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**”Проблеми сучасної
психології”**

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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.

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Psychological Support of the Integration Process of Ukrainian Students: European Experience

Психологічний супровід процесу інтеграції українських студентів: європейський досвід

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ABSTRACT

The war in Ukraine has caused an active migration of Ukrainians to European countries. Despite being in a safe place, people who have obtained temporary protection still remain under acute stress. The complex psycho-emotional state of refugees is caused by psychological traumas from the war experience and is

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complicated by the loss of their status in a new country, forced exit from their comfort zone, awareness of their own helplessness, insecurity and alienation. Unlike adults, children and adolescents who have suddenly become displaced, worry about separation from loved ones, loss of contact with peers, separation from the group in a new socio-cultural environment more acutely. Among the refugee children, a large part of those people who had hopes for the future of entering the chosen specialty and university, had to retreat from their dreams and quickly make decisions (not always of their own free will) about how and where to enter or continue their studies in a new country. Understanding the complexity of the psycho-emotional state of applicants and students from Ukraine, the Career Center of Masaryk University has developed a number of services aimed at psychological support of the process of Ukrainian applicants' integration into the European space.

The purpose of the research is to highlight the features of providing psychological support services, as well as the intermediate result of the study of the effectiveness of the implemented program on the development of adaptability of applicants and students from Ukraine who wanted to study at Masaryk University.

Methods of the research. To analyze the effectiveness of the developed services and to determine the needs of applicants, an online and offline survey with a semi-closed questionnaire was used. In order to analyze the level of adaptability of the applicants, the scales on the "Questionnaire of personality adaptation to a new sociocultural environment" method were used.

The results of the research. The obtained results are intermediate in determining the effectiveness of the developed services. At the same time, the results of the initial and re-diagnosis of the participants of training aimed at the development of adaptability, as a leading factor of successful integration, made it possible to record the improvement of psycho-emotional state of applicants and students from Ukraine.

Conclusions. The obtained intermediate results of the quality assessment of the developed services testify to their expediency and effectiveness, which is achieved due to the complexity, variety of forms and types of services, as well as the combination of theoretical and practical bases on the way to the formation of adaptability and optimization of the process of integration of applicants and students from Ukraine.

Key words: adaptation, integration, applicants and students, refugees, psychological support, educational services.

Introduction

Today, Europe clearly feels the negative impact of the war consequences in Ukraine. One of these problems is the large influx of refugees. Thus, as of October 22, 2022, more than 7 million of refugees from Ukraine have been registered on the territory of Europe for temporary protection or similar national programs (Operational data portal, 2022). Among all refugees, one of the most vulnerable categories of the population is children. According to research by the 4Service company, every fifth child left his/her home because of the war, and the total number of people under the age of 18 who left Ukraine is 1.4 million, including 7% of children who were forced to leave for a foreign country without relatives or friends (Українські біженці в Європі, 2022). According to the research of the company, 73% of the interviewed teenagers said that they were not consulted about the decision to go abroad (Українці біженці в Європі, 2022). Yesterday's schoolchildren and students, in addition to acute stress from the very fact of the war, found themselves torn from their usual lives, left without yesterday's dreams and hopes for the future, without the support of relatives and friends, faced with the challenges of adaptation in new educational institutions and new socio-cultural conditions. Psychological pressure from parents who, understanding the reality, often make decisions for the child, do not allow teenagers to come to their senses, force them to learn an additional language, prepare for exams, admission, etc., despite their mental state, only cause an exacerbation of the stressful state of their own children. Understanding all the difficulties and realizing the role of the university in supporting the young generation, Masaryk University (Brno, Czech Republic) has developed a number of services that provide various types of services for applicants and students from Ukraine. One such service that provides psychological and educational services is the Career Center of Masaryk University.

The Career Center of Masaryk University has developed a comprehensive program of long-term support for the process of integration of applicants and students from Ukraine in new educational conditions.

The purpose of the article is to highlight the peculiarities of the organization of psychological support of the integration process of Ukrainian students using the experience of the Career Center of Masaryk University as an example.

The objectives of the article is to reveal the content of the main services organized by the Career Center of Masaryk University aimed at improving the process of integration of students from Ukraine, to highlight the intermediate results of the study on the effectiveness of the developed program for the integration of applicants within the educational process.

Research methods and techniques. The Career Center of Masaryk University has developed a system of services and a program aimed at optimizing the process of integration of applicants and students from Ukraine in the European space. The developed system of services was built taking into account the basic needs of migrant applicants. The identification of the specified needs took place through online and offline surveys using a developed semi-closed questionnaire (the questionnaire was created with the help of the Microsoft Forms program). The questionnaire contained questions about the desired form of work (individual or group, offline or online) and relevant topics. The analysis of the obtained results and taking into account the theoretical background of the adaptation process itself made it possible to create a complex system of services, which provided for the individual consultations (on issues of integration in the new conditions of study in the new labor market; writing resumes and motivational letters; self-discovery and self-determination; finding a career path and retraining; interview preparation) and group educational services (educational courses, seminars, workshops and trainings). To analyze the quality and relevance of the conducted activities, after each event, a current anonymous survey

was conducted aimed at clarifying the opinion of the applicants regarding the quality of the event, its relevance, meaningful content and recommendations for further cooperation.

Among the group forms of work, the process of implementing the developed author's training program aimed at developing adaptability, as a necessary feature for the successful integration of applicants, became the longest. In order to analyze the effectiveness of the developed training program, in addition to surveys to find out feedback, primary and secondary diagnostics using the "Questionnaire of personality adaptation to a new socio-cultural environment" method were used.

The total number of applicants from Ukraine who used the services of the Career Center during July – September 2022 was 201 people.

Results and discussions. The theoretical component of the developed services was based on the principles and methods of humanistic psychology, transactional analysis and crisis intervention. The basic terms were interpreted as follows.

Adaptation is a two-way process based on the interaction of the personality and society, which leads to an optimal correlation of values and goals of the individual and the group (Titzmann & Lee, 2018; Vinke, Bergmann, Blocher, Upadhyay & Hoffmann, 2020). Conditional types of adaptation are: physiological, social and psychological adaptation. These types of adaptation are closely related to each other, mutually influence each other, and therefore no type can be ignored in the course of providing psychological support for the integration process of refugee applicants (Андросович, 2015; Йона & Остапова, 2021).

Physiological adaptation involves physiological adaptation of the body to new climate conditions, day and sleep regime, to physical or mental loads, nutrition, etc.

Indicators of successful physiological adaptation:

- restoration of immunity;
- absence of somatic diseases;

- good sleep;
- absence of eating disorders;
- adjusted day mode;
- feeling full of energy.

Social adaptation is the process of adapting to new social roles, adapting to new conditions and rules of living in a hostel, to a new social environment (social circle), to the regulatory and legal requirements of a new country and university, to cultural traditions.

Indicators of successful social adaptation:

- social activity (fulfillment of public assignments, participation in various activities);
- solidarity with group norms and rules (groupmates, faculty, university);
- satisfactory relations with team members (groupmates, neighbors);
- satisfactory relations with teachers;
- satisfaction with living conditions;
- balance between social and personal interests.

Psychological adaptation is the most complex type of adaptation, it consists in the ability of the human psyche to provide an adequate response to a number of stressful life changes, and it is characterized by a subjective feeling of inner harmony and satisfaction, a person's ability to maintain internal balance and equilibrium, regardless of the surrounding living conditions.

Indicators of successful psychological adaptation are:

- a state of psychological satisfaction and comfort;
- the ability to perform psychological self-regulation of behavior and activity;
- self-confidence;
- solving acute psychological problems (fear, trauma, anxiety, panic attacks, etc.);
- will and interest in life, educational activities, interpersonal communication.

The above mentioned types of adaptation and success criteria were determined based on the research of I. Titar (Tirap, 2016), F. Motti-Stefanidi, K. Salmela-Aro (Motti-Stefanidi & Salmela-Aro, 2018), P. Titzmann, R. Lee (Titzmann & Lee, 2018), P. Linda, S. Moin (Linda & Moin, 2019).

Taking into account the fact that adaptation can be both voluntary (when students independently decide on the country, university, study program) and forced (when parents decide for students), the most optimal adaptation strategy is integration, which involves the synthesis of two cultures, the harmonization of own values and values of the host society.

Integration acts as a mediator between two cultures, as well as between identity and society. That is why the Career Center chose the integration strategy.

The psychological support of the integration process should be complex and systemic and at the same time take into account the individual characteristics of refugees. The system of services developed by the Career Center is focused on the formation of skills, competencies (with the help of such group forms of work as workshops, seminars-workshops, trainings) and key knowledge (with the help of courses, seminars, consultations) necessary for the successful integration of applicants. Working in a group involves creating favorable conditions for mutual support, empathy, honing acquired skills and helps to expand the repertoire of effective cases for overcoming difficulties and adaptation barriers. At the same time, painful and even psychologically traumatic topics can be revealed during group work, which are proposed for the individual work. The availability of individual counseling services provides an opportunity to work out the personal problems of the applicants and take into account topics that are not relevant for the majority.

The topics for the forms of group work were determined by means of an anonymous online and offline survey of applicants and students from Ukraine who attended Czech language courses with the aim of further admission to Masaryk University.

The results of the survey reflect the actual requests of respondents (n=201):

- peculiarities of studying at Masaryk University (92.5% of respondents);
- development of skills necessary for successful integration and career path optimization (84.1%);
- psychohygiene during training in new conditions (81.1%);
- prevention of emotional burnout during training (70.6%);
- development of stress resistance (91.5%);
- intercultural dialogue, non-violent communication and skills in creating a tolerant environment (56.2%);
- conflict resolution skills as a factor of rapid integration (48.2%);
- restoration of internal resources as a basic condition for rapid adaptation (50.7%);
- time management skills in adaptation conditions (93%);
- ability to present oneself (84.6%);
- retraining: how to switch to another profession correctly and painlessly (53.7%);
- adaptation to the new labor market: requirements and trends (32.3%);
- self-discovery as the start of work on one's own career (57.7%).

The identified topic became the basis for planning further activities. During July–September 2022, seminars and workshops were held on the following topics: “Successful adaptation: the first steps”, “I am a future student of Masaryk University”, “Development of stress resistance in the conditions of adaptation”, “Psychological hygiene during study in new conditions”, “Secrets of time-management”, “Information system (IS) for beginners”. For clarity, the results of feedback are shown in Fig. 1

The participants of each seminar, training, workshop were asked to fill out an anonymous feedback questionnaire. The questionnaire contained three open-ended questions (“Your comments and recommendations for improving the content of the

event", "Topics you would like to visit next time", "Your general impressions of the event") and two questions with a scale ("Estimate the quality of the organization and conducting the event and rate the content of the event on a scale from 1 to 10 (where 1 is the lowest point and 10 is the highest one). Fig. 1 shows the arithmetic mean of the total number of ratings for each event separately for each question.

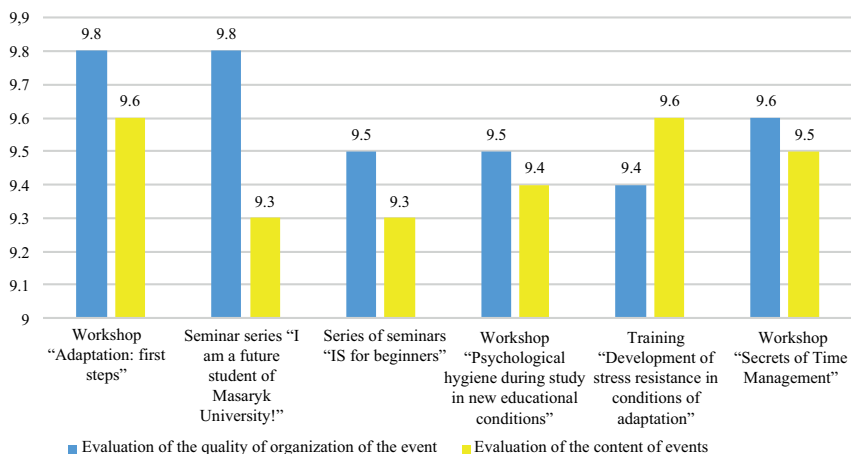


Fig. 1 "The results of feedback about the carried out activities"

Taking into account the interest of applicants and students from Ukraine in the topic of formation and development of skills for successful integration, as well as understanding the importance of this topic for successful adaptation, the Career Center developed the training program "Development of adaptability as the first step to integration". The development of adaptability was chosen as the final goal of the training program, since adaptability is a multi-component property that allows an individual to solve problem situations quickly and adequately and normalize his interaction with the environment, that is a favorable factor for the successful integration of a personality. Adaptability includes flexibility of thinking, socio-psychological tolerance to

changes, ability to make adequate decisions, social intelligence, self-consciousness, etc., which was in the basis of each training session of the program.

This training involved work with a closed group once a week during June and August (seven classes in total). At the moment, two groups have passed the training (total number of participants is 20 people).

The theoretical foundation of the training sessions was based on the research of V. Kyrychenko (Кириченко, 2014), I. Leonova (Леонова, 2015), F. Motti-Stefanidi, K. Salmela-Aro (Motti-Stefanidi & Salmela-Aro, 2018), Vinke K., Bergmann J., Blocher J., Upadhyay H., Hoffmann R. (Vinke, Bergmann, Blocher, Upadhyay & Hoffmann, 2020), M. Prokofieva (Прокофьева, 2021).

The training included the following classes:

– “Me and my identity” (1 lesson, the goal is to help applicants and students realize the balance between their own identity and the needs of society, to determine the basic values of the personality);

– “Communicative skills and non-violent communication” (2 lessons, the goal is to develop communication skills in the intercultural environment, to increase self-confidence, to form the basics of non-violent communication);

– “Stress resistance during adaptation” (1 lesson, the goal is to form the idea about stress resistance and key techniques of relaxation and stress resistance, to learn how to cope with different stressful situations in different conditions);

– “Emotional intelligence” (1 lesson, the goal is to develop emotional intelligence, to learn to differentiate one’s own emotional states, emotional states of other people, to exercise self-control and influence the emotional states of others, to develop empathy);

– “Critical thinking and creativity” (1 lesson, the goal is to form basic ideas about the techniques of developing critical thinking, to teach rational perception, to analyze information,

to make considered decisions; to expand the boundaries of thinking (go beyond stereotypes), to develop creativity);

–“Assertiveness and confident behavior” (1 lesson, the goal is to teach to defend one’s opinion correctly and tactfully, to develop confidence in one’s abilities).

The principles which are the basis for the work in training groups: respect for a personality, the principle of confidentiality, personal responsibility, prioritizing the feeling of psychological safety in a group, scientific validity, taking into account individual characteristics and group dynamics.

Each training session is preceded by a theoretical and practical composition. The theoretical component was provided in an interactive form and covered the systematization of information by topic. The theoretical component was supported by practical exercises and games. For example, the theoretical part provided the classification of types of means and exercises for the concept of psycho-emotional tension. After that, the participants were offered to perform an exercise from each type. The training, built in this way, provided the opportunity for the applicants to get acquainted with a wide variety of means for relieving tension and stress and, at the same time, choose those which are most suitable for them. Each training contained a homework task of a practical nature, which had to be performed by the participants during the week before the next meeting (for example, during the week, to record the facts that surprise, upset, accept them; fill in the Johari’s window or complete interactive tasks in the website program, etc.). The results of completed homework were always discussed in a group at the next lesson. Thus, the applicants have been immersed in work on self-consciousness and self-development for seven weeks.

The evaluation of the effectiveness of the conducted program was based on the feedback received from the participants of the trainings, as well as on the basis of the initial and repeated diagnosis using the “Questionnaire of personality adaptation to a new socio-cultural environment”. The results of

the initial and repeated diagnosis of training participants are shown in Fig. 2

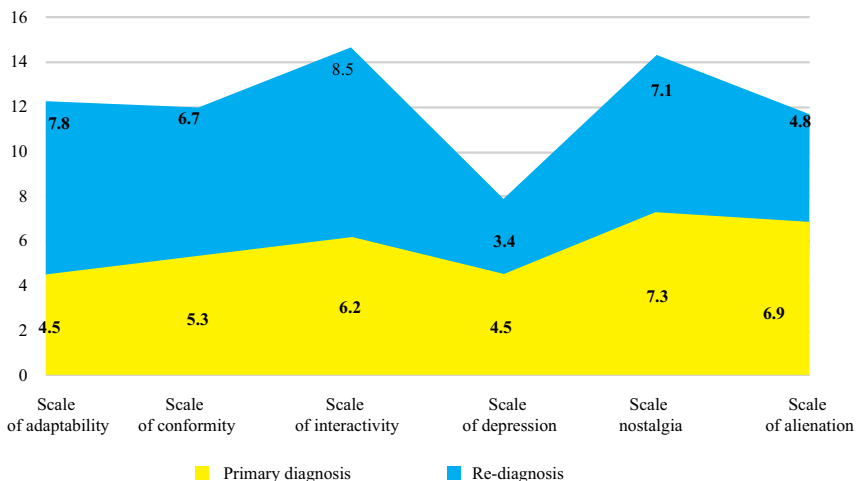


Fig. 2. Results of initial and re-diagnosis of training participants using the method of "Questionnaire of personality adaptation to a new socio-cultural environment" (n=19)

The Fig. 2 shows the results of the arithmetic mean of the points scored by the training participants during the initial and re-diagnosis on such scales as: adaptability, conformity, interactivity, depression, nostalgia and alienation. According to the received data of re-diagnosis, the adaptability, conformity and interactivity of the training participants were increased, which is manifested in an increase of personal satisfaction, a positive attitude towards others, a desire to maintain relations with other people, the emergence of confidence in their own abilities, an increased orientation towards social approval, the acceptance of values and norms of behavior of the new society, increased self-control of behavior taking into account new norms and roles. After completing the training program, the rate of depression and alienation among the participants decreased (as a result of the

feeling of belonging to a new group, the awareness of the similarity of problems of the training group participants, the presence of mutual support and empathy). It was not possible to achieve significant changes on the nostalgia scale.

The positive dynamics of changes were noticed by the participants themselves. They provided the following feedback in the feedback form. 94.7% of participants gave a positive answer to the question "Did the trainings help you better adapt to a new environment". To the question "Did the trainings help you reduce your stress level?" 89.5% of respondents gave a positive answer, 10.5% of participants chose the answer "It is difficult to determine". 100% of participants gave a positive answer to the question "Did the trainings give you confidence in yourself and your abilities?". To the question "What did attending trainings give you personally?" the participants gave detailed answers such as: "better understanding of myself", "reassurance and new experience of communication", "self-confidence", "understanding that I am not alone and can cope with all difficulties", "positive emotions and a good mood", "techniques that I can apply in everyday life to relieve stress and tension", "interest in learning", etc.

Conclusions

Mental health and psycho-emotional state significantly affect a personality's ability to learn, adapt to new life conditions, and react quickly and adequately in unusual situations. That is why it is necessary to create services that would provide psychological support for people in the process of their adaptation. One of the effective adaptation strategies is integration, which allows reaching a compromise between internal needs and the requirements of society. In order to optimize the integration process, the Career Center of Masaryk University has developed a number of services for applicants and students from Ukraine with the aim of psychological support and support for immigrant applicants at the stage of their adaptation. The intermediate stage of evaluating the effectiveness of the offered services and the results of

the implemented training program shows positive dynamics, in particular, in the psycho-emotional state of respondents, and, in general, in the process of integration.

We foresee the prospect of further investigations in a thorough study of the factors affecting the process of integration in new socio-cultural and educational conditions.

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Березка Софія. Психологічний супровід процесу інтеграції українських студентів: європейський досвід.

Війна в Україні спричинила активну міграцію українців у країни Європи. Попри знаходження у безпечному місці особи, які здобули тимчасовий захист, все одно залишаються у гострому стресі. Складний психоемоційний стан біженців обумовлюється психотравматизацією від пережитого досвіду війни та ускладняється втратою свого статусу у новій країні, вимушеним виходом із зони комфорту, усвідомленістю власної безпомічності, незахищеності та відчуженості. На відміну від дорослих, діти та підлітки, які раптово стали переселенцями, гостріше переживають розлуку з близькими, втрату контактів з однолітками, відокремленість від групи у новому соціокультурному оточенні. Серед дітей-біженців значна частина тих осіб, які мали надії на майбутнє щодо вступу на обрану спеціальність та університет, проте мусили

відступити від своїх мрій і швидко приймати рішення (не завжди з власної волі), як і де можна вступити чи продовжити навчання в новій країні. Розуміючи складність психоемоційного стану абітурієнтів та студентів з України, Кар'єрний центр Університету імені Масарика розробив низку послуг, спрямованих на психологічний супровід процесу інтеграції українських здобувачів у європейський простір.

Мета. Метою даної статті є висвітлення особливостей надання послуг психологічного супроводу, а також проміжного результату дослідження ефективності впровадженої програми з розвитку адаптивності абітурієнтів та студентів з України, які виявили бажання навчатись в Університеті імені Масарика.

Методи дослідження. Для аналізу ефективності розроблених послуг та для визначення потреб здобувачів було використано онлайн та офлайн опитування за допомогою напівзакритої анкети. Для аналізу рівня адаптивності здобувачів було застосовано шкали за методикою «Опитувальник адаптації особистості до нового соціокультурного середовища».

Результати дослідження. Отримані результати є проміжними у рамках визначення ефективності розроблених послуг. Разом з тим, результати первинної та повторної діагностики учасників тренінгу, спрямованого на розвиток адаптивності як провідного фактора успішної інтеграції, дали можливість зафіксувати покращення психоемоційного стану здобувачів та студентів з України.

Висновки. Отримані проміжні результати оцінки якості розроблених послуг свідчать про їх доцільність та ефективність, що досягається за рахунок комплексності, різноманітності форм та видів послуг, а також комбінації теоретичних і практичних основ на шляху формування адаптивності й оптимізації процесу інтеграції абітурієнтів та студентів з України.

Ключові слова: адаптація, інтеграція, абітурієнти та студенти, біженці, психологічний супровід, освітні послуги.

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Structural and Logical Model of Educational and Professional Training of Psychologists in the Modern Innovative Educational Environment of Establishments of Higher Education

Структурно-логічна модель освітньо-професійної підготовки психологів у сучасному інноваційному освітньому середовищі ЗВО

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ABSTRACT

The purpose. *The purpose of the research is to develop a structural and logical model for the educational and professional training of psychologists in the innovative educational environment of establishments of higher education. In accordance with the set goal, the main tasks are defined: analysis of the demands placed on the psychologist in modern conditions; determination of the ratio of theoretical, practical and applied disciplines in educational professional programs; development of a professional training model in the modern innovative educational environment of establishments of higher education.*

Methods of the research. *To implement the key tasks, a set of scientific research methods was used: theoretical analysis, generalization, comparison, systematization, theoretical modeling, and scientific interpretation.*

The results of the research. *The structural-logical scheme of professional education in the field of psychology provides for the formation of components of general and professional training in a structural-logical sequence. The components of general training, which provide a basic level, appear first in the educational trajectory. The next level is fundamentally important for the formation of professional competences, it is provided by the educational components of professional training – these are theoretical, practical and applied*

disciplines responsible for the content component of the educational and professional program. Its competence component largely depends on its integration with psychological practice. Taking this into account, the structural and logical scheme of the discipline provides for the planning and completion of educational and professional practices by higher education students. The formation of competencies necessary for the implementation of innovative forms of professional training is ensured by a scientifically oriented approach to obtaining higher education. All these components form a continuous model of professional education.

The analysis of educational and professional programs shows that today it is important to solve the following problems in the system of higher professional education of psychologists: the need to use system analysis in solving the tasks of professional training of future psychologists; revision of the ratio in educational professional programs of theoretical, practical, and applied disciplines in accordance with the psychologist's activity model in the conditions of psychological practice; increased volume of educational and methodological training and introducing professionally oriented methods of psychological work into the educational process; increased significance of psychocorrective, psychorehabilitation orientation of psychological work, provision of psychological assistance in crisis situations; development of an anticipatory learning strategy aimed at studying current trends in psychology.

Conclusions. *Summarizing the theoretical and methodological positions regarding research, a conceptual model of professional training of psychologists in establishments of higher education has been developed, which provides for multi-level variable education and is provided by four content components: theoretical, practical, applied and scientific.*

Key words: *psychology, establishment of higher education, educational and professional training, innovative educational environment, future specialists.*

Introduction

Modern trends in the development of the higher education system, aimed at the European integration of educational technologies, have led to a change in priorities in the training of specialists of various branches, including psychologists. The multifactorial spectrum of innovations, which covers all links of the education system, requires new approaches in the training of psychological personnel capable of solving the problems of psy-

chological development and ensuring the mental health of the nation at a high professional level.

Analysis of recent research

The issues of the transformation of educational standards and the formation of innovative approaches to the training of future specialists in the field of psychology began to be actively covered in the works of researchers (Матвієнко & Затворнюк 2014; Синишина, 2020; Шандрюк, 2020). The task of educational and professional training of psychologists is set out in the legislative acts of the Ministry of Education and Science of Ukraine (Стандарт вищої освіти України, 2019) and confirmed by normative and legal documents of the psychological service (Положення про психологічну службу системи освіти України, 2009; Типове положення про центри практичної психології і соціальної роботи, 2000; Положення про забезпечення розвитку психологічної служби в системі освіти України, 2002). Their analysis made it possible to single out the main directions of educational and professional training of higher education of students in the conditions of the formation of a new educational environment.

Purpose of our study

The purpose of our research is to analyze the situation, identify priority tasks and develop a structural and logical model of educational and professional training of psychologists in the innovative educational environment of higher education establishments.

Objectives of the study

- Analysis of requirements for psychologists in modern conditions;
- determination of the ratio in educational professional programs of theoretical, practical and applied disciplines;
- development of a professional training model in the innovative educational environment of higher education establishments.

Research methods and techniques

Achieving the goal and solving the tasks of our research involves the use of a number of methods of theoretical scientific research: analysis of the education system in the field of psychology; generalization of conceptual provisions of professional education; comparison of educational and professional programs; systematization of the main provisions of educational and professional training; modeling of the structural and logical scheme of educational and professional training in establishments of higher education.

Results and discussions

The training of specialists in the psychological profile is aimed at the formation of professional competences in the psychological service units of preschool, secondary and higher education establishments, the sphere of social security, health care, labor, sports, vocational education, training and methodical centers and laboratories of the psychological service. According to this priority, the following tasks are needed (Положення про психологічну службу системи освіти України, 2009; Бевз, 2017; Матвієнко & Затворнюк 2014; Синишина, 2020; Шандрук, 2020):

- 1) formation of professional orientation and value-motivational factors of professional activity of future specialists;
- 2) development of principles and methods of selection of students majoring in "Psychology";
- 3) justification of professional and personal requirements for students of the psychological profile, taking into account the professional profile of a psychologist;
- 4) development of educational and professional programs based on the standard of higher education in Psychology major for various levels of higher education;
- 5) modeling the professional activity of psychologists in emergency conditions caused by epidemiological and quarantine restrictions, military actions, etc. extreme circumstances that require psychological support of the population;

6) organization of the training system and training of highly qualified and competitive specialists on the national and international labor markets;

7) determination of the theoretical, methodological and methodical tools for the training of specialists in the psychological profile;

8) educational and methodological provision of psychological work in the fields of practical psychology (psychological counseling, psychocorrection, psychorehabilitation, etc.);

9) educational and methodological support of psychological work in applied fields of psychology (education, social security, health care, etc.);

10) educational and methodological support of psychological work at various levels (practical psychologist of preschool, secondary, and higher education establishments; methodologist of educational and methodological centers; specialist of psychological service laboratories);

11) ensuring the concept of internationalization based on the development of academic international mobility, international standardization and unification of educational and professional programs of programs in the field of training psychologists.

Considering this, the structural-logical model of professional education in the field of psychology provides for the formation of educational components of general and professional training in a certain sequence. The *educational components of general training*, which provide the basic educational and cultural level of higher education of students, appear first in the educational trajectory. Among the fundamental educational components of general training there are disciplines that ensure general literacy (Ukrainian language for professional purposes, history and culture of Ukraine); computer and information competence (information technologies); international mobility (foreign language for professional purposes); knowledge of legal and social protection mechanisms (social and legal studies); propaedeutics and methodology of scientific research (philosophy), etc. Posses-

sion of the specified basic tools is necessary for the mobile use of the following disciplines, as they require specialized psychological training.

The study of issues related to the disclosure of the main directions of the professional trajectory acquires special relevance. For this purpose, *educational components of professional training* are introduced; those are responsible for the content component of the educational and professional program. They form a structured professional vector aimed at consistently ensuring the professional potential of future specialists. The structure of this vector involves a combination of theoretical, practical and applied training disciplines.

The educational components of theoretical training are based on modern ideas about the trends and regularities of the psychological development. Basic theoretical training involves teaching a number of disciplines, the leading ones being introduction to the specialty, general psychology, age-specific and pedagogical psychology, social psychology, personality psychology, differential psychology, and history of psychology. It is advisable to introduce the teaching of these disciplines during the 1st-2nd year of the first (bachelor's) level of higher education.

One of the constitutive directions of obtaining an education by specialists of the psychological profile is the implementation of not only educational, but also social tasks. Ukrainian researchers (Гончарук & Онуфрієва, 2018; Синишина, 2020) indicate that the social situation of the development of practical psychologists in the higher education system is a special combination of a new educational environment and the internal professional position of the individual. This makes it necessary to introduce disciplines that promote socialization and social adaptation of future specialists into the educational process. It is these disciplines that will be fundamental for the formation of a positive professional orientation. At the initial stages of training, social and psychological adaptation trainings act in this direction; the formation of the professional identity and motivation of future

psychologists, which enable higher education students not only to master the norms and rules of interaction in the conditions of the educational process of higher education establishments, but also to master professional competences related to solving the tasks of professional identity.

The disciplines of practical training are psychodiagnostics, psychodiagnostics workshop, psychological counseling, psychocorrection, psychological rehabilitation, basics of psychotherapy, and psychotherapeutic techniques. They are aimed at mastering professional competencies of a practical nature, at the same time, their content concept is based on disciplines of theoretical direction. Therefore, in the trajectory of the educational and professional program, they are represented by the levels of psychological preparation, which to a greater extent provide for the formation of special competencies and program learning outcomes. Such disciplines are implemented during the 2-3rd year of study.

Within the scope of acquiring psychological practice, special attention is paid to the methodical support of psychological work, which is provided in the 3-4th year of undergraduate studies or during master's studies. In this regard, it is recommended to introduce such disciplines as "methodology of psychologist's work organization", "methodology of conducting psychological examination in various fields of psychology", "methodology of psychological coaching", "methodology of psychological work in extreme situations", etc. The introduction of active methods of socio-psychological training, including trainings for personal growth, communicative competence, business communication and team building, etc., is also relevant.

No less important disciplines for future psychologists are those that provide applied aspects of their activities. These include pedagogical psychology, special psychology, clinical psychology, legal psychology, work and professionalism psychology, management psychology, etc. Their content aspects are studied during 3-4 years of study, as well as during master's studies.

The uniqueness of the educational and professional program lies in its integration with psychological practice. The formation of higher education recipients of special competencies necessary for the practical implementation of professional training is ensured by the availability of educational and industrial practices. The training course is held in elementary courses (1-2 years of study) in order to acquaint students with the organization and features of the psychologist's work. Professional practice (3-4 years of study) makes it possible to implement acquired special competences. This is facilitated by psychodiagnostic, consultative and corrective, experimental and research pre-diploma practices. They are even distributed throughout all years of study.

The need to transition to a competency-based system of professional psychologist education is due to the need for multi-level training of specialists. One of these levels is the research activity of higher education students, which enables the formation of creative professional thinking and is aimed at the wide use of innovative educational technologies. In this regard, the educational and professional programs of higher education establishments plan to introduce scientific research disciplines, such as the basics of scientific research, experimental psychology, mathematical methods in psychology, the methodology of scientific research in psychology, which make it possible to master the statistical and mathematical regularities of the functioning of mental processes and properties. The unity of education and research lays the foundations of scientific thinking, research potential, and creative activity of higher education students. The potential of educational and professional programs in terms of solving the tasks of scientific formation provides the possibility of constant empirical research and quick adaptation to everything innovative in science.

The process of educational and professional training of a psychologist should fully focus on the model of his professional activity. Accordingly, it is important to analyze the scope of work

of a psychologist, which is implemented in establishments of various types. This amount can be clearly traced to the Time Norms for the main activities of a practical psychologist. For example, if 6 (individual) to 16.5 hours (group) are allotted for psychodiagnostic work; consultation – from 1 to 5 hours, corrective and restorative and developmental – from 30 to 40 hours, then there is a need to proportionally take into account these standards during the development of educational and professional programs, thus increasing the representation of disciplines in the higher education establishments (educational and professional program), which reflect, for example, the content of corrective, restorative, and developmental activities. This makes it possible to more realistically represent the professional activity model of a psychologist in the educational process of higher education establishments (Матеріали щодо планування діяльності, ведення документації і звітності усіх ланок психологічної служби системи освіти України, 2000).

The modern strategy of higher education in the field of psychology should anticipate the existing needs of society and foresee the leading trends of professional activity. At the same time, the classical basis of professional development is an undeniable dogma in the training of future specialists. In this context, it primarily deals with the ratio of the logical sequence of the presentation of professional knowledge and the flexibility of the structural and content model of professional education. If antiquated, albeit classic, concepts are resisted, future specialists will not be able to keep pace with current trends in modern society. It will be difficult for them to navigate innovative methods, European integration processes and technologies that ensure the progress of psychological practice in the modern professional space.

The flexibility of the structural and content model of professional education involves the mastery of “soft skills” that produce the ability to adapt to changes in the needs for professional services (Онуфрієва & Ващенко, 2018). Each stage of the

development of society is characterized by new trends, new requirements, which must be taken into account during the training of future specialists. The ability to adapt to different social circumstances, to reorient in new and vitally relevant conditions ensures the availability of a cycle of selective disciplines, which are an important component of educational and professional programs. In the professional psychological context, this need is realized in different directions:

- psychology of work in special conditions (disciplines “military psychology”, “psychological assistance to servicemen and members of their families”, “psychological rehabilitation of persons through bioresonance therapy”, “psychological assistance to victims of violence”, “criminal psychology”, “penitentiary psychology”, “psychological assistance in extreme situations”);
- psychology of social relations and communication (“psychology of leadership”, “psychology of management”, “psychotechnologies of negotiations”, “psychological selection and assessment of personnel”, “psychology of motherhood and child upbringing”, “psychology of family and marital relations”, “ethnopsychology”, “media psychology”, and “advertising psychology” disciplines);
- psychology of work with different categories of citizens (“special psychology”, “inclusive psychology”, “autistic child psychology”, “psychology of dependence”, “psychology of addictive behavior”, “psychology of suicidal behavior”, and “gerontopsychology” disciplines);
- innovative and relevant techniques of psychological work (“existential art therapy”, “techniques of client-centered psychotherapy”, “cognitive-behavioral psychotherapy”, “body-oriented methods in psychology”, “techniques of neurolinguistic programming”, “psychotechnologies of management”, and “psychological technologies of image making” disciplines), etc.

Conclusion and Recommendation

Therefore, the analysis of educational and professional programs shows that today in the system of higher psychological education it is important to solve a number of the most important problems. They are related to:

- the need to use system analysis in solving the tasks of professional training of future psychologists;
- revision of the ratio in educational professional programs of theoretical, practical, applied and scientific disciplines in accordance with the model of the psychologist's activity in the conditions of psychological practice;
- increasing the volume of educational and methodological training and introducing professionally oriented methods of psychological work (methods of psychological work in extreme situations, methods of psychological coaching, etc.) into the educational process;
- urgent needs of society, aimed at strengthening the importance of psychocorrective, psychorehabilitation orientation of psychological work, providing psychological help in crisis situations;
- anticipatory learning strategy aimed at working out current trends in psychology.

Considering the above mentioned information, we can state that the conceptual model of professional training of psychologists in establishments of higher education provides multi-level variable education, which is formed by four main levels: theoretical, practical, applied and related to scientific research (see Figure 1).

A timely and urgent solution to the problems of educational and professional activity will contribute to increasing the graduates' level of readiness to perform their professional functions.

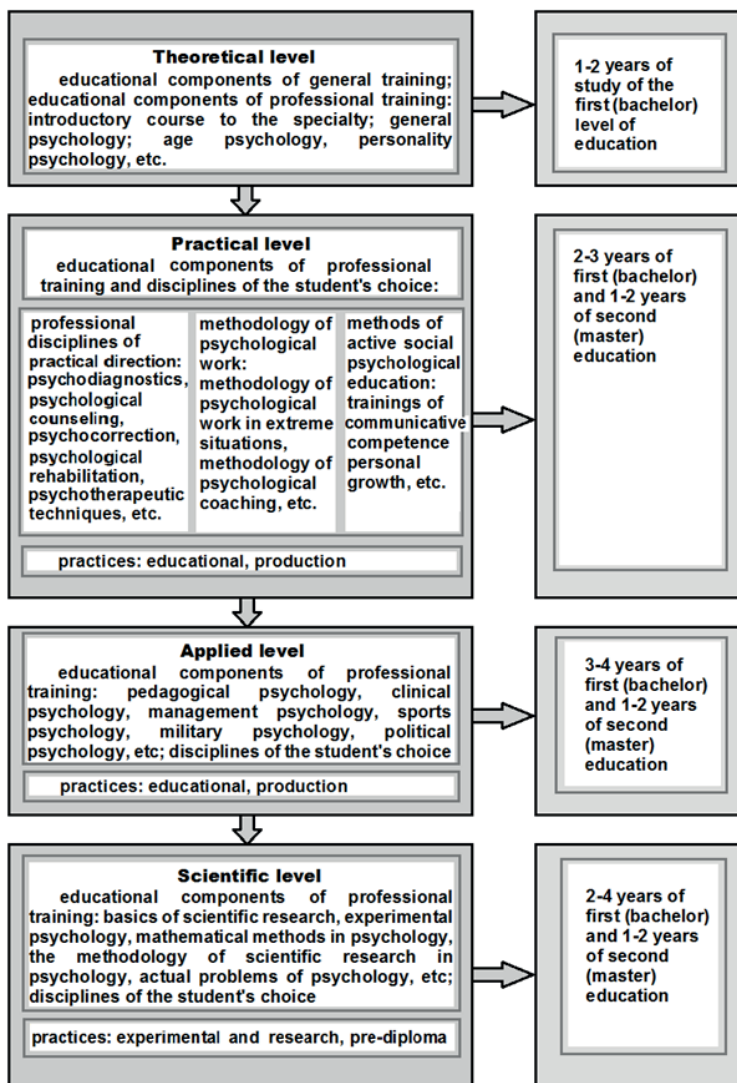


Fig. 1. Conceptual model of educational and professional training of psychologists in establishments of higher education

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Гончарук Наталія, Онуфрієва Ліана. Структурно-логічна модель освітньо-професійної підготовки психологів у сучасному інноваційному освітньому середовищі ЗВО.

Мета. Мета дослідження – розробити структурно-логічну модель освітньо-професійної підготовки психологів в інноваційному освітньому середовищі ЗВО. Відповідно до поставленої мети визначено основні завдання: аналіз вимог, що висуваються до психолога у сучасних умовах; визначення співвідношення в освітніх професійних програмах дисциплін теоретичного, практичного та прикладного спрямування; розроблення моделі професійної підготовки в сучасному інноваційному освітньому середовищі ЗВО.

Методи дослідження. Для реалізації ключових завдань використано комплекс методів наукового дослідження: теоретичний аналіз, узагальнення, порівняння, систематизація, теоретичне моделювання, наукова інтерпретація.

Результати дослідження. Структурно-логічна схема фахової освіти в галузі психології передбачає формування компонентів загальної та професійної підготовки у структурно-логічній послідовності. Першими в освітній траєкторії постають компоненти загальної підготовки, які забезпечують базовий рівень. Принципово важливим для формування професійних компетентностей є наступний рівень, який забезпечують освітні компоненти професійної підготовки – це дисципліни теоретичного, практичного та прикладного спрямування, які відповідають за змістову складову освітньо-професійної програми. Компетентнісна складова освітньої програми також значною мірою

залежить від її інтеграції з психологічною практикою. Зважаючи на це, структурно-логічна схема дисципліни передбачає планування і проходження здобувачами вищої освіти навчальних і виробничих практик. Формування компетентностей, необхідних для реалізації інноваційних форм професійної підготовки, забезпечується наявністю науково орієнтованого підходу до здобуття вищої освіти. Усі ці складові формують безперервну модель професійної освіти.

Аналіз освітньо-професійних програм показує, що на сьогодні у системі вищої професійної освіти психолога важливим є вирішення таких проблем: необхідності застосування системного аналізу у вирішенні завдань професійної підготовки майбутніх психологів; перегляду співвідношення в освітніх професійних програмах дисциплін теоретичного, практичного, прикладного спрямування відповідно до моделі діяльності психолога в умовах психологічної практики; збільшення обсягу навчально-методичної підготовки і впровадження у навчальний процес професійно орієнтованих методик психологічної роботи; посилення значимості психокорекційної, психореабілітаційної спрямованості психологічної роботи, надання психологічної допомоги у кризових ситуаціях; розроблення стратегії випереджувального навчання, спрямованого на опрацювання актуальних тенденцій психології.

Висновки. Узагальнюючи теоретико-методологічні позиції щодо дослідження, розроблено концептуальну модель фахової підготовки психологів у закладах вищої освіти, яка передбачає багаторівневу варіативну освіту і забезпечується чотирма змістовими компонентами: теоретичним; практичним; прикладним; науковим.

Ключові слова: психологія, заклад вищої освіти, освітньо-професійна підготовка, інноваційне освітнє середовище, майбутні фахівці.

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Psychological Content of the Communicative- Competent Approach in the Paradigm of Contemporary Foreign Education in Ukraine in the Conditions of War

Психологічний зміст комунікативно- компетентнісного підходу у сучасній іншомовній освіті України в умовах війни

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ABSTRACT

The purpose of our article is to characterize educational and cognitive competences, to underline the main linguistic means during the process of communication, to show positive and negative points of introducing a communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war.

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. The communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war was proved to actualize internal speech. This internal speech should be considered not as "speech minus a sign", but as a completely special and peculiar speech function in terms of its structure and means of functioning, which precisely is organized in a completely different way than external speech. There is an inseparable dynamic unity of transitions from one state to another between them.

Conclusions. It is proved, that intra-dialogical speech plays a great, dominant role in forming communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war. The word seems to absorb the meaning of previous and subsequent words, expanding their meanings to an almost limitless scope. In internal dialogue the word is more loaded with the meaning than in external speech, it is a concentrated context of meaning. Just as the entire meaning of a work of art can be contained within the limits of one or two words, so the meaning can flow in the inner dialogical speech in the meanings of a single word. Therefore, internal dialogical speech is a rather special, independent, autonomous and unique function of speech. That

is why it should be considered as a special internal plan of speech thinking, mediating the dynamic relationship between a thought and a word.

Key words: *war, the personality of a pupil, communicative-competent approach, educational competence, cognitive competence, internal speech, dialogical speech, dynamic relationships between a thought and a word.*

Introduction

In contemporary curricula, in particular in a new program for studying foreign languages for general educational institutions (Mykhalchuk & Ivashkevych Ed., 2018), a communicative-competent approach is implemented, while in the accepted version of the general standard the competence approach in its entirety is not generalized. Taking into account the process of foregoing, we'll note that the term "a communicative-competent approach" is today somewhat new ideas and wishes (Nowak, Watt & Walther, 2009; Rezaei & Mousanezhad Jeddi, 2020). Thus, a communicative-competent approach (Гончарук & Онуфрієва, 2018) explains how the educational process focuses on the formation and the development of the key (basic, foreground) and substantive competencies of the person (Amichai-Hamburger, 2005; Kim & Dindia, 2011). The result of this process will be the formation of a general competence of a person, which is a set of key competencies, an integrated trait of the person. Such a characteristic should be formed in the process of learning and contains knowledge, skills, attitudes, experience and behavioral models of the person (Pimperton & Nation, 2010; Ramirez & Wang, 2008).

According to scientists (Onufriieva & Ivashkevych Ed., 2021a), a communicative-competent approach in education means the allocation of key competences based on knowledge, skills and abilities, creative activities and emotional and value attitudes (Walther, 2011). At the same time, knowledge, skills and abilities should be regarded as the basis on which different forms of creative activity and the experience of emotional and value relations are formed (Heino, Ellison & Gibbs, 2010).

The analysis of the concept of a communicative-competent approach suggests that the transition to a competent approach means reorientation from the process to the result of education onto the activity presentation (Key-DeLyria, Bodner & Altmann, 2019). A communicative-competent approach to learning requires the transformation of the content of education, transforming it from a model that exists objectively for all pupils on the subjective achievements of one person (Lawson & Leck, 2006).

According to the program of foreign languages for secondary schools the acquisition of pupils by foreign language communication involves the formation of a certain level of communicative competence, which includes the speech and the language, socio-cultural and sociolinguistic levels of communicative competence, also discursive and strategic competences (Rains & Scott, 2007). However, scientists (Mykhalchuk & Kryshevych, 2019), who are well-known specialists in the field of teaching a foreign language, distinguish several other components of the communicative-competent approach: speech, linguistic, communicative, socio-cultural and compensatory competences. In addition, the formation of educational and cognitive competence is extremely important in the process of teaching any subject at school, also in studying foreign languages.

According to the current program, the language competences contain the following language skills of pupils, such as: to perform oral communication in typical situations of the educational, labor, moral and cultural spheres of communication; to understand the basic content of authentic texts; to read and to understand authentic texts of different genres and types with varying degrees of understanding of their content; to fix and to send the necessary information in a writing form (Ishkhanyan, Boye & Mogensen, 2019). According to scientists (Mykhalchuk & Kryshevych, 2019), the language competence includes: the ability to operate language means of a foreign language (phonetic, spelling, lexical and grammatical ones). The scientists also refer

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to the sphere of the language competence the linguistic (speech) etiquette, that it is nonverbal means of communication – gestures, behavior, attitudes in the process of communication.

The current program for secondary schools does not differentiate sociocultural and sociolinguistic competencies (Arbuthnott & Frank, 2000). Scientists define them as some abilities to select and to use speech forms for implementing communicative intentions in specific situations and the ability to take into account cultural features, rules of verbal and nonverbal behavior in typical communicative situations. According to scientists (Михальчук & Івашкевич, 2022), the ability to take into account the rules of non-verbal behavior belongs to the language competence, and the program of the curriculum, which includes this ability to socio-cultural and sociolinguistic competencies. Scientists (Михальчук & Івашкевич, 2022) also offer the following explanation of socio-cultural competence. For successful communication it is necessary to possess not only the common language for both the partners of communication, but also so called “common knowledge” (Stephens & Rains, 2011). According to different scientists (Onufriieva & Ivashkevych Ed., 2021b), such common knowledge of communicative actions are background knowledge, which are divided into: universal and human knowledge; information which have been known by some members of a particular ethnic and linguistic community; regional knowledge; professional knowledge and relevant vocabulary. In this point of view, the function of socio-cultural competence is to achieve genuine communication with the background knowledge of the second group (Wright & Webb, 2011).

However, we agree with the point of view of scientists (Onufriieva & Ivashkevych Ed., 2021b), who delineate sociocultural and sociolinguistic competencies. Socio-cultural competence includes knowledge, skills and abilities to focus critically on the main differences, peculiarities, advantages and achievements of the cultures of the countries, which studied different languages and the cultures of the people of Ukraine, to express

their reasonable opinion, taking into account a new culture and comparable cultures in general, to understand the realities of the studied culture, to be tolerant, respectful of other cultures. Sociolinguistic competence is explained by scientists as knowledge, skills and abilities to interpret and use linguistic scripts and linguistic units, texts and situations, taking into account linguistic and ethnographic realities and sociolinguistic generic, age, professional, national and territorial peculiarities of communicative paradigm.

The purpose of our article is to characterize educational and cognitive competences, to underline the main linguistic means during the process of communication, to show positive and negative points of introducing a communicative-competent approach in the content of contemporary foreign education in Ukraine in the conditions of war.

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.

Results and their discussion

Now, let us show educational and cognitive competence, which provides three groups of skills: general teaching skills (the activity with a text-book, a copybook); the ability to learn foreign languages (use a bilingual dictionary, Grammar rules directory); the ability to learn a foreign language independently and to improve acquired knowledge. Let us turn to the compensatory competence, which is singled out by us in such a way. Its essence is to compensate for the lack of linguistic means during the process of communication.

All of foregoing information suggests that the components of communicative competence determine the content of teaching foreign languages. However, the introduction of a communicative-competent approach to the content of foreign language edu-

cation is associated with a number of problems that require an additional solution. Some of them are the main ones from our own point of view.

The first problem in that case is there are positive and negative points of introducing a communicative-competent approach. The positive point is in that fact that this approach will allow pupils to reach a significant degree to be implemented by personality-oriented and activity-oriented approaches, since the allocation of competences in the content of the teaching of foreign languages determines the guidelines in selecting the most valuable one for the formation of value orientations of knowledge and skills that pupils will need in their lives. A negative attempt may be made to portray the content of foreign language education in the form of a mechanical system of competencies, which will lead to the elimination of the content of foreign language education, as teaching the second language, as well as to the rejection of the traditional formulation of the main goal of learning foreign languages, and in particular to reach educational and personal developing.

The second problem is the lack of the development of the conceptual apparatus, which creates considerably great degree of difficulties in determining the list of pupils' competencies. The third problem is the definition of the ratio of academic knowledge and competencies. The concept of competence is wider than knowledge or abilities; competence includes knowledge, skills, educational and life experiences, values, interests that are independently implemented by pupils and used by them in a particular situation. In such a way, knowledge, skills, experiences, values, interests are the basis of competence, and the achievement of a certain competence as a result of the implementation of a competent approach is to teach pupils to apply the knowledge and skills, which are acquired in specific life situations.

As for the fourth problem, it consists in the development of a system of competence assessment, such as knowledge and skills.

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One of the problems is solution of the further study and agreement with the essence of traditionally existing educational content of foreign language education.

The notion of “communicative competence” in Psychology is often associated with the notion of “general competence”. In the most general sense, “competence” refers to compliance with the requirements, established criteria and standards in existing areas of the activity and in solving a certain type of tasks, the availability of necessary active knowledge, the abilities to confidently achieve results and to have a concrete solving of some situation (from the Latin the word “compete” means “to match”, “to answer”, “to achieve”).

In Psychology the concept of competence (competent) was introduced by researches (Onufrieva & Ivashkevych Ed., 2021 b), which meant purely subjective competence, which is the phenomenon of individual perception of the world and the environment. So, we were also convinced that subjective competence is formed by the correlation of “innate knowledge” and “acquired language material”.

The concept of “communicative competence” is used by us in the context of theatrical education (performance-based studying). Initially, the competence was reduced to simple practical skills, which were formed as a result of the “automation of knowledge” in the traditions of behaviorism. Such approach has been just subjected to criticism, which was understood by us as competence in the form of practical knowledge, which was not sufficient to develop the creativity and individuality of those ones who learn the language. And in such a way we’ve proposed to distinguish between two concepts: competence and competencies. So, we differentiate these concepts. Competence began to be considered as a personal category, and competencies were compiled by structural components of competence.

Considering competence in the terms of significance for the society and professional training, we put forward some key competences: political, social, communicative, professional, infor-

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mational and technological ones. Nevertheless, we relate to some key competencies: instrumental, value-ethical, contextual and communicative ones. All of them allow us to conclude that communicative competence is one of the key competencies which can be in a whole.

In our research we are particularly interested in communicative competence. In Psychology and Pedagogics much attention is paid to communicative competence, which means a set of knowledge, skills, communicative abilities of people. Communicative competence is a term that combines "communicative abilities", "communicative competence" and "skills to provide productive communication".

Our society is not a process, but a personality's quality, which is developed in the process of communication. "To be communicative" is understood as the quality of the individual, which provides a great activity with the semantic, syntactical, pragmatic, valuable information, through which it is carried out the most adequate impact on the environment.

So, it turns out that communicative competence is the ability to communicate verbally or in a written form in a language, that it is studied in real life situations. Also the communicative competence includes the following inalienable components: emotional, cognitive (anticipating the actions of the partner of communication, solving problems that are arisen between the addresser and addressee) and behavioral one.

Communicative competences are formed on the basis of interrelated speech, socio-cultural, sociolinguistic and linguistic development of students in accordance with their age peculiarities and interests at each stage of mastering a foreign language. In such a way communicative competence consists of the following competences: language (linguistic) competence, which ensures the acquisition of pupils with linguistic material from the purpose of using it in oral and written speech; sociolinguistic competence, which provides the formation of skills to use them in the process of communication with speech realities (sam-

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ples), special rules of speech behavior (frames), which are typical for the language of the country having been studied; pragmatic competence, which is connected with the knowledge of the principles, on the base of which the statements are organized, structured, used for the implementation of communicative functions and coordinated according to interactive and transactional schemes (or scripts).

In the process of learning a foreign language general competencies are formed in such a way: declarative knowledge, which include world's understanding, socio-cultural knowledge and intercultural awareness. Socio-cultural competence implies the pupils' acquisition of knowledge of the sociocultural features of the country, the language of which the pupils study, the cultural values and ethical norms of their own and other people, as well as the formation of skills to use them in practice; practical and intercultural skills and abilities, such as social skills, everyday life skills, etc.; "competencies of existence", which is associated with individual peculiarities of the behavior, the motivation, the values, the ideals and personality's type. General educational competences (teacher's skills) promote the learning of the pupils by strategies of speech activity with the aim of solving educational tasks.

In this way, communicative competence is a complex, systemic structure. And so, nowadays, there are separate models of this competence as a system. So, we offered the following model of communicative competence of pupils of senior age: linguistic competence, which consists of organizational, pragmatic, functional and sociolinguistic competences; socio-cultural competence; strategic competence; conative competence (psychomotor skills, types of the person's activities); cognitive competence; linguo-cultural competence. Later we added a further illocutionary competence, which provided for pupils the ability to form an illocutive (linguistic) act in a proper way (to ask something, to invite, to inform someone) in accordance with some concrete situation of communication.

The following *structure of linguo-cultural competence*, to our mind, presents: phonological competence; lexical-grammatical competence; sociolinguistic competence; country-specific knowledge, skills and abilities, having been provided by discursive, illocutionary and strategic competencies. In the field of empirical researches we distinguish the linguistic and ethnographic competences, such as knowledge and rules for the use of such foreign-language words and expressions, which refer to some objects, phenomena, facts, which are called differently, that is, without equivalent words and expressions.

Thus, the analysis of the proposed models convincingly suggest that communicative competence involves the possession of a wide range of different types of competencies. It should be noted that in almost all above-mentioned communicative models there are such elements as sociolinguistic and socio-cultural competences, which in turn means that the presence of these two types of competences is a key to provide the most effective process of communication.

The national doctrine of the development of education in Ukraine emphasizes the new priorities, such as socio-cultural values should contribute to a significant increase in scientific researches. And when it comes to communicative competence at the lessons of a foreign language, special attention would be paid to such concept as "interference of cultures" or "cross-cultural phenomenon". Cultures differ significantly from each other. They are different forms of our beliefs, values, different norms and peculiarities of age groups. Often, what is considered as a communicative competence of one culture, may be something completely different in any other sphere of communication.

Owning a communicative competence gives a person a great opportunity to moderate the person's communication correctly, and the content of the statement will depend on the social relations of the partners of communication and their linguo-social competence. Under the conditions of mastering communicative competence it is important to rely greatly on the social know-

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ledge that the person received, studying his/her native language and which, in our opinion, provided the appropriate communicative level of the subject. Therefore, social knowledge of one language is transferred to another language system. Although social rules of different cultures are unequal and cannot function in the same way in different languages.

So, in order to develop communicative competence, the language must be presented in different speech situations; special attention should be paid to the study of social rules of language use; it is necessary to ensure that pupils acquire the social values of lexical units. Also it is necessary to study the social rules of communication, which determine one or another statement.

Communicative competence includes social rules of language use. It is a certain system of social rules of interaction that occurs when communicative skills are observed. Therefore, to a certain extent, we can say that communicative competence implies tact and good manners, but if these manners are not the same in different cultures, then the teacher has to familiarize pupils with the peculiarities of the culture of people whose language is being studied.

It is very important to develop communicative competence when learning a foreign language, because partners of communication have to master the rules of speech in foreign languages, which in a great degree differ from the rules of communication, which are in their native language.

In the process of studying a foreign language pupils should understand as much as it is possible, for example, the cultural features of the people, acquire socio-cultural competence and on the basis of communicative approach. After all, without this, mutual understanding is impossible.

At an early age, the child learns the communicative rules of his/her native language (it is possible, first of all, thanks to poetry, songs, short stories). Therefore, it is from this cultural minimum that a foreign language should be started, because it has a sociolinguistic and quasi-communicative character, has been

understood as a model of speech in various situations. It is the cause of frequent use in everyday life. It is believed that without understanding and using the realities of the people whom is a native speaker, a real communication is impossible.

Also, we think, that the most important components of communicative competence are sociolinguistic competence and socio-cultural competence. To begin with, we will consider the sociolinguistic competence that distinguishes effective communication and understanding.

The term "sociolinguistics" has been the subject of discussions for many years in many articles of psychologists (Onufriieva & Ivashkevych Ed., 2021 a). According to them we think, that the term "sociolinguistics" can be attributed to the use of linguistic data and their analysis in different fields of science which study social life. Referring to the sociolinguistic approach, we can point out three problems that are central ones in Sociolinguistics: the form of the organization of the language, which is a part of the organization of language behavior in the society, the understanding of which requires a corresponding new form in the description of the language; study of the language as a multidisciplinary field, for which Psycholinguistics is compulsory along subject with other disciplines, such as Sociology, Social Anthropology, the Theory of Education. Studying this method of organization of communicative process leads to the study of the basics of Psycholinguistics itself.

We believe that sociolinguistics deals with so called social distinction between the language in the society and a social development of different languages. Sociology studies how the language is used by the society and shows the diversity of social situations.

According to scientists (Onufriieva & Ivashkevych Ed., 2021 a), Sociolinguistics is a part of the Theory of Sociology of Language. The difference between Sociolinguistics and Language Sociology is significant: 1) according to them it is possible to analyze whether the researcher is more interested in

the language or the society; 2) according to these scientists (Mykhalchuk & Kryshevych, 2019) the researcher considers it necessary to analyze Linguistics and social structure of Psycholinguistics.

“Clear” and “complete” are the terms, which distinguish socio-cultural competence, to which Sociolinguistics is a part of Psycholinguistics, which studies the conditionality of language phenomena and Psycholinguistic units by social factors: on the one hand, the most important conditions of communication are place, time, participants, goals, etc., but on the other hand – a pupil emphasizes the customs, traditions, peculiarities of social and cultural life of the society, which are spoken about.

Also the most important is the fact that sociolinguistics correlate studying this problem with linguistic studies, since that time when this discipline is a didactic analogue of Sociolinguistics. Also it develops the idea of the need to merge the teaching of a foreign language as a combination of different forms of expressions with the study of the social and cultural life of native speakers. Thus, in the field of linguistic and national or cross-cultural studies an important aspect of teaching foreign languages has been formulated. This aspect is explained by us in such a way. Two national cultures never coincide completely. It follows from the fact that each of them consists of national, international and cross-cultural substructures. The combination of the coinciding (international) and the different from the first one (national) units for each couple of cultures will be different. Therefore, it is necessary to cultivate in the minds of pupils the notion of new objects and phenomena that have no analogues either in their native language or in their native culture”.

So, sociolinguistics is a branch of science, that studies this language phenomena, which are influenced by factors of a social organization (gender, age group, belonging to a certain social class, ethnic group) and social context (beliefs, methods of education of the speaker, intentions, purposes). These factors indicate the interaction of the language and the society.

Let's consider some sociolinguistic categories, which in turn will help us to trace some more close connection between the language and the society, and thus it is the main importance of sociolinguistic competence. For example, let us show such a factor, as sociolinguistic category – *a gender*. From the early beginning let us give a definition of gender stereotypes. Gender is called some stable idea of the features, qualities, capabilities and behavior of different people. Stereotypes are closely related to gender roles. They are fixed through the system of cultural norms by the functional specializations of men and women in any society. For example, the English language offers some main alternatives to all forms of the referrals and gender nominations, which reproduce androcentric scenarios and will have a discriminatory subtext in contemporary social communication. The greatest concern was the absence of a word for the designation of persons of both sexes, such as the Ukrainian one "людина". In the English language we traditionally use "a man" ("чоловік"), and in those cases when it comes to sex, and then, when any representative of the population is a homosexuality. There were proposed some alternatives – "one" (кожен), "person" (особа), "human being" (людська істота). These positions are suggested to be replaced by the component "man" ("чоловік") on the neutral "person" ("особа"): *a business person, a spoken person*. Instead of "Mrs" (пані) and "Miss" (панночка) these expressions, such as: *a business person, a spoken person* traditionally mark great differences in family status. It is used "Ms", which blocks some main stereotypical emotions according to the event when each woman is single.

By examining gender we see its excellent reflections and interpretations in different languages, which mean that ignorance of these aspects, which can lead to difficulties in terms in foreign language communicative paradigm.

One should also pay a great attention to the paralinguistic means of the language that constantly accompany communication, but differ from one society to another one, ignorance of

which can cause a communicative process in general. Thus, there are some main intercultural barriers. One of the important components of the non-verbal system is the "proximity". In such a way the distance that turns out to be optimal for communication, and in different situations of communication this distance has been changed. It can be so called "intimate zone" (from 15 to 46 cm.) – the violation of it is perceived by a person (we mean a distance between a mother and a child). Personal zone (from 45 cm. to 1.1 m.) is the distance of the hand extended for handshaking. The area of social communication (from 1.1 m. to 3.7 m.) is the distance, which is the most suitable for social, private and business communication. So, public area is from 3.7 m. and longer. It is quite obvious that for the most effective communication it is necessary to follow the rules of remote locations and keep the distance in a certain appropriate situation.

The basis of the perception of partners of communication is also the acoustics one, the principles of which in each language are different and interpreted in a great degree in different ways. We proved, that 45% of the value of the message has been transmitted during face-to-face conversation; they are transmitted by voice cues (called parama). Paramount elements include tone, volume, velocity and pause, which are used to convey the emotional and intellectual meanings of the speaker's messages.

Another component of the language of non-verbal signs is kinetics – the language of body movements, the appearance of partners of communication, their poses, gestures, facial expressions. The partners of communication have simply to know and take into account their individual characteristics, to restrain manifestations of aggression, feverishness, control the gestures of uncertainty or intransigence, etc. Also, each partners of communication has to learn to distinguish signs of concentration, the rules of providing active work of thoughts, fatigue, the reasons of losing the interest. For example: the brilliance of the eyes and the expressiveness of the opinion indicate the interest

of the partners of communication, the subjects of the discussion or raised eyebrows. It shows so called inquiring view, which is testifies to astonishment, doubts, the need for the additional explanation of the information having been said.

Psychologists see the main differences between non-verbal information in that case, when it addresses the emotional-shaped sphere of a man, his/her subconsciousness in contrast to the words having been addressed to the human consciousness, the person's rational-logical sphere. Owning the persons' abilities to enhance the effectiveness of speech by non-verbal means of expressiveness and decoding non-verbal information of a foreign language are the most important conditions for the effectiveness of the process of communication.

Thus, in exploring the definitions of sociolinguistics it is obvious that any social phenomenon is in some a way reflected in any language paradigm and conversely any linguistic phenomenon is in some a way manifested in a public life.

Now, we'll show the structure of socio-cultural competence. So, we mean socio-cultural competence as a component of communicative competence. Thus, we'd like to emphasize the correlation between a language and a culture, which in turn mean that it is necessary to take into account this aspect when learning foreign languages and provide the most effective communication.

We believe that culture is a means of transgenetic transmission of human abilities (qualities, possibilities from one person to another). Culture is a structured system of simulated behavior. Such definitions are rather general because they do not reveal the features, that are the most necessary and important for providing the lingua and psycho-cultural analysis, that reveals the interaction of the language and the culture in the measures of any cross-cultural group. In fact, diverse cultures are contrasting and substantially different views of the same surrounding reality and the experience of its human knowledge, and the entire internal structure of a particular culture is a reflection of these significant differences. Thus, a culture is a special type of knowledge, which in a

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great degree reflects evidence of reflexive self-knowledge of a man in the process of his/her life experience.

In such a way we can speak about the internal intransigence of the language and the culture, the absence of real causal relationships between the culture and the language. So, we can clearly divide these concepts: culture can be defined in such a way, as a particular society does and thinks. Language is the context what and how it thinks.

Thus, internal speech should be considered not as "speech minus a sign", but as a completely special and peculiar speech function in terms of its structure and means of functioning, which precisely because it is organized in a completely different way than external speech. It is with the latter in inseparable dynamic unity of transitions from one state to another.

Conclusions

Intra-dialogical speech plays a great, dominant role in forming communicative competence of pupils. The word seems to absorb the meaning of previous and subsequent words, expanding their meanings to an almost limitless scope. In internal dialogue the word is more loaded with the meaning than in external speech, it is a concentrated context of meaning. Just as the entire meaning of a work of art can be contained within the limits of one or two words, so the meaning can flow in the inner dialogical speech in the meanings of a single word. Thus, the infusion of a various semantic content into a single word is a purely individual meaning, that is, an idiom. Our research shows that verbal meanings in a fixed form in both internal and external speech are always idioms. Therefore, internal dialogical speech is a rather special, independent, autonomous and unique function of speech. That is why it should be considered as a special internal plan of speech thinking, mediating the dynamic relationship between a thought and a word.

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Івашкевич Едуард, Куриця Алла. Психологічний зміст комунікативно-компетентнісного підходу у сучасній іншомовній освіті України в умовах війни.

Мета статті – охарактеризувати навчально-пізнавальні компетентності, виділити основні мовленнєві засоби під час спілкування, показати позитивні та негативні моменти запровадження комунікативно-компетентнісного підходу у змісті сучасної іноземної освіти в Україні в умовах війни.

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

Результати дослідження. Доведено, що внутрішнє мовлення потрібно розглядати не як «мовлення мінус знак», а як цілком особливу і своєрідну за своєю структурою та засобом функціонування мовленнєву функцію, яка саме тому, що вона організована абсолютно по-іншому, ніж зовнішнє мовлення, знаходиться з останньою у нерозривній динамічній єдності переходів з одного стану в інший.

Висновки. Доведено, що велику, домінуючу роль у формуванні комунікативно-компетентнісного підходу у змісті сучасної іншомовної освіти в Україні в умовах війни відіграє внутрішньодіалогічне мовлення. Слово ніби вбирає в себе зміст попередніх та подальших слів, розширюючи майже до безмежжя своє значення. У внутрішньому діалозі слово більше навантажене змістом, ніж у зовнішньому мовленні, воно є концентрованим згустком змісту. Отже, внутрішнє діалогічне мовлення являє собою досить особливу, самостійну, автономну та самобутню функцію мовлення. Саме тому її потрібно розглядати як особливий внутрішній план мовленнєвого мислення, опосередковуючи динамічне відношення між думкою і словом.

Ключові слова: війна, особистість учня, комунікативно-компетентнісний підхід, навчальна компетентність, когнітивна компетентність, внутрішнє мовлення, діалогічне мовлення, динамічні зв'язки між думкою і словом.

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The Ways of Formation of Future Translators' Readiness to Perform Professional Activities in the Conditions of War

Шляхи формування готовності майбутніх перекладачів здійснювати професійну діяльність в умовах війни

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ABSTRACT

The purpose of our research is to characterize the ways of assessing the readiness of future translators to perform professional activities in the conditions of war; to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

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 empirical method is ascertaining research.

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The results of the research. *So, the professional development of the individual can take place in several stages. The first stage is considered to be pre-professional training, the main purpose of which is the professional self-determination of the individual, the formation of the attitude towards a certain profession, and the realization of the person's conscious choice of his/her professional activity. This is the process of forming the individual's attitude towards himself/herself as a subject of future professional activity, which in a long period of time will help a person adapt to life as a whole. Pre-professional training is interpreted as the preparation of the polytechnic and professional character of students, as a basic component of their further professional training.*

Conclusions. *Thus, professional formation is a process, which has the aim of the development and the formation of the personality of a future specialist as a subject of professional education and activity. We proved, that the subjective qualities of a specialist are mainly determined by his/her subjective position, which should be defined as a kind of integration of the dominant sovereign qualities of a professional, which are decisive in any significant professional issues or problems for a specialist. The subjective position of a specialist is a basic, a dominant component in the professional model of personality's formation, a fundamental characteristic of his/her behavior in the profession. Subjectivity presupposes, first of all, the formation of worldview guidelines, moral and valuable qualities of the individual, which determine not only the active position of the professional, but also the worldview orientations of the specialist.*

Key words: *the readiness of future translators to perform professional activities, motivational readiness, semantic readiness, operational readiness, value readiness.*

Introduction

Professional activity is one of the most important ways for everyone to connect with the world, and for many people it is a real factor in building relationships with others. So, the main importance of leading activities in determining the life path of each individual is that it opens a person's guidelines for inclusion him/her into new spheres of life in the society, introduces it to new social structures and allows to establish even more and the quality of social ties (Гончарук & Онуфрієва, 2018).

We present the professional development as a sequence of certain specific phases that differ by content and the form of pre-

sentation of professional desires. The way of career should be divided into five stages: growth, search, strengthening, stabilization and decline. The period of choosing a profession and the professional development is the second stage of this five-step model, which covers the age from 14 to 25 years and is characterized by the fact that the individual performs professional activities in different roles, focusing on his/her real professional opportunities (Chen, 2022). We should also note that professional development is understood by us quite broadly: it is the formation of a person's idea of his/her professional career, and preparation for future professional activity, the initial process of professional activity and the whole career path, change in a career and retirement (Максименко, Ткач, Литвинчук & Онуфрієва, 2019).

Current studies of scientists, which relate to the solution of the problem of professional development, in the most cases are oriented towards the position of scientists (Mykhalchuk & Onufrieva, 2020), regarding two ways of life. The first of them is life that does not go beyond the boundaries of immediate relationships, in the paradigm of which a person lives. According to this position, a person as a whole is inside the life itself: any of his/her attitudes is the attitude towards individual phenomena, life's processes, and not towards the life as a whole (Bates, Maechler, Bolker & Walker, 2014; Beauvillain, 1994). The second way of the person's existence takes a person beyond the boundaries of a significant social space; it is connected, first of all, with the emergence of a value-meaning paradigm of life, which actualizes the axio-psychological guidelines of the world around us (Mykhalchuk & Ivashkevych, 2019). Within the latter approach, two models of professional activity are distinguished: the model of adaptive behavior and the model of professional development. In the case of the preference of the model of adaptive behavior in the self-awareness of a person, the tendency to subordinate professional activity to the external circumstances of society dominates, which becomes clear in a view of the specialist's fulfillment of proposed requirements, rules and norms

of this activity. They mean the processes of self-adjustment, as well as the processes of subordinating professionally significant environment according to the interests of a person. A personality that prefers a model of adaptive behavior, as a rule, is guided mainly by already worked-out algorithms for solving professional tasks, ideas, problems, situations, which in any period of time are necessary for the personality with the aim to turn into stamps, templates and stereotypes, etc. (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011; Batel, 2020).

A specialist, for whom the model of professional development is more acceptable, is characterized by the ability to go beyond everyday practice, to understand and to analyze the results of his/her activity as a whole and to direct it in a right direction (Arbuthnott & Frank, 2000; Caramazza, Laudanna & Romani, 1988). The latter largely allows the specialist to design both his/her own present and the future (Booth, MacWhinney & Harasaki, 2000; Cilibrasi, Stojanovik, Riddell & Saddy, 2019). The person's awareness of his/her potential opportunities, prospects for personal and professional growth prompts him/her to constant experimentation, which is understood as search, creativity, the ability to choose and give advantages (Aleksandrov, Memetova & Stankevich, 2020).

The professional functioning of a specialist in the paradigm of the second model, as a rule, goes through three stages: professional adaptation, professional formation, professional stagnation (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019). Therefore, in fact, the first model of the person's adaptive behavior is a prerequisite and the initial link of his/her professional development (Онуфриєва, 2020).

The professional formation of a specialist cannot take place separately from his/her personal development: both of specialists are based on the principle of self-development, which determines the ability of the individual to transform his/her own life in such a way that its highest form – it is creative self-realization – becomes relevant (Brédart, 1991). The analysis of

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the main scientific approaches helps us to study the professional formation of the person, which exists today in psychological sciences (systemic-structural, procedural-dynamic and activity-based). This analysis of scientific literature shows that they differ significantly from each other and, at the same time, mutually complement and mutually do different conditions for each other. These approaches, in the end, can be united in the paradigm of Rational Humanistic Psychology (Mykhalchuk & Bihunova, 2019), which allows to understand the prerequisites, mechanisms, psychological factors and features, genesis and dynamics of the professional development of the individual.

Investigating the problem of the professional development of a teacher, scientists note that the growth, formation, integration and realization of the person in the process of pedagogical activity largely depends on the professionally significant qualities of the individual, abilities and skills, professional knowledge and possibilities. But, according to the scientist, the main thing is the active qualitative transformation by the teacher of his/her inner world, which leads to a fundamentally new perception of the surrounding reality, his/her own way of life (Ivashkevych & Koval, 2020).

A professional subject is the subject of his/her own professional activity, and not just a carrier of a certain set of knowledge and skills. The specialist is capable for performing the professional activity in general, perceives it taking into account various changing situations, is capable of independent planning of future professional activity, its change, transformation and improvement. At the same time, a professional is capable not only of self-development, but also of creative changes in his/her professional activity.

In such a way **the purpose** of our research is to characterize the ways of assessing the readiness of future translators to perform professional activities in the conditions of war; to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

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 empirical method is ascertaining research. Also as the method of presenting empirical research we've used the test of SAMOAL (Self-actualization Scale) (2021). We proposed the author's interview for students to get to know the ways, which motivate the person's choice of choosing the profession.

Results and their discussion

The experimental research with the purpose to identify the dynamics of the professional development of future translators lasted in April, 2022. In this research 303 students of experimental and control groups of foreign philology departments were participated:

- experimental groups (150 students):
 - E1 – 38 students of the 2nd course of Rivne State University of the Humanities;
 - E2 – 40 students of the third course of Lviv State University of Life Safety;
 - E3 – 35 2nd year students of Lesia Ukrainka Eastern European National University;
 - E4 – 37 students of the third course of Kamianets-Podilskyi National University named after Ivan Ohiienko;
- control groups (153 students):
 - K1 – 39 2nd year students of Rivne State University of the Humanities;
 - K2 – 35 students of the third course of Lviv State University of Life Safety;
 - K3 – 41 2nd year students of Lesia Ukrainka Eastern European National University;
 - K4 – 38 students of the third course of Kamianets-Podilskyi National University named after Ivan Ohiienko.

According to the criteria of the professional development of future translators we mean a high level of readiness of students to perform translation activities, a high level of professional competence and translation consciousness.

The *first sub-stage* of the experimental research was aimed at assessing the readiness of students to perform professional activities. The use of our methods made it possible to identify the level of formation of students' motivational, semantic, operational and value readiness to perform translation activities.

We obtained the indicators of self-actualization of students using the test of SAMOAL (Self-actualization Scale) (2021).

Also we proposed such interview for students:

1. What motivates your choice of the profession?
2. Which subjects are the most interesting (priority) for you?
3. Why? Is it related to your future profession?
4. Can your preparation for academic subjects be considered the same or it is still optional? How do you explain this choice?
5. What motivates you to do these subjects (interests, evaluation, approval of teachers, groups, etc.)?
6. Does it happen that you try to find certain educational material according to a subject that it is interesting for you itself, without a teacher's prompt? What motivates this state of affairs?
7. Do you always try to find an interesting, original answer, or do you answer according to the textbook?
8. What is the most often unusual and original in your work (answers)?
9. Do you use only the literature recommended by the teacher, or you try to find something new?
10. What kind of work have you recently initiated yourself, without a teacher's prompting?
11. How do you work on a term paper or an essay: it is just a write-off for you or you work with a great interest?

12. Do you always try to bring some originality to your work, or you think that the most important thing is to do it correctly?

13. How often do teachers encourage your original problem solving?

14. Do you always actively participate in the discussion of some work or project?

15. Do you support and develop the ideas of others, or you always put forward your own?

16. Are your ideas and projects always independent? Who told you about it (teachers, fellow students, friends, parents, etc.), or you are sure of it yourself?

17. Do you have a specific immediate goal?

18. What do you do to realize your ideas?

19. In your opinion, to what extent is self-realization important for a person?

20. How do you assess your opportunities for self-realization?

21. Is there a person in your environment whom you aspire to be like, or you don't want to be like anyone at all?

22. Do you always try to do everything in your way, even if you are prompted with a ready answer?

The answers of students and teachers were recorded on a dictaphone, and later they were transcribed into a notebook for processing the research results. The processing of the answers to the interview questions took place through the procedure of frequency-semantic analysis, which involves the selection of semantic categories that characterize the statements of the majority of respondents, and then the frequency of their use was calculated.

The results showed that students of all groups were characterized by the average level of self-actualization (from 70% to 80% of students have a level of self-actualization of not more than 48%). Lower and above average levels were equally represented by respondents up to 20%. Low and high levels aren't almost represented by students. Thus, we can assume that stu-

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dents have a remarkable personal potential that facilitates their ability to self-actualization, but at present this potential is not realized by about 70% of students participating in the research (data are given in Table 1).

Table 1

The results of students of experimental and control groups according to their levels of self-actualization by the SAMOAL test (in %, statement research)

The level of self-actualization of students	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
Low	9.48	10.09	12.21	11.13	14.02	8.96	6.21	10.97
Below average	15.24	13.18	14.60	14.25	13.12	14.82	15.94	16.98
Average	48.01	47.32	46.54	47.25	45.16	48.24	48.12	44.04
Above average	17.35	15.26	16.58	17.21	15.45	18.31	19.02	16.94
High	9.92	14.15	10.07	10.16	12.25	9.67	10.71	11.07

Table 2

Distribution of students of experimental and control groups by components of readiness (a high level) to perform professional activities (in points, based on the results of factor analysis, ascertainment research)

A high level of readiness of students to perform professional activities	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
Motivational readiness	0.3142	0.2846	0.2714	0.3561	0.3428	0.2518	0.2248	0.2645
Content readiness	0.3848	0.4256	0.3025	0.3744	0.3841	0.4026	0.4155	0.3949
Operational readiness	0.2490	0.2641	0.2711	0.3112	0.2518	0.2002	0.2848	0.3142
Valuable readiness	0.2105	0.1962	0.2264	0.2041	0.2348	0.2140	0.2516	0.2003
Composite assessment of readiness	0.2944	0.2826	0.2453	0.2545	0.2691	0.2893	0.2764	0.2831

The results of students' readiness to perform professional activities are shown in Table 2. Based on the obtained results, only 30% of students of each group have a high level of readiness to perform translation activities. Thus, the vast majority of students are aware of their own goals, desires and interests in the process of professional activities, but they have not developed translation skills, and this does not allow them to perform professional activities independently.

The analysis of the results of observations according to the formation of components of students' readiness to perform translation activities was carried out with the help of an observation diary. The results are shown in Table 3.

Table 3

Distribution of students of experimental and control groups by components of readiness to perform professional activities (in %, ascertainment research)

Indicators of readiness to perform translational activities	E1 group	E2 group	E3 group	E4 group	K1 group	K2 group	K3 group	K4 group
A high level of need to do translation activities	38.25	34.19	35.39	39.01	34.16	38.47	33.02	34.56
Prediction of the future result of translation activity (a high level)	24.22	23.49	24.05	26.51	27.48	25.23	26.12	27.40
Awareness of the need to form the goals of translation activity (a high level)	41.84	39.22	42.55	40.04	38.58	31.44	37.47	31.16
A high level of translation activity	25.06	23.02	22.49	25.11	24.01	28.46	25.61	23.17
Orientation in interpersonal relations in the process of translation activities (a high level)	34.58	31.27	35.48	31.03	34.49	36.12	37.42	38.94

So, we'll do the conclusion, that a need for creative activity of students of all faculties of foreign philology is mostly high, and professional qualities which determine the formation of components of readiness for translation are at the stage of intensive forming, such as: the awareness of the need to bring the matter to a logical conclusion, mastering the basic means of translating, orientation in interpersonal relationships. Also, the high level of translation activity of students in each group is fixed at the level of no more than 25%, which indicates that students are not enough professional.

We should pay a particular attention to the fact that self-actualization is mostly related to the motivational component of readiness to perform translation activities, in particular the need to perform it and awareness of the need to solve the purpose of translation activities. In our opinion, this fact indicates that students are still quite idealized, do not clearly understand the ways of self-realization. In the second year of studying at higher educational institutions future specialists believe that only the desire is enough to achieve a great success. To a lesser extent, in their opinion, it is important to bring the case to the end, to have all necessary means to carry out professional activities, to orient in the interpersonal relationships and to predict the future outcome of the activities. All this emphasizes a need for special activity with the students in order to develop all the components of their readiness to perform translation activities.

So, the professional development of the individual can take place in several stages. The first stage is considered to be pre-professional training, the main purpose of which is the professional self-determination of the individual, the formation of the attitude towards a certain profession, and the realization of the person's conscious choice of his/her professional activity. This is the process of forming the individual's attitude towards himself/herself as a subject of future professional activity, which in a long period of time will help a person adapt to life as a whole. In the psychological literature pre-professional training is in-

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terpreted as the preparation of the polytechnic and professional character of secondary school students, as a basic component of their further professional training. Pre-professional training is a necessary component of the system of continuous education, in the process of actualization of which the younger generation, joining a social experience of older generations, masters cultural values, gets acquainted with traditions, customs, norms of social behavior, which help the individual to integrate into the space of contemporary society.

Thus, in the psychological literature pre-professional training is characterized as a set of educational and teaching influences carried out in a specially organized educational space. It is with the help of such influences that the independence of a future specialist is ensured, his/her awareness of his/her professional choice, the mastering by each member of the society of a professional activity that is significant for him/her, which meets the urgent needs of the country. Students are mastering the system of scientific knowledge, cognitive abilities and skills, the formation of the professional outlook on this basis, the development of value-meaning sphere of the individual, the development of creative abilities and characteristics.

The next stage of the professional formation of a future specialist is considered to be the process of mastering the professional education – it is so called training in educational institutions of specialists with higher and secondary special qualifications. Professional education is understood as the acquisition by a future specialist of the knowledge, practical skills and abilities, which are necessary to perform activities in a certain professional field.

At the stage of training in a professional educational institution, actualization, formation and the development of the individual's personal qualities, mastery of the necessary minimum knowledge, mastery of the basics of general and professional culture, the development of the motivational and value sphere of the individual, the formation of a professional position, ade-

quate methods of the behavior and means of the professional activity take place. Thus, during training, the foundations of professional competence are laid, which include professional knowledge, skills and abilities, as well as ways, techniques, means and methods of their implementation in the activities and communication, which, in turn, contributes to the development and self-development of the individual. Professional competence appears as a so-called harmonious combination of elements of the activity and communication (communicative culture, social behavior skills), as personal substructures. Thus, a person develops professional readiness to perform a certain professional activity.

According to our studies, the prerequisite for the effectiveness of contemporary education is the formation of a specialist's focus of continuous professional and personal self-improvement, his/her formation, transformation of oneself in such a way as to be able to solve complex tasks of the professional activity, including creative one, when a specialist at all stages of professional formation and further professional activity appears as a subject capable of self-organization.

We consider the process of acquiring professional training by a future specialist from the standpoint of personally oriented education. We propose to understand the development of personal characteristics (abilities) of the future professional and his/her understanding of the need to acquire the necessary knowledge, abilities and skills under professional formation. Personally oriented professional education has the goal of forming a completely new type of a professional, for whom the need for creativity, self-education and self-development, in the transition from functional-role behavior to holistic life activities of the individual in the professional sphere, are relevant. The latter acquires, if not dominant, then certainly significant character of a true specialist. As we note the following conditions are necessary for the professional development of the personality of a future specialist: creation of a favorable, democratic environment in the vocational education institutions, emphasis on the deve-

lopment of professionally important qualities of the individual, the actualization of personal self-development, the involvement of future specialists into the educational process, which is characterized by intellectualization and humanization of the content of professional education, its fundamentalization.

We also directly connect the professional formation of the personality with the process of professional training, noting, that new opportunities for personal development for the future specialist are opened up due to his/her involvement into more complex life processes, which are artificially modeled by teachers into the training processes of a professional activity. And, on the contrary, preparation for complex, fundamental professional activity requires the development of creative abilities, independent thinking of the individual, his/her professionally important qualities. So, the professional training of a future specialist and the professional formation of a personality are processes that are quite different by their nature. They are not at all alternative by their context, but they are quite opposite, mutually complementary and mutually conditioned. The result of the professional formation of the individual is the acquisition by the person in the process of mastering the professional education according to the ability to perform his/her functional duties, a high level of skill, constant professional growth, which largely correspond to a high level of complexity of the tasks having been performed, such as professionalism and professional skills.

Also, we have to emphasize repeatedly the connection between professional training and professional education of a specialist with the formation of his/her personal culture. We understand such professional development as a process associated with the specialist's mastering the norms of the society and his/her profession (social-normative aspect), with creative self-development (individual-meaningful aspect), professional-personal self-affirmation, value-activity aspect.

The formation of professional culture is the most important component of the formation of a complete personality; this

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process is often a dialectically contradictory one, which has the aim of professional self-determination. It becomes autonomic one, the person is perceived as a subject of professional activity, building and modeling his/her own professional career, modeling professional development.

In a rather narrow sense of the word, professional formation appears as a specially organized and externally controlled process of involving a student into the process of professional activity, forming oneself as a subject of this activity. Therefore, professional development is a process with the aim of solving the following tasks: the expansion and the clarification during professional training of ideas about the persons' future profession, the sphere of one's own professional activity, its axiological aspects, the students' design of professional growth. In this kind of situations we'll take into account knowledge about people's individual characteristics, the requirements of the chosen profession, harmonization of one's own attitude to the profession, the sphere of future professional activity and the professionalization process itself. Solving these tasks creates positive prerequisites for the further development of the person as a true professional. As a subject of professional education, an individual can purposefully master professionally significant knowledge, abilities and skills, technologies for carrying out activities, values in the professional sphere, thereby ensuring his/her own individual growth in the professional space.

Conclusions

Thus, professional formation is a process, which has the aim of the development and the formation of the personality of a future specialist as a subject of professional education and activity. In current researches, the subjective qualities of a specialist are mainly determined by his/her subjective position, which should be defined as a kind of integration of the dominant sovereign qualities of a professional, which are decisive in any significant professional issues or problems for a specialist. The subjective

position of a specialist is a basic, a dominant component in the professional model of personality's formation, a fundamental characteristic of his/her behavior in the profession. Subjectivity presupposes, first of all, the formation of worldview guidelines, moral and valuable qualities of the individual, which determine not only the active position of the professional, but also the worldview orientations of the specialist.

Subjectivity as a personal new formation of a professional is understood as a fairly stable system of dominant value-meaning relations of a specialist with the socio-cultural environment, which are important for himself/herself (from the point of view of personal development) and his/her professional activity. This position determines the further professional activity of a specialist, the active nature of his/her professional and personal self-development, self-improvement and professional growth. In the structure of the subjective position of a professional, as a rule, three levels of relations are distinguished: the emotional-semantic level, the activity-valuable level and behavioral-normative one. These relations are formed correctly in the process of interaction between the student (a future specialist) and the teacher.

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Івашкевич Ернест. Шляхи формування готовності майбутніх перекладачів здійснювати професійну діяльність в умовах війни.

Мета дослідження – охарактеризувати способи оцінювання готовності майбутніх перекладачів до професійної діяльності в умовах війни; виявити рівень сформованості мотиваційної, змістової, операційно-ціннісної готовності студентів до виконання перекладацької діяльності.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделю-

вання, узагальнення. Емпіричним методом є метод констатувального дослідження.

Результати дослідження. Професійне становлення особистості може відбуватися у декілька етапів. Першим етапом вважається допрофесійна підготовка, основною метою якої є професійне самовизначення особистості, формування ставлення до певної професії, здійснення усвідомленого вибору людиною своєї професійної діяльності. Це – процес формування ставлення особистості до себе як до суб'єкту майбутньої професійної діяльності, що в перспективі допоможе людині адаптуватися до життя в цілому. Ми тлумачимо допрофесійну підготовку як підготовку політехнічного і профорієнтаційного характеру студентів, як базовий компонент їх подальшого професійного навчання.

Висновки. Професійне становлення є процесом, спрямованим на розвиток і формування особистості майбутнього фахівця як суб'єкта професійної освіти та діяльності. В емпіричному дослідженні доведено, що суб'єктні якості фахівця переважно зумовлюються його суб'єктною позицією, яку слід визначити як своєрідну інтеграцію домінуючих суверенних якостей професіонала, що є визначальними в будь-якому істотному для нього професійному питанні або проблемі. Суб'єктна позиція фахівця є базовим, домінуючим компонентом в професійній моделі становлення особистості, фундаментальною характеристикою його поведінки в професії. Суб'єктність передбачає, перш за все, сформованість світоглядних настановлень, моральних та ціннісних якостей особистості, що визначають не лише суто професійну, а й світоглядну спрямованість фахівця.

Ключові слова: готовність майбутніх перекладачів до професійної діяльності, мотиваційна готовність, змістова готовність, операційна готовність, ціннісна готовність.

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Current Problems of Psychological Counterfeit of Negative Information Influences on Personality and Ways to Overcome Them

Актуальні проблеми психологічної підробки негативної інформації впливу на особистість та шляхи їх подолання

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ABSTRACT

The purpose. *The essence of the social situation that has occurred in the world is that the importance of the psychological factor of personal existence in the formation and functioning of the process are caused by the pandemic. The purpose of the study is to reveal the current problems of psychological counterfeit of negative influences on personality and to find ways to overcome them.*

Methods of the research. *Achieving the goal and solving the tasks of our research comprises the use of a number of methods of theoretical scientific research: analysis of the education system in the field of psychology; generalization of conceptual principles of professional education; comparison of educational and professional programs; systematization of the main principles of educational and professional training; modeling of the structural and logical scheme of educational and professional training in establishments of higher education.*

The results of the research. *The results of monitoring the neurointerface of cognitive-emotional reactions of young people of normative and deviant behavior before and during the COVID-19 pandemic are presented. During quarantine, changes were observed both at the level of the individual's psyche and at the macro-social level.*

Conclusions. *It is a certain mania of persecution and observance of certain rules of protection, which has become a manic state in society. The mania of persecution becomes the dominant unit. The second point is the illogicality of thinking, which is manifested in an inadequate attitude to the world as a whole, and to themselves, to relatives, friends.... And this is a specific form of bifurcation of consciousness. When there are rather incomprehensible paradoxical aggressive and depressive syndromes, on the one hand, it is aggression, and on the other hand, it is the fear of everyone around.*

Constant transformational processes in society and serious challenges of today such as digitalization, robotics, armed conflicts, economic downturn, pan-

demc COVID-19, environmental problems force people to constantly adapt to new realities. However, the intensity and dynamics of these changes cause psychological maladaptation in young people, which is manifested by behavioral deviations: high aggression, intolerance, addictions, suicidal behavior and sexual deviations. In general, the scale of deviant behavior threatens the national security of many countries. Therefore, now it is more necessary than ever to find effective solutions to overcome the psychological consequences of the COVID-19 pandemic and prepare for such situations. However, it is necessary to know how the cognitive and emotional reactions of young people to psychological events before and during quarantine have changed. It is these data from the longitudinal study that will make it possible to build adequate programs for the prevention of deviations among young people caused by being in natural and man-made emergencies.

Key words: counteraction to negative information influences, personality, neuroses, covid, reflex.

Introduction

The urgency of the problem of psychological security of people who happened to live in our difficult times, due to the unpredictable consequences of one-sided, often devoid of humanistic dimensions of scientific and technological progress, information overload of human habitation, numerous natural, man-made and social disasters and social conflicts, acquires a hybrid nature.

Modern society and each individual are experiencing ambiguous, different in form, content and course of change (social, political, economic, humanitarian and social-conflict), associated with confrontation in the face of negative influences coming from our neighbors on our society, people and state. Also in this period, as Frankl aptly said: "Each period has its own neuroses", and therefore during this period, consciously or unconsciously, nature encourages people to survive in such a pandemic. It seems that this is a supernatural but socially determined biological experiment which affects not only physical health or the entire human metabolism, but also the genome. The genome is very sensitive to all changes and it is assigned to the personality (Maksymenko, 2020). Collective consciousness leads to a change in the

fact that the individual resembles a cruise missile and mimics all the ups and downs, which are related to positive and negative changes in society. There is a purposeful separation of the cultural core of the nation, ethnic groups. The personification of groups that lead to the integrity of society is sown. The integrity of society lies in the unification of the nation. This point reminds us that a divided society is easy prey for the enemy. It affects the soul of the individual, penetrates like the arrows of the enemy and shakes the worldview goals that are inherent in a particular person.

The essence of the social situation that has occurred in the world is that the importance of the psychological factor of personal existence in the formation and functioning of the process are caused by the pandemic. **The purpose of the study** is to reveal the current problems of psychological counterfeit of negative influences on personality and to find ways to overcome them.

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 experimental method was the method of organizing empirical research.

Results and their discussion

Therefore, it is necessary that the methodology retains its primacy, as we determine it is the application of the principles of worldview in cognition to theory, practice and creativity in particular (Maksymenko, 2016). With such a diligent understanding of methodology, we can unite around the idea that my worldview is like a "wallet in my pocket". We have been appropriating it since childhood, from kindergarten. It becomes our ideological unit. There is a fact, and there is a philosophy of fact as we claim. With a simple reaction, the reactologist will see the reaction, the reflexologist – reflex, from the standpoint of the theory of activity – a fragment of activity, in terms of installation – instal-

lation, and the fact – the fact itself. It has given rise to a lot of different trends, different theoretical and methodological directions, which open the “gateway to Europe” with their definitions and certain contrived principles and distorted methodology.

Moreover, the war has been lasting for 7 years. The pandemic has been lasting for 2 years. When people are spread out on the bed, at this point the fragmentation is highlighted, the feudal corner, which must be covered not just with a screen. It must be eliminated by building a strategy to protect your own building. The expression “My house is on the edge – I know nothing” is incorrect. The correct saying is “My house is on the edge – I am the first to meet enemies”. The abyss for the Ukrainian is his family nest, his will, truth, conscience and the warnings he sends to other ungrateful, unfriendly people. Therefore, our culture differs from many cultures in that we have a cheerful disposition. Our nation is singing, musical, sensual, hardworking one.

Research methods and techniques

Achieving the goal and solving the tasks of our research comprises the use of a number of methods of theoretical scientific research: analysis of the education system in the field of psychology; generalization of conceptual principles of professional education; comparison of educational and professional programs; systematization of the main principles of educational and professional training; modeling of the structural and logical scheme of educational and professional training in establishments of higher education.

The situations related to the hostilities in the east and the pandemic are the most troublous. First of all, we can distinguish three blocks of psychological experience of personal events.

All manipulations are based on the fact that education should not lose its status, as it is the only source that constitutes the basic competencies to be formed: critical thinking, creativity, emotional intelligence, cognitive flexibility, systems thinking.

Many people experience the situation with the coronavirus as a specific form of:

1) obsessive neurosis (mania), which means that a person is constantly under pressure from this experience. These experiences are influenced by a significant amount of negative information from the media and digital technologies. This is the first block. And the sphere of influence on the human person needs to be protected. This should be a methodology of practice and therapy;

2) the illogicality of thinking, or when there are various negative states (aggressive and depressed state). On the one hand, it is aggression, and on the other hand, it is the fear of everyone around. It is a psychosomatic dependence on the circumstances of existence. This is psychogenic, psychobiological terrorism, in a clear psychological form. Because it affects the psychological code through the postulates of a clumsy covenant pandemic, which winds up things that seem illogical;

3) separation of consciousness leads to neuroses and psychopathy. Macrological structures and genome are those which affect morphological structures. There is a certain reduction in the mental state of the splitting of consciousness into the bodily organization of the individual, which provokes emotional numbness;

4) emotional dullness carries the absence of emotional experiences, indifference to others, and so on. Therefore, these four components are the alpha and omega of how to build and prevention, and confrontation, and correction of one's own behavior in society. And our concept of confrontation is built on these foundations (Максименко, Кокун & Тополов, 2011).

In the scientific institutions of the Department of Psychology, Age Physiology and Defectology, the above problems are given considerable attention, only a mature person with a high level of intellectual development is able to resist negative information influences, building their own view of the world (Maksymenko, 2020).

Thus, at H.S. Kostiuk Institute of Psychology the problems of becoming a subject of personality, the mature person's responsibility to the information consumed, its analysis and impact are comprehensively studied as an important factor in information security. The subjectivity of the individual determines his independence and self-sufficiency, willingness to see problems, make difficult decisions, tolerance for uncertainty, depth of prediction and prediction. The psychological meaning of the concept of subjectivity includes as part of the English concept of "assertiveness", which is usually interpreted as a willingness to resist manipulation and other negative influences. The intellect and subjectivity of an adult ensure the presence of creative, anti-manipulative and anti-crisis potential of the individual and, obviously, require constant development and psychological support (Максименко & Лысенко, 2020).

It should also be noted that the research conducted at H.S. Kostiuk Institute of Psychology comprises the following problems of development of vitality and psychological well-being of people of different ages and professional groups as important factors of environmental management (ability to influence what is happening), personal growth (need for constant self-improvement), positive relationships with others), personal autonomy (relative independence in functioning and decision-making). The peculiarities of the functioning of creative thinking of students and high school students in complex information conditions, junior students in the process of solving new problems, senior preschoolers in new information situations are studied; manifestations of preschoolers' thinking in situations of information uncertainty, cognitive response of Internet users to new information messages (Максименко С., Немеш, Максименко К. & Набочук, 2020).

The problems of verbal communication, which is a leading factor in any human activity, are seriously studied. It is the verbal channel of information transmission that allows not only to most effectively transmit the meanings of the recipient, but also

to influence the perception and understanding of the message, thus changing not only cognitive but also emotional and semantic structures of his consciousness. The most common form of information transmission through verbal communication channel is a text form that allows you to organize information, build messages in such a way as to achieve the tasks set by its author, in particular, the tasks of psychological impact on human consciousness.

In the conditions of information war, the development of media and information literacy of young people and their information patriotism can become an obstacle to hostile propaganda.

The introduction of a competency-based approach to educational practices has highlighted a number of issues related to the information support of becoming a competent citizen. Contradictory, vague, schematic, mythological ideas and practices of the community about the competent citizen, which are broadcast by the media and social networks, negatively affects the development of civic competencies of young people (Максименко С., Костюк, Максименко К., Немеш & Луньов, 2020).

The coronavirus pandemic has caused a global emergency in the world, which has significantly shaken the confidence of the average person in their own future. In conditions of uncertainty, the need for individuals who are able to properly respond to the challenges of the changing present, able to form systems of internal determination of life, which leads to their desire for self-education and self-development.

The COVID-19 pandemic has become a serious test not only for Ukrainian society, but for all mankind. During quarantine, changes were observed both at the level of the individual's psyche and at the macro-social level. Quarantine conditions have significantly affected the organization of remote and mixed work of leading psychological institutions in Ukraine.

Researchers from the Department of Psychology, Age Physiology and Defectology have been actively involved in activi-

ties aimed at psychological support of the population, providing psychological assistance in situations of acute crisis, primarily related to stressful situations caused by coronavirus disease and lifestyle changes, including, self-isolation, job loss, changes in relationships with others, family problems, etc (Maksymenko, Kokun, Korobeynikov, Cynarski, Korobeinikova, Serdiuk, Adyrkhaiev, Adyrkhaieva, Nikonorov & Smoliar, 2021).

Scientific information and advisory, which differed in the introduction of a new system of psychological work with different segments of the population, namely organized:

1) a volunteer project on psychological support of the population during quarantine, which provided remote information and recommendations for self-control in stressful situations in quarantine, optimize family communication during self-isolation, increase stress resistance. This project was organized by the H.S. Kostiuk Institute of Psychology and the public organization "Nebokrai";

2) volunteer projects to support doctors and their families;

3) the hotline at the Crisis Center for Medical and Psychological Assistance of the H.S. Kostiuk Institute of Psychology is constantly operating within which systematic online consultations of various categories of the population are conducted;

4) a volunteer project together with the Eastern European Collegium of Territorial Civil Service and Local Self-Government LLC, within the framework of which psychological support to the society during quarantine was implemented.

On the organizational basis of the Training and Practical Center of the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine together with H.S. Kostiuk Institute of Psychology and the Faculty of Psychology of Taras Shevchenko National University conducted 2 cycles of academic online seminars on high-profile socially significant topics: 1) "Quarantine experience: remote psychological assistance and support" (April 23, 2020); 2) "Remote psychological research in the context of the COVID-19 pandemic and qua-

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rantine" (May 15, 2020), which was attended by, respectively, 610 and 200 specialists from all regions of Ukraine.

The research conducted during this period presented that the COVID-19 pandemic showed increased vulnerability of certain occupational, gender or age groups.

In particular, according to the research by the Institute of Social and Political Psychology, teachers found themselves in a situation of discriminatory risks. This is due to the asymmetric division of responsibilities for the organization of the educational process and compliance with all quarantine norms, lack of uniform standards for the educational process in a pandemic, insufficient technical, financial, methodological, psychological support of distance learning, problems with the use of personal protective equipment (Павлюк & Шепельова, 2020).

At H.S. Kostiuk Institute of Psychology the theoretical and methodological substantiation of means of providing psychological assistance to the population, in particular, the concept of "coronavirus anxiety" in account with previous experience of overcoming crisis life situations proposes:

- the practice of using the MOODLE system for distance learning of university students and the conditions for their mastery of general and special competencies are analyzed;
- practical recommendations for the normalization of psycho-emotional state and increase stress resistance of people who find themselves in a situation of forced quarantine.

The challenges of the pandemic have highlighted the need to understand promising areas in education. Experience of specialists of H.S. Kostiuk Institute of Psychology showed that today the study of distance education is of great importance, including the development of network-centric educational environment, knowledge-oriented technologies in education, knowledge transfer technologies in the educational process, methodological and technological foundations of scientific education for different age groups, development of psychological practices and technologies of personality development. The application of modern

innovations in learning can no longer be considered in isolation from the technologies of designing virtual educational environments created with the help of software and computer networks.

Based on research, volunteer and practical experience of psychologists, it became possible to develop and apply effective strategies for psychological assistance to the population in overcoming the effects of self-isolation, disease, various types of losses during the pandemic. Therefore, the improvement and introduction of technologies to promote the preservation of psychological health and well-being of citizens, the dissemination of scientifically sound, reliable and useful information, recommendations and techniques for professional help and self-help is promising. In the research of the Institute of Special Pedagogy named after M.D. Yarmachenko showed that in conditions of social isolation caused by the COVID-19 pandemic, families of children with special needs develop and increase negative mental phenomena, such as deprivation of a certain block of basic personal needs, negative psycho-emotional states, loneliness and others. Studies of the dynamics of these negative phenomena show that their intensity and the percentage of families in which they are diagnosed, increase in direct proportion to the length of stay in social isolation. In turn, it negatively affects the social development of such children, inhibiting the success of the rehabilitation process.

A lot of research and practical work is devoted to the integration of children and youth with special needs into the general educational space, first of all it is a question of personal orientation of education; creating equal opportunities for children and youth in obtaining quality education; ensuring the variability of obtaining basic or complete general secondary education in accordance with abilities and individual capabilities (Maksymenko S., Maksymenko K. & Irkhin, 2020).

Models of distance learning of such people in quarantine conditions have been developed, which allow working at home with the whole class under the guidance of a teacher, who, in turn,

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can become a speaker for parents to help them master the methods of learning. Many activities are being carried out to train specialists in providing psychological assistance to families raising children with special needs: special seminars and supervision groups are held for psychologists, social educators and representatives of other related professions; methodological materials of informative and educational nature are developed and disseminated (mainly through social networks), etc (Максименко, Карамушка, Креденцер, Бендерць & Шевченко, 2020).

It was found that the critical period in the adaptation of families of children with special needs to social isolation begins in the 2nd month. Accordingly, during this period, the indicators on the scales of alienation, and subsequently conflict, aggression and rigidity in the interpersonal interaction of parents and children, overcome the threshold of averages in the direction of high values. That is, we can talk about the imbalance that arises in this period between the intensity of the stressor (social isolation) and adaptive capabilities of parents and deepens with increasing length of stay of families in these conditions. Factors that determine the success of families' adaptation have also been identified conditions of social group isolation: activity, socio-psychological position and adequacy of acceptance of social role.

These facts suggest that issues related to the provision of remote psychological assistance to families of children with special needs in crisis situations in isolation can no longer remain within the scope of individual assistance to parents or children, but should be developed the remote system of psychological support for the whole family.

The events related to Russia's military aggression and its hybrid war have made Ukrainian citizens aware of the need to understand changes in the established way of life, apply the most appropriate methods of psychological protection, develop measures to counteract individual and collective trauma and effective coping strategies. Analysis of the social situation allows us

to identify several trends in the development of negative psychological consequences of hostilities in eastern Ukraine:

- the marginalization of society is growing due to the erosion of the all-Ukrainian identity;
- it is significantly difficult to build programs for the future;
- the relationship between the negative consequences of the war and the criminalization of domestic conflicts is growing;
- increases the sensitivity of citizens to manipulative influences (including through the WMC) by the aggressor;
- the number of manipulations by domestic policy agents in order to achieve partial political goals is growing;
- sentiments that hinder integration processes in society are consolidating;
- the combined influence of various internal and external social, political, economic and other factors on the emergence and spread of negative psychological phenomena associated with war is increasing.

Studies of psychological strategies of community adaptation to the conditions and consequences of military conflict carried out at the Institute of Social and Political Psychology show that the traumatic experience gained by Ukrainians as a result of these events has not only negative consequences but can also enhance recovery efforts, finding new goals, a new meaning of life; to change a person's attitude to himself, to others and to the world. Currently in Ukrainian society there is an uncertain, but still noticeable, transition from the use of conservative-routine strategies of adaptation to the development of proactive-transformational psychological strategies as the most effective option for individual and collective changing behavior in various spheres of life. At the same time, the main socio-psychological factor of tension in Ukrainian society remains significant political polarization – mostly in the form of confrontation between the pro-Ukrainian majority and the pro-Russian minority. Intense public discussions between the representatives of these

two groups, on the one hand, contribute to mutual clarification of views and harmonization of positions, but on the other – exacerbate socio-political contradictions and shake the mental field, making it vulnerable to external anti-Ukrainian influences.

Ensuring vulnerable populations in a hybrid war requires the development of psychological tools (lectures, group discussions, focus groups, socio-psychological training), the use of which has shown its effectiveness, as evidenced by the results of group work with representatives of local communities, pedagogical community, internally displaced persons, families of ATO participants in terms of their awareness of the possibilities of intensifying collective efforts aimed at overcoming the consequences of the military conflict and increasing adaptability in the face of the latest social challenges.

Scientists from the H.S. Kostiuk Institute of Psychology proposed an innovative psychodynamic model of psychotrauma, built with an emphasis on the phenomenon of structural regression as an important factor in understanding the mechanisms of pathogenesis in combat veterans. A set of author's diagnostic methods aimed at identifying the characteristics of structural regression in veterans in accordance with the above model of trauma and the algorithm for comparing them with the real set and features of signs of post-traumatic stress disorder in a particular person (Максименко, Руденко, Кушнерьова & Невмержицький, 2021).

The psychotherapeutic technology with definition of strategy and principles of stabilization of regression process in perspective of achievement of structural restoration of the person is constructed; possibilities of flexible formation of tactical directions of work with veterans, allocation of primary targets of psychotherapeutic influence, corresponding psychotherapeutic means and sequence of interventions for concrete people are revealed.

The "Veteran's Psychological Support Card" was developed as an internal protocol for working with veterans in the hospital

(recommended for use by Order № 810 of the Ministry of Social Policy of Ukraine in all rehabilitation and medical institutions in the country).

Theoretical and methodological model of personal profile of children of servicemen with symptoms of post-traumatic stress disorder, which are defined as a specific risk group: typification of psychological and social stressors, the phenomenon of circulating symptoms of post-traumatic stress disorder in children, and the development of post-traumatic symptoms in children. Psychotechnology of assistance to children of servicemen with manifestations of post-traumatic stress disorder has been built.

The psychotechnology for the development of resilience of psychologists / psychotherapists working with victims is based on an integrative approach that includes psychodynamic, cognitive-behavioral, existential and other methods and techniques that together provide resource support, transformation of their in-depth experience and restoring the integrity of the individual, mastering effective coping strategies for coping with stress and assertive behavior (Maksymenko S., Maksymenko K. & Irkhin, 2020).

The National Strategy for Building a Safe and Healthy Educational Environment in the New Ukrainian School, approved by the Decree of the President of Ukraine of May 25, 2020 № 195/2020, sets a number of tasks that require proper social and psychological support.

Subordinate institutions of the Department of Psychology, Age Physiology and Defectology of the National Academy of Pedagogical Sciences of Ukraine are currently conducting several experiments at the national level aimed at solving urgent issues related to ensuring the psychological security of individuals and communities in education. In particular, during the experiment "Development of a system to increase the psychological readiness of participants in the educational process to act in case of threat, occurrence and overcoming the consequences

of an emergency" the Institute of Social and Political Psychology of NAPS of Ukraine is working on the following innovations:

1) formation together with the SES of the "road map" of interaction between the SES and employees of psychological services of the education system and other governmental and non-governmental institutions in the event of an emergency;

2) development of methodological recommendations for employees of psychological services of the education system, in particular, practical psychologists of educational institutions as coordinators for ensuring the psychological safety of participants in the educational process (students, parents, teaching staff);

3) development of practical psychologists of educational institutions and teaching staff skills of first aid for victims of traumatic events;

4) creation of a basic battery of methods for rapid diagnosis of psycho-emotional state and psychological resistance of the individual, conducting interactive classes with specialists on mastering these diagnostic tools;

5) preparation of employees of psychological services of the education system for effective response (actions) in emergencies and prevention of negative psychological consequences of personal traumatic events (information and diagnostic work in the educational environment and community, identification of risk groups, suicide and suicide attempts).

Minimization of negative psychological manifestations related to the military conflict in eastern Ukraine involves solving the following tasks: 1) development and implementation of psychological programs to support reintegration processes for citizens currently in the occupied territories near the demarcation line; 2) development and implementation of sets of measures aimed at reducing the level of militarization of public consciousness; 3) development of measures aimed at preserving and developing national values and identity, reducing the level of political, social, national and religious conflicts, which may lead to an escalation of the conflict situation.

The group of problems related to the psychological security of the individual and the community as a whole needs to be addressed immediately. In particular, it is necessary:

1) formation and development of a safe communicative space and development of appropriate psychological means of preventing information threats in the educational environment and the sphere of social interactions in general. New information threats, including access to and direct involvement in unwanted content such as pornography, cruelty, drugs, ethnic and religious hatred, racism, extremism, youth aggression, etc., as well as hybrid warfare against Ukraine, have made urgent search for effective prevention strategies negative psychological phenomena in the political and legal sphere in the context of military conflict;

2) creation and testing of appropriate technologies for psychological support of educational reforms. Psychological influences, combined with educational ones, should focus on the formation of a culture of security in the younger generation, responsibility for actions in the information space, education and strengthening of spiritual and moral values, patriotism; 3) development of strategies for psychological support of various segments of the population in emergency situations;

4) preparation of appropriate programs for psychological support of vulnerable groups in a hybrid war.

The peculiarity of human perception of reality is that perception is always limited by biology. Therefore, a person perceives the world, himself and other people as they made his feelings. Human consciousness trusts everything it receives through sensory experience and knows the world only as our mind interprets it with all its cognitive distortions. Therefore, a person does not feel the real world as it really is. This leads to the fact that each individual creates his own unique model of the world. Which is very difficult to understand, and to penetrate into the spiritual world of the individual is impossible. However, this could have been said several decades ago. Mankind is now facing a revolu-

tionary giant step in the study of personality with the help of modern neurotechnology, which actually allows us to see the world through the eyes of another person and know how another person feels. Our institute did not stay away from these new trends and in 2016 the laboratory of learning psychology introduced innovative neurotechnologies. Also in this direction, the institute published the first monograph "Neuropsychology of deviant behavior" which shows how to use these technologies in diagnosis and psychocorrection. Thus, these methods allow us to interpret the results of psychological research objectively, to build theoretical constructs not on assumptions, as psychologists did before us, but on the basis of facts. Practically, a new page in the history of domestic psychology was opened at the Institute of Psychology, when psychology ceased to be the art of interpretation and assumptions, and became a science in which the element of subjectivity of the researcher was removed. Neurointerfaces are devices that belong to the technology interface: brain-computer (BCI – Brain Computer Interface), Neurointerfaces are devices that belong to the technology brain-computer interface (BCI – Brain Computer Interface), in addition, in the professional literature this technology is also referred to as the Mind Machine Interface (MMI), the Direct Neural Interface (DNI) and the Brain Machine Interface (BMI). This neurotechnology is aimed at assessing cognitive performance, monitoring emotions, recognizing facial expressions, head movements, and managing virtual or physical objects. A very important area of our activity was the development of methods of neuropsychocorrection of PTSD in soldiers returning from war. These methods are extremely effective and can cure the highest disorders for which the NAPS of Ukraine awarded employees of the Institute with diplomas. The difference from the classical methods of psychotherapy is that our neuropsychocorrection is not "blind", but under constant neuromonitoring, which allows you to immediately change its tactics and make predictions for the future.

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Thanks to oculo-graphy, we know where the subject is looking, and based on measurements of basic cognitions and emotions, we know exactly what is interesting, what is difficult to give, and what is incomprehensible to students. The "new school" actually needs such educational material. We have all the means and resources to implement this project.

Neurotechnology allows us to communicate directly with the computer and thought, that is, to control mental commands either in a virtual environment or by mechanisms such as a drone, a car, prostheses, an artificial body, and so on. Thanks to this, we have already created biological immortality and will be able to continue our existence either in the virtual world or in the real world.

Moreover, at the present stage of development of science, these neural networks can be seen under a microscope non-invasively. The essence of the method is that due to the virus, the fluorescence gene is integrated into the regulatory gene of neurons associated with "specific information". It is important to be able to check whether the excitation of this ensemble of cells really leads to the appearance of "this reaction". To do this, thanks to the virus, the photosensitivity gene of algae to neurons is inserted, associated with "specific information", and when the brain is illuminated, only this network of neurons is over-excited and the body responds. Optogenetics makes it possible to tell which specific cells of the nervous system are involved in a particular function, reaction or mental disorder.

Conclusions

The results of monitoring the neurointerface of cognitive-emotional reactions of young people of normative and deviant behavior before and during the COVID-19 pandemic are presented.

Constant transformational processes in society and serious challenges of today such as digitalization, robotics, armed conflicts, economic downturn, pandemic COVID-19, environmental

problems force people to constantly adapt to new realities. However, the intensity and dynamics of these changes cause psychological maladaptation in young people, which is manifested by behavioral deviations: high aggression, intolerance, addictions, suicidal behavior and sexual deviations. In general, the scale of deviant behavior threatens the national security of many countries. Therefore, now it is more necessary than ever to find effective solutions to overcome the psychological consequences of the COVID-19 pandemic and prepare for such situations. However, it is necessary to know how the cognitive and emotional reactions of young people to psychological events before and during quarantine have changed. It is these data from the longitudinal study that will make it possible to build adequate programs for the prevention of deviations among young people caused by being in natural and man-made emergencies.

The theoretical value of the study lies in the introduction of advanced science-intensive neurotechnology in the study of deviant behavior in young people caused by the COVID-19 pandemic. After all, psychological theories of deviation based on classical psychology are full of scientism (methodological limitations of cognition of the phenomenon), universalism (search for a universal law of disorder), individualism (individual interests take precedence over institutional interests), mechanistic understanding of casual causes, inner world or outer). It should be noted that in these theories a person is often considered "as such" – on average, often without gender, do not take into account instincts of survival, emotional, cognitive sphere, do not take into account neuropsychological features, namely disorders of neuropsychological factors. Today it is known that each person's brain is unique, and sometimes the difference is 40 times in some cytoarchitectonic fields between people. After all, the brain of modern man is not like the brain of people who lived half a century ago. It should be added that the new coronavirus SARS-CoV-2 affects not only the respiratory system and weakening of the body where there were chronic processes, but also causes

serious damage to the heart, blood vessels, kidneys, skin and nervous system. We consider it appropriate to recall that there are four pathways of pathogenetic effects of SARS-CoV-2 on the CNS: 1) the virus enters the brain directly and causes encephalitis; 2) the brain is affected by an autoimmune process that is triggered by a virus; 3) the brain suffers from low oxygen levels in the blood; 4) the brain is damaged by blood clotting.

The study used modern biometric technologies for the integrated study of deviant behavior of young people – BCI (Brain Computer Interface), which will provide new scientific results without the subjectivity of researchers. After all, these technologies allow you to remove from the brain 128 times per second indicators of subconscious reactions to audiovisual stimulus.

Studies of the electrical activity of the individual's brain in the laboratory are important. However, a person does not live in a laboratory with sensors on his head and is not communicated by wires to the registration device, but in the usual conditions, interacts with the outside world and other people. In our opinion, one-moment measurements of electrical activity of the brain in laboratories do not sufficiently reflect the dynamics and characteristics of the individual. However, if the stimulus or psychodiagnostic technique is standardized, it becomes possible to compare data between groups.

The advent of neurointerfaces has never made it so easy to connect the brain to a computer and opens up fundamentally new opportunities for psychologists to study human behavior. We are now actively building a new doctrine in neuroscience in which we are involved. This allowed psychologists to know exactly, rather than assume what is currently under study cognitive-emotional indicators (Maksymenko, Tkach, Lytvynchuk & Onufriieva, 2019).

The mobile 14-channel neurointerface EMOTIV Eloc + was used to study the main cognitive and emotional indicators. Software was also used to monitor the EEG and to visualize the elec-

trical activity of the brain, as well as to obtain transformed EEG patterns in the form of basic cognitive-emotional indicators: MyEMOTIV, EMOTIV Map Brain Activity Map and EmotivPRO.

According to the research, it can be concluded that young people can withstand three months of strict restrictions. Because in the coming months no legal sanctions or terrible propaganda will work.

During the period of short-term anomie caused by perestroika in society as a result of the pandemic, young people with deviations feel very comfortable. Instead, the normative one perceives the new reality as stressful.

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Максименко Сергій, Касинець Мілан. Актуальні проблеми психологічної підробки негативної інформації впливу на особистість та шляхи їх подолання.

Суть соціальної ситуації, яка склалася у світі, полягає в тому, що значення психологічного фактору особистісного існування у формуванні та функціонуванні процесу зумовлені пандемією.

Мета дослідження – розкрити актуальні проблеми психологічної підробки негативних впливів на особистість та знайти шляхи їх подолання.

Методи дослідження. Досягнення мети та вирішення завдань нашого дослідження передбачає використання низки методів теоретичного наукового дослідження: аналіз системи освіти в галузі психології; узагальнення концептуальних засад професійної освіти; порівняння освітніх і професійних програм; систематизація основних засад освітньо-професійної підготовки; моделювання структурно-логічної схеми освітньо-професійної підготовки у закладах вищої освіти.

Результати дослідження. Наведено результати моніторингу нейроінтерфейсу когнітивно-емоційних реакцій молоді нормативної та девіантної поведінки до та під час пандемії COVID-19. Доведено, що під час карантину спостерігалися зміни як на рівні психіки особистості, так і на макросоціальному рівні.

Висновки. Сама по собі суть соціальної ситуації, яка склалася у світі, полягає у важливості психологічного чинника особистісного існування у формуванні та функціонуванні процесу, викликаного пандемією. Ми не беремося аналізувати ці складові як такі, а можемо лише констатувати деякі речі, які можна розглядати з психологічної точки зору, які охоплюють усі верстви населення, усі ключові державні, політичні, економічні позиції з точки зору різних людей, різні верстви населення, в різних статусах – одні й ті самі речі. Це певна манія переслідування і дотримання певних правил захисту, яка стала маніакальним станом у суспільстві. Домінуючою одиницею стає манія переслідування. Другий момент – нелогічність мислення, яка проявляється в неадекватному ставленні як до світу в цілому, так і до себе, до рідних, друзів... І це специфічна форма роздвоєння свідомості. Коли виникають досить незрозумілі парадоксальні агресивно-депресивні синдроми. З одного боку, це агресія, а з іншого – страх перед усіма навколо.

Постійні трансформаційні процеси в суспільстві та серйозні виклики сьогодення, такі як цифровізація, роботизація, збройні конфлікти, економічний спад, пандемія COVID-19, екологічні проблеми змушують людей постійно адаптуватися до нових реалій. Проте інтенсивність і динаміка цих змін зумовлює психологічну дезадаптацію молоді, яка проявляється поведінковими девіаціями: підвищеною агресивністю, інтолерантністю, залежностями, суїцидальною поведінкою та сексуальними відхиленнями. Загалом масштаби девіантної поведінки загрожують національній безпеці багатьох країн. Тому зараз як ніколи необхідно знайти ефективні рішення для подолання психологічних наслідків пандемії COVID-19 і підготуватися до таких ситуацій. Однак необхідно знати, як змінилися когнітивні та емоційні реакції молоді на психологічні події до і під час карантину. Саме ці дані лонгітюдного дослідження дозволять побудувати адекватні програми профілактики девіацій серед молоді, спричинених перебуванням у надзвичайних ситуаціях природного та техногенного характеру.

Ключові слова: протидія негативним інформаційним впливам, особистість, неврози, ковід, рефлекс.

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Psychological Principles of Organizing Classroom Management at Secondary Schools

Психологічні засади управлінської діяльності на уроках у закладах середньої освіти

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ABSTRACT

The purpose of our research is to describe classroom management as a multi-faceted activity and which is understood in a way of use of untraditional behavior management techniques.

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 experimental method was the method of organizing empirical research.

The results of the research. Therefore, we can talk about a single common speech process. A dialogue in the educational process is included into a joint activity with the aim of achieving a certain goal. In such a way the dialogue can be attributed to the dialogue-conversation. A dialogic statement is a kind of stimulus that prompts the partner of communication to make an appropriate statement in a dialogue, it has a pronounced focus on the partner and is directed towards him/her as much as it is possible, oriented towards him/her.

Conclusions. For our research the interpretation of a dialogue is of greatest importance, which acts as a supplement to the above-considered approaches to understanding a dialogue and expresses a dialogic nature of the very content of thinking and the activity of a modern person. This dialogicity, as well as the problematic nature of any knowledge is connected with it. The dialogue seems to be included today into the very subject of thinking, acts as its integral side, which naturally gives a rise to a dialogue and as a form of communication, and as a type of relationships between those people who study this or that object. At the same time, a different view from our understanding of the mentioned object appears as necessary for me. It is precisely because of indicated difference. Responding to the challenge which is contained in the paradigm of a dialogue,

a personality deepens his/her understanding of the object as the subject of this understanding.

Key words: *classroom management, contemporary approaches, methods' strategies, a dialogue, the interpretation of a dialogue, a subject of thinking, a form of communication, a dialogic nature of the very content of thinking.*

Introduction

The formation of new socio-economic and political relations in the Ukrainian society made it necessary to review the requirements for the organization and implementation of the educational process at school (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, Er. & Hupavtseva, 2020). The modern national school is designed to contribute to the reproduction and further growth of the intellectual and spiritual potential of the people, to prepare pupils for life and work in a humane, democratic society (El-Zawawy, 2021; Falé, Costa & Luegi, 2016).

The most important task of the educational system today is to ensure the development of the personality of schoolchildren (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001). This problem poses great and responsible tasks for the modern school, the most important of which is to improve the quality of the educational process (Hamedi & Pishghadam, 2021). One of the ways to implement this task is to improve the methods and means of teaching, to identify such forms of it that would allow to solve successfully both educational and developmental problems, contribute to the development of mental processes of pupils and the emotional and volitional sphere of the individual (Engle, 2002; Greco, Canal, Bambini & Moro, 2020). In this regard, communication is studied in Psychology as a necessary condition for the organization of optimal forms of the activity of schoolchildren at lessons.

During the 20th century, especially starting from the middle of the 20th, the problem of the essence of communication was in the center of attention not only of psychologists, but also of philosophers, sociologists and linguists, who conducted consi-

derable theoretical and experimental work and proposed a significant number of definitions of communication (Gathercole, Pickering, Ambridge & Wearing, 2004). However, despite the fact that a wide range of communicative problems were studied, a lot of researches were conducted; certain aspects of it were left out of the attention of researchers (Murphy, Melandri & Bucci, 2021). In particular, in a view of the current state of science, there are new directions of the activity with schoolchildren in the educational process, one cannot help but touch on the practically unexplored problem of developing the ability of pupils to communicate productively at the lessons using a non-traditional form of the activity – a discussion (Drigas & Karyotaki, 2017; Cui, Wang & Zhong, 2021). And the urgency of this problem is felt most acutely right now, in the process of building up a new national school of Ukraine based on humane relations, mutual understanding, respect and pleasure (Ivashkevych & Onufriieva, 2021).

Discussion as a public communication according to a lot of any problems, controversial issues, is analyzed in the literature from the point of view of the problems of Rhetoric – the science of Oratory Art (Максименко, Ткач, Литвинчук & Онуфрієва, 2019). The discussion is considered, first of all, from the point of view of the skills of speech, the skills of eloquence (Hogan, Adlof & Alonzo, 2014). In such meanings, the discussion is equated either to a Scientific Polemic or to General Rhetoric. But from this point of view, if we tell about the discussion, it is impossible to talk about the specifics of its use in the educational process as a form of the activity at the lessons, because pupils of the age of 12-15 years old do not have such speaking skills, which are necessary for conducting exactly such a discussion, which is discussed in the literature on Rhetoric (Mykhalchuk & Bihunova, 2019). Therefore, there is a need for scientific researches that will make it possible to substantiate the principles and conditions of the discussion in the educational process of secondary school (Mykhalchuk & Ivashkevych, 2021).

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The discussion is one of the types of joint activity of school-children in the educational process. Discussion (from the Latin word means to understand, to argue) involves talking about various issues. A discussion is a free exchange of ideas in a live communication according to the problems that are arisen in the classroom.

Experimental data obtained in recent years (Mykhalchuk & Ivashkevych, 2019) allow us to assert that the mental development of pupils is affected not only by their interaction with the teacher, but also by their interaction in the process of solving a task together, which takes a place during the lesson. School-children strive for independent creative search, which awakens joy, arouses a sense of dignity, self-respect. In this case, the problem of using the discussion as a form of educational activity at the lessons becomes particularly important. Properly organized discussions help pupils to express themselves, show their abilities and talents. Interesting work in the process of organizing discussions makes schoolchildren to want not just copy and repeat what the teacher said, but to introduce elements of creativity into the activity, using previously acquired knowledge, to bring the started work to completion independently, without a help from outside. Educational discussions, the course of which is regulated by the teacher, skillfully direct the mental activity of schoolchildren, their readiness to overcome difficulties when solving complex tasks, encourage the initiative of pupils, and develop their creative activity. But a number of problems still remain unsolved. It is well-known that in order for educational and teaching activity to be effective, it is necessary to create all conditions for their implementation, to find out the most effective psychological ways for conducting discussions at the lessons at secondary school, which in a great degree contributes to the development of thinking, perception, memory, creativity of pupils' imaginations, influence the formation of personal characteristics of schoolchildren.

So, **the purpose** of our research is to describe classroom management as a multi-faceted activity and which is understood in a way of use of untraditional behavior management techniques.

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 experimental method was the method of organizing empirical research.

Results and their discussion

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with pupils with disruptive behavior. Teachers should develop caring, supportive relationships with and among pupils; organize and implement different instructions in the ways that optimize pupils' access to learning; they may use group management methods that encourage pupil' engagement with academic tasks; promote the development of pupil's social skills and self-regulation; use appropriate methods to assist pupils who have problems with the behavior.

Some scientists also believed (Mykhalchuk & Khupavsheva, 2020) that if pupils were engaged into active work at their lessons, they would be less likely to misbehave. If lessons are precise and completed at a steady continuous pace, pupils will have a little time to misbehave or to get into conflicts with other subjects of interaction when pupils are engaged into different types of the activities. In such a way pupils are concentrating at the lesson and focus on learning, and it prevents some problems. It is important for pupils to be a part of the decision-making processes. If schoolchildren are having fun, they will be engaged. When they are engaged in the process of a lesson, they do not think about misbehaving, and will be focused on the task the teacher asks pupils to do.

Pupils should play an active role in setting classroom rules. By allowing the pupils to help to create the rules, schoolchildren are participating in the classroom community modeling. All pupils are working together and are able to understand the rules clearly.

Teacher needs to focus his/her attention on entire class and must not talk over pupils' chattering. Sometimes silence can be effective. Pupils should know what is going to happen in the class and they monitor to check progress. Teacher should move around the room, so pupils have to pay attention more readily and give pupils non-verbal reactions. Lessons should be planned to ensure that all periods of time are filled with learning activities. Teacher should have a knack to memorize pupils' names as quickly as it is possible. It enhances class control and underlines the confidence of the teacher.

As it was stated above, class management is the creation of appealing environments for pupils' learning. Classroom management strategies are techniques that teachers can use to create such environment, ranging from some activities with the aim to improve the relationships between a teacher and pupils, with rules for regulating pupils' behavior. Only when management efforts are not successful, teachers need to resort to reactive and controlled strategies. Therefore, it is important to distinguish between preventive and realistic classroom management strategies. There is a difference between strategies that are used to prevent behavioral problems and strategies having been used to respond to problems with behavior. For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, are considered to be reactive strategies. While it is generally believed that prevention strategies are more effective than reactive, sometimes reactive strategies we need to reduce the destructive or other undesirable reactions in the behavior of the learner.

From the side of a teacher learning requires to help the pupils to understand the learning materials. What the teachers observe in the learning environment many pupils do not stay passive, but only active ones.

Thus, the teachers need to create an environment that pushes the pupils to learn all the material they'd like. This beneficial environment can give a reason for pupils to participate in different types of the activities with materials for learning. Participation helps the teacher to provide better guidance that can enhance performance and success for all pupils.

Firstly, education helps pupils to know better the structure of the society where we live, keeping in mind the requirements and needs of any possible improvement of the activities to be done.

Nowadays we must make pupils to love the lessons, to help and to facilitate them to behave in good manners, otherwise pupil may hate both a teacher and a lesson. As a result pupils will not achieve and will fail. Teacher shouldn't behave himself/herself just as an officer that does his/her job according to the curriculum and after the lesson the teacher gets away, but behaving himself/herself as a parent providing a great help to pupils. So, love and facilitating things would be more useful for pupils during the processing of the course.

Of course, as it happens as usually, extremism is not good, even if our pupils wouldn't find everything ready. When we help them we should keep the balance otherwise pupils will become lazy and want to find everything ready. They might do different things that we don't need to study hard and whipping any effort, however our teacher will help us and could not make mental exercises (for example, to think a lot). Again, we do not help them and let them alone to study; we may push them to pessimism and may not succeed. They might become despair and then give up.

In this aspect the soft language, a friendly face and an optimistic heart of a teacher will facilitate pupils to make a great success in the training course.

A separate group of pupils in the whole group of unforeseen situations represents various reinforcement strategies with the aim of improving the behavior or activities of pupils. These steps include preventive and reactive strategies. These group contingencies can be classified into three types: independent, interdependent and dependent of group contingencies. *Independent group contingencies* refer to reinforcement interventions which apply the same assessment criteria and reinforcements to each child. *Dependent group contingencies* refer to interventions that require a single pupil (or a few schoolchildren) to reach a designated criterion in order to the whole group to receive reinforcement (e.g., when a pupil attains a 100 percent score for a test, the teacher will hand out sweets to the entire class). Interconnected group of unforeseen situations require that the whole groups of pupils reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for making or modeling a team project, and the whole team gets an estimate for their final product). Returning to preventive-reactive classification of teaching strategies, both preventive and reactive strategies can be applied to the whole class (for example, by discussing class rules or giving group conclusions) or to some individuals (for example, allowing a pupil, who is easily distracted, to sit alone during independent seatwork or placing a schoolchild to be temporarily outside the classroom when showing disruptive behavior).

Improving pupils' behavior (for example, self-control) is an important goal in many school management programs at the moment, while this group of components of the behavior is not sufficiently represented in various classifications having been mentioned in our article. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification types of classroom management interventions, based on their main focus:

1) *Teachers' behavior-focused interventions*. The main focus of the intervention is to improve the management of teachers

(for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus for changing the teachers' behavior.

2) *Teacher-pupil relationships-focused interventions*. The main focus of the intervention is to improve the interaction between teachers and pupils (teacher-pupil interaction), and consequently they are used to develop caring and supportive relationships. Only preventive interventions have been included into this category.

3) *Pupils' behavior-focused interventions*. The main focus of such type of interventions is to improve the pupils' behavior, for example, through the group unforeseen events or improving the self-control of all schoolchildren. Both preventive and reactive interventions are included into this category.

4) *Pupils' social-emotional development*, focused on some concrete interventions. The main focus of the intervention is to improve a social and emotional development of pupils, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included into this category.

It is also clear that the appropriation of learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities are largely informed not only by the profile of the learner himself/herself, but also by the way in which teachers perceive themselves and explain their role in the society. These self-images in turn influence teachers' teaching strategies and behaviour in class. In this sense, successful teaching depends on the teacher's:

- optimal involvement into the paradigm of scientific material;
- personal interest in the learners' individual characteristics;
- development of certain personal traits, such as relaxation, openness, originality and spontaneity.

Some contemporary approaches and methods for teaching English young learners may fit into more than one of these cate-

gories; these types are not considered to be mutually exclusive. The proposed classification was used in the paradigm of meta-analysis to identify, to differentiate effects of different types of interventions. One particular type of intervention might be more effective than other types.

So, a facilitative role of a teacher is not to grade a pupil and to control him/her, but to actualize the main role of the teacher, which helps each pupil to reach the highest possible level of achievements. The long-term goal of any classroom management program is *self-management*. Such procedures typically involve the use of classroom management program which is positively reinforcement into the teaching process, has characteristics of negative reinforcement and time to time interventions. Effective classroom management has to be aligned with different instructional goals and activities. We have to note that when teachers identify how good pupils' behavior looks like, we can tell that they can work backwards from desired outcomes. In such a way we'll conclude which management systems will be most effective. Arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions lead to effective system of class control. Accepted behavior may vary for different conditions of classroom management and teacher's unique strategies may be adopted for different contexts and environments that there are in the classrooms.

So, we'll analyze *a dialogue* as:

- 1) exchange of remarks or statements between the participants of communication;
- 2) the principle of mutual relations;
- 3) dialogical nature of the very content of thinking and the activity of a modern person.

In the simplest case, a dialogue is understood as the exchange of replicas or statements between participants of communication, and such a dialogue of pupils with teachers and with each other is analyzed by us as a means of intensification of learning.

We highlight the main feature by which a dialogue differs from other forms of speech, and, in particular, from a monologue. Here we are talking about the functional definition of a dialogue: with the help of a dialogue communicative interaction between partners of communication is implemented, and with the help of a monologue the function of a message is realized. That is why one-sided communicative influence is carried out. Another feature of a dialogue is reactive nature of its lines, because each relevant statement is a reaction to the previous one.

Therefore, we can talk about a single common speech process. A dialogue in the educational process is included into a joint activity with the aim of achieving a certain goal. In such a way a dialogue can be attributed to the dialogue-conversation. A dialogic statement is a kind of stimulus that prompts the partner of communication to make an appropriate statement in a dialogue, it has a pronounced focus on the partner and is directed towards him/her as much as it is possible, oriented towards him/her. Thus, the content and the form of the reply are determined by the characteristics of each specific partner. If we consider a dialogue in the educational process as a form of communication between its participants, the question which is arisen about its productivity, deals with such process of communication, otherwise a real superiority of a monologue over a dialogue will not be achieved. A certain number of studies have been conducted on the problems of using training methods for the formation of teachers' abilities and skills of productive communication with pupils. Thus, a special system of training teachers for productive communication was worked out by us, during which certain tasks, pedagogical sketches, games, etc. were used. In such a way we can suggest to use a role-playing game to increase the effectiveness of teacher training for school activity. We also emphasize the significant role of situational role play as an active method of social and psychological training of specialists for productive communication. In our researches (Ivashkevych, Perishko, Kotsur & Chernyshova, 2020) we studied the possibili-

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ties of social-psychological training to increase the effectiveness of the teacher's activity. Also we particularly emphasize the effectiveness of pupils' activity in the training process, in which the role of the leader should be reduced to creating conditions for self-expression of training participants.

In Western Psychology (Ferdowski & Razmi, 2022) the idea of productive communication is developed within *the theory of social interaction*. The content of this theory is the next. A person is always in the physical or imaginary environment of other people. Each person behaves in such a way as to receive the maximum possible reward from others and a minimum of trouble. One of the most common rewards is *social approval*. In a case of mutual approval of people communication between them can be constant, it is developed into friendly relationships based on the satisfaction of expectations. But the violation of mutual relations can cause frustration, aggression, etc. Scientists formulate the conditions under which communication cannot be productive:

- a) the lack of a common understanding of the subject of communication, as a result of which it sometimes becomes impossible to find a common language;
- b) the lack of temporal orderliness of the activities of various participants of communication;
- c) the provision of subjective communication of different significance;
- d) the presence of contradictions or antagonism of normative standards of communication and its motives.

Dialogue can be analyzed not only as a form of communication, but also as a principle of mutual relations. There are two main types of strategies of Influence Psychology. They are monological and dialogical ones. They both have a pedagogical interpretation and are of great importance for the organization of the educational process. In the pedagogical process our attention is focused on the development of the personality. So, a dialogical strategy would have a priority position. But dialogical communication includes some important moments of monologue, and

the meanings of the latter are the brightest and the most significant in pupils' mastering of specific knowledge of educational material and methods of action. And only when it comes to the understanding, the discussion and the evaluation of monological components of the content of education, reflection on them, all these processes are the main prerogatives of the dialogical strategy which is turned out to be fully preserved.

Conclusions

For our research the interpretation of a dialogue is of greatest importance, which acts as a supplement to the above-considered approaches to understanding a dialogue and expresses a dialogic nature of the very content of thinking and the activity of a modern person. This dialogicity, as well as the problematic nature of any knowledge is connected with it. A dialogue seems to be included today into the very subject of thinking, acts as its integral side, which naturally gives a rise to a dialogue and as a form of communication, and as a type of relationships between those people who study this or that object. At the same time, a different view from our understanding of the mentioned object appears necessary for us. It is precisely because of indicated difference. Responding to the challenge which is contained in the paradigm of a dialogue, a personality deepens his/her understanding of the object as the subject of this understanding. The truth appears as a dispute about the truth, as a real dialogue. The dialogical nature of the subject of a certain thought, the activity, a life itself. It requires that not only in a dialogue during a discussion, that is in a theoretical dispute, but also in a real life, in any matter, a person is acting as an opponent who has his/her own point of view on any issue or a problem.

The dialogic approach assumes the multivariate, pluralistic, dialogic nature of the normative body of knowledge itself, to which it is worth involving pupils. We have to emphasize that the importance of conveying different "voices" that argue with each other not only in the teacher's mind, and this is the most important thing, in Culture, Art, Philosophy, Science, etc. It is

implied in taking into account the multivariate and principled dialogic nature of the content expressed by these voices that the way to resolve the contradiction between the involvement of pupils into the heritage of culture and giving each of them a great space for self-disclosure.

A dialogue between proponents of different positions is necessary in the educational process. In this context a dialogue is not just an exchange of lines. The main thing here there is a comparison of positions, with the aim not declaring at all. These different positions are not correct or wrong, in order to make corrections to both positions or to reach complete agreement. Such consequences are possible, but, of course, some of them are only isolated cases. In most cases the positions of the parties remain independent, sometimes they are logically incompatible, but as a result of dialogical interaction they are better understood, clarified, deepened and mutually enriched. In a real dialogue no one strives for a monologue, no one fights for the first place, and everyone helps the other person, helping to reveal the spirit of the dialogue as a living nature. And only such a dialogue leads the communication of participants to the truth.

In the educational process a dialogue is a necessary technique for each of the partners, which gives a great opportunity to penetrate into the content of their individuality, to know themselves as a person, to identify themselves with the ethnic group, the nation, other people. Therefore, we will understand education as the process of bringing the schoolchild to cultural, national and universal values, which is possible only when the teacher perceives the pupil a person who is fundamentally equal to himself/herself, who is free in choosing values, who is a unique individuality and a psychologically unique person, with whom the teacher seeks to share his/her values that would become their common characteristics. Therefore, a dialogue opens up a wide space for self-realization of the individual, when the pupil's environment and conditions of existence become naturally his/her life space.

So, the educational process involves interpersonal (modal) interactions, which, based on the main points of spiritual community, personal contacts, internal solidarity, has the aim at satisfying the basic need of a person in another person. The person of this modal interaction is the subject of interpersonal relationships. They act as a mechanism by which a person is formed as a social, a collective subject. Modal dialogical interaction is a dialectical process involving identification and separation. Moments of commonwealth and rivalry, approval and objection, agreement and controversy are revealed in it. Such dialogic interaction is in a great degree effectively implemented into the educational process under the condition of observing the rules in a case of a dispute or competition, observing the equality of partners in revealing their creative possibilities, mutual respect, recognitions of the value of each participant in a dialogue, and the presence of an internal spiritual community in the whole.

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Михальчук Наталія, Куриця Денис. Психологічні засади управлінської діяльності на уроках у закладах середньої освіти.

Мета дослідження – описати управління класом як багатосторонню діяльність, яка розуміється як спосіб використання нетрадиційних методів управління поведінкою особистості.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також експериментальний метод організації емпіричного дослідження.

Результати дослідження. Доведено, що діалогічне спілкування є єдиним спільним мовленнєвим процесом. Діалог у навчальному процесі, включений у спільну діяльність та спрямований на досягнення певної мети, ми відносимо до діалогу-бесіди. Показано, що діалогічна репліка є своєрідним стимулом, що спонукає партнера до відповідного висловлювання у діалозі, вона має яскраво виражену спрямованість на партнера і максимально звернена до нього, орієнтована на нього.

Висновки. Показано, що для нашого дослідження найбільшого значення набуває тлумачення діалогу, що постає як доповнення до розглянутих вище підходів до розуміння діалогу та виражає діалогічність самого змісту мислення і діяльності сучасної людини. Ця діалогічність, а також зв'язана з нею проблемність будь-якого знання, ніби входить сьогодні до самого предмета мислення, постає як його невід'ємна сторона, що закономірно породжує діалог і як форму спілкування, і як тип взаємовідносин між тими, хто вивчає той чи інший об'єкт. При цьому відмінне від нашого розуміння згаданого об'єкта постає як необхідне для суб'єкта – саме завдяки вказаній відмінності. Відповідаючи на виклик, що міститься в ній, особистість, яка навчається, поглиблює своє розуміння об'єкта і себе як суб'єкта цього розуміння.

Ключові слова: управлінська діяльність, сучасні підходи, методичні стратегії, діалог, інтерпретація діалогу, предмет мислення, форма спілкування, діалогічність змісту мислення.

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Aesthetic Experience, Artistic and Creative Activities as the Components of Creative Potential of a Personality

Естетичні переживання та здатність до виконання художньо-творчої діяльності як складові творчого потенціалу особистості

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ABSTRACT

The aim of our article is to show the role of aesthetic experience, artistic and creative activities as the components of creative potential of the person in the paradigm of two dominant approaches – in the sphere of integrative and conative approaches.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method,

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structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

The results of the research. *In the paradigm of the integrative approach we found that in the mind of an adult the following principles are transformed: motivational and goal components integrate into a holistic motivational goal, creatively focus on learning. In the paradigm of the conative approach, there were proposed such structural components of subjective activity of the person: the formation and the achievement of personally significant goals; motivation for learning and self-development; intellectual initiation; reflection and introspection, determination of thinking and dominance of other metacognitions; independence; social activity; freedom of creative choice and responsibility for it; initiative; self-realization; communicativeness; predictability.*

Conclusions. *Summarizing the views of current psychological researches, it can be noted that they in a great degree emphasize such creative personality traits as productive ones, creative thinking, the implementation of creative characteristics, transformative human activity, the need for self-affirmation, material well-being, the transformation of the surrounding natural and social world, the implementation of doping strategies in the context of life achievements of the individual (a conative approach); intellectual activity, psychological flexibility, creative motivation, multivariate vision of the surrounding world, originality, divergence; personal achievements (integrative approach).*

Key words: *aesthetic experience, artistic activity, creative activity, the integrative approach, the conative approach, motivation for learning, self-development, intellectual initiation, reflection, introspection, metacognitions.*

Introduction

In this article we'd like to analyze the problem of aesthetic experience, artistic and creative activities as the components of creative potential of a person. We'll distinguish this problem in accordance with the analyses of current researches. In such a way some scientists (Onufrieva, 2017) carried out their researches in the paradigm of the competence approach. The researcher notes, that creative competence is largely based on a dialogical competence. At the same time, scientists define dialogic competence as a professionally significant quality of a specialist, which is characterized by a complex of knowledge, abilities, skills and values that provide the ability to perceive, understand and interpret

texts that contain content and semantic information, which, in turn, refers to the subject's knowledge of the specifics of the person's profession (Івашкевич & Гудима, 2020; Agrawal, 2020; Barnes, 2009; Hall, Park, Song & Cody, 2010). Also, the structure of creative competence includes the ability of the individual to realize his/her own semantic structures in order to build a common semantic space, dialogical understanding, etc. (Astle & Scerif, 2011; Baym, 2010). Therefore, dialogical competence appears simultaneously as value-meaning basis of the professional activity, it is an indicator of a high level of professionalism, and it is a functional means of creative activity (Михайлюк, 2017).

So, **the aim** of our article is to show the role of aesthetic experience, artistic and creative activities as the components of creative potential of the person in the paradigm of two dominant approaches – in the sphere of integrative and conative approaches.

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

We defined the following approach according to the creativity as an *integrative* one. The most thorough study of the gifted personality in the paradigm of this approach was carried out in the works of O.V. Zavgorodnia. The formation of a creative personality is considered scientifically through the formation of an artistic image, which is the process of finding, structuring and restructuring the visual forms of the presentation of *aesthetic experience*, which is carried out by the subject of *artistic activity* and requires the participation of the individual in the entire process of *creative activity*. Image formation, which was studied by O.V. Zavgorodnia (Завгородня, 2007: 111–112) in the process of solving creative tasks by respondents, includes the following *stages*: 1) the acceptance of the task as personally significant in-

strument or presentation of its independent chapters in a form that is perceived as personally significant one for each person; 2) the selection of initial images; 3) in-depth mastery of the topic that determines the course of creative activity; 4) the creation of a leading, inherently creative images. These stages overlap, can either flow simultaneously or be absent, have a compressed or partially conscious nature. The first stage, O.V. Zavhorodnia (Завгородня, 2007) notes, is determined by the formation of a holistic creative approach by the respondent with the aim to solving a task or a problem, with the purpose of activation of associative processes, actualization of thoughts, impressions, memories related to a certain task. The second stage, in turn, is characterized by the emergence of *reproductive* (based on impressions, memories) and *illustrative* (based on thoughts, reasoning) *images*. The third stage consists of the in-depth understanding of the topic, and it is also characterized by the interaction and transformation of images and their parts. The fourth stage is determined by the formation of artistic images, which, to a greater extent than others, explains the author's experiences and, embodied in a creative product, contains an emotional and spiritual message for the reader or the viewer.

We attributed the conception of scientists (Моляко & Музыка, 2006) to the integrative approach. The authors sees the main conditions for the harmonious creative interaction of the individual and the society in the fact that a person seeks to develop creative abilities to perform those socially useful types of activities in which he claims recognition. At the same time, the social group to which this person is included must be able to properly appreciate his/her creative achievements, skills and opportunities. According to this principle, the scientist singles out the following basic conditions under which the personal growth and the formation of a creative personality become possible: first, the presence of such a social environment that would be able to appreciate a person's creative activity; secondly, the subject must have high developed abilities to perform creative

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activities. In other words, each person should be distinguished by creative skills, knowledge and qualities that would be socially useful and deserve recognition. Thirdly, recognition requires a specific organization of the competitive environment, which, in turn, is capable of facilitating individuals to perform creative activities.

However, in the issues of scientists (Моляко & Музика, 2006) it is noted at the same time that the success and creative achievements of one person should not override the demands for recognition of the creative personality of another person. In order to achieve this, for example, in the process of educational activities, scientists (Моляко & Музика, 2006) note that all students of the class should simultaneously have well-formed abilities to perform several dozen of activities, in one of which everyone could achieve recognition, or that one and the activity itself made it possible for the creative self-realization of the individual. It is creativity, according to the scientist, that is the unique activity that largely eliminates (or shows) the destructive consequences of the individual's struggle for recognition. Even in the hypothetical case when only one type of the activity is significant for a certain social group. Creativity shows many options both for the process and technologies of its implementation, and for the emergence and recognition of various results. At the same time, according to scientists (Моляко & Музика, 2006), competition remains, and thanks to creativity, absolutely everyone becomes a winner.

In the research of N.I. Antiukhova (*the integrative approach*) it was experimentally confirmed that the psychological features of the development of the creative potential of a future foreign language teachers are:

– a high level of the development of the teacher's social creativity, in particular, the formation of the ability of self-actualization, communicative competence, communicative (verbal and non-verbal) sensitivity, behavioral sensitivity, social imagination, etc. (these indicators are positively correlated with the

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development of a creative potential of a future foreign language teacher);

– a creative potential of future philologists depends on the level of the development of the components of the teacher's communicative competence, in particular on the formation of linguistic, sociolinguistic, strategic and social competences;

– a high level of the development of a creative potential of a future foreign language teacher to a large extent depends on the development of students' creative abilities, visual and verbal creativity, creative skills, etc. (in particular, the ability to formulate and demonstrate a large number of different ideas in the conditions of activity clearly specified by the teacher; the imagination, a sense of humor and developed hypothetical possibilities; the ability to demonstrate behavior that is original but it is largely positive for the creative solution of a problem or a task; the ability to show confidence in decision-making, despite the difficulties that have been arisen, to take responsibility for the original, a non-standard position, intellectual activity that contributes to the creative solution of a certain problem or a task; the ability to generate creatively a new original idea; the ability to apply basic knowledge, skills and abilities to prove proposed ideas creatively; the ability to make researches creatively, to observe, to find new facts in objects, name them, to argue their conclusions, etc.) (Антюхова, 2017: 18).

We included the works of O.O. Fedko according to the integrative approach. Dealing with the problem of determining the psychological features of the giftedness of future specialists in the economic profile, and taking into account the results of the implementation of the functional-genetic method in the paradigm of psychodiagnostic experimental research, O.O. Fedko applied future specialists of the economic profile according to the following components of the development of giftedness, such as:

1) general personal giftedness of students, which is manifested, according to the scientist, in a rather pronounced desire for creative self-actualization;

2) motivational giftedness of students, which is manifested in a high level of the development of motivational indicators;

3) creative talent of economic students, which is directly related to a high level of creativity and creative thinking activity;

4) students' organizational and activity talents, which included, in particular, developed communication and organizational skills (Федько, 2020: 13).

As a result of conducting the empirical studies of educational self-efficacy in the paradigm of the integrative approach, T.O. Galtseva found that in the mind of an adult the following principles are transformed: motivational and goal components integrate into a holistic motivational goal, creatively focus on learning (a shift of the creative motive is transferred into a creative goal); the semantic component is explained in the paradigm of value-meaning attitude of the individual according to the learning process (the meaning of educational activity and the value of creative self-change, owing to learning. These characteristics are combined). The prognostic component becomes in a great degree expressed in the sphere of prognostic-reflective ability of the individual, turned into the process of creative learning. At the same time, the scientist notes, the adult's personal responsibility for learning and creative development determine the volitional self-regulation of the individual (Гальцева, 2018: 26).

In the studies of V.V. Moskalenko (*the integrative approach*) it was stated that the structural integrity of the psychological phenomenon of creativity had been modeled as a result of combining a lot of peculiarities of the interconnection and interrelationships of the elements of a complex structural components of this phenomenon among themselves. In this case, the important issue in the study of the image of a socially successful, creative person is the problem of determining the structural components of this image, as well as the study of the relationships between peculiarities of the interconnection and interrelationships. The peculiarities of the image of a socially successful, creative person, his/her functions, according to the scientist, are deter-

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mined by the substantive characteristics of his/her structural components, and they are proved as a certain way of interrelationships between them. An indicator of the image of a socially successful, creative person as a whole is a dominant component in the systemic connection of its structural components, and it also determines the trends in the formation of the individual's ability to be creative himself/herself (Москаленко, 2013: 292).

V.O. Moliako (Моляко, 2007) proposed a *conative approach* to the development of creativity in the person. The current researches of the scientist are related, first of all, to the creative, transformative activity of a person. The scientist determines that among the needs that are most often encountered by respondents, the need to create new structures is diagnosed in order to benefit a society, to explain one's own need for self-affirmation, for material well-being. These needs, the scientist notes, also determine the motives of the designers (to solve the problem qualitatively, to succeed in the competition, to confirm the reputation of a good designer, etc.).

In the studies of V.O. Moliako it was established that the number of those people who strive to create a new, creative, original design, to build, in particular, a new machine, a device, which would bring a significant effect, is relatively small. The scientist explains the latter, most likely, by the fact that in many organizations the majority of designers are engaged into non-creative activity, rather they perform an inherently compilative activity, duplicate designs, which have been already developed by others, and single out only their author's principles. V.O. Moliako also claims that, as a rule, many random people who do not have the appropriate abilities and work without any interest are involved into design activities, so the result of these activities is often negative (Моляко, 2007: 118).

Based on this, V.O. Moliako emphasizes creative activity as a determinant of creative problem solving. The scientist determines the main stages of the creative process, which should facilitate the designer's success: 1) correct understanding of the

conditions of the task that the subject has to solve; 2) the division of problem's conditions into the main and secondary conditions; 3) finding correspondence between the text of the task and the drawings (implementing activities with the aim of correcting the latter); 4) recoding the form of the initially set conditions of the problem; 5) identifying the quintessence of the problem related to one's knowledge; 6) establishing analogies and differences, transferring structures and functions to the process of problem solving; 7) carrying out activities on interpolation and extrapolation of the conditions of a new task in accordance with their knowledge; 8) understanding the conditions for solving the problem and building a plan for its solution; 9) the implementation of the process of solving the problem itself, which is embodied in three forms: textual one, graphic form and combined one; 10) verification of hypotheses regarding the entire structure and selection of its most important parts (Моляко, 2007).

Empirical researches which are conducted by V.O. Moliako allowed scientists to single out the following components in the system of the creative potential of the person:

- predispositions, tendencies, which are manifested in increased sensitivity, certain selectivity, preferences, as well as in the dynamism of the subject's mental processes;
- interests, their orientations, frequency and systematicity of manifestations, dominance of creative cognitive interests;
- inquisitiveness, a desire to create something new, the tendency to solve existing problems creatively and to find new ones;
- to master new information quickly, the formation of original associative frames;
- a tendency to make constant comparisons, original conclusions, the development of benchmarks for further creative selection of material or finding some information the person needs;
- the manifestation of the qualities of general intelligence, such as flexibility, understanding, speed of assessments and original choice of solutions, the actualization of adequate creative actions;

– the emotional coloring of cognitive processes, creative emotional attitude to the situations of the surrounding reality, the influence of the person's creative capabilities on the subjective assessment of situations, preference, unique choice, etc.;

– persistence, purposefulness, determination, hard activity, systematic work, bold adoption of creative, non-standard decisions;

– creativity, which is manifested in the ability to combine, analyze, reconstruct, in the tendency to change options in decisions making, the economy in decisions, in the use of funds, time, etc.;

– intuitionism – the ability to make quick decisions, creative assessments, original interviews;

– quick mastery of abilities, skills, techniques, mastery of the techniques of performing creative activities, professional skills;

– the formation of the ability to invent personally significant strategies and tactics when solving general and special problems or tasks in the process of finding a right way to go out of complex, non-standard, extreme situations and situations of cognitive dissonance.

Investigating the functioning of strategies in design activity, V.O. Moliako (Моляко, 2007) singles out the following criteria for studying the process of creativity, the implementation of creative strategies into their main cyclical manifestations, such as:

1) availability of relevant initial data during mastering the content of the conditions of the task (searching for analogues, carrying out combinations, etc.);

2) making a balanced decision regarding the understanding of the conditions of the task based on clearly defined (externally explained) statements and actions of the subject who makes a certain decision;

3) the presence of organizational actions for the creative formation of a project, the idea, the hypothesis, according to the so-

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lution of this problem (using the same analogues, combinations, etc.);

4) making a decision according to a possible compliance of the project (the idea, the hypothesis) with a creative task on some specific grounds;

5) the execution of organizational actions for approbation of the project (the idea, the hypothesis), which is explained in the situation of search for analogies, combining, etc.;

6) making a creative decision according to the acceptability and adequacy of the project (the idea, the hypothesis), to the requirements of a simple technical task, which determines a specific strategy for the implementation of creative activity, the stages of searching for a specific structure of the phenomenon with specific functional, creatively outlined characteristics.

Focusing on the scripts of general scheme of the transformation of images that is arisen in a case of creative constructions, previously introduced by V.O. Moliako (Moliako, 2007) into the analytical paradigm, the scientist made an attempt to transfer it to the cycle of creative perception as an independent task, that includes:

– a task (a problem, an object of perception), if it contains, in its clearly fixed form, the frames of the knowledge system that puts down a certain subject perceiving the visual material, and which, thanks to the combination into a single coherent system, are associatively actualized. Thus, a creative act will necessarily be determined by the archetype, which has the ability to penetrate the sphere of consciousness in certain aspects of various certainty and clarity;

– the archetype as a kind of image-meaning frame that illuminates the nearest associative fields, which is contributed to the actualization of the most adequate, sufficiently specific (in the opinion of perceiving subject) archetype, while still is at the level of hypothetical recognition, decoding of a new object;

– a prototype, which is not the only option for the individual's response to make a new informational complex, which

is capable for stimulating the appearance of other objects or subjects, to some extent competing prototypes, which imply a creative choice by the individual of one of them. In such a way the person actualizes his/her own creative abilities to the greatest extent. In this case, this prototype can become a reference image, that is, until a certain moment, influences the main determinant of establishing the essence of new information, if it remains in this case, or its place is taken by some other prototype that performs the role of a leading, inherently creative image. This new creative image is enough harmonious, which is easily transformed into an image-project (idea, hypothesis);

– the image-project, in turn, is accordingly transformed into the image-solution (structural solution, clearly defined construction), which can be considered as a final product of reproduction in the process of creative perception of a certain task, a situation, the process of the analysis of objects.

Creativity is considered by I.M. Bila as a human activity of the highest level in the process of learning and transforming the surrounding natural and social world, as a result of which the person himself/herself changes (we mean forms and ways of the person's thinking, personal qualities): he/she becomes a creative person (Біла, 2011: 16). Therefore, I.M. Bila is a scientist who supports the activity approach according to the problems of creativity.

I.A. Hulias connects the emergence of creative activity exclusively with coping strategies of the person in the context of his/her life achievements (*a conative approach*). The scientist notes that since the interest to coping strategies has been arisen in Psychology relatively recently and researchers have not yet developed a single classification of coping behavior, and scientific publications, which deal with the problem of use of coping strategies (Гуляс, 2011). Therefore I.A. Hulias offers his own classification of coping behavior, which directly leads to creative activity. The scientist singles out three main criteria, according to which the classification of the subject's coping behavior should be built:

– emotional-problematic criteria, which includes: emotionally-focused coping with the aim of regulating emotional response; problem-focused coping, with the purpose of overcoming a problem or changing a situation that caused stress, in order to initiate creative activity;

– cognitive-behavioral coping includes: latent internal coping, which involves cognitive problem solving, the purpose of which is to change the stressful situation that inhibits creativity; open behavioral coping – a coping strategy that manifests itself in the behavioral patterns of the subject of creativity;

– successful-unsuccessful coping: successful coping uses constructive strategies of creative activity that contribute to overcoming a stressful situation, unsuccessful coping is focused exclusively on non-constructive strategies that prevent overcoming the latter (Гуляс, 2011: 114–119).

O.A. Kryvopyshyna who is also a supporter of the conative approach, notes, that creative activity is a way of being a person in the World, it is derived from the history and the culture and to the greatest extent fully explains a social essence of a person. Creativity, the scientist notes, does not include any form of human activity, for example, trial-and-error behavior, but only purposeful form of the activity; the latter doesn't oppose certain individual manifestations of the unconscious, tangential to intuition, but the spontaneous, involuntary course of events that takes place in nature and, to a certain extent, in history in the whole. O.A. Kryvopyshyna's research (Кривопишина, 2009) proved that an integral attribute of the creativity is freedom, which arises in the very process of carrying out activities and it is explained not only in human control over natural and social processes, but also in creative understanding and self-mastery. Freedom is in creativity, says O.A. Kryvopyshyna in the research. It consists in the ability to subordinate thoughts and actions to a previously formulated goal and to find out the most effective way of advancing towards it.

In creative activity O.A. Kryvopyshyna (Кривопишина, 2009) singles out components of three types of this activity. These types are: productive activity, reproductive and traditional types, which demonstrate different approaches to culture, to the social prerequisites of creative activity of the person. At the same time, the determinants of the ratio of creative and non-creative senses correspond to two dominant types of the activity, traditionally called creative and non-creative ones. O.A. Kryvopyshyna emphasizes that the differences between them are often of a fundamental nature. The productive components of the creative process ensure the achievement of its result with the help of such features, as novelty (primarily from the standpoint of the society, not from the point of view of the individual), social significance and perfection of creative activity, which are the parts of the ontological, axiological and aesthetic aspects of a creative product. Along with the main types of relations of productive and reproductive components, O.A. Kryvopyshyna singles out three additional modifications of non-creative activity, within which one or another group the productive action is absent: pseudo-creativity is imitating creative search, deals with the creativity according to the axiological aspect. In such a way creativity itself or for itself significantly violates the "laws of beauty". These types of creative activity, despite their external similarity to the creative process, were classified by O.A. Kryvopyshyna as unproductive ones (Кривопишина, 2009: 26–27).

In the paradigm of *the conative approach*, D.S. Meshcheriaikov proposed a model of the subjective activity of the person, which visualizes a clearly formed structural organization, determined by its relationships with creative abilities, which, in turn, characterize the main stages of the person's subjective activity (Мещеряков, 2019). The researcher identified the following ones as the key structural components of subjective activity: the formation and the achievement of personally significant goals; motivation for learning and self-development; intellectual initiation; reflection and introspection, determination of thinking

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and dominance of other metacognitions; independence; social activity; freedom of creative choice and responsibility for it; initiative; self-realization; communicativeness; predictability (Мещеряков, 2019: 16).

Dealing with the problems of creativity according to the activity approach, S.H. Yanovska singled out the psychological structure of entrepreneurial activity in small business. The scientist believes that the personal component of entrepreneurial activity contains certain personal traits that are the basic for the formation of entrepreneurial activity: a high level of the intelligence, a high self-esteem and confidence in the person's creative abilities, openness and directness in the process of communication, the ability to trust and a tendency to make non-standard, original decisions, execution of risky operations, actualization of creative potential, the abilities to spontaneity (Яновська, 2019). The researcher notes that the following personal qualities inhibit the implementation of entrepreneurial activity: personal suspicion, caution and diplomacy in establishing contacts, a high control of emotions and behavior, preference for unoriginal and traditional ways of performing activities, and, as a result, a low level of the ability to creativity and satisfaction with it. At the level of personal-regulatory characteristics, entrepreneurs are distinguished by a higher level of self-esteem and creative self-efficacy, which creates the illusion of creative control, which, in turn, forms instrumental prerequisites for the implementation of the process of entrepreneurial activity. The sphere of creative values of entrepreneurs is characterized by the leading value of the abilities of a secured future and independence, as well as a conflict between material values and universal human values: one's freedom, family life and health (Яновська, 2019: 17).

Conclusions

Summarizing the views of current psychological researches, it can be noted that they in a great degree emphasize such creative personality traits as productive ones, creative thinking, the

implementation of creative characteristics, transformative human activity, the need for self-affirmation, material well-being, the transformation of the surrounding natural and social world, the implementation of doping strategies in the context of life achievements of the individual (*a conative approach*); intellectual activity, psychological flexibility, creative motivation, multivariate vision of the surrounding world, originality, divergence; personal achievements (*integrative approach*).

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Набочук Олександр. Естетичні переживання та здатність до виконання художньо-творчої діяльності як складові творчого потенціалу особистості.

Мета статті – показати роль естетичного переживання, здатності до виконання художньо-творчої діяльності як складових

творчого потенціалу особистості в парадигмі двох домінуючих підходів – у сфері інтегративного та конативного підходів тощо.

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

Результати дослідження. В парадигмі інтегративного підходу встановлено, що у свідомості дорослого трансформуються мотиваційний та цільовий компоненти в цілісну мотиваційно-цільову, творчу спрямованість на навчання. В парадигмі діяльнісного підходу визначено такі структурні компоненти суб'єктної активності: формування та досягнення особистісно значущих цілей; вмотивованість до навчання та саморозвитку; інтелектуальна ініціація; рефлексія та самоаналіз, детермінація мислення та домінування інших метакогніцій; самостійність; соціальна активність; свобода творчого вибору та відповідальність за нього; ініціативність; самореалізація; комунікативність; прогностичність.

Висновки. Узагальнюючи погляди вітчизняних психологів, з'ясовано, що вони акцентують увагу на таких креативних рисах особистості, як продуктивне, творче мислення, здійснення творчої, перетворювальної діяльності людини, потреба у самоствердженні, у матеріальному благополуччі, у перетворенні навколишнього природного і соціального світу, реалізація копінг-стратегій у контексті життєвих досягнень особистості (діяльнісний підхід); інтелектуальна активність, психологічна гнучкість, творча мотивація, поліваріативність бачення навколишнього світу, оригінальність, дивергентність (інтегративний підхід).

Ключові слова: естетичне переживання, художня діяльність, творча діяльність, інтегративний підхід, конативний підхід, мотивація навчання, саморозвиток, інтелектуальна ініціація, рефлексія, інтроспекція, метапізнання.

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Efficacy of Psychotherapeutic Interventions in the Treatment of Breast Cancer Patients

Ефективність психотерапевтичних втручань у роботі з онкопацієнтами з раком молочної залози

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ABSTRACT

The aim of the article is to provide a theoretical review of methods of psychological assistance for breast cancer patients to describe the most effective ways to apply them in the work of a psychotherapist, taking into account the characteristics of patients and disease specifics.

Methods of the research. The following theoretical research methods were used to solve the tasks: categorical and structural-functional methods, as well as analysis, synthesis, generalization, systematization, and comparison.

Results and discussion. Based on the conducted theoretical analysis, three main psychotherapeutic approaches were identified, which are most often used in the work with breast cancer patients: cognitive behavioral psychotherapy, existential psychotherapy, and psychodynamic psychotherapy.

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It has been established that the methods of psychological intervention used within these approaches were effective and have contributed to improving a patient's psychological state and quality of life, and the results were maintained long after therapy ends. However, depending on the purpose of the psychological intervention, the stage of the treatment process, and the psychosocial characteristics of the client, their use may differ in certain circumstances. It was therefore determined that cognitive behavioral therapy should be optimally implemented in the early stages of breast cancer treatment to form adaptive coping strategies, promote psychological adaptation to the disease, overcome anxiety before treatment, reduce fatigue and pain, model immune function, and overcome insomnia and sexual dysfunction. In turn, existential therapy leads to greater efficiency in solving interpersonal issues, promoting personal growth, finding meaning in life, overcoming existential fears, enhancing social support, and managing patient emotions. The use of this kind of psychotherapy has been found to be effective at any time during treatment, depending on the client's needs, and had an advantage over other types of therapy in a group format. Among the approaches used in treating breast cancer patients, psychodynamic psychotherapy is the least researched. This type of intervention is highly effective when it comes to overcoming internal conflicts and reducing anxiety, depression, and fatigue.

The difference between psychotherapy and psychological counseling in the treatment of breast cancer patients was also outlined. A comparative analysis of the effectiveness of psychotherapy and social support groups was conducted. The latest approaches to psychotherapy with breast cancer patients were described.

Conclusions. *The results of this review indicate that the choice of the optimal method of psychotherapeutic intervention for breast cancer patients will contribute to the rapid achievement of a positive outcome and its stability for a long time. In each specific case, the recommended type of therapy will depend on several factors: the stage of the treatment process and the stage of the disease, the patient's request, his current psychological state, and psycho-social characteristics.*

Key words: *cancer patient, cancer, breast cancer, psychotherapy, cognitive behavioral psychotherapy, existential psychotherapy, psychodynamic psychotherapy, psycho-oncology.*

Introduction

Breast cancer is the most common type of cancer among women. According to the World Health Organization, the in-

cidence rate of breast cancer increases by 1.2-1.8% every year (Łukasiewicz, Czeczelewski & Forma, 2021). Although in recent years the probability of survival of women with breast cancer has increased due to the improvement of screening (which allows detecting the disease at an early stage), the diagnosis and treatment of breast cancer are extremely stressful events that can cause an excessive psychological burden. This is especially evident during the first year after diagnosis. Women with breast cancer are forced to go through a series of difficult medical procedures, which are often accompanied by symptoms of anxiety and depression. This includes, in particular, radical mastectomy, radiation therapy, and chemotherapy. Psychosocial interventions can help breast cancer patients adapt to their disease, reduce symptoms of anxiety and depression, and improve their quality of life (Blake-Mortimer, Gore-Felton & Kimerling, 1999). In addition, psychotherapy has a beneficial effect on physiological processes that are directly involved in the functioning of the immune system and are associated with the processes of pain and inflammation (Antoni, Lechner & Diaz, 2009). But for the highest effectiveness of psychotherapeutic measures, the strategy and method of intervention must be carefully chosen, based on the stage of disease treatment, its form, the patient's personal needs, capabilities, etc. To achieve this, it is necessary to investigate in which cases a certain type of psychological counseling or psychotherapy will be effective.

Many scientific articles are devoted to the theoretical review of various types of psychological interventions used by psychotherapists in the treatment process of breast cancer patients. Thus, one of the works (Iordechescu & Paica, 2021) considers some psychotherapeutic methods and techniques: cognitive-behavioral stress management, art therapy, mindfulness-based therapy, acceptance and commitment therapy, compassion-focused therapy, and experiential psychotherapy. The main focus of these types of therapy is stress management in cancer patients.

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Another study compares the effectiveness of different types of psychotherapy within the existential-humanistic approach: meaning-based therapy, supportive-expressive therapy, experiential-existential therapy, and cognitive-existential psychotherapy therapy (Vos, Craig & Cooper, 2015). In turn, short-term psychodynamic therapy is often compared with schema therapy. In particular, in one study it was found that chemotherapy is more effective for women with breast cancer for the growth of "psychological capital" (Alizadeh, Mirzaian & Abbasi, 2022).

However, many works in which psychotherapeutic approaches are reflected still remain narrowly specific, that is, focused on comparing methods of psychological interventions that belong to one approach. A thorough theoretical review that would summarize the obtained results from the point of the feasibility of their practical application in work with breast cancer patients is currently lacking the scientific literature, even though an empirical comparison of the effectiveness of various types of psychotherapy is a clear advantage of existing research. In addition, many modern methods of psychotherapeutic interventions are often neglected in comparative analyses.

Therefore, this study aims to conduct a meta-analysis of existing works devoted to psychosocial assistance for breast cancer patients and to determine how they can most effectively be applied to treatment, taking into account the characteristics of clients and their disease.

Research methods

The following theoretical research methods were used to solve the tasks: categorical and structural-functional methods, as well as analysis, synthesis, generalization, systematization, and comparison.

Results and discussion

Typically, three main approaches are used in scientific publications that explore various psychological therapies for cancer patients: cognitive behavioral therapy, psychodynamic therapy,

and existential-humanistic therapy (Orlova, 2011). But currently, integrative approaches (for example, cognitive-existential therapy (Gagnon, Fillion & Robitaille, 2015)) and some particular subfields of psychological assistance (for example, art therapy (Öster, Svensk & Magnusson, 2006)) are also being actively studied. In addition, separating psychological counseling from psychotherapy is also important. Both methods are considered useful for cancer patients, but counseling is more focused on achieving specific short-term goals: adaptation to the disease, reducing the level of psychological distress, correction of body image, etc. In contrast, psychotherapy works with deeper problems, which concentrates on solving personal problems and is characterized by a longer duration (Telli, Gradishar & Ward, 2019).

Cognitive-behavioral psychotherapy is aimed at working with thoughts and behaviors that cause psychological deterioration. For cancer patients, this approach can be used to relieve symptoms of anxiety and depression, as well as pain and fatigue. Cognitive behavioral therapy is a standard approach used in working with breast cancer patients. This type of therapy is often recommended as a supplement to the usual treatment of the disease. The effectiveness of cognitive behavioral therapy to reduce psychological distress and pain in breast cancer patients was the subject of meta-analysis research for the first time in 2006 (Tatrow & Montgomery, 2006). The authors concluded that this type of intervention has a significant impact on improving the psychological state of cancer patients. This study also found no differences between group and individual psychotherapy for pain alleviation, with individual therapy having more noticeable effects on distress reduction than group therapy. Furthermore, the efficacy of cognitive behavioral treatment for cancer patients with and without metastases was shown to be the same.

Cognitive behavioral stress management therapy can help cancer patients with early-stage breast cancer by enhancing their emotional health and immune system (McGregor, Antoni & Boyers, 2004), lowering cortisol levels (Crueess, Antoni &

McGregor, 2000), and overcoming depressive symptoms (Antoni, Lechner & Diaz, 2009). The results of this type of therapy must have a lasting impact. Thus, in the work of J.M. Stagl and colleagues (Stagl, Lechner & Carver, 1998), the survival and frequency of relapses in cancer patients with non-metastatic breast cancer were studied 11 years after undergoing cognitive behavioral stress management therapy. According to the findings, the treatment group's members had a lower all-cause mortality rate than the controls. The authors note that this topic requires further research, in particular, to study the mechanisms that explain the obtained data.

The efficacy of cognitive behavioral treatment for breast cancer survivors is discussed in another research (Ye, Du & Zhou, 2018). In particular, patients experienced a statistically significant reduction in anxiety and depression symptoms with a medium effect size.

According to the findings of a recent study (Onyedibe, Ifeagwazi & Charles, 2021), which focused on the efficacy of group cognitive behavioral therapy for emotional regulation in women with breast cancer, the relationship between adaptive and maladaptive strategies of emotional regulation shifted in favor of the latter after the implementation of a 12-week intervention program. Another paper (Qiu, Chen, & Gao, 2013) reported that cognitive behavioral therapy can be successfully used to treat depression, as well as to improve the overall quality of life and self-esteem in breast cancer patients.

Sexual issues are frequently experienced by women who have breast cancer. This, in turn, significantly affects their quality of life and sexual relations. Meta-analysis J. Xu et al. (Xu, Xue & Li, 2022) includes 15 studies devoted to the effect of psychotherapy on sexual dysfunction in women with breast cancer. According to the results of the analysis, psychological interventions used in the psychotherapy of breast cancer patients lead to a significant improvement in their sexual function, sexual satisfaction, and sexual relationships, and also reduce sexual

distress. In particular, cognitive behavioral psychotherapy, psychoeducation, and psychosexual counseling were characterized by high efficiency.

Sleep disorders, such as insomnia, are widespread in breast cancer patients. For women suffering from breast cancer, this clinical syndrome has many physiological and psychological consequences. Insomnia can be treated both pharmacologically and using cognitive behavioral therapy. The benefits of psychotherapy treatment include the ability to prevent the risk of drug interactions by nonoverloading cancer patients with additional pharmacological treatment. In addition, cognitive behavioral therapy makes it possible to simultaneously work with a wide range of somatic problems, such as, for example, fatigue and pain (Fiorentino & Ancoli-Israel 2006). According to the study (Quesnel, Savard & Simard, 2003), treating insomnia with cognitive behavioral therapy helped breast cancer patients sleep better and for longer periods while also significantly improving their mood, and quality of life (general and cognitive), as well as reducing general and physical fatigue. We observe similar results in other works (Ma, Hall & Ngo, 2021). Some significant facets of the application of cognitive behavioral therapy for the management of insomnia in breast cancer patients are addressed in the theoretical meta-analysis from 2016 (Aricò, Raggi & Ferri, 2016). They include, in particular, a reduction in menopausal symptoms, a decrease in pharmaceutical usage, as well as a reduction in anxiety and depression levels. At the same time, such improvements in sleep quality persist for a long time (up to 1 year) and are statistically significant.

The effectiveness of cognitive behavioral therapy for breast cancer patients was also compared with other types of psychological interventions. Group training in relaxation and guided imagery has been found to work better with sleep quality and fatigue reduction, while cognitive behavioral group therapy was more effective in reducing health-related external locus of control (Cohen & Fried 2007).

There are different types of psychological interventions based on a humanistic-existential approach. In particular, mindfulness-based therapy, supportive-expressive therapy, experimental-existential therapy, and cognitive-existential therapy are often used in the treatment of cancer patients (Vos, Craig & Cooper, 2015). This type of psychological intervention can be useful for finding meaning in life, coping with existential problems, increasing social support, improving relationships, and expressing and managing disease-related emotions.

Existential group psychotherapy is a classic approach in the psychotherapy of cancer patients. Within the framework of this direction, it is also possible to distinguish various types of psychological interventions. Thus, in the work of L. Grassi and colleagues (Grassi, Sabato & Caruso, 2021), short reorientational and existential group psychotherapy for breast cancer patients is considered. This approach combines methods from cognitive-analytic psychotherapy and meaning-centered psychotherapy. Several significant motivations that recur in breast cancer patients' experiences were identified through analysis of session transcripts and letters participants wrote after therapy. They included: feelings of stigmatization and loneliness, guilt, nostalgia, and "revival". In particular, the letters highlighted the themes of togetherness, gratitude, and acceptance. This work confirms the importance of qualitative methods of analysis for researching the effectiveness of psychological interventions in work with cancer patients because they make it possible to study the psychological reality of people suffering from cancer and to identify constructs on which further quantitative research can be focused.

Interpersonal therapy is effective in enhancing the quality of life in breast cancer patients who also exhibit symptoms of anxiety and depression (Belay, Labisso & Tigeneh, 2022). The intervention program's implementation, with a total duration of 4 to 6 sessions, resulted in a significant reduction in anxiety and depression among cancer patients and an overall improvement

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in quality of life in many areas (in particular, in physical well-being and aspects related to health).

The effectiveness of meaning-based group therapy was compared to supportive group therapy and the lack of any psychological interventions in the work of Spek and colleagues (van der Spek, Vos & van Uden-Kraan, 2017). In terms of enhancing personal meaning, psychological well-being, and psychological adjustment to the disease, meaning-based group therapy was found to be much more helpful for breast cancer survivors than supportive group therapy. This kind of psychological intervention also helps to lessen psychological distress over the long run.

Another study (Vos, Craig & Cooper, 2015), which compared the effectiveness of existential group therapy and a social support group for women with breast cancer, did not find significant improvements as a result of the use of these types of psychological interventions. At the same time, the authors report positive changes in body image and recreation, but these changes did not depend on the type of interventions.

The psychological well-being of cancer patients, particularly those with breast cancer, can be also affected by positive psychotherapy. For example, the results of the study by R.P. Meibodi and colleagues (Meibodi, Meftagh & Shahangian, 2021) showed that for women with breast cancer, this type of psychological intervention is effective in increasing the level of happiness, strength, satisfaction, benevolence, and semantic dimensions of life. The outcomes of earlier research on this subject are supported by this result. Thus, it was noted in a previous study (Dowlatabadi, Ahmadi & Sorbi, 2016) that the examined impact of group positive psychotherapy on the psychological well-being of breast cancer patients that this type of intervention aids in lowering psychological stress and enhancing overall health due to the improvement of depressive symptoms.

Treatment for breast cancer patients frequently includes cognitive-existential group therapy. Integrated, holistic, and comprehensive, it combines the existential dimension with

medical care. Cognitive-existential therapy considers a person's physical, psychological, social, existential, and spiritual dimensions (Gagnon, Fillion & Robitaille, 2015). Studies (Kissane, Bloch & Smith, 2003) examining the efficacy of this strategy for women with early-stage breast cancer revealed that three years of cognitive-existential group therapy can help cancer patients experience less psychological distress, anxiety, and depressive symptoms. In addition, women who received psychotherapy showed improvements in family functioning. The effectiveness of this type of treatment, according to the authors, depends on how group members and therapists interact as well as on the group's overall dynamics and the psychotherapist's education and experience.

Early studies report significant effects of group therapy for breast cancer patients. D. Spiegel and colleagues (Spiegel, Morrow & Classen, 1999) reported that about the beneficial effect of supportive-expressive group therapy on symptoms of anxiety and depression in women with metastatic breast cancer, and, as noted by the authors, the obtained result did not depend on the stage of the disease. Another study (Van Der Pompe, Duivenvoorden & Antoni, 1997) found that patients with breast cancer who got short-term existential group therapy had lower levels of pro-inflammatory markers in their blood (cortisol and prolactin, NK cells, CD4 cells, and CD8 cells).

A relatively small number of studies are devoted to the effectiveness of the psychodynamic approach in psychotherapy of breast cancer patients. This type of therapy can be effective for understanding psychological conflicts and determining mental disorders in cancer patients, as well as for planning useful psychological interventions (Straker, 1998).

According to M.E. Beutel and colleagues (Beutel, Weißflog & Leuteritz, 2014), short-term psychodynamic psychotherapy can treat a wide range of depressive disorders in patients with non-metastatic breast cancer. In addition, this type of psychological intervention improved the functional quality of life of

women with breast cancer. The authors also highlight certain limitations of the study, which include delayed post-therapy assessments and a high dropout rate. In addition, a number of studies (Weissflog, Braehler & Leuteritz, 2015) have also found that short-term psychodynamic therapy can significantly reduce symptoms of depression, as well as fatigue in breast cancer patients. Psychodynamic therapy has also been shown to reduce fear of death, depression, and feel of loneliness significantly in breast cancer patients, and the effects were maintained for two months following the completion of the sessions, with no reversion to baseline clinical indicators after that (Abed, Hossein & Shahrbanoo, 2020).

When comparing the effectiveness of short-term psychodynamic therapy with scheme therapy for women with breast cancer, it was found that the second one makes a stronger contribution to the development of psychological capital (Alizadeh, Mirzaian & Abbasi, 2022). At the same time, both psychotherapeutic approaches maintained their influence on psychological capital during the six months.

Transactional analysis shares many features with psychoanalysis. There are a few studies devoted to the efficacy of this approach in the treatment of breast cancer patients. For example, the work of E. Aydin (Aydin, 2008) describes the results of a transactional interpretation of a biographical narrative in an interview with four women who were diagnosed with breast cancer. The author identified six main characteristics of cancer patients, as well as four stressful factors (including breast cancer) that occurred in their lives. It is assumed that using found script beliefs and defense mechanisms within the context of a transactional approach would help breast cancer patients grow personally and improve their psychological state. There are other methods of psychotherapeutic interventions that are used in the therapy of cancer patients, but they do not belong to the three main approaches discussed earlier. For example, one paper showed the positive effect of psychotherapy with musical intervention on the quality of

life of patients with breast cancer undergoing radiation therapy. This was also accompanied by a significant reduction in symptoms of anxiety and depression. In addition, the results of using this type of therapy were reflected in relevant biological indicators, in particular, in markers of oxidative stress and inflammation (Zepegno, Kregli & Ferrante, 2021).

Telephone counseling of cancer patients by nurses with appropriate psychological training also has its specificity. This type of counseling allows providing clients with psychological, social, and informational support. Based on the results of a meta-analysis of 16 studies (Suh & Lee 2017) devoted to telephone counseling of cancer patients, it was determined that adopting this type of therapeutic intervention resulted in a significant decrease in cancer symptoms and mental distress among cancer patients. At the same time, cancer patients improved their health-related quality of life and increased their ability to self-care. The authors note that a more significant effect was observed in those works that included a control group and was based on strong theoretical foundations. A recent study in which the effects of telephone counseling were studied on a sample of breast cancer patients undergoing chemotherapy (Nazarpour, Mohammadipour & Mohammadi, 2021) showed that this type of psychological intervention has a positive effect on the empowerment of cancer patients. This, in turn, helps with adaptation to the diagnosis and treatment of the disease and reduces the intensity of both general and specific symptoms of cancer.

An interesting method of psychological intervention, which is sometimes used in work with cancer patients, is counseling based on reflective writing. However, due to the limited number of studies that have been committed to this method, its efficacy for breast cancer patients has not yet been demonstrated incontrovertibly. Thus, in the study by M.F. Amleh and colleagues (Amleh & Jondi, 2021), which included 15 cancer patients in the experimental group, it is reported that there is a difference in the severity of mental disorders in women with

breast cancer before and after the implementation of the counseling program. The authors also note that such sociodemographic indicators as the level of education and socioeconomic status are associated with the level of mental disorders in women with breast cancer.

Short-term integrative counseling also proved to be effective in improving the psychological well-being of breast cancer patients (Kiley-Morgan, Thompson & Shravat, 2021). In particular, after the implementation of this intervention, cancer patients experienced a statistically significant decrease in symptoms of anxiety and depression and an increase in self-esteem. In addition, during the qualitative analysis, the authors identified three main themes that arose from cancer patients during counseling: acceptance, awareness, and moving forward.

Psychotherapy of cancer patients involves dealing with fatigue. A meta-analysis of T.D Vannorsdall and colleagues (Vannorsdall, Straub, & Saba, 2021) showed that exercise has a stronger effect on cognitive, physical, and general fatigue associated with cancer than psychotherapeutic interventions. The authors note that further research is needed to determine the most effective forms, duration, and intensity of exercises.

Psychotherapy based on the body-mind-spirit principle (BMS therapy) is aimed at healing and personal growth (Sreevani, Reddemma & Chan, 2013). Within this approach, the client is considered as a whole. In contrast to traditional psychotherapy, which primarily concentrates on life history and thought analysis, BMS therapy gives attention to the relationship between a person's mental, physical, and spiritual experiences. Body-mind-spirit therapy can include a wide variety of techniques, including mindfulness, yoga therapy, hypnosis, meditation, nutritional and health counseling, EMDR, along with biological and neurobiological feedback. Psychotherapy typically involves active mental engagement, meaning the therapist focuses on the client's thoughts, feelings, goals, and memories. However, in the modern world, there are more and more psychotherapeutic

approaches that arouse the interest of researchers and practitioners. For example, body-oriented psychotherapy is based on the principles of somatic psychology and works with the mind-body connection. Transpersonal psychology, on the other hand, focuses on a person's spiritual realm.

In another study (Hsiao, Jow & Kuo, 2012), it was shown that group therapy based on the BMS principle for women who survived breast cancer treatment promotes an active search for the meaning of life and opportunities for personal growth, and its effectiveness was higher than psychoeducational measures. In addition, this type of psychological intervention helped to stabilize the neuroendocrine regulation of cortisol in response to everyday stress.

Psychotherapy for cancer patients occasionally makes use of Stanislav Grof's transpersonal approach, which was developed in the 1960s. Transpersonal psychotherapy is based on the empirical experience of non-traditional and esoteric teachings that focus on the so-called phenomena of altered states of consciousness. Although the effectiveness of this method does not have a sufficient evidence base, it sometimes appears in studies of psychological interventions for cancer patients. For example, a 2021 article by Iranian scientists (Sajadian, Zaharakar & Asadpour, 2021) reported the beneficial effects of transpersonal psychotherapy on reducing fear of recurrence among breast cancer survivors. In addition, the authors report a significant difference in the constituent components of the recurrence fear (triggers, severity, psychological distress, coping strategies, functional impairment, and understanding) between the control and experimental groups. Reducing the fear of recurrence improves the stress state of cancer patients who have survived breast cancer treatment, and therefore contributes to improving the quality of life.

The works that we reviewed earlier were mainly concerned with individual psychotherapy. However, it has been proven that group therapy has a beneficial effect on the mental health of patients. A recent study (Rosendahl, Alldredge & Burlingame,

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2021) presented a meta-analysis of works published over the past 30 years, which focused on the effectiveness of group therapy, in particular, for cancer patients. The authors conclude that group therapy has the same effect on patients' mental health as individual therapy. In addition, the importance of feedback and cohesion in the therapeutic group to achieve better results is emphasized.

Group psychotherapy for breast cancer patients can also be effective in an online format. Thus, the study of the quality of life of cancer patients during the Covid-19 pandemic (Abuladze, Cholikidze & Esakia, 2021) focused on the problem of the impact of social distancing caused by quarantine on the psychological state of women with breast cancer and cervical cancer. The authors claim that 3-month online group psychotherapy had a positive effect on the physical, cognitive, emotional, and social functioning of cancer patients under the conditions of Covid-19. At the same time, a statistically significant difference between the indicators before and after psychotherapy was present in the group of women with breast cancer. The authors noted that for a correct interpretation of the results, the found patterns require additional research and an increase in the sample size.

Conclusions

Psychological assistance is an integral part of the treatment of breast cancer patients. In addition to improving the psychological state, psychotherapeutic interventions allow influencing the physiological factors associated with the disease: reducing fatigue and pain, lowering the level of stress hormones, and modeling immune function.

Psychotherapeutic approaches that appear in works devoted to psychological assistance to cancer patients fall into three main directions: psychodynamic, existential-humanistic, and cognitive-behavioral. However, there are other methods of psychological interventions that do not belong to any of these direc-

tions but have also demonstrated effectiveness in the treatment of cancer patients. Choosing the optimal type of psychotherapeutic interventions for each breast cancer patient is a necessary step to achieving the greatest effectiveness of treatment. The type of psychotherapy may depend on the ultimate goal of interventions (stress management, personal growth, interpersonal relationships, improvement of quality of life, overcoming anxiety and depression, etc.), on the preferred form of interaction with the therapist (individual or group sessions), on the stage of treatment (newly established diagnosis, surgical intervention, chemotherapy, recurrence, remission, etc.) and from the psychosocial characteristics of the cancer patient.

According to the theoretical analysis, the most studied psychotherapeutic approach, which is utilized with cancer patients and has multiple proven effects, is cognitive-behavioral therapy. It is recommended to be used in the early stages of treatment for adaptation to the disease, stress management, development of effective coping strategies, and overcoming treatment anxiety. Cognitive behavioral therapy works effectively with sexual dysfunction, insomnia, as well as with fatigue, and pain associated with the disease. The existential approach, in turn, can be used at any stage of treatment to solve deeper psychological problems, such as fear of death, search for the meaning of life, interpersonal relationships, expression and overcoming of emotions related to the disease, etc. Both group and individual therapy are effective. The psychodynamic approach is less studied from the point of view of psychotherapy for breast cancer patients, but it has proven effective in reducing anxiety and depression.

When determining which type of psychological intervention is most effective in working with a particular breast cancer patient, faster and more stable results can be achieved, which will positively impact the treatment process and the quality of life of breast cancer patients.

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Нефедова Тетяна. Ефективність психотерапевтичних втручань у роботі з онкопацієнтами з раком молочної залози.

Мета статті – здійснити теоретичний огляд методів психологічної допомоги хворим на рак молочної залози, описати оптимальні шляхи їхнього застосування в роботі психотерапевта з урахуванням особливостей пацієнтів та специфіки їхнього захворювання.

Методи та методику дослідження. Для розв'язання поставлених завдань були застосовані такі теоретичні методи дослідження: категоріальний та структурно-функціональний методи, а також аналіз, синтез, узагальнення, систематизація, порівняння.

Результати дослідження. На основі проведеного теоретичного аналізу було виділено три основні психотерапевтичні підходи, які найчастіше застосовуються в роботі з онкопацієнтами з раком молочної залози: когнітивно-поведінкова, екзистенційна та психодинамічна психотерапія.

Встановлено, що методи психологічного втручання, які використовуються в рамках даних підходів, мають доведену ефективність і сприяють покращенню психологічного стану та якості життя пацієнтів, а досягнені результати зберігаються тривалий час після завершення терапії. Проте комплекс ситуацій, в яких їх варто застосовувати, може відрізнитись залежно від мети психологічного втручання, етапу лікувального процесу та психо-соціальних

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особливостей клієнта. Відтак, визначено, що когнітивно-поведінкову терапію оптимально впроваджувати на ранніх етапах лікування раку молочної залози для формування адаптивних копінг-стратегій, сприяння психологічної адаптації до захворювання, стрес-менеджменту, подолання тривоги перед лікуванням, зниження втоми та болю, моделювання імунної функції, подолання інсомнії та сексуальних розладів. Екзистенційна терапія, своєю чергою, характеризується більшою ефективністю у вирішенні міжособистісних проблем, в сприянні особистісному зростанні та пошуку сенсу життя, подоланні екзистенційних страхів, посиленні соціальної підтримки, полегшенні вираження та керування емоціями, що пов'язані з захворюванням. Визначено, що цей вид психотерапії може використовуватися на будь-якому етапі лікування, залежно від запиту клієнта, і має перевагу перед іншими в форматі терапевтичної групи. Психодинамічна психотерапія є найменш вивченим підходом, який застосовується в роботі з онкопацієнтами з раком молочної залози. Головна мета даного виду інтервенцій – подолання внутрішніх конфліктів клієнта, зниження тривоги, депресії та втоми, пов'язаної із захворюванням.

Окреслено різницю між психотерапією та психологічним консультуванням у роботі з онкопацієнтами з раком молочної залози. Проведено порівняльний аналіз ефективності психотерапії та груп соціальної підтримки. Описано новітні підходи для психотерапії онкопацієнтів з РМЗ.

Висновки. *Виходячи з результатів теоретичного огляду, вибір оптимального методу психотерапевтичного втручання для онкопацієнтів з раком молочної залози сприятиме швидкому досягненню результату та його стабільності впродовж тривалого часу після завершення терапії. В кожному конкретному випадку рекомендований вид терапії залежатиме від низки факторів: етапу лікувального процесу та стадії захворювання, запиту пацієнта, його поточного психологічного стану та психо-соціальних характеристик.*

Ключові слова: *онкопацієнт, онкозахворювання, рак молочної залози, психотерапія, когнітивно-поведінкова психотерапія, екзистенційна психотерапія, психодинамічна психотерапія, психоонкологія.*

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Understanding the Poetry as a Complex Analytical and Synthetic Process of the Cognitive Sphere of the Personality

Розуміння поезії як складний аналітико-синтетичний процес когнітивної сфери особистості

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ABSTRACT

The purpose of our research was to conduct an empirical study of the psychological characteristics of future philologists of contemporary poetry and to assess the development of personal qualities of students who are the part of the structure of reading competence and, in our opinion, will facilitate students' understanding of poetry to develop their ability to reflect their mental states, goals and speech-thinking competence, creative imagination, richness of associations, awareness of one's own experiences, the ability to in-depth analysis and commenting on poetry.

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 experimental method was the method of organizing empirical research.

The results of the research. It was proved that the most common reasons for the difficulty of understanding poetry had been: surreal poetics; postmodern poetics; original and unusual worldview; deliberate outrage; intellectual beginning; high symbolism of images; high subjectivity; complex philosophical load; accumulation of worlds; mental unusualness; intertextuality; experimentalism; complex, metaphoric imagery; associative multifacetedness of semantic series; complex subtexts; guidelines for the destruction of poetic form and providing experiments with it; presence of reminiscences; complex allusions; intuitive grasp of Ukrainian archaisms; speech experiments; outdated and complex vocabulary; unusually large proportion of obscene vocabulary; a large number of author's innovations in poetry.

Conclusions. We interpret the understanding of the text as a complex analytical-synthetic process, which ends with penetration into the deep semantics of some message. It was shown that understanding had taken a place on two

levels – on informational-cognitive one and on the semantic level. We offer the criteria for understanding the content of the message, which are related to the processes of extracting and generating the meaning of the text. We proved, that the main criterion of understanding the poetry is the restoration of the meaning of the original message, the construction of its internal semantic structure, which is characterized by the criteria of depth and completeness of understanding.

Key words: *understanding the poetry, the analytical-synthetic process, the cognitive sphere, the ability to reflect, mental states, speech-thinking competence, creative imagination, richness of associations, awareness of one's own experiences, the ability to in-depth analysis.*

Introduction

Over the past decades, the problem of text comprehension remains in the focus of attention of a significant number of Ukrainian and foreign researchers, and the multifaceted nature of this phenomenon attracts various scientific schools (Івашкевич, Ер. & Комарніцька, 2020). In the philosophical paradigm the problem of understanding is highlighted in a view of the place of the specified phenomenon in the cognitive activity of the individual (Максименко, Ткач, Литвинчук & Онуфрієва, 2019), in the aspect of the correlation with other fields of knowledge, as well as the differences between explanation and understanding (Drigas & Karyotaki, 2017). Understanding is interpreted as a concept which has been derived from the conceptual world of the subject (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, Er. & Hupavtseva, 2020), relationships between different subjects (Ferdowski & Razmi, 2022), features of the object or the way of its description (El-Zawawy, 2021; Hogan, Adlof & Alonzo, 2014). In the philosophical realm the dominant place is occupied by so called constructivist concepts having been focused on the methods of describing the mechanisms of understanding, such as from a word to the whole text (Ivashkevych, Er., Perishko, Kotsur & Chernyshova, 2020), from one level to another one.

Some researchers (Murphy, Melandri & Bucci, 2021; Mykhalchuk & Khupavsheva, 2020) consider the understand-

ding of an artistic text as a creative-ontological phenomenon that introduces the text into the system of socio-cultural types of communication, through the actualization and the creation of its meanings, which are amplified in the resonant field created as a result of "the overlay" of a socio-cultural context and subjective world of the recipient. The researcher reveals the creative component of understanding, which has some signs and characteristics of self-organization, the energy of which is formed in the field of resonance of the meanings of the text and the content of the reading context (Mykhalchuk & Ivashkevych, Er., 2019).

In the modern linguistic researches (Greco, Canal, Bambini & Moro, 2020) *understanding* is interpreted as a procedure of comprehension or generation of meaning and does not fit into the subject-object cognitive scheme, since cognition does not generate the need for understanding, but, on the contrary, the need for understanding leads to cognition. So, in linguistic literature the tendency to universalize the concept of "understanding" is rather natural (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001).

The understanding of the text in the History of Hermeneutics was reflected in researches of modern psychologists (Ivashkevych, Ed. & Onufrieva, 2021; Mykhalchuk & Ivashkevych Er., 2021). We understand Hermeneutics as understanding the interpretation of the subject perceiving the artistic text, which is based on the imagination and intuition of the recipient, which allows him/her not only to reveal the author's intention, but also to feel the process of creating the text. The general theoretical positions of Hermeneutics and the approach to understanding as the actualization of reflection are presented in the research of scientists (Gathercole, Pickering, Ambridge & Wearing, 2004). The process of understanding as the construction of meanings takes place through the actualization of reflection, the most important source of the person's experience that allows the individual to improve his/her personality.

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In such a way we distinguish some main psychological approaches which help pupils to understand English texts. The first one is the approach of Hermeneutics. It recognizes perceiving the novel in the interpretation of the subject, being based on the imagination and intuition of the recipient, that allows him/her not only to reveal the author's idea, but also to feel the process of creating the text. General theoretical backgrounds of hermeneutics and the approach to understanding as the actualization of reflection will be presented in our further articles. The process of understanding how to build meanings occurs by actualizing reflection, the most important source of the person's experience that allows a person to improve his/her personality.

We understand this process as *the method of interpretive type*, which is based on the statement that hermeneutics – it is the science of understanding texts and, at the same time – *the activity of understanding*. In hermeneutics the verbal aspect of understanding is seen as the art of finding the hidden meaning in the text in the direction from understanding to explanation, and vice versa. It is the science not about the means of comprehending the directly perceived text but of the hidden interrelationships and determinants that form a more general context, and through the disclosure of which the directly perceived one becomes clear. Hermeneutics remains the most theoretically developed concept of studying the personified product of human creativity – that is the text.

The next approach is *psycho-linguistic one*. It studies the comprehension of the text which is directly connected with the understanding of the person's speech. We formulated the main aspects, which in subsequent psycholinguistic and cognitive studies were explained in the following aspects: 1) the activity basis of speech, such as its extralingual characteristics; 2) internal speech or universal subject code; 3) the concept of meaning and significance (Cui, Wang & Zhong, 2021; Engle, 2002; Hamedi & Pishghadam, 2021).

The cognitive approach a main one for building up a monologue-story. The defining feature of the cognitive approach for the study of comprehension was the position that language was only a small part of the holistic phenomenon that speakers are trying to learn. The process of cognition is based on the complex interactions of memory processes, physiological characteristics of a man, his/her knowledge of the world, the social context of utterances, ways of interaction of all the activities of the individual in general and the organization of all types of knowledge in particular (Falé & Costa, 2016; Mykhalchuk & Bihunova, 2019).

The movement from meaning to sense determines the very process of understanding, in which we identify **several integrated stages** that have semantic independence: a psychophysiological perception of a physical sign (a word, color, spatial form); a recognition of meaning (as "a friend" or "a stranger"); understanding its recurring (general) meaning in language; understanding its significance in the specified context (near or far); active-dialogic understanding (agreement – disagreement), such as the evaluative moment in understanding.

As we can see, the result of understanding is the meaning as certain knowledge having been included into the existing system of knowledge or related to it. Meaning as the ideal mental model is created by the subject in the process of understanding the text, and the components of meaning are the following cognitive substructures: knowledge, views, sensory images, mental models constructed by the subject in previous acts of understanding. They include all basic components of the experience of the individual, accumulated in the process of his/her vital activity.

So, the **purpose** of the experiment was to conduct an empirical study of the psychological characteristics of future philologists of contemporary poetry and to assess the development of personal qualities of students who are the part of the structure of reading competence and, in our opinion, will facilitate students'

understanding of poetry to develop their ability to reflect their mental states, goals and speech-thinking competence, creative imagination, richness of associations, awareness of one's own experiences, the ability to in-depth analysis and commenting on poetry.

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 experimental method was the method of organizing empirical research.

The research was carried out using a sample method (using a questionnaire) (Михальчук, Івашкевич Ер. & Набочук, 2020). Also we used the method of annotated reading (Илляшенко, 1980). The application of this technique involved solving the following tasks: 1) to develop the criteria to understand poetry for students; 2) to determine the levels of understanding of future philologists of poetic texts. In order to solve the above mentioned problems the authors' methodology was used, which is based on the reception of annotated reading and written feedback from the side of two subjects. Poetry was chosen for the analysis, which was too small in volume, but represented a finished thought in general.

Results and their discussion

We think, that the term "understanding" includes: 1) decoding; 2) translation of external language into internal one; 3) interpretation; 4) understanding as the assessment; 5) comprehension of the unique information; 6) understanding as the result of explanation; 7) understanding as a synthesis of integrity. Thus, we combine understanding as a method and as a mental process. In such a way we believe that the process of understanding can be present at any level of cognition and with almost any material from some experimental data to theoretical ideas.

There are two most important aspects in the phenomenon of understanding: 1) in a case we provide a research of understanding as a mental process and it is necessary to determine the relationships between the understanding and cognition, thinking and knowledge. In such a way it is possible to establish how to organize the process of cognition of the subject and to supplement mental actions and their generate meaning; 2) it is important to identify the structure of personal attitudes of the subject as a component of the functional mechanism of social thinking, which amplifies understanding. Thus, we found the dominant signs of understanding: in a case of understanding anything we always go beyond clear facts, include them into more broader context; if we'd like to understand we have to correlate what is clear with our notions of what is right, that is, to compare these facts it's important what we understand with all general aspects of the subject. Thus, the researcher considers understanding as a process and a result of generating meaning. In such a way the meaning is manifested in the personal, cognitive and emotional aspects to the object of understanding. The author considers knowledge to be psychological preconditions and the basis of understanding.

To understand the subject of a recognizable object requires four conditions of understanding: purposeful ones (correspondence of the goals of the person who understands), mnemonic conditions (presence in the memory of previous knowledge of the person who understands), empathic ones (personal attitude to the partner of communication) and person's compliance because of some way of communication.

The research was organized on the basis of philological faculties of Rivne State University of the Humanities and The International Economic-Humanitarian University named after S. Demianchuk (Rivne, Ukraine) during 2020–2021 years. The study involved students of 1-2 and 3-4 courses of philological specialties of these educational institutions, a total number of students was 552 people (including 504 girls and 48 boys; among

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them there were 325 students of Rivne State University and 227 students of The International Economic-Humanitarian University named after S. Demianchuk).

The research was carried out using a sample method (using a questionnaire (Михальчук, Івашкевич Ер. & Набочук, 2020)). The purpose of the research was to assess the relevance of the research of psychological features of understanding of contemporary poetry by future philologists on the basis of questionnaires; to provide clarification of a general picture of students' awareness of contemporary poetry, their attitude to poetry as a genre, to its individual types, to different poets, poetic means; determining the personal position of the student in understanding poetry and establishing personal interest in the reflection of their skills and abilities; finding out the reason for making certain evaluative judgments.

The main *tasks* were: to outline the range of reading interests of students, to study their attitude to poetry, reading activity, poetic creativity; to clarify empirically typical difficulties in understanding poetic works by students; to analyze the peculiarities of students' awareness of the content of the concept of "understanding of a poetic text"; to find out whether students have a desire to improve the process of understanding contemporary poetry for their own professional development. In general, these tasks have the aim of studying the reading competence of students in general and to analyze many aspects of understanding poetry in the context of their reading activity.

The methods and the procedure for conducting the research. Students were asked to answer the questionnaire (28 questions). At the time of providing our research, all students had completed general courses in psychology, linguistics and literary studies. The blocks of questions were formulated according to the objectives of the research. The time of doing the task was not limited. On average, students worked with the questionnaire for 20-30 minutes.

In the instructions students were asked to choose the answer that suits their preferences best of all, or give their own answer to these questions.

The questionnaire actually consisted of three parts. The first block of the questionnaire included questions (1–11), which made it possible to find out readers' preferences (questions № 1, 2), the specifics of independent preparation of students for literature classes (questions № 3, 4), students' inclination to poetic creativity (questions № 5), age dynamics of interest in reading poetic works (questions № 6, 7), students' assessment of poetry, which is in the program of the university (question № 8), as well as the range of students' reading preferences for prose and poetry (questions 9, 10), the sphere of their communicative activity in the process of exchanging impressions from the poetry having been read (question № 11).

The second part of the questionnaire (questions 12–23) made it possible to assess students' reading competence, in particular the criteria for individual selection of poetic works for reading (questions № 12, 17), the reasons for difficulties in understanding poetry (question № 13), the dependence of poetry on its subject matter, the content and the form (questions № 14, 15), the thematic preferences when choosing poetry (question № 16). Much attention was paid to clarifying the essence of the concept of "understanding a poetic text" (questions № 18–23).

In order to establish the peculiarities of the content of the associative series of the word "poetry", we organized an associative experiment. It was based on the method of multiple free associations, according to which the respondent in response to the stimulus was not limited to one word, but recorded the maximum number of reactions. Many years of the experience in conducting associative tests show that only rare associations are unique, most of the answers are typical. During severe time constraints, respondents usually give the most typical answers, increasing the time leads to increasing in their diversity and to the emergence of unusual and even unique associations. Individual dif-

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ferences between students, such as gender, age, nationality and additional educational activities, were not taken into account.

The word "poetry" was chosen as a stimulus. Its associative field is characterized by a wealth of connotations behind the word and it was associated with the internal lexicon of philologists. It was important for us to see how "poetry" manifests its semantic autonomy in the minds of students, reproducing the "other reality" associated with the world around them through many associative channels.

The aim of this stage of the research is to update all the groups of associations on the topic of "contemporary poetry" and to conduct a comparative analysis of the language series with the meaning of "poetry" in the group of readers; to find out the attitude of the respondent to the concept of "poetry", expressed by means of the native language.

To achieve this goal the following tasks should be solved: to determine the quantitative and qualitative characteristics of the associative field of the stimulus "poetry" by students; to find out the specifics of the semantic field and the lexical content of the associative series within the meaning of the word-stimulus "poetry"; to identify the main semantic categories of associations to the word "poetry"; to compare quantitative and qualitative indicators of the results of the statement "contemporary poetry" for the formation of control and experimental groups of students.

The procedure of the research. Students were asked to write down as many associations as it was possible on the special form that the word "poetry" evoked in their mind.

The task of the analysis of associations was to find out the directions in which the subject of students' speech and thinking activity was built, to reveal deep semantic connections in the process of understanding poetry. The number of associations was considered in our research as a quantitative characteristic of the lexicon, which indicates its volume. The most important for our research is a qualitative characteristic – the indicators

of originality and uniqueness of associations of future philologists (such as the distinction between typical, standard and non-standard associations). On this stage of the experiment we used the method of annotated reading (Илляшенко, 1980).

In the process of selecting poems for this stage of the research the method of expert evaluation was used in order to identify poets whose poetry was simple or difficult to understand. The group of experts (8 people) included: Dr. in Philology P. Kra-liuk (National University "Ostroh Academy", Ostroh, Ukraine), Dr. in Philology E. Solovey (Institute of Literary Studies of the National Academy of Sciences of Ukraine, Kyiv, Ukraine), Dr. in Philology G. Vokalchuk (Rivne State University of the Humanities, Rivne, Ukraine); Ph.D. in Philology D. Kravets (Rivne State University of the Humanities, Rivne, Ukraine).

The list proposed for experts includes Ukrainian poets of the XX-XXI centuries (48 in total). This poetry is studied according to high school curricula and was selected by students in a preliminary survey. Experts were asked to put letters before the names of poets, who are especially difficult to understand, the letter "D", and when the poetry is simple to understand – the letter "S". A number of experts noted the reasons for such assessment of the activity of poets.

Analyzing the results of experts' assessments, we identified four groups of poets by whom there are people whose poetry is difficult to understand: 1) the authors whose poetry is simple (S) to understand (12 poets); 2) the authors whose poetry is simpler than difficult to understand (SD) (15 poets); 3) the authors whose poetry is more complex than easy to understand (CE) (13 poets); 4) the authors whose poetry is difficult to understand (D) (8 poets). Among the poets of this group the author E. Andievska can be considered, according to experts, the most difficult to understand. The value of semantic differential (0.835), which corresponds to the understanding of her poetry, is the highest than the other values of the differentials of the poets who made up this group.

The obtained results confirm out the opinion that how difficult it is our perception of the examples when even experienced readers, including literary critics, give different, sometimes opposite assessments of the same artistic images. The results of the expert assessment are presented in the Table 1 and on the diagram (Fig. 1).

We have to note that the ranks are increased because of the increasing complexity of understanding poetry.

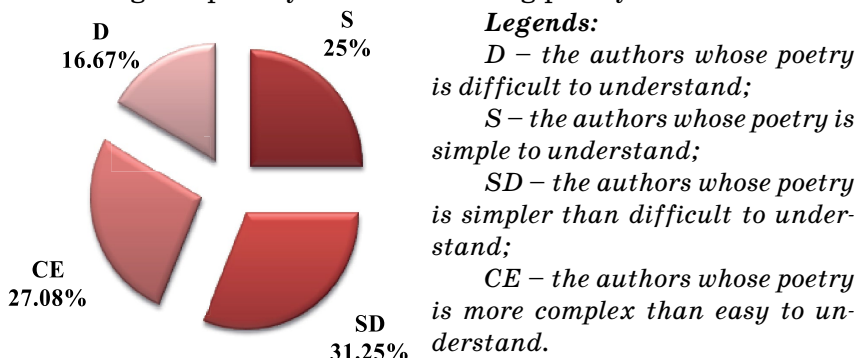


Fig. 1. The distribution of poets according to the complexity of understanding their poetry according to experts' assessment

The most common reasons for the difficulty of understanding poetry, according to experts, were: surreal poetics, post-modern poetics, original and unusual worldview, deliberate outrage, intellectual beginning, high symbolism of images, high subjectivity, complex philosophical load, accumulation of worlds, mental unusualness, intertextuality, experimentalism, complex metaphoric imagery, associative multifacetedness of semantic series, complex subtexts, guidelines for the destruction of poetic form and providing experiments with it, presence of reminiscences, complex allusion,; intuitive grasp of Ukrainian archaisms, speech experiments, outdated and complex vocabulary, unusually large proportion of obscene vocabulary, a large number of author's innovations in poetry, etc.

Table 1

**Experts' assessment of the distribution of groups
of contemporary Ukrainian poets by the complexity
of understanding of their poetry**

The authors whose poetry is simple (S) to understand		The authors whose poetry is simpler than difficult to understand (SD)		The authors whose poetry is more complex than easy to understand (CE)		The authors whose poetry is difficult to understand (D)	
The author	Rank	The author	Rank	The author	Rank	The author	Rank
V. Ellan-Blackytyni	11	V. Vovk	27	V. Neborak	40	E. Andrievska	48
B. Lepkyi	11	P. Tychyna	26	O. Zabuzhko	39	Yu. Tarnavskiyi	47
P. Voronko	10	M. Zerov	25	I. Calynets	38	Yu. Andriuchovych	46
M. Voronyi	8	N. Bilotserkovets	24	B.-I. Antonych	37	B. Boichuk	45
L. Kostenko	8	M. Bazhan	23	V. Barka	36	M. Semenko	44
L. Zabahta	6	Yu. Clen	22	I. Rymaruk	35	S. Zhadan	43
A. Malyshko	6	I. Malkovych	21	V. Tsybulko	34	V. Stus	42
O. Oles	5	O. Vlyzko	20	V. Kolomiets	33	Ye. Malaniuk	41
B. Oliinyk	1	I. Drach	19	V. Polishuk	32		
D. Pavlychko	1	G. Chubai	18	T. Osmachka	31		
V. Symonenko	1	P. Phylipovych	17	V. Svidzinskiy	30		
V. Sosiura	1	Ye. Pluzhnyk	16	M. Iogansen	28		
		O. Olzhych	15	O. Liaturynska	28		
		O. Irvanets	14				
		M. Rylyskiy	13				

In general, experts highlighted literary, linguistic, philosophical, psychological reasons that indicate the difficulty of understanding the poetry. There was also a subjective figurative assessment of poets: "Apostle of literature", "Poet-block"; "Poet-ice", "Poet-space", "Poet-constructivist", "Poet-modernist", "Poet-futurist" and others. Some experts pointed out the importance of dialogical interaction of the reader with the author's world, such as: "The ability to combine the level of reader's knowledge with his/her own authorial experience", "To appeal to the intellectual baggage of the reader", "The need for background knowledge" and others.

Among the reasons for the simplicity of understanding poetry, experts have identified the following ones: traditional, simple imagery; visual, clear symbols; modernism with elements of traditionalism; realism with hints of romanticism; civic issues; transparent content; simplicity due to irony; clear metaphorical; populist in direction; fantastic plasticity and melody of the rhythm; light rhythmic melodies; traditional art world; problems which are close to readers; eternal themes; the author's ability to argue because of the artistic problem; the ability to use the norms of the language and speech in the process of disclosing the idea; contemporary vocabulary; clarity of expression, etc.

Conclusions

So, we define understanding as the integral part of the process of cognition. In such a way we consider it as a multifaceted, complex phenomenon, which includes: the ability to understand anything; the process itself, when the person understands how to penetrate into the essence of certain objects; the state of consciousness of the individual, revealing the essence; the result of this process, including those judgments, conclusions, concepts, views that are explicit for the person as a result of his/her understanding of certain objects.

Understanding is always experienced by the person. His/her emotionality is largely actualized in a case when the under-

standing acquires some expanded character, turns into a search for truth. To our mind understanding is assessed in terms of its truth (because of compliance of these results with the objective reality). True understanding always has a certain degree of its realization, which is characterized by considerable depth, completeness, clarity and validity of some, the most important results. But the truth is not only the result, but also a cognitive process.

We interpret the understanding of the text as a complex analytical-synthetic process, which ends with penetration into the deep semantics of some message. It was shown that understanding had taken a place on two levels – on informational-cognitive one and on the semantic level. We offer the criteria for understanding the content of the message, which are related to the processes of extracting and generating the meaning of the text. We proved that the main criterion of understanding the poetry is the restoration of the meaning of the original message, the construction of its internal semantic structure, which is characterized by the criteria of depth and completeness of understanding. We think that the main criterion of semantic understanding is synthesis, the generation of new meaning, which is based on the so called semantic basis of the text.

In our research we proved, that reading activity was equated with the text in terms of its importance. The meaning is separated from the text and depends entirely on the subjective taste and competence of a particular reader. This approach has been criticized for excessive subjectivism, since the meaning of the text depends not only on the subjective taste and competence of the reader, but also on the co-authorship of the reader and the writer. In this regard, we pointed out that the reader's understanding of the text enriches the text itself. In such a way it is characterized by an active, creative character and can be deeper than the author's understanding from the early beginning.

We also consider the reader as a co-author of the artistic reality created by the writer, who has a certain level of the activity

regarding the perception of the text. Thus, the reader is completely under the influence of the worldview of the writer, and we'd like to emphasize on the creative activity of the reader's imagination, which is able to build meaningful multifacetedness on the content and aesthetic levels of any artistic work. Such a reader sees the inexhaustibility of an artistic text precisely in the possibility of its multifaceted interpretations. We'll analyze these questions in further our research.

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Ногачевська Інна, Гудима Олександр. Розуміння поезії як складний аналітико-синтетичний процес когнітивної сфери особистості.

Мета – здійснити емпіричне дослідження психологічних особливостей розуміння майбутніми філологами сучасної поезії та оцінити розвиток особистісних якостей студентів, які входять до структури читацької компетентності і, на нашу думку, сприятимуть студентам у розумінні поезії. Передусім, йдеться про розвиток у студентів здатності відображати свій психічний стан, цілі та мовленнєво-мисленнєву компетентність, творчу уяву, багатство асоціацій, усвідомлювати власний досвід, здатність до глибокого аналізу та коментування поезії.

Методи дослідження. Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

Результати дослідження. Доведено, що найтипівішими причинами складності розуміння студентами поезії були: сюрреалістична поетика; постмодерністська поетика; оригінальне та незвичайне світосприймання, світобачення, світовідчуття; зумисна епатажність; інтелектуальне начало; поліваріантність та високий символізм образів; висока суб'єктивність; складне філософське навантаження; нагромадження світів; ментальна незвичність; інтертекстуальність; експериментальність; складна образність, метафоричність; асоціативна багатоплановість семантичних рядів; складний підтекст; настанови на деструкцію форми та експерименти з формою; наявність ремінісценцій; складні алюзії; інтуїтивне схоплення української архайчності; мовленнєві експерименти; застаріла та складна лексика;

незвично велика питома вага обценної лексики; велика кількість авторських новотворів.

Висновки. Під поняттям навчальний текст розуміється складний аналітико-синтетичний процес, котрий завершується проникненням у глибинну семантику повідомлення. Показано, що розуміння поезії відбувається на двох рівнях – інформаційно-когнітивному та смисловому. Нами запропоновано критерії розуміння змісту повідомлення, які пов'язані з процесами винайдення та породження смислу тексту. Доведено, що основним критерієм розуміння є відновлення смислу вихідного повідомлення, побудова його внутрішньої смислової структури, що характеризується критеріями глибини та повноти розуміння.

Ключові слова: розуміння поезії, аналітико-синтетичний процес, когнітивна сфера, здатність до рефлексії, психічні стани, мовленнєво-мисленнєва компетентність, творча уява, багатство асоціацій, усвідомлення власних переживань, здатність до глибокого аналізу.

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Psychological Peculiarities of Physical Rehabilitation of Patients with Ischemic Stroke

Психологічні особливості фізичної реабілітації хворих на ішемічний інсульт

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ABSTRACT

The purpose of the research is: to study the characteristics of disorders of psychomotor function and psycho-emotional state of patients with ischemic stroke according to the initial examination; to develop a method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation, depending on the severity of psychomotor functions and features of the psycho-emotional state; to outline psychological essence of biomechanical laws which direct the disorders of the psychomotor function of a personality.

Research methods. There were used the following 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. The methods of functional biomanagement with external feedback are proved to be fundamentally new and promising in physical rehabilitation, having been used with the aim of training physiological or retraining pathologically impaired functions. The empirical data is shown to be obtained corresponding to the goals and tasks of the movement restoration system in the case of various diseases and brain injuries. The strongest stimulator of movement is proved to be so called kinesthetic sense, to reproduce consciously performed movements. Kinesthetic sense is a mean that is a necessary prerequisite for the rehabilitation of patients with ischemic stroke.

Conclusions. The psychological essence of biomechanical laws is defined in relation to the disorders of the psychomotor function of a person: 1) the rule of redistribution of functions of the affected limb; 2) the rule of functional copying of another person's movements; 3) the rule of ensuring the optimum in psychomotor activity.

Key words: *ischemic stroke, physical rehabilitation of patients, psychological essence of biomechanical laws, redistribution of functions of the affected limb, psycho-emotional state of patients, psychomotor activity.*

Introduction

It is well known that one of the basic characteristics of the nervous system is its plasticity that is the ability to form new interneuron connections in the nervous system. The multifunctionality of brain formations is manifested in the paradigm of the ability of the neurophysiological systems of the cortex and subcortex in new specific conditions to assume the functions of the loss of functional capacity of certain structures. Thus, in response to the alternative cessation of regional cerebral blood flow, the central nervous system develops as active structure and, in the most of its actions, facilitates health-generating activity (Malone, Ellis, Currier & Mann, 2006). The ability to restore functions has been lost as a result of damage to the motor cortex (locomotor acts, purposeful movements with the help of a hand (or both hands) of paralyzed people in extreme vital situations). This ability is associated with the activation of motivational structures in the individual's psyche. In this case it means the presence of a low starting barrier and a pronounced motivation in the holographic structure of the brain, which is suffered as a result of a stroke, but preserves integral information in the last parts of the brain (Almeida & Turecki, 2022). The holographic nature of the transformation of the surrounding world and stereotyped psychomotor reactions in a large number of cases allow to maintain an adequate psychomotor stereotype (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021). Under the conditions of presence of more serious volumes of lesions, the psychomotor stereotype adapts for a certain time and then remains in a stable state (Hardeman, Medina & Kozhimannil, 2016).

So, the influence of mental processes through the central and autonomic nervous system on the internal organs, the functioning of which, in turn, is mediated by the activity of the receptor

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apparatus, significantly affect the human psyche (Онуфрієва & Івашкевич, 2021). These relationships are confirmed in the psychosomatic manifestations of a variety of diseases, which include cerebral circulatory disorders (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky, Malone & Mann, 2003). Moreover, the transformation of personality, mental adaptation, etc. take place, to one degree or another one, in any disease, forming a continuous sequence of symptoms, which is called the psychosomatic continuum (Oquendo, Malone, Ellis, Sackeim & Mann, 1999). According to scientists (Харченко & Куриця, 2021; Kharchenko & Komarnitska, 2021), in this continuum cerebral stroke occupies a leading place, second only to paroxysmal arrhythmias and coronary heart disease. In this regard, functional disorders, expressed by different sensations of the disease, can be caused by disorders of mental adaptation, especially if it is manifested in the inadequacy of psychophysiological relationships, somatic health disorders (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden & Aymedov, 2021).

Ischemic stroke is a disease that leads not only to disorders in the psychomotor sphere, to speech disorders, but also to disorders of other higher mental cortical functions: cognitive disorders (decreased memory, intelligence, concentration), emotional and volitional disorders, praxis (disorders that are manifested in the performance of quite complex psychomotor acts in the absence of paresis, disorders of sensitivity, coordination of movements), in the mathematical calculation of numbers (acalculia), disorders in gnostic activity, more often – spatial, disorientation in space and some others (Kharchenko & Vashchenko, 2021). The appearance of such disorders, in turn, does not contribute to the rapid recovery of lost functions as a result of the disease, causing impaired initiation of movements and dysfunction of psychomotor programs (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych, Ivashkevych, Prymachok, Hupavtseva & Zukow, 2020). Patients show symptoms of decreased mental and psychomotor activity,

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anognosia (underestimation of fixed psychomotor defect), passive and indifferent attitude to their psychomotor defect, lack of activity in overcoming it, against which there is a decrease or complete loss of motivation to exercise. As a result, this attitude of the patient to the process of his/her recovery leads to significant social maladaptation, and it is difficult to get out of this state (Khwaja, 2012).

Therefore, the speed of recovery of impaired motor functions largely depends on the psychological state of the patient (Mann, McBride, Malone, DeMeo & Keilp). The development of such processes is largely associated with the localization of certain gaps in the lesion. If the foci of lesions in the frontal area are focused, apathetic-abulic syndrome may develop, which is characterized by a lack of self-motivation (spontaneity), interest in life (apathy), decreased functioning of volitional functions, intelligence and criticism. Restoration of self-care, walking skills in this group of patients is greatly complicated, many of them remain completely helpless in everyday life (Onufriieva, Chai-kovska, Kobets, Pavelkiv & Melnychuk, 2020).

It is well known that the left hemisphere of the brain is the basis of logical, abstract, verbal thinking, a space for the realization of speech functions of the individual. The right hemisphere of the brain is functionally related to the perception and processing of auditory, visual, somato-sensory and motor material of non-verbal nature. In this case, the right hemisphere is characterized not so much by dismemberment and logical analysis of the reality, as the perception of holistic images. It is more characteristic not for conceptual, verbal perception, but for sensory and figurative ones.

According to empirical data (Hayden, Farrar & Peiris, 2014), under the diagnosis of such lesions recovery of psychomotor deficit occurred better for patients with left hemispheric lesions (despite the presence of aphasia) than for patients with right hemispheric localization of the process. According to scientists, this can be explained by concomitant disorders of higher brain func-

tions (spatial-constructive disorders, spontaneity, slowness of mental processes) for patients with right hemispheric localization of stroke. The relationships between the degree of recovery of psychomotor functions and skills (walking, self-care, household and work skills) and the state of emotional-volitional, intellectual-gnostic spheres of personality were empirically confirmed.

It should be noted that comprehensive rehabilitation measures are reflected in the researches of many scientists (Villar, Blanco & del Campo, 2015). There are many different methods of psychodiagnostics, covering all known psychological processes, characteristics and conditions of a man. There are psychodiagnostic techniques as those ones that directly appeal to the consciousness of the respondent (for example, questionnaires). These techniques are called explicit. There are also so-called "implicit" techniques, which have the aim of unconscious human reactions (or projective techniques). The main disadvantage of techniques that appeal to the phenomenon of consciousness is the possibility of intentional distortion of test results (behavioral play), while studies of involuntary human reactions are more reliable. M. Lüscher's color test is one of the most common projective techniques. The advantages of this test are the independence of the results from the age, gender and educational characteristics of the respondents, the ability to identify both stable personality traits and features of the current psycho-emotional state, which is especially important in monitoring the effectiveness of treatment. However, in the analyzed scientific literature we did not find data from studies of the psychological sphere of patients with ischemic stroke using a projective test, in particular, of the Methodology of M. Lüscher (Цветовой тест М. Люшера, 2012).

Thus, taking into account the theoretical and methodological analysis of the scientific literature in our research, there are **the objectives:**

1. To study the characteristics of disorders of psychomotor function and psycho-emotional state of patients with ischemic stroke according to the initial examination.

2. To develop a method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation, depending on the severity of psychomotor functions and features of the psycho-emotional state.

3. To outline psychological essence of biomechanical laws to which disorders of the psychomotor function of a person are subjected.

Methods of the research

Research methods. The following research methods were used to solve the tasks having been set in our research:

Psychological and pedagogical research methods:

1. The analysis of literature sources.
2. The method of psychological and pedagogical observation.
3. Psychological and pedagogical experiment (we used such methods: Роговик, 2013; Харченко & Михальчук, 2022a; Харченко & Михальчук, 2022b; Цвetoвой тест М. Люшера, 2012).

Results and their discussion

Patients showed increased tone in the flexion of the ankle joint and extension of the hip and knee joints. In other muscle groups, the tone was not increased, and in the upper extremities there was a decrease in muscle tone. Muscle strength was statistically significant ($p < 0.01$) decreased in all groups of muscles having been studied.

In a case of the research of the extremities of the unaffected side, the following data were obtained: the volume of active movements was $55.68\% \pm 4.3$ of the appropriate volume of movements and the values are significantly higher (at the level of reliability $p < 0.01$ according to Student's t-test). The rate of passive movements was higher than the affected party (at the level of reliability $p < 0.01$ according to the Student's t-test) and amounted to $63.06\% \pm 3.9$ of the appropriate volume of passive movements and corresponded to the average values for the age group of respondents. The mean value of muscle strength was

$61.28\% \pm 7.3$ – values are statistically significant (at the level of reliability $\rho < 0.01$ according to Student's t-test) of the affected side. Muscle tone on the unaffected side was higher than normal and was $27.9\% \pm 3.6$ of the maximum value (at a confidence level of $\rho < 0.05$ according to Student's t-test).

In a case of the research of the muscles of the unaffected side in this group of patients, 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 ± 0.4 points (41% of maximum) (at a confidence level of $\rho < 0.01$ according to Student's t-test).

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 "plesia + paresis", "hemiparesis".

So, we'd like to propose a method of physical rehabilitation of patients with ischemic stroke at the inpatient stage of rehabilitation, depending on the severity of psychomotor functions and features of the psycho-emotional state.

We'd like to point out that recovery of psychomotor functions occurs mainly in the first 6 months after a stroke. Mean-

while, the peak of recovery occurs in the first 2-3 months after a stroke.

One of the basic tasks of rehabilitation measures for patients with disorders of psychomotor functions is maintaining balance in a vertical position and independent movements of the patient. Considerable importance is given to this process by the patients themselves, who acquire a new degree of freedom in actions and a new social status, which is independent of outside help.

The task of preserving the stability of the body is reduced ensuring that the projection of the general center of gravity on the support surface is maintained. Taking into account the biomechanical features of the vertical posture of a person (small area of support, a high position of the center of gravity, growth of static moments in the joints of the legs in the distal direction), the following methods of ensuring stability of the posture are possible:

- stabilization of the angles in the leg joints (first of all, the ankles);
- stabilization of the body position.

Under the conditions of weakening of the inhibitory of differential influences of the cerebral cortex, the control influence on the motor sphere is restored from the structures of the vestibular-cerebral complex, which are manifested in the simultaneous influence on the formation of a pathological motor stereotype of tonic reflexes: labyrinthine tonic reflex, symmetrical cervical tonic reflex, asymmetrical cervical tonic reflex, grasping reflexes, reflexes from the head to the body and from the pelvis to the body, etc. At the same time, it should be noted that the variety of changes in the motor stereotype in the Wernicke-Mann pose, in our firm belief, is determined by the localization and the size of the lesion. Likewise, there is a significant increase in pathological anti-gravity reactions when the patient moves from a horizontal to a vertical position.

Physical culture, which is used for purely therapeutic purposes, adheres to the principle of "treatment by model", such a

treatment with psychomotor exercises under the conditions of motor functions disorder. So, let's describe the mechanisms of motor recovery.

In the majority of patients after a stroke there is a partial or complete spontaneous recovery of the functions that were disturbed. Thus, we think that by the end of the first year after a stroke psychomotor disorders are observed in only 49.7% of patients, including the most significant ones – in 11.5%. At the same time, the speed and degree of spontaneous recovery depend on many factors, which primarily include the period of the disease (the duration of the stroke), the size and localization of the lesion lacuna.

Also we'd like to note with a great confidence that since the spontaneous recovery of psychomotor functions that had been suffered, significant disorders lead (in the absolute majority of cases) to the formation of compensatory processes that contribute to the development of pathological movement patterns. In such a way the main role in recovery is given to the formation of new psychomotor connections (new movements) with the help of targeted compensatory restructuring of basic body functions.

So, the process of the formation of new movements and motor skills in a great degree is commonly referred to such process, which in the scientific literature is called as "motor reaming". This process, to our mind, is lifelong. The motor capabilities are ontogenetically acquired, being generally denoted by the term "psychomotor skills", while the processes of their purposeful, conscious formation are explained in the concept of "psychomotor training".

The so called motor training (taking into account the traditions of foreign authors) is "reeducation". It is the basic principle followed by the most therapeutic gymnastics methods, which have the aim at restoring motor function disorders due to ischemic stroke.

So, there are various methods of therapeutic gymnastics based on the mechanisms of motor training. These are so-called

"classical methods". They are the methods based on the need of the person to produce isolated movements and subsequently reproduce a complex (or complicated by others) psychomotor action. "Retraining" of each individual muscle and working out the isolated movements were the basis of a system of methodological techniques and physical exercises popular at the time, known as Kenny's sister method. So, retraining includes several consecutives, and some of them are performed by the instructor of methodical techniques. The reception of stimulation involves passive movement of the limb in the exact direction of movements, which is performed when the corresponding muscles are in a relaxed state. Some movements are specially performed without the conscious participation of the patient. Then the patient is informed about the features of the anatomical attachment of the muscle and mentally follows by the movement, which is performed passively. Only after the occurrence of involuntary contractions during purposeful stimulation the patient is allowed to perform fairly active movements. In account with the attractiveness of this method, the issue of denying muscle replacement remains quite controversial, because it is a compensatory reaction of the body.

We also emphasize a slightly opposite point of view on the research of muscular substitution. The scientists suggest to organize psychomotor training in the process of therapeutic gymnastics with the help of so-called "conditional movements". We believe that in the absence of normal proprioception the other ways should be found to strengthen the afferent impulse that causes movements, that is, to form new sensory ways. For this purpose, we suggest performing simple movements with symmetrical limbs at the same time. Movements are performed slowly, rhythmically and are purely stimulating in nature.

We'd like to propose a system of physical exercises in a case of spastic hemiparesis. We think that we'll distinguish between passive, active-passive and purely active exercises, also with the aim of working out the most important isolated movements. Also

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we propose to attach a great importance to the introduction into gymnastic complexes of those techniques that take into account the role of afferent systems (sight, skin and proprioceptive sensitivity, vestibular apparatus, etc.).

In such a way the importance of the patient's active participation in the rehabilitation process is emphasized. We propose to include into the complexes of therapeutic gymnastics exercises with the aim of a clear distinction by patients of all shades of passive and active movements, which are also accompanied by a verbal assessment. According to our point of view, such exercises should enhance muscle and joint sensations, which are necessary for the formation of the patient's ability to perform isolated movements.

The basis of our rehabilitation technique is the dependence of coordinating motor mechanisms on the state of nervous regulation of muscle tone. Therefore, we consider the possibility of restoring any violation of motor control, not suppressing tonic reflexes, but to a large extent those ones that will stimulate the patient's voluntary movements. However, the method proposed by us does not take into account the sequence of the development of the coordinated interaction of static and dynamic skills.

We suggest the use of preserved muscle contractions, modeling and stimulating motor reactions from proximal joints to distal ones. The theoretical justification of this technique implies the presence of functional connections at the spinal level between contractions of various muscles having been involved into the main purposeful movements. Our author's method of rehabilitation is based on motor training that deals with conscious movements of patients with ischemic stroke. Disinhibition of the preserved motor centers is achieved through maximum proprioceptive stimulation, and their coordination is subsequently carried out.

Also, we pay considerable attention to the psycho-emotional state of patients with acute cerebral circulation disorders. We propose to overcome the negative emotions of fear with the help

of parallel inclusion of autogenic training (AT) in the complex of medical gymnastics. Therapeutic gymnastics is performed by us as AT, contributed to the training of the neuromuscular apparatus, training by active relaxation, it stimulates the mobilization of motor reflexes.

Fundamentally new and promising in physical rehabilitation there are the methods of functional biomanagement with external feedback, having been used with the aim of training physiological or retraining pathologically impaired functions. Their effectiveness was proved being created on the basis of these data or obtained empirically, but corresponding to the goals and tasks of the movement restoration system in the case of various diseases and brain injuries. We use the strongest stimulator of movement, so called kinesthetic sense, to reproduce consciously performed movements.

“The classical methods” of medical gymnastics was listed above; they are of great practical and theoretical importance, since the vast majority of scientific issues partially or fully use the methodical recommendations of these authors. However, their general drawback is insufficient attention to the process of ontogenetic development of postural and dynamic functions, as well as insufficient consideration of the features of the psychological state of a person as a result of the ischemic stroke, which are of significant importance for the process of managing restorative measures, as well as for methodological techniques of learning new psychomotor actions, regarding the motivation of patients to the recovery process, to the methods of achieving maximum contact with the patient and increasing the role of his/her motivation in the process of recovery of a motor defect.

Conclusions

So, we described the clinical conditions of positive recovery of motor functions of patients with ischemic stroke. The features of correction of psychomotor disorders of patients with ischemic stroke were outlined. The somatopsychological charac-

teristics of patients with ischemic stroke were given and the features of physical rehabilitation of patients with ischemic stroke were highlighted.

Such disorders of programming control of psychomotor activity and disorders of coordination of the performance of psychomotor activity were distinguished.

As for programming disorders of psychomotor activity of management, it was stated that in the scientific literature management of programs of psychomotor activity and psychomotor activity's plans were distinguished. According to this terminology, psychomotor activity control programs are a stereotyped sequence of commands in the central nervous system that determine the order of innervation of various muscles. Plans of psychomotor activity coordinate several motor programs and adapt them to modern conditions of the surrounding environment. The program of psychomotor activity involves a clear alternation in the facilitation of agonists and antagonists. Such a sequence of muscle activations leads to a smooth, well-directed movement, characterized by the maximum execution of speed reactions. By changing the time intervals between the activation of agonists and antagonists and by modulating the strength of individual muscle activations, it is possible to achieve (within the same motor program of psychomotor activity) different speed and amplitude of this activity.

Such disorders of the coordination of performance of psychomotor activity are characterized by the fact that in the process of the implementation of purposeful psychomotor activity in a certain way muscles are most often involved, which have to be contracted in a certain sequence and with a certain intensity. At the same time, we can note about some tolerance for errors, because more often the same movement result can be achieved due to different contraction patterns, but naturally there are boundaries beyond which psychomotor activity fails.

The desired result of displaying of psychomotor activity depends on a certain form of its performance. The coordination of

the contracting muscles is ultimately done without any involvement of our consciousness. Therefore, it can be argued that such a system with many components, which should be expected to act together quite precisely, is easily susceptible to disturbances. One of the simple forms of disorder of coordination of psychomotor activity can be a kind of over-activity, when instead of clearly coordinated joint acts of different muscles, the muscle tension as a whole increases to a large extent, and at this high level this tension can be modulated with great difficulty in performance of psychomotor activity.

Psychological essence of biomechanical laws to which disorders of the psychomotor function of a person are subjected, was outlined:

1. *The rule of redistribution of functions of the affected limb.*

The functional ability of the affected limb to support body weight is significantly reduced. This is especially noticeable in the single period of support: both the absolute and relative time intervals of the single support function decrease, as well as the duration of the support periods. But this kind of unloading of the sick side must be compensated, because the period of support of the healthy leg increases significantly. The change in periods of support has an obvious consequence; it is the increase in the transfer time on the diseased side, and a reduction of the healthy side.

2. *The rule of functional copying of another person's movements.*

Pathological asymmetry is not beneficial to the body either from the point of view of energy or mechanics. The need to maintain the relative symmetry of the function of the right and left sides of the body leads to the following conclusion: the healthy side of the body (or a limb) has a considerable functional reserve than the diseased one, therefore, the reduction of functional asymmetry occurs by bringing the pattern of functioning of the healthy limb closer to that of the diseased one.

3. The rule of ensuring the optimum in psychomotor activity.

The functioning of all elements of the normal cycle of psychomotor activity is the basis of the individual's physiological optimality. Any deviations from physiological optimality require the inclusion of additional adaptive reserves, which are slightly changed on the affected side. It is possible to provide the patient with optimal functioning due to the functional tension of the healthy side.

Thus, the problem of restoring psychomotor functions of patients with ischemic stroke remains a rather urgent problem today and requires the further development of complex approaches to the correction of psychomotor disorders, taking into account the peculiarities of a mental state of patients who have suffered from ischemic stroke, the activation of the initial motor state, as well as fairly clear step-by-step criteria.

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Харченко Євген, Комарницька Людмила. Психологічні особливості фізичної реабілітації хворих на ішемічний інсульт.

Мета статті: 1) вивчити особливості розладів психомоторної функції і психоемоційного стану хворих на ішемічний інсульт за даними первинного обстеження; 2) розробити методіку фізичної реабілітації

хворих на ішемічний інсульт на стаціонарному етапі реабілітації залежно від тяжкості ураження психомоторних функцій і особливостей психоемоційного стану; 3) на основі отриманих емпіричних даних окреслити психологічну сутність біомеханічних законів, яким підпорядковуються розлади психомоторної функції людини.

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

Результати дослідження. Доведено, що принципово новими і перспективними у фізичній реабілітації є методи функціонального біоуправління із зовнішніми зворотними зв'язками, спрямованими на навчання фізіологічних або перенавчання патологічних порушених функцій. Показано, що отримано емпіричні дані, відповідні цілям і завданням системи відновлення рухів у випадку різних захворювань і пошкоджень головного мозку. Доведено, що найсильнішим стимулятором руху, який свідомо здійснюється, є кінстетичне почуття, актуалізація якого є необхідною передумовою реабілітації хворих з ішемічним інсультом.

Висновки. Окреслено психологічну сутність біомеханічних законів, яким підпорядковуються розлади психомоторної функції людини: 1) правило перерозподілу функцій ураженої кінцівки; 2) правило функціонального копіювання рухів іншої особи; 3) правило забезпечення оптимуму в психомоторній діяльності.

Ключові слова: ішемічний інсульт, фізична реабілітація пацієнтів, психологічна сутність біомеханічних законів, перерозподіл функцій ураженої кінцівки, психоемоційний стан хворих, психомоторна діяльність.

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Facilitative Interaction as the Mechanism of Actualization of «Me-Real» and «Me-Ideal» of a Personality

Фасилітативна взаємодія як механізм актуалізації «Я-реального» та «Я-ідеального» особистості

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ABSTRACT

The purpose of our research is to denote the principles of facilitative interaction in the process of interpersonal communication at lessons, to show the facilitative aspects of students' autonomy, to describe facilitation as a phenomenon of interpersonal communication, to display the nature and genesis of facilitative interaction according to our own empirical researches, to prove that facilitative interaction is the mechanism of actualization of "Me-real" and "Me-ideal" of a personality.

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 pilot study as an empirical method was used in the study.

The results of the research. So, we'd like to show that facilitation is a change in the students' performance during a contact with the teacher or other students. Even the passive presence of the teacher in the classroom greatly activates the students, directs their activity in the correct direction, stabilizes it outside of purposeful actions on the part of the teacher. However, the phenomenon of facilitation has considerable influence only if the teacher is authoritative, referential, recognized. Then, as a result of psychological and pedagogical interaction, various psychological new formations of a personal and interpersonal nature are arisen, which are usually called "changes" or "phenomena".

Conclusions. We proved that one of the significant constructive phenomena of facilitative interaction is a psychological status of the individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-development of the individual. Psychological status characterizes not only the student's real place in the system of interpersonal relationships, but also the position in a class, in family, peer groups. They also depend on the situation how he/she attributes to himself/herself. The need to

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build oneself as a personality, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitative interaction. It is psychological and pedagogical influences which allow the student to realize the difference between "Me-real" and "Me-ideal", without which personal development cannot take place.

Key words: *facilitative interaction, "Me-real", "Me-ideal", psychological new formations of a personal and interpersonal nature, self-development.*

Introduction

In our researches (Khupavtseva & Kurytsia, 2022; Khupavtseva & Lohvina, 2022; Khupavtseva & Vashchenko, 2021) facilitation refers to a personality-oriented approach, expressed in a global sense of trust of a person, in the tendency to personal growth, to the development and realization of his/her individual potential. Facilitation is a key concept of non-directive, client-centered or person-centered psychotherapy developed by C. Rogers (Rogers, 1983). To understand the essence of facilitative interaction, the main principles of C. Rogers' theory are: belief in original, constructive and creative human wisdom; belief into the content of socio-personal nature, which implies the actualization of the constructive personal potential of the individual in the processes of interpersonal communication; the main concepts which are "necessary and sufficient conditions" of interpersonal communication, which contribute to the development of the personality and ensure the implementation of constructive personal changes ("unconditional positive perception of another person", "active empathic listening", "congruent self-expression in the process of communication"); the ideas about the real stages of the group process, which takes place in certain social and personality-centered conditions (Rogers, 1983).

It was very important for our research to distinguish between two types of learning: unconscious and conscious ones. The first type of education is "impersonal one", intellectualized, evaluated from the outside space, aimed at mastering the student's knowledge. Learning of the second type, on the contrary, is self-initiated, personally meaningful, such that has an impact

on the personality as a whole. It is assessed by the pupil in order to ensure the mastery of meanings (or meaning frames) as elements of personally meaningful experience. The main tasks of the teacher are to stimulate and to initiate (to promote) conscious learning (Гончарук & Онуфрієва, 2018).

In the psychological paradigm, facilitation is seen as stimulating the development of people's consciousness, their independence, freedom of choice, rather than an attempt to make people dependent on public opinion. Thus, traditionally, facilitation is analyzed as a change in the effectiveness of the subjects of educational activities (Михальчук & Онуфрієва, 2020). Freedom does not mean permissiveness and release from professional responsibilities. If leading professionals, leaders in education are able to realize their role as facilitators, the educational paradigm will potentially change (Anderson, Liam, Garrison & Archer, 2001).

In the psychological literature it was noted that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc.; a belief in the original, constructive and creative essence of a man as self-worth (Івашкевич & Комарніцька, 2020). The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication (Brophy, 2006). The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes (Donald, Chemelsky & Palmer, 1982). The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue; truthfulness and openness; the acceptance of another person as personally significant one; empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction (Grasha, 1994).

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The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives on content components; learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students.

It was noted that the facilitative aspects of students' autonomy often impressed with their results: students realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change (Hmelo-Silver & Barrows, 2006). Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction; students are aware of their self-sufficiency (Cannon & Newble, 2000). Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context (Clifton, 2006).

Persuasion is the process of substantiating judgments or inferences. The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities (Evertson & Weinstein, 2006). Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process

of transmitting an emotional state from one person to another (Crosby, 2000), actualizing the semantic effect of perception in the process of interpersonal interaction. It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – all students always like these products (Onufrieva & Ivashkevych, 2021).

Thus, facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality. Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position ("And I can" or "And I will do this"), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn. Facilitating teachers are supposed "to provoke" the independence and to create the conditions for responsible freedom of students. These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity. All these factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guidelines of the teacher-facilitator. The first is "truth" and "open-

ness"; the second setting is described in terms of "acceptance" and "trust"; and finally, the third attitude correlates positively with "empathic understanding".

The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation. Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes. Thus, it is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group, the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality.

In order to test our hypothesis about facilitative activity of pupils, its productivity or non-productivity, we compared the results of respondents' cognitive activities when they worked alone and in the case of the implementation of facilitative activity in the presence of observers. We proved that these two indicators were correlated again after some training (when cognitive activity was performed several times). Testing our hypothesis, we found the most accurate physiological indicator to register changes in the level of arousal of the personality. A similar research was organized by us the next month. In this research, pupils performed appropriate tasks to actualize psychomotor skills in the presence of observers. The results showed that the presence of ten passive observers during the mastery of a highly

complex of mental and psychomotor skill significantly worsened the activity of respondents at the beginning of the empirical study compared to training alone.

Thus, A. Allport (Оллпорт, 1998) was one of the first researchers who studied the joint activity of people, and the results of his researches fully corresponded to the new formulation of R. Zajonc & S. Sales (Zajonc & Sales, 1996). In addition, the effect of joint cognitive activity is confirmed by M. Lakin (Lakin, 1972). In the researches of scientists, students who graduated from a medical institute, working in pairs, could not complete the task of avoiding an electric shock, but quickly completed it when working alone.

The purpose of our research is to denote the principles of facilitative interaction in the process of interpersonal communication at the lessons, to show the facilitative aspects of students' autonomy, to describe facilitation as a phenomenon of interpersonal communication, to display the nature and genesis of facilitative interaction according to our own empirical researches, to prove that facilitative interaction consists of the mechanisms of actualization of "Me-real" and "Me-ideal" of a personality.

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. Also in our research we used empirical methods, such as statement experiment.

Results and their discussion

We organized our empirical research with teenagers of the 8th form (58 people) of school №15 in Rivne. We proved, that in situations which required a small amount of knowledge, skills and abilities, the ability of people to endure an electric shock being alone and in the presence of another person who was also receiving an electric shock had been investigated. It turned out that people are better able to withstand an electric shock when

they are in a group. Our research suggests that observing the impact of stress on another person in a great degree increases stress tolerance of the person.

We proved that the performance of joint cognitive activity greatly contributed to the respondents' successful performance of tasks that required superficial learning. This conclusion confirms our hypothesis that participation in joint activities increases the speed of people's reactions in solving rather simple psychomotor tasks. And at the end we established that in the presence of other people learning was gone to slow down to a great extent.

Thus, the question arises whether the presence of others performing similar type of the activity impairs or improves the learning of complex of psychomotor skills. A partial answer to this question was obtained in our research of the cognitive activity of teens. Respondents were asked to perform a rather difficult, new for them psychomotor task in one of four situations of joint activity. The results showed the formulated hypothesis which increased in the number of participants significantly presented the effectiveness of joint activities in the initial period of training. These data were experimentally confirmed.

So, the experimental data confirmed our hypothesis regarding *the nature and genesis of facilitative interaction*: the simple presence of outsiders has a great stimulating effect on a person, thereby increasing the realization of their dominant reaction. Also, we showed that the presence of observers who could not fully assess the respondents' activities (for example, blindfolded observers), and that had not been created an effect of improving the situation. A negative or positive effect occurred only in those cases when observers could assess the respondents' activities.

The latter testified that the mere presence of outsiders was not a sufficient condition for effective facilitative interaction. Observers or participants of the joint activity should be perceived as people, who are capable of fully evaluating the joint activity of the respondents. The ability to make such an assessment is an important component of the presence effect, because,

based on the acquired personally significant experience, each of us associates the positive or negative result of our activity with certain situations that require a subjective assessment. If we do a good job, we get a more favorable evaluation and a positive result; if it is bad, then the evaluation will be unfavorable and the result will be negative.

Modern studies show us that the form of evaluation significantly affects the effectiveness of facilitation. In our researches teenagers mastered complex psychomotor skills under the conditions of taking into account: direct assessment of the person's activity, the assessment of the results of the activity (we mean indirect assessment), peculiarities of the performance of the activity without any assessment. The results confirmed the assumption of C. Rogers (Rogers, 1983) regarding facilitation as the result of an acquired reaction in the situation of evaluation. Our study also showed that direct evaluation (under the conditions of observation of the activity process) had a greater impact on the individual than indirect evaluation, under the conditions of which the participants of the joint activity could evaluate only final results, and not the activity itself.

These conclusions can be confirmed by some examples from everyday life. For example, a pupil always feels anxious if the teacher constantly monitors how the student performs the task, but feels much calmer when doing the activity alone and then handing it in to the teacher in the form of independent work or an essay. Empirical studies have also confirmed the fact that social arousal contributes to the actualization of a dominant response, regardless of whether it is adequate or not. Also, we found out that teenagers in the presence of other people need much less time to learn a fairly simple maze and more time to learn a complex one.

In such a way M. Lakin (Lakin, 1972) and his colleagues found that successful pool players from the Virginia Polytechnic Institute student union (those ones who made it to the major leagues 71% of the time under covert observation conditions) played much better (81% of success in a game), when four or more ob-

servers came to watch them play. The result of those athletes who did not play well enough (in which, as a rule, the performance was 36%), who under the conditions of public performance played much worse (25% success in each game) was interesting.

Athletes tend to achieve higher results when playing at home, and often their results are enhanced by the energetic support of the fans. A study of more than 80,000 games in college and professional sports in Canada, England and the United States found that teams win an average of 6 games out of 10 at home (slightly less (5 games out of 10 ones) in baseball and American football, slightly more (8 games out of 10 ones) in basketball and European football). The advantage of playing "at home" is due to the better familiarity of the players with the local conditions, the absence of transfers that tire the athletes, the feeling of dominance arising from the control of one's territory, as well as due to the actualization of the team identity under the influence of the greetings and applause of "their" fans (Zajonc & Sales, 1996). So, in this case, the surrounding space exerts a facilitative influence.

Thus, the researches of foreign authors proved that joint activity contributed to the successful completion of tasks that required a small amount of time for training the subjects of social interaction. This conclusion confirms the hypothesis of R. Zajonc and S. Sales (Zajonc & Sales, 1996), who found that participation in joint activities increased reaction speed and success in performing simple psychomotor tasks.

We also believe that mastering the skills of emotional teaching is quite important for a teacher who creates the most positive conditions for the personal growth of his/her students and himself/herself. In addition to the actual teaching of his/her subject, the teacher should actualize emotional manifestations (his/her own and the students' ones) as containing a special meaning. A teacher who is indifferent to the feelings and experiences of students always faces difficulties in the process of teaching academic subjects. The more experienced the teacher

is, the more attention he/she pays in the class to the emotional mood in the class as a whole and to each student in particular.

We think that there are three skills of such kind of emotive teaching, which can be called pedagogical facilitation techniques (empathy, respect, sincerity):

– teachers ignore the emotional manifestations of their students, thereby causing their aggression. In such a way teachers' statements, as a rule, do not correspond to the person's feelings, they are not sincere, except of some individual cases when they condemn and blame schoolchildren;

– the teacher reacts not to the real feelings of each student, but to those people whom he/she himself/herself suggests to him/her, in his/her own statements he/she is only sometimes sincere, but he/she tries not to show positive emotions;

– the teacher reacts only to the superficial feelings of the student, but does it quite precisely and often he/she is not afraid to express both positive and negative feelings, but does not confirm it out loud, expresses his/her feelings in a non-verbal way;

– the teacher reacts to the hidden, deep feelings of each student, thereby helping students to realize why the person feels what he/she feels, gives a sincere reaction both at the verbal and non-verbal level, both positive and negative evaluation, while a negative assessment in no way degrades the student's sense of self-worth.

So, we'd like to know that facilitation is a change in the students' performance during a contact with the teacher or other students. Even the passive presence of the teacher in the classroom greatly activates the students, directs their activity in the right direction, stabilizes it outside of purposeful actions on the part of the teacher. However, the phenomenon of facilitation has considerable influence only if the teacher is authoritative, referential, recognized. Then, as a result of pedagogical interaction, various psychological new formations of a personal and interpersonal nature are arisen, which are usually called "changes" or "phenomena".

The phenomenon of the teacher's authority is of great importance in the implementation of pedagogical interaction strategies

that he/she uses. Observations of educational activities indicate that a teacher can be quite an authoritative person for students of any age, but the grounds for recognizing his/her authority are different. For younger students the teacher is an authority in a view of the authority of his/her role position. With regard to the given age of schoolchildren, we can speak, most likely, about the authority of the role, than the authority of the individual. At the same time, the teacher is recognized as having the right to make responsible decisions regarding a certain situation, both with a regard to a specific student and the class as a whole, both in educational and other types of the activities.

As for a child at school the role of a teacher alone is not enough. However, in situations which are significant for both the class and the teacher. It is also right to make a responsible decision remains dominant. In situations that are personally significant for the child, especially in extracurricular activities, such trust is advanced to the teacher to a lesser extent. Such compression of the sphere of authoritative influence, recognition of authority in only one or some spheres of educational interaction is called "authority specification" of the teacher.

If the child recognizes the teacher's right to make a responsible decision in a personally significant situation, then this state of affairs is a manifestation of the true authority of the teacher's personality. As for high school students, the authority of the teacher is greatly strengthened due to the reduction of role orientation. Teachers often become referents in connection with a full recognition of their personality. At the same time, the teacher's authority is actualized only as a reaction to his/her respectful attitude towards students.

One of the determinants of facilitative interaction is mutual understanding, which is defined as a certain established system of feelings and relationships, which allows to achieve the goal of joint activity or communication in a largely coordinated manner, and maximally contributes to the observance of trust and interests, providing great opportunities for self-disclosure of

the abilities of each participant of this process of interaction. Facilitative mutual understanding in this way ensures such a level of community when there is no authoritarian dominance, emotional tension, mistrust and lack of interest in everything that happens in the process between the participants of the pedagogical process.

One of the main conditions for the emergence of the phenomenon of mutual understanding is the mutual acceptance of individual psychological characteristics of each other, the ability to put oneself into the place of others, to identify themselves with others. Mutual understanding is a consequence of the humanistic orientation of teachers who perceive the success of students and the goals of their educational activities as their own ones.

In the process of facilitative interaction the phenomenon of trust is similar in its main characteristics to the phenomenon of mutual understanding. Trust is a feeling of openness to the world of people, phenomena and processes. Trust does not mean accepting something on faith without realizing the deep essence of this phenomenon. Trust can be intuitive or conscious, direct or indirect. Lack of trust, alienation from the child is one of the main destructive reasons that delays personal development. Children feel an urgent need to be trusted by both authoritative significant peers and adults, also by teachers.

In the process of the child's development, his/her basic trust in the whole world is formed. The world should be dominated by the child's consciousness not thanks to certain threatening impulses, but ones that satisfy the child, bring him/her joy. We should always pay attention to the child's achievements, so that he/she accumulates a great experience of positive evaluation, learns to reflect his/her feelings. Positive feedback, praise, the acceptance of achievements as personally significant moments significantly increase, develop and support a child's self-esteem.

From a very early age the child feels the attitude of other people, which acquires great significance for him/her. Therefore, the models of trusting, humane attitude towards other peo-

ple are laid from preschool age. A child's personal development is a consequence of caring for him/her and understanding him/her. A child should always feel how adults worry about himself/herself in order to learn to think and care about others. Thus, the personality of the others must become a part of the child's life world. Therefore, the child must learn to see another person as a personality. Only under such conditions the child will fully perceive the importance of facilitative interaction.

In our opinion, the phenomenon of reflected subjectivity is revealed in the process of facilitative interaction. In its emergence, the subjective parameters of the teacher's personality, which are understood and necessarily are taken into account by the students, play a significant role. From the psychological image of the teacher, these parameters are explained in the personal sphere of the students. The image of the teacher can be both a real and imaginary one. In some cases, the imaginary image is, at the same time, real in terms of the effectiveness of influence, like, by the way, a real teacher. In such facilitative interaction the teacher's subjectivity is transferred, namely his/her ability to make meaningful transformations in the structure of the students' personality.

Conclusions

So, we proved, that one of the significant constructive phenomena of facilitative interaction is a psychological status of the individual, without the acquisition of which there cannot be a process of active, consistent progressive development and self-development of the individual. Psychological status characterizes not only the student's real place in the system of interpersonal relationships, but also the position in the class, family, peer groups. They also depend on that situation how he/she attributes to himself/herself. The need to form oneself as an individual, to get self-improvement, etc. does not arise spontaneously – it is formed in the process of facilitative interaction. It is the pedagogical influence that allows the student to realize the difference between "Me-real" and "Me-ideal", without which

personal development cannot take place. Facilitative interaction performs the function of not only helping and protecting the child from insecurity, fear of failure to complete educational tasks, but also helps to establish the student's status, form his/her role position. Facilitative interaction involves considerable attention given to a person in a situation where he/she is still objectively unsuccessful; this attention may take the form of either direct utterances or implicit frames or scripts. Facilitative interaction also involves the student's implementation of influences on another person. In turn, exerting a facilitative influence on a student, the teacher addresses his/her personality regardless of his/her failures and successes, mistakes and achievements. Thus, for the effective facilitative interaction the unconditional acceptance of the other becomes decisive and final results of the facilitative interaction, grades from the educational subject, and some more external features are unimportant. Facilitative interaction should be with each child, and for this process it is only necessary to see and actualize attention to his/her strengths constantly.

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Хупавцева Наталія, Славина Наталія. Фасилітативна взаємодія як механізм актуалізації «Я-реального» та «Я-ідеального» особистості.

Мета дослідження: визначити принципи фасилітативної взаємодії в процесі міжособистісного спілкування на уроках, показати

фасилітативні аспекти автономії учнів, описати фасилітацію як феномен міжособистісної комунікації, відобразити природу та генезис фасилітативної взаємодії за власними емпіричними дослідженнями, щоб довести, що фасилітативна взаємодія є механізмом актуалізації «Я-реального» та «Я-ідеального» особистості.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення, а також використано пілотне дослідження як емпіричний метод.

Результати дослідження. Показано, що фасилітація – це зміна ефективності діяльності учня впродовж контакту з учителем або з іншими школярами. Навіть пасивна присутність педагога в класі великою мірою активізує учнів, спрямовує їхню діяльність у потрібному напрямку, стабілізує її поза цілеспрямованими діями з боку педагога. Однак, феномен фасилітації має неабиякий вплив тільки в тому випадку, якщо педагог є авторитетним, референтним, визнаним. Тоді в результаті педагогічної взаємодії виникають різні психологічні новоутворення особистісного та міжособистісного характеру, які прийнято називати «змінами» або «феноменами».

Висновки. Доведено, що одним зі значущих конструктивних феноменів фасилітативної взаємодії є психологічний статус особистості, безнабуття якого не може існувати процес активного, послідовного прогресивного розвитку і саморозвитку особистості. Психологічний статус характеризує не тільки реальне місце учня в системі міжособистісних взаємостосунків, але й позицію в класі, сім'ї, групах однолітків, яку він відносить до самого себе. Потреба в побудові себе як особистості, у самовдосконаленні тощо не виникає спонтанно – вона становиться в процесі фасилітативної взаємодії. Саме психолого-педагогічні впливи дозволяють учневі усвідомити розбіжність «Я-реального» та «Я-ідеального», без чого не може відбутися особистісний розвиток.

Ключові слова: фасилітативна взаємодія, «Я-реальне», «Я-ідеальне», психологічні новоутворення особистісного та міжособистісного характеру, саморозвиток.

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