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Збірник наукових праць

**”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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Intelligence, Social and Emotional Intelligence: Correlation of Concepts in Modern Psychology

Інтелект, соціальний та емоційний інтелект: співвіднесення понять у сучасній психології

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ABSTRACT

The purpose of our article is to carry out an analysis of the author's research on social intelligence according to Structural and Functional Approach; describe our researches of Social Intelligence; to propose own definition of "emotional intelligence"; to show the correlation of concepts "intelligence", "social intelligence" and "emotional intelligence" in Modern Psychology.

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 and generalization.

The results of the research. We think, that social intelligence is a system of cognitive characteristics of the individual. It consists of three basic components: social-perceptive abilities, social imagination and social technique of communication. So, the effectiveness of subject-subject communication largely depends on the formation of social intelligence. Social intelligence is considered as a certain cognitive component of communicative competence, which is defined as the ability of the individual to accept the position, point of view of another person, to predict his/her behavior, to solve effectively various problems arising between subjects of dialogical interaction.

Conclusions. We believe that emotional intelligence is defined as a set of non-cognitive abilities, competencies or skills that affect a person's ability to face challenges in the external environment, the emotional intelligence should be attributed to the empathic aspect of social intelligence. That is, we will consider emotional intelligence as a component of social intelligence. Let's justify our own point of view. In this context, emotional intelligence is a set of general personality's abilities, interconnected four skills, such as: awareness of one's own emotions, the ability to determine what emotion the person feels at a given moment in time, to determine what basic emotions consists of this understanding; the ability to manage one's own emotions (to change the intensity of emotions), to determine the source and the cause of their occurrence, the degree of usefulness; understanding other people's emotions, determining emotional states by their verbal and non-verbal manifestations; management of other people's emotions, providing purposeful action on emotions. At the same time, we'd like to make a generalization regarding the definition of emotional intelligence. Emo-

tional intelligence, as we see, is the ability of an individual to perceive, evaluate and express emotions adequately; the individual's ability to generate feelings when they contribute to thinking, to understand emotions and knowledge related to these emotions, the individual's ability to regulate emotions, contributing to one's own emotional and intellectual growth.

Key words: *intelligence, social intelligence, emotional intelligence, a set of non-cognitive abilities, competencies, skills, management of other people's emotions, the formation of social intelligence, subjects of dialogical interaction.*

Introduction

Contemporary development of western and our society is accompanied by the phenomena of globalization, informatization and innovation, which leads to the emergence of a wide range of opportunities for the development and self-realization of a young person in various spheres of his/her life and causes an increase in the intensity of mental and physical stress on a young person. The diversity and multiplicity of potential vectors for determining one's own place in life requires self-understanding and self-awareness from young people, which are the most positive conditions for the development of the ability to predict prospective life plans, personal orientations in their implementation and achieving life success (Гончарук & Онуфрієва, 2018).

The process of professional and life self-determination, which are necessary for personal development, in a great degree create conditions for actualizing the abilities and develop the experience of a young person. Not only a sufficient level of general intelligence, erudition, but also the presence of formed mental formations are responsible for the ability of young people to manage their thoughts, needs and feelings, to build harmonious relationships with themselves and the surrounding world (Mykhalchuk & Kryshevych, 2019). All these processes play a decisive role in overcoming external and internal obstacles by providing the way to effective life implementation. These mental formations, more often than other processes, are considered within such a phenomenon as social intelligence and emotional intelligence, which are an actual and promising problem of scien-

tific research in the sphere of Modern Psychology. We consider it appropriate to show the reliability of the concept "emotional intelligence" in the whole, to show if we can use it in our further researches. If it is, in what sense it is reliable to use the concept "emotional intelligence" from the psychological point of view.

In our opinion, the study of the problem of social and emotional intelligence of an individual should begin, first of all, with the definition of the concept of "intelligence" in the whole (Pimperton & Nation, 2010). Fundamental works deal with the study of intelligence, conditions and mechanisms of its development (Amichai-Hamburger, 2005; Key-DeLyria, Bodner & Altmann, 2019).

In psychological researches (Maslow, 1991), intelligence is considered as a system of *mental mechanisms* that make it possible for the individual to build a subjective picture of the world (Rogers, Lyon & Tausch, 2013). Also, intelligence is defined as a relatively stable structure of mental abilities. In a number of psychological concepts, the authors (Kim & Dindia, 2011) equate intelligence with a system of mental operations, with a style of the activity and problem-solving strategy, with the effectiveness of an individual approach to each specific situation that requires cognitive activity, with a cognitive style.

The understanding of intelligence is based on one or another of its models, which is based on some a priori theoretical models, and then it was verified in empirical researches. In Psychology, two main approaches to intelligence are distinguished: Cognitive Approach (Wright & Webb, 2011) (intelligence is determined through its main manifestations in the cognitive activity of the individual, such as activation of the act of thinking, memory, imagination and other mental functions) and Categorical Approach (Stephens & Rains, 2011), which allows to reveal the structure of intelligence, conditions and mechanisms of its functioning and development.

As a result of the analysis of experimental studies of foreign and domestic psychologists, the following categorical approach

ches to the concept of "intelligence" can be identified:

- 1) Phenomenological Approach (Arbuthnott & Frank, 2000);
- 2) Measuring (or testological) Approach (Гилфорд & О'Салливан, 2021);
- 3) Genetic Approach (Адлер, 1997; Nunan, 2003);
- 4) Factorial Approach (Nowak, Watt & Walther, 2009);
- 5) Regulatory Approach (Lawson & Leck, 2006);
- 6) Structural and Functional Approach (Ishkhanyan, Boye & Mogensen, 2019);
- 7) Informational Approach (Ramirez & Wang, 2008).

So, **the aim of our research** is, according to Structural and Functional Approach to describe our researches of Social Intelligence; to propose own definition of "emotional intelligence"; to show the correlation of concepts "intelligence", "social intelligence" and "emotional intelligence" in Modern Psychology.

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

According to the sixth, Structural and Functional Approach, we provided our researches of Social Intelligence. Thus, according to our theoretical conception, social intelligence is directly related to the knowledge of human behavioral information. Also, it was defined as a system of intellectual abilities and characteristics of the person. Particular attention we deserve to the concepts which define social intelligence through the system of cognitive characteristics, according to which the effectiveness of communication depends on communicative, cognitive and vital competencies of the person, a great success of human processing of social information.

We think, that social intelligence is a system of cognitive characteristics of the individual. It consists of *three basic compo-*

nents: social-perceptive abilities, social imagination and social technique of communication. So, the effectiveness of subject-subject communication largely depends on the formation of social intelligence (Mykhalchuk & Ivashkevych Ed., 2018).

Social intelligence is considered as *a certain cognitive component of communicative competence*, which is defined as the ability of the individual to accept the position, point of view of another person, to predict his/her behavior, to effectively solve various problems arising between subjects of dialogical interaction.

Also, we'll propose the definition of social intelligence in the connection with the paradigmatic analysis of "*life competence*", which involves the acquisition by a person of the skills to develop the strategies of the activity, to plan prospective actions that the subject must achieve as a result of a clearly formulated goal, the ability to draw conclusions based on successes or failures when making future plans. In such a way social intelligence is considered by us as a certain cognitive competence that allows people to perceive events, objects and subjects of the surrounding world with a great degree of surprise and maximum benefit for themselves. According to our prediction, the cognitive substructure of an individual's psyche is defined by us as a set of *declarative and procedural knowledge* (which, at the same time, refers to *factual knowledge*). So, we can name the main content components of social intelligence, such as: the ability to solve practical tasks, the ability to verbally perceive and reflect the surrounding reality, social and communicative competence.

The generalization of the approaches from the scientific literature to the definition of the concept of "social intelligence" allows us to outline the psychological content and characteristics of social intelligence of the person, as well as to analyze its structure. Thus, we mean social intelligence as the ability that has the following features:

1) the explication of social intelligence is possible only in the paradigm of the subject-subject activity;

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2) the amplification of the abilities of social intelligence occurs in the process of interpersonal interaction;

3) taking into account the multidimensional nature of the abilities of social intelligence, it is evident that social intelligence contains a certain complex of capabilities that are clearly coherent with each other, which are rather stable for this or that person;

4) the development of this group of abilities is due to the process of socialization of the person, the influence of both internal resources and characterological characteristics of the person, gender differences and the impact of the environment on a person.

According to this we believe that the structure of social intelligence of the person (and also the structure of social intelligence of the teacher) includes prognostic and communicative competence. The analysis of scientific researchers allows us to conclude that social intelligence and social competence are closely interrelated, but not identical categories, because social intelligence is distinguished as the means of human knowledge about social reality, and social competence is the product of this knowledge.

The main differences of social intelligence and social competence are, first of all:

a) in the ways of the development (if the development of social competence is facilitated by the acquisition of knowledge by a person and the actualization of personally significant experience, then social intelligence also (in addition to knowledge and experience) develops through the development of communicative properties, mechanisms of mental regulation, adaptive mechanisms of the psyche, self-control, self-regulation, stress resistance of the person;

b) in the content characteristics (social competence is much more narrower concept than social intelligence, because social competence contains a set of certain abilities and characteristics, and social intelligence is a personality neoplasm of the subject);

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c) in the functional plan of the representation of these two categories (the main functions of social competence are: social orientation, adaptation, integration of general social and personal experience of the person; the functions of social intelligence are: ensuring adequacy, adaptability in changing conditions of social reality, planning interpersonal events and forecasting their development, updating the motivation of the person, acquisition of social competence, self-development, self-knowledge, self-education, etc.).

We consider "social competence" as a broader content category, both in content and in functional plans, while social competence plays the role of so-called cognitive determinants of the development of social intelligence.

Let us show the relationships between *the levels of the development of social intelligence* and *the communicative competence* of the individual. These relationships, to a certain extent, lead to convergence of *the semantics of these non-identical concepts*. We also think, that *communicative competence* is a complex of entity that integrates in its content knowledge, skills and abilities, communicative qualities and characteristics, communicative-reflective and operational-activity features of the person, which in their integrity constitute a fairly stable personal development. *Communicative competence* is described by us through the content of such components:

- *a motivational and valuable component*, which is determined by the person's need to enrich personal and professional contacts, to show a tolerant attitude towards a communication of the partner, which is manifested in such personal qualities as contact, activity in communication, the ability to build trusting, to be tolerant, to emphasize on subject-subject personal relationships with colleagues;

- *a cognitive component*, which is determined by the formation of linguistic and intercultural, social competences. It shows the ability to develop a strategy for effective interpersonal interaction, to avoid conflicts in joint subject-subject activities;

• *the operational component*, which is considered by us as the indicator of “cultural maturity”. It is characterized by the presence of the skills of managing one’s own communicative activity, to show a high level of the development of communicative and reflexive skills, which ensure understanding of the essence of communicative situations, to enrich one’s own communicative needs and intentions, to reach mastery of communicative methods of the activities having been performed.

Thus, we highlight the main functions of social intelligence of teachers and directors of preschool educational establishments as “understanding other people”, which provides foresight in interpersonal relationships, the effectiveness of understanding of social situation in general and the situations of interpersonal interaction in particular. The function of “adaptation to the requirements of the society” is also dominant. We’ve to note that this function provides the ability of the person to use psychometric intelligence in order to adapt to the society effectively. The indicator of highly developed social intelligence is the effectiveness of the use of individual metacognitive strategies while performing social tasks and solving various problems.

The next dominant function of social intelligence of teachers and directors of preschool educational establishments is the function of “deep knowledge of the behavior of social objects”. This function ensures the ability of the person to communicate with other people, the ability to predict the consequences of other people’s behavior; the ability to distinguish essential features in the content of verbal and nonverbal reactions of people; the ability to understand changes in the meaning of verbal and nonverbal reactions of people depending on the context of a particular situation; the ability to understand the logic of the development of the situations of interpersonal interaction, to understand the value of the behavior of other people.

Also, we’ve to underline cognitive and behavioral functions of social intelligence. In particular, the cognitive function involves the assessment of the prospects of the person’s develop-

ment; understanding of people; to provide social insight; knowledge of social norms. Behavioral functions include: the ability to co-operate with other people; social adaptation; empathy in interpersonal relationships.

We believe that social intelligence, clearly, includes *declarative and operational (procedural) knowledge* that the individual uses in a real life to interpret events, to create plans and predict both the actions of everyday life and professional situations. These ideas, personal memories and rules of interpretation constitute the cognitive aspect of social intelligence. In turn, the mnemonic aspect fills the experience gained by a person, while the empathic capabilities of the subject have the aim actualizing the mechanisms of anticipation in solving various problems of social life.

Thus, *the cognitive aspect* of social intelligence includes a set of fairly stable knowledge, assessments, rules for interpreting events, people's behavior, their relationships, etc., based on the formed system of interpretations at the microstructural and macrostructural levels. The microstructure of the cognitive aspect of social intelligence is determined by the functions of the latter, such as *the cognitive-evaluative one*, on which is depended the competent processing and the evaluation of information perceived by the subject; *prognostic function*, on the basis of which the planning and forecasting of the development of interpersonal interactions are carried out; *communicative functions*, which ensure the effectiveness of the actual communicative process (this function is associated with adequate perception and understanding of the partner in communication); *reflexive function*, which is reflected directly by the person's self-knowledge. In turn, the macrostructure of the cognitive aspect of social intelligence is manifested in the individual's attitude to himself/herself as a value, value-semantic position to interpersonal relationships, as well as by the actualization of motivational and value orientations of the individual, axiological attitude by him/her to professional and other activities.

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The source of social intelligence *at the microstructural level* is the continuous updating of the functions listed by us. The result of their integration can be considered a set of subjective scales that allow the subject to navigate the features of interpersonal interaction, to recognize and adequately assess the behavior of other individuals. One of the main results of high-level social intelligence will be the presence of the individual of subjective statistics of different modalities. It is a space of subjective psycho-semantic scales, symbols of nonverbal behavior, norms of language production, etc.

The task of social intelligence *at the macrostructural level* is to provide opportunities to assess themselves and other people as individuals. In this case, the value orientations of the individual may not coincide with generally accepted social norms and even conflicts with them, but there is always a society and its specific representatives, in which the individual worldview, personal values and meanings will find their support.

The empathetic aspect of social intelligence largely depends on what form of the behavior the individual chooses as a priority, what he/she expects from the subjects around him/her, what valuable interpretive complex in relations to the surrounding world has formed in a person, what opportunities this individual has in terms of using mechanisms of anticipation in solving various problems of social life, etc. We'd like to note, that, in fact, it is not the content and forms or definitions, cognition, that have a matter in any case, but the way and quality of the current experience. This point becomes quite relevant when the question arises as to how what happens between a person and the world in the form of experience and behavior becomes "intrapersonal", that is how "it is dismembered in the person himself/herself", at the level of his/her social intelligence.

Let us talk about *emotional intelligence*. We see, that the study of emotions, which actively began at the end of the last century, gave the impetus for the appearance in the psychological science of the concept of "emotional intelligence", which is

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new for scientific paradigm (Rezaei & Mousanezhad, 2020). Thus, in the researches of scientists (Rains & Scott, 2008) the authors emphasized that society, taking care of improving the mind, made a lot of mistakes. After all, a person reveals himself/herself more upset through his/her own feelings and thoughts. That is why solving the problem of the development of emotional intelligence will contribute to the humanization of the world-view of modern society as a whole.

As the results of our theoretical analysis showed, emotional intelligence became the subject of psychological researches relatively recently, in 1990s. This happened thanks to the researches of foreign researchers (Benson, 2001). According to our own observations, the need for the appearance of the term "emotional intelligence" in Psychology was due to the development of researches in the field of emotions and intelligence in general, when the scientists (Heino, Ellison & Gibbs, 2010) studied the connection between the mental and affective aspects in the structure of mental activity, as well as in the researches according to the emotional abilities of a person (Walther, 2011).

The concept of *emotional intelligence* firstly was appeared in psychological literature with the issue of the well-known monograph by H. Gardner "Frames of mind" (1983). In this book the scientist shows the need to revise the interpretation of the concept of *general intelligence* and the method of its measurement using the coefficient of intellectual development "IQ", which was justified there for the first time and was fixed in psychological methodology, empirical tests and methods.

H. Gardner (Gardner, 1983) gave a detailed definition of the concept of *emotional intelligence* in two forms of its representation. The researcher proposed to consider *interpersonal emotional intelligence* as a person's ability to understand other people, to understand the motives of their activities, their attitude to work, to profession, and to decide how to cooperate with the people around them in a better way. At the same time, H. Gardner (Gardner, 1983) distinguished intrapersonal emotional intel-

ligence from interpersonal. By intrapersonal emotional intelligence the scientist understood a certain self-directed characteristic, that is a person's ability to form an adequate model of his/her own "Self" and used it for the purpose of more effective functioning in the life.

In the researches of H. Gardner (Gardner, 1983) we found the confirmation of the opinion that the further development of the understanding of the concept of emotional intelligence, which was firstly proposed by H. Gardner (Gardner, 1983), is in this theory, that *emotional intelligence* is defined as *a set of non-cognitive abilities, competencies or skills* that affect a person's ability to face challenges in the external environment.

Conclusions

We believe that if we accept the theory of H. Gardner (Gardner, 1983), namely that *emotional intelligence* is defined as *a set of non-cognitive abilities, competencies or skills* that affect a person's ability to face challenges in the external environment, then *emotional intelligence should be attributed to the empathic aspect of social intelligence*. That is, we will consider *emotional intelligence as a component of social intelligence*. Let's justify our own point of view.

So, we proposed to define *emotional intelligence* as the ability to monitor one's own and other people's feelings and emotions, to distinguish between them and use this information to manage own spheres of thinking and actions. Thus, we'd like to apply the understanding of emotional intelligence onto the paradigm of indicating the degree of the development of such cognitive human qualities, as self-awareness, self-control, motivation, the ability to put oneself onto the place of other people, to provide cooperation with them and establishing mutual understanding with others. In this context, emotional intelligence is a set of general personality abilities, interconnected four skills, such as: awareness of one's own emotions, the ability to determine what emotion the person feels at a given moment in time,

to determine what basic emotions consists of this understanding; the ability to manage one's own emotions (to change the intensity of emotions), to determine the source and the cause of their occurrence, the degree of usefulness; understanding other people's emotions, determining emotional states by their verbal and non-verbal manifestations; management of other people's emotions, providing purposeful action on emotions. At the same time, we'd like to make a generalization regarding the definition of emotional intelligence. *Emotional intelligence*, as we see, is the ability of an individual to adequately perceive, evaluate and express emotions; the individual's ability to generate feelings when they contribute to thinking, to understand emotions and knowledge related to these emotions, the individual's ability to regulate emotions, contributing to one's own emotional and intellectual growth.

So, we defined *emotional intelligence* as the ability to understand one's own and other people's feelings, to motivate oneself and others, to manage emotions both alone with oneself and in the environment of others. Based on the materials of psychological research and a series of surveys, we'll prove that success in life, which depends not so much on general intelligence (we mean IQ), but on the ability to control one's own emotions, actually the level of IQ formation.

We highlighted the emotional intelligence as the ability to understand *personal relationships*, which are represented in emotions of the individual, as well as the ability to manage the entire emotional sphere on the basis of their intellectual analysis and synthesis. We believe that a necessary condition for emotional intelligence is the subject's understanding of emotions, and the final product of such ability is decision-making based on the display and understanding of emotions that differentiate events with existing personal content.

Social and emotional intelligence in the structure of the first one are provided by *self-control* of the person. In such sense *we can differentiate simple emotions and emotional intelligence*.

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The last one consists of the ability to “dosage” emotions, and is manifested in the field of communication, which necessarily requires the presence of well-developed empathy. Also, we can give the explanation of emotional intelligence through the concept of “intelligence”, since it not only raises us above our passions and weaknesses, but also helps us to take a great advantage of all our advantages, talents and virtues. We suggest interpreting emotional intelligence as a set of abilities to understand one’s own and other people’s emotions and manage them. Sometimes we understand, that it is better to interpret emotional intelligence through cognitive abilities, and not to include personal qualities into its composition. In such a way emotional intelligence can facilitate or hinder the understanding of emotions, without being structural units of the latter. We’d emphasize a great importance of understanding, that emotional intelligence is not the opposite of general or social intelligence, but it is only a unique intersection of both processes. This allows us to define emotional intelligence as a group of mental abilities that help the person to perceive and understand one’s own feelings, as well as the feelings of other people, which leads to the ability to regulate feelings emotionally. Both sides of emotional intelligence are important. We mean the understanding emotions with the help of cognitive aspect of social intelligence and providing productive components of intelligence (creativity, intuition) with the help of emotions. In such a way we’d like to note that emotional phenomena are regulated and mediated by the individual, indicating the presence of a complex of individual abilities and traits that can be responsible for the influence of emotional phenomena on the entire process of cognition and human behavior.

So, according to the results of the analytical review, we can note that in modern psychological studies emotional intelligence is considered as an important integral characteristic of the person, which is realized in the person’s ability to understand emotions, to generalize their content, to distinguish emotional subtext in interpersonal relations, to regulate emotions in such

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a way as to contribute with the help of positive emotions to successful cognitive activity and to overcome negative emotions that interfere with the communication or threaten the achievement of individual success.

There are discussive questions of the probable existence of the influence of emotional intelligence on the success of solving the main life tasks by the person. These questions are debatable and promising for our further studies. We also predict that emotional intelligence is a possible and important condition for ensuring subjective well-being, self-improvement, friendly relationships and personal well-being. All these aspects we'll prove in further our publications.

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Івашкевич Едуард, Співак Віталій. Інтелект, соціальний та емоційний інтелект: співвіднесення понять у сучасній психології.

Мета статті: відповідно до структурно-функціонального підходу здійснити аналіз авторських досліджень соціального інтелекту; запропонувати власне визначення поняття «емоційний інтелект»; показати співвідношення понять «інтелект», «соціальний інтелект» та «емоційний інтелект» у сучасній психології.

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

Результати дослідження. Доведено, що соціальний інтелект є системою когнітивних властивостей особистості, що складається з трьох базових складових: соціально-перцептивних здібностей, соціальної уяви та соціальної техніки спілкування, від сформованості яких великою мірою залежить ефективність суб'єкт-суб'єктного спілкування. Показано, що соціальний інтелект розглядається як деякий когнітивний компонент комунікативної компетентності, що визначається як здатність особистості прийняти позицію, точку зору іншої людини, передбачити її поведінку, ефективно розв'язувати різні проблеми, що виникають між суб'єктами діалогічної взаємодії.

Висновки. Вважаємо, що емоційний інтелект слід визначати як набір некогнітивних здібностей, компетентностей чи навичок, які впливають

на здатність людини протистояти викликам зовнішнього середовища, то потрібно віднести емоційний інтелект до емпатійного аспекту соціального інтелекту. Тобто, емоційний інтелект вважатимемо складником соціального інтелекту. Показано, що емоційний інтелект виступає сукупністю загальних здібностей особистості, взаємопов'язаних чотирьох навичок, таких як: усвідомлення своїх емоцій, уміння визначити, яку емоцію відчуваєш у даний момент часу, визначити, з яких базових емоцій складається емоція; вміння управляти власними емоціями (змінювати інтенсивність емоцій), визначити джерело та причину їх виникнення, ступінь корисності; розуміння емоцій інших людей, визначення емоційних станів за їх вербальними й невербальними проявами; управління емоціями інших людей, цілеспрямована дія на емоції. При цьому зроблено узагальнення щодо визначення емоційного інтелекту. Емоційний інтелект – це здібність особистості адекватно сприймати, оцінювати та виражати емоції; здатність індивіда породжувати почуття, коли вони сприяють мисленню, розуміти емоції та знання, що стосуються емоцій, а також здібність людини регулювати емоції, сприяючи власному емоційному та інтелектуальному зростанню.

Ключові слова: *інтелект, соціальний інтелект, емоційний інтелект, комплекс некогнітивних здібностей, компетентності, навички, управління емоціями інших людей, формування соціального інтелекту, суб'єкти діалогічної взаємодії.*

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Psychological Paradigm of the Implementation of Awakening-Motivational, Analytical-Synthetic and Executive Phases into the Process of Translation Activity

Психологічна парадигма імплементації спонукально-мотиваційної, аналітико-синтетичної та виконавчої фаз у процесі перекладацької діяльності

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ABSTRACT

The purpose of our research is to reveal the ways of the implementation of awakening-motivational, analytical-synthetic and executive phases into the process of translation activity.

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

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method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The ascertaining research was used as an empirical method.

The results of the research. *Analyzing speech activity, we'd like to emphasize that each individual act of the translation activity begins with a motive and planning. Also, each act ends with a result, the achievement of a certain goal, and the basis of the structure of the translation activity. In such a way, translation activity is a dynamic system of specific actions and operations, which have the aim to be the result of this achievement. Such a dynamic system of Translation is the basis of the operational and prognostic mechanisms of the translator's activity; it largely determines the speed and automatism of translation activities in the whole. The psychological content of translation activity includes different conditions of this activity, in which this activity takes a place. In such a way translation activity is determined by such elements, as the subject, means, tools, product and result.*

Conclusions. *The subject of the translational activity determines its nature. It is precisely in it that the need of providing translational activity is realized. For example, in oral translational activity the subject is thought as a form of reflection of the relationships between objects and phenomena of a natural reality. It is in the process of expressing thoughts that the purpose of speech lies, in particular, in the reproduction of thoughts by the translator. The purpose of listening is realized, in turn. At the same time, a foreign language is a means of social communication, a means of expression and understanding, a tool of translational activity. It is a thought as an element of the psychological content of oral translational activity that determines the features and the conditions of its implementation.*

Key words: *translation activity, oral translational activity, awakening-motivational phase, analytical-synthetic phase, executive phase, social communication, speed, automatism, reflection.*

Introduction

The professional activity of a translator is very difficult from the psychological point of view. Its understanding involves the implementation of the integrative approach that synthesizes the theoretical positions of psycholinguistics, semiotics, cognitive linguistics and intercultural communication (Bates, Maechler, Bolker & Walker, 2014). As a rule, when talking about trans-

lation activity scientists offer the concept of verbal mediating activity of a specialist, with the aim to implement intercultural communication, in which the qualities of speech of the person are the determinants of translation.

The concepts "speech mediation", "speech mediator" in the most general form are revealed by the analysis of the process of communication in two languages (original one and the language of translation) by the third person – the mediator (Mykhalchuk & Bihunova, 2019). In the process of implementing certain types of speech mediation (we mean translation, abstracting, compressed translation, "designing" the text (Chen, 2022)), the mediator assumes the responsibility to make certain changes according to formal and content sides of the text. In this case, the secondary text activity may be accompanied by compression, deployment, restructuring, commenting, parodying and, even, creation of a completely new text, and the mediator becomes to play a role of a full co-author of a new text. Therefore, it is quite understandable that translation activity is generally recognized as the integral process of speech mediation (Гончарук & Онуфрієва, 2018). The translator always strives to correlate so-called "language codes", frames and scripts with the peculiarities of the outlook and mentality of partners of communication, to achieve the most adequate perception of the text material, bringing the process of translation activity closer to monolingual communication (Ivashkevych Ed. & Koval, 2020).

The indirect nomination of a translator in both languages (to compare Ukrainian: по-серед-н-ик; English: a goer-between) actualizes the person's central status position, emphasizing his/her place in the process of communication. But in this content mediation also performs the function of reconciliation on the translator. For example, in the dictionary this term is interpreted in such a way: "Mediation is the process of promoting the agreement or reconciliation between two partners of communication" (Тлумачний словник, 2021: 756), "the mediator is a peacemaker between two opposite "parties" (Тлумачний

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СЛОВНИК, 2021: 757). The mediating function of a translator always is on the border of the existence of two consciousness; it is the interaction of two subjects, the intersection of two languages and two cultures; under the condition of updating the mediating function, as a rule, the process of translation activity is performed (Mykhalchuk & Onufrieva, 2020).

At the same time, the translator always "feels" the influence of the person whose language he/she is translating and focuses on the needs of the person for whom he/she is translating (Caramazza, Laudanna & Romani, 1988). This effects the dynamic transformations of the character of the speech activity of the specialist, the formation of his/her *translational competence*. As scientists (Максименко, Ткач, Литвинчук & Онуфрієва, 2019) say, then the formation of a personality as a professional occurs, first of all, as a result of the hierarchization of *various systems of the activities*, in the process of which the professional qualities of the subject of the activity are developed (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019). Therefore, it is quite clear that during the implementation of mediation activities, such qualities are formed, changed and improved (hierarchization of the motives of mediation activity, actualization of *the interpreter's translation consciousness* (exchanging of information/restructuring of the content), exchanging of energy content of statements (actualization of emotions and expressive content statements), exchanging of the translator's conceptual meaning systems, formation of his/her speech abilities, etc.) (Batel, 2020).

Telling about psycholinguistic mechanisms of translation, there is always actualization of basic problems of many humanities, which allow the possible connection between a language and the person's consciousness, thinking and speech (Booth, MacWhinney & Harasaki, 2000). Perceptions of these relationships are always debatable, and their understanding is usually determined by the philosophical and epistemological paradigms, which are of particular priority, including the point of view ad-

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opted by a scientific community (Beauvillain, 1994). Anthropocentrism of Contemporary Psychology has contributed to the emergence of a completely new approach to a language as means of actualization of mental processes, which determine the desire of researchers to find verified correlations between the operative units of consciousness and their objectifying linguistic signs (Brédart, 1991). This requires further development of approaches according to translation activity not only as a method of studying linguistic phenomena, thus more clearly highlighting translation activity's latent characteristics, but also as one of the types of explications of a mental model of the world by a translator (Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011). So, the system of meanings, presented in the original and translated texts, has the aim to interpret the values of consciousness of the author of the text, and constitutes concepts of displaying by the translator the basic ways of knowing the surrounding reality, which allows to qualify the translation as a speech-thinking process, a dominant role in which mental models play (Arbuthnott & Frank, 2000). In this case, all translation operations are necessarily fixed in translated text, it is a kind of "meta-text" of understanding the information (Cilibrasi, Stojanovik, Riddell & Saddy, 2019).

However, once again, returning to the consideration of the issue of *psychological mechanisms of translation activity*, it should be noted that the aspects of speech and thought activity of the translator as a subject who occupies a central position in the verbal mediation process also remain insufficiently studied. So, the understanding of how exactly language reflects the personal and professionally significant experience of people, presented in the content of different ethnic consciousnesses, remains insufficiently comprehensive. In such a way, models of the relationship between meanings and sense in relation to translation activity remain insufficiently substantiated. *The semiotic aspects of translation* require further development. Also, they are largely determined by *the specialist's translation competence*, his/her

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speech characteristics and abilities, which actualize *the translator's creative abilities*, his/her ability to generate *integrative cognitive structures* in his/her mind.

In the psychological literature *translation activity* is most often considered as *three-level one*. Its structure includes *awakening-motivational, analytical-synthetic* and *executive phases*. These three basic phases create *the basic operational mechanism of the interpreter's activity*. *The first phase* is implemented by a complex interaction of needs, motives and goals of the activity. At the same time, the need is the main source of the activity of the individual. According to scientists (Aleksandrov, Memetova & Stankevich, 2020; Онуфрієва, 2020), the prerequisite for the implementation of any activity is one or another need. The need itself, however, cannot determine the specific direction of the activity. The need finds its determination only in the object of the activity: it must somehow find itself in it. Since the need, as a rule, explains its determination in a certain subject ("it is objectified" in it), then this subject becomes a motive for the whole paradigm of the activity, thereby – it is facilitated by the latter (Mykhalchuk & Ivashkevych Er., 2019). Thus, the source of translation activity is *a communicative-cognitive need* and, accordingly, *a communicative-cognitive motive*. This need, finding itself in the subject of translation activity (a text, a video), becomes *the motive of this activity*. The motive largely determines *the dynamics and the character of the translation activity*. Thus, the *awakening-motivational phase* is determining and guiding phase of the translation activity, which determines the structure of the latter.

The next, *the second phase* of translation activity is *the analytical-synthetic phase*. This phase involves the selection and appropriate organization of means and ways of carrying out activities. It is at this phase that the selection of means and ways of formulating one's own or someone else's (in the process of oral translation activity) opinion *is implemented in the process of communication*. Analytical-synthetic phase is the phase of *plan-*

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ning, programming and presenting internal speech organization of translation activity.

The third phase of translation activity is *executive one*. If we consider the features of this phase in relation to the translation activity itself, it should be noted that it can be *explicit* and *implicit*. For example, the executive phase of listening is purely implicit. The executive phase of speaking, in turn, is explicitly expressed by the articulatory and motor movements of the subject, who is speaking.

So, **the purpose** of our research is to show the ways of the implementation of awakening-motivational, analytical-synthetic and executive phases into the process of translation activity.

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 empirical method is ascertaining research.

Results and their discussion

Awakening-motivational level of translation activity is presented by *the effective (informational) aspect of communication*. It is inherent in any sphere of communication: colloquial, business, professional, etc. This level has certain characteristics:

- there is always *a subject of communication*;
- it is always the implementation of the tactics of adopting a partner;
- it is always the realization of the situation of partnership in communication;
- it is always self-presentation of the person of translator.

The second phase of translation activity (we mean *the analytical-synthetic phase*) is realized by **business (convention)** aspect of this activity. It is primarily characterized by a clear role of differentiation of objects by the translator and the recipient. This level also has its own basic regularities:

– not always the subject of communication is present in the speech of translator (more often the translator presents in his/her speech not the subject of speech, of topic, but only himself/herself);

– the translator provides implementation of the tactics of adopting a partner of communication. These tactics are not always productive in the process of translational activity;

– the partnership situation in the process of translational activity is realized only in accordance with the interpreter's dominant role;

– in translational activity the interpreter has done his/her self-presentation according to its role.

So, we proceed from the goals and objectives of the translational activity and the concrete situation of communication, the role of partners in it. So, we distinguish the following varieties of *prognostic dialogical communication*, based on the situation of translational activity:

– household conversations;

– business conversations;

– interview;

– negotiations.

For each of these types of dialogical communication in the sphere of translational activity there are certain peculiar features which are characteristics of them. For example, *a prognostic household conversation in the sphere of translational activity* is characterized by:

– non-planning forms;

– a great variety of topics for providing further communication;

– using of different language means and expressions;

– quick transition and cross-comings from one theme to another one, from one topic to another one;

– lack of goals for providing effective forms of translational activity and necessity of making any decision;

– self-presentation of the personality of translator;

– use of the spoken language of speech in the process of translational activity.

According to proposed phases of translation activity (awakening-motivational, analytical-synthetic and executive phases) we'll say, that the process of translation activity includes *business conversation* is an act of *direct mutual communication* in the official business sphere, which is carried out with the help of *words and nonverbal means* (facial expressions, gestures, manner of behavior). ***Prognostic business conversation*** in the process of translation activity also has the following features:

– differential psychological approaches to the subject of the discussion, taking into account the communicative goals of the partners and in the interests of clear and convincing thought;

– *the speed of translation response* to the statements of partners of communication, which contributes to the achievement of the translation goal;

– *critical assessment* by the translators of their own opinions, suggestions and objections of partners of communication;

– *analytical approach* to the accounting and evaluation of the subjective and objective factors of the problem of translation activity in the complex;

– *feelings of personal significance* and increasing the communicative competence of partners as a result of critical analysis of other points of view on the given problem;

– *a sense of involvement and responsibility* in solving the problems in the process of the translational activity;

– *negotiations* as a process of purposeful and indicative achievements of some certain results of business communication in the form of translation or a dialogue.

We think, that ***prognostic negotiations*** take a place in a case:

– for some reason;

– for a certain purpose;

– on certain issues.

So, we distinguish the ***prognostic component of translational activity*** of students at the English lessons. This component

presupposes, first of all, *students' ability to participate and to anticipate in translational activities*. Speaking provides oral translation and communication at the lessons of foreign language in **dialogical** (also, with listening) and **in monologue forms**. It was directed to one person or to unlimited number of persons. Like any other activity, the act of speaking always has a certain purpose, a motive that is based on the need: the subject is the mind of the speaker, who translates; the product is a statement (a dialogue or a monologue) and the result that can be expressed in a verbal or nonverbal reaction of other student to a statement.

How is verbal speech pronouncement generated in the process of translational activities? Initially, in a given situation there is a motive of the statement, which is translated, indicating the initial moment of the beginning of speech, and accordingly it is a *Prognostic communicative Intention* of the translator who speaks. A Prognostic communicative Intention defines the role of the speaker as a participant in the process of translation and communication, the specific purpose of the interpreter's statement: whether he/she is asking for something, claiming about something, calling for something, condemning or endorsing, advising, requiring, etc. At this level, the translator has already known what to say, he/she has the general idea of a further statement, which does not have its linguistic embodiment, but already exists in the subject-image code. This idea applies to the entire text/statement in general: it outlines the main thesis of the text, that is redone into the preliminary semantic plan, which is specified by the speaker throughout the process of its implementation. Then the design of the text is carried out by the selection of some linguistic means – they are grammatical structures, words, which are implemented initially in *the prognostic internal speech*, where the potential speech scheme of the statement is created. Even with the direct communication by speakers' thoughts at the time of their occurrence, their expression in external speech still precedes the appearance of speech-motor impulses, which, at least for the second, is advanced with

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the pronunciation of words. The inner speech is elliptical. It always is built on the principle of the abstract, it is characterized by curvature, it is not voiced. Then the inclusion of the vocal apparatus takes a place, and the formed statement through articulation and intonation is embodied in *the prognostic external (pronounced) speech*. The process of generating oral verbalization is accompanied by auditory control, which makes the feedback to be constantly carried out, which leads to the statement in accordance with the plan.

To teach students to translate the text material, we need them to ask such questions: "What do you need to learn?" "Did you know that there were over half a million words in English but that the average native speaker only used about 5,000 in everyday speech?" "You have already known many of those 5,000 words. These exercises will help you to learn many of those lexical units that you do not know and it will help you to use them appropriately and accurately".

Also, we've to propose students such exercises:

1. Here are some aspects of Grammar to be aware of when learning new vocabulary. Give two examples of words that reflect this aspect of Grammar, name it:

- 1) a noun only used in the plural form;
- 2) it is uncountable noun;
- 3) it is irregular verb;
- 4) it is a noun with an irregular plural form.

2. What aspect of pronunciation should you notice about the following words?

- 1) subtle (*b is silent, it is not pronounced*)
- 2) catastrophe
- 3) Chemistry
- 4) answer
- 5) a record / to record
- 6) photograph / photographer / photographic

3. Read the following text (we proposed the extract from the novel by J.D. Salinger "The Catcher in the Rye") and its

translation done by O. Logvynenko. Analyze how the translator translated lexical units, denoting colloquial and everyday vocabulary.

The example: In the text there are examples, when a lexical unit «**goddam**» is used in the second sentence, and the colloquial translation takes a place in the previous one. For example: «**He could hear me all right through the shower curtains... Finally he came over, through the goddam curtains**» (Salinger, 2003: 16) – «**Той каналія, певна річ, добре чув мене крізь душову... Нарешті він прохилив завісу в душовій**» (Селінджер, 1984: 22). So, the lexical unit «каналія» in the first sentence was facilitated by a lexical unit «**goddam curtains**» from the second sentence.

O. Logvynenko translated «**Corny-looking or something**» (Salinger, 2003: 6) as «**недорого вдягнена**» (Селінджер, 1984: 8). After all, the direct meaning of «**corny**» is “bread”, “cereal”. Slang «**corny**» means “low-educated”, “sentimental”, “flat joke”, “stupid”. In the American colloquial language «**corny**» is translated as “sweet”, “tasteless” (Тлумачний словник, 2021). O. Logvynenko translated this expression as colloquial one, and the translator was prompted to do in such a way by the conjunction «**or something**».

4. Analyze the translation done by O. Logvynenko the following sentences:

– «...very corny, I'll admit, but I liked it that way» (Salinger, 2003: 8) – «...дурниця, звісно, нічого не скажеш, але мені так подобалося» (Селінджер, 1984: 11).

– «Very corny, I'll admit» (Salinger, 2003: 23) – «Теж знайшов красу, нічого не скажеш!» (Селінджер, 1984: 32).

– «I hate saying corny things like «traveling incognito». But when I'm with somebody that's corny, I always act corny too» (Salinger, 2003: 26) – «Не можу терпіти заялжених і дурнувятих фраз на зразок «подорожую інкогніто», але з дурнями тільки так, по-дурному, й доводиться розмовляти» (Селінджер, 1984: 36).

– «Very brassy, but not good brassy – corny brassy» (Salinger, 2003: 30) – «Хоч вуха затикай – тільки не від музики, а від гуркоту» (Селінджер, 1984: 41).

– «I can't sit in a corny place like this cold sober» (Salinger, 2003: 30) – «Бо кругом усі вже напідпитку, а я ще й не нюхав» (Селінджер, 1984: 42).

5. Write the letter "i" by the words that are used in informal style and "f" by those ones that are used in a formal style.

- 1) guys – *i*
- 2) a minor
- 3) sober
- 4) Awesome!
- 5) to alight (from the bus)
- 6) act corny
- 7) to feel gutted
- 8) a felon
- 9) a girl
- 10) to bug someone
- 11) to zone out

6. Read each of these sets of words as a whole group. What is the unifying factor for each group? Can you add one more word to each group?

- 1) king, queen, prince, princess *royalty – duke*
- 2) sunshade, shady, shadow, shade, to shadow, shadowy
- 3) articulate, communicate, convey, express, put across
- 4) noun, verb, adjective, adverb
- 5) subtle, comb, lamb, crumb, debt, plumber

So, speaking in his/her native language, the speaker thinks only about what to say and in what circumstances. These actions are at the level of conscious leading translation activity. Separate operations of the process of generating speech by students are invisible, since they are completely automated and implemented instantly. In case of speaking a foreign language (under conditions of the analytical-synthetic phase of the translation), these operations become noticeable due to the absence of strong

links between the speech plan and the linguistic means of its expression, which exists in the speech of native speakers. Therefore, the condition of the activity of speaking is the presence of speech automation or speech skills: grammatical, lexical, verbal (we mean articulation and intonation). These skills are collectively the operational level of speaking as a skill of translation. However, this set is not a proper skill yet, because the latter cannot be reduced to a simple sum of elements that make up it. Skill of translation has its own qualities: *purposefulness, productivity, dynamism, integrability*. All these characteristics show the prognostic component of communicative activity of students at the English lessons in the process of their translation activities.

The purposefulness of the translational abilities ensures the functioning of the sphere of thinking of a future interpreter: there is *a constant correlation of the motive and the goal* (main and intermediate levels of the realization of translational activity), *feedback signals* – the verbal and nonverbal reactions of the translator, knowledge about this complicated process, the concrete situation and the context of all activities, including translational ones. Purposefulness is also expressed in the correlation of the speech statement of the translator with the expected result.

Productivity of translational activity concerns both the content and the form of its expression. In terms of content – it is a wealth of facts, information, thoughts, which are necessary to achieve the goal. With regard to the form of productivity it is determined by the number of new combinations of assimilated material: the less in the statement having been learned, the higher its productivity is.

Independence of the ability of translator to provide his/her professional activity involves a great independence from the native language (the untransparent character of speaking), as well as from the pillars-tips, which testify to the independent planning of the statement of translator and the selection of appropriate speech means.

Dynamic skills of providing the translational activity are the ability of the interpreter to transfer some meanings and sense. Dynamic skills correlate with such a sign of skills as flexibility. In such a way flexibility provides the transfer of skills in similar (but not constant) situations of the translational activity, and presents the dynamism of translational skills and abilities.

Under **integration of prognostic skills**, the quality of skills to anticipate that is arisen on the basis of the active synthesis of the various prognostic and translational skills on which it is based (automated components of translational activity), we mean as well as the integration of automated and non-automated components of translational abilities – motives, interests, life experiences, knowledge, all spheres of the personality of the translator. From the latter we've to do one of the most important methodological conclusions: the process of teaching of speech skills is impossible without connecting all levels, mechanisms, phases and ways of translational activity.

Analyzing speech activity, we'd like to emphasize that each individual act of the translation activity begins with a motive and planning. Also, each act ends with a result, the achievement of a certain goal, and the basis of the structure of translation activity. In such a way, translation activity is a dynamic system of specific actions and operations, which have the aim to be the result of this achievement. Such a dynamic system of Translation is the basis of the operational and prognostic mechanisms of the activity of the translator; it largely determines the speed and automatism of translation activities in the whole. The psychological content of translation activity includes different conditions of this activity, in which this activity takes a place. In such a way translation activity is determined by such elements, as the subject, means, tools, product and result.

Conclusions

The subject of the translational activity determines its nature. It is precisely in it that the need of providing translational

activity is realized. For example, in oral translational activity the subject is thought as a form of reflection of the relationships between objects and phenomena of a natural reality. It is in the process of expressing thoughts that the purpose of speech lies, in particular, in the reproduction of thoughts by the translator. The purpose of listening is realized, in turn. At the same time, a foreign language is a means of social communication, a means of expression and understanding, a tool of translational activity. It is a thought as an element of the psychological content of oral translational activity that determines the features and the conditions of its implementation.

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Івашкевич Ернест. Психологічна парадигма імплементації спонукально-мотиваційної, аналітико-синтетичної та виконавчої фаз у процесі перекладацької діяльності.

Мета дослідження – розкрити шляхи імплементації спонукально-мотиваційної, аналітико-синтетичної та виконавчої фаз у процесі перекладацької діяльності.

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

Результати дослідження. Аналізуючи мовленнєву діяльність перекладача, ми наголошуємо, що кожен окремий акт перекладацької діяльності починається мотивом і плануванням, і завершується результатом, досягненням певної мети, а в основу структури перекладацької діяльності покладено динамічну систему конкретних дій

і операцій, спрямованих на результат цього досягнення. Така динамічна система перекладацької діяльності є основою її операційного механізму; цей механізм великою мірою визначає швидкість і автоматизм виконання перекладацької діяльності. До психологічного змісту перекладацької діяльності входять умови її здійснення, які визначаються такими елементами, як предмет, засоби, знаряддя, продукт, результат.

Висновки. *Предмет перекладацької діяльності визначає її характер, саме в ньому і реалізується потреба здійснення перекладацької діяльності. Наприклад, в усній перекладацькій діяльності предметом є думка як форма відображення взаємостосунків предметів і явищ реальної дійсності. У процесі вираження думки полягає, зокрема, мета говоріння. У відтворенні думки реалізується, в свою чергу, мета аудіювання. При цьому мова, яка є засобом соціального спілкування, засобом висловлювання і розуміння, є інструментом, знаряддям реалізації перекладацької діяльності. Саме думка як елемент психологічного змісту усної перекладацької діяльності визначає особливості і умови її здійснення.*

Ключові слова: *перекладацька діяльність, усна перекладацька діяльність, спонукально-мотиваційна фаза, аналітико-синтетична фаза, виконавча фаза, соціальна комунікація, швидкість, автоматизм, рефлексія.*

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Psychological Rehabilitation of Combatants with Mental Disorders and Mental Trauma

Психологічна реабілітація учасників бойових дій з психічними розладами та травмами

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ABSTRACT

The purpose of this article is to introduce the concept of Psychologically-somatic stress, to describe types of military stress, to show the principles of use the method of Positive Psychotherapy for psychological rehabilitation of combatants with mental disorders.

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. We also used the method of Positive Psychotherapy.

The results of the research. According to combatants we distinguish the following types of stress: Chronic constant (or prolonged) stress. It is determined by a constant (or prolonged) serious load on a person and causes increased neuropsychological and physiological tension of the body. Acute situational stress is caused by a certain event or phenomenon, as a result of which a person loses his/her mental balance. Constant physiological stress is associated with physical overloads of the body and the influence of various harmful environmental factors on it (uncomfortable temperature, high noise level, etc.). Psychological stress is a consequence of: violation of the psychological stability of the person (for example, affected self-esteem, negative reasons of war, etc.); psychological overload of the person (increased responsibility, large amount of war destroyed activity, etc.). The subtype of Psychological stress is the Emotional stress, that occurs when there is a threat, danger or fear. Informative stress is determined by information overload or information vacuum.

Conclusions. The solution of the problem by using the method of Positive Psychotherapy has to be in such a way, that torments, the patient must always go through five main stages: 1. Looking at the situation from a distance. 2. Careful study of each individual detail, without exception, all the nuances. 3. Situational agreements. 4. Verbalization. In Psychology, this is the formalization of

feelings and emotions into verbal-logical forms. In simple words, this is a description of how a person feels when he/she is thinking about a problem. 5. Expanding boundaries, setting new goals and drawing up a plan of the action. The main goal of each session is to free a person from the burden with which he/she came. And you need to do it right now, at the current moment in time. Interestingly, according to this scheme, specialists in Positive Psychology build communication with absolutely all their clients, regardless of their problem.

Key words: *psychological rehabilitation of combatants, mental disorders, mental trauma, chronic constant (or prolonged) stress, acute situational stress, constant physiological stress, psychological stress, violation of the psychological stability, psychological overload, emotional stress, informative stress.*

Introduction

For the first time, the psychological changes in people's person who experienced this or that extreme situation, global catastrophe (war, earthquake, flood, COVID-19, etc.) or changes in personal plan were described in the scientific literature (Chenguang, Zhaoqin, Fang, Yang, Jinxiu, Jing, Fuxiang, Delin, Minghui, Li, Jinli, Haixia, Yan, Jiuxin, Ling, Li, Zhixiang, Ling, Yanjie, Haixia, Feng, Kun, Yujing, Dongjing, Zheng, Yingxia & Lei, 2020; Chen, Zhou & Dong, 2020; Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva & Zukow, 2020). Such kind of psychological changes we call "soldier's heart syndrome" or "soldier's mental syndrome".

Psychotraumatic factors affect not only the soldier's psyche, but also the entire body as a whole (Kraus, 2015). These factors influence the conditions of hostilities and they have not only a mental, but also a somatic side of their influences. The fear caused by the combat situation (Edwards, Lee & Esposito, 2019) is suppressed by great nervous tension. The achieved balance is disturbed by an additional influence, it is usually somatic by its nature (Epstein, Blake & González, 2017).

Mental trauma is considered as one of the consequences of the impact of stress factors on a person, who is a participant

in hostilities (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky, Malone & Mann, 2003). There are different approaches to understand this phenomenon.

Based on various theories and practical studies, *the content of mental trauma* is defined by some scientists as:

– breakthrough of a hypothetical protective mechanism that protects the psyche from excessive stimuli (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee Ng Tak, Wai Fu, Lee Kam, Lam, Yu Wai, Lai Jak & Sik, 2003);

– the result of a large and intense irritation from which it is impossible to get rid of or which cannot be processed in a normal way (Onufrieva & Ivashkevych Ed., 2021);

– an experience in which the actual Ego is suppressed and it is a strong violation of the mediator function of the Ego (Brodsky, Oquendo, Ellis, Haas, Malone & Mann, 2001);

– changes in the perception of one's own invulnerability (Chan, Ng & Chan, 2003);

– the result of the interaction of a traumatic event, a person's perception and assessment of it, a person's mental reaction to this event (Corbitt, Malone, Haas & Mann, 1996);

– destruction of the idea that the surrounding world is not dangerous and it is filled with meanings, that one's own personality is worthy of respect, and other people are worthy of trust (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait & Mann, 2003);

– weakening of the activity or a change in the integrity of the individual barrier of mental adaptation, which is accompanied by a violation of "mental homeostasis" and a decrease by the level of adaptation (Mandell & Pherwani, 2003);

– the violation of psychological integrity having been formed in childhood (Mykhalchuk, Zlyvkov, Lukomska, Nabochuk & Khrystych, 2022);

– the result of the impact of psychotraumatic stimuli, the strength of which is determined by the significance of pathogenic information for this or that individual (Kris, 1952);

– violation of mental protection and the system of significant experiences (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska & Cherniakova, 2021).

Scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko & Salden, 2021) proposed to classify mental trauma in terms of its intensity, significance for the individual, awareness and ability to overcome, degree of duration of influence of psycho-traumatic factors:

- massive (catastrophic), sudden, sharp, unexpected, stunning;
- situationally acute;
- prolonged situational situations that transform the conditions of many years of life (situations of deprivation);
- prolonged situational, leading to the perceived need for persistent mental overstrain (exhaustion).

So, **the purpose** of this article is to introduce the concept of Psychologically-somatic stress, to describe types of military stress, to show the principles of use the method of Positive Psychotherapy for psychological rehabilitation of combatants with mental disorders.

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. Also, we used the method of Positive Psychotherapy for psychological rehabilitation of combatants with mental disorders.

Results and their discussion

We should also note, that emotional stress is usually social in its origin, and different people's resistance to it is also different. Stress reactions to psychosocial difficulties are not so high, a consequence of the latter as an integrative response to their cognitive assessment and emotional arousal.

In turn, initially noting some non-specific response of the body to the influence of harmful factors, which is manifested in displaying the symptoms of the general adaptation syndrome of the person, the concept of stress is now applied to something else. Also, we've to emphasize, that in critical situations on stress there is even a kind of genre tradition of starting a review of studies listing such completely disparate phenomena, as the reaction to the influence of cold and criticism, hyperventilation of the lungs in different conditions of forced breathing and the joy of success, fatigue and humiliation. According to our observations, many considering stress factors are similar like everything that happens to a person, if he/she is not staying in the bed. Also, we observed, that even in the state of complete relaxation a sleeping combatant feels a certain stress, and he/she equates the absence of stress with the death. If we add to this that stress reactions are inherent to all living things, including plants, then this concept together with its simple derivatives (stressor, micro- and macro-stressor factors, positive and negative stressors) becomes the center of an almost cosmological system, which becomes, as we think, the basic, leading stimulus of life affirmation, creation and the person's development, the basis factor of all aspects of human life. In such a way, a stressor factor acts as a foundation for personal philosophical and ethical constructions of the psyche of the individual (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden & Aymedov, 2021).

In our psychological researches on stress and stress factors, our persistent attempts are made to somehow limit the claims of this concept, subordinating it to traditional psychological problems and terminology. For this purpose, we'd introduce the concept of *Psychologically-somatic stress*, which, unlike the physiological highly stereotyped stress reaction to danger, is a reaction having been mediated by threat assessment and protective processes and circumstances. According to the results of our research, the essence of a stressful situation is the high loss

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of control, that is the lack of an adequate response to the given situation, when the consequences of failure have the aim to be responded, to be significant for the individual. Also, we believe, that stress should be called a special type of emetogenic situations, such as we've to use this term in relation to situations that are repeated or are chronic in their nature, and in this case the adaptation disorders may appear quickly. We also define mental stress as a state in which a person finds himself/herself in the real conditions that prevent his/her self-actualization and self-realization.

Therefore, the main direction in the Developmental Psychology is displayed in the structure of the concept of stress. This concept is the denial of the lack of addressability of situations that generate stress. That is why, not some or any influences of the environment causes stress, but only that one, which are evaluated as threatening, fear, which disrupts adaptation, control and prevents self-actualization of the combatant.

Based on these facts, we can tell, that a small and short-term stress can affect a person without significant consequences, while a long and significant one puts the combatants' physiological and psychological functions out of balance, negatively affects the combatants' health, work capacity, work efficiency and relationships with others (in this case it is called distress).

In general, 95 militaries were participated in our research. The place of organizing this stage of the experiment was the Main Military Clinical Hospital (the Center), Kyiv, Ukraine. They were in the age 24-45 years old. At this stage all respondents were included into one experimental group. These militaries were sent for inpatient treatment by the military commissariats of Kyiv to resolve the issue of fitness for military service. All soldiers have been served in the army in the military zone of Ukraine in the south-east of Ukraine (Donetsk, Lugansk and Kherson regions). They all were included by us into experimental group, which was formed by the help of method of randomization. This stage of the experiment was organized in February-May, 2023.

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We have followed the main ethical standards of providing the empirical research (we've obtained the informed consent of potential participants in the experiment to voluntarily participation in the research). Ethical principles were followed in the process of conducting the empirical research: the principle of voluntary consent; the principle of minimizing risks for participants; the principle of confidentiality; the principle of informing participants about the content of the research; the principle of mandatory documentation of the stages and the results of the research; the principle of reliability of methodical instruments of the research having been conducted; the principle of validity of research data processing.

According to combatants we distinguish the following *types of military stress*:

– **Chronic constant (or prolonged) stress.** It is determined by a constant (or prolonged) serious load on a person and causes increased neuropsychological and physiological tension of the body.

This **Chronic constant (or prolonged) stress** is shown on Fig. 1.



Fig. 1. Chronic constant (or prolonged) stress

– **Acute situational stress** is caused by a certain event or phenomenon, as a result of which a person loses his/her mental balance.

Acute situational stress is demonstrated by us on Fig. 2.



Fig. 2. Acute situational stress

– **Constant physiological stress.** It is associated with physical overloads of the body and the influence of various harmful environmental factors on it (uncomfortable temperature, high noise level, etc.).

On Fig. 3 we showed the image of combatant with Constant physiological stress.



Fig. 3. Constant physiological stress

- **Psychological stress** is a consequence of:
- **violation of the psychological stability** of the person (for example, affected self-esteem, negative reasons of war, etc.);
 - **psychological overload** of the person (increased responsibility, large amount of war destroyed activity, etc.).

A subtype of Psychological stress is **Emotional stress**, that occurs when there is a threat, danger or fear.

Psychological stress is displayed by us on Fig. 4.

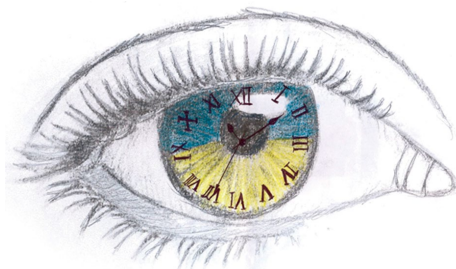


Fig. 4. Psychological stress

– **Informative stress**, which is determined by information overload or information vacuum.

The image of **Informative stress** is on Fig. 5.



Fig. 5. Informative stress

We proved, that the names of cluster emotions of the lexical-semantic field "fear" of combatants because of the events of War on the territory of Ukraine acted as a kind of core elements, turning it into high ordered collection of conceptually related synonymous groups of lexemes. Among them, the main synonymous series stands out, which forms the basis of the logical structure of the nominative space, since it most adequately reflects its main conceptual category. The lexeme "fear" is generic in relation to other synonymous units, a stylistically neutral unit that is used to define emotions of fear in various parts of the language, reflects the most generalized meaning and is characterized as the most frequent in use in texts compared to other units close in their meaning.

For psychological rehabilitation of combatants with mental disorders we proposed to use the method of Positive Psychotherapy. Positive Psychotherapy gained recognition not so long ago, but has already managed to gain popularity among psychologists and psychotherapists. All thanks to the fact that it offers to solve the problems of patients right now, and not later, when the causes are discovered, or after some or many years. How does it work in practice? Is this therapy deservedly popular? These questions we'll decide in our article.

Positive Psychotherapy is a direction in Psychology that focuses on solving problems using the innate and acquired abilities of a person. It is used not only in Psychology, but also in Psychiatry in cases where there is a great need for the treatment of behavioral and personality disorders.

The founder of the current direction is the Iranian professor, Doctor of Medical Sciences and a specialist in the field of Psychology, Psychotherapy and Neurology Nossrat Pezeshkian. Peseschkian's Psychotherapy was promoted in Germany in the late 60s of the last century. But Positive Psychotherapy received its recognition only in 1996, when the European Association for Psychotherapy declared it as the official direction. Twelve years later, in 2008, the World Council for Psychotherapy did the same (Peseschkian, 2003).

To understand the essence of Positive Psychotherapy of N. Peseschkian (2003), it is enough to read carefully the meaning of the word from which this title "Positive Psychotherapy" comes from. This direction works with the problem that a person has at the current time and requires an immediate solution. According to Nossrat Pezeshkian, the methods having been used by psychologists are not always effective. And all positive because precious time is wasted. First of all, the specialist looks for the causes of the problem, then tries to eliminate the factors provoking its development, and only after these actions begins the fight against the difficulty itself. During this time, it can not only intensify, but also go into a chronic, neglected form.

The main objectives of Positive Psychotherapy are: treatment of personality and behavioral disorders; prevention of deviant (deviating from generally accepted norms) behavior and social maladaptation of very young children and adolescents; development of intercultural consciousness, which include the study of national traditions that influence the behavior of combatants with mental disorders. Another task is to study the interaction of Positive Psychotherapy with other psychotherapeutic areas.

Positive Psychotherapy is based on **three principles**: balance, hope, self-help and mutual help. Let's analyze each of them in more detail.

The principle of balance. Here we are talking about a differential analysis of personal psychodynamics. As we stated above, Psychotherapy works with the innate and acquired abilities of the person. Problems are arisen when the first are not identified, and the second ones, lying completely on the surface, are not applied. The main task of the psychotherapist is to find, separate from each other and make both of them work (Murphy, Hall & Hall, 2003).

The principle of hope. It happens that a specialist refuses to work with a patient because a psychotherapist does not have the necessary skills to solve his/her problem. In the case of Positive

Psychotherapy, a specialist simply does not have the right to do so. Even if the situation is running to the point of impossibility, he/she must behave as if after a couple of sessions the person will be absolutely healthy. In this case, it is recommended to focus on the inner strength of the patient himself/herself (Onufriieva, Chaikovska, Kobets, Pavelkiv & Melnychuk, 2020).

The principle of self-help and mutual assistance. It implies harmonization, adaptation and development of any personality in the shortest possible time. At first, the therapist works directly with the patient and his/her problems. And then a psychotherapist gives him/her a plan of activity on how to help not only himself/herself, but also the people around him/her. The latter includes not only family members, but also the activity with colleagues, neighbors, just acquaintances (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Zukow, Ivashkevych Er. & Yatsjiryk, 2023).

These are just some of the tools which are used by Positive Psychotherapy. In fact, there are many more. Positive Psychotherapy of N. Peseschkian (2003) relies on the innate and acquired abilities of a person. And it's not just some talents and super abilities. Rather, it refers to the need for knowledge and love. The ability to know is considered the intellectual essence of a man. According to our research, the left hemisphere of the brain is responsible for it. It has two interesting features: It is more strongly developed among mathematicians, physicists and those ones who are somehow connected with the exact sciences. In priority it is for people living in North America and Western Europe.

Let's look by the example of how this ability is used in Positive Psychotherapy sessions. Suppose the patient is a man who has problems in the family. He is asked to answer a number of basic questions. Here are some of them: "What is the reason for constant quarrels and scandals?", "Doesn't your wife take care of the house and children?", "Or maybe she does not make time for the kids?" "Is this the only reason for dissatisfaction?", "Are

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there any positive aspects in your family life?", "What outweighs: disadvantages or advantages?" By giving the last answer, the patient will see a complete picture of what is happening in his family. It turns out that already at the first session, he will understand how he should behave further, is it worth fighting for the relationship or it is better to leave?

The second ability we pointed out was *the ability to love*. We'd like to say, it is not connected with the intellectual sphere. This is the emotional component of the human personality. To a greater extent, it is inherent according to representatives of creative and humanitarian professions, as well as those ones who live in the East or in the South America. If this ability is predominant for this patient, it is pointless to ask him/her rational questions. Trying to answer them, they will get even more confused. Therefore, psychotherapists use metaphors and parables. So, for example, if an artist came for help, as an example, he can give a damaged canvas or paint that has dried up. This will help him understand the situation correctly and draw conclusions.

According to Peseschkian's theory, there are people the abilities of whom are mixed. So, for example, an Oriental may be a pragmatic mathematician or a prim Englishman, who is an artist. How shall we be in this case? Here, specialists choose the dominant part of their personality for work, trying to avoid internal conflicts.

Exercises of Positive Psychotherapy will be especially effective in a case of those people who like to exaggerate problems, "to make an elephant out of a fly". Encourages you to see positive in everything that happens around. Yes, sometimes it is difficult, but nothing is impossible, especially when you understand what it is for. Imagine that you suddenly become ill in the middle of a working day. It would seem, what good can be in this situation? Any ailment is a signal from the body that something is wrong with it. So, you have the opportunity to undergo an examination and in time to identify its cause. The problem was before, but, you see, rarely does anyone regularly goes to the hospital and

undergoes a medical examination. But the sooner you turn to a qualified specialist and start treatment, the less consequences (often irreversible) will be.

Also, in our experiment we used the exercise "An ideal day". This exercise is shown to those combatants who have not received joy from the life for a long time, who have forgotten what happiness and peace are, and who are mired in problems and, as a result of all this, fell into depression. It is recommended to do it a couple of times a week. So, take a blank sheet of paper and a pen. Write on it as much detail as it is possible how you would like to live tomorrow. Don't miss a single detail. Write in your plan what you want to eat for breakfast, whom to call, what TV show to watch or what book to read, where to go and whom to meet. And then try to live the day as you wrote as accurately as you can.

The exercise "Positive labels" gives to combatants excellent results, although it seems too difficult. You need to clear the space around you of labels with negative connotations. What does it mean? For example, your neighbor is not old and fat, but wise over the years and with appetizing forms. The boss is not a tyrant, but a person who simply has a rather interesting and difficult character. At first, you can repeat these statements out loud, and then move on to mental formulations.

The next exercise is "A clew". Don't worry, you won't have to knit here. The ball needs to be untangled. Too often we lump everything together. And then it seems that there are more and more problems, and there is not enough strength to fight them. Take several sheets of paper and write a different difficulty on each of them. Let's say one has problems at work, the other person has problems in the family, the third one has a lack of time for activities with children, etc. Paint them as detailed as possible, but in no case do not mix. Proceed to the solution in the same way.

Nowadays, Positive Psychotherapy has become widespread. And there is a logical explanation for this; we mean its advantages. There are several of them:

1. Focus on the problem, not on its manifestations and symptoms. To help the patient, you will need no more than 20 sessions, if we talk about the work of a psychologist, and no more than 50 of them, if we talk about a psychotherapist. A great example is Gestalt Psychology. Where it helps in 6 months, Positive Psychotherapy copes in one and a half. The specialist does not spend much time looking for the right tools for the job. Almost all methods of resolving internal conflicts are applicable.

2. Positive Psychotherapy is suitable for representatives of all nationalities, whether they are strict Germans or sensitive residents of the East. The patient will not only be a listener. He is actively involved into the process of solving his/her own problem.

3. The psychotherapist perceives a person as an integral system, a formed personality, and does not work with its separate parts, for example, emotions or thoughts.

4. The activity is based on the use of illustrative examples, parables and metaphors, which greatly simplifies it and makes it more understandable.

5. Another undoubted advantage is the activity for the future, despite the use of the principle of "here and now". The patient does not only solve the problem, but also receives instructions on how to behave correctly in the future.

Conclusions

The solution of the problem by using the method of Positive Psychotherapy has to be in such a way, that torments the patient must always go through *five main stages*:

1. *Looking at the situation from a distance.*

2. *Careful study of each individual detail*, without exception, all the nuances. 3. *Situational agreements.*

4. *Verbalization.* In Psychology, this is the formalization of feelings and emotions into verbal-logical forms. In simple words, this is a description of how a person feels when he/she is thinking about a problem.

5. *Expanding boundaries*, setting new goals and drawing up a plan of the action. The main goal of each session is to free a per-

son from the burden with which he/she came. And you need to do it right now, at the current moment in time. Interestingly, according to this scheme, specialists in Positive Psychology build communication with absolutely all their clients, regardless of their problem.

As for the methods, there are dozens of them in the arsenal of psychotherapists. And each time they apply the most effective methods in a particular case. The methods can be: visualization; questioning; questions and answers; pronunciation; stories, parables; metaphors.

Sometimes patients solve their problems after seeing themselves in examples of similar situations. One of the benefits of Positive Psychotherapy of N. Peseschkian (2003) is the ability to use some of the techniques and exercises on your own. They will help a specialist to cope with excessive emotional and physical stress, internal disagreements and complexes, obsessions.

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Харченко Євген, Онуфрієва Ліана. Психологічна реабілітація учасників бойових дій з психічними розладами та травмами.

Метою статті є ознайомлення з поняттям психосоматичного стресу; опис видів військового стресу, показати принципи використання методу позитивної психотерапії для психологічної реабілітації учасників бойових дій із психічними розладами.

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

моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження. Також було використано метод Позитивної Психотерапії.

Результати дослідження. Ми виділяємо такі види стресу: хронічний стрес визначається постійним (чи тривалим) серйозним навантаженням на людину і викликає підвищену нервово-психологічну і фізіологічну напругу організму; гострий стрес викликається певною подією чи явищем, у результаті якого людина втрачає психічну рівновагу; фізіологічний стрес пов'язаний з фізичними перевантаженнями організму і впливом на нього різних шкідливих факторів навколишнього середовища (некомфортна температура, високий рівень шуму). Доведено, що психологічний стрес є наслідком: порушення психологічної стійкості особистості (наприклад, зачеплене самолюбство та ін.); психологічного перевантаження особистості (підвищена відповідальність, великий обсяг роботи та ін.). Показано, що різновидом психологічного стресу є емоційний стрес, що виникає при погрозі, небезпеці, образах. Зазначено, що інформаційний стрес визначається інформаційними перевантаженнями чи інформаційним вакуумом.

Висновки. Вирішення проблеми, яка мучить пацієнта, в позитивній психології завжди має пройти п'ять основних етапів: 1. Аналіз ситуації з боку, з певної відстані. 2. Ретельне опрацювання кожної окремої деталі, всіх без винятку нюансів. 3. Ситуаційна згода. 4. Вербалізація. У психології це – оформлення почуттів та емоцій у словесно-логічні форми. Простими словами, це – опис того, що відчуває людина, думаючи щодо цієї проблеми. 5. Розширення кордонів, постановка нових цілей та складання плану дій. Головна мета кожного сеансу – звільнити людину від вантажу, з яким вона прийшла до психотерапевта. Причому зробити це потрібно саме зараз, у цей момент часу. Цікаво, що за такою схемою фахівці з позитивної психології спілкуватимуться абсолютно зі всіма своїми клієнтами, незалежно від їхньої проблеми.

Ключові слова: психологічна реабілітація учасників бойових дій, психічні розлади, психічна травма, хронічний постійний (або тривалий) стрес, гострий ситуаційний стрес, постійний фізіологічний стрес, психологічний стрес, порушення психологічної стійкості, психологічне перевантаження, емоційний стрес, інформаційний стрес.

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The Ways of Development of Students' Creative Thinking by Actualizing their Auditory Differential Sensation

Шляхи розвитку творчого мислення студентів шляхом актуалізації їх слухового диференційованого відчуття

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ABSTRACT

The aim of our research is to show the ways of development of students' creative thinking by actualizing their auditory differential sensation; to propose three stages of perception and understanding of video resources.

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. Perception and understanding of video resources has some stages: at the stage of perception, as evidenced by the review of the literature, finding out a general idea about the text, by implying of which it is formed (usually we mean about the volume, grammatical correctness), which forms a vague forecast of what the text will be about and by what elements it forms interest of students. The success of perception, in our opinion, is represented by the activity of reception and the accuracy of the recipient's expectations according to this text. Then we'd like to show criteria of perception and understanding of video resources: reception activity, which is determined by the attention to the video material or by ignoring it. The reception indicator is the amount of video material that the student watched. Such activity is the initial stage of emotional identification (surface emotional identification), as it was arisen on the basis of an emotional reaction, such as: "it is interesting" – "it is not interesting"; the accuracy of expectations, which reflects a perceptual forecast regarding video materials and it is verified by the indicator of the coincidence of dominants in the process of secondary perception of video materials. In such a way we mean the reactions to a certain fragment of video material and its complete primary viewing. In turn, expectations precede interpretations, forming presuppositions for interpretation. They can be considered a superficial interpretation.

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Conclusions. *It has been proven that at the stage of emotional identification secondary video material is supplemented with probable emotional connotations, awareness of the author's assessment and formation of his/her own, as well as their correlation. We consider the criteria of this stage to be: 1) consistency of emotional attitude of students, which is expressed through the correspondence of connotations in the Primary and Secondary video materials; the percentage of connotations of Secondary perception that coincided can be considered an indicator of connotations; 2) adequacy of assessment, such as the ratio of the assessment of the difficulty of understanding video materials with the indicator of adequacy of its interpretation.*

Key words: *creative thinking, auditory differential sensation, emotional attitude, Primary and Secondary video materials, understanding video materials.*

Introduction

Under the influence of processes of globalization and the integration of our country into the European system the educational process in Ukraine at the educational institutions has some significant changes. They are focused on achieving world educational standards. New conditions of professional activity require different changes in the principles of general scientific methodology, the use of new, more effective approaches, methods and techniques of teaching different subjects at the universities.

The problem of developing students' creative thinking in the process of learning languages as means of communication becomes especially relevant in modern Psychology (Hamedi & Pishghadam, 2021). However, traditional methods of teaching do not give significant positive results. Students at the initial stage of learning have a low level of the development of auditory differential sensation, which disrupts the perception of the sound image of words. Students do not know how to predict lexical material when constructing their own statements, correctly encode and decode vocabulary material (Engle, 2002; Falé, Costa & Luegi, 2016). All these processes lead to the inability to reflect the required number of facts, to speak logically and competently, to argue students' points of view, to expand their statements

through lexical and grammatical knowledge, to saturate statements with lexical units on a given topic, to support a conversation or lead a discussion spontaneously. The main in this case is a Cognitive Approach to develop students' creative thinking, that will be able to make communicative methods of teaching more dynamic, that will give a new impetus to the renewal of creative thinking of students (Cui, Wang & Zhong, 2021).

Many psychologists (Івашкевич Ер. & Кюмарніцька, 2020; Максименко, Ткач, Литвинчук & Онуфрієва, 2019) have dealt with the problem of developing students' creative thinking in foreign language teaching. Modern modifications of developing pupils' creative thinking in the process of teaching foreign languages have received the most consistent theoretical justification in the researches of scientists (Drigas & Karyotaki, 2017). Nowadays, there is a further theoretical development and practical implementation of developing students' creative thinking according to foreign language learning by use of the models of learning different types of speech activity: reading, listening, writing, speaking at the lessons.

So, the *aim* of our research is to show the ways of development students' creative thinking by actualizing their auditory differential sensation; to propose three stages of perception and understanding of video resources.

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 used as the method of organizing empirical research.

Results and their discussion

In the conditions of reforming the educational system of Ukraine there is a rethinking of the goals of developing students' creative thinking by actualizing their auditory differential sensation, content and organization of foreign language teaching.

Currently, the use of techniques and methods that form the students' abilities to acquire knowledge independently, to find and to analyze the necessary information, to draw conclusions and inferences, which increase the importance of the formation of students' universal learning activities.

In this case, the improvement of the perception at the lessons as the main form of the organization of educational activities becomes very important. According to the available definitions, a lesson is a form of organization of the educational process in which the teacher for a specified time organizes cognitive and other activities of a permanent group of students (with a whole class) taking into account the characteristics of each of them, in order for all pupils to master the basics of the subject directly in the learning process, as well as for the education and the development of cognitive and creative abilities, spiritual strength of students (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001).

Scientists define a lesson as an integral part of the educational process, at which like a drop of water all the pros and cons of the scientific concept having been used by the teacher are reflected (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er. & Hupavtseva, 2020).

The purpose of the lesson with the aim of developing students' creative thinking by actualizing their auditory differential sensation has to be the acquisition of students' knowledge, skills and abilities, the development of their competencies, the achievement of final results having been established by the State standard of the appropriate level of education. The tasks of the educational sector at school, in accordance with the State Standard, are:

– further development of motivation to study Language and Literature, assimilation through Language and Literature the History, Culture, moral and aesthetic values, formation of students' spiritual world, their worldviews, the development of civic qualities, affirmation of national and universal values by means of Language and Literature;

– the development of skills to communicate freely in different situations, to formulate and defend one's own opinion, to lead a discussion, to evaluate life phenomena, moral, social, historical and other problems of the present, to express one's own opinion, to achieve mutual understanding and interaction with other people;

– the improvement of basic lexical, grammatical, stylistic, orthoepic, spelling skills, generalization and deepening of students' knowledge about Language as a social phenomenon and about Literature – as the Art of speech;

– the development of skills to navigate in a variety of information in Ukrainian and other languages, in the world of classical and mass literature, to use modern information for communications (Internet, distance learning system, etc.), to conduct research activities (to find, to perceive, to analyze, to evaluate, to systematize, to compare various facts and information), to apply in practice the knowledge acquired in the process of studying Language and Literature, acquired skills and abilities;

– the improvement of research skills of independent learning, providing self-development, self-control, development of artistic and figurative thinking, intellectual and creative abilities of students, their emotional and spiritual sphere, aesthetic tastes and general culture.

The Competence Approach reflects this or that type of educational content, which is not reduced to a psychologically oriented component, but includes heuristic experience of solving life problems by students, performing key functions, social roles, providing the manifestation of competencies. Competence approach in the process of education in contrast to the concept of "knowledge acquisition" involves the development of students' skills that allow them to act effectively in future situations of professional, personal and social life. Of course, subjective knowledge does not disappear from the structure of education, but they play a subordinate, indicative role, because students have abandoned not knowledge as a cultural subject, but a cer-

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tain form of knowledge (knowledge "just in a case", such as information) (Ferdowski & Razmi, 2022).

As we rightly noted in other our articles (Mykhalchuk & Ivashkevych Er., 2021; Mykhalchuk & Khupavsheva, 2020) the theoretical development of the person deals with the substantiation of the Competence Approach (Jiang, Zhang & May, 2019). So, it is necessary not so much to have knowledge, but to have certain competencies and be ready to find and select the necessary knowledge in the vast repositories of information created by mankind at any time.

The aim at a foreign language lesson is the formation of foreign language communicative competence, which is a complex of integrative education, which includes Language, Socio-cultural, Compensatory, Educational and Cognitive components. This is the specificity of a foreign language lesson with the aim of teaching foreign language communication, the formation of language and speech skills by various types of speech activities: listening, speaking, reading, writing. According to scientists, the main characteristics of a foreign language lesson are language orientation, individualization, novelty, situationality and functionality (Ivashkevych Ed. & Onufriieva, 2021).

Modern foreign language lesson has to actualize a number of requirements, among which psychologists call the communicative orientation of the learning process, a content, educational and developmental value, favorable psychological atmosphere, rationality of the chosen structure, the correct distribution of time between stages of the lesson, creating necessary conditions for students, combination of different forms of the activity (individual, pair, group, frontal), providing systematic educational control of knowledge, organization of intensive independent activity, actualizing use of differentiated approach to different groups of students, maintaining optimal lesson pace for them, changing activities, creating problem and search different situations.

Successful implementation of the requirements for a modern foreign language lesson is possible only if the teacher has the

necessary professional knowledge and skills. Scientists include four groups of skills to professionally significant skills, such as:

- the ability to know the characteristics of the student's personality, which is formed and developed on the basis of the process of obtaining self-knowledge;
- skills related to the process of planning language communication in the educational process;
- skills related to the implementation of well-planned actions and gaining evaluation of positive results;
- the ability to analyze the results of being well-organized at the lessons (Huang, Loerts & Steinkrauss, 2022).

Thus, among the requirements for a modern foreign language lesson, it is important to understand the process of language learning itself (we mean a cognitive process).

In this context we've to say, that students have been interested in the problems of obtaining humanity of knowledge and understanding the information from ancient times. Researches about where and how the person's knowledge and experience are gained have outlined the subject area of a Modern Interdisciplinary Approach to the study of Cognition – such as Cognitive Science.

Cognitive Science has a specific aim of obtaining knowledge about knowledge, the focus of its attention on the problems of having been associated with obtaining, processing, storing, extracting and operating knowledge. These problems apply to all procedures that characterize the use of knowledge in human behavior. The most important is the process of thinking in the paradigm of communication. Cognitive Science deals with the information about the world, studying such complex phenomena of human existence as the perception of the world and the reflection of what was perceived in the human head (we mean the languages of the brain, the memory and the organization of human cognitive abilities). A distinctive feature of the immediate interests of cognitive science is the appeal to knowledge and cognition. Many researchers (Greco, Canal, Bambini & Moro, 2020)

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see the global task of Cognitive Science in understanding how a person with his/her relatively limited abilities is able to process, transform huge amounts of knowledge in extremely limited periods of time (Hogan, Adlof & Alonzo, 2014).

However, human knowledge and processes of cognition are too complex to provide their description within the paradigm of any Science, being the central problem in Philosophy, Psychology, Logics, etc. Therefore, Cognitive Science will be developed as an interdisciplinary science. It is designed to combine the efforts of specialists in different fields of knowledge: psychologists and linguists, philosophers, specialists in artificial intelligence, on the organization of knowledge bases in computers and mathematical modeling.

We think that video resources are the main instrument of development students' creative thinking by actualizing their auditory differential sensation. Let us explain our position.

Perception and understanding of video resources has some stages:

1. At the stage of perception, as evidenced by the review of the literature, finding out a general idea about the text, by implying of which it is formed (usually we mean about the volume, grammatical correctness), which forms a vague forecast of what the text will be about and by what elements it forms interest of students. The success of perception, in our opinion, is represented by the activity of reception and the accuracy of the recipient's expectations according to this text. Then we'd like to show criteria of perception and understanding of video resources:

1.1. Reception activity, which is determined by the attention to the video material or by ignoring it. The reception indicator is the amount of video material that the student watched. Such activity is the initial stage of emotional identification (surface emotional identification), as it was arisen on the basis of an emotional reaction, such as: "it is interesting" – "it is not interesting".

1.2. The accuracy of expectations, which reflects a perceptual forecast regarding video materials and it is verified by the

indicator of the coincidence of dominants in the process of secondary perception of video materials. In such a way we mean the reactions to a certain fragment of video material and its complete primary viewing. In turn, expectations precede interpretations, forming presuppositions for interpretation. They can be considered a superficial interpretation.

2. At the stage of interpretation, with the help of thinking and memory, the meaning of perceived video material is analyzed, key words are singled out, meanings are formed. These meanings form a rational structure of sense in order to implement a secondary perceptual process. In our opinion, the successful criteria for understanding and interpreting the video material at this stage are:

2.1. Adequacy of interpretation of video materials (qualitative criterion), such as selection of the main, basic dominants in their structure.

2.1. Completeness of understanding (quantitative criterion), that is the presence in the structure of the secondary material (which is produced by the student after the second, third, etc. viewing of the video materials) of all the respondents regarding the semantic dominants from the primary precepted video material.

So, let's describe the impact and the importance of using video resources the developing of creative thinking of students. Videos, like other theme-based materials, are effective springboards for different other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities (El-Zawawy, 2021).

As scientists (Gathercole, Pickering, Ambridge & Wearing, 2004) observe, the use of video in the classroom is highly motivational for students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

Other authors highlight the importance of the video as a facilitator of mental processing, thanks to the images on the TV

screen that are life-like, such as representations of people or objects (Hornberger & Link, 2012).

The use of audio player Cds with conversations between people is a common practice at schools, but it seems rather unnatural for students because they are avoided to see the speaker and the environment. Video provides this environment, and this helps learners to understand a particular discourse and improve their long-term listening comprehension, as well as their confidence in speech acts (Mai, 2022).

The researches of scientists (Murphy, Melandri & Bucci, 2021) note that to make the listening input easily is comprehensible for the scenes with utterances. They should be back up by body language. The students who were in sound-only conditions were less successful in maintaining the interest and concentration in listening. For scientists (Ivashkevych Er., Perishko, Kotsur & Chernyshova, 2020) more important is that video which provides visual stimuli that can help students generate predictions and speculations activating their background schemata.

So, we provided our research at the 1st course of philological faculty of Rivne State University of the Humanities. Our research lasted during 2022. In this research 43 students participated (Groups IM-11, IM-12).

The research over this span of time has consistently shown the positive benefits of its use. Evidence-based findings indicate using video in the classroom, which:

- facilitates thinking and problem solving;
- fosters mastery learning;
- inspires and engages students;
- helps to develop learner's autonomy.

At the English classroom video is new only in its improved quality and wider availability. The use of video in the classroom will continue to expand. The principals who've employed blended learning at the lessons say that the use of digital content:

- increases students' engagement in learning (74.68%);

- extends learning beyond the school day offering students great opportunities for self-directed learning and remediation (71.96%);
- increases the relevancy and quality of the instructional materials (62.58%);
- provides innovative ways for instruction to be personalized for each student (55.64%);
- decreases the traditional dependency on textbooks (50.91%) (Fig. 1).

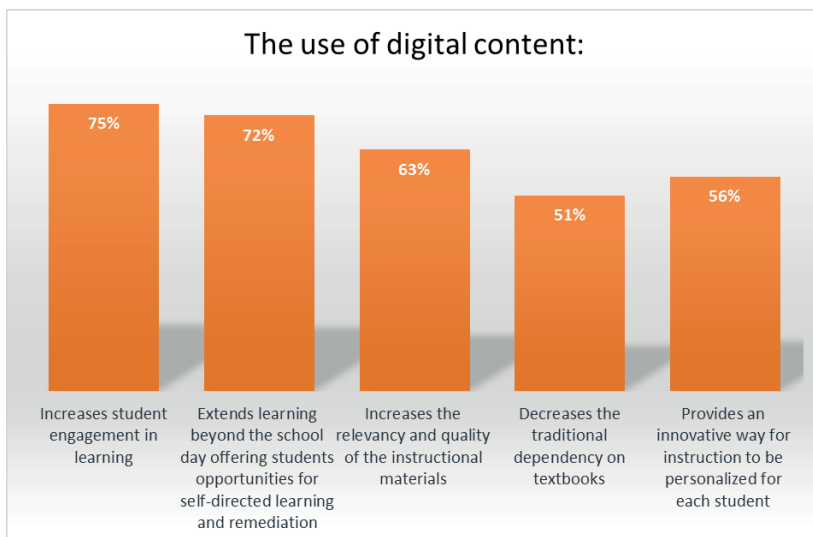


Fig. 1. The ways of use digital content by students, watching video materials at the lessons

Let's describe how students are using video. Data and teacher experience are far from the only drivers of video in the process of education. Students' experience is a key factor in the explosion of video in the classroom. Today's students have never known a world without video. Among students in the age of 18 or younger, 89.56% use smartphones. Around a half of students have their own smartphones. A quarter of them say they're "con-

stantly connected” to the Internet. **91.76%** of US students watch Youtube, compared to just **85.66%** of students who use Snapchat, and **81.17%** of them who use Facebook.

Since video is a constant in students’ personal lives, it’s natural for them to want to use it at the lessons. Here’s how students are using video to support their education:

- more than a third (**37.93%**) of students seek out online videos to help with homework;
- **26.95%** said that they regularly watched videos having been created by their teachers;
- **73.93%** of students said they watch online videos for homework.

The top subject areas in which the students watch videos to actualize their knowledge are: Science (**65.73%**), Logics (**58.92%**), Social Studies/History (**52.94%**) and English/language Arts (**44.91%**) (Fig. 2).

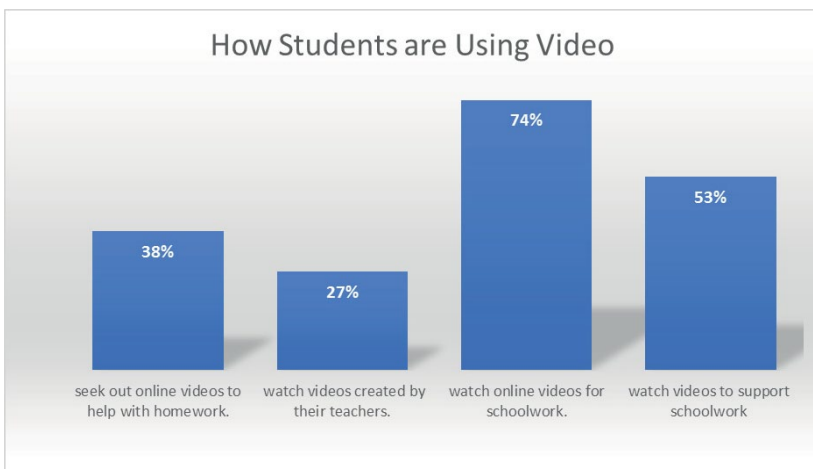


Fig. 2. The ways of use video resources by students

So, let us show benefits of using video materials by students:

- Videos create a more engaging sensory experience than using print materials separately. Learners actually get to see

and hear the concept having been taught and can process it in the same way they process their everyday interactions.

- They provide a go-to resource that can be watched from anywhere with an Internet connection. Video materials are accessible on a multitude of devices including laptops, tablets and smartphones. This allows for viewing at the students' convenience and from wherever they are.

- Videos increase knowledge retention, since they can be stopped and replayed as many times as it needed. They can also be reviewed long after the initial lesson was taught.

- They greatly assist in the process of learning of all subjects, but particularly those topics that are complex and/or highly visual (such as step-by-step procedures or Science and Math formulas).

- They increase proficiency in digital literacy and communication, which are important for the 21st century skills.

- Videos in a great degree develop a creative thinking of students.

There are also benefits to teachers:

- Videos increase students' engagement, which in turn help scientific achievements. If students are interested in the material, they will better process and remember it.

- They offer the flexibility to pause or skip throughout the video to have a class (group) discussions or review particular areas.

- They enable teachers to create a flipped classroom, or provide "blended" learning environment. However, videos are also beneficial to teachers who teach in traditional classroom settings.

- Digital videos facilitate remote learning opportunities where teachers can reach students from all over the world.

- Nowadays many videos contain analytic characteristics that enable teachers to track students' engagement and attendance while viewing. Companies like "Next Thought" even provide platforms that can track how long a video was viewed for

and what percentage of the video was watched. This allows the facilitator (the teacher) to gage the effectiveness of the video.

- Videos provide opportunities for students to get feedback and assistance through the video. This is helpful for students who are unable to attend classes, or who need tutoring or reviewing sessions.

- Videos seek to change the roles of teachers from lecturers to facilitators. It's important to note that videos are meant to enhance course materials and lectures, but not to replace them.

- Visual stimulation grabs students' attention. Visual stimulation encourages students' interaction with the content or the concept. It also creates a bigger memory imprint in the pupils' mind, making teaching with videos greater for information retention, using video resources actualizing students' language skills.

Conclusions

It has been proven that at the stage of emotional identification secondary video material is supplemented with probable emotional connotations, awareness of the author's assessment and formation of his/her own, as well as their correlation. We consider the criteria of this stage to be:

1. Consistency of emotional attitude of students, which is expressed through the correspondence of connotations in the Primary and Secondary video materials; the percentage of connotations of Secondary perception that coincided can be considered an indicator of connotations.

2. Adequacy of assessment, such as the ratio of the assessment of the difficulty of understanding video materials with the indicator of adequacy of its interpretation.

So, let us describe the result of students' understanding of video materials. According to the Theory of the Activity, any activity must end with a result. Speech activity consists of two processes, which are opposite in their direction: understanding and production of speech. We define the result of speech production as a text. At the same time, regarding the understanding of

video materials, this question remains completely unresolved, in particular, the problem of the relationship and interaction of the process and the result of understanding needs to be solved. Since understanding occurs in the mental world of the subject's perception, it has a subjective and hidden character, which complicates the theoretical solution of this problem and brings it closer to the psychophysical problem of consciousness. We offer several options for interpreting the result of understanding video materials, such as:

- meaning as a result of understanding;
- image as a result of understanding;
- a visual concept as a result of understanding;
- a secondary text as a result of understanding;
- a minimal model of the perceived text as a result of understanding;
- a conclusion as a result of understanding;
- a cognitive map or mental representation as a result of understanding video materials.

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Михальчук Наталія, Комарницька Людмила. Шляхи розвитку творчого мислення студентів шляхом актуалізації їх слухового диференційованого відчуття.

Мета дослідження – показати шляхи розвитку творчого мислення студентів шляхом актуалізації їх слухового диференційованого відчуття; запропонувати три етапи сприйняття та розуміння відеоресурсів.

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

Результати дослідження. Показано, що сприймання і розуміння відеоматеріалу відбувається в декілька етапів: на етапі сприйняття формується загальне уявлення щодо тексту (зазвичай щодо обсягу, граматичної правильності, що формує нечіткий прогноз того, про що йтиметься в тексті та формує зацікавленість). Успішність

сприйняття, на нашу думку, репрезентується активністю рецепції та точністю очікувань реципієнта щодо тексту. Тоді критеріями можна вважати: активність рецепції, яка визначається увагою до відеоматеріалу або його ігноруванням. Показником рецепції є кількість відеоматеріалу, який студент переглянув. Така активність є початковим етапом емоційної ідентифікації (поверховою емоційною ідентифікацією), оскільки виникає на основі емоційної реакції цікаво – нецікаво; точність очікувань, що відображає перцептивний прогноз щодо відеоматеріалів та верифікується показником збігу домінант у вторинному сприйманні відеоматеріалів – реакціях на певний фрагмент відеоматеріалу та повний первинний його перегляд. Своєю чергою очікування передують інтерпретації, формуючи пресупозиції для тлумачення. Їх можна вважати поверхневою інтерпретацією.

Висновки. Доведено, що на етапі емоційної ідентифікації відбувається доповнення вторинного відеоматеріалу ймовірними емоційними конотаціями, усвідомлення авторської оцінки та формування власної, а також їх співвіднесення. Критеріями цього етапу вважаємо: 1) узгодженість емоційного ставлення, що виражається через відповідність конотацій у первинному та вторинному відеоматеріалах; показником конотацій можна вважати відсоток конотацій вторинної перцепції, які збіглися; 2) адекватність оцінки, тобто співвідношення оцінки складності розуміння відеоматеріалів з показником адекватності інтерпретації.

Ключові слова: творче мислення, диференціальне слухове відчуття, емоційне ставлення, первинні та вторинні відеоматеріали, розуміння відеоматеріалів.

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Manager's Professional Creativity as a Practice-Oriented Level of Performing Professional Activities

Професійна творчість керівника як практико-зорієнтований рівень виконання професійної діяльності

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ABSTRACT

The aim of our article is: to explain manager's professional creativity as a practice-oriented level of performing professional activities, taking into attention measurement of creative abilities, intellectual initiative, a cognitive-motivational component of professional creativity, the reflective aspect of self-awareness, the processes of reflection of the activity, transcendence, self-identification and other self-transforming processes.

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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 systematic solution of the problem of professional creativity allows us to define it as an expedient, purposeful theoretical and practical activity of the manager, which is distinguished by novelty, originality, non-standardity in general social, group or individual plans. In the process of professional creativity the realization of the bioenergetic, intellectual, emotional, and physical forces of a person directly leads to a socially significant result. This content of the concept of "professional creativity" can be considered as a starting point for clarifying the essence of the professional creativity of a manager in any field of his/her activity. In contrast to the existing definitions of professional creativity, it fixes the main, basic feature – professional activity that is the most appropriate for a person, which is characterized by novelty both in terms of the content of the activity and in the relation to its results.*

Conclusions. *Therefore, the development of professional creativity as a process of qualitatively new creation becomes possible if a person as a bearer of creative intentions is transformed to the status of a self-creative, self-competent individual. In other words, professional creativity requires the use of considerable personal potential and the ability to fully utilize it. Professional creativity, embedded in the process of professional innovations, innovations in any spheres of professional activity, is realized in the processes of reflection of activity, transcendence, self-identification and other self-transforming processes.*

Key words: *professional creativity as a practice-oriented level, measurement of creative abilities, intellectual initiative, a cognitive-motivational component of professional creativity, the reflective aspect of self-awareness, the processes of reflection of the activity, transcendence, self-identification.*

Introduction

The identification of creative abilities or, as it is useful to say, creative giftedness according to professional creativity, which was revealed in different empirical studies exclusively through *divergence* (*intelligence* or *general giftedness*, in this case, is associated only with learning and academic success), and the *subsequent disappointments* in the connection with the unpredictability of tests of professional creativity led to the emergence of

complex *theories of giftedness* (Sternberg, 1985: 18). Scientists to the structure of *professional creativity* (Sternberg & Smith, 1985) necessarily include the concept of originality as the indicator of *creative thinking* of the individual. In order to explain the specifics of *divergent thinking* and its role in *the development of professional creativity*, scientists (O'Sullivan & Guilford, 1987: 96) cite as a rather successful example the following case rather well-known to us: "The inventive college student majoring in Physics was given the task of determining the height of a skyscraper using a barometer. The instructor obviously had a well-defined answer in his mind. But the student's answer was different. He suggested tying a long rope to the barometer, lowering the barometer from the roof onto the pavement, and measuring the length of the rope having been needed for the barometer to reach the ground. Since the answer did not meet the instructor's expectations, he asked the student to give another answer. The second option for solving the problem was consisted in the proposal to throw the barometer out from the roof to the ground, measuring the time of the fall with a stopwatch. Using the appropriate formula, you can calculate the height of the building. Other answers the student gave were also inventive (according to the researchers). So, you can take the barometer outside on a sunny day, measure its height and the length of its shadow and the shadow of the building, and then get the desired result using the proportionality of the determined values. The fourth method proposed by the student turned out to be the wittiest: to offer the building administrator a wonderful barometer as a gift, if he will tell what the height of the skyscraper is".

All these options, as J. Guilford (Guilford, 1982: 151–154) notes, are meaningful inclusions in various semantic systems. They include appropriate sequences of relevant significant stages of professional activity. The instructor probably thought he was asking a question that in a great degree actualized convergent production. But the information that was offered to the student facilitated him/her to the process of professional creativity, be-

cause the student, who obviously wanted to be original, decided to use all the advantages of the given situation. This student, the scientist (Guilford, 1982: 153) noted, it should be highly rated on *the test of divergent performance of semantic systems*.

In Ukrainian Psychology considerable attention is also paid to the issues of revealing the essence of professional creativity, elucidating the mechanisms of creative activity and the nature of the creative abilities of specialists. As for the diagnosis of professional creativity, it is worth noting that there are almost no global researches in this direction.

S. Yalanska (Яланська, 2012) believes that the understanding of *professional creativity* is connected with the development of *professional activity*, the deepening of the process of knowledge by a specialist of the products of *cognitive activity*. Thus, *professional creativity* is not a process of *random combination of images, any unexpected associations and analogies*.

At the same time, there is another approach to the interpretation of the phenomenology having been associated with the concept of *professional creativity*, which is also possible. In this paradigm there is no need to resort to an explanatory principle (Калінін, 2005). This approach is implemented exclusively in the procedural paradigm, which is characteristic of Ukrainian science. Let's justify our point of view.

Professional activity is always realized by the individual. Its goals and motives exert considerable influence on the level of performance of professional activity by the subject. If the goals of the individual are placed outside the professional activity itself, if a person performs it only so that, for example, he/she is not scolded for not completing a task or in order not to lose his/her prestige, then the professional activity is performed in good faith in the best way, and its result are even under brilliant conditions, when their performance does not exceed the legally required level. In other words, depending on whether a person considers solving a problem as the means to realize external goals in relation to knowledge or it is a goal in itself, the flow of

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professional creativity is also determined. In the above case, this process is interrupted as soon as the professional task is solved. If the goal of the professional activity is knowledge, then the process of professional creativity will constantly develop. In this case, we are observing the phenomenon of *self-movement of professional activity*, which leads to the exit of professional creativity beyond the limits of the given process, which will allow us to reduce professional creativity to the "unpredictable process". The hidden secret of the highest forms of professional creativity, the ability to find something new in the subject, something that others do not see, lies in this fact going beyond the given limits, in the ability to continue professional knowledge in the paradigm of a given (initial) situation, that is, *situationally unstimulated productive professional activity*. A real process of professional creativity is characterized, first of all, by the fact that its result is somewhat broader than the initial goal. In its explicated forms professional creativity leads to the generation of the goal itself, that is, goal-setting activity is carried out at this level. Thus, each individual action acquires a generative character and increasingly loses the form of the response. Thus, professional creativity in the narrow sense of the word begins where it ceases to be only an answer, but in this way only a certain solution to a previously actualized problem. At the same time, the process of professional creativity remains both a solution and the answer of the problem, but at the same time there is some explained super-sense in it, which determines its *creative character*.

So, according to the actuality of our research, **the aim** of it we see in such a way: to explain manager's professional creativity as a practice-oriented level of performing professional activities, taking into attention measurement of creative abilities, intellectual initiative, a cognitive-motivational component of professional creativity, the reflective aspect of self-awareness, the processes of reflection of the activity, transcendence, self-identification and other self-transforming processes.

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

Scientists (Крилова-Грек, 2011; Титаренко, 2003) singled out a unit of *measurement of creative abilities*, which is called "*the intellectual initiative*", which determines the process of professional creativity. Scientists consider intellectual initiative as a synthesis of mental abilities and motivational domains of the individual, which are manifested in the continuation of *thinking activity* beyond what it is necessary, beyond the solution of a professional task that is posed or arisen before a person. In accordance with professional creativity, D. Feldman (Feldman, 1999) proposed a *creative field method* that will allow the respondent, without the influence of external stimuli, to move from the implementation of given professional activity to theoretical generalization, to making the analysis of a given situation and directly to *professional creativity*. Within the framework of this method, several methods were constructed and tested for validity. The author experienced considerable difficulties in finding an external criterion for *evaluating professional creativity*. *Creative success* was established by the method of expert evaluations, which has a large number of shortcomings (Crookes, 1989). The obtained correlations of experimental assessments of intellectual initiative with external criteria of professional creativity are quite significant, but the subjectivity of the chosen criterion does not allow the results of professional creativity to be considered valid (de Bot, 1992).

Nevertheless, the conclusions obtained by scientists (Amabile, Conti, Lazenby & Herron, 1996) can be used by us in our research to distinguish such a *component of professional creativity* as *cognitive-motivational*, which includes awareness and

management of one's own strategies for modeling *cognitive initiative, formulation of a cognitive goal*, etc. The ability to structure the cognitive space independently, to set new cognitive tasks, to manage one's own cognitive motivation are also quite important components of professional creativity.

In the paradigm of *the Competence Approach*, the problem of professional creativity is considered from the point of view of the development of *reflective and creative activity* and *professional competence* of the individual (Люзова, 2011; Onufrieva, 2017). *The reflective aspect of self-awareness* is considered by us to be a determinant of professional creativity. We'll emphasize that a special act of self-awareness is important for a specialist for conscious self-realization, such as reflection, which is a way of self-realization of the person's creative activity, precisely in which a person singles out his/her own efforts and explains his/her position in life as the basis of *creative coexistence* and as *a dominant opportunity for self-development and self-improvement of himself/herself and his/her life*. In Psychology, creative uniqueness is considered as a necessary and integral attribute of *self-realization* of the individual, which also largely determines *the process of professional creativity* (Ekvall, 1997).

Based on the fact that creativity and creative self-realization are important structural components of a professional's personality (Barnes, 2009), in Psychology professional creativity is considered by many scientists from the point of view of the development of *autopsychological competence*. That is, the methods of self-discovery, self-development and self-realization of a creative personality are studied. For example, the structure of professional creativity is largely explained by solving creative problems (Derwing, Munro, Thomson & Rossiter, 2009): the ability to solve non-standard problems, to generate new ideas and ways of solving problems, to update thinking, to assess one's own creative potential, creativity as a process of transition to new levels of personal development.

In the researches of psychological mechanisms of the development of professional creativity, scientists also distinguish *autopsychological components* (Collins & Amabile, 1999). It is emphasized that professional creativity is a holistic systemic formation that includes a set of interconnected structural components: creative abilities, creative motivation, creative direction, creative cross-direction, creative-volitional act, creative activity, a high level of creative pursuits, which determine a creative nature of the specialist's activity and which are revealed and developed in the process of professional activity itself through psychological mechanisms of reflection, self-regulation, self-evaluation, etc.

In the empirical researches (Кривопишина, 2013) it was established that a specialist with a high level of formation of the ability to professional creativity is an internally productive individual, that is, in a great degree, capable of innovative activity. Researchers of the problem of "professional creativity" in general emphasize the priority of personal rather than intellectual factors of professional creativity (Клименко, 2013). We are talking about the identification of the so-called "integral personal characteristics", which determine high creative results in the person's professional activity. Axiological and professional competence can be one of such "integral personal characteristics" of professional creativity. A personality with a high level of professional creativity is distinguished by courage, openness to acquiring new professionally significant experience, originality, significant cognitive needs, independence, flexibility, personal sovereignty, etc. (Mykhalchuk & Onufriieva, 2020). In the scientific literature, the fundamental characteristics of *a professionally creative personality* are singled out: active non-adaptability; spontaneous productivity; transcendent qualities of the individual; reflection of personal capabilities (Моляко & Музыка, 2006). So, based on the described results, in our research we single out another important structural component of professional creativity – it is personal one, which includes the

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subject's awareness and management of the development of personal qualities, which are necessary for solving creative tasks: courage, openness to new experience, originality, extraordinary cognitive needs, independence, flexibility, sovereignty, etc.

In our research it should also be taken into account that the creation of a new creative product is connected with the phenomenon of "*self-creation*" (Agrawal, 2020): a person's individuality itself becomes the object of his/her own creative efforts (Лук'янова & Лук'янов, 2011). It is also distinguished by vitality (Якимчук, 2008); by actualization of one's own individual occurs in the form of unique emotional reactions (Шпагіна, 2017). In such a way the phenomenon of creative realization becomes relevant (Brédart, 1991). In particular, in the study of V.O. Molyako (1989) four stages of the development of the creative orientation of the individual are distinguished: understanding the novelty, a problem or a situation, identifying and resolving contradictions, creating for the sake of self-knowledge, creating the image of oneself, which involves the possibility of being reflected in others (*self-transmission*). *The phenomenon of professional creativity* as one of the important aspects of *autopsychological competence* has already been described in the researches of scientists (Cilibrasi, Stojanovic, Riddell & Saddy, 2019). In our research, professional creativity is considered in the aspect of successful self-realization in the process of professional activity, that is, it is a factor of the effectiveness of creating the most creative product.

So, the psychological analysis of scientific literature, having been made in our previous researches, allows us to state that the category "*professional creativity*" attracts researchers both in the field of General and Pedagogical Psychology, Axiopsychology, Pedagogy, Acmeology and in special fields of scientific knowledge of specific professional activities. We propose to distinguish three paradigms in the study of this complex concept.

The first one is the observance of a General Psychological Approach to the study of professional creativity. The second para-

digm involves conducting research on the relationships between professional creativity and the categories: creative attitude to the performance of professional activities, creative thinking, creative potential, creative abilities, creative professional orientation. In our opinion, these categories are the most important personal characteristics of both any person and the head of an educational institution. The third paradigm outlines the mutual influence of creativity and professional activity of the manager, his/her professionalism and professional skills.

So, in order to determine the professional creativity of the head of an educational institution and to investigate its structure, we need to move from the general theoretical aspect of creativity, which in this case becomes a paradigmatic category, to some other narrower categories, which are the creative characteristics of a professional and the head of establishment or institution, and then to individual aspects of creative activities of the manager in the profession and management. Schematically, it looks in such a way. One of the directions of empirical research is determined by the fact that any manager needs to develop a considerable ability to take risks and not to be afraid of responsibility for made decisions independently. Professional creativity is also often supported by the fact that the usual ways of thinking are acceptable to the individual, more understandable to most people in general.

Other researchers claim that professional creativity depends on the development of such *features of creative thinking* of a person, as: *plasticity, mobility, originality* (Guilford, 1980). Thus, performing the analysis of the thought process, scientists (Astle & Scerif, 2011) distinguish *two types of personal activity: adaptive* one and *creative* type. The task of the manager's creative activity is to change the existing order, stereotypes and create new approaches that did not exist before. Scientists (Левіт, 2016) characterize the manager's creativity as a process, as a result of which the person finds something new, previously unknown, by what there were discovered the unknown facts, by which a

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new product is created, stereotypes and patterns are overcome. I.M. Semenov (2011), implementing the second approach to the professional creativity of the manager, revealed the nature of so-called "non-instant" insight, emphasized its generally by hidden determination of the thought processes of the individual. I.V. Kukulenko-Lukyanets (2014) assigned a special role in the creative activity of the manager to goal setting.

T. Chemisova (2018) sees the essence of the manager's creative process in the reorganization of professionally significant experience and the formation of new combinations of solving problems and tasks on its basis. With such approach the result of managerial activity is actualized in the first place, not by the process and, even more so, not by the process and the result in their combination. Therefore, the scientists' attempt is interesting (Cilibrasi, Stojanovik, Riddell & Saddy, 2019) and it eliminates this deficiency. Scientists have singled out the signs of creativity in the process of solving a certain problem by a manager: *the product of thinking activity*, in any case, has novelty and value; *the thought process* is characterized by novelty in the sense that it requires the transformation or rejection of previously accepted ideas; *the thought process* is characterized by the presence of actualized motivation and stability (lasting in time or in its intensity).

The questions regarding the necessity of developing managerial intuition in the practical activities of a manager have been investigated in various scientific paradigms (Калінін, 2005). At the same time, the method of the formation of *managerial intuition* and its stimulation have still remained not as fully developed issues in both theoretical and practical aspects. Some approaches to solving this problem were raised in other researches (Amabile, Conti, Lazenby & Herron, 1996).

Modern studies of the professional creativity of a manager are limited both to the study of the content of the specialist's individual thinking, and to the analysis of thinking in a dialogue with subordinates and the description of the process of group

creativity. In the first case, the system of productive processes of the manager's cognitive activity is investigated as a psychological characteristic of creativity; in the second, little-studied stages of the implementation of a creative act are revealed by a way of generation of professional problems and actualizing reflexive mechanisms of finding and justifying appropriate, balanced solutions; in the third, group forms of creativity, processes of interpersonal creative interaction in management activities are studied (Івашкевич, 2015).

It is well known that a feature of modern activity in general is its *collective character* (de Bot, 1992). Currently, the connection between the creative activity of the manager and the creativity of the entire team is obvious (Feldman, 1999). Joint creative development of this or that topic, solving a certain problem stimulates, first of all, *creative innovation* (Кукуленко-Лук'янець, 2014). Moreover, the individual activity of any manager acquires a lot of meanings in general system of work of the collective subject as a whole structure (Івашкевич, 2015).

Management skill is distinguished by the following feature, which we can see in a view of its specificity: *management of creative activity* is always a *process of co-creation*. The latter is related to the creativity not only of the team as a whole, but also of its individual units and even each individual employee. Thus, management skills require both collective and individual forms of professional activity that interact with each other and complement each other.

Creative activity and *creative thinking* of a manager are considered by psychologists as a whole and as a part, primarily because creative activity is based not only on thinking, but also on other psychological phenomena: motives, emotions, memory, will, abilities of the manager. Thus, we interpret the concept of "creative activity" of the manager according to the system of its individual features:

– creative activity has the aim at solving professionally significant problems, for which there is a characteristic absence in

this subject area or only in this manager not only by a solution method, but, most importantly, of subject-specific knowledge, which are necessary for its implementation;

– creative activity is associated with the manager's awareness of new knowledge for the subject as a basis for further development of a method of solving problems of such a plan;

– creative activity is characterized for the manager by a rather uncertain possibility of developing new forms of performing professional activities and, on their basis, inventing a way to solve this problem. The uncertainty of the process of professional creativity is caused by the absence of any other knowledge that will clearly determine the mentioned innovations.

So, we can make *the following conclusions*:

– creativity is not a characteristic of selected, individual characteristics, because creative abilities can be constantly developed;

– in the process of mastering knowledge about the methods of performing research activities and the skills of its implementation, the scientist's personality is developed in the direction of his/her preparation for professional activities at the creative level.

So, the highest achievements of creativity are available only to a few selected geniuses of humanity, but in everyday life we are surrounded by creativity, which is a necessary condition for productive existence and the formation of a person. Considering the essence of managerial creativity, we proceed from our own, personal attitude to advanced management experience. That's why the basis of managerial creativity is seen in mastering advanced management experience, in studying the experience of colleagues and improving on its basis one's own, already acquired personally and professionally significant experience. Also, we connect the manager's creativity with the formulation and creative solution of managerial tasks. In its essence, scientists consider the management task as a kind of heuristic core of the management process. We also adhere to this position and,

based on it, define creativity in the manager's activity as a conscious, purposeful, active activity with the aim at highly effective, original and unique solution of managerial tasks.

Despite the fact that managerial creativity is similar to scientific creativity in many ways (one of the signs of similarity is the presence of exploratory research elements), these concepts are not identical. In the scientific literature there is a point of view according to which the distinction between managerial and scientific creativity is based on the criteria of creativity or its result (product) as a way of professional creativity (Elliott, 2022). We consider this approach completely illegitimate, because the psychological nature of the management act has not changed as a result of the fact that objectively new product is created or it is new only subjectively. We believe that it would be more expedient not to emphasize the differences between managerial creativity compared to scientific creativity, but rather to study the specifics and levels of professional creativity of the head of a certain separate field of the activity.

That is why one of the levels of managerial creativity can be considered the manager's professional creativity as *a practice-oriented level of performing professional activities*. In addition to it, in our opinion, managerial creativity can be theoretical (with the aim of studying of any aspects of the manager's activity, carried out by him/her or under his/her leadership) and applied (with the aim at the correction of any aspects of the manager's activity, such as creative mastery experience of others), which are equal. Thus, the specifics of the manager's professional creativity lies in the specifics of his/her professional creative activity. On the one hand, the manager can be creative in his/her managerial activities. On the other hand, he/she is a professional in his/her professional field and should creatively activity on its development. On the third hand, he/she carries out professional creativity as an organizer in relation to other professionals and strives to independently organize their creative activities.

Thus, the systematic solution of the problem of professional creativity allows us to define it as an expedient, purposeful theoretical and practical activity of the manager, which is distinguished by novelty, originality, non-standardish in general social, group or individual plans. In the process of professional creativity, the realization of the bioenergetic, intellectual, emotional, and physical forces of a person directly leads to a socially significant result. This content of the concept of "professional creativity" can be considered as a starting point for clarifying the essence of the professional creativity of a manager in any field of his/her activity. In contrast to the existing definitions of professional creativity, it fixes the main, basic feature – professional activity that is the most appropriate for a person, which is characterized by novelty both in terms of the content of the activity and in the relation to its results.

If professional creativity is considered from this point of view, it is necessary to find out what is *the novelty of the results* and *the specificity of the content* of this professional activity. Thus, the specifics of the manager's professional creativity are related to his/her professional activity both as a subject and as an object of management, and they are manifested in it (otherwise, such professional creativity will be reduced to imagination or fantasy). Accordingly, as the researchers note, professional creativity is the activity with the aim of inventing a new social product, which has quite different forms: material, spiritual, etc. At the same time, the following characteristics of this new product stand out: firstly, it is new in its design; secondly, this product is independently produced by the personality of the creator; thirdly, it is an original unique product (Моляко, 1989). Therefore, in relation to a certain sphere of the performance, the professional creativity of a manager will be understood as a conscious, goal-oriented, the activity with the aim of finding a new, independent, original and unique way of managing the activities of subordinates with the aim of highly effective resolution of managerial tasks and problems in any professional sphere. In

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this definition of professional creativity, the dominant concept is "the activity", and the specific concept is "social significance", "novelty", "originality" and "uniqueness".

Conclusions

Therefore, *the development of professional creativity* as a process of qualitatively new creation becomes possible if *a person as a bearer of creative intentions* is transformed to the status of *a self-creative, self-competent individual*. In other words, professional creativity requires *the use of considerable personal potential and the ability to fully utilize it*. Professional creativity, embedded in the process of *professional innovations*, innovations in any spheres of professional activity, is realized in *the processes of reflection of activity, transcendence, self-identification and other self-transforming processes*.

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Набочук Олександр. Професійна творчість керівника як практико-зорієнтований рівень виконання професійної діяльності.

Метою статті є: розтлумачити професійну творчість керівника як практико-зорієнтований рівень виконання професійної діяльності, беручи до уваги рівень розвитку творчих здібностей, інтелектуальної ініціативи, когнітивно-мотиваційного компонента професійної творчості, рефлексивного аспекту самосвідомості, процесів рефлексії діяльності, трансцендування, самоідентифікації та інших самотрансформуючих процесів.

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

Результати дослідження. Доведено, що системне розв'язання проблеми професійної творчості дозволяє визначити її як доцільну, цілеспрямовану теоретичну та практичну діяльність керівника, яка вирізняється новизною, оригінальністю, нестандартністю в загальносоціальному, груповому або індивідуальному планах. У процесі професійної творчості реалізація біоенергетичних, інтелектуальних, емоційних, фізичних сил людини безпосередньо призводить до суспільно

значущого результату. Такий зміст поняття «професійна творчість» можна розглядати в якості вихідного для з'ясування сутності професійної творчості керівника будь-якої сфери діяльності. В ньому на відміну від наявних визначень професійної творчості фіксується головна, базова ознака – найбільшою мірою доцільна для людини професійна діяльність, яка вирізняється новизною як відповідно до змісту діяльності, так і стосовно її результатів.

Висновки. *Показано, що розвиток професійної творчості як процес творення якісно нового постає можливим, якщо людина як носій творчих інтенцій перетрансформується до статусу самотворчої, аутокомпетентної особистості. Іншими словами, професійна творчість вимагає застосування неабиякого особистісного потенціалу та вміння повноцінно скористатися ним. Професійна творчість, закладена в професійному новаторстві, інноваціях у будь-яких сферах професійної діяльності, реалізується в процесах відрефлексування діяльності, трансценденції, самоідентифікації та інших самоперетворювальних процесах.*

Ключові слова: *професійна творчість як практико-зорієнтований рівень, виконання професійної діяльності, рівень розвитку творчих здібностей, інтелектуальна ініціатива, когнітивно-мотиваційний компонент професійної творчості, рефлексивний аспект самосвідомості, процеси рефлексії діяльності, трансцендування, самоідентифікація.*

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Psychological Features of Development of the Value Component of Students' Personal Identity

Психологічні особливості розвитку ціннісного компонента особистісної ідентичності в студентів

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ABSTRACT

The purpose of the article is to investigate the features of development of the value component of personal identity in student age empirically.

Methods of the research. For the research there were used the following theoretical methods: analysis, synthesis, systematization, generalization of theoretical and empirical data on the research problem; empirical ones like testing by methods: "Methodology for personal identity research" (Колесніченко, 2020); "Methodology for diagnosis the level of reflexivity development" (Колесніченко, 2020); "Portrait of Values" (Семків, 2013); "Self-Assessment Questionnaire Test" (Сенчина, 2019); methods of mathematical statistics: descriptive statistics, correlation analysis.

Results of the research. It has been established that the students under study have the identity status "Moratorium", which is characterized by an identity crisis. The study of the value orientations has shown that the values of hedonism, kindness, and achievement are priorities for today's student youth. In the course of the study of self-attitude, such components as self-respect, auto-sympathy and self-interest have been analyzed. It has been found that the studied students have an average level of self-respect. Self-sympathy of the subjects has an average level: in general, students are characterized by a favorable attitude towards themselves. Indicators of students' self-interest are at a level higher than the average, which indicates the presence of a stable cognitive attitude to one's own "Self", interest in one's own thoughts and feelings. It has been established that the average level of development of reflexivity prevails among student youth: students reflect on their current activities, are inclined to introspection in certain life situations.

Conclusions. The conducted correlation analysis has confirmed the presence of significant positive relationships between the selected components of the value component of identity and the general status of identity. This indicates that value orientations, self-attitude and reflexivity can act as meaningful components of the value component of students' personal identity, which has confirmed the proposed assumption.

Key words: personal identity, value component of personal identity, value orientations, self-attitude, reflexivity, student age.

Introduction

The cardinal changes are taking place in Ukrainian society, which determine the need for the formation of a stable personality, self-sufficient intellectually and morally, capable of self-education and self-development, a bearer of new ideas. The task of studying the psychological mechanisms of the development of an active young person who is able to achieve control over life circumstances, to be active, productive and happy becomes important.

In the process of professional training, the student must act as an active creator of his own life, master effective life-creating technologies and experience predicting new trends in the development of society. In connection with this, the problem of student-age personality development and the development of its personal identity is particularly relevant today.

The scientific basis for considering the problem of identity was the work of Ukrainian and foreign scientists. Ukrainian scientists investigated the issue of identification in personality education and the specifics of the formation of national and cultural identity (Журба, Бех, Докукіна, Федоренко & Шкільна, 2019); formation of personal identity in early youth (Ічанська, 2002) and student (Поджинська, 2015) age; the role of identification in the process of personal life construction (Титаренко, 2014); self-design as a process of building one's own identity (Чепелева, 2017; Popovych, Blynova, Nass Álvarez, Nosov & Zinchenko, 2021); the formation and development of the professional identity of future specialists (Pavliuk, Borysiuk & Tymofieva, 2019; Мельнік, 2019; Попіль & Левицька, 2019; Shevchenko, Volobuyeva & Ivanchuk, 2023).

Foreign scientists studied the problems of the formation of ego-identity in ontogenesis (Erikson, 1968; Breakwell, 2015); determination of ego-identity statuses (Marcia, 1980; Waterman & Waterman, 2015); personal identity as a social phenomenon (Tajfel, 1982).

At the same time, despite a significant amount of research, the problem of the specifics of personal identity development in student age, which is a period of self-determination, formation of self-awareness mechanisms and identity formation, remains insufficiently disclosed.

The purpose of the study is to study empirically the peculiarities of the development of the value component of personal identity in student age.

The objectives of the study are: to assess the development of the general level (status) of students' personal identity; to reveal the peculiarities of the development of the value component of personal identity in students: value orientations, self-reflection, reflexivity.

Research methods and techniques

The following theoretical methods were used in the study: analysis and systematization of scientific sources, synthesis of concepts and approaches to the study of identity, generalization of theoretical and empirical data on the research problem; empirical – testing by psychodiagnostic methods: “Methodology of personal identity research” (Колесніченко, 2020); “Methodology for diagnosing the level of development of reflexivity” (Колесніченко, 2020); “Portrait of Values” (Семків, 2013); “Self-Assessment Questionnaire Test” (Сенчина, 2019); methods of mathematical statistics: descriptive statistics, Pearson correlation analysis (SPSS 20).

The research is based on the assumption that the valuable component of personal identity as a structurally complex entity is determined by the harmonious development of value orientations, self-attitude and reflexivity of the student-age personality, and in their totality have an impact on the general level (status) of identity.

The research was conducted on the basis of the Zaporizhzhia National University. The sample of respondents consisted of 140 students (18-20 years old), 72 of which were girls and 68 were boys.

Results and discussions

The theoretical analysis of approaches to the problem of personal identity in the works of domestic and foreign scientists (Попіль & Левицька, 2019; Титаренко, 2014; Чепелева, 2017; Erikson, 1968; Marcia, 1980; Waterman & Waterman, 2015) allows us to single out three main definitions of this concept: the integrity of the personality as its integrative property; the degree of conformity of a person to a group, gender, ethnicity, race or other categories; identity and authenticity of the individual. Identity is the result of an active process that reflects the subject's perception of himself, his own path of development and is accompanied by the feeling of "Me" in its continuity, identity and certainty. This enables a person to perceive his life as an experience of the duration and unity of consciousness, the integrity of life goals and everyday deeds, actions and their meanings, which allow us to act consistently. In other words, identity characterizes the sequence of mental life.

The content of identity unites a large number of functional and meaningful formations: abilities, beliefs, needs, goals and values, self-concept and self-attribution, individual and social experience, social roles, etc. Based on the theoretical analysis of scientific material (Ічанська, 2002; Мельник, 2019; Поджинська, 2015; Shevchenko, Volobuyeva & Ivanchuk, 2023; Breakwell, 2015; Tajfel, 1982), a structural model of personal identity in student age was developed, which included personal, value and social components. The personal component is characterized by the set of characteristics and qualities that determine the uniqueness of an individual. The value component includes value orientations of the individual, his value attitude towards himself, reflexivity. The social component includes awareness of the individual's belonging to society or a certain group, social roles, and acquired individual and social experience.

The value component is system-forming unity, around which other components of identity are concentrated. Identity is, first

of all, identification with values; the individual hierarchy of values is formed on the basis of self-determination of the individual. Self-esteem is characterized by acceptance or rejection of one's personality, self-respect and self-interest, which largely affects the nature of relationships and interactions, the ability to establish relationships with people. The main feature of acquiring a personal identity in student age is an in-depth study of oneself through self-reflection (personal reflection).

Let's move on to the analysis of the research results. First of all, we assessed the general level of personal identity of the subjects. The assessment of the status of identity is revealed by the individual's awareness of the uniqueness of his/her "Me" in the uniqueness of personal qualities and his belonging to social reality (society). According to the received data, the studied students have the identity status "Moratorium". The average indicators of the respondents are in the same numerical range (from 2.0 to 3.0 points), but higher scores were recorded for girls (2.25 points) than for boys (2.07 points). The status of the moratorium is characterized by an identity crisis; in this state, the person is actively trying to resolve this crisis. The state of moratorium is usually characterized by a high level of anxiety and a high level of personal reflection.

Since the indicators of boys and girls are in the same numerical range, the percentage distribution of identity statuses of the studied students was carried out according to the general sample. As we noted, the majority of the students under study has the "Moratorium" identity status – 51.43% of the total number of researched.

A significant number of respondents (28.57%) have a diffuse status of personal identity (scores from 1.0 to 2.0). The diffuse status of identity is characterized by the absence of stable life goals, values and beliefs, as well as active attempts to form them. Individuals with diffuse identity status may move to the moratorium stage, and later to the "mature identity" stage. However, in a situation of refusal of active self-determination,

a person can remain at the stage of diffusion or premature identity. Indicators of diffuse identity are: doubts about the value of one's own personality, opportunities and respect from other people; reluctance to change and loss of interest in one's inner world (rigidity of the "Me-concept"); the presence of internal conflicts, doubts, and self-blame.

About 11.43% of the students under study have the identity status "Pseudo-identity", which is characterized by an ambitious emphasis on one's uniqueness, a hypertrophied violation of the mechanisms of identification and separation.

Only 8.57% of the studied students were diagnosed with the status of achieved positive identity (numerical indicators in the range between 3.0–4.0 points). The achieved identity is characterized by the formation of significant goals, values and beliefs in a person, which contribute to the sense of consciousness and control over one's own life. The achieved identity is manifested in a positive attitude towards oneself, stable connection with society, feelings of the value of one's personality for oneself and others and high degree of reflexivity.

Therefore, the general indicators of personal identity are in a moratorium status, which means an identity crisis or decision-making process. This status is typical for the student age, when young people are absorbed in searching for themselves, trying, choosing between alternatives.

Let's consider the results of the study on the value component of personal identity in accordance with its structural organization. During the study of value orientations of student youth, the rank ratio of the personal values of the studied students was analyzed. It is the values of a personality that form the basis of its ethical and moral development, the responsibility of a personality. "Hedonism" takes the first place in importance for both boys and girls (8.18 points for boys and 7.14 points for girls). Such results indicate that in student age, the values of enjoying life or carnal pleasure are inferior to other values.

The second place is taken by the value “kindness” (7.59 points for boys and 7.1 points for girls). It shows that young people value to preserve and improve the well-being of loved ones, to ensure the well-being of people with whom they have close contacts in daily communication. Kindness is usually manifested in respect, loyalty, honesty, responsibility, love and strong friendship.

The value of “achievement” was recorded in the third place (7.54 points for boys and 6.85 for girls). The goal of these values is personal success through the manifestation of competence in accordance with social standards. The manifestation of social competence (which constitutes the content of this value) under the conditions of dominant cultural standards entails social approval.

The average ranking position is occupied by the values of “conformism” (6.32 points for boys and 6.23 for girls), that is the prevention of actions that can harm others or do not meet social expectations; “universalism” (6 points for boys and 6.08 for girls) is understanding, tolerance, protection of the well-being of all people and nature; “independence” (7.46 points for boys and 6.5 points for girls) means independence of thinking and choosing methods of action, in creativity and research activity; “stimulation” (6.96 points in boys and 6.13 points in girls) is the desire for novelty and deep experiences; “safety” (7.35 points for boys and 6.49 for girls) means safety for other people and oneself, harmony, stability of society and relationships.

Such values as tradition (4.9 points for boys and 5.39 points for girls) and power (5.61 points for boys and 5.15 points for girls) rank the lowest among respondents. That is respect, acceptance of customs and ideas that exist in culture and compliance with them are not important for young people.

Therefore, the values of hedonism, kindness, and achievement are priorities for today’s student youth.

According to the “Self-Assessment Test-Questionnaire” method (Kolesnichenko, 2020), we researched such parameters

of self-regard as self-respect, auto-sympathy, and self-interest. The constituent self-attitude "self-respect" characterizes a person's value attitude towards himself and his achievements, internal consistency, self-understanding, and self-confidence. Self-esteem combines belief in one's strengths, abilities, energy, independence, assessment of one's capabilities, control over one's own life and being self-consistent, self-understanding.

In the course of the study, almost the same indicators of self-esteem were recorded among boys (8.04 points) and girls (8.11 points). The maximum number of points on the scale is 15, and the indicator of accumulated frequencies on the scale is 58.67%, which indicates an average level of self-esteem. This may mean that, along with a valuable attitude towards oneself, one's achievements and the presence of a critical attitude towards oneself, the studied students lack faith in their abilities, independence, the ability to make vital choices and control the events of their lives.

The component of self-attribution "autosympathy" implies the approval of the individual himself in general and in significant parts, a positive assessment of himself. An insufficient level of self-sympathy can be the evidence of that a person sees mainly shortcomings in himself, is prone to self-blame and contempt. Among the studied students, autosympathy is manifested at the same level – 8.96 points in boys; 8.32 points in girls, and it is 69.67% of accumulated frequencies. The maximum number of points on the scale is 16, that is, the numerical indicators of students indicate an average level of development of autosympathy. The obtained data indicate that, in general, the studied students have a favorable attitude toward themselves, but sometimes they may be disappointed with certain of their qualities, actions and behavior, appearance, etc.

The component of self-attribution "self-interest" shows the presence of a stable cognitive attitude to one's own "Me"; interest in one's own thoughts and feelings, willingness to communicate with oneself "on an equal footing", confidence in one's

curiosity for others. A higher level of self-interest was recorded in boys (8.96 points) compared to girls (8.32 points). Since the maximum number of points on the scale is 8, the indicators of self-interest in the studied students are the level higher than average. Despite a certain difference in the scores of boys and girls, the overall indicator of accumulated frequencies on the scale is identical and is 71.33%.

According to the "Methodology for diagnosing the level of reflexivity development" (Сенчина, 2019), we studied the respondents' ability to situational, retrospective and prospective reflection at the interpsychic and intrapsychic levels.

According to the results of the methodology, the average level of development of reflexivity prevails among student youth (58.82% of boys; 50% of girls). This indicates that students reflect on their own current activities, often turn to the analysis of what is happening, they are prone to self-analysis in certain life situations (situational reflection). Sometimes students analyze and evaluate the events that happened, the motives, reasons and mistakes of past activities and behavior, think about the past in general and about themselves in it (retrospective reflection). Planning of one's behavior and activities, orientation to the future (perspective reflection) turned out to be the most characteristic for the students under study.

A significant number of the students have a highly developed reflexivity (35.29% of boys; 44.44% of girls). A high level means an individual's ability to overreach the limits of his/her "Me", to understand, study, analyze something in the form of a comparison of the image of "Me" with any events, other people. There is a pronounced tendency to internally review all hypotheses before acting, discarding those that seem improbable, to make decisions thoughtfully and carefully.

A small number of respondents were diagnosed with a low level of reflexivity (5.88% of boys; 5.55% of girls). The insufficient level of reflexivity can be explained by certain personal characteristics of the researched students, in particular, block-

ing by protective mechanisms of "Me", predominance of the tendency to reproduce stereotypes.

The next stage of the research was the identification of the relationship between the meaningful components of the value component (value orientations, self-attitude and reflexivity) and the identity of the student-age personality. For this purpose, correlation analysis according to K. Pearson was carried out. During the analysis, significant relationships were found between the dependent variable "status of personal identity" and meaningful components of the value component of identity.

According to the results of the correlation analysis, the identity status of "diffuse" has positive correlations with the following components of the value component of identity :

– values of hedonism ($R=0.674^{**}$; $p\leq 0.01$), conformity ($R=0.311^{*}$; $p\leq 0.05$);

– a component of self-esteem: autosympathy (0.369^{*} ; $p\leq 0.05$). Therefore, the diffuse identity is characterized by the absence of expressed life goals, values, beliefs and attempts to actively shape them. Such individuals are characterized by an average degree of dissatisfaction with themselves and their capabilities, doubts about the ability to command respect from others; doubts about the value of one's own personality, the rigidity of the "Me-concept" against the background of a general positive attitude towards oneself (correlation with autosympathy).

The identity status of "premature" has positive correlations with the following components of the value component of identity:

– values of conformity ($R=0.303^{*}$; $p\leq 0.05$), security ($R=0.443^{*}$; $p\leq 0.05$). Premature identity is associated with the fact that a person has not experienced an identity crisis yet, but has mainly a borrowed system of views, values, and attitudes. As a rule, this happens under the influence of other people and thus is a reflection of other people's expectations and goals. This status of identity can be interpreted as a pronounced passive iden-

tity, since it arises in those cases when a person did not make independent life choices at all.

The identity status of "pseudo-identity" has positive correlations with the following components of the value component of identity:

– values of power ($R=0.314^*$; $p \leq 0.05$), achievement ($R=0.607^{**}$; $p \leq 0.01$), hedonism ($R=0.305^*$; $p \leq 0.05$);

a component of self-esteem: autosympathy ($R=0.333^*$; $p \leq 0.05$).

Pseudo- or hyper-identity is characterized by the total absorption of a status, role, other object or subject, with a highly positive assessment of one's own qualities and violation of trusting, flexible ties with society, the desire to achieve a goal or power by any means.

According to the results of the correlation analysis, the identity status of "moratorium", which is dominant among respondents of student age, has positive correlations with the following components of the value component of identity:

– values of achievement ($R=0.671^{**}$; $p \leq 0.01$), hedonism ($R=0.334^{**}$; $p \leq 0.05$), independence ($R=0.413^{**}$; $p \leq 0.05$); universalism ($R=0.347^{**}$; $p \leq 0.05$); kindness ($R=0.651^{**}$; $p \leq 0.01$);

– a component of self-esteem: self-interest ($R=0.333^*$; $p \leq 0.05$);

– reflexivity ($R=0.575^{**}$; $p \leq 0.01$).

The identity status of "achieved" one has positive correlations with the following components of the value component of identity:

– independence values (0.678^{**} ; $p \leq 0.01$); universalism ($R=0.595^{**}$; $p \leq 0.05$), kindness ($R=0.763^{**}$; $p \leq 0.01$), tradition ($R=0.302^*$; $p \leq 0.05$), and security ($R=0.321^*$; $p \leq 0.01$);

– components of self-esteem: self-respect ($R=0.771^{**}$; $p \leq 0.01$), autosympathy ($R=0.332^*$; $p \leq 0.05$), and self-interest ($R=0.434^*$; $p \leq 0.05$);

– reflexivity ($R=0.625^{**}$; $p \leq 0.01$).

Therefore, in the course of the correlation analysis, the largest number of probable correlations was recorded between the components of the value component of identity and the identity statuses of "moratorium" and "achieved identity". This can be explained by the fact that "moratorium" and "mature identity", as higher statuses, are combined with complex and differentiated cultural interests, more developed reflection, self-respect, and a variety of social connections. Identity in the status of moratorium can be characterized as expressed, active, when a person actively tries to solve the crisis. The achieved (realized) identity is characteristic of people who have survived a period of crisis, understand what they want, have a formed system of values, their own ideas, an optimistic view of the future, a positive self-attitude, a sense of direction and consciousness of life.

Conclusions

The results of the empirical study made it possible to establish that the students under study have the identity status of "Moratorium", which is characterized by an identity crisis; in this state, a person actively tries to solve this crisis. The study of value orientations showed that the values of hedonism, kindness, and achievement are priorities for today's student youth. During the study of self-esteem, such components as self-esteem, autosympathy and self-interest were analyzed. It was established that the studied boys and girls have an average level of self-esteem: along with a valuable attitude towards themselves and the presence of a critical attitude towards themselves, the studied students lack faith in their abilities, the ability to make vital choices and control the events of their lives. The autosympathy of the subjects under study is developed at an average level: in general, the studied students are characterized by a favorable attitude towards themselves, but sometimes they may be disappointed by certain of their qualities, actions and behavior, appearance, etc. The self-interest indicators of the respondents are at a level higher than the average one, which indicates the

presence of a stable cognitive attitude towards one's own "Me"; interest in one's own thoughts and feelings, willingness to communicate with oneself "on an equal footing", and confidence in one's curiosity for others.

It is established that the average level of reflexivity development prevails among student youth. This indicates that students reflect on their own current activities, often turn to the analysis of what is happening, they are prone to self-analysis in certain life situations (situational reflection).

The conducted correlation analysis confirmed the existence of significant positive relationships between the selected components of the value component of identity and the general status of identity. This indicates that value orientations, self-attitudes and reflexivity can be meaningful components of the value component of a personal identity of the studied students, which confirmed the proposed assumption.

We see the study of the age-related dynamics of development of the value component of personal identity as a promising direction for the development of scientific issues; development and approval of the program for the formation of the value component of personal identity in student age.

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Шевченко Наталія, Хрищанович Даніела. Психологічні особливості розвитку в студентів ціннісного компонента особистісної ідентичності.

Мета дослідження – емпірично дослідити особливості розвитку ціннісного компонента особистісної ідентичності в студентському віці.

Методи дослідження. У дослідженні використані теоретичні методи, зокрема: аналіз, синтез, систематизація, узагальнення теоретичних та емпіричних даних з проблеми дослідження; емпіричні: тестування за методиками: «Методика дослідження особистісної ідентичності» (Колесніченко, 2020); «Методика діагностики рівня розвитку рефлексивності» (Колесніченко, 2020); «Портрет цінностей» (Семків, 2013); «Тест-опитувальник самоствавлення» (Сенчина, 2019); методи математичної статистики: описова статистика, кореляційний аналіз.

Результати дослідження. Встановлено, що досліджуваним студентам властивий статус ідентичності «Мораторій», який характеризується кризою ідентичності. Дослідження ціннісних орієнтацій показало, що для сучасної студентської молоді пріоритетними виступають цінності гедонізму, доброти та досягнення. В ході дослідження самоствавлення було проаналізовано такі його складові, як самоповага, аутосимпатія та самоінтерес. Виявлено, що досліджувані юнаки та юнки мають середній рівень прояву самоповаги. Аутосимпатія досліджуваних розвинена на середньому рівні: в цілому для студентів властиво прихильне ставлення до себе. Показники самоінтересу студентів знаходяться на рівні, вищому за середній, що вказує на наявність стійкого пізнавального ставлення до власного «Я», інтересу до власних думок і почуттів. Встановлено, що в студентській молоді переважає середній рівень розвитку рефлексивності: студенти замислюються над власною поточною діяльністю, схильні до самоаналізу в окремих життєвих ситуаціях.

Висновок. Проведений кореляційний аналіз підтвердив наявність значущих позитивних зв'язків між виділеними складовими ціннісного

компонента ідентичності та загальним статусом ідентичності. Це вказує на те, що ціннісні орієнтації, самоставлення та рефлексивність можуть виступати змістовними складовими ціннісного компонента особистісної ідентичності студентів, що підтвердило висунуте припущення.

Ключові слова: *особистісна ідентичність, ціннісний компонент особистісної ідентичності, ціннісні орієнтації, самоставлення, рефлексивність, студентський вік.*

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Analysis of the Effects of Applying Reflective Ways of Actualizing the Psychological Resourcefulness of a Personality

Аналіз ефектів застосування рефлексивних способів актуалізації психологічної ресурсності особистості

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ABSTRACT

The purpose of the article is to find out the effects of actualizing psychological resourcefulness empirically in various reflective ways.

Methods of the research. One of the qualitative methods of data processing was applied – the method of psychological casuistry, as well as empirical methods - comparative and cluster analysis. The empirical study was conducted

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according to the Joyce's model, which allows comparing the results of two identical stages of research for analysis and reflection. A psychological survey (self-assessment method) determines the level of psychological resources.

Research results. *The hypothesis that an indicator of the actualization of psychological resources is an increase in the level of resource management indicators was confirmed: for each of the methods of actualization of resources, there was a certain increase in the level of knowledge of self-own resources and the ability to accommodate and update them. The hypothesis that different changes in the level and ratio of certain psychological resources will occur for each reflective method of resource actualization is partially confirmed, in particular, using the example of the contingency method and the method of analyzing experience. In the way of eventuality, a person's faith in goodness becomes effective and realistic, and the ability to update one's resources becomes concrete; in the way of analyzing experience, a person's faith in goodness acquires the opportunity to be revealed through mercy in various and unpredictable life situations, and the ability to renew one's resources also acquires concretization.*

Conclusions. *It is not advisable to determine the most effective among the methods of actualization of resources, at the same time, the results of the study make it possible to assert that the reflexive method of actualization of psychological resources is effective for a person, by which she can increase the level of functional and basic resources. It is appropriate to pay attention to the ratio of actualization resources (predictors) and actualization (effects), namely: the resource «faith in good», the resource «kindness to people», the resource «helping others», the ability to operate resources – knowledge of resources, the ability to update and accommodate them.*

Key words: *actualization of psychological resources, eventuality, self-investment, internalization, analysis of experience, existential analysis, effect of actualization.*

Introduction

Psychological resources are currently in the trend of current scientific research and psychological consulting practices. The mutually enriching process of conceptualizing practical results (Luthans, 2007) and verifying theoretical approaches (Hobfoll et al., 2018) regarding work with the psychological resources of an individual is ongoing. The most popular are the applied as-

pects of studying psychological resources, such as their actualization and renewal. The presentation to a wide audience of practical developments of the actualization of personal resources is noteworthy: among them, there are very interesting projective methods – pictorial methods and metaphorical maps, as well as reflective ones. Undoubtedly, every reasonable way to actualize resources is significant. In our opinion, projective ways of actualizing the psychological resources of an individual give a more effective result in terms of revitalizing these resources, that is, speeding up access to resources with the help of creativity: a person is joyful, but at the same time he does not possess the cognitive and motivational tools of knowledge and self-actualization of his psychological resources. Reflexive ways of actualizing resources are more complex: they require the presence of systemic reflection, which enables the dialogue of the “inner” and “outer” world of the individual, the productive relationship of the main motives of the human self (Swann, 1992:17) – self-knowledge and self-affirmation; their effect is deferred in time, at the same time a person learns self-analysis and self-improvement. Such considerations led to the importance of a closer study of reflexive ways of actualizing the psychological resources of the individual and the expediency of analyzing the empirical results of their application.

In our opinion, it is somewhat doubtful to consider that the growth of the level of resources is the main and reliable indicator of their actualization, in particular given the concept of conservation of resources (Hobfoll, 1991), (Bon & Shire, 2022: 236) and capitalization of resources (Grover et al., 2018), certain conditions of limitation of resource potential (Lee, Y. et al., 2023: 2). We consider it more appropriate to determine the effect of the actualization of psychological resources, that is, their significance and changes in the ratio. Currently, scientists point to such non-linear characteristics of the effect phenomenon as significance (Henckel, L. and others, 2022: 580), importance, the value of certain indicators under specific conditions (Schäfer,

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Schwarz, 2019), the subject's (researcher's) expectations regarding their appearance and ways of marking their appearance.

We singled out the following reflexive methods of actualizing psychological resources: the method of opportunity, the method of analyzing experience, the method of internalization, the method of self-investment, and the method of existential analysis. Actualization of psychological resources in a possible situation (Штепа, 2018) occurs through the formulation of learning tasks in a certain life situation; in the analysis of experience (Rubshtein (from Штепа, 2014: 29), (Müller, 2021) – thanks to the rejection of the position of victim and the involvement of various lived experiences as a support for self-confidence and decision-making in the future; in internalization (Tomaschek, 2003) – in building a new self-image through the decision “not to cooperate with the problem”; in self-investment (Macdermot & Yago (from Штепа, 2014: 30)), (Macdermot & Yago (2002) – in self-enrichment of one's inner world thanks to self-care and allowing oneself to psychological self-recovery; in existential analysis (Längle, 1993) – through the delineation of the internal position regarding the existing circumstances of life and the feeling of living one's own real life.

The purpose of the study was to empirically find out the effects of actualizing psychological resourcefulness in various reflective ways.

The aim of the article

The task of the article is the presentation of the analysis of empirical results regarding the change in the level and ratio of psychological resources in the structure of the psychological resourcefulness of an individual using various reflective methods of reviving resources. It is the presence of a change in the level and ratio of psychological resources in the structure of the psychological resourcefulness of an individual that we assumed to be the effect of applying reflective methods of actualizing the psychological resourcefulness of an individual.

The task of the study was not to determine the “best” way of actualization but to establish the effect of applying reflective methods of actualization of psychological resources.

Methods of research

To implement the research task, one of the qualitative methods of data processing was applied – the method of psychological casuistry, as well as empirical methods – comparative, cluster analysis, classification analysis, and the method of “causes and effects”. Empirical research was implemented according to Joyce’s model, which makes it possible to compare the results of two identical research phases for analysis and reflection. The empirical hypotheses of the study were put forward as follows: 1) an indicator of the actualization of psychological resources is an increase in the level of indicators of operating resources – their knowledge and ability to accommodate and update them, 2) for each reflexive method of actualization of resources, there will be different changes in the level and ratio of certain psychological resources. To analyze the effects of the actualization of resources by reflexive methods, the following methods were chosen: the method of eventuality, the method of experience analysis, the method of internalization, the method of self-investment, and the method of existential analysis. The conditions for enabling the description of the effect of actualization were such as the unity of time, place, and event, namely: the participants of the study were 11 master’s students of the psychology department, aged 22-28, female, all of them had experience from one to three years of personal psychotherapy and from six months to two years of practical work experience in the field; research participants were theoretically informed about the types of psychological resources, features of their psychological resourcefulness and reflection; at the time of the study, its participants did not have their own family, but at the same time were in a relationship.

The updating of psychological resources in various reflective ways took place over two weeks, during which all research

participants in the broad context of life experienced the same socio-historical events with an adaptive stress response, in their life course, ordinary events took place (according to the self-description of the subjects). The practical task for updating the resources in each way was to write meaningful and timely coursework (the task is relevant, important, and relevant to the life experience of each of the research participants). The composition of the group did not change; the location of the students was at the place of study; the relations of the research participants, who studied together for about six months, at the beginning and throughout the research were tactful, tolerant, and assertive. Psychological resources and their changes were determined each time by the method of self-assessment using the same method – a questionnaire of psychological resources (before and after applying a certain reflexive method of actualizing psychological resources). At the beginning of the study, the level of psychological resourcefulness of all its participants was average (according to survey data). The sequence of demonstrated ways of actualizing psychological resources was arbitrary. Therefore, we believe that under the existing conditions, the effect of actualization of resources was determined to a greater extent by the method of actualization than by psychological, socio-psychological, and event factors.

Results and discussions

The Table 1 contains data on the level of psychological resources at the beginning and at the end of various methods of reflexive actualization. The data is listed in the sequence in which these methods of updating resources were implemented. It is appropriate to pay attention to the fact that there were no significant or drastic changes in the level of psychological resources; in the comparison of the final measurement and the first, the most pronounced growth is noticeable in the level of the resource “creativity” (M1=5.4; M2=6.6), knowledge of one’s psychological resources (M1=5.8; M2=6.6), the ability to update

Table 1.
The level of psychological resources at the beginning and the end of different methods of their reflexive actualization (average)

	Components of psychological resourcefulness															
	Resource "self-confidence"	Resource "kindness to people"	Resource "helping others"	Resource "success"	Resource "love"	Resource "creativity"	Resource "faith in goodness"	Resource "desire of wisdom"	Resource "work on yourself"	Resource "self-realization in the profession"	Resource "responsibility"	Knowledge of own resources	Ability to update own resources	The ability to accommodate one's resources	The general level of psychological resourcefulness	
1	Way of eventuality 1	5.5	6.5	5.9	5	6	5.4	6.6	7.5	7.1	4	6.1	5.8	5.4	5.5	82
	Way of eventuality 2	6.3	6.6	6.1	6.1	6.8	5.6	6.5	6.6	6.7	4.5	6.4	6	5.6	6.1	86
2	Way of analyzing experience 1	5.8	5.8	6.6	5.1	7	6.1	6.6	7	7	4.4	5.8	6.1	5.5	5.6	84
	Way of analyzing experience 2	5.8	6.6	6.1	5.8	6.5	6.6	6.8	7.4	7	4.6	6.4	6.6	6.2	5.9	88
3	Way of internalization 1	5.2	5.7	5.8	5.1	7	5.5	6.5	7.2	6.5	4.1	5.8	5.6	5.5	5.5	82
	Way of internalization 2	6.2	6.3	5.9	6	7.3	6.3	6.8	7.1	6.5	4.5	6.1	6.4	6.3	6.5	88
4	Way of Self-investment 1	5.5	5	5	5.5	5.8	5.3	5.3	6.1	5.4	4.1	5.5	6.1	6	5.9	77
	Way of Self-investment 2	6.4	5.6	5.5	6.3	6	5.8	5.5	5.4	5.8	5.4	6.6	6.6	6.8	6.9	84
5	Way of existential analysis 1	5.6	5.3	5.5	4.9	6.3	5.3	5.3	6.3	5.8	4.5	6.1	6.5	6	5.8	79
	Way of existential analysis 2	6	6.4	6.1	5.8	6.6	6.5	6.3	6.4	6.1	4.1	6	6.4	6.6	6.5	86

one's psychological resources ($M_1=5.4$; $M_2=6.2$). There are no clear trends to increase or decrease in the level of certain psychological resources, as well as the general level of psychological resources. The overall level of psychological resourcefulness by the time the study was completed increased ($M_1=82$; $M_2=88$), at the same time, this indicator does not constitute the peak of actualization in the study and is identical to the level of psychological resourcefulness in the second method of its actualization.

It is possible to trace the growth of the level of resource self-confidence in such ways of actualization as potentiality, internalization, self-investment; the growth of the resource level of kindness to people – in the way of analyzing experience, internalization, existential analysis; increase in the level of the resource of success – in the way of opportunity, internalization, self-investment, existence; the growth of the resource of love – in the possibility of possibility; the growth of the resource of creativity – in the way of internalization, self-investment, existential analysis; growth of the resource of responsibility – in the way of analyzing experience and self-investment. It is important to pay attention to the fact that there is no noticeable differentiation of changes in the level of resources according to certain methods of their actualization. To highlight the existence of differences in the level of resources according to different methods of their actualization, a comparative method was used according to Scheffe method, in which the compared groups were precisely reflexive ways of actualizing resources (Fig. 1, 2, 3).

Figure 1 contains the results of the comparative analysis, which indicate the absence of statistically significant differences ($p<0.05$) in the general level of psychological resourcefulness at the beginning and the end of the study. Comparing the results of the comparative analysis and the qualitative analysis of the averages regarding the general level of psychological resourcefulness, we can state that there was no cumulative, accumulative effect of resources during the application of various reflective methods of their actualization. Such results can be explained

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both by the impartiality of the research about the proposed ways of working with resources and by the peculiarities of the phenomenon of psychological resources at the moment of their actualization - resources are actualized about the current situation in which they are applied; it does not seem possible to "postpone" updated resources for another time.

Scheffe Test; Variable: Vargeneral level of psychological resourcefulness
Marked differences are significant at $p < ,05000$

	{1} - M=82,125	{2} - M=84,375	{3} - M=81,182	{4} - M=76,875	{5} - M=78,875
1 {1}		0,998688	0,999944	0,988965	0,994515
2 {2}	0,998688		0,993209	0,887437	0,960963
3 {3}	0,999944	0,993209		0,979047	0,998072
4 {4}	0,988965	0,887437	0,979047		0,999175
5 {5}	0,994515	0,960963	0,998072	0,999175	

Scheffe Test; Variable: Vargeneral level of psychological resourcefulness
Marked differences are significant at $p < ,05000$

	{1} - M=86,000	{2} - M=88,250	{3} - M=87,909	{4} - M=84,375	{5} - M=85,750
1 {1}		0,997500	0,998248	0,999303	1,000000
2 {2}	0,997500		0,999998	0,980112	0,996236
3 {3}	0,998248	0,999998		0,981449	0,997168
4 {4}	0,999303	0,980112	0,981449		0,999640
5 {5}	1,000000	0,996236	0,997168	0,999640	

symbols: 1 – eventuality method, 2 – experience analysis method, 3 – internalization method, 4 – self-investment method, 5 – existential analysis method.

Fig. 1. Results of a comparative analysis of the overall level of psychological resourcefulness by different methods of updating resources according to the Scheffe test before and after the study

It was appropriate to trace the presence of differences in the level of certain resources at the beginning of their actualization in a certain way and at the end. To obtain such data, a comparative analysis was also applied according to Scheffe method, in which different reflective methods of resource actualization were compared by groups (Fig. 2, 3). Figure 2 shows the results of a comparative analysis of the level of psychological resources

Scheffe Test; Variable: Var «kindness to people»
Marked differences are significant at $p < .05000$

	{1} - M=6,5000	{2} - M=5,7500	{3} - M=5,7273	{4} - M=5,0000	{5} - M=5,2500
1 {1}					
2 {2}	0,360358				
3 {3}	0,294684	0,999998			
4 {4}	0,001966	0,360358	0,358118		
5 {5}	0,018083	0,746017	0,755598	0,974705	

Scheffe Test; Variable: Var «helping others»
Marked differences are significant at $p < .05000$

	{1} - M=5,8750	{2} - M=6,6250	{3} - M=5,8182	{4} - M=5,0000	{5} - M=5,5000
1 {1}					
2 {2}	0,374304				
3 {3}	0,999915	0,264366			
4 {4}	0,218194	0,000686	0,250647		
5 {5}	0,899417	0,050967	0,935604	0,755196	

Scheffe Test; Variable: Var «love»
Marked differences are significant at $p < .05000$

	{1} - M=6,0000	{2} - M=7,0000	{3} - M=7,0000	{4} - M=5,7500	{5} - M=6,2500
1 {1}					
2 {2}	0,003223				
3 {3}	0,002027	1,000000			
4 {4}	0,906486	0,000068	0,000033		
5 {5}	0,906486	0,060002	0,046815	0,397771	

Scheffe Test; Variable: Var «faith in godness»
Marked differences are significant at $p < .05000$

	{1} - M=6,6250	{2} - M=6,6250	{3} - M=6,5455	{4} - M=5,7500	{5} - M=5,2500
1 {1}					
2 {2}	1,000000				
3 {3}	0,997430	0,997430			
4 {4}	0,002880	0,002880	0,006482		
5 {5}	0,000000	0,000000	0,000000	0,250709	

Scheffe Test; Variable: Var «desire for wisdom»
Marked differences are significant at $p < .05000$

	{1} - M=7,3750	{2} - M=7,0000	{3} - M=7,1818	{4} - M=6,1250	{5} - M=6,2500
1 {1}					
2 {2}	0,752297				
3 {3}	0,969196	0,975330			
4 {4}	0,000412	0,036850	0,003384		
5 {5}	0,002238	0,109451	0,015081	0,994717	

Scheffe Test; Variable: Var «work on yourself»					
Marked differences are significant at p < .05000					
	{1} - M=7,1250	{2} - M=7,0000	{3} - M=6,5455	{4} - M=5,3750	{5} - M=5,7500
1 {1}					
2 {2}	0,997306				
3 {3}	0,488207	0,714201			
4 {4}	0,000013	0,000073	0,008295		
5 {5}	0,001498	0,005582	0,169469	0,852580	

Scheffe Test; Variable: Var «knowledge of own resources»					
Marked differences are significant at p < .05000					
	{1} - M=5,7500	{2} - M=6,1250	{3} - M=5,6364	{4} - M=6,1250	{5} - M=6,5000
1 {1}					
2 {2}	0,710724				
3 {3}	0,994843	0,425314			
4 {4}	0,710724	1,000000	0,425314		
5 {5}	0,076903	0,710724	0,018428	0,710724	

Conventional designations: 1 – method of contingency, 2 – method of experience analysis, 3 – method of internalization, 4 – method of self-investment, 5 – method of existential analysis.

Fig. 2. Results of a comparative analysis of the level of psychological resources according to different methods of updating resources according to the Scheffe test at the beginning of each method of updating

according to different methods of actualization of resources according to the Scheffe test at the beginning of each method of actualization. Differences were established for 7 out of 14 resources. The resources of kindness to people, helping others, love, and faith in goodness belong to basic psychological resources; striving for wisdom and working on oneself – to functional resources of a qualitative change in the structure of psychological resourcefulness; knowledge of one's resources is one of the indicators of their operation.

Figure 3 contains the results of a comparative analysis of the level of psychological resources according to different ways of actualizing resources according to the Scheffe test at the end of each actualization method. There are differences in 9 out of

Scheffe Test; Variable: Var «kindness to people»
Marked differences are significant at $p < .05000$

	{1} - M=6,6250	{2} - M=6,6250	{3} - M=6,2727	{4} - M=5,6250	{5} - M=6,3750
1 {1}					
2 {2}	1,000000				
3 {3}	0,827785	0,827785			
4 {4}	0,026019	0,026019	0,285975		
5 {5}	0,950650	0,950650	0,998090	0,179408	

Scheffe Test; Variable: Var «love»
Marked differences are significant at $p < .05000$

	{1} - M=6,7500	{2} - M=6,5000	{3} - M=7,2727	{4} - M=6,0000	{5} - M=6,6250
1 {1}					
2 {2}	0,921579				
3 {3}	0,370825	0,055521			
4 {4}	0,085790	0,453696	0,000070		
5 {5}	0,993848	0,993848	0,163265	0,222893	

Scheffe Test; Variable: Var «creation»
Marked differences are significant at $p < .05000$

	{1} - M=5,6250	{2} - M=6,6250	{3} - M=6,2727	{4} - M=5,7500	{5} - M=6,5000
1 {1}					
2 {2}	0,017045				
3 {3}	0,242437	0,803280			
4 {4}	0,995641	0,054639	0,466414		
5 {5}	0,054639	0,995641	0,953767	0,144215	

Scheffe Test; Variable: Var «faith in good»
Marked differences are significant at $p < .05000$

	{1} - M=6,5000	{2} - M=6,7500	{3} - M=6,8182	{4} - M=5,5000	{5} - M=6,2500
1 {1}					
2 {2}	0,931653				
3 {3}	0,832263	0,999441			
4 {4}	0,010108	0,000416	0,000078		
5 {5}	0,931653	0,496137	0,325012	0,109827	

Scheffe Test; Variable: Var «desire for wisdom»
Marked differences are significant at $p < .05000$

	{1} - M=6,6250	{2} - M=7,3750	{3} - M=7,0909	{4} - M=5,3750	{5} - M=6,3750
1 {1}					
2 {2}	0,350760				
3 {3}	0,765867	0,953251			
4 {4}	0,016515	0,000005	0,000088		
5 {5}	0,973851	0,098282	0,365280	0,098282	

Scheffe Test; Variable: Var «work on yourself» Marked differences are significant at $p < ,05000$					
	{1} - M=6,7500	{2} - M=7,0000	{3} - M=6,4545	{4} - M=5,7500	{5} - M=6,1250
1 {1}					
2 {2}	0,944551				
3 {3}	0,890556	0,432694			
4 {4}	0,019011	0,001141	0,176528		
5 {5}	0,322587	0,059253	0,844767	0,792088	

Scheffe Test; Variable: Var «knowledge of own resources» Marked differences are significant at $p < ,05000$					
	{1} - M=6,0000	{2} - M=6,6250	{3} - M=6,3636	{4} - M=6,6250	{5} - M=6,3750
1 {1}					
2 {2}	0,004961				
3 {3}	0,241103	0,583452			
4 {4}	0,004961	1,000000	0,583452		
5 {5}	0,243122	0,654947	0,999996	0,654947	

Scheffe Test; Variable: Var «the ability to update own resources» Marked differences are significant at $p < ,05000$					
	{1} - M=5,6250	{2} - M=6,2500	{3} - M=6,2727	{4} - M=6,7500	{5} - M=6,6250
1 {1}					
2 {2}	0,002414				
3 {3}	0,000846	0,999928			
4 {4}	0,000000	0,030279	0,034085		
5 {5}	0,000000	0,193918	0,220609	0,953520	

Scheffe Test; Variable: Var «the ability to accommodate one's own resources» Marked differences are significant at $p < ,05000$					
	{1} - M=6,1250	{2} - M=5,8750	{3} - M=6,4545	{4} - M=6,8750	{5} - M=6,5000
1 {1}					
2 {2}	0,827879				
3 {3}	0,598182	0,076528			
4 {4}	0,010715	0,000136	0,344656		
5 {5}	0,501607	0,056658	0,999657	0,501607	

Conventional designations: 1 – method of contingency, 2 – method of experience analysis, 3 – method of internalization, 4 – method of self-investment, 5 – method of existential analysis.

Fig. 3. Results of a comparative analysis of the level of psychological resources according to different ways of updating resources according to the Scheffe test at the end of each way of updating

14 resources. As in the measurement at the beginning of the actualization, differences were established in the resources of kindness to people, love, faith in goodness, the pursuit of wisdom and work on oneself, and knowledge of one's resources. Differences in the resource for helping others were not found at a statistically significant level. After completing the updating of resources, differences in creative resources, and ability to accommodate and update their resources were noted in different ways. In our opinion, under the conditions of actualization of resources specified in this study, when the probability of change depends on the method of their actualization, it is appropriate to consider that changes in the level of the resource are caused by how the differences in the level of these resources are determined, both between the initial and final results of the actualization. In particular, the level of the resource of kindness to people varies according to such methods of its actualization as the method of eventuality and self-investment; moreover, the level of this resource increased precisely by the method of self-investment (based on the data in Table 1). The level of the love resource varies according to the ways of its actualization, such as the way of internalization and self-investment; but these differences are not significant within each of the specified actualization methods. The level of resources of faith in goodness, the desire for wisdom, and work on oneself differs according to their actualization in ways of eventuality, analysis of experience, internalization, and, actually, a way of self-investment; these results are read by us as such that self-investment is not an efficient method of actualization for these particular resources.

In the actualization of the resource of creativity, according to the data of the comparative analysis and descriptive data of Table 1, we can conclude that the method of analyzing experience is more effective. The method of self-investment seems to be more effective for actualizing the ability to update and accommodate resources.

Since the comparative analysis to a greater extent made it possible to reveal quantitative differences in resources based on their actualization in various reflective ways, the multitest (Table 2) of significance and analysis of the main components (Table 3) were used to analyze the effect of the actualization of resources as a qualitative change in their ratio.

Table 2

The results of the justification of the significance of reflexive ways of actualizing psychological resources

Multivariate Tests of Significance

Sigma-restricted parameterization. Effective hypothesis decomposition

	Test	Value	F	Effect - of	Error - df	p
Intercept	Wilks	0.004145	3930.106	14	229.0000	0.00
Reflective ways of actualizing psychological resources	Wilks	0.258505	6.632	56	892.9344	0.00

According to the results of Multivariate Tests of Significance, with an acceptable Wilks indicator, there are reasons to take into account the presence of differences in the methods of updating resources.

According to the analysis of the Principal Components Analysis Summary, the mathematical-statistical analytical model included all five reflective ways of actualizing psychological resources, which was found to be about 69% of the content of the explained model (Table 3).

Important indicators of the analysis of methods of actualization of resources are their qualification (Q) and significance (Significance), namely: the method of self-investment and the method of existential analysis should be interpreted, in our opinion, to a greater extent not as methods of actualization of resources, but as methods of their maintenance (accumulation and handling). Significance has been established for such methods of resource actualization as the contingency method and the method of experience analysis; the method of existential

analysis is defined as such that it has not acquired significance; there is not enough data to characterize the significance of methods of internalization and self-investment as significant for the actualization of resources.

Table 3

The results of the analysis of importance and significance of reflexive ways of actualizing psychological resources

Principal Components Analysis Summary

The number of components is 5 (69.3175% the sum the of squares has been explained by all the extracted components)

Reflective ways of actualizing psychological resources	R ² X	R ² X(Cumul.)	Eigenvalues	Q ²	Limit	Q ² (Cumul.)	Significance	Iterations
1 Way of eventuality	0.25	0.25	4.78	0.02	0.08	0.02	S	15
2 Way of analyzing experience	0.18	0.44	3.51	0.09	0.08	0.11	S	8
3 Way of internalization	0.10	0.54	1.96	0.00	0.08	0.11	UNKNOWN	17
4 Way of Self-investment	0.08	0.62	1.59	-0.05	0.09	0.07	UNKNOWN	20
5 Way of existential analysis	0.07	0.69	1.33	-0.05	0.09	0.03	NS	11

The analysis of causes and effects (Fig. 4) confirmed that among the indicators of psychological resources operation, which further characterize the psychological resourcefulness of an individual to a large extent, knowledge of one's resources, the ability to update and accommodate them – the effect of reflexive actualization of resources is the very ability to update them.

The analysis of the importance of actualization showed that, first of all, such resources as “faith in good” and “kindness to people” are actualized, as well as the ability to update one's resources (Table 4).

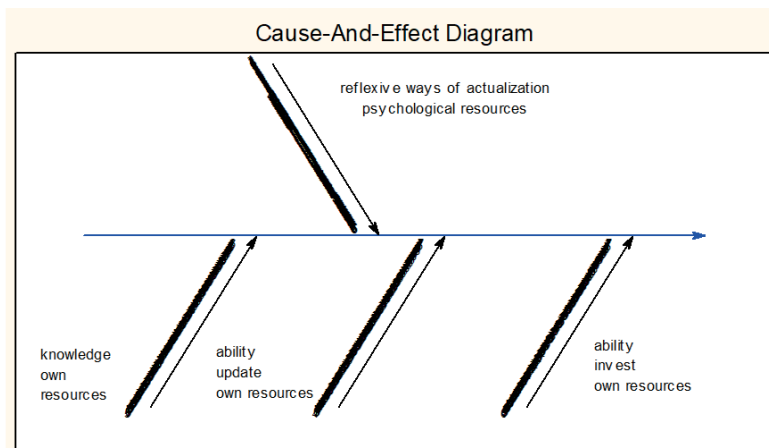


Fig. 4. Fishbone of “causes and effects” regarding reflexive ways of actualizing psychological resources and indicators of resource operation

Table 4

Results of significance analysis
 reflexive ways of actualizing psychological resources

Components of the model of reflexive actualization of psychological resources of different importance: psychological resources and reflective methods of their actualization	Category value	Power	Importance
Resource “faith in goodness”		0.849189	1
Resource “kindness to people”		0.838952	2
Ability to update own resources		0.832347	3
Resource “helping others”		0.722904	4
The ability to accommodate one’s resources		0.708221	5
Resource “self-realization in the profession”		0.684522	6
Knowledge of own resources		0.656777	7
The “desire of wisdom” resource		0.654945	8
Resource “creativity”		0.624421	9
Self-confidence resource		0.617770	10

Resource "success"		0.604586	11
Resource "work on yourself"		0.553088	12
A reflexive way of actualizing psychological resources {way of eventuality}	1	0.455733	13
Resource "love"		0.446115	14
Resource "responsibility"		0.437519	15
A reflexive method of actualizing psychological resources {way of self-investment}	4	0.297102	16
A reflexive method of actualizing psychological resources {way of analyzing experience}	2	0.138141	17
A reflective method of actualizing psychological resources {way of existential analysis}	5	0.079400	18
A reflective method of actualizing psychological resources {way of internalization}	3	0.045215	19

To establish whether the most important resources are such as a result of actualization, or whether they are at a high level in those persons for whom a certain method of resource actualization is effective, a classification analysis (Predictor Variable Importance Rankings) was carried out (Table 5).

Based on the data from the Predictor Variable Importance Rankings, it is clear that the resource "kindness to people" and the ability to update one's resources are weak predictors of how resources are actualized relative to other resources. Therefore, in our opinion, there are reasons to claim that the resource "faith in goodness" means an effective way for a person to actualize resources, and the effect of actualizing psychological resources is, in fact, the resource "kindness to people" and the ability to update one's resources.

To analyze in more detail the changes in the structure of psychological resourcefulness using such methods of actualization as the contingency method and the method of experience analysis, a cluster analysis was implemented. Fig. 4 and 5 contain the results of the cluster analysis regarding the qualitative regrouping of resources for their actualization in the method of eventuality and the method of analyzing experience. We paid attention specifically to the ratio of actualization resources (predictors)

and actualization (effects), namely: the resource "faith in goodness", the resource "kindness to people", the resource "helping others", the ability to operate resources – knowledge of resources, the ability to update and accommodate them (Figs. 5, 6).

Table 5

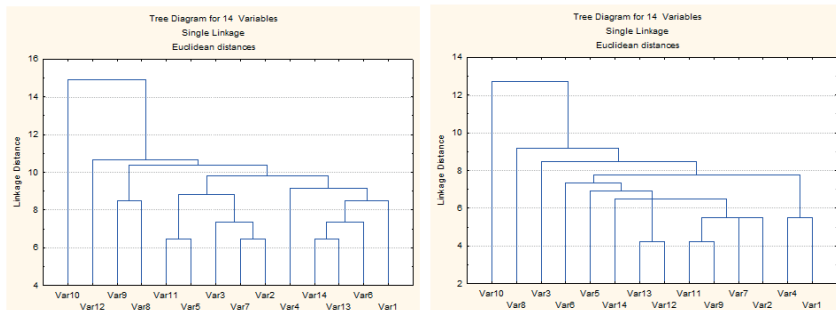
The results of the analysis of importance and significance of reflexive ways of actualizing psychological resources

Predictor Variable Importance Rankings

Based on univariate splits 0=low importance; 100=high importance

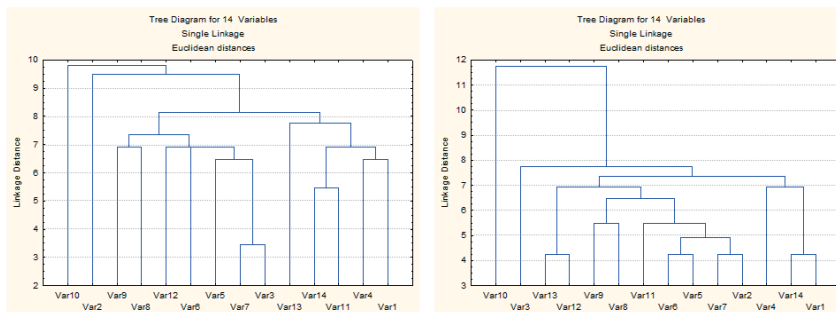
	Ranking
Resource "self-confidence"	72
Resource "kindness to people"	46
Resource "helping others"	93
Resource "success"	89
Resource "love"	82
Resource "creativity"	60
Resource "faith in goodness"	82
Resource "desire of wisdom"	86
Resource "work on yourself"	85
Resource "self-realization in the profession"	83
Resource "responsibility"	44
Knowledge of own resources	74
Ability to update own resources	43
The ability to accommodate one's resources	100

According to the actualization of resources in the manner of eventuality, the resource of belief in goodness is included in the subcluster, which contains, in addition to the resource of kindness to people, the resources of responsibility and self-improvement; in the combination of the ability to update and include one's resources, the ability to update becomes closer to the knowledge of one's resources. Therefore, in our opinion, in the manner of eventuality, a person's faith in goodness becomes effective and realistic, and the ability to update one's resources becomes concrete.



1 – self-confidence, 2 – kindness to people, 3 – helping others, 4 – success, 5 – love, 6 – creativity, 7 – faith in goodness, 8 – striving for wisdom, 9 – work on oneself, 10 – self-realization in the profession, 11 – responsibility, 12 – knowledge of one’s resources, 13 – ability to update one’s resources, 14 – ability to accommodate one’s resources.

Fig. 5. Results of the cluster analysis using the method of the dendrogram of changes in the ratio of psychological resources in the way of eventuality



1 – self-confidence, 2 – kindness to people, 3 – helping others, 4 – success, 5 – love, 6 – creativity, 7 – faith in goodness, 8 – striving for wisdom, 9 – work on oneself, 10 – self-realization in the profession, 11 – responsibility, 12 – knowledge of one’s resources, 13 – ability to update one’s resources, 14 – ability to accommodate one’s resources.

Fig. 6. Results of the cluster analysis using the method of the dendrogram of changes in the ratio of psychological resources in the manner of way of analyzing experience

According to the actualization of resources in the way of analyzing experience, the resource of belief in goodness from the dyad with the resource of helping others moves to a subcluster containing the resources of kindness to people, creativity, and love; the ability to update one's resources is added to their knowledge. Therefore, in our opinion, in the way of analyzing experience, a person's faith in goodness acquires the opportunity to be revealed through mercy in various and unpredictable life situations, and the ability to renew one's resources also acquires concretization.

Conclusions

The purpose of the study was to empirically find out the effects of actualizing psychological resourcefulness in various reflective ways. To analyze the effects of the actualization of resources by reflexive methods, the following methods were chosen: the method of eventuality, the method of experience analysis, the method of internalization, the method of self-investment, and the method of existential analysis.

The hypothesis that the indicator of the actualization of psychological resources is an increase in the level of resource management indicators was confirmed: for each of the methods of actualization of resources, there was a certain increase in the level of knowledge of resources and the ability to accommodate and update them. The hypothesis that different changes in the level and ratio of certain psychological resources will occur for each reflective method of resource actualization is partially confirmed, in particular, using the example of the contingency method and the method of analyzing experience. In the way of eventuality, a person's faith in goodness becomes effective and realistic, and the ability to update one's resources becomes concrete; in the way of analyzing experience, a person's faith in goodness acquires the opportunity to be revealed through mercy in various and unpredictable life situations, and the ability to renew one's resources also acquires concretization.

It is not advisable to determine the most effective among the methods of actualizing resources, at the same time, the results of the study make it possible to assert that the reflexive method of actualizing psychological resources is effective for a person, by which he can increase the level of functional and basic resources. It is appropriate to pay attention to the ratio of actualization resources (predictors) and actualization (effects), namely: the resource "faith in good", the resource "kindness to people", the resource "helping others", the ability to operate resources – knowledge of resources, the ability to update and accommodate them. We believe that to maintain one's productivity, it is important to be aware of various ways of actualizing resources and to be able to choose those that allow one to revitalize one's resourcefulness.

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Штепа Олена. Аналіз ефектів застосування рефлексивних способів актуалізації психологічної ресурсності особистості.

Мета дослідження – емпірично з'ясувати ефекти актуалізації психологічної ресурсності різними рефлексивними способами.

Методи: для реалізації завдання дослідження було застосовано один з якісних методів обробки даних – метод психологічної казуїстики, а також методи емпіричні – порівняльний, кластерний аналіз,

класифікаційний аналіз та метод «причин та ефектів». Емпіричне дослідження реалізовано за моделлю Джойса, що дає змогу зіставити з метою аналізу і рефлексії результати двох ідентичних фаз дослідження. Рівень психологічних ресурсів визначено методом психологічного опитування (метод самооцінювання).

Результати дослідження: гіпотеза про те, що індикатором актуалізованості психологічних ресурсів є підвищення рівня показників оперування ресурсами підтверджена: за кожним із способів актуалізації ресурсів відбулось певне зростання рівня знання ресурсів та уміння вміщувати і оновлювати. Гіпотеза про те, що за кожного рефлексивного способу актуалізації ресурсів відбудуться різні зміни у рівні і співвідношенні певних психологічних ресурсів, підтверджена частково, зокрема, на прикладі способу евентуальності і способу аналізу досвіду. Шляхом евентуальності віра людини у добро стає дієюю і реалістичною, а уміння оновлювати власні ресурси – конкретизованим; у спосіб аналізу досвіду віра людини у добро набуває можливості бути виявленою через милосердя у різних і непередбачуваних життєвих ситуаціях, а уміння оновлювати власні ресурси також набуває конкретизації.

Висновки. Визначати найефективніший серед способів актуалізації ресурсів не доцільно, водночас результати дослідження надають змогу стверджувати, що для людини результативним є той рефлексивний спосіб актуалізації психологічних ресурсів, за якого вона може підвищити рівень саме функціональних і базових ресурсів. Доцільно звернути увагу на співвідношення ресурсів актуалізації (предиктори) і актуалізованості (ефекти), а саме: ресурс «віра у добро», ресурс «доброта до людей», ресурс «допомога іншим», уміння оперувати ресурсами – знання ресурсів, уміння їх оновлювати і вміщувати.

Ключові слова: актуалізація психологічних ресурсів, евентуальність, самоінвестування, інтерналізація, аналіз досвіду, екзистенціалізму, ефект актуалізації.

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Professional Sustainability of Personality: Analysis of Volunteering Activity in Modern Conditions

Професійна життєстійкість особистості: аналіз волонтерської діяльності в умовах сучасності

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Serhii Mishchuk – 30%

ABSTRACT

Volunteer work is difficult to characterize as easy, as it requires people to take a lot of responsibility, energy costs, emotional inclusion and the ability to quickly adapt in situations of increased complexity. There is a growing need to study the characteristics of volunteers' sustainability.

The aim of the article. *The purpose of the article is to envisage volunteer activity in Ukraine as a manifestation of social activity of citizens in the context of determining the relationship between sustainability, value orientations and emotional burnout in volunteers as individual mental structures.*

Research methods. *The psychodiagnostic toolkit consisted of the following techniques: the method of diagnosing the level of emotional "burnout" accor-*

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ding to V. Boiko for studying the components of "emotional burnout" (tension, resistance, exhaustion), O. Kokun's questionnaire "Professional vitality" in the context of revealing the components of vitality (control, inclusion, acceptance of a challenge (control, commitment, challenge)) and M. Rokyach's questionnaire "Value orientations" to outline the rank list of volunteers' values.

The results of the research. Involvement of volunteers in various events and programs changes their value priorities from the values of personal life (love, happy family life, productive life) to the values of self-realization and moral responsibility (interesting work, material status, honesty, tolerance, etc.). One of the important factors is the formation and development of civic competence.

Conclusions. According to the results of the research, it was determined that participation in volunteer activities contributes to the development of the professionalism of the future social worker, such values as tolerance, patience, an active lifestyle, responsibility. Personal qualities that need to be developed and improved play an important role in this process.

Key words: volunteers, volunteer activity, social position, value orientations, social activity of citizens.

Introduction

The year of 1958 is considered the official foundation date of volunteerism. It was this year that Henry Dunant created a volunteer organization – the Red Cross. The organization was created due to Dunant's impressions of the bloody battles at Solferino, therefore the direction of the work of the first volunteer organization was first medical aid to the wounded and captured (Arrogante & Aparicio-Zaldivar, 2017).

In 1982, the "Alliance of European Voluntary Organizations" was created, which is a youth non-governmental organization. It represents volunteer organizations that are aimed at intercultural understanding, peace, democracy and equality in the discourse of general human rights, health care, ecology, etc. (Trudel-Fitzgerald, Millstein, von Hippel, Howe, Tomasso, Wagner & VanderWeele, 2019). Currently, this organization consists of 50 members from 28 European countries, including Ukraine. Every year, each country conducts a program of International volunteer projects in its country and exchanges volun-

teers with other participating countries for the exchange of experience and the possible acquisition of practical skills, which are applied in their countries then (Vizniuk, Bilan, Tsokur, Rozheliuk, Podkovyrov & Symonenko, 2021).

The General Declaration of Volunteers, which was adopted at the XI Congress of the International Association of Volunteers on September 14, 1990 in Paris, established that "volunteering is the voluntary, active, joint or personal participation of a citizen in the life of human communities to realize his basic human needs and improve the quality of life, economic and social development" (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenk & Stelmakh, 2022).

For the first time, volunteer activity was officially recognized and consolidated at the regulatory and legal level on December 10, 2003, by the resolution of the Cabinet of Ministers of Ukraine "On approval of the Regulation on volunteer activity in the field of social services". Then the Law of Ukraine "On Volunteering" dated April 19, 2011 was adopted (Takahashi, Kawashima, Nitta & Kumano, 2020). The adoption of this law is associated with the Euro-2012 football championship, which took place in Ukraine, where the largest number of volunteers was involved in the entire time in Ukraine. This law recognized that "Volunteer activity is a voluntary, socially oriented, non-profit activity carried out by volunteers through the provision of volunteer assistance" (Viznyuk, Rokosovyyk, Vytrykhovska, Paslavska, Bielikova & Radziievska, 2022).

It is difficult to describe volunteer work as easy, because it requires people to take a lot of responsibility, incredible energy expenditure, emotional inclusion, as well as the ability to quickly adapt in extreme situations of military operations (Laczkovics, Fonzo, Bendixsen, Shpigel, Lee, Skala, Prunas, Gross, Steiner & Huemer, 2018). All this together with other factors determines the formation of professional stress, which can later flow into the so-called emotional burnout syndrome and be accompanied by negative consequences not only in professional activity and the quality of its performance, but also in personal life. Currently,

there is an increasing need to study the characteristics of volunteers' resilience, as the ability to form effective ways to overcome stressful situations in terms of determining one's own social position (Wald, 2015).

The purpose of the article is to envisage volunteer activity in Ukraine as a manifestation of social activity of citizens in the context of determining the relationship between vitality, value orientations and emotional burnout in volunteers as individual mental structures.

The tasks of the article. The volunteer movement of today was created spontaneously, from the uniting of individual volunteers and their grouping into larger volunteer organizations that began to cooperate with centralized management and, thus, already had greater influence on management structures and better efficiency from their cooperation (Kuchai, Yakovenko, Zorochkina, Okolnychya, Demchenko & Kuchai, 2021). Against the backdrop of today's military operations, we are witnessing how quickly coordination and logistics processes, procurement, information support, etc. are being established. What are the individual mental structures of the interrelationship of the vitality of volunteers regarding the manifestation of their social activity as citizens of Ukraine is now one of the urgent problems of our time.

Among the famous volunteer organizations of Ukraine, the following are noted (Mishchuk, 2018):

- Serhiy Prytula Charity Fund;
- “Wings of Hope” charity fund (support for children with cancer and people in need of organ transplantation);
- Lviv volunteers who provide for the needs of the military “Help the Front”;
- Charitable fund to help veterans and military personnel “Come back alive”;
- Non-profit organization that takes care of elderly people “Zhytteliub”;
- Assistance to forced migrants, those who suffered in the ATO zone Volunteer association “Everybody can help”;

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- National Scout Organization of Ukraine “Plast Lviv”;
- Vostok SOS, a charitable organization that supports citizens who defended the values of democracy in our country and suffered due to the armed conflict;
- Organization for the purchase of ammunition, means of protection, communication and intelligence, uniforms and food for the military “Army SOS”;
- Charitable fund “Regional Piety Fund” and others.

Today, volunteer organizations have established themselves as socially active citizens who quickly and skillfully self-organize and are able to find resources to solve any problem (Kokun, 2021).

There is no clear interpretation of the term “volunteer organization” in the Law of Ukraine “On Volunteering”. Therefore, based on the fact that *volunteering* is a voluntary activity, and *an organization* is an association of a circle of people to achieve a certain goal, then by combining these terms, you can refer to the Law of Ukraine “On Public Associations” dated June 27, 2018. This law states that “Public association is a voluntary association of individuals and/or legal entities under private law for the exercise and protection of rights and freedoms, satisfaction of public, in particular economic, social, cultural, environmental, and other interests”. (Mishchuk, 2019). Therefore, in our opinion, the interpretation of the concept of “public association” can be used for the term “volunteer organization” in its entirety. The website of the Ministry of Information Policy of Ukraine provides a comprehensive list of all-Ukrainian volunteer organizations with a brief description (Kokun, Ahaiev, Pishko & Lozinska, 2015).

Research methods and techniques. Volunteers of the Kyiv city center of the “Nadiia” volunteer center took part in the study. The sample for the study was 120 volunteers (aged 24 to 56). Before the start of the study, all participants were informed about the conditions of participation in the experiment and gave their consent to participate.

The psychodiagnostic toolkit consists of the following methods: the method of diagnosing the level of emotional "burnout" according to V. Boiko for studying the components of "emotional burnout" (tension, resistance, exhaustion) (Wald, 2015), O. Kokun's questionnaire "Professional vitality" (Kokun, 2021) in the context of revealing the components of vitality (control, commitment, challenge) and M. Rokyh's questionnaire "Value orientations" to outline the ranked list of values of volunteers (Lazos, 2015).

1. *The method of diagnosing the level of emotional burnout in volunteers, developed by V. Boiko*, was used in the study to reveal the mechanisms of psychological protection regarding the form of expression of emotions in response to external psycho-traumatic influences. In volunteer activities, this technique allows to analyze the level of professionalism in the field of interaction with people, as well as to characterize the individual features of psychological protection of volunteers regarding the manifestation of emotional burnout when taking responsibility for the victims and fulfilling their own duties (Lazos, 2015).

According to the "key" of the methodology, calculations are made according to the following indicators:

- 1) the sum of points is determined separately for each of the three scales, which contain 12 symptoms of emotional burnout;
- 2) the sum of the indicators of the most pronounced symptoms according to each of the scales is calculated;
- 3) the final indicator of the level of development of emotional burnout is added up – the sum of indicators for all 12 signs.

The maximum score in the sum of 10 points is given by the indicator most suitable for the symptom of emotional burnout. Symptoms with an index of 20 or more points are characteristic of the dominant phases of the manifestation of emotional burnout. Further, the sum index is calculated for each of the scales, each of which contains 4 symptoms.

The scale of "tension" (nervous-anxious stress) is characterized by the following symptoms: "experiencing psycho-traumatic circumstances" (increased awareness of psycho-traumatic

events of professional activity and danger), "dissatisfaction with oneself" (impossibility to influence psycho-traumatic circumstances, which increases dissatisfaction with oneself), "being driven into cage" (feeling of hopelessness) and "anxiety and depression" (a manifestation of emotional burnout as a means of psychological protection).

The scale of "resistance" (resistance to the development of stress) manifests itself in the form of the following symptoms: "inadequate selective emotional response" (a sign of inadequate expression of emotions), "emotional and moral disorientation" (the need for self-justification), "expansion of the sphere of economy of emotion" (transfer of emotions beyond professional activity and "reduction of professional duties" (attempts to reduce emotional costs).

The "Exhaustion" scale is due to the weakening of the nervous system and general energy tone and is characterized by the following symptoms: "emotional deficit" (feeling of powerlessness, inability to provide help), "emotional alienation" (complete exclusion of emotions from the sphere of professional life), "personal alienation or depersonalization" (complete or partial loss of interest in the subject of professional activity), "psychosomatic and psychovegetative disorders" (decreased state of optimal functioning of the human body). In this way, the human body seems to save itself from the traumatic power of emotional burnout.

2. O. Kokun's questionnaire "Professional vitality" outlines vitality as a personal phenomenon, determines the level of a person's mental health, which includes the following components" (Kokun, 2021):

1) commitment is defined as satisfaction with one's own activity;

2) control provides a person's ability to control the situation as opposed to his own feeling of helplessness;

3) risk acceptance (challenge) is based on decision-making and choice regarding high-risk situations according to one's own experience and knowledge.

3. M. Rokich's questionnaire "Value orientations" was used in the study to determine the rank of volunteers' life values. It contains two types of values, which determine the degree of significance of each in professional activity, precisely during the performance of their duties. Conviction regarding the validity and perfection of one's own goal in striving to realize it is attributed to terminal values. Instrumental values reflect a person's conviction about the appropriateness of his own actions in a particular situation of increased complexity. This conditioning of the value orientations of volunteers corresponds to the traditional division into means-values and goal-values. Analyzing the hierarchy of values, it is worth considering the criteria for grouping them into meaningful blocks (ethical values of communication, values of self-affirmation, values of the case, etc.) in order to understand the individual patterns of each respondent (Lazos, 2015).

Results and discussions. The results of the study according to the *Methodology "Diagnostics of the level of emotional burnout" (V. Boiko)* regarding the determination of the signs of "emotional burnout" prove that volunteers' tension is characterized by experiencing psycho-traumatic circumstances (Fig. 1).

Tension in the group of subjects is manifested in the long-term experience of psycho-traumatic circumstances and has an increasing character (63%). Volunteers perceive working conditions and professional interpersonal relationships as psycho-traumatizing, which negatively affect consciousness and internal tension, instability of mental reactions.

37% of the subjects are in a state of anxiety regarding the performance of professional duties with an increased level of nervousness, anxiety, depressed mood. Volunteers usually cannot concentrate on certain work, there are behavioral changes and a sudden change in mood. However, the center's employees are generally satisfied with their own professional activities, they are satisfied with the environment in which they are and the people they communicate with. The subjects do not feel the desire to change the activity at all (Fig. 2).

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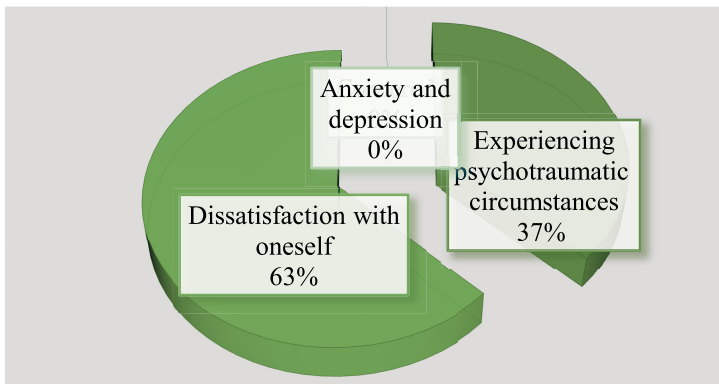


Fig. 1. Indicators of tension as a sign of volunteers' "emotional burnout" (in %)

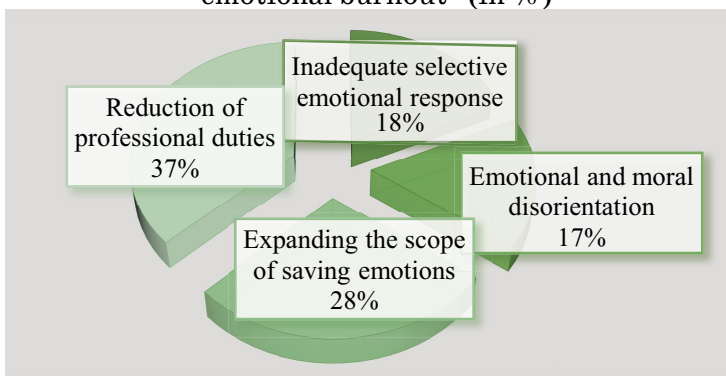


Fig. 2. Indicators of volunteers' resistance (in %)

Resistance of volunteers as a personal trait is characterized by the most pronounced symptom – reduction of professional duties (37% of people). 28% of all subjects will show emotional withdrawal, alienation, the desire to stop any communication during the performance of professional duties. Symptoms of inadequate selective emotional response (18%) and emotional and moral disorientation (17%) in the subjects are manifested in the development of indifference in professional interaction and the uncontrolled influence of mood on the performance of duties.

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During the study of the volunteers' manifestation of such a component of "emotional burnout" as exhaustion, the severity of psychosomatic and psychovegetative malaise was revealed (Fig. 3).

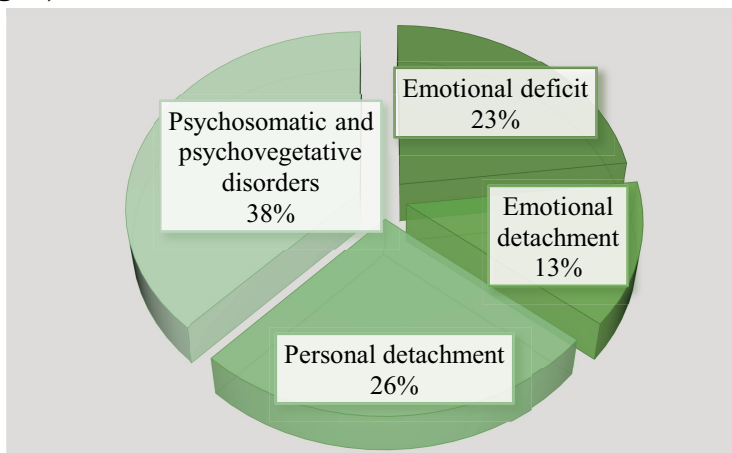


Fig. 3. Rates of exhaustion among volunteers (in %)

Emotional exhaustion is based on psychosomatic and psychovegetative disorders (38%). This symptom is dominant and is characterized by a person's psychophysical overfatigue, desolation, leveling of one's own professional achievements, disruption of professional communications, development of a cynical attitude towards those with whom one has to communicate for work reasons, and the development of psychosomatic diseases. In 26% of all subjects, personal detachment (depersonalization), i.e. violation of professional relations, development of a cynical attitude towards those with whom one has to communicate and towards professional activities in general, is occupied.

There is also a clearly formed symptom of emotional deficiency (23%) as the development of emotional insensitivity against the background of overexhaustion, minimization of emotional contribution to work, automatism, devastation of a person when performing professional duties, and emotional detachment – as

an effect of creating a protective barrier in professional communications.

Emotional aloofness occupies 13% of the respondents, which manifests itself in the creation of a protective barrier in relation to professional communications.

According to the *method of value orientations of M. Rokych*, the internal orientation of volunteers is specified. This method is based on direct ranking of the list of terminal and instrumental values.

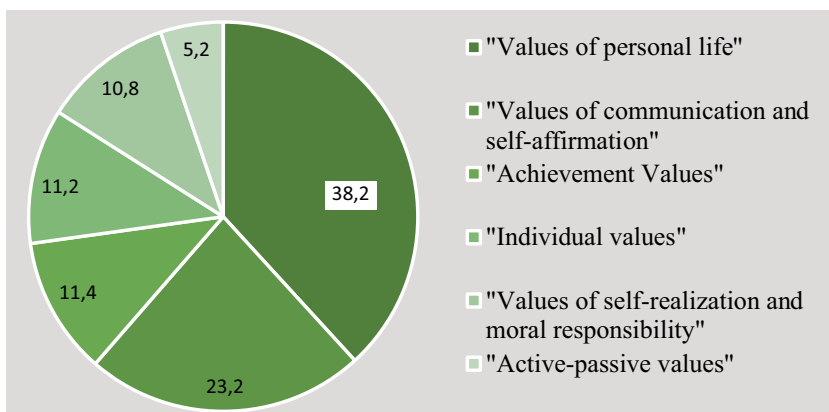


Fig. 4. List of terminal and instrumental values of volunteers (in%)

The most significant values as means of achieving life goals include: “honesty” (rank 1), “education” (rank 2), “vitality” (rank 3), “behaviour” (rank 4), “responsibility” (rank 5), “self-control” (rank 6). Desired values (rank 7-12) included: “independence” (rank 7), “courage in defending one’s views and opinions” (rank 8), “willpower” (rank 9), “accuracy” (rank 10), “efficiency in business” (rank 11), “rationalism” (rank 12).

The least important values: “intransigence to shortcomings in oneself and others” (rank 18), “high needs” (rank 17), “tolerance” (rank 16), “thoroughness” (rank 15), “neatness” (rank 14) and “breadth of views” (rank 13).

Thus, participation in volunteer activities contributes to the professional development of the future social worker; contributes to the development of such values as tolerance, patience, an active lifestyle, responsibility. Involvement of volunteers in various events and programs changes their value priorities from the values of personal life (love, happy family life, productive life) to the values of self-realization and moral responsibility (interesting work, material status, honesty, tolerance, etc.). Personal qualities that need to be developed and improved play an important role in this process. One of the important factors is the formation and development of civic competence. Participation in volunteer activities allows the development of the valuable component of civic competence, which is realized through the manifestation of specific civic values.

According to O. Kokun's methodology "Professional sustainability", the general level of professional sustainability is determined, which is based on the degree of expression of its three components (the level of professional involvement, control and professional acceptance of the challenge) and four components (the level of emotional, content-professional, motivational and social components of professional viability). The results of the study showed that the majority of respondents showed a lower than average level of viability (Fig. 5).

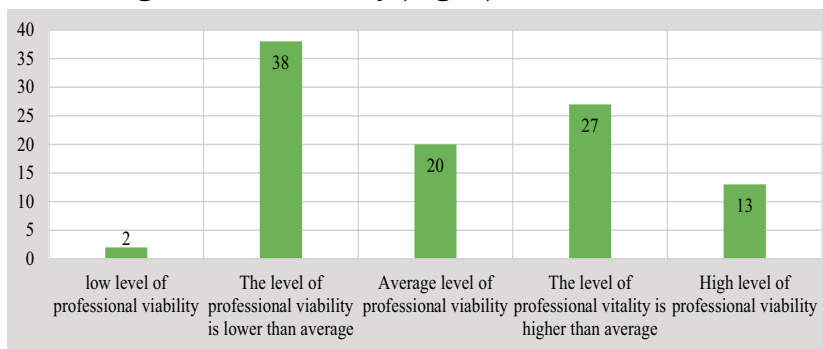


Fig. 5. Levels of professional viability of volunteers

Therefore, the *professional sustainability of volunteers* is a systemic personal and professional property that is formed in a specialist in the course of active involvement in professional activity, control over it and acceptance of "professional challenges", ensuring the ability to withstand adverse circumstances at work, preventing the development of professional maladjustment, health disorders, providing personal and professional growth. During the quantitative processing of the research results, an analysis of significant correlations was carried out according to the methods that lead to the development of emotional burnout and those that prevent the development of emotional burnout in volunteers (Table 1).

Table 1

Correlation indicators according to the scales of psychodiagnostic methods according to the Pearson coefficient

	Sustainability Inclusion	Sustainability Inclusion	Acceptance Control	Acceptance Control
1	2	3	4	5
Tension	,415*	,301	,331	,639**
Resistance	,521**	,529**	,348	,522**
Exhaustion	-,127	-,156	-,172	-,048
Value orientations	,569**	,559**	,368	,659**
Values of personal life	,211	,123	,121	,452*
Values of communication and self-affirmation	,039	-,046	-,053	,343
Achievement values	,758**	,712**	,642**	,763**
Individual values	,267	,175	,311	,287
Values of self-realization and moral responsibility	,317	,349	,138	,449*
Active-passive values	-,489*	-,413*	-,518**	-,419*

Note: *highlighted significant correlations at $p \leq 0.05$

** significant correlations are highlighted at $p \leq 0.01$

The study showed that there is a statistically significant (at $p \leq 0.01$) relationship between: stress, value orientations, values of communication and self-affirmation, values of achievement and risk taking; resistance and inclusion; values of communication and self-affirmation and vitality; control and individual values, exhaustion and vitality, value orientations and inclusion ($r = 0.5 - 0.7$). Also, it was proved that there is a statistically significant (at the level of $p \leq 0.01$) strong relationship between: values of self-realization and moral responsibility and risk acceptance ($r = 0.7 - 0.9$). A statistically significant relationship (at the level of $p \leq 0.05$) and a moderate relationship between the following scales was revealed: control, value orientations and stress ($r = 0.35 - 0.4$), which proves their influence on the development of emotional burnout in volunteers according to varying degrees of severity.

It is worth noting that the absence of a statistically significant (at the $p \leq 0.05$ level) inverse moderate relationship between active-passive values and sustainability, as well as between synergy and risk acceptance ($r = -0.4 - (-0.5)$) has been proven. The exhaustion scale was not correlated with any component of vitality, which proves the lack of risk of developing emotional burnout among volunteers on this basis.

Therefore, we define *the resilience of volunteers* as a personal integral characteristic, which is due to the importance of individual features of the human psyche, which are manifested in certain difficult situations as a single complex of successfully overcoming life's difficulties and optimal provision of one's own life. *The professional sustainability of a volunteer's personality* is a systematic personal and professional formation, a character trait that is formed in a specialist in the context of professional life, manifested through his inclusion in his own creative activity, control over decision-making regarding "professional risks", and ensuring the ability to resist in adverse situations circumstances of performance of duties, preventing the development of emotional burnout and health disorders and ensuring own professional growth.

Conclusions

Thus, there is a connection between vitality, value orientations and emotional burnout in volunteers as mental phenomena. It attests to the presence of individual mental structures in volunteers, which contribute to their social activity, a clear civic position, and choices based on value orientations, despite emotional burnout and fatigue. It is this social position that reflects the psychological stability and resistance of citizens in Ukraine. The basic scales are "tension" and "resistance", which determine the connection with the general level of vitality of the subjects. This disposition characterizes a positive trend towards the development of professional sustainability among volunteers: most of the obtained results testify to the range of the average norm. High indicators of the researched are observed in such constructions of vitality as: resistance, value orientations, individual values, values of self-realization and moral responsibility.

The lack of relationship of vitality is observed on the following scales: tension, exhaustion, active-passive values, which have no influence on its development. There is a trend towards social development of the personality. The connection between sustainability and values regarding the personal life of volunteers was also confirmed.

From this, we understand that *volunteering in the country* is a manifestation of the social position of civil society, which contributes to the development of the state. Volunteer activity can be considered a direct manifestation of the social activity of Ukrainian citizens, and its increase is the result of the manifestation of individual personality traits (resistance, inclusiveness, values of communication, self-affirmation and vitality). Therefore, at present, it is advisable to increase the number of volunteers in order to contribute to the increase in the number of people who will selflessly help those in need.

Prospects for further research are the search and development of work methods based on the problematic aspects identi-

fied in the research in the areas of sustainability and self-actualization of volunteers.

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Візник Інесса, Пугач Сергій, Міщук Сергій. Професійна життєстійкість особистості: аналіз волонтерської діяльності в умовах сучасності.

Волонтерську роботу складно охарактеризувати як легку, оскільки вона вимагає від людей великої відповідальності, енергетичних витрат, емоційної включеності та здатності швидко адаптуватися до ситуацій підвищеної складності. Зростає потреба у вивченні характеристик стійкості волонтерів.

Мета статті. Метою статті є волонтерська діяльність в Україні як прояв соціальної активності громадян у контексті визначення взаємозв'язку стійкості, ціннісних орієнтацій та емоційного вигорання у волонтерів як індивідуальних психічних структур.

Методи дослідження. Психодіагностичний інструментарій склали такі методика: методика діагностики рівня емоційного «вигорання» за В. Бойком для вивчення компонентів «емоційного вигорання» (напруга, резистентність, виснаження), опитувальник О. Кокуна «Професійна життєвість» у контексті виявлення компонентів життєстійкості (контроль, включення, прийняття виклику (control, commitment, challenge)) та опитувальник М. Рокича «Ціннісні орієнтації» щодо визначення рейтингу цінностей волонтерів.

Результати дослідження. Залучення волонтерів до різноманітних заходів та програм змінює їхні ціннісні пріоритети від цінностей особистого життя (любові, щасливого сімейного життя, матеріального забезпечення) до цінностей самореалізації та моральної відповідальності (цікава робота, матеріальний статус, чесність, толерантність тощо). Одним із важливих факторів є формування та розвиток громадянської компетентності.

Висновок. За результатами дослідження встановлено, що участь у волонтерській діяльності сприяє розвитку професіоналізму майбутнього соціального працівника; сприяє розвитку таких цінностей, як толерантність, терпіння, активний спосіб життя, відповідальність. Важливу роль у цьому процесі відіграють особистісні якості, які необхідно розвивати та вдосконалювати.

Ключові слова: волонтери, волонтерська діяльність, соціальна позиція, ціннісні орієнтації, соціальна активність громадян.

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