards: "Once being educated, we usually become conformists with stereotypical thinking, people with completed education", and not free creative and original thinking subjects (Роджерс, 1993: 167).

One of the achievements of C. Rogers, of course, is to determine the internal and external conditions of creative activity. The scientist refers to the internal conditions: 1) extensibility (openness to new experiences); 2) internal locus of evaluation; 3) the ability to unusual, unconventional and original combinations. In such a way C. Rogers recognizes the external conditions of creative activity: 1) psychological and personal security (recognition of the unconditional value of the individual, the creation of the surrounding reality, in which there is no external evaluation); 2) freedom of expression. Among the accompanying components of the creative act, C. Rogers includes emotions (aesthetic, heuristic, communicative, etc.) (Роджерс, 1993).

Thus, the problems that humanistic psychologists refer to the Psychology of Creativity, contains various aspects of creative theory: aspects of self-actualization, characteristics of the creative process, stages of the creative process, motivation for creative activity, internal and external conditions that facilitate creative activity. G. Ball, as one of the representatives of Rational Humanistic Psychology, believed that creative interaction between participants in the educational process should be based on tolerance, which prevents dogmatic absolutization of some positions and views and absolute, general denial of others, resists stereotypes based on noble motives gladly attributed only to "them", while "others" are in a lower row. This principle implies, in particular, the rejection of simplistic, one-sided interpretations of complex phenomena of history and modernity, understanding the part of their adequate interpretation is, along with the truth of "our" community, as well as the truth of those

communities which were in conflict, conflict with the person's Self. However, G. Ball argues that the principle of tolerance is directly related to understanding the complexity and different contradictions of the world. However, tolerance does not involve the acceptance of thoughts, experiences, emotions and feelings, actions and deeds of others. However, tolerance is not the same as indifference. On the contrary, tolerance means the manifestation of subjectivity, subjective attitude both personally to the process of creative action, and to the products of creative modeling (Балл, 2017).

Creative action, according to G. Ball, is also provided by the principle of mediation. The latter involves the participation of the individual in the fact of a dialogue. In a case of creative process there is a mediation of not working out and mastering different meanings. In this context, mediation is opposed to inversion, which is a means of actualizing the dual opposition in the semantic paradigm. The mechanism of inversion, according to the scientist, involves giving absolute preference to one of the poles of dual opposition, such as justifying their point of view, their position or opinion in the process of creative interaction. In a case of disappointment in the creative search a person usually jumps to the opposite pole in the space of existing cultural meanings. In this regard, the logic of mediation will have the aim of finding completely new meanings beyond the meanings had been formed much earlier (Балл, 2017).

By his example, G. Ball always tried to demonstrate a creative approach to any phenomena and processes of the reality, which are around us. The scientist tried "to get" a creative product everywhere, in everything that was nearby, in all frames, scripts and models, which at the first glance did not interest either researchers or ordinary citizens. Here is, for example, how G. Ball explained his desire and creative actions to enrich the Ukrainian language with new terminology: the term "learning" as a counterpart to a Russian equivalent of "teaching" (which can be interpreted as a process or the activity). The next

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term is “study”. And further: “The noun “teaching” has long existed in the Ukrainian language (it is, in particular, in the famous dictionary of Boris Grinchenko), and was introduced into scientific use by G.S. Kostiuk. It is time to take the next step and enrich Ukrainian psychological and pedagogical terminology with the adjective “a student”, formed from this noun according to the same model, according to which the adjective “thinking” is formed by the adjective “mental”, and the noun “speech” as “a speech act”. The last two adjectives are psychological by their character. Then the above-mentioned important concepts will quite naturally appear in the Ukrainian Psychology as “action activity”, “action with a purpose of action” and “action task” (Балл, 2017: 65).

In the paradigm of Humanistic Psychology, considering the structure of the creativity, A. Maslow identifies several levels: the creativity of the first and the second levels, as well as the creativity of the highest level – so-called *integrated creativity* (Маслоу, 1982). Creativity of the first level is a kind of the result of the actualization of human unconscious motives, which brings the understanding of creativity into the humanistic paradigm to understanding of this phenomenon according to the theory of psychoanalysis by Z. Freud. Creativity of the second level involves the active operation of the person’s complex thought processes in order to solve a creative task: all the knowledge that the subject had so far, what he/she analyzed, systematized and rethought, creatively interpreted and substantiated, uniquely interpreted (Freud, 1992). The last, in the full sense of this word, the most perfect level is *integrated creativity* – it is the lay of two previous levels, which are integrated into a single whole, and, according to R. May, this level of creativity is a prerequisite for creating the most famous masterpieces and discoveries. In our opinion, the latter statement creates considerable opportunities for empirical research of various types of creativity, including management, which will be the subject of our analysis in further publications (May, 1975).

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Another area in the Psychology of Creativity is *Ontopsychological*. The semantic center of theories and concepts of creativity, which are a part of the paradigm of this direction (Urban & Jellen, 1989), recognizes the process of the development of creative of the individual with his inherent spiritual world, values, aspirations, areas of relationships, ideas about himself/herself, about others, about his/her creative purpose in our life. Ontopsychology examines how the individual builds his/her life, realizes himself/herself in the activities, in the creative processes, in communication.

Analyzing a person as an active subject of life, Ontopsychology identifies two main ways of human existence and, accordingly, two types of attitudes to life. The first way is life that does not go beyond the relationships in which a person exists, where each of his/her attitudes is an individual attitude to individual phenomena, but not to life as a whole. In this case a person is not able to comprehend his/her entire complex life path as a single harmonious whole. In itself, life is an uncontrollable natural process for a man. This way of living is an unconscious, a kind of submission to the dominant tendencies or the will of the majority.

The second way is related to the active development of personal and intellectual reflection, it is a way to build a moral nature of a human life on a creative basis. In this case, the man is the creator of his/her own life and the life of the society as a whole to which he/she belongs. The main goal of ontopsychology is the creative realization of a man, the achievement of authenticity, conformity to his/her nature, harmonization (coincidence) of conscious and unconscious frames, the formation of a person's reflective, creative, moral attitude to his/her own life.

Ontopsychology proceeds from the position that if a person's consciousness is uncreative, it should be considered as a "sick" one. It turned out, that "sick" consciousness reflected reality in a rather distorted form, thus distorting the personality, blocking its individual development. The person in this case is

in a state of "existential schizophrenia" (Suler, 1980), implying rather uncoordinated existence. Only those human actions that correspond to the creative consciousness and, at the same time, are consistent with the code of nature, are healthy, positive, promote personal growth and self-development, meet the laws of life in general.

Ontopsychology gives a special role to artistic activity, art, which, according to different scientists (Nabochuk, 2021; Onufrieva, 2017), have a positive impact on the environment, make a special contribution to the sphere of culture. The systems of influencing the personality include music, dance, painting, architecture, fashion and even culinary arts, etc.

The paradigm of Ontopsychology has developed practically oriented technologies for the growth of creativity, including imagogics (from the Latin "action in the middle of Me") – it is a method of moving the unconscious layers of human spiritual life, images with unconscious content that arise spontaneously, and providing their actualization by conscious level. In the science of imaging, the achievements of scientists are engaged into meditation, symbolic visualization, psychosynthesis, visual thinking and projective psychodiagnostics, which were synthesized in a whole system. These methods allow us to analyze the inner essence of a man, to identify areas of psychological issues that are inaccessible to conscious vision, which allow us to actualize the hidden reality that affects a person and determines his/her behavior. The key concept and the object of studying in imagogy is the image. Traditionally, in order to create a creative image, three procedures are used: the analysis of dream images; deciphering images that arise spontaneously; the analysis of artistic products. As a rule, images are interpreted in terms of so called "biological truth", not cultural myths, religious views, scientific theories. The image analysis contains all the details, nuances, which, according to Ontopsychologists, due to the huge amount of information facilitates the creation of creative products.

Thus, anthropological basis of creativity and the technologies of diagnostics and improvement of creative possibilities of the person are developed in the whole harmonious paradigm; they also are positive for the development of Psychology of Creativity in a paradigm of Ontopsychology.

The next direction in the study of the Psychology of Creativity is *social one*. The theory of lateral thinking is dominant in the paradigm of this direction. So, E. de Bono considers the problem of informational transformation to be the semantic center of the theory of lateral thinking. E. de Bono emphasizes the urgency of this problem, especially in social terms. The scientist believes that the need to transform ideas and isolate creative products is becoming more acute with the ever-faster pace of our lives. Thus, E. de Bono notes that creativity is often facilitated by the methods of restructuring ideas, and sometimes even complex, conflict and cognitive dissonance situations (де Бонно, 2015).

According to the last statement, E. de Bono (де Бонно, 2015) describes the vertical and lateral thinking that makes creativity possible. The characteristics of lateral thinking are compared to the qualities of "vertical" thinking; they are shown in Table 1.

Comparing the characteristics of vertical and lateral thinking, E. de Bono does not oppose them, but notes that lateral thinking significantly expands the possibilities of vertical thinking, making this process highly effective. Characterizing vertical thinking as a fairly defined way of processing information, which in any case results in the creation of models and stereotypes, the scientist emphasizes both the advantages of this method (in particular, the speed of recognition, stability and structure of the orientation of the subject in the world around him/her), as well as the limitations of the search and a purely negative consequences of creative activity. The results of vertical thinking and peculiar cliché models have the characteristics of fixity; they are quite difficult to change, and as a result inhibit their development. Having exhausted their resources, such models are created mainly by vertical thinking. These models

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become a kind of "trap" and do not allow the subject to move forward (де Боно, 2015).

*Table 1*

**Characteristics of lateral and vertical thinking  
(according to E. de Bono)**

<b>Vertical thinking</b>	<b>Lateral thinking</b>
Selective	Creative
It is developed in the direction specified for the subject	It creates its own direction, encourages further search for solutions, including creative ones
Analytical, consistent	Jumping
It uses methods of denial, exclusion, focusing on certain moments, rejecting the unnecessary	There are usually no objections or exceptions, any opportunity is used with pleasure
It focuses on stable classifications, definitions and designations, methods of categorization of objects	Freedom from certain restrictions, symbols, laws
The process with the end result	Probabilistic process
The most likely search directions	The least likely search directions
The dominant emotion of the subject is confidence	The dominant emotion of the subject is doubt

Lateral thinking greatly contributes to the transformation of creative ideas through their intuitive restructuring, reformatting, etc. The goal of a person with a predominance of lateral thinking is, as a rule, to make changes in the process of cognitive activity, rather than looking for some evidence. Generating new ideas and getting rid of old ones, acquired stereotypes are two opposing motives that determine the essence of lateral thinking.

According to E. de Bono lateral thinking is directly related to intuition, creativity and sense of humor of the subject. The scien-

tist notes that all these processes have the same basis. Intuition is the only way to transform different ideas into uncertain situations. Intuition and a sense of humor are closely linked to changing stereotypes. Noting a lot in common in the characteristics of lateral and creative thinking, E. de Bono also identifies their differences. Creative thinking, according to the scientist, is associated with such concepts as artistry, talent, receptivity, inspiration. Therefore, the result of creativity is the invention of a final product, and the result of lateral thinking is a description of the process of creative activity. At the same time, the result can be admired, and the process of creation can be amplified into practice. Lateral thinking has the independent status as a specific method of processing the information, which creates positive conditions for the emergence of new models, including creative ones in content. The functions of lateral thinking are breaking stereotypes, creating new models, based on the assumption of "unreasonable" combinations of information scripts, reviewing old models based on the release and destruction of information. All these factors allow information elements to be grouped in a new way, by which the person can organize a creative act (де Бонно, 2015).

The main ways to change and develop information scripts in the paradigm of the theory of *lateral thinking* are: free, unmotivated regrouping of elements; gaining of information; expansion of the information field, inclusion of random "extra" information in the already known individual of the frame; an abrupt way of developing a certain idea. *The principles of lateral thinking* are: postponement of the assessment; the accident; the information which jumps in any direction; doubts; future; the opposite of absolute confidence.

E. de Bono considered the symbol of freedom to be a symbolic tool of lateral thinking. The scholar emphasizes that this symbol is the closest to poetry. In poetry the choice of words is not facilitated so much by meaning as by the power of the emotional impact of phrases and word combinations. At the same time, E. de

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Bono contrasts the "world of art" with the meaning that lies outside the paradigm of this phrase: "In art we are accustomed to see a mysterious combination of talent and something completely incredible, elusive. Such an assessment can be completely justified for the world of art, in which creative abilities largely depend on the development of the person's sense of beauty, the formed ability of emotional response and talent for self-expression. But such an assessment is not entirely acceptable outside the world around us" (де Боно, 2015: 58). The latter statement raises considerable doubts (we have doubts, in particular, about the possibility of the existence of a dominant emotion in the field of lateral thinking), which contradicts the author's statement and the essence of lateral thinking as such rigid opposite characteristics which are not inherent.

### Conclusions

So, distinguishing between *vertical and lateral thinking*, we emphasize two cardinal, opposite and interrelated areas of the creative process: the association and dissociation of information elements, the creation of stereotypes and their destruction. The scientist also substantiated the possibility of creating a system of technologies and methods of creative transformation. All these are of fundamental importance for the prospects of developing psycho-correctional and developmental programs in the Psychology of Creativity.

Thus, the theories, ideas and concepts we have analyzed, that relate to the Psychology of Creativity, despite some significant discoveries, generalizations and new theoretical definitions, are not completely exhaustive and fully paradigmatically describe the problem of creativity. Scholars substantiate and interpret this problem from the standpoint of their own methodology and, as a rule, focus their attention mainly on one or more aspects of it. At the same time, the alternative semantic space of the research, theoretical and empirical information available in contemporary science, allows us to identify some current is-

sues of Creative Psychology (CREATIVE PROCESS – RESULT – PERSONALITY OF THE CREATOR), to determine the scientific context of personality, to show presupposition and dominant guidelines for further search and implementation of our own empirical researches.

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### **Набочук Олександр. Теорія латерального мислення та розвиток інформаційних скриптів.**

**Метою** нашого дослідження є вивчення домінуючих напрямків теоретичних та емпіричних досліджень у парадигмі креативної психології, опису теорії латерального мислення та розробки інформаційних сценаріїв у цій парадигмі.

**Методи дослідження.** Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

**Результати дослідження.** Показано, що основними способами зміни та розвитку інформаційних скриптів у парадигмі теорії латерального мислення є: вільне, невмотивоване перегрупування елементів; інформації; розширення інформаційного поля, включення випадкової

«зайвої» інформації до вже відомого індивіду фрейму; стрибкоподібний шлях розвитку певної ідеї. Визначено принципи латерального мислення: відкладання оцінки; випадковість; інформаційні стрибки в будь-який бік; сумніви; майбутнє; протилежність абсолютній впевненості.

**Висновки.** Виокремлено вертикальне та латеральне мислення. Наголошено на двох кардинальних, протилежних та взаємопов'язаних напрямках творчого процесу: асоціації та дисоціації елементів інформації, творення моделей-стереотипів та їх руйнування. Обґрунтовано можливість створення системи технологій та способів творчих перетворень. Зазначено, що все це має принципове значення для перспективи розробки психокорекційних та розвивальних програм у психології творчості. Виокремлено базові актуальні проблеми психології творчості (ТВОРЧИЙ ПРОЦЕС – РЕЗУЛЬТАТ – ОСОБИСТІТЬ ТВОРЦЯ), визначено науковий контекст, передумови виникнення, проблеми становлення творчої особистості в психології та домінуючі орієнтири для подальшого пошуку та здійснення емпіричних досліджень.

**Ключові слова:** креативна психологія, теорія латерального мислення, вертикальне мислення, інформаційні скрипти, методи креативної трансформації, невмотивоване перегрупування елементів, отримання інформації, розширення інформаційного поля.

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## Psychological Peculiarities of the Introductory Period of Physical Rehabilitation of Patients with Ischemic Stroke

### Психологічні особливості початкового періоду фізичної реабілітації хворих на ішемічний інсульт

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The author's contribution: *Kharchenko Yevhen* – 50%, *Zavadska Iryna* – 50%  
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### ABSTRACT

**The purpose** of our article is to study psychological peculiarities of the introductory period of physical rehabilitation of patients with ischemic stroke.

**Research methods.** There were used psychological and pedagogical research methods: the analysis of literature sources, the method of psychological and pedagogical observation, psychological and pedagogical experiment.

**The results of the research.** We proved that psychological objectives of the introductory period of physical rehabilitation of patients with ischemic stroke were: 1) restoration of proper breathing; 2) the formation of the psychological basis for the implementation of motor actions; 3) learning the elements of basic motor actions: the accuracy of motor tasks, maintaining a certain posture (starting position) in the process of doing exercises; 4) learning the basics of ideomotor exercises; 5) learning methods of self-control.

**Conclusions.** It was shown, when performing new exercises, patients had experienced psycho-emotional stress, which had led to signs of fatigue (even when performing only a few physical exercises). It was manifested in the form of inadequate response of the cardiovascular system to the proposed load, and changes into the psycho-emotional state of the patient (increased anxiety, loss of interest, decreased concentration, etc.). In the presence of only subjective sensations of the emotional nature, when there was no inadequate response of the cardiovascular system to the proposed load, we used the method of "switching". In a case of "switching" we asked the patient a general question in order to listen to his/her answer. This technique significantly accelerated the recovery of the person's activity. When we observed fatigue associated with reduced levels of functionality, the patient was offered rest until complete recovery of a cardiovascular system.

**Key words:** *ischemic stroke, the introductory period of physical rehabilitation, psycho-emotional stress, anxiety, loss of interest, concentration of attention.*

## Introduction

Cerebral stroke, or cerebrovascular accident, is one of the most common diseases today, and, unfortunately, this disease leads to significant qualitative changes in the lives of a large number of patients each year (Kharchenko & Vashchenko, 2021).

According to the WHO, the incidence of stroke varies from 1.5 to 7.4 per 1.000 population each year, and in Europe stroke affects more than 1 million people each year (these data were obtained through clinical trials during 2007-2018). It has been established that 1/3 of patients who have suffered because of a stroke are of working age, but only 20% of them return to work (Villar, Blanco & del Campo, 2015). Mortality due to this disease, according to various authors, is from 17 to 34% in the first 30 days and 25-40% during the first year of the disease. Currently, there is a remarkable trend towards some reduction in mortality from ischemic stroke due to early and accurate diagnosis, due to the development of a system of intensive care for stroke (Onufrieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

The most frequent and severe consequence of cerebral ischemic stroke is the disorder of the motor functions of the person. Characteristic feature is the polymorphism of motor disorders of patients with cerebral ischemic stroke. In this case, general for patients is only the loss or violation of arbitrary actions (in the cases of hemiparesis or hemiplegia). Other clinical symptoms are largely variable and depend on a certain extent of the size of affected area, also its localization. According to various authors, persistent disturbances of motor function are also observed in the first days after the disease (in 70-80% of cases of patients who had the ischemic stroke) (Kharchenko & Kurytsia, 2021; Hayden, Farrar & Peiris, 2014; Khwaja, 2012).

**So, the purpose** of our article is to study psychological peculiarities of the introductory period of physical rehabilitation of patients with ischemic stroke.

### **Methods of the research**

There were used psychological and pedagogical research methods: the analysis of literature sources, the method of psychological and pedagogical observation, psychological and pedagogical experiment.

### **Results and their discussion**

Disorders of voluntary movements in ischemic stroke can be considered as a result of inconsistency of complex motor programs which provide arbitrary motility of the individual. The implementation of such programs is associated primarily with the functioning of complex multifunctional systems, in which the leading role belongs to the central motor neuron, which has numerous connections in subcortical formations, for example – with the reticular formation of the brain stem (Ivashkevych & Onufrieva, 2021; Hardeman, Medina & Kozhimannil, 2016).

It was proved that in the studied groups of patients with hemiparesis there is a decrease in the volume of active movements of the affected side (in the experimental group there were more such movements, which are less pronounced, than in other subgroups). The amount of passive movements in the experimental group as a whole is slightly lower than in the control group (Kharchenko & Komarnitska, 2021).

Muscle strength is greatly reduced in a case of all respondents compared to the average situation. The weakest muscles are those ones which are responsible for extending the arm, such as copying, providing supinator movements, flexors of the arm under conditions of pronounced tone, flexors of the thighs and extensors of the ankle joint (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych, Ivashkevych, Prymachok, Hupavtseva & Zukow, 2020).

The average muscle tone of the affected side is slightly higher than in the previous subgroup “plesia + paresis”. Increased

tone is observed in the flexor muscles of the shoulder, elbow, supinators of the hand, in the flexors of the ankle joint and extensors of the hip and knee joints.

In a case of the research of the muscles of the unaffected side in this group of patients (Роговик, 2013; Харченко & Михальчук, 2022а), the volume of active movements was lower than the appropriate volume of movements and amounted ones to  $73.44\% \pm 5.3$  – these values are statistically significant at a confidence level of  $\rho < 0.01$  according to Student's t-test. The index of the volume of passive movements of the unaffected party was higher (at the level of reliability  $\rho < 0.01$  according to the Student's t-test) than the index of the affected party and amounted to  $77.83\% \pm 2.1$  compared with normal data. The mean muscle strength of the unaffected side was  $70.65\% \pm 4.2$  (at a confidence level of  $\rho < 0.01$  according to Student's t-test). The mean muscle tone of the unaffected side was also higher than normal and it was  $2.4 \pm 0.4$  points (41% of maximum) (at a confidence level of  $\rho < 0.01$  according to Student's t-test).

Thus, the research of the initial state of voluntary motility of patients with ischemic stroke at the beginning of the course of physical rehabilitation showed the presence of disorders of static and dynamic motor function of arms, legs, were coordinated action of arms and legs, head, torso, but they were quite different in different groups of patients.

The state of motor function of patients with ischemic stroke is characterized in such a way: on the affected side, the maximum values of active, passive movements of muscle strength and the tone are diagnosed in the subgroup "hemiparesis", the lowest – in the subgroup "hemiplegia". On the lacuna side of the lesion, the most pronounced muscle strength and tone are diagnosed in the subgroup "hemiparesis", the largest volume of active and passive movements, in turn – in the subgroup "paresis + paresis", "hemiparesis".

The greatest asymmetry in the state of muscle tone of the affected side is observed in the subgroup "hemiplegia". In the

most amount of patients, goniometry was difficult due to difficulties in understanding the content of the commands given to them. As a result of the research of the volume of active movements, we can say that its reduction depends on the duration of the disease preceding the psychomotor experience. The change in the volume of active movements affects both the affected and unaffected side, but also to varying degrees.

The results of the research of the amount of passive movements suggest that the restriction of passive movements of patients with this disease may be caused by age-related changes in the musculoskeletal system. So, high muscle tone was associated with the underlying disease, sprains, and consequence – acute pain. Thus, the largest amount of passive movements is observed in the subgroup “plosion + paresis” and “hemiparesis”. Some decrease in passive movements of the unaffected side is diagnosed in the subgroup “hemiparesis”, and this is probably due to higher muscle tone.

Analyzing the data on muscle strength, we can say that with increasing duration of the disease the rate of strength increases. The smallest asymmetry of the affected and unaffected parties is observed in the subgroup of patients with hemiparesis, the largest one – in the subgroup of hemiplegia.

The data of the conducted researches show that the patients had pronounced disturbances of both postural and corrective function of the muscles, which were manifested by disturbances in the tone, muscle strength, volume of movements in the joints. This combination of pathological processes led to a violation of the patient’s social adaptation and significantly reduced the level of his/her daily activity.

We will describe the data obtained by us from the study of the state of motor activity of patients with cerebral ischemic stroke by the Bobabl Scale. Thus, assessing the quality of life of patients by the Bobabl Scale, the following results were obtained, given in Table. 1.

*Table 1*

**Active movements demonstrated by the patients with ischemic stroke at the beginning of our research (by the Bobabl Scale)**  
**(M ± T)**

Indicator	The number of patients in the group of "hemiplegia", who have this skill (%)	The number of patients in the group of "hemiplegia + paresis", who have this skill (%)	The number of patients in the group of "hemiparesis", who have this skill (%)
Lifting the head in a stomach position (the main group)	23.3±6.2	34.6±5.0	62.5±4.1
Lifting the head in the abdominal position (the control group)	28.9±1.2	30.6±5.7	64.8±4.0
Lifting the head in a supine position (the main group)	35.9±7.1	56.1±8.2	62.1±5.9
Lifting the head in a position on a back (the control group)	32.4±4.7	55.2±5.0	69.7±5.2
Turn from the back to the side through the affected side (the main group)	19.4±3.7	52.4±6.0	71.3±5.1
Turn from the back to the side through the affected side (the control group)	23.8±9.0	56.1±2.5	77.6±3.0
Turn from the back to the side through the unaffected side (the main group)	3.2±5.1	22.6±2.7	50.2±7.3
Turn from the back to the side through the unaffected side (the control group)	2.7±4.9	23.9±4.0	54.6±1.1
Turn from the stomach to the back (the main group)	21.6±3.4	32.8±0.9	67.8±3.5

Turn from the stomach to the back (the control group)	22.1±1.0	37.5±2.6	62.5±1.0
Crawling on the stomach (the main group)	0	14.3±1.5	37.2±0.6
Crawling on the stomach (the control group)	0	17.1±0.3	33.1±2.7
Maintaining the position of the crayfish (the main group)	0	9.1±0.5	10.7±5.3
Maintaining the position of the crayfish (the control group)	0	11.9±2.7	11.7±5.8
Moving crayfish (the main group)	0	6.5±0.7	11.2±2.5
Moving crayfish (the control group)	0	7.5±2.3	12.4±3.1
Sitting on a chair (the main group)	0	10.2±1.4	12.9±0.7
Sitting on a chair (the control group)	0	11.5±2.2	11.4±7.5
Sitting from a supine position through the support of the elbows (the main group)	0	7.3±0.3	7.8±1.9
Sitting from a supine position through the support of the elbows (the control group)	0	7.4±7.6	9.5±0.4
Getting up from your knees (the main group)	0	1.4±5.8	0
Getting up from your knees (the control group)	0	1.8±9.2	0
The ability to stand up (the main group)	0	0	0
The ability to stand up (the control group)	0	0	0
Independent walking (the main group)	0	0	0
Independent walking (the control group)	0	0	0

The differences between the obtained results of the respondents of the experimental and control groups are statistically significant (at the level of reliability  $p < 0.05$  according to the Student's t-criterion).

As we can see from Table 1, the patients of the hemiplegia subgroup were quite active, mostly only in a horizontal position, with the least effective use of the affected side. In the groups "plegia + paresis" the activity of patients was greater, but the use of preserved movements of the affected side was very ineffective. The absence of patients who independently maintain a vertical position, especially in the subgroup "hemiparesis", in the most cases was determined not by the disease, but by delayed position of no verticalization of patients, which was not carried out.

Also we will describe our research data of the psycho-emotional state of patients with ischemic stroke. As a result of the initial study of the psycho-emotional state of patients with ischemic stroke we used M. Luscher test (Цветовой тест М. Люшера, 2012) revealed the presence of a psychological source of stress (in the form of fear, anxiety, fatigue, dissatisfaction, etc.) of 40 respondents.

The analysis of the colors by group 3, 4 and 1, 7, as well as by the "working group" 2, 3, 4, that characterizes the presence of disorders of self-regulation and the ability to perform effective test activities (under a certain location in one line), respectively, 43 patients with ischemic stroke violation of autonomic regulation of personality and reduced ability to perform effective actions (low motivation to do the exercises).

For example, let us look at the test protocol №23 (the patient is 56 years old). The diagnosis of this patient is ischemic stroke, cerebral infarction in the middle cerebral artery; left-side hemiparesis. Occasionally complains of dizziness, general weakness, poor tolerance from the point of view of exercises and lack of interest in life. The patient did not complain before the test. The ranking of the cards was given by preference: 5, 2, 1, 7, 4, 0, 6, 3 – the first option and 2, 5, 1, 7, 4, 0, 6, 3 – the second one.

The last option was chosen for decryption. In the test report groups 3, 4 (the main, light colors) are located in the second half of the row, and 1, 7 (dark colors) there are in the first half of the row. The "working group" of colors – 2, 3, 4 – is not together, but scattered throughout the series. In the last position it is the main red color (3), so, there is a rejection, the color is rejected. In the first position it is the main color – green (2) – it is a compensation for anxiety. In this case it is seen as a need for self-affirmation.

The following interpretation of the test results was the most possible: "A disorder of autonomic regulation has been diagnosed, there are signs of fatigue and a very serious source of stress with normal compensation. The source of stress is related to the inhibition of physical and sexual needs, with insecurity. Also we diagnosed decreased vital energy, helplessness, inability to influence events that cause irritation, discomfort. The patient is sensitive to criticism, vulnerable.

Cards were ranked in order of preference: 2, 4, 7, 3, 5, 1, 6, 0 and 5, 4, 3, 6, 0, 1, 2, 7. Colors 3, 4 and 1, 7 were located in different ends of the color range. The main colors (blue, green) are placed at 6 and 7 positions, respectively (there is a rejection of these colors). In position 1, as the compensation for the rejection of colors is purple (5) – as a rule, it should be located in the indifferent zone or deviate. The main colors are: blue (1) and green (2) are in the indifferent zone and the zone of rejection. Analyzing the test results, we can assume the presence of disorders of autonomic regulation and sources of stress of this person. Deciphering / - - / functions were indicated: the source of stress is frustration caused by limited freedom of actions, the desire for independence. Interpretation of / + - / functions emphasizes the patient's desire to avoid criticism, any restrictions of personal freedom.

***The actualization of stable static and dynamic stereotypes of the patient in all initial positions*** – from horizontal to vertical ones, using the influence of simple, eye-motor, tonic (labyrin-

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thine tonic reflexes, symmetrical cervical tonic reflex, cervical asymmetric tonic reflex, etc.). Restoration and maintenance of stress resistance of patients is provided by symmetrical maintenance of a projection of the general center of gravity on a basic surface in such initial positions in which normal proper afferentation of joints and muscles will be stimulated. These are the positions that the human body consistently takes in the process of verticalization: a supine position on the back; a lying position on the side (right and left); a supine position; a standing position on the knees; a standing position on the knees (with additional vertical support and without such a support); a standing position (with additional vertical support and without such a support).

It was proved that the starting position became a directly activated position with a torso extension, which had the aim to support all muscle groups of the patient, provided by the stimulation of a successive chain of muscle contractions directed from the center to the periphery of the body. The symmetry of maintaining the initial position of the patient during the lesson is constantly adjusted (passively or actively) in order to stimulate proper afferentation.

One of the directions of postural correction is the so-called "spatial treatment" – laying paretic limbs, which actively used by scientists (Kharchenko & Komarnitska, 2021). This direction of postural correction is performed outside of active correction classes and solves the problem of prevention of disorders of tone and strength orientations of people.

Restoration of the dynamic stereotype: according to that, the distal direction of muscle actions is a prerequisite for translational movement in the space of motor ontogenesis. So, the sequence of exercises should meet the following principles:

- physical exercises should be directed from large muscle groups to small ones; from large joints to small ones; from isometric type of load to a dynamic type;

– physical activity should be taken into account according to biomechanical features of the vertical posture (small area of resistance, high position of the center of gravity, the growth of static moments in the joints of the legs in the distal direction). Ensuring the stability of the limbs it is possible by stabilizing the angles in the joints of the limbs depending on the posture. The key joints of anti-gravity activity are the shoulder and hip joints.

The purpose of movements' correction is to achieve proper physical functions of the extremities. The use of incorrect or pathological movement patterns to facilitate the patient's self-care and increase his/her activity should be excluded.

Physical rehabilitation should be carried out in order to ensure the safety of rehabilitation measures, to avoid fatigue or overexertion of the patient's cardiovascular system and exceed the allowable level of load for the patient. Therefore, each exercise should be implemented under the control of heart rate and blood pressure (before and after exercises), respiratory rate and subjective signs of load transfer (taking into account whether there was lethargy during training or, conversely – psychomotor agitation, sharp skin discoloration, especially on the face in the nasolabial triangle and forehead, increased coordination of movements, weakening of speech function, etc.). Under conditions of exceeding the individual capabilities of the patient and at the time of pathological types of reactions, the intensity of classes decreases significantly due to: reducing their multiplicity, the inclusion of elements of gravitational relief (transition from active movements to active-passive ones, from active-passive movements to passive ones). In the worst case, the coach must stop the implementation of rehabilitation measures until the normalization of the physiological response of a human body.

Breathing exercises are used simultaneously and sequentially with physical exercises in order to stabilize the state of the cardiovascular system and rest of the patient. Performing the

above tasks allows us to create positive conditions for successful recovery of motor functions having been lost as a result of the disease (prevention of muscle tone, elimination of pathological synkinesis, restoration of proper actions, coordinated muscle activity), the development of compensatory skills and creating a ground for self-care skills, providing of education of basic physical skills of the person.

The main directions of *psychotherapy and psycho-correction* of patients who suffered from ischemic stroke are:

- the assistance in the process of understanding the patients, his/her basic needs, motives, instructions, relationships; his/her internal conflicts and mechanisms of psychological protection; features of his/her behavior and emotional response, their adequacy and realism;
- the correction of patients' instructions;
- the assistance in formulating and securing adequate forms of patients' behavior based on personal achievements in the cognitive, motivational, and emotional spheres;
- the promotion of positive motivation for recovery and increased activity in treatment at the behavioral level.

During the classes according to the proposed methodology, we have the aim to achieve the stabilization of a psycho-emotional state of the patient through the correction of his/her cognitive processes that motivate the patient to actions which generally affect the effectiveness of all rehabilitation measures. Proposed by us "Functional Methodology of Physical Rehabilitation of patients with ischemic stroke" (Харченко & Михальчук, 2022b), based on the above principles, is differentiated, ontogenetically determined, which solves the problem of modeling psycho-physiological hierarchical control of motor functions by the nervous system, taking into account the psycho-emotional state and other diseases of the patient.

The "Functional Methodology of Physical Rehabilitation of patients with ischemic stroke", developed by us, was implicated only in the main groups. In the control groups the research was

organized according to the traditional rehabilitation program. The *main purpose* of the introductory period of physical rehabilitation of patients with ischemic stroke was to identify features of disorders of motor functions, psycho-emotional states of the patients, testing their cardiovascular system, to determine the features of physical rehabilitation in three research subgroups: "hemiplegia", "plegia + paresis", "hemiparesis".

*Psychological objectives of the introductory period of physical rehabilitation* of patients with ischemic stroke were:

1. Restoration of proper breathing.
2. The formation of the psychological basis for the implementation of motor actions.
3. Learning the elements of basic motor actions: the accuracy of motor tasks, maintaining a certain posture (starting position) in the process of doing exercises.
4. Learning the basics of ideomotor exercises.
5. Learning methods of self-control.

Having done each exercise the main attention was paid to the acquaintance of motor actions (according to the proposed complexes) in order to determine both more accessible movements and such actions that cause the greatest complications from the side of patients. Facilitating patients to master and study physical exercises, we evaluated the technique, amplitude, accuracy of motor actions, compliance with the rhythm of breathing.

## Conclusions

When performing new exercises, patients experienced psycho-emotional stress, which led to signs of fatigue (even when performing only a few physical exercises). This manifested itself in the form of inadequate response of the cardiovascular system to the proposed load, and changes into the psycho-emotional state of the patient (increased anxiety, loss of interest, decreased concentration, etc.). In the presence of only subjective sensations that take by the emotional nature, when there was no inadequate response of the cardiovascular system to the proposed load, we

used the method of "switching". In a case of "switching" we asked the patient a general question in order to listen to his/her answer. This technique significantly accelerated the recovery of the person's activity. When we observed fatigue associated with reduced levels of functionality, the patient was offered rest until complete recovery of a cardiovascular system.

The advantages of the "Functional Methodology of Physical Rehabilitation of patients with ischemic stroke", in our opinion, it is the ability to "bring" the patient to a state of not only muscular, but also psychological satisfaction. The second aspect of this approach was a wide range of proposed exercises performed in facilitated conditions of physical rehabilitation. This allowed the patient to get "information" about their state of motor function, to get participation in the movements of different muscle groups, creating the idea of different possibilities of their recovery.

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**Харченко Євген, Завадська Ірина. Психологічні особливості початкового періоду фізичної реабілітації хворих на ішемічний інсульт.**

**Метою** статті є вивчення психологічних особливостей початкового періоду фізичної реабілітації хворих на ішемічний інсульт.

**Методи дослідження.** Використано такі психолого-педагогічні методи дослідження: аналіз літературних джерел, психолого-педагогічне спостереження, психолого-педагогічний експеримент.

**Результати дослідження.** Доведено, що психологічними завданнями початкового періоду фізичної реабілітації хворих на ішемічний інсульт були: 1) відновлення правильного дихання; 2) формування основи здійснення рухових дій; 3) навчання елементам основних рухових дій: точність виконання рухових завдань, утримання певної пози (вихідного положення) в процесі заняття фізичними вправами; 4) навчання основам ідеомоторних вправ; 5) навчання методам самоконтролю.

**Висновки.** Показано, що при виконанні нових вправ у хворих спостерігалася психоемоційна напруга, що призводила до появи ознак втоми (навіть під час виконання лише декількох фізичних вправ). Доведено, що останнє виявлялося у формі як неадекватної реакції серцево-судинної системи на пропоноване навантаження, так і зміною психоемоційного стану хворого (підвищення тривожності, втрата зацікавленості, зниження концентрації уваги та ін.). Визначено, що за

*умов наявності тільки суб'єктивних відчуттів, що приймають емоційний характер, коли не спостерігалася неадекватна реакція серцево-судинної системи на пропоноване навантаження, ми використовували метод «перемикання». У випадку «перемикання» ми ставили хворому запитання загального характеру з метою вислухати його відповідь. Доведено, що такий прийом помітно прискорював відновлення робочої активності. Актуалізовано, що коли ми спостерігали втому, пов'язану зі зниженням рівня функціональних можливостей, хворому пропонувався відпочинок до моменту повного відновлення показників серцево-судинної системи.*

**Ключові слова:** ішемічний інсульт, початковий період фізичної реабілітації, психоемоційне напруження, тривога, втрата інтересу, концентрація уваги.

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## **Psychological Factors of Classroom Facilitative Management at Secondary School**

### **Психологічні чинники фасилітативного менеджменту в закладах середньої освіти**

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## Куриця Денис

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### ABSTRACT

**The purpose** of our research is to propose psychological factors of class-room facilitative management at secondary schools.

**Methods of the research.** The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. Also in our research the statement experiment was used as an empirical method.

**The results of the research.** We'll identify the principles that should guide the teacher, who seeks to humanize interpersonal relationships with pupils: 1) from the very beginning and during the whole learning process the teacher needs to show the children his/her trust in them, in their personality; 2) pupils should be assisted in formulating and clarifying the goals and objectives that are formulated both for micro-groups and for each pupil individually; 3) we must always assume that pupils have an intrinsic motivation for the learning process; 4) the teacher should be a source of personal experience for pupils, which can always "be turned to" for the help of other people, be faced with difficulties in solving a problem; 5) it is important that this role is performed by the teacher in relations to each pupil; 6) the teacher should strive to develop the ability to feel the emotional mood of the micro-group and understand it; 7) we should strive to achieve empathic relationships that allow us to understand the feelings and the experiences of everyone; 8) the micro-group should actively demonstrate their feelings; 9) it is necessary to be an active participant in group facilitative interaction.

**Conclusions.** As a result of comparative studies, which in total surveyed 57 teachers and 92 pupils, we compared different performance indicators of teachers who had the ability to facilitate learning at different levels. The analysis of

*the behavior of pupils in the classes of teachers-facilitators showed that pupils were more proactive in the process of communication, they asked a lot of questions. Pupils spend more time solving learning tasks and problems, show higher levels of cognitive functioning. Pupils are also less likely to miss classes, demonstrate higher academic achievements in all disciplines, steadily increase their IQ and creativity throughout the school year.*

**Key words:** *classroom facilitative management, facilitative interaction, teachers-facilitators, facilitate learning, mnemonic operations, the emotional mood.*

### Introduction

The teacher is a facilitator of pupils' learning, and his/her influences diminish as pupils progressively take on responsibility for their own learning processes (Donald, Chemelsky & Palmer, 1982: 54). On the one hand, scientists (Hmelo-Silver & Barrows, 2006: 4) add that the facilitator guides pupils in the learning process, pushing them to think deeply, and provides models, such kinds of questions that pupils need to be asking themselves. The scientists (Onufrieva & Ivashkevych, 2021) express that the facilitator has to continually monitor the discussion, selecting and implementing appropriate strategies as he/she needs.

On the other hand "no longer is the teacher seen predominantly as a dispenser of information or walking tape recorder, but rather as a facilitator or manager of the pupils' learning", and "the teacher's role is not to inform the pupils but to encourage and facilitate them to learn for themselves using the problem as a focus for the learning", says R.H.J. Crosby, and he adds, that "the increasing availability and use of learning resource materials also brings with it the need for the teacher as a learning facilitator" (Crosby, 2000: 339).

Then he gives more information, such as: "It is the responsibility of the teacher to facilitate pupil use of the resources by overcoming any deficiencies in the materials and by integrating them into the curriculum" (Crosby, 2000: 339). "For classroom interaction to be facilitative it must therefore break from this pattern and offer learners greater participation rights which

give them the potential to take more initiative and hence responsibility for their own learning” and “facilitator-learner interaction allows the learner to have a larger say in who says what to whom and when. Thus, learners may (or may not) use this freedom to take more responsibility for their own learning”, J. Clifton emphasizes (Clifton, 2006: 143).

“Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required”, T. Anderson says (Anderson, Liam, Garrison & Archer, 2001). Teacher “emphasizes the personal nature of teacher-pupils’ interactions. Guides pupils by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in pupils the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement”, as A.F. Grasha writes (Grasha, 1994: 143).

C.M. Evertson & C.S. Weinstein refer in their definition of classroom facilitative management to the actions of which teachers take to create a supportive environment for the academic and social emotional learning of pupils. They describe five types of actions. In order to attain a high quality of classroom facilitative management, teachers have to: (1) *develop caring, supportive relationships with and among pupils* and (2) *organize and implement instructions in the ways that optimize pupils’ access to learning* (Evertson & Weinstein, 2006).

The importance of developing a favorable teacher is implying in pupil’s relationships. It is also expressed by us. So, we’ll state, that teachers should: (1) *encourage pupils’ engagement in academic tasks*, which can be done by using group management methods. Teachers must (2) *promote the development of pupils’ social skills and provide self-regulation*. Also we refer to this as making students responsible for their behavior. Finally,

we'll state that teachers should be able to (3) *use appropriate interventions to assist pupils with behavior problems*. The last two actions, proposed by us, indicate that effective classroom facilitative management improves pupils' behavior. In such a way, classroom facilitative management is an ongoing interaction between teachers and their pupils.

So, J. Brophy presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and engagement in activities)" (Brophy, 2006: 17). Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the pupils.

Even though there are many factors (both internal and external), that should be taken into consideration while we are engaged into the teaching process. Under "the internal factors" we mean "factors inside classroom", such as:

- ***Effective instructions***. Guiding practice due to the attention of individuals of pupils lead well-planned instructions, which tend to enhance order and effective learning.
- ***Setting and implementing rules from the side of the teacher***. The goal is to achieve maximum amount of learning within minimum of time.
- ***Feedback as the most appropriate behavior***. It is a good point to remember, that praise of the behavior would be more effective if it is linked with good performance.
- ***Taking into attention classroom environment***. Well-organized managed classrooms will increase pupils' desire to study in such supportive learning environment.
- ***Teacher's Approach***. The best way to teach pupils is to develop their activity that lets them create the rules, instead of telling the pupils what the rules are.
- ***Disabilities***. If one pupil has a learning disability, the teacher may need to spend more one-by-one time with this

pupil or allow him/her to provide development of his/her activities.

Under external factors we'll put such factors, which are "outside the classroom", that affect classroom facilitative management, such as: *planning, teacher's personality, parents-teacher meetings* and *determining psychological factors*.

The last ones are distinct because they deal with behavioral problems in classroom facilitative management whereas the latter deals with the way how teachers teach and how pupils learn. While dealing with pedagogical matters (so called learning-teaching process) teachers deal with the behavioral problems too. All these factors are just like some pieces of a jigsaw that make the main conception. In this case successful classroom facilitative management predicts a successful teaching and learning process in general.

So, the teachers' role in managing a classroom successfully is of much importance since a teacher should consider different factors in order to make a successful classroom facilitative management. And as a result of this we'll consider some of the psychological factors that affect on classroom facilitative management.

In a climate of rapid change, increasing innovations and proliferating knowledge, lifelong learning is the most important educational objective (Ivashkevych & Komarnitska, 2020). Because of the exponential growth of rate of information, knowledge and skills become obsolete before acquisition, let alone mastery, if it is possible (Гончарук & Онуфрієва, 2018). To address effectively the impact of the informational explosion on the preparation of pupils for their future, professional schools and educators need to utilize instructional methodologies that not only help pupils to acquire content of knowledge and to develop problem-solving and reasoning skills, but also to develop lifelong learning skills (Mykhalchuk & Onufriieva, 2020). "We teach most effectively when we help our pupils learn how to learn...not what to think and make and do in [the current year];

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but how to think and how to learn for those years of life and profession than lie ahead" (Cannon & Newble, 2000: 739).

Let us describe the psychological factors affecting classroom facilitative management.

### *1. Pupils' Motivation.*

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of pupils – more than one from four people – leave school before graduating. Many more pupils are physically present in the classroom but large amount of them are mentally absent; they fail to invest themselves fully in the experience of learning.

Pupils' motivation naturally has to do with their desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in the process of academic activities. Although pupils may be equally motivated to perform the tasks, the sources of their motivation may differ. So, there are pupils who are **INTRINSICALLY**, and other ones who are **EXTRINSICALLY MOTIVATED**.

A pupil who is intrinsically motivated undertakes the activity for his/her own sake, for the enjoyment the school provides, the learning it permits, or by the feelings of accomplishment it evokes. Extrinsically motivated pupil performs in order to obtain some reward or to avoid some punishment, which is external to the activity itself, such as grades, stickers or teacher's approval.

So, teachers can do enough with pupils who are extrinsically motivated in order to make a successful management and provide a successful classroom in general. We found that when pupils were confronted with complex intellectual tasks, those ones with an intrinsic orientation used more logical information – gathering and decision – making strategies than did pupils who were extrinsically oriented.

Pupils with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented

pupils to gravitate toward tasks that are low in the degree of difficulty. Extrinsically oriented pupils are inclined to put forth of minimal amount of efforts which is necessary to get the maximal reward.

Although each educational activity cannot, and perhaps should not be intrinsically motivating, these factors suggest that when teachers can capitalize by existing intrinsic motivation, there are several potential benefits.

### *2. Disciplinary Interventions.*

As it was noted by J. Ron Nelson, Rom Martella and Benita Galend (1998), the annual Gallup poll of the public's attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although the research by Gallup addresses discipline at the school level, it is individual for teachers who are on the first line of defense for solving discipline problems.

Many of the strategies and interventions are used to address discipline issues at school or at classroom level which are administrative in their nature. These strategies and interventions involve the school principal or a classroom facilitative management from the side of a teacher. Examples of these strategies and interventions include suspension policies, teacher's proactive time out, contracts, daily communication, debriefing and family group conferencing. The staff and the administration of each school need to consider carefully the use of these procedures and to develop policies for their use.

### *3. Teacher-Pupil Relationships.*

If a teacher has good relationships with pupils, then pupils more readily accept the rules and procedures and present the disciplinary actions that follow their violations. Without the foundation of good relationships, pupils commonly resist rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be a balance between High Cooperation and High Dominance.

#### *4. Mental Set.*

Among all four elements which have been outlined, this is probably the most unusual, at least in terms of the title – Mental Set. Mental-Set or “mindfulness” is “a heightened sense of situational awareness and conscious control over one’s thoughts and behavior, which are greatly relative to this or that situation. It is a tendency to only see solutions which worked in the past. This type of fixed thinking can make it difficult to come up with the solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect in its size. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences which help us to solve the issues we face. It can make it difficult to see creative ways of fixing current problems.

What can be done to overcome these factors? The first step for educators is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt it by assigning him/her with homework he/she likes accomplishing. The next step is to give him/her a choice of assignment. In such a case we have to determine three assignments and then let them choose one of them. This choice makes them feel happier. There is also a process called “attribution retraining”, which involves modeling, socialization and practice exercises. It is sometimes used with discouraged pupils.

The goals of attribution retraining are to help pupils to: (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up and (3) attribute their failures to insufficient effort, gaining lack of information, or provide reliance on ineffective strategies rather than to lack of the abilities. Because the potential payoff-having pupils who value learning for their own sake – it is priceless, it is crucial for parents, teachers and school leaders to make themselves

fully to engendering, maintaining and rekindling pupils' motivation to learn.

So, these behavioral challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having a well-developed school – to provide wide range of procedures at each school. Interventions at this level usually involve the Core Team and the In-School Team. As a school develops appropriate strategies and proposes interventions for pupils with discipline problems, these basic practices should be kept in our mind.

We'll emphasize that we're against teaching pupils certain content. We believe that the pupil should learn on his/her own, because the acquisition of knowledge is not a process of simple acquisition of knowledge, but a change in the internal empathic and cognitive experience of the pupil, related to his/her personality as a whole. This experience is impossible to pass on, because it is quite different for all pupils. The pupil can master certain information only by learning, and only in this case it is the importance of the learning process as a whole.

The knowledge, skills and abilities having been acquired into the process of self-learning are the strongest, they are preserved for a long time, because the feelings, relationships, thoughts and actions of pupils are updated. With such training, the pupil becomes responsible, creative, he/she begins to understand that he/she must rely only on himself/herself, for him/her the main thing is self-criticism and self-esteem, and the evaluation of others is quite a secondary category. If personally significant experience for a long period of time remains unchanged for pupils, and mechanically acquired cognitive knowledge can not be applied into practice, such knowledge is quickly forgotten without playing any important role in the life of the pupil, and the person does not develop his/her individuality. The teacher should provide pupils with all possible means of self-learning. The teacher himself/herself must understand that he/she is also a kind of

"tool" of educational activities, as pupils can consult with him/her and argue with him/her.

Thus, the teacher understands and accepts the inner world of his pupils without any assessments, behaves quite naturally, in accordance with their inner experiences, and, finally, he/she is friendly to pupils, thus creating the necessary conditions for facilitating their meaningful process learning and personal development in general. If, on the contrary, a teacher does not understand and accept the inner world of his/her pupils, if he/she behaves insincerely, if he/she shows disrespect or coldness towards pupils, then such a teacher, of course, has a very negative impact on their personal development.

These ideas were the basis of so called "open lessons", where each pupil seeks to learn and move forward according to his/her abilities, and the teacher is only a consultant. The experience of teachers working in the paradigm of ideas of Humanistic Psychology, provides independence and responsible freedom of pupils in drawing up the curriculum, in the case of formulating educational goals, in evaluating the results of educational activity. At the same time, the teacher is not a leader, but a facilitator of learning, a person, who creates the most favorable conditions for independent and meaningful learning, which, in turn, activates and stimulates curiosity and cognitive motives of pupils, organizes their group learning. The latter largely supports the cooperative trends in the team, provides pupils with excellent opportunities to access a variety of educational material.

So, we'll identify *the principles* that should guide the teacher, who seeks to *humanize interpersonal relationships with pupils*:

1. From the very beginning and during the whole learning process the teacher needs to show the children his/her trust in them, in their personality.
2. Pupils should be assisted in formulating and clarifying the goals and objectives that are formulated both for microgroups and for each pupil individually.

3. We must always assume that pupils have an intrinsic motivation for the learning process.

4. The teacher should be a source of personal experience for pupils, which can always "be turned to" for the help of other people, be faced with difficulties in solving a problem.

5. It is important that this role is performed by the teacher in relations to each pupil.

6. The teacher should strive to develop the ability to feel the emotional mood of the micro-group and understand it.

7. We should strive to achieve empathic relationships that allow us to understand the feelings and the experiences of everyone.

8. The micro-group should actively demonstrate their feelings.

9. It is necessary to be an active participant in group facilitative interaction.

The data that characterizes the effectiveness of personality oriented learning compared to traditional one is of particular interest. Using our empirical researches and obtained data, we argue that for all nine indicators having been diagnosed by us (academic achievements, self-concept, attitude to school, creativity, conformity, curiosity, anxiety, locus of control, cooperation), in more empirical researches Humanistic Learning has been more successful and effective than traditional one.

In a special series of researches we studied the relationships between the facilitative abilities of 57 teachers of t. Rivne (Ukraine) and the level of their general physical development. The level of physical health of teachers was generally quite low. But in the process of psychological and psycho-physiological research it was found that it is the most important condition for humanistic interpersonal communication, as facilitative learning requires a high level of mental and psycho-physiological functioning of the teacher.

Therefore, we can assume that most teachers who are characterized by low levels of general physical development (suffer, for

example, from overweight, high blood pressure, heart failure, other psychosomatic disorders), unknowingly avoid working in a very intense mode of facilitative learning.

The data of empirical researches, provided by us, convincingly show that the identification of "learning" with "formation" is extremely negative by its pedagogical characteristics. Conversely, the organization of learning as facilitation, personal growth, promotion, stimulation, activation of pupils' development, is inevitably associated with giving schoolchildren more freedom and responsibility, with the overall process of humanization of interpersonal communication at school.

### **Conclusions**

As a result of comparative studies, which in total surveyed 57 teachers and 92 pupils, we compared different performance indicators of teachers who have the ability to facilitate learning at different levels. The analysis of the behavior of pupils in the classes of teachers-facilitators showed that (compared to the behavior in traditional classes) pupils are more proactive in the process of communication, they ask a lot of questions. Pupils spend more time solving learning tasks and problems, show higher levels of cognitive functioning (for example, a lot of time is spent on various mental actions and less time – on mnemonic operations). Pupils are also less likely to miss classes, demonstrate higher academic achievements in all disciplines, steadily increase their IQ and creativity throughout the school year. It is established that the explication of all these differences is directly proportional to the duration of the teacher-facilitator's activity with pupils.

The analysis of teachers' activity allowed us to say that the higher are pupils' abilities to facilitate learning, the more individualized, differentiated and creative is the approach to pupils, the more they pay attention to pupils' experiences, more often enter into dialogues with them, more often cooperate with them and use appropriate suggestions and recommendations when planning the educational process.

The research has also found that teachers' abilities to develop facilitative learning skills are generally mediocre. But when using training programs, it was found that the most amount of teachers can improve their facilitative skills. The most important conditions for the effectiveness of the training are the openness of the teacher's personality, a high level of facilitative abilities of the teacher, as well as special classes that significantly increase the level of general physical development and health of teachers. The teacher's transition from the traditional education system to such a new style of behavior and activity should be gradual, as it is associated with deepness and, therefore, rather slow personal changes of both teachers and pupils. At the same time, the leading factors are not so much the change of the content and methods of teaching subjects, as the formation and strengthening of basic personal attitudes, the constant personal growth of the teacher-facilitator. The main tool of the teacher is his/her own "Self conception". That is why a new approach to teacher training is, above all, to be active with his/her own "Self conception".

By our empirical researches we studied features of the activity, personality, communication and creativity of teachers-facilitators, and also substantiated the ways and methods of their professional training. Thus, to facilitate is the same as to help. The term "facilitation" is used in Psychology to denote the process and phenomenon of facilitation, the optimization of one person (or group, or even micro-group) with the active support and presence of another person. Facilitation can be accidental, unconscious or intentional, conscious when it is performed by a facilitator. The role of facilitator in relation to the child can also be performed by adults (parents, educators, teachers, etc.), who take care of the child and are acceptable to him/her. The phenomenon and the process of facilitation are widely used in Psychological Counseling, Psychotherapy, Organization of training activity with groups, where the facilitator acts as a leader who helps people or group members to be open and creative, to achieve personal insights.

Pedagogical facilitation is a process of increasing the productivity of education (teaching, upbringing) and the development of the subjects of the professional pedagogical process due to their special style of communication and personality of the teacher. In the process of pedagogical facilitation we invite teachers and pupils to do everything together. We also propose to distinguish between a teacher (who educates his/her pupils, "pulling" them to a certain level) and a teacher (who helps pupils in their own learning activities). We'd argue that one should be a teacher, the other person wouldn't be. This actualizes insufficiently important role of the Teacher in a real process of schooling, that requires great self-esteem, remarkable personal potential, impeccable skills of constructive interaction. The teacher as a professional specialist is characterized by special empathy: he/she sees and hears all the troubles, mistakes and failures, is able to help, but only when his/her help is really necessary. A real teacher never shows initiative on his/her own, he/she doesn't even always attract attention, but he/she knows how to do everything in such a way that the pupils themselves are active. We speak about this when we criticize "the traditional school" approach to learning by the type of simple transfer of information. We emphasize that the learning process should be done through personal growth. Under this approach, the teacher should be more of a facilitator (a person who greatly facilitates the initiative and personal interaction of pupils with each other) than the actual initiator of personal development; pupils should be supported more than evaluated.

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### **Хупавцева Наталія, Куриця Денис. Психологічні чинники фасилітативного менеджменту в закладах середньої освіти.**

**Метою** статті є запропонувати психологічні чинники фасилітативного менеджменту в закладах середньої освіти.

**Методи дослідження.** Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення; емпіричні методи, такі як констатувальне дослідження.

**Результати дослідження.** Виділено принципи, якими слід керуватися педагогу, що прагне до гуманізації міжособистісних взаємостосунків із учнями: 1) з самого початку і впродовж навчального процесу вчителю необхідно продемонструвати дітям свою довіру до них; 2) слід допомагати учням у формуванні та уточненні цілей і завдань, що сформульовані як дотично до мікрогруп, так і щодо кожного учня окремо; 3) потрібно завжди виходити з того, що в учнів є внутрішня мотивація до процесу навчання; 4) вчителю слід поставати по відношенню до учнів джерелом набуття особистісно значущого досвіду, до якого завжди можна «звернутися» за допомогою, зіткнувшись із труднощами у розв'язанні того чи іншого завдання; 5) важливо, щоб таку роль виконував учитель по відношенню до кожного учня; 6) учитель має прагнути розвитку в собі здатності відчувати емоційний настрій мікрогрупи і розуміти його; 7) потрібно прагнути досягнення емпатійних взаємостосунків, що дозволяє розуміти почуття і переживання кожного; 8) активно демонструвати мікрогрупі свої почуття; 9) необхідно бути активним учасником групової фасилітативної взаємодії.

**Висновки.** У результаті здійснення порівняльних досліджень, у яких в цілому було обстежено тисячі вчителів і десятки тисяч учнів, ми зіставили різні показники ефективності роботи вчителів, які володіють здатністю до фасилітації навчання на різних рівнях. Аналіз поведінки учнів на заняттях педагогів-фасилітаторів засвідчив, що учні

*є ініціативнішими в процесі спілкування, вони задають велику кількість питань; школярі більше часу зайняті розв'язанням саме навчальних завдань та задач, виявляють вищі рівні когнітивного функціонування. Доведено, що школярі також рідше пропускають заняття, демонструють вищі академічні досягнення з усіх навчальних дисциплін, стабільно підвищують свій IQ і показники креативності впродовж усього навчального року.*

**Ключові слова:** *фасилітативний менеджмент у закладах середньої освіти, фасилітативна взаємодія, вчителі-фасилітатори, фасилітативне навчання, мнемічні операції, емоційний настрій.*

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# The Ways to Capitalization of the Psychological Resources of the Personality

## Способи капіталізації психологічних ресурсів особистості

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### ABSTRACT

**The aim of the article** is to determine peculiarities of capitalization of psychological resources in the way of psychological and personal resources.

**Research methods.** In the empirical research the methods of psychological poll, as well as mathematical and statistical methods of discriminating and comparative analysis, method of "causes and effects" are used. The empirical research is implemented by the Goldmark model, which provides for the establishment of alternative hypotheses, allowing to define valuable orientations of the research.

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**The results of the research.** It was found that the resources are capitalized in the way of psychological resourcefulness, such as: resources-“strengths of character” – involvement in a common cause and leadership; interpretive psychological resources – love, creativity, kindness to people; psychological survival resources – cognition and reasoning, as well as physical activity; motivational resource of psychological well-being – autonomy; existential resource – freedom. In the way of personal resourcefulness, such resources are capitalized as: the resource of relationships – psychosocial values; interpretive psychological resources – love and self-improvement; resources-“strengths of character” – meaningfulness, interest in life, gratitude, honesty, sensitivity.

**Conclusions.** A person can use only capitalized resources because he/she knows he/she has got them and he/she masters them skillfully. Capitalization of resources in the way of personal resourcefulness, as through appropriation, well-being, values, character traits enables a person to ascertain himself, and characterizes the degree of his achieved significance, respectability. Capitalization of resources in the way of psychological resourcefulness, as through understanding, opens up the possibilities of self-interpretation, self-change, and shows the extent of its realized possibilities, personal feasibility. We believe that the capitalization of resources in the way of personal resourcefulness enables an individual to achieve effective self-realization in the form of self-made, a way of psychological resourcefulness – unique self-realization of one’s own real life.

**Key words:** resource of capitalization, psychological resourcefulness, personal resourcefulness, psychological capital, efficiency of self-realization.

## Introduction

The desire of scientists to determine exactly how a person has to be resourceful, “to be in the resource” sees the purpose of research on the psychological resourcefulness of the individual. For now, both for theoretical psychologists and practical psychologists, it is obvious that the amount of psychological resources does not directly determine a person’s ability to be in a resourceful state. The problem of characterization of resources’ existence, probably, is the difficulty of determining the processes that can describe the nonlinear dependence of the transformation of the number of psychological resources in the qualitative state of the resourcefulness of the individual. We believe that such processes are, in fact, due to the types of resources, which

reveal the type of human interpretation of certain reserves and opportunities, as their own resources, as well as how to use them.

At present, such types of resourcefulness are known as personal and psychological. Personal resourcefulness (Hobfoll et al, 2018: 105) generalizes a person's willingness to accumulate resources, allowing them to be own. By the principle of affirming personal resourcefulness, we tend to show a subjective "sense of self" and a rationalized ratio of losses and gains of personal, social, and material losses and gains. Psychological resourcefulness (Штепа, 2018 : 382) reveals a person's ability to accommodate and update his own psychological resources. We considered the principle of manifestation of psychological resourcefulness to be a person's self-reflection on his own life position.

It is important that the type of ingenuity is a certain unique process of transforming each psychological resource into a sense of ingenuity of the individual. We propose to define the course of this process as the capitalization of psychological resources, i.e. their consolidation in one of the following "skills to update their own psychological resources and knowledge that resources can really help to solve a problem" (Штепа, 2022 : 221). We consider psychological capital as a form of fixing the psychological resources of famous people that it can dispose of.

Psychological capital is characterized by a positive assessment of a person's circumstances and giving him a high probability of success based on his own motivated efforts and perseverance (Luthans et al., 2007: 550), and also states as an integral resource of personality (Олефір & Боснюк, 2021: 45). The components of psychological capital are optimism, hope, self-efficacy, and hardiness (resilience) (Çetin & Basım, 2012 : 162–165). The practice-oriented model of Job Demands-Resources (JD-R) shows the organization's interest in employees with high psychological capital, as resourcefulness protects them from burnout and at the same time causes high motivation (Grover et al, 2018). A broad interpretation of psychological capital as *a stable* (italics – our) human ability to consider themselves viable and

life-giving (Grözinger et al, 2022: 692) allows us to define it as a form of maintaining the psychological resourcefulness of the individual and allows describing psychological resourcefulness in an empirical way.

Thus, the solution to the problem of personality resource characteristics is seen in the positioning of psychological capital as a form of describing the resource state of the individual, and the type of resource – personal or psychological – as a way to capitalize on personal resources.

**The aim** of the study was to determine the features of the capitalization of psychological resources empirically in the way of psychological resourcefulness and personal resourcefulness.

The aim of the article is to present the results of the study, the objectives of which were formulated as follows: 1) empirically determine the differences in the level of components of psychological capital in people with high psychological resourcefulness and people with high personal resourcefulness, 2) empirically establish the existence of differences in the effectiveness of self-realization in persons with a high level of psychological resourcefulness and persons with a high level of personal resourcefulness, 3) empirically determine the capitalized psychological resources in the psychological capital of persons with a high level of psychological resourcefulness and persons with a high level of personal resourcefulness, 4) make the interpretation of the way of capitalization of psychological resources in the context of the individual's sense of self as resourceful.

### **Methods of research**

The following psychodiagnostic methods were used in the empirical study: O. Shtepa's psychological resourcefulness questionnaire, E. Riazantseva's test-questionnaire for diagnosing indicators of existential resources of personality, Values in Action methods of K. Peterson and M. Seligman, questionnaire strategies for overcoming the crisis of M. Laad, questionnaire on psychological well-being (adaptation of S. Karskanova method

by K. Riff), methods for determining (in) tolerance to the uncertainty of S. Budner, methods of assessing and predicting the psychological development of situations of interpersonal interaction of O. Bandarenko, questionnaire of loss and acquisition of personal resources (developed by N. Vodopianova and M. Stein), coherence scale of A. Antonovskyi, questionnaire on the effectiveness of self-realization of E. Selezniova, the scale of psychological capital of A. Bekker, questionnaire on psychological capital of F. Lutans (adaptation by F. Çeti , N. Basım).

The study involved 418 people aged 22-64 (Mean = 36.2) (of whom 59% were women and 41% were men) (students, teachers, lecturers, lawyers, doctors, entrepreneurs, housewives, freelancers, retirees) (Штепа, 2022 : 219).

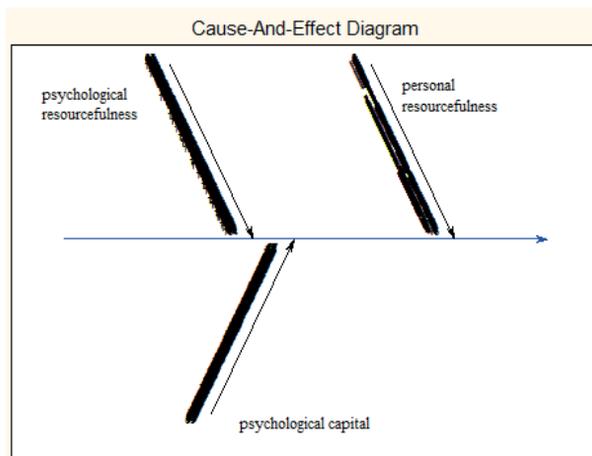
The theoretical hypothesis of the study: the type of resourcefulness (psychological or personal) determines the uniqueness of the capitalization of psychological resources. We have defined the capitalization of psychological resources as their fixation on the content of psychological capital and further use, which will be determined by the effectiveness of self-realization of the individual (based on: Штепа, 2022: 221). Axiomatic position of research: psychological capital is an empirical form of describing the resource state of the individual.

The empirical study was implemented according to Goldmark's model, which provides for the development of alternative hypotheses and allows to determine the value orientations of the study. Thus, the empirical assumptions were as follows: 1) the method of capitalization of psychological resources by type of personal resourcefulness determines the quantitatively richer content of psychological capital, 2) the method of capitalization of psychological resources by type of psychological resourcefulness determines a higher level of psychological capital. The axiological significance of the study results lies in the conclusions about a more effective way to capitalize on psychological resources.

## Results and discussions

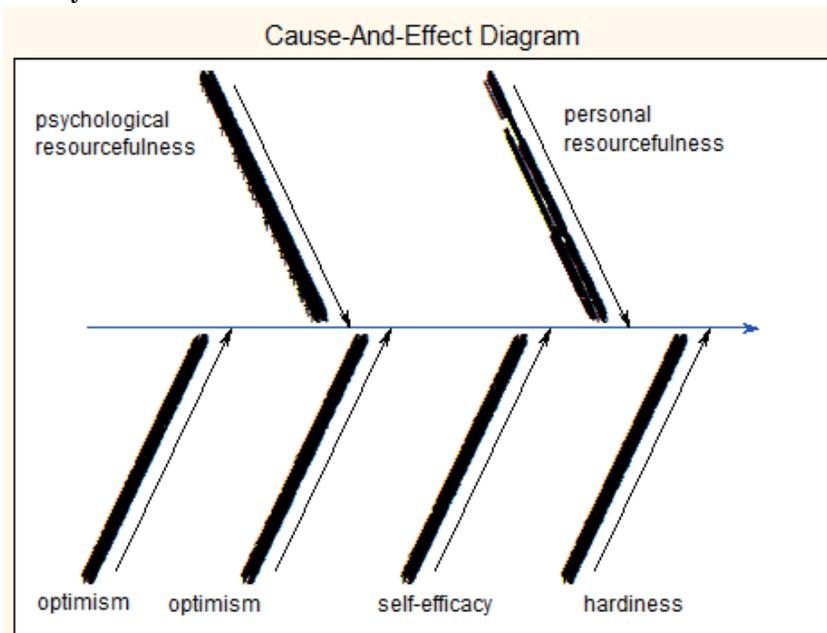
In order to compare the features of the components of psychological capital and its resource content by different methods of capitalization from the whole group of subjects, two subgroups were identified: people with a high level of psychological resourcefulness (N = 108) and people with a high level of personal resourcefulness (N = 90). A subgroup of people (N = 41) who were characterized by a high level of both psychological and personal resourcefulness was also identified. At the same time, the comparative analysis revealed that the features of the psychological capital of people in this subgroup at a statistically significant level (Student's t-test,  $p < 0.05$ ) do not differ from those of people with a high level of psychological resourcefulness. Therefore, later in this study, we compared the capitalization of resources for two types of resourcefulness – psychological and personal.

Using the method of “causes and effects” it was found that psychological capital can be considered to a greater extent the effect of psychological resourcefulness, than personal (Fig. 1).



**Fig.1. “Fishbone” effect of psychological capital due to the type of resourcefulness of the individual**

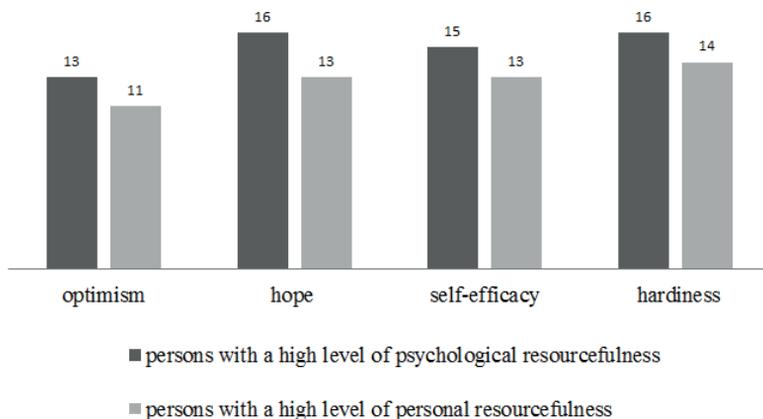
The method of “causes and effects” made it possible to clarify that the effect of psychological resourcefulness is largely a manifestation of such a component of psychological capital as “hope”, manifested in human perseverance in pursuit of goals, flexibility in determining ways to achieve goals, motivation, ability to determine success and stick to it.



**Fig. 2. “Fishbone” effect of the components of psychological capital, due to the type of resourcefulness of personality**

The results of the procedural analysis showed that it is expedient to carry out empirical research on the types of resourcefulness, as two ways of forming the psychological capital of the personality.

The method of comparative analysis (t-test, Student’s test,  $p < 0.01$ ) was used to determine the presence of differences in the level of components of psychological capital of persons in each subgroup (Fig. 3).



**Fig.3. The ratio of components of psychological capital in people with different types of resourcefulness as a way to capitalize resources (according to t-test,  $p < 0,01$ )**

The empirical determination of the presence of differences in the level of components of psychological capital in people with different types of resourcefulness showed that subjects with a high level of psychological resourcefulness really have a higher level of formation of all components of psychological capital, than people with high levels of personal resourcefulness. The psychological capital of people with the type of capitalization in terms of personal resourcefulness is characterized by a level above average, and in the case of people with the type of capitalization in terms of psychological resourcefulness – high.

To determine the content of psychological capital, formed by two types of resourcefulness, discriminant analysis was used, the results of which are presented in Tables 1 and 2.

The results of the discriminant analysis revealed that the psychological capital of people with a high level of psychological resourcefulness contains a wide range of empirically diagnosed resources, with the exception of relationship resources. In total, nine psychological resources out of sixty-five empirically diag-

nosed are capitalized in the way of psychological resourcefulness.

*Table 1*

**Results of discriminant analysis of psychological resources in the psychological capital of people with a high level of psychological resourcefulness (Wilks' Lambda=0.78)**

Resources, as capitalized in the way of psychological resourcefulness	Wilks' - Lambda	Partial - Lambda	F-remove - (1,94)	p-level	Toler.	1-Toler. - (R-Sqr.)
Involvement in a common cause (resource – “strength of character”)	0.81	0.95	4.12	0.04	0.78	0.21
Autonomy (motivational resource of psychological well-being)	0.85	0.91	8.64	0.00	0.66	0.33
Leadership (resource – “strength of character”)	0.79	0.98	1.27	0.26	0.66	0.33
Physical activity (psychological survival resource)	0.78	0.99	0.76	0.38	0.56	0.43
Love (interpretive psychological resource)	0.83	0.93	6.37	0.01	0.51	0.48
Creativity (interpretive psychological resource)	0.81	0.96	3.40	0.06	0.61	0.38
Kindness to people (interpretive psychological resource)	0.80	0.97	2.85	0.09	0.73	0.26
Freedom (existential resource)	0.80	0.97	2.80	0.09	0.67	0.32
Cognition and reasoning (resource of psychological survival)	0.80	0.97	2.28	0.13	0.42	0.57

Discriminant analysis has shown that eight psychological resources out of sixty-five empirically diagnosed are capitalized on personal resourcefulness.

It has been found that 65% of the resources capitalized in the way of personal resourcefulness are “forces of character”. The interpretive resource “love” is capitalized on, both in the way of psychological and personal resourcefulness. At the same time, the content of psychological capital is not quantitatively higher in people with a high level of personal resourcefulness.

Table 2

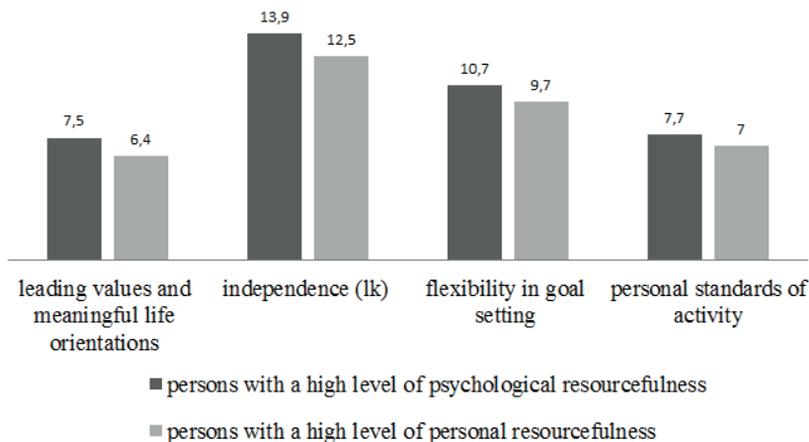
**Results of discriminant analysis of psychological resources in the psychological capital of people with a high level of personal resourcefulness (Wilks' Lambda=0,45)**

Resources, as capitalized in the way of personal resourcefulness	Wilks' - Lambda	Partial - Lambda	F-remove - (2,79)	p-level	Toler.	1-Toler. - (R-Sqr.)
Love (interpretive psychological resource)	0.60	0.74	13.27	0.00	0.59	0.40
Work on yourself (interpretive psychological resource)	0.54	0.82	8.17	0.00	0.52	0.47
Meaningfulness (resource – “strength of character”)	0.52	0.86	6.33	0.00	0.68	0.31
Interest in life (resource – “strength of character”)	0.56	0.80	9.56	0.00	0.63	0.36
Gratitude (resource – “strength of character”)	0.50	0.89	4.53	0.01	0.61	0.38
Honesty (resource – “strength of character”)	0.52	0.86	6.25	0.00	0.62	0.37
Sensitivity (resource – “strength of character”)	0.50	0.89	4.47	0.01	0.75	0.24
Psychosocial values (resource of relationships)	0.49	0.91	3.74	0.02	0.84	0.15

In order to characterize the operational aspect of capitalization of resources empirically, it was clarified by the method of comparative analysis (t-test, Student's test,  $p < 0.01$ ) the features of the effectiveness of self-realization in people with high psychological resourcefulness and high levels of personal resourcefulness (Fig. 4).

According to the results of comparative analysis, the presence of differences at a statistically significant level ( $p < 0.01$ ) in the ability to use the own resources of subjects with different types of resourcefulness was determined. In particular, persons with a high level of psychological resourcefulness are characterized by a higher level of such indicators of self-realization as

leading values and meaningful life orientations, independence, flexibility in setting goals, and personal standards of activity. We characterize these features of the effectiveness of self-realization as the ability to apply psychological resources to solve life problems, manifested in awareness and understanding of one's own significant goals, a clear author's life position, the ability to see and identify different ways to succeed, most demanding from himself.



**Fig.4. Features of the effectiveness of self-realization of persons with different types of resourcefulness as a way to capitalize resources (according to t-test,  $p < 0.01$ )**

### Results and discussion

The conducted research on the ways of capitalization of psychological resources of the individual made it possible to specify the resources that are fixed by personal or psychological resourcefulness. In particular, it was found that psychological capital is more an effect of psychological resourcefulness, which means the ability of a person to operate with their own resources. It is determined that the level of psychological capital in all its components is higher in people with a high level of psychological

resourcefulness. It is specified, that the effect of the functioning of psychological resourcefulness in psychological capital is its expression in hope, which is manifested in a person's persistence in striving for a goal, flexibility in determining ways to achieve goals, motivation, ability to determine the path to success and follow it.

The number of psychological resources capitalized in different ways is, in general, such as psychological resourcefulness and personal resourcefulness, is the same – respectively 9 and 8 resources. At the same time, there are qualitative features of the content of psychological capital, formed in different ways of capitalization. In particular, it was found that in the way of psychological resourcefulness such resources are capitalized as: resources – “strength of character” – involvement in the common cause and leadership; interpretive psychological resources – love, creativity, kindness to people; resources of psychological survival – cognition and reasoning, as well as physical activity; motivational resource of psychological well-being – autonomy; existential resource – freedom. At the same time, such resources as: resources of relationships – psychosocial values are capitalized in the way of personal resourcefulness; interpretive psychological resources – love and work on yourselves; resources – “strength of character” – meaningfulness, interest in life, gratitude, honesty, and sensitivity. In the interpretive resource of love as openness of the individual to relationships with others, the ability to support and cooperate with them is intersected by personal resourcefulness and psychological resourcefulness.

It is established that people with a higher level of psychological capital, formed in the way of psychological resourcefulness, have a higher efficiency of self-realization in the areas of leading values and meaningful life orientations, independence, flexibility in setting goals, and personal standards.

In our opinion, it is expedient to distinguish the capitalization of psychological resources as a kind of process of transforming the number of psychological resources into a sense of

resourcefulness of the individual from the monetization of resources. In monetization, psychological resources are used by a person to obtain monetary benefits from demonstrating their own unique abilities. According to capitalization, psychological resources are used by the individual for self-realization through the solution of certain life tasks, life creativity. The capitalized resources that a person can use because he knows that he has them and that he skillfully owns them (For example, a musician who is aware of his own creative abilities is able to compose musical works and play melodies on various musical instruments).

### Conclusion

In our opinion, the capitalization of resources in the way of personal resourcefulness, as through appropriation, well-being, values, and character traits allows a person to assert himself and characterizes the degree of its achieved significance, and respectability. The capitalization of resources in the way of psychological resourcefulness, as through understanding, opens up opportunities for self-interpretation, and self-change, and shows the extent of its realized capabilities, and personality fulfillment. Based on the data of the study, we can summarize that "being in the resource" means the chosen mode of relationship with the life situation – self-positioning or self-understanding, resulting in a measure of self-realization through (un) conscious, (un) recognized as personal, (un) chosen and (un) realized opportunities. We believe that the capitalization of resources in the way of personal resourcefulness gives people the opportunity for effective self-realization in the form of self-made, the way of psychological resourcefulness – the unique self-realization of their own real life.

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**Штепа Олена. Способи капіталізації психологічних ресурсів особистості.**

**Мета дослідження** – емпірично визначити особливості капіталізації психологічних ресурсів у спосіб психологічної і персональної ресурсності.

**Методи дослідження.** У емпіричному дослідженні використано методи психологічного опитування, а також математико-статистичні методи дискримінантного і порівняльного аналізу, метод «причин та ефектів». Емпіричне дослідження реалізовано за моделлю Голдмарка, яка передбачає висунення альтернативних гіпотез, дає змогу і визначення ціннісних орієнтацій дослідження.

**Результати дослідження.** З'ясовано, що у спосіб психологічної ресурсності капіталізуються такі ресурси, як: ресурси-«сили характеру» – причетність до спільної справи і лідерство; інтерпретаційні психологічні ресурси – любов, творчість, доброта до людей; ресурси психологічного виживання – пізнання і міркування, а також фізична активність; мотиваційний ресурс психологічного благополуччя – автономія; екзистенційний ресурс – свобода. У спосіб персональної ресурсності капіталізуються такі ресурси, як: ресурс взаємин – психосоціальні цінності; інтерпретаційні психологічні ресурси – любов і робота над собою; ресурси-«сили характеру» – осмисленість, інтерес до життя, вдячність, чесність, чуйність.

**Висновки.** Саме капіталізовані ресурси людина може задіяти, оскільки знає, що вони у неї є, і що вона ними майстерно володіє. Капіталізація ресурсів у спосіб персональної ресурсності, як через привласнення, благополуччя, добробуту, цінностей, рис характеру уможливорює людині констатувати себе, і характеризує міру її досягнутої значущості, респектабельності. Капіталізація ресурсів у спосіб психологічної ресурсності, як через розуміння, відкриває можливості самоінтерпретації, самозміни, і показує міру її реалізованих можливостей, особистісної здійсненності. Вважаємо, що капіталізація ресурсів у спосіб персональної ресурсності дає особистості змогу ефектної самореалізації у кшталті *self-made*, спосіб психологічної ресурсності – унікальної самореалізації власного справжнього життя.

**Ключові слова:** капіталізація ресурсів, психологічна ресурсність, персональна ресурсність, психологічний капітал, ефективність самореалізації.

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