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П68   Збірник наукових праць **«Проблеми сучасної психології»** / [за наук. ред. С.Д. Максименка, Л.А. Онуфрієвої]. Кам'янець-Подільський, 2024. Вип. 63. 332 с.

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

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

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CONTENT

ЗМІСТ

The Construct of "Value of Health" as a Predictor of Post-Hospital Compliance in People Affected by TIA

Конструкт «цінність здоров'я» як предиктор постгоспітального комплаєнсу в осіб, постраждалих від ТІА

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ABSTRACT

The article is devoted to the specifics of providing clinical and psychological assistance to people who, after a short-term hospitalization (5-7 days), were discharged from the hospital with a diagnosis of "transient ischemic attack" (TIA).

The purpose *of the study is to clarify the hierarchy of value meanings in the value system of patients who have undergone a TIA, as well as to study how exactly these values affect their attitude to taking care of their own health and,*

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more importantly, adherence to the post-hospital outpatient self-care regimen.

Research methods and techniques. *Based on the main task of the research, the following diagnostic tools were used: the Mini-mult test adapted by V.P. Zaitsev; method of portrait selections by L. Sondi (MPV); questionnaire "Attitude to health" (author R. Berezovska); patient health questionnaire (Patient Health Questionnaire - PHQ-9); J. Rother's method of diagnosing the level of subjective control (adaptation by E.F. Bazhyn, S.A. Golinkin, O.M. Etkinda); quality of life assessment questionnaire (SF-36); universal questionnaire for the quantitative assessment of adherence to treatment (QAA-25) by N.A. Nikolaev and Y.P. Skirdenko.*

Results and discussion. *The study found that health is the leading terminal value for patients who have undergone a TIA, a happy family life is the second, and independence is the third one. At the same time, on the basis of regression analysis, the assumption about the overwhelming desirability for patients of such forms and methods of treatment, which minimizes their own efforts in order to overcome the disease, is substantiated.*

Conclusions. *The results show that there are clearly expressed trends, with the help of which it is possible to orient oneself in the probable post-hospital behavior of the patient in relation to his own health, which in a new way raises the question of defining not so much typical, but rather individual ways of psychological approach to the patient's personality, which corresponds to the prospects for the development of personalized medicine.*

Key words: *transient ischemic attack, values, construct, compliance, regression analysis.*

Introduction

Mental health and cardiovascular disease are closely related. Meanwhile, the latter currently occupy a leading place in the structure of the total mortality of the population of many countries of the world, including Ukraine (Клінічна настанова, 2022: 10). Among them, a special place is occupied by an acute violation of cerebral blood circulation. More than 105,000-110,000 cases of primary or recurrent stroke are registered annually in Ukraine (Гирявець, 2021; Віничук, & Фартушна, 2017). This pathology is one of the main causes of disability in the population of Ukraine. Out of the total number of people recognized as disabled for the first time, 12.5% suffer from cerebrovascular

disease (Загуровський та ін., 2020). According to data, 78% of cases of cerebrovascular disease lead to the development of disability and deterioration of the quality of life of patients; 46% of stroke patients die within the first month; among those who survived, about 10% return to work, 53% need outside help, 48% have disabling hemiparesis, and 30% develop psycho-organic syndromes (Черенько та ін., 2011). But there is another important aspect in this problematic for people, which, due to its specificity, has so far, with a few exceptions, remained outside the scope of research attention. It is about the specificity of providing clinical and psychological assistance to people who, after a short-term hospitalization (5-7 days), were discharged from the hospital with a diagnosis of «transient ischemic attack» (TIA), returned to their usual lifestyle, disregarding the recommendations of doctors, and after some time were hospitalized again, but now with a real stroke. They ignore the doctor's recommendations because they are discharged from the hospital with the pleasant thought that they have not been diagnosed with a stroke. Meanwhile, say, in Canada, ischemic strokes and TIAs account for approximately 85-90% of all stroke cases for which patients turn to hospitals (Клінічна настанова, 2022: 10). Such an event is especially dangerous for people of working age, because usually a terrible disease that can threaten them can undermine their personal, professional, and social status, which, in turn, makes the whole situation even more traumatic.

In extremely numerous publications on the problem of stroke in its various forms, both domestic and foreign, there are occasional statements that attention should be paid to both psychosocial and psychological aspects, especially at the stage of rehabilitation of patients who have suffered a stroke (Gennai et al, 2018; Labri et al, 2021; Mendelson, & Prabhakaran, 2021; Ranta et al, 2018), what exactly to focus efforts on in cases of TIA, how to build a hierarchy of clinical and psychological work, orient oneself in the degree of adherence to psychoprophylaxis of the patient himself, the main personal radicals and properties, proba-

bility and primary importance of psychotherapeutic targets, this question remains open. It is complicated by the fact that, according to WHO, approximately half of all patients with chronic diseases do not follow medical recommendations (Adherence to Long-Term Therapies, 2003). The analysis of the literature shows that researchers choose someone component from clinical and psychological problems – say, anxiety, depressive disorders, aggressiveness of patients, or features of the cognitive sphere prompts researchers to form this or that cohort of subjects. While, rather, it is necessary to find an integral combination of the universal and individual in the psychological and psychosocial characteristics of the patient, taking into account which would contribute to the determination of the optimal strategy for providing psychoprophylaxis in this particular case. All this determined the general idea of our research.

The purpose of the article

Patients who have suffered a TIA face not only physical limitations, but also psychological aspects related to their health and lifestyle. Therefore, it is important to understand the hierarchy of value meanings in the value system of patients who have undergone a TIA, as well as to study how exactly these values influence their attitude to taking care of their own health and, more importantly, to adherence to the post-hospital ambulatory self-care regime, which includes taking medications, following a certain lifestyle, following and fulfilling the doctor's recommendations, etc. Understanding these aspects will allow a more focused approach to the issue of helping patients on their way to recovery, as well as preventing the occurrence of a threatening condition (stroke, to put it simply) in the future.

Research methods and techniques

This study was carried out within the framework of a broader topic – the study of the features of clinical and psychological support for stroke prevention in patients of working age after transient ischemic attack and non-validating strokes. Based

on the main task of the research, the following diagnostic tools were used:

− Mini-mult test adapted by V.P. Zaitsev;

− L. Sondi's portrait selection method (MPS);

− Questionnaire "Attitude to health" (author R. Berezovska);

− Patient Health Questionnaire (PHQ-9);

− J. Rother's method of diagnosing the level of subjective control (adaptation by E.F. Bazhin, S.A. Golinkin, O.M. Etkind);

− Quality of life assessment questionnaire (SF-36);

− Universal questionnaire for quantitative assessment of adherence to treatment (QAA-25) by N.A. Nikolaev and Y.P. Skirdenko.

The research was conducted on the basis of neurology departments of communal non-profit enterprises of the executive body of the Kyiv City Council (Kyiv City State Administration): «Kyiv City Clinical Hospital No. 3», «Kyiv City Clinical Hospital No. 4», «Olexandrivska Clinical Hospital», as well as on the basis of a private "DolinSky Medical Center", Brovary). The study was conducted with confidentiality and voluntary participation in the period from October 2021 to January 2024. 106 patients participated in the study, however, at the stage of initial processing of diagnostic materials, 24 sets of diagnostics were removed from the total volume as unsuitable for further analysis due to various reasons (refusal, partial completion of tasks, etc., because giving answers to 7 diagnostic methods is not an easy task for patients of the neurological department[1].

So, the final sample of subjects consisted of 82 patients aged 34 to 63 years, 29 of which were female and 53 were male, after

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a transient ischemic attack and non-disabling strokes. The average age of the patients was 51 years. Detailed descriptive statistics by age parameter are given in table 1.

Table 1

Descriptive statistics according to the age of the subjects

	Min.	Max.	μ	σ
Age of the subjects	34.00	63.00	51.3548	9.34719

In this article, special attention is paid to the empirical material collected using R. Berezovska's Health Attitude Questionnaire and the Quantitative Assessment of Adherence to Treatment Questionnaire (KOP-25).

Results and their discussion

There are summarized quantitative results below according to the criteria of patients' attitude to their own health, where: *cognitive level* implies a measure of a person's awareness or competence in the field of health, understanding of the main risk factors, etc.; *the behavioral level* assesses the degree of compliance of the patient's actions with the idea of a healthy lifestyle*; the emotional level* describes the level of anxiety, calmness or satisfaction in relation to one's own health; *value-motivational level* indicates the high importance of health in the individual hierarchy of values (especially terminal values), the degree of formation of motivation to preserve and strengthen health.

Table 2

Quantitative results according to the scales of the Questionnaire «Attitude to health» by R. Berezovska

Attitudinal components to health	Min.	Max.	μ	σ
Cognitive	1.50	6.80	4.5829	1.05615
Emotional	2.10	6.30	4.8683	,83769
Behavioral	1.80	4.80	3.4512	,79124
Value-motivational	4.10	6.10	5.0927	,47191

According to the quantitative results shown in Table 2, the dominant component of the attitude to health is the value-motivational one. Since the technique involves not only quantitative, but also qualitative interpretation, this component indicates: the place of health in the individual hierarchy of values; possible reasons for the lack of taking enough care of your health (subjective and objective). Let's consider it in more detail.

	Happy family life	Material wealth	Loyal friends	Health	Career	Recognition	Independence
▪Ряд1	6,2	5,8	5,6	6,6	5	5,1	6
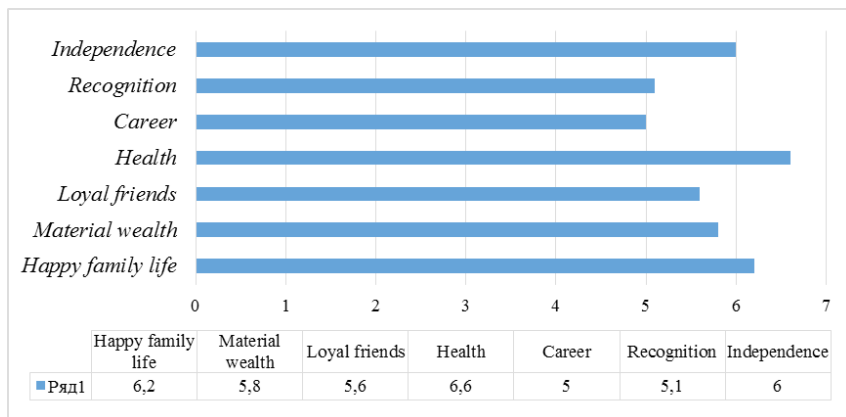
Figure 1. The place of health in the individual hierarchy
of terminal values of research participants
(according to the «Attitude to Health» method by R. Berezovska)

It is well known that terminal values are a kind of guidelines and priorities that a person strives to achieve, that is, what a person considers to be the most important and essential in his life. The results of the conducted research showed that health is the leading terminal value in patients who have undergone a TIA, happy family life is on the second place, and the third place is taken by independence.

It is quite predictable that health itself occupies a central place in the system of terminal values of the studied patients who are being treated in a hospital, because it is fair to assume that a painful condition is capable of bringing with it a number of other

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problems, such as deterioration of the quality of life, narrowing of the circle of social connections, problems of self-realization, deterioration of the material condition, and, of course, well-being. Therefore, for this category of subjects, the preservation of health is the highest priority and the key to achieving other goals.

Accordingly, it becomes quite clear why the value of independence is the next in the hierarchy of patients' values. It is clear that good health can contribute to a person's independence and self-reliance. Being healthy allows you to participate more actively in various areas of life, including work, social interaction, etc. Conversely, poor health can become an obstacle to independence and require support from other people.

The third value in the hierarchy is probably related to the latter – the value of a happy family life. We can assume that this value category is considered by patients as a support in a difficult situation, in particular in a situation of illness. In addition, the quality of family relationships and family support can significantly affect an individual's physical and, importantly, psychological well-being.

Similarly, the leading instrumental values were determined, the hierarchical distribution of which is shown in Figure 2.

As we can see from the results, the leading instrumental values are diligence/perseverance, health, and abilities. It is in them that patients see the means of realizing their goals and ideals.

It is noteworthy that hard work/perseverance represents the leading instrumental value, as the primordial universal way of achieving a goal. The next in the hierarchy is health, which, obviously, for the studied cohort is an important means of maintaining work capacity, productivity and general well-being. After all, as it was shown above, in a situation of illness, an individual may experience difficulties in realizing his potential and achieving his desired goals. Abilities are the third key component in the system of instrumental values of the studied sample.

A person can use his individual abilities and talents as a tool to achieve success, both in professional and personal life.

	Useful connections	Good education	Material income	Skills	Luck	Health	Diligence, perseverance
■ Ряд1	6,1	5,8	5,9	6,5	5,7	6,6	6,7
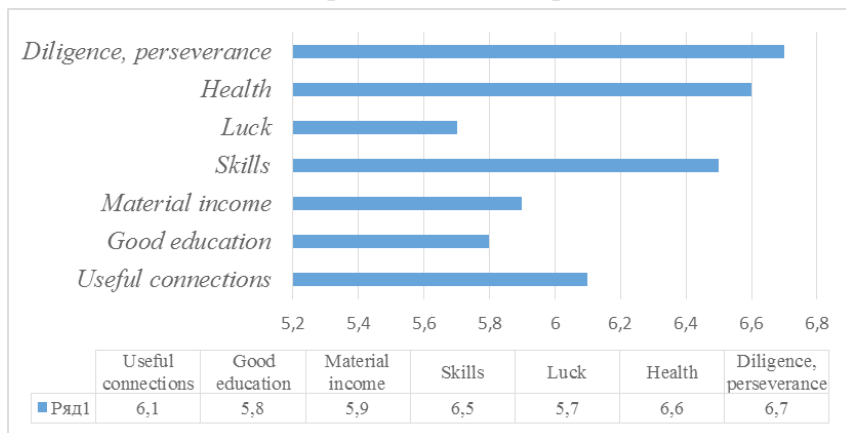
Figure 2. The place of health in the individual hierarchy
of instrumental values of research participants
(according to the «Attitude to health» method by R. Berezovska).

So, for people who have survived a TIA, health seems to become an overriding aspect in the hierarchy of values. This is due to a temporary but significant deterioration of the physical condition and, moreover, awareness of the threat of more serious consequences, such as a stroke. We can assume that after a TIA, patients show greater motivation to change their lifestyle, take care of their health, and follow the recommendations of doctors to ensure long-term physical well-being and prevent relapses.

From the point of view of common sense, the described results seem quite predictable for hospital patients undergoing treatment and rehabilitation after TIA. But at the same time, these results served for us only as a guide for the further – main – stage of the research, the purpose of which is to determine the place of the value of health in the system of value orientations of patients. In accordance with this task, a correlation analysis of the system of terminal values was carried out, and

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then, according to a similar procedure, of instrumental values. Correlation analysis was carried out using the non-parametric test of C. Spearman.

Table 3

The results of the correlation analysis of the value-motivational aspect of the attitude to health and terminal and instrumental values

Terminal values	Value-motivational component
Happy family life	,521**
Material well-being	,335**
Having true friends	,320**
Health	,403**
Interesting job (career)	,244*
Recognition from others	,401**
Independence (freedom	,551**
Instrumental Values	Value-motivational component
Good education)	,362**
Material prosperity	,327**
Ability	,490**
Luck	,308**
Health	,229*
Persistence (Diligence)	,467**
"Useful connections"	,147

*Note 1:** – correlation is significant at 0.01; * – correlation is significant at 0.05*

As can be seen from Table 3, the value-motivational component is significantly moderately correlated with a happy family life (0.521) and independence (0.551), a moderate correlation is recorded with health variables (0.403) and recognition of others (0.401), a low correlation with material well-being (0.335), having true friends (0.320) and interesting work (career) (0.244).

Among the variables represented by instrumental values, a moderate direct correlation was noted with abilities (0.490) and perseverance (hardworking) (0.467), a low one with a good edu-

cation **(0.362)**, material wealth **(0.327)**, luck **(luck) (0.308)** and health **(0.229)**.

Thus, it can be seen that despite the dominance of the value of health in the quantitative distribution of values, which was discussed above, at this stage of the research we observe a significant, but rather low connection of this construct with the value-motivational component that determines the attitude to health and to illness. The next task follows from this, namely: finding the real place of the construct «health as a value» in the system of value meanings of an individual who has undergone a TIA, rather than a labeled one.

For this purpose, a regression analysis was applied, with the help of which predictors of the value-motivational component of the attitude to health were determined in a sample of people who had undergone a TIA. The procedure was carried out in two stages, as part of the first, terminal values acted as predictors, and in the second – instrumental values.

In table 4 the results of the regression analysis are given, according to which we can predict the level of expression of the value-motivational component of the attitude to health (according to the methodology of R. Berezovska) depending on the level of expression of individual values, including health.

Table 4

Regression models for predicting the indicator of the expressiveness of the value-semantic component of the attitude to health based on the expressiveness of the leading terminal values

Model	R	R-square	Adjusted R-sqare	Standard error of estimate
1	,271[a]	,073	,062	,45429
2	,482[b]	,232	,212	,41620
3	,592[c]	,350	,325	,38517

a. Predictors: (Constant), Health
b. Predictors: (Constant), Health, Happy family life
c. Predictors: (Constant), Health, Happy family life, Independence (freedom)

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Despite the fact that the dependent and independent variables describe a largely similar phenomenology, the predictors included in the third model describe only 35% of the variance, which indicates their significance in the expression of the value-meaning aspect of the attitude to health, but a certain indirectness of their impact.

Table 5

Regression models for predicting the indicator of the expressiveness of the value-semantic component of the attitude to health based on the expressiveness of the leading instrumental values

Model	R	R-square	Adjusted R-square	Standard error of estimate
1	,205[a]	,042	,030	,46185
2	,445[b]	,198	,177	,42534
3	,457[c]	,209	,179	,42502
a. Predictors: (Constant), Health				
b. Predictors: (Constant), Health, Ability				
c. Predictors: (Constant), Health, Ability, Persistence (Diligence)				

As one can see, the third model describes a rather small percentage of variance (20%), which means: the expected dependent variable expressing the value-meaning component of the attitude to health is weakly explained by such variables as "health", "abilities" and " persistence".

The ultimate goal of this survey is to assess the interdependence of values that determine the attitude of patients who have undergone TIA to health and their adherence to treatment.

The above data presents us with the task of general orientation in the peculiarities of adherence to the treatment of patients of the studied cohort. The detailed distribution by high, medium and low levels of adherence is shown in table 6.

Based on the obtained data, we can state that the most pronounced component of adherence to treatment among the subjects is adherence to therapy (high − 36.6%, average − 34.1, low − 29.3), and the least desirable is adherence to changing the

method life (high – 14.6, average – 39.0, low – 46.3). Thus, it is possible to make an assumption about the overwhelming desirability for patients of such forms and methods of treatment that minimize their own efforts to overcome the disease.

Table 6

Distribution of patients according to the degree of adherence to treatment according to the KOP-25 Methodology

Adherence to treatment	% of patients	accumulated %
low	36.6	36.6
medium	43.9	80.5
high	19.5	100.0
together	100.0	
Adherence to therapy	% of patients	accumulated %
low	29.3	29.3
medium	34.1	63.4
high	36.6	100.0
together	100.0	
Adherence to medical support	% of patients	accumulated %
low	41.5	41.5
medium	51.2	92.7
high	7.3	100.0
together	100.0	
Adherence to lifestyle change	% of patients	accumulated %
low	46.3	46.3
medium	39.0	85.4
high	14.6	100.0
together	100.0	

Based on the assumption that the integral indicator of adherence to treatment is determined by the values that outline the attitude to health, we note that the result of the correlation analysis of the indicators proved the existence of a direct moderate relationship between the integral indicator of adherence to treatment and the value of recognition by others (r= 0.328;

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p=0.00). The latter, in turn, correlates with the presence of true friends **(0.206; p=0.03)** and a happy family life **(0.235; p=0.03)**.

Table 7

The results of the correlation analysis of the integral indicator of adherence to treatment and individual value categories

	Adherence to treatment	*Happy family life*	*Having true friends*	*Recognition from others*	*Health*
Adherence to treatment	1,000	,141	,096	,328**	,043
Happy family life	,141	1,000	,447**	,235*	,371**
Having true friends	,096	,447**	1,000	,245*	,664**
Recognition from others	,328**	,235*	,245*	1,000	,276*
Health	,043	,371**	,664**	,276*	1,000

Conclusions

As we can see, despite the fact that the descriptive quantitative analysis at the initial stage of the study showed the leading role of the value of health as a construct of consciousness, social values are the key in the issue of adherence to treatment. Indeed, in practice, the closest environment can play a key role in supporting the patient in the treatment process. Involvement, emotional support can act as a powerful motivator for adherence to treatment. Moreover, the very feeling of responsibility towards loved ones can motivate the patient to follow the doctor's recommendations and adhere to the treatment regimen. At the same time, we report to ourselves that our research, in the way it is presented in this article, does not reflect such important indicators of the sample as its socio-demographic indicators. In our main study, we definitely take into account a number of these important data.

Taking into account the psychological aspect of the obtained results, we note that the results of the study presented in the

article allow us to quite clearly formulate a well-defined conclusion regarding the totality of patients affected by TIA, from the standpoint of understanding how exactly their behavior is determined in the post-hospital period. These results indicate that there are clearly expressed trends, which can be used to guide the patient's likely post-hospital behavior in relation to his own health. And these are: a) the reluctance of educated and relatively well-off individuals to make their own efforts towards self-management in order to improve their own health; b) discrepancy between the declaration of health as a value (with the fact that the construct "health" is part of the system of value meanings) and the actual power of motivation to ensure this value; c) the importance of psychosocial factors (from the presence of true friends to the importance of family relationships and a sense of personal freedom), which in a new way raises the question of defining not so much typical, but rather individual methods of psychological approach to the patient's personality, which corresponds to the prospects for the development of personalized medicine.

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Бондаренко Нікіта. Конструкт «цінність здоров'я» як предиктор постгоспітального комплаєнсу в осіб, постраждалих від ТІА.

Стаття присвячена специфіці надання клініко-психологічної допомоги особам, які після короткострокової госпіталізації (5-7 діб) були виписані з лікарні з діагнозом «транзиторна ішемічна атака» (ТІА).

Мета дослідження – з'ясування ієрархії ціннісних смислів у системі цінностей пацієнтів, які перенесли ТІА, а також дослідження того, як саме ці цінності впливають на їхнє ставлення до піклування про власне здоров'я та, що ще важливіше, на прихильність до післягоспітального режиму амбулаторного самодогляду.

Методи та методики дослідження: виходячи з головного завдання дослідження, був застосований такий діагностичний інструментарій: тест Міні-мульт в адаптації В.П. Зайцева; метод портретних виборів Л. Сонді (МПВ); опитувальник «Ставлення до здоров'я» (автор Р. Березовська); анкета здоров'я пацієнта (Patient Health Questionnaire - PHQ-9); методика діагностики рівня суб'єктивного контролю Дж. Ротера (адаптація Бажина Є.Ф., Голинкін С.А., Еткінда О.М.); опитувальник оцінки якості життя (SF-36); універсальний опитувальник кількісної оцінки прихильності до лікування (КОП-25) Н.А. Ніколаєва та Ю.П. Скирденко.

Результати та обговорення. Дослідженням встановлено, що провідною термінальною цінністю у пацієнтів, що перенесли ТІА, виступає здоров'я, на другому місці – щасливе сімейне життя, на третьому – незалежність. Разом з цим на основі регресійного аналізу обґрунтовано припущення про переважну бажаність для пацієнтів таких форм і способів лікування, які мінімізують докладання власних зусиль з метою подолання хвороби.

Висновки. Результати свідчать, що існують яскраво виражені тенденції, за допомогою яких можна зорієнтуватися в ймовірній післягоспітальній поведінці пацієнта у ставленні до свого власного здоров'я, що по-новому ставить питання про визначення не стільки типових, скільки саме індивідуальних способів психологічного підходу до особистості пацієнта, що й відповідає перспективам розвитку персоналізованої медицини.

Ключові слова: транзиторна ішемічна атака, цінності, конструкт, комплаєнс, регресійний аналіз.

A Pilot Study of Adaptive and Maladaptive Relationships between Parents and Children of Senior Age

Пілотне дослідження адаптивних та дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку

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ABSTRACT

The purpose *of this article is: to show adaptive family relationships, which are greatly influenced by actualization of gender and role identification; to present mother's negative family experience, which also affects maladaptive family relationships with children; to give specificity of conflict relationships in single-parent families, and show how these conflicts differ to a large extent from even seemingly similar conflicts in full-parent families; to describe the results of pilot study of adaptive and maladaptive relationships between parents and children of senior age.*

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

The results of the research. *We proved, that as a rule, maladaptive family relationships were considered in psychological literature, in particular, in terms of analyzing children's conflicts with adults. At the same time, conflicts between high school students and teachers as significant adults come to the fore. That is, maladaptive family relationships arise as a result of misunderstandings of senior pupils in school interaction (as a result of failure, misunderstandings with teachers on the basis of various issues and problems). At the same time, maladaptive family relationships are analyzed only fragmentarily. Senior pupils always show the need to be a full-fledged participant in the interaction, and not a simple witness of certain events. Schoolchildren in senior school age claim that they are busy with certain important matters, perform independent actions, seek to express their attitude to events, but their parents do not always fully imagine how adequate or correct their children's actions are.*

Conclusions. *We can highlight the personality needs of senior pupils, characteristic of this age period, which amplify adaptive family relationships, such as: the need to independently perform various types of activities, to get pleasure from them; a need to explain the extremely important meaning of one's personality in relation to others, to be needed by others; the need for self-expression, self-presentation, which actualizes considerable interest and self-respect of senior pupils, the desire to justify one's opinion and to have it heard, the desire to protect oneself from aggression on the part of others, but not just to agree silently with the situation that develops, but to be able to object, not to agree, not to accept it, etc., and also not to be guided by it in further activities; the need for multicultural, harmonious communication with adults.*

Key words: *adaptive family relationships, maladaptive relationships, conflict relationships, multicultural communication, harmonious communication, self-expression, self-presentation, self-respect.*

Introduction

One side of the problem of maladaptive family relationships is that parents, as a rule, find it quite difficult to meet the absolutely high requirements for high school students that modern society places on these relationships (Brédart, 1991). This prob-

lem arose, first of all, as a result of the fact that the values on which parents focused earlier were significantly devalued (for example, if we take into account the Soviet value system and the values of modern society) (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). At the same time, the parents did not reorient their own value system to a new, modern, socially acceptable one. As a result, senior pupils do not accept the value-meaning orientations of their parents (Kompliienko, 2020). Therefore, according to senior pupils, the demands of adults take on a purely authoritarian nature, parents do not even try to explain, justify, consult with their child. Such a situation creates another contradiction in the relationship between senior pupils and their parents, because, according to scientists (Боришевський, 1998), senior school age is the age of personal development, in particular soft skills and critical thinking. A senior pupil strives to be balanced and logical in any situation. He/she always criticizes himself/herself, sets high demands on himself/herself and his/her personality. A senior pupil tries to substantiate any event, situation, to prove that they have acted adequately (Mykhalchuk, & Ivashkevych Er., 2019). However, as a result of the fact that parents differ from their children in value-semantic frames, and the discrepancy between meanings and contents becomes significant, considerable barriers arise in communication between parents and senior pupils, which prevents the building of adaptive family relationships in this specific situation (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

Modern psychological researches (Бігунов, 2018) emphasize such important characteristics of adaptive family relationships. We are talking about subject-subject relationships, about the nature of the subjective attitude of parents to senior pupils and vice versa, as well as about a certain situation that can lead to maladaptive interaction (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). At the same time, as a rule, the child is always

recognized as the culprit of the conflict, and this is what the parents, teachers, and even peers and friends of senior pupils believe. In this case, we are talking about the so-called ***"accusatory position"*** of senior pupils, which significantly interferes with the psychological reconciliation of parents and children of senior school age, finding compromises in conflict, maladaptive and simply difficult situations of social interaction. In such cases, senior pupils try to "move" to a formal relationship with their parents, to demonstrate so-called "obedience", which is often imposed on children by their parents, and senior pupils use these situations to seem to take the side of their parents, but, in fact, they are not going to obey and do as they please. At the same time, scientists emphasize that the leveling of the position of ***"psychological reconciliation"*** by senior pupils most often leads to so-called psychological disagreement or aggression. And when such aggression occurs, adults turn to a psychologist and start looking for a way out, while senior pupils are quite satisfied with the situation of "psychological reconciliation".

Also, scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021) emphasize that in terms of maladaptive family relationships, adults often take the position of blaming the high school student, and the child, playing along with the adults, moves to the position of self-blame. At the same time, the latter is rather unconstructive, because high school students in these situations behave frankly, they simply lose a certain role or scenario, and sometimes they get used to this scenario so much that they themselves can no longer distinguish their real position from a fictional one (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020).

Psychologists (Ivashkevych Ed., & Onufriieva, 2021) also actualize our attention on one more point, which, in our opinion, is not given enough attention in the psychological literature. Adults, when observing the process of growing up of a high school student, usually see only negative sides or characteristics

in this process: "he/she has become naughty"; "the child does not tell us everything", our son (daughter) has quite a lot of hidden ideas that he/she does not trust anyone (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). At the same time, parents do not notice positive characteristics, unique or original, identical features, etc., in the child's personality. For example, parents often note that, in their opinion, a child of high school age has insufficiently developed empathy, in particular, which is manifested in relation to them in particular and to adults in general (Drigas, & Karyotaki, 2017). Also, parents often accuse their children of unwillingness to support their parents in certain situations, help them, share anxiety, pain or joy. At the same time, parents also reproach children that they are always ready to show sympathy for a senior pupil, but are not ready to accept an unempathetic attitude towards them from the children. Such situations arise, first of all, as a result of the fact that parents do not seek to accept their child's unempathetic attitude towards them (Mykhalchuk, & Onufriieva, 2020). They often do not even try to analyze why this is happening, what caused this situation. However, it should be noted that this analysis of the situation amplifies parents to feel as if they are "on equal footing", that is, to take the same position with their child. Therefore, in psychological research it is emphasized that problems related to adaptive family relationships between parents and children of senior school age arise precisely because adults demand certain actions and certain attitudes from the child, but do not want to show sympathy, a good attitude, empathy towards their child.

So, **the purpose** of this article is: to show adaptive family relationships, which are greatly influenced by actualization of gender and role identification; to present mother's negative family experience, which also affects maladaptive family relationships with children; to give specificity of conflict relationships in single-parent families, and show how these conflicts differ to a large extent from even seemingly similar conflicts in full-

parent families; to describe the results of pilot study of adaptive and maladaptive relationships between parents and children of senior age.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is a pilot research. The research was organized in the cities of Kyiv, Lviv and Rivne. Socio-demographic characteristics (age of respondents, their gender) were taken into account.

Results and their discussion

In senior school age, adaptive family relationships are greatly influenced by actualization of gender and role identification. This leads to the fact that boys tend to demonstrate purely "masculine behavior", and girls – purely "feminine". However, such behavior does not always find positive feedback from adults, which also leads to the emergence of conflict situations. Also, psychologists (Івашкевич Ер., & Комарніцька, 2020) note that adaptive family relationships in senior school age are also affected by the desire of pupils to independently perform some actions or activity. This, in turn, largely depends on the acquired personally and professionally significant experience of behavior, activity, interaction and communication. Taking into account the mentioned patterns of mental development of schoolchildren in senior school age, it should be noted that the nature of interaction with them becomes significantly more complicated with age, the number of conflicts with parents and surrounding adults (as well as with peers) increases, which facilitates the emergence of maladaptive relationships in the family among pupils of senior school age.

Also, it has been repeatedly noted in the psychological literature (Cui, Wang, & Zhong, 2021) that the number of conflict interactions increases significantly when a full family transitions

into an incomplete one. In this case, the psychological atmosphere in the family relationships changes for better, children see themselves in the paradigm of rather complex psychological problems that are directly related to the absence of a father or mother in the family. All these factors negatively affect the adaptive family relationships of parents and children of senior school age.

The most acute problem in the Ukrainian society is maladaptive family relations between parents and children of senior school age in a case of divorce of their parents. K. Horney (1994) highlights the great dangers of family breakdown when children are in their teens and senior school years. Divorce, the scientist notes, usually gives rise to the feeling in children that they are unwanted, unacceptable to their parents, and only hinder them. In the case of parents' divorce, children experience considerable difficulties regarding the perception of their personality. Sometimes children even lose any meaning in their lives. Children become aggressive, in most cases (in 80% of cases) they blame their mother for kicking their father out, they show aggressiveness and conflict in interaction with others. At the same time, the relationships between children and parents become increasingly maladaptive, take on an indefinite, amorphous character. Senior school pupils, as a rule, do not see a way out of the current situation, often face the choice of who they should live with in the future: with their father or with their mother. All this undoubtedly contributes to the fact that children feel unhappy, useless and even redundant.

Children quite often react extremely negatively to the divorce of their parents. Also, students of senior school age feel confused and quite afraid. Interestingly, in children's experiences, the collective image of divorced parents is often not associated with their divorce from each other. Senior school pupils perceive this process as the separation of one of the parents (who leaves the family) with the child. At the same time, the child often feels the absolute loss of the father (as if he had died), then,

at the same time, the child is quite afraid of losing the mother as well, although there are allegedly no prerequisites for this. In most cases, after the divorce of parents, senior school pupils are diagnosed with manifestations of fear, anger and aggression. These reactions are manifestations of maladaptive family relationships in view of the helplessness and confusion of the child, as well as taking into account the betrayal of the parents, as the child perceives it. Children often ask their parents: "How could you live to betray me?" In situations of parental divorce, children, as a rule, develop a conflicting attitude towards one of the parents.

Often, the child will also experience a state of cognitive dissonance, because in his/her mind there is a constant struggle between hatred and love, between aggression and the need to feel protected. It is not unusual for a mother, due to her rather difficult material, socio-economic situation, as well as a result of physical overload in family life due to divorce, simply does not find enough time to take care of the child, often does not understand that the child really needs peace, empathy and patience. In a single-parent family, the parent who is left with the child finds himself/herself in significant danger, because the children perceive this parent as a real, valid enemy, who was the cause of the child's sense of danger. Therefore, a family crisis after a divorce can facilitate the leveling of positive relationships between family members for a long period of time, sometimes for a lifetime. Children, as a rule, will constantly make exaggerated, often unrealistic demands on one of the parents, at the same time, on the one with whom they are left to live. In such situations, it is important for us that the child will often feel a great need from a significant adult, will strive for his life to be filled with love. Also, this significant adult must be very reliable, because he must in any case protect the child from danger, which will often arise in the social space.

It should also be noted that most mothers cannot create the most positive, materially provided conditions for the child to

feel harmony, psychological and physical protection, comfort, etc. Therefore, quite often, losing parental authority, the parents (or one of them) have a real conflict with the child, because the child stops obeying the morally "weak" mother. After divorcing her husband, the wife is in an unstable mental state, but she requires her children to be patient, reasonable, empathetic, to show mental balance and to control their feelings in all situations. Therefore, a situation is created, as if mother and child expect from each other what they cannot give each other. All this leads to the opposite psychological effect: the mother seems to have never before shown such a great ability to be influenced by the child's interests as at this moment in time. At the same time, and never before, with the exception of the first few years of life, a child did not require such attention, such care and so much emotional warmth from the mother. It is on this contradiction or opposition that the dynamics of the crisis of family relations in many children after the divorce of their parents will be based. All this leads to quite significant burdensome consequences in child-parent family relationships, and, as a rule, to various kinds of conflicts, deviant behavior, sometimes they even start using psychoactive substances.

Often in a single-parent family, the mother, fearing that the child without a father will fall under a negative influence, begin to commit deviant actions or even commit a crime, may begin to use psychoactive substances (this is especially dangerous in senior school age), tries to fulfill the role of a father, therefore, he will raise the child rather strictly, even despotically, and will constantly and obsessively control his child. Often, as a result of such upbringing, aggressive relations between mother and child can occur, the mother can lose contact with the child, her love and support. The ability to feel the child, the desire to come to her aid, to support her is reduced. If there are changes in the mother's personality, and the mother begins to treat the child in a completely different way than the child is used to, then the child may feel that she is losing her mother in the psychological

sense of the word. At the same time, the mother's personality in the eyes of the child remains as if completely real, attainable, but her qualities, which were perceived by the child as the best, the child begins to accept as those that she has "lost" forever.

Thus, children after the divorce of their parents:

– react quite sharply to the irritation of one of the parents (with whom the child remained), perceive family relationships as a complete rejection of life as it is, as a lack of joy and family happiness. Children will constantly be in a state of mental discomfort and anxiety;

– they experience the father's move quite painfully (if the child stayed with the mother) and, feeling a state of cognitive dissonance, transfer their resentment towards the father directly to their attitude towards the mother. As a rule, such a situation occurs as a result of the fear of losing one's mother as well (meaning "loss" in both the psychological and physical sense of the word);

– often feel abandoned not only by the father, but also by the mother (in case the child stayed with her), because the mother tries to provide material support for the family, the usual way of life, and therefore works more time, pays very little attention to her to children;

– often suffer from inappropriately increased guardianship by one of the parents with whom the child is left, for example, when the mother tries to fill in the lack of parental love, care and positive attitude with her own hyper attention and not always appropriate caresses;

– suffer from depression, have poor academic performance and lack of discipline at school, at the same time, they are jealous of children from full families and are not always able to communicate with them on an equal footing;

– are deprived of the opportunity to fully develop, because their family (especially boys, when they are raised by a single mother) does not have an example of an adequate male attitude to life in general, or in the case when the father himself has inadequate behavior, bad habits, and children have already mas-

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tered such habitual for them pathological patterns of behavior and activity.

A high probability of maladjustment in family relationships after divorce depends, as a rule, on the expectations of a mother (or a father) from the child (and vice versa), as well as on many other situational characteristics and circumstances.

During the period of amplification of maladaptive family relationships, as a rule, both the mother and the child are significantly deprived of opportunities to resolve conflict situations. These situations in a certain period of time turned out to be real, such that can be easily solved (for example, the resolution of conflictual relationships thanks to the intervention of a third person – a grandmother, the aunt, etc.). As a rule, in such a case, the scenario of help from a kind, empathetic and loving "the third person" is fixed in the child's mind for the rest of his/her life, which will undoubtedly help compensate for the "bitter", joyless life moments that take place in relationships with a significant "Others". This attitude will contribute to the neutralization of the child's aggressiveness, will significantly reduce the appearance of aggression, rejection, and fear. In families in which children begin to use psychoactive substances, conflicts with parents (or with one of the parents) become all-encompassing.

Also, in different families, depending on whether this family is complete or incomplete, the mother will perceive the child's relationship with the father differently. For example, in a complete family, the mother usually perceives the communication and interaction of the child with the father as a normal, adequate, positively labeled situation. But if the mother is divorced, then all situations of interpersonal interaction in the family become much more difficult. For example, if the child, having quarreled with the mother, suddenly starts calling the father, then the mother can become completely angry, can quarrel with the child, shout at him: "You can go to your father!", "Well, go and live with dad". Emotionally angry mothers, as a rule, do not invest in these phrases the real meaning that they

contain. On the one hand, the child may feel even more desperate after hearing such a phrase. On the other hand, the child will feel a victory over the mother, and as a result it is a great satisfaction, because he has achieved his goal by humiliating the mother. In the third case, on the contrary, the child realizes that she is superfluous, because the mother tells her to go away, and the father has already left the family, he does not pay attention to the child. In such families, the child begins to feel confused, despair, the hopelessness of his situation, as well as often anger towards the mother. Therefore, it is not at all accidental that such children begin to look for another social micro-group that is most significant for them, which leads to absolute dependence on this micro-group in psychological and social terms.

The mother's negative family experience also affects maladaptive family relationships with children. For example, before their divorce, the parents already had conflicting family relationships, which is why they led to the divorce. As a rule, this destructive conflict experience of communication with children is also explained in relationships with children. A child, starting from observing conflicts between parents, also often indirectly, passively participates in them, at the same time, mastering certain patterns of behavior and activity. Determinants of conflictual relations between mother and child can be the mother's love for the father, and in the way the conflictual interaction unfolds, the child causes considerable pain and suffering to the mother. Often, a mother tries to reassure her child that her father is a very bad, worthless person. Facilitation of children's negative perception of each other can lead to conflicts in family relationships. And then family relationships will be unhappy, unproductive, destructive, etc. The aggressive attitude of the mother towards the child's father often leads to conflicts, when the ex-husband has a fear of losing the child's love as well, and he begins to "fight" for the child's acceptance of himself. At the same time, the mother perceives the child's good relationship with the father as a real danger that must be prevented. The fa-

ther, in turn, will try to return or win the love of his child from the very beginning, and then the parents begin to transfer their faults and mistakes to each other. At the same time, the child finds himself/herself in the role of a witness, perceives the conflict situation as if from the side, from the outside, although he often understands that there were no prerequisites for creating conflict situations between the child and one of the family members with whom the child lives.

Therefore, there is a completely acceptable specificity of conflict relationships in single-parent families, and these conflicts differ to a large extent from even seemingly similar conflicts in full-parent families. At the same time, all the features of family relationships listed by us create a harmonious, integral social situation of the child's development and the formation of his/her personality. From this point of view, the interest for our dissertation research is a comparative study of the psychological characteristics of the personality of senior school pupils, their significant personal characteristics (we mean children who live in both single-parent and single-parent families).

As it was stated in foreign studies, the maladaptive family relationships of parents and children of senior school age can be built into some universal model using the method of psychological modeling. This model will emphasize that it is not uncommon for senior pupils to reevaluate universal and family values in a negative direction as a result of the deterioration of general living conditions, when the individual development of the child's personality will lose social approval and support. Such maladaptive family relationships are observed in Ukraine in the current period of time, since February 24, 2022, when the war begins, families lose their homes, are forced to change their permanent place of residence, and often go abroad. In such situations, maladaptive family relationships are also actualized by the difficulties faced by both parents and senior pupils abroad (these difficulties arise as a result of not knowing a foreign language, difficulties in communication and interaction in society, unfa-

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miliarity with or rejection of social norms, values of another society as personally significant).

Therefore, maladaptive family relationships in the families we have given as examples facilitate the emergence of maladaptive value-oriented and value-meaning activities of members of social groups and micro-groups. In situations of forced relocation abroad, senior pupils often experience an "erasure" of the classification of any actions into those that can be considered "correct" and "incorrect", "good" and "bad", "adequate" and "inadequate".

We organized a pilot study in which 185 senior pupils of secondary education institutions No 2, 5, 7, 12, 23 of Rivne participated. It has been proven that maladaptive family relationships of senior pupils with their parents, as a rule, take place as a result of certain reasons. About 27% of male senior pupils and 25% of female senior pupils believed that the cause of maladaptive family relationships is an undemocratic, authoritarian style of family upbringing. 21% of male respondents and 27% of female respondents believed that the style of upbringing in the family is unacceptable, humiliating, such that it does not contribute to the personal development of children. 28% of male senior pupils and 23% of female senior pupils claim that maladaptive family relationships arise as a result of the fact that parents and children do not understand each other. Accordingly, 24% of male respondents and 25% of female respondents name other reasons for maladaptive relationships in their families.

During September 2023, we interviewed 65 senior pupils of secondary education institutions No. 2, 15 of Rivne. All these schoolchildren moved abroad when the war started in Ukraine (February 24, 2022) and returned to Ukraine by September 2023. According to the results obtained by us, more than 80% of senior pupils suffer from the fact that they do not have proper communication with their parents. They claim more attention from their parents, claim that their parents give them very little time. Senior pupils also say that they do not receive advice from their parents when they need it, and their parents do not help them solve

problems and conflicts. However, at the same time, only 25% of senior pupils showed absolute readiness to subordinate their behavior and activities to parental advice and suggestions. They claimed that parents are not always right, so they do not listen to their advice and suggestions. In addition, 42% of senior pupils claimed that they do not accept the life position of their parents as it is, do not respect it, because parental values for them are not those that should be accepted as personally significant and oriented to them in problematic situations and conflicts.

So, as a rule, maladaptive family relationships are considered in psychological literature, in particular, in terms of analyzing children's conflicts with adults. At the same time, conflicts between high school students and teachers as significant adults come to the fore. That is, maladaptive family relationships arise as a result of misunderstandings of senior pupils in school interaction (as a result of failure, misunderstandings with teachers on the basis of various issues and problems). At the same time, maladaptive family relationships are analyzed only fragmentarily. Senior pupils always show the need to be a full-fledged participant in the interaction, and not a simple witness of certain events. Schoolchildren in senior school age claim that they are busy with certain important matters, perform independent actions, seek to express their attitude to events, but their parents do not always fully imagine how adequate or correct their children's actions are.

Conclusions

So, based on the scientific studies we analyzed, which have delt with adaptive family relationships of parents and children of senior school age, we can highlight the personality needs of senior pupils, characteristic of this age period, which amplify adaptive family relationships, such as:

– the need to independently perform various types of activities, to get pleasure from them. The latter in high school age is one of the ways of self-expression, which, according to senior

pupils, should be highly valued by peers. Such an assessment is extremely significant for the schoolchildren, compared, in particular, with the assessment of his/her educational activity, the content of which is not always important and significant for the pupil at the senior school age;

– a need to explain the extremely important meaning of one's personality in relation to others, to be needed by others, regardless of all one's individual qualities, characteristics, advantages and disadvantages, the need not to feel inferior from the side of family members, other adults, as well as peers;

– the need for self-expression, self-presentation, which actualizes considerable interest and self-respect of senior pupils, the desire to justify one's opinion and to have it heard, the desire to protect oneself from aggression on the part of others, but not just to silently agree with the situation that develops, but to be able to object, not to agree, not to accept it, etc., and also not to be guided by it in further activities;

– the need for multicultural, harmonious communication with adults, which is explained in protest actions against commanding, dominant forms of communication. In response to commanding or dominant forms of interaction, pupils of senior age, as a rule, do not fulfill the essential requirements of adults, but try to go into open conflict with them.

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Главінська Еліна. Пілотне дослідження адаптивних та дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку

Мета статті: показати адаптивні сімейні стосунки, на які має неабиякий вплив актуалізація статево-рольової ідентифікації; представити негативний сімейний досвід матері, який також впливає на дезадаптивні сімейні стосунки з дітьми; надати специфіку конфліктним стосункам у неповних сім'ях, показати, чим ці конфлікти значною мірою відрізняються від навіть на перший погляд схожих конфліктів у повних сім'ях; описати результати пілотного дослідження адаптивних і дезадаптивних стосунків між батьками та дітьми старшого віку.

Методи дослідження. Для розв'язання поставлених у статті завдань було використано такі теоретичні методи дослідження: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Емпіричним методом було пілотне дослідження.

Результати дослідження. Доведено, що дезадаптивні сімейні взаємостосунки в психологічній літературі розглядаються, зокрема, в плані аналізу конфліктів дітей із дорослими. При цьому на першому плані постають конфлікти старшокласників із вчителями як зі значущими дорослими. Тобто, дезадаптивні сімейні взаємостосунки виникають у результаті непорозумінь старшокласників у шкільній взаємодії (в результаті неуспішності, непорозумінь із вчителями на ґрунті різних питань і проблем). При цьому дезадаптивні сімейні взаємостосунки аналізуються лише фрагментарно. Старшокласники завжди виявляють потребу бути повноцінними учасником взаємодії, а не простим свідком певних подій. Учні в старшому шкільному віці заявляють, що вони зайняті певними важливими справами, виконують самостійні вчинки, прагнуть висловлювати своє ставлення до подій, проте їхні батьки не завжди цілковито уявляють собі, наскільки адекватними або правильними є вчинки їхніх дітей.

Висновки. Ми виокремили потреби особистості старшокласників, характерні цьому віковому періодові, які ампліфікують адаптивні сімейні взаємостосунки, а саме: потреба самостійно виконувати різні види діяльності, отримувати від них задоволення; потреба експлікувати надзвичайно важливе значення своєї особистості по відношенню до інших; потреба у самовираженні, самопрезентації, яка актуалізує у старшокласників неабиякий інтерес і самоповагу, прагнення обґрунтувати свою думку, і щоб її почули, прагнення захиститися від агресії зі сторони інших, проте не просто мовчки погоджуватися із ситуацією, яка складається, а мати змогу заперечити, не погодитися, не прийняти її, тощо, а також не керуватися нею в подальших видах діяльності; потреба в мультикультурному, гармонійному спілкуванні з дорослими.

The Correlation between Definitions of General and Social Intelligence in the Empirical Study on Teachers of Preschool Educational Institutions

Співвідношення визначень загального та соціального інтелекту в емпіричному дослідженні педагогів закладів дошкільної освіти

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ABSTRACT

The purpose of our article is to analyze the Phenomenological Scientific Approach to the characteristics of general intelligence of a personality; to consider Intelligence structure as a basic general category, to describe the problem of its origin and essence as one concept of the "eternal", "planetary" problems; to show Measuring (or Testological) Scientific Approach to characterize the general intelligence of a person; to propose the characteristics of Associated-systems theory; to study the problem of general and social intelligence, to analyze correlation of these definitions according to the thoughts of teachers of preschool educational establishments.

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, methods of the analysis, systematization, modeling, generalization. Also, in our research we used empirical methods, like statement study.*

The results of the research. *We proved that in the paradigm of Cognitive Psychology the study of social cognitions and social intelligence has greatly enriched in the Psychology by the essence and the content of social intelligence, which previously had been developed in the psychometric tradition. Thanks to Cognitive Psychology, the actualization of the concepts of social representation was intensified. However, the analysis of existing models of representations of social knowledge suggests that the greatest attention in the history of Cognitive Psychology was given to abstract representations, and existing mental models (which relate to both verbal and figurative presentation formats of information) were not systematically checked. In addition, the functioning of these models, as a rule, plays a leading role in such a field of social cognition, as actualization of processes of social categorization and stereotyped thinking, in the field of perception of psychological features, the formation of the first impression,*

understanding of subjects of interpersonal interaction, etc. This situation, we deal with, sets the prospect of further empirical research on the development of social intelligence.

Conclusions. So, Intellect (from the Latin Intellectus – feeling, perception, understanding, concept, mind) is a quality of the psyche of a personality, which is based on the ability to adapt to new situations, the ability to learn on the basis of acquired personally significant experience, understanding and application of both specific and abstract concepts to use their knowledge in order to influence and manage the environment. Intelligence is defined as the general ability of an individual to know and solve problems and tasks, which unite all cognitive processes and present human cognition: feelings, perception, memory, representation, imagination and thinking.

Key words: intelligence, general intelligence, social intelligence, cognitions, feelings, perception, memory, representation, imagination, thinking, social representation.

Introduction

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. Fundamental researches deal with the study of intelligence, conditions and mechanisms of its development (Rezaei, & Mousanezhad, 2020). In psychological researches (Nowak, Watt, & Walther, 2009), intelligence is considered as a system of ***mental mechanisms*** that make it possible for the individual to build a subjective picture of the world. In these researches intelligence is defined as a relatively stable structure of mental abilities. In a number of psychological concepts, the authors equate intelligence with a system of *mental operations*, with *a style of 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 (intelligence is determined through its main manifes-

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tations in the cognitive activity of the individual, such as activation of the act of thinking, memory, imagination and other mental functions) and Categorical Approach, which allows to reveal the structure of intelligence, conditions and mechanisms of its functioning and development.

We also refer to a separate group of theoretical and practical approaches that describe the peculiarities of the functioning of *social intelligence* in the structure of *the intellectual sphere of the individual*. These are, in particular, such *approaches* as:

1) *cognitive-verbal approach* (Ishkhanyan, Boye, & Mogensen, 2019);

2) *behavioral approach* (Гончарук, & Онуфрієва, 2018);

3) *non-verbal approach* (Heino, Ellison, & Gibbs, 2010);

4) *functional-level approach* (Mykhalchuk, & Kryshevych, 2019);

5) *implicit approach* (Rains, & Scott, 2007);

6) *procedural and activity approach* (Pimperton, & Nation, 2010);

7) *socio-cultural approach* (Mykhalchuk, & Ivashkevych Ed., 2018).

So, **the purpose** of our research is: to analyze the Phenomenological Scientific Approach to the characteristics of general intelligence of a personality; to consider Intelligence structure as a basic general category, to describe the problem of its origin and essence as one concept of the "eternal", "planetary" problems; to show Measuring (or Testological) Scientific Approach to characterize the general intelligence of a person; to propose the characteristics of Associated-systems theory; to study the problem of general and social intelligence, to analyze correlation of these definitions according to the thoughts of teachers of preschool educational establishments.

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, methods of the analysis, systematization, modeling and generalization. Also, in our research we used empirical methods, like a statement study. With the aim to diagnose the level of the development of social intelligence of teachers we used the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", adapted by O.S. Mykhailova (Гилфорд, & О'Салливен, 2021).

The first phase of the experiment was carried out during 2023. The method of the research at this stage was the observation of teachers of preschool establishments, the selection of methodical tools for empirical research. The second, empirical stage of our study was carried out during 2022-2023. The following methods were used in the research: 1) general scientific methods (analysis, comparison, generalization); 2) the psychodiagnostic method, which was provided using the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence", verbal and figurative subtest "Methods of studying divergent thinking" by P. Torrens, J. Gilford (in the modification of O.E. Tunik) (Гилфорд, & О'Салливен, 2021); associative experiment (using the author's Methodology "Detecting of general erudition" (Набочук, & Івашкевич Ер., 2020); 3) mathematical and statistical methods (statistical estimations of distribution parameters, x-Pearson criterion, checking of statistical hypotheses by means of parametric t-Student's criteria and the non-parametric U-criterion Manna-Whitney, the r-Spearman correlation coefficient).

Also, to determine the psychological type of a teacher's personality we used: Methodology "Study of personality orientation" (Смекало, & Кучер, 2022); Psychological Test «Simple Symbol Personality Test» (DRBJ, & SHERRY, 2022); SHL Occupational Personality Questionnaire (2022).

Therefore, 114 respondents were evenly distributed in groups:

E1 – 16 teachers of II and III categories (the experience of work – from 5 to 10 years, age – up to 30 years) of regional cities

(5 respondents of the kindergarten 2 of Rivne, 5 educators of the kindergarten 5 of Kharkiv and 6 teachers of the kindergarten 11 in Odesa, Ukraine);

E2 – 18 teachers of category I (work experience – from 10 to 15 years, age – from 30 to 37 years) of regional cities (7 respondents of the kindergarten 2 of Rivne, 6 teachers of the kindergarten 5 of Kharkiv and 5 teachers of the kindergarten 11 in Odessa, Ukraine);

E3 – 15 teachers of the highest category (the experience of work – from 15 and more, age – from 37 years) of regional cities (5 respondents of the kindergarten 2 of Rivne, 5 educators of the kindergarten 5 of Kharkiv and 5 teachers of the kindergarten 11 of Odesa, Ukraine);

E4 – 13 teachers of category I (work experience – from 5 to 10 years, age – up to 30 years) of regional towns (4 respondents from the town of Zdolbuniv of Rivne region, kindergarten 1; 5 tutors of Shepetivka, Khmelnytskyi region, kindergarten 2; 4 respondents from the town of Zdolbuniv, Rivne region, kindergarten 5, Ukraine);

E5 – 14 teachers of II category (the experience of work – from 10 to 15 years, age – from 30 to 37 years) of regional towns (6 respondents in the town of Zdolbuniv of Rivne region, the kindergarten 1, 4 educators of Shepetivka, Khmelnytskyi region, the kindergarten 2; 4 respondents from the town of Zdolbuniv, Rivne region, kindergarten 5, Ukraine);

E6 – 19 teachers of the highest category (work experience – from 15 years and more, age – more than 37 years) of regional towns (5 respondents in Zdolbuniv city of Rivne region, kindergarten 1; 5 educators of Shepetivka town of Khmelnytskyi region, kindergarten 2; 9 respondents from the town of Zdolbuniv, Rivne region, kindergarten 5, Ukraine);

E7 – 19 directors of kindergartens (this group includes directors of city and regional kindergarten, such as: nursery schools 2 and 4 of Rivne, kindergartens 5, 13, 14, 15 and 18 of Kharkiv, kindergartens 3, 8, 9 and 11 in Odesa, kindergartens

1 and 2 in Zdolbuniv, Rivne region, kindergartens 1, 2 and 4 in Shepetivka, Khmelnytskyi region, kindergartens 1, 2 and 5 in Kamianets-Podilskyi, Khmelnytskyi region, Ukraine).

Results and their discussion

Let us analyze the essence of each of these approaches and start, first of all, with the approaches that generally characterize the intelligence of the individual, in particular, with *the Phenomenological Approach* (Arbuthnott, & Frank, 2000). This approach originates from the moment of the emergence of Psychology as a Science that considers Intelligence as a basic general category, and includes the problem of its origin and essence as one concept of the "eternal", "planetary" problems. Even before the separation of Psychology into the independent science, scientists-philosophers and naturalists considered such characteristics of individuals that can be called intellectual ones. They discussed such problems that directly concern the intellect. These are such problems as the origin and evolution of the mind, its connection with sensory processes and feelings, the role of the mind in human life, the possibilities of the mind in knowing the surrounding life and oneself. Hypotheses were put forward regarding the regularities of the functioning of thinking, questions regarding the essence and the nature of intellectual activity of the person which had been considered, the attempts were made to identify and to study individual thinking techniques.

The next approach is *Measuring* (or *Testological*) (Lawson, & Leck, 2006). Being the object of scientific and psychological researches, the concept of "Intelligence" was introduced by these scientists. On the question of the existence of individual differences in mental (intellectual) abilities scientists (Lawson, & Leck, 2006) believed that intelligence was a genetically determined ability that did not depend on the conditions of the intelligence development, but it was a subject to measurement. The first research program, deals with implemented one by Fr. Galton in London, has the aim at identifying the physical charac-

teristics of the Test Subjects (the ability to distinguish a size, a color, reaction time to light, etc.). Galton's ideas about intelligence were conceptualized for many years in advance in various theories of psychologists who were directly involved in his research, and also influenced the methodology of his measurement. A little later, R. Cattell, fully accepting the views of Fr. Galton, developed a series of special procedures (which were later called "Tests"), that provide measurements of visual acuity, sensitivity to pain, etc. Thus, at the initial stage of the research, the intelligence was correlated with the psychophysiological functions of the individual. At the same time, the innate (organic) character of intellectual differences between people was emphasized (Cattell, 1988).

But, in particular, *the Measurement Approach* (Key-De-Lyria, Bodner, & Altmann, 2019) is based on the essential contradictions that facilitated the emergence of the illusion of "disappearance" or "erasure" of the Intelligence. On the one hand, *the Testological Approach* emphasizes the problem of low reliability of intelligence tests in terms of predicting a person's intellectual achievements in real life situations (in fact, the concept of "intelligence" fully replaces the concept of "the ability to learn"). On the other hand, representatives of the testological approach emphasize that intellectual tests are quite "sensitive" to the peculiarities of respondents' socialization. Thirdly, it turned out that such psychological characteristics of the person are presented in IQ estimates, which, while affecting the quantitative IQ indicator, nevertheless do not have direct relationships with intellectual competence. And, finally, the facts confirm that intelligence is not a fully researched concept, because taking it into account, it is possible to study an almost infinite number of types of personality behavior described by scientists.

Although this systematization of models seems rather conditional, its authors note that in practice insufficient attention is paid to their empirical verification. As a rule, one of these models is implicitly accepted by the researcher as theoretical basis

of the study, and in a case of obtaining the corresponding results is considered correctly. An abstract or summary judgment in shaping the impression of a person can be both a final assessment of a person and the assessment of specific features of an individual. In particular, scientists (Stephens, & Rains, 2011) explicitly pointed to the existence of two types of representation, and, respectively, two relatively independent types of memory for different types of information. The question of the relationship between elements of human behavior in the content of social knowledge is considered as the actualization of formal thinking or as the expression of spontaneous and unconscious intentions.

One of the theories that directly use the concept of *verbal and visual representations in relation to the social intelligence* of the individual is D. Carlston's theory of associated systems (in the original name – *Associated-systems theory (AST)*) (Schleicher, & McConnell, 2005). According to this theory, the impression of another person is a multifaceted by integration of various forms of mental representations, which, in turn, are products of the functioning of the corresponding autonomous information processing systems included into the processes of social cognition and learning. As the examples of mental representations, D. Carlston considers the visual and verbal types corresponding to the image of the person's appearance (perceived by the subject non-verbally) and the individual's psychological personality traits (presented to the subject in clearly defined verbal formulations with the individual assessment). These and other types of representation related to certain information processing systems or a combination of separate systems, in separate theories in their relationships form as the associative structure that reflects the systematic, sequential development of individual elements of this associative structure (Schleicher, & McConnell, 2005).

The main *principles of the Theory of Associated Systems*, which directly relate to mental representations, are: 1) mental representations as a result of the activity of various information

processing systems (*cognitive processing systems*); 2) mental representations coexist in the individual's memory; 3) mental representations have a different degree of accessibility depending on the level of cognitive activity of the subject, which facilitates the formation of associated information processing systems; 4) mental representations are used and combined to create impressions and memories of the individual.

However, in the paradigm of existing theories and models of Associated Systems, many questions still remain open. In particular, the hypothesis regarding the influence of certain types of representation (in particular, affective ones and connected with the activity) on the formation of social intelligence of the individual remain open ones. The problem of correlating the hypotheses described in the subsection with the fact whether the individual's mental activity always leads to the actualization of relevant representations, which, in turn, facilitates the formation of the individual's social intelligence, is also unexplored.

Thus, the ability to know the results of behavior in a given situation, the ability to understand the typical social value of the situation was studied using subtest 1 "History with the completion" (the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence" (Гилфорд, & О'Салливен, 2021)). In general, we see that according to the results of factor analysis, the data from respondents of all groups were insufficiently high, mediocre, regardless of the age of respondents, the acquisition of their professionally significant experience and the position of the director of kindergarten. Thus, for E1 teachers, the result for this ability is 0.41, for the group of educators E2 – 0.45, for the E3-group respondents – 0.43, for the E4-group – 0.42, for respondents from the group E5 – 0.41, groups E6 – 0.40 and, finally, from the directors of kindergartens (group E7) – 0.41.

So, at the first stage of the experiment we will analyze the results obtained by us depending on the subtests used in order to study the level of the development of the teacher's social intelligence. Thus, the ability to know the results of behavior in a

particular situation, the ability to understand the typical social significance of the situation were investigated using subtest 1 "Completion of the story" by the methodology of the research of social intelligence (Гилфорд, & О'Салливен, 2021). As a whole, we see that according to the results of factor analysis, the data of the respondents of all our groups were insufficiently high, more mediocre, despite the age of the respondents, their professional experience and the position of the directors of kindergartens. Thus, for teachers of E1 the result for this ability is 0.41, for E2 group it is 0.45, for respondents of E3 group – it is 0.43, for teachers of E4 group – 0.42, for respondents of E5 group the result is 0.41, for E6 groups – 0.40, and, finally, directors of kindergartens (E7 group) – 0.41.

Somewhat higher there are the results of the respondents of all groups in terms of *the ability to recognize classes of behavior, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions* (Subtest 2 "Groups of Expressions" with the use of the test of J.Gilford and M.O'Sullivan "Research of Social Intelligence" (Гилфорд, & О'Салливен, 2021)). Among respondents of group E1 the result on this scale is 0.50, in E2 – 0.55, in E3 – 0.54, in E4 – 0.53, in E5 – 0.51, in E6 – 0.52, in E7 – 0.50. These results, in our opinion, indicate that a kindergarten teacher has formed integral social-perceptive standards that do not involve the analysis of individual details of subjects or objects, which, however, significantly increase the flexibility of teachers in understanding non-verbal speech of even non-verbal speech acts.

With regard to such abilities as "the ability to recognize classes of the behavior, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions" (subtest 2 "Groups of Expression") and "the ability to understand the meaning of an expression depending on the context of the situation" (subtest 3 "Verbal expression"), the results of the respondents of all groups are quite mediocre (see Fig. 1, 2). In general, the results do not exceed the mark of 0.56. Only

in group E7 (principals of children's preschool institutions) the indicator of "the ability to understand the meaning of the statement depending on the context of the situation" is slightly higher and it is 0.6813. We believe that this result was significantly influenced by the administrative activity of the preschool head of the educational establishment.
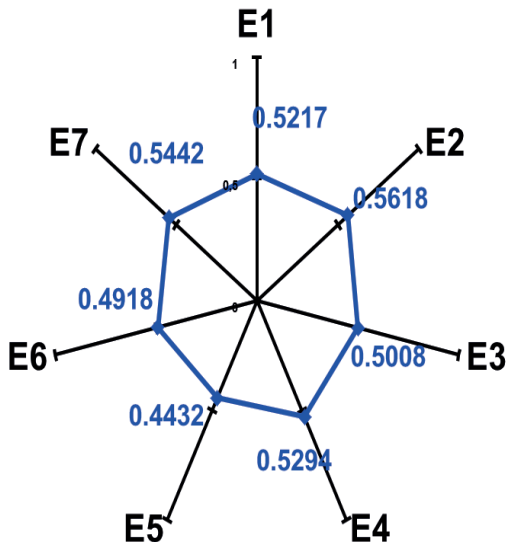
Fig. 1. **The results of teachers of preschool educational institutions according to** *the ability to recognize classes of behavior, to distinguish common essential features in various non-verbal reactions of a person, to generalize social reactions* **(**subtest № 2 "Groups of Expressions" with the use of the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence"), in points, according to the results of factor analysis

So, in the paradigm of Cognitive Psychology the study of social cognitions and social intelligence has greatly enriched in the Psychology by the essence and the content of social intelligence, which previously had been developed in the psychometric tradition. Thanks to Cognitive Psychology, the actualization of the concepts of social representation was intensified. However, the analysis of existing models of representations of social know-

ledge suggests that the greatest attention in the history of Cognitive Psychology was given to abstract representations, and existing mental models (which relate to both verbal and figurative presentation formats of information) were not systematically checked. In addition, the functioning of these models, as a rule, plays a leading role in such a field of social cognition, as the actualization of processes of social categorization and stereotyped thinking, in the field of perception of psychological features, the formation of the first impression, understanding of subjects of interpersonal interaction, etc. This situation, we deal with, sets the prospect of further empirical research on the development of social intelligence.
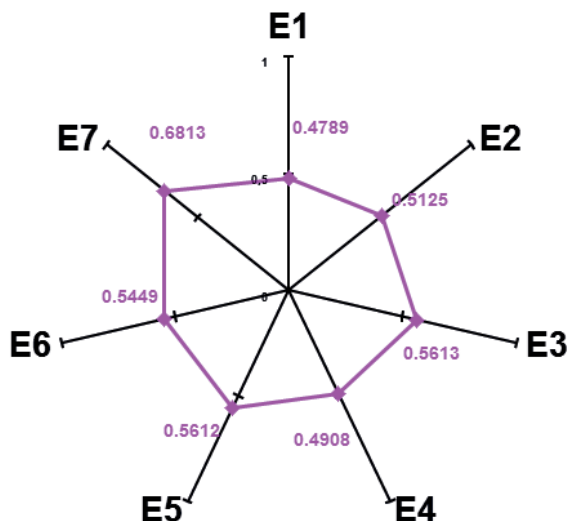
Fig. 2. **The results of teachers of preschool educational institutions according to** *the ability to understand the meaning of the statement depending on the context of the situation* **(**subtest № 3 "Verbal Expressions" with the use of the test of J. Gilford and M. O'Sullivan "Research of Social Intelligence"), in points, according to the results of factor analysis

It should also be taken into account that in the paradigm of a Pragmatic Approach to the accuracy of the perception of another

person, researchers focus attention on some facts of inaccurate perception of a certain feature of the partner of communication, which can lead to a situation when the subject fails in the interaction with the evaluated person. After all, it is precisely in the process of social cognition that the subject often does not realize the discrepancy between his/her own judgment, on the one hand, and the feelings and behavior of the individual, on the other hand, and the significance of the very process of transformation of statements is leveled. Such a situation gives us a reason to make assumptions about the relative independence of verbalized and non-verbalized knowledge in the field of social cognition, the existence of other psychological characteristics that will stimulate the development of the social intelligence of an individual in general and a teacher in particular. These psychological characteristics were highlighted by us in an empirical study, which we conducted and described in our article.

Conclusions

So, Intellect (from the Latin Intellectus – feeling, perception, understanding, concept, mind) is a quality of the psyche of the person, which is based on the ability to adapt to new situations, the ability to learn on the basis of acquired personally significant experience, understanding and application of both specific and abstract concepts to use their knowledge in order to influence and manage the environment. Intelligence is defined as the general ability of an individual to know and solve problems and tasks, which unite all cognitive processes and present human cognition: feelings, perception, memory, representation, imagination and thinking.

The concept of "Intelligence" is usually used to denote the general mental ability of the individual, a complex of behavioural characteristics associated with successful adaptation to new life tasks and personal tasks of a person.

Summarizing the scientific approaches to understanding the essence of *Intelligence* as *a quality of the psyche*, it can be de-

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ЗБІРНИК НАУКОВИХ ПРАЦЬ
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fined as: the general ability to learn and solve problems, tasks, which determines the success of any activity and it is the basis for the development of other abilities; *the system of all cognitive characteristics* of the individual: sensations, perception, memory, imagination, thinking, representation; *the integral function of the psyche*, which unites the subject's cognitive, sensorimotor, affective and linguistic-semantic spheres into a coherent system; as a form of organization of *individual mental experience* in the form of existing mental structures, the mental space of reflection generated by them, and mental representations of the reality built within this space.

Social intelligence in psychology is seen as the ability of a person to understand correctly his/her own behavior and the behavior of other people in the society. This ability is very necessary for a person to have an effective interpersonal interaction and successful social adaptation. Social intelligence implements the functioning of cognitive processes associated with the reflection of a person as a partner in the processes of communication and activities. The main function of social intelligence is to predict the behavior of others.

So, we consider the concept of "intelligence" in the broad and narrow senses. If we talk about the broad meaning of "intelligence", we mean only one intelligence, the intellectual sphere of the person in general. In this sense, the intelligence of a person can be described as a hierarchical system that has several levels. The first level is the level of functioning of cognitions, to which psychologists refer the main psychical processes (sensation, perception, memory, attention, which, in turn, "control" the course of cognitive activity), as well as thinking and imagination, speech and dialogical interaction. The second level of intelligence is the level of metacognitions (metacognitive integrators, "secondary" mental processes), among which the main ones are intellectual initiation (self-statement of the problem), reflection, decentralization, intellectual strategies and abilities (abilities and competences), as well as metacognitive monitoring, in-

tuition, intellectual atheist (values, meanings). The first and the second levels of intelligence, in our opinion, are fully understood by the person who carries out intellectual activity. The third level of intelligence amplifies the characteristics of both the first and the second levels, while intellectual activity is carried out mainly at an unconscious level, a level that approximates a person to use of automated skills and abilities. The next, the fourth level, is the level of meta-intellectual activity, which explodes the creative achievements of the person. Thanks to this fourth level of intelligence a person is able to establish interaction not only with different objects and other people, but also with the world as a whole, thus expanding the limits of his/her intellect and starting a dialogue with the creative beginning of the world.

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ЗБІРНИК НАУКОВИХ ПРАЦЬ
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Івашкевич Едуард, Гудима Олександр. Співвідношення визначень загального та соціального інтелекту в емпіричному дослідженні педагогів закладів дошкільної освіти.

Мета статті: проаналізувати феноменологічний науковий підхід для характеристики загального інтелекту особистості; окреслити структуру інтелекту як базової загальної категорії, описати проблеми його походження з огляду на базову сутність включати в одне поняття «вічні», «планетарні» проблеми; описати вимірювальний (або тестологічний) науковий підхід для характеристики загального інтелекту людини; запропонувати характеристики теорії асоційованих систем; вивчити проблему загального та соціального інтелекту, проаналізувати співвідношення цих визначень на думку педагогів дошкільних закладів освіти.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: кате-горіальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у своєму дослідженні ми викорис-товували емпіричні методи, такі як констатувальне дослідження.

Результати дослідження. Доведено, що когнітивний напрямок щодо дослідження соціального пізнання значно збагатив психологію сутності та змісту соціального інтелекту, яка раніше розвивалася в

психометричній традиції, а завдяки когнітивній психології фасилітувало актуалізацію понять соціальної репрезентації. Показано, що аналіз існуючих моделей репрезентацій соціального знання свідчить про те, що найбільшу увагу в історії когнітивної психології було приділено саме абстрактним репрезентаціям, а існуючі ментальні моделі (які стосуються як словесних, так і образних форматів презентації інформації) не піддавались систематичній перевірці. Крім того, функціонування зазначених моделей, як правило, відіграє провідну роль у такій галузі соціального пізнання як актуалізація процесів соціальної категоризації і стереотипного мислення, в галузі сприйняття психологічних рис, формування першого враження, розуміння суб'єктів міжособистісної взаємодії тощо. Така ситуація, разом з цим, задає перспективи проведення подальших емпіричних досліджень щодо становлення соціального інтелекту.

***Висновки.** Показано, що інтеле́кт (від лат. intellectus – відчуття, сприйняття, розуміння, поняття, розум) – якість психіки, що покладена в основу здатності адаптуватися до нових ситуацій, здатності до навчання на основі набутого особистісно значущого досвіду, розуміння і застосування як конкретних, так й абстрактних концепцій до використання своїх знань з метою здійснення впливів на навколишнє середовище та управління ним. **Інтелект** визначається як загальна здатність особистості до пізнання і розв'язання проблем, задач та завдань, яка об'єднує всі пізнавальні процеси, когніції людини: відчуття, сприйняття, пам'ять, уявлення, уяву і мислення.*

***Ключові слова:** інтелект, загальний інтелект, соціальний інтелект, когніції, почуття, сприйняття, пам'ять, уявлення, уява, мислення, соціальне уявлення.*

Theoretical Basis of the Formation of the Image of World of Future Translator

Теоретичні основи формування образу світу майбутнього перекладача

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ABSTRACT

The purpose of our research is to show theoretical basis of the formation of the image of world of future translator; to describe scientific approaches to the study of the image of the world of the person of future translator; to show psychological understanding of the Image of the world of the personality of future translator related to the concepts of development, activity and personal growth; to assess the formation of students' motivational sphere in the paradigm of the image of the world of the person of future translator.

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 ascertaining research was used as an empirical method.

The results of the research. *We proved, that as for "the desire to work with foreigners or abroad without an interpreter", "to improve one's material situation thanks to the knowledge of a foreign language", these motives were dictated, first of all, by social changes in our life, increasing the authority of a foreign language among other disciplines due to the expansion of international relations. Students with good language training rate utilitarian motives more highly. A higher level of knowledge of a foreign language gives them greater confidence in these goals. All these motives are formed by the Image of the World of the personality of future translator.*

Conclusions. *The analysis of the motivational sphere of students of the experimental and control groups made it possible to conclude that the motives for learning a foreign language are quite diverse, but all of them are highly valued by students. Students with developed Image of the World of the personality of future translator have aspirations and hopes to acquire new and necessary knowledge for their professional activities. However, they still cannot fully assess their capabilities, without having a sufficient level of knowledge and skills to carry out translation activities at a professional level.*

Key words: *the Image of the World of the personality of future translator, the motivational sphere of students, the motives for learning a foreign language, professional activity.*

Introduction

Recently, there has been a rapid expansion of international relations in various spheres of human and social activity, which requires rapid information exchanges and effective communication between representatives of different countries. This in a great degree has intensified the interest of researchers, primarily psychologists, psycho-linguists, teachers and linguists in the process of professional training of specialists. The last factor is capable for effectively solving tasks and successfully carrying out intercultural communication. The analysis of scientific studies of Ukrainian and foreign researchers (Brédart, 1991; Гончарук, & Онуфрієва, 2018) proves that the system-forming factor in building a model of contemporary professional education is the formation of a professional language personality of

a future specialist. As scientists (Mykhalchuk, & Onufriieva, 2020) point out, the opinion about the decisive role of the individual in the progress of the human community has been established for a long period of time in a World Science, which leads to increase a great interest in the problem of linguistic personality formation in general and the translator's linguistic personality in particular.

Despite that fact that recently the use of the term "Linguistic Personality" has intensified in scientific researches, its semantic content remains debatable due to the presence of different interpretations: researchers study the peculiarities of the linguistic personality of the author, the writer, a literary character, a preschooler, a pupil, a student, Linguistic Personality as a linguistic and cultural phenomenon, Linguistic Personality in the process of family communication. As it was evidenced by the study and the analysis of special literature, the concept of "Linguistic Personality", which belongs to the leading methodological categories, has recently entered the Psycho-Linguistic and Psychological thesaurus (Aleksandrov, Memetova, & Stankevich, 2020). During the last two decades, researches dedicated to the development of productive methods and technologies for the formation of a linguistic personality were intensified.

Psychological approach is based on the Personality's theories (Chen, 2022; Онуфрієва, 2020). Personality as a social individual always performs a certain set of social functions, each of which is carried out through the unique social behavior (Ivashkevych Ed., & Koval, 2020). It is built in the form of known systems of behavior and motivations that condition them. The logical continuation of the theory of personality was received within the paradigm of Psycholinguistics (Mykhalchuk, & Ivashkevych Er., 2019). We mean the science of speech activity of people in psychological and linguistic aspects, where the attention of researchers is focused on motivational and emotional manifestations of the personality.

So**, the purpose** of our research is to show theoretical basis of the formation of the image of world of future translator; to describe scientific approaches to the study of the image of the world of the person of future translator; to show the psychological understanding of the Image of the world of the personality of future translator is related to the concepts of development, activity and personal growth; to assess the formation of students' motivational sphere in the paradigm of the image of the world of the person of future translator.

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 ascertaining research was used as an empirical method.

Let's describe the organization and methods of experimental research. 640 students of Rivne State University of the Humanities (RSHU), International University of Economics and Humanities named after Academician Stepan Demianchuk (MEGU) took part in the ascertainment part of the experiment, which was organized during 2022-2023. All these students studied at the I-II courses of philological faculties. All groups were formed by us using the random method of control and experimental groups, such as:

experimental groups:

E1 – 143 students of the first year of studying of the faculty of RSHU;

E2 – 153 students of the second year of studying of the faculty of foreign philology of MEGU;

control groups:

C1 – 151 students of the first year of studying of the faculty of RSHU;

C2 – 193 students of the second year of studying of the faculty of foreign philology of MEGU.

This stage of the experimental research has the aim at testing a group of students in order to identify the level of their communicative and speaking activity in accordance with the development of students' communicative motivation.

In order to study the degree of the formation of the sense of a language, we used the Eysenck verbal test. The justification for the expediency of our choice lies in the fact that developed verbal thinking is recognized by many researchers as an indicator of the presence of a sense of language. We have to note in this regard that an invariant feature of the sense of the language can be considered the linguistic design of an utterance from the point of view of its grammatical and stylistic correctness. At the same time, the so-called "primary model" of verbal elements appears as a determinant of the mechanism of the functioning of the sense of language, according to which the combination of speech signals and the design of a holistic expression of activity takes a place.

Also, for the purpose of researching the feeling of the language, we used the method "Exclusion of words", which allows us to assess the ability of the subject to distinguish essential lexical-semantic features. The technique also has limitations in the time it takes to complete the task, like to the Eysenck test, it involves checking the speed of the subject's reverse reaction and the rigidity of the individual's verbal thinking.

Results and their discussion

The number of psychological studies dealing with the formation of linguistic personality has been increased, which gives grounds for distinguishing this or that psychological approach. Psychological approach to the context of translation activity considers personality through the prism of his/her formation and the following development in certain conditions. Studying special literature (Caramazza, Laudanna, & Romani, 1988) convinces that the task of Modern Psychology is to provide the most favorable conditions for the formation of subjects of the edu-

cational process as a unique personality (Mykhalchuk, & Bihunova, 2019). Extrapolating the general didactic factors into the linguistic didactic context, we'll note that the urgent problem of Modern Psychology is the search for effective ways of linguistic personality of the student and his/her Image of the World.

The essence of these scientific approaches will be shown in Table 1.

Table 1

Scientific Approaches to the study of the Image of the World of the person of future translator

Problem vector of the research	Representatives
Philosophical and Social Approaches	
Linguistic personality is a system that arises in the society and is developed, based on the ability to express and consolidate social relations and interactions, as a condition and a product of culture in general.	Alexandrov, Boricheva, Pulvermüller & Shtyrov, 2011
Psycholinguistic Approach	
The individual who possesses a set of abilities and characteristics that determine his/her creation and perception of texts that are distinguished by the level of structural and linguistic complexity and the depth and accuracy of the reflection of the reality.	Максименко, Ткач, Литвинчук & Онуфрієва, 2019
The personality is expressed by the language (texts) and through the language reconstructed in its main features on the basis of linguistic means, which accumulate mental, social, cultural, ethical and other components refracted through the language, its discourse.	Mykhalchuk & Bihunova, 2019
Psychological Approach	
The definition of the person as a specific individual with individually peculiar mental, motivational and volitional characteristics.	Batel, 2020
The definition of the main features of the Image of World of future translator - linguistic consciousness and linguistic self-awareness.	Beauvillain, 1994

The translator is as an elite language person who deeply respects the Ukrainian language and has fundamental knowledge of the language and literature in combination with the traditions of national education, considers them as a part of his/her worldview and the picture of the World. The translator is characterized by developed, high level of thinking, intelligence, speech memory, language sense. He/she is able to ensure effective pedagogical influences, capable of raising another elite language personality.	Booth, MacWhinney & Harasaki, 2000
A linguistic personality is a native speaker who has a good command of the system of linguistic knowledge (he/she knows concepts and referential rules), reproduces language activity, has skills in the activity work with words, takes care of the language and promotes its development; a speaker who ensures the expansion of the functions of the language, the creation of Ukrainian-speaking environment in all spheres of social life, the natural desire to return to the native language in everyday communication, to the revival of the culture and traditions of the people, to the development of examples of highly cultural intellectual communication in the literary language.	Arbuthnott & Frank, 2000
The definition of a linguistic personality as a person who demonstrates a high level of language and speech competence, respects, loves and protects of his/her native language, a person who is able to represent himself/herself in the society by means of the language.	Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019

The study of scientific researches gives a lot of reasons to single out the leading scientific approaches to the study of the Image of the World of the personality of future translator: Philosophical and Social, Psycholinguistic and Psychological. Philosophical and Social Approaches are based on taking into account philosophical statements about the individuality, uniqueness of a person as a representative of a human race, which embodies the unity of the sociobiological and social individual.

Psychological understanding of the Image of the World of the personality of future translator is related to the concepts

of development, activity and personal growth. We define the Image of the World of the personality of future translator as a phenomenon of social development, a concrete living person who possesses consciousness and self-awareness. The Image of the World of the personality of future translator is defined as a holistic systemic formation, a set of socially significant mental characteristics, relationships and actions of the individual that have been developed in the process of ontogenesis and determine the future translator's behavior as conscious behavior of a real subject of the activity and communication.

The Image of the World of the personality of future translator is a pervasive idea, the experience of its analysis and description, which shows, permeates all aspects of the language study and at the same time destroys the foundations between disciplines that a person studies, since it is impossible to study a person outside of his/her language. One of the first concepts of The Image of the World of the personality of future translator was introduced by scientists, who noted that the central concept of linguistic didactics was a linguistic personality, who was a person who had been considered from the point of view of the translator's readiness to perform speech acts. The Image of the World of the personality of future translator isn't characterized by what he/she knows about the language, but by what he/she can do with it. Subsequently, the researcher added to this definition, considering The Image of the World of the personality of future translator as a person through the prism of his/her readiness to perform speech acts, create and accept speech products.

The model of The Image of the World of the personality of future translator was developed by us, and it has the following structural levels:

• *the first level – the level of correctness*, which involves knowledge of a fairly large lexical reserve and the basic regularities of the language, thereby allowing one to construct statements and produce texts in accordance with the elementary rules of the language;

• *the second level – the level of internalization* – contains the ability to implement and perceive expressions in accordance with elementary language rules;

• *the third level – the level of saturation* – is distinguished from the point of view of the reflection in speech of all diversity, richness of expressive means of Phonetics, Lexicology, Grammar;

• *the fourth level – the level of adequate choice.* It is assessed from the point of view of the appropriateness of the used language means to the communication situation;

• *the fifth level – the level of adequate synthesis.* It takes into account the correspondence of the text created by the author to the entire complex of content and communicative tasks, which are based on it.

Researchers (Bates, Maechler, Bolker, & Walker, 2014) call The Image of the World of the personality of future translator, which was expressed in the language (texts) and through language it was reconstructed in its main features on the basis of linguistic means, accumulating complexes of components (psychic, social, cultural, ethical and others), refracted through its language. The Image of the World of the personality of future translator has, to our mind, the following definition: "The Image of the World of the personality of future translator is an individual who possesses a set of abilities and characteristics that cause him/her to create and perceive texts that are distinguished by the level of structural-linguistic complexity and the depth and accuracy of the reflection of the reality", emphasizing the activity aspect.

We'll note, that the Image of the World of the personality of future translator shows linguistic personality, which is interpreted as a combination in the person of the speaker of his/her language competence, a desire for creative self-expression, a free implementation of versatile language activity, a conscious attitude to his/her language practice, the search for new, effective individual and stylistic means of linguistic expressiveness.

Nowadays, such a definition of the Image of the World of the personality of future translator seems contradictory, since, in our opinion, it is appropriate to talk about the implementation of various types of speech activity of a speaker, a combination of not only linguistic competence, but also speech competence.

In the interpretation of the Image of the World of the personality of future translator we take the definition of personality as a specific person with individually of peculiar mental, motivational and volitional characteristics as a basis. Therefore, the individuality of any personality is determined by the peculiarities of the organization of its cognitive, emotional and motivational spheres. We consider the second component derived from language and consider it not only as a set of signs subject to the linguistic laws of Phonology, Lexicology, Grammar, Pragmatics, but, above all, as means of mental reflection, generalization and transformation of the reality, which has a collective and individual beginning.

In the modern understanding, the Image of the World of the personality of future translator is a communicative personality, which is a generalized image of a carrier of cultural-linguistic and communicative-activity values, knowledge, instructions and behavioral reactions. The concept of the Image of the World of the personality of future translator in linguistics has to be developed in different directions: as communicative, psychological, cognitive, sociocultural, national ones. Our position as the researchers depends on the angle of studying the problem – from the position of the individual or from the position of the Image of the World of the personality of future translator. Despite the different approaches to the study of this problem, given definitions have in common the identification of defining qualities of the Image of the World of the personality of future translator, such as fluency in language means in various situations, formed sense of responsibility for one's own speech behavior, the presence of sociocultural knowledge and the formation of value orientations.

The interpretation of the concept of the Image of the World of the personality of future translator contains a complex of linguistic and non-linguistic factors that generally reflect the person's Picture of the World. We believe to generalize the content characteristics of the existing definitions of the concept of the Image of the World of the personality of future translator, which we interpret as a complex conceptual construct, being considered in the scientific linguistic literature as a generalized multi-level image of a representative of the corresponding mental-cultural-communicative language community.

The process of forming the Image of the World of the personality of future translator is impossible without taking into account the theory of Speech Culture. Classifications of psychologists (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019) are based on gender and age. According to N. Golub, the Image of the World of the personality of future translator doesn't only demonstrates a high level of cultural and communicative socialization, but above all it is an influential personality, because it knows how to express itself creatively in the language and with the help of the language, to influence others by means of the language. It is bearer of cultural and spiritual values.

Despite the variety of interpretations, their different semantic content, the key word of the concept of the Image of the World of the personality of future translator is the term "the Image of the World", which has been in the field of view of many sciences: Philosophy, Ethno-, Socio-, Psycholinguistics, Psychology, Didactics, Linguistic didactics, etc. In the connection with the integration of Ukraine into the European space, the need for the formation of a secondary polycode linguistic identity is growing. Knowledge of a foreign language becomes an important basis for personal, cultural, professional and economic contacts in the modern world.

The theoretical foundations of the formation of linguistic identity in the history of the development of the European socio-cultural educational space are properly substantiated in our re-

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searches (Ivashkevych Er., 2023). The researcher identified the main signs of the Image of the World of the personality of future translator, such as: *linguistic consciousness* (the concept includes a linguistic World Picture, the strategy and tactics of linguistic behavior of the individual, which are determined by the communicative situation, the linguistic and cultural status of the individual, his/her social affiliation, psychological and gender characteristics; we defined a thesaurus as a way to detect linguistic consciousness and linguistic self-awareness (awareness of one's own or others' behavior, a part of cultural self-awareness).

The linguistic culture of an individual depends on the social status and role of this individual in the society, and, on the other hand, it is the language that forms and determines the social existence of this individual. For the translator, we consider language as a leading means of his/her self-realization and self-expression.

In the context of our research, our problem has a deal with the issues of *intercultural communication* (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). Psychological and pedagogical studies consider learning of foreign languages as a process of personal development in the context of intercultural communication. Ukrainian society desperately needs specialists in international and intercultural communication, whose competence is not limited only to language skills. In this connection, the number of studies dealing with the development of the secondary language personality has increased. Considering the fact that the process of mastering another language takes place on the basis of social, linguistic, cultural experience of the individual, we acquired through the medium of the native language and various communicative strategies, which in the case of mastering another language are enriched and diversified, and the Image of the World of the personality of future translator is called secondary one.

According to our mind, the secondary Image of the World of the personality of future translator is one of the most important

concepts of intercultural communication: a person involved in the culture of the people whose language is being studied, that is, in a non-native language and culture; a person who can realize himself/herself in the dialogue of cultures.

Recently, the term "elite" has become active in Psychology. Terminological diffusion caused its penetration into the theory of speech culture, which caused the problem of determining the linguistic characteristics of the individual as a bearer of certain cultural and spiritual values. An elite language personality with the secondary Image of the World of the personality of future translator will become the subject of our future researchers. We determine the nature of the phenomenon of an elitist linguistic personality with a dialectal substrate; we'll analyze the features (phonetic, lexical, morphological) of elite linguistic personalities, such as natives of different dialect areas; we'll discover how education affects the idiolect, how the process of literary adjusting of dialects takes place, what linguistic and non-linguistic factors guide the processes of interpenetration and alignment in the linguistic sphere, compiled the passport of the linguistic and cultural type "Elite linguistic personality".

To assess the formation of students' motivational sphere we used four groups of motives: 1) educational and cognitive motives (passion for studying a foreign language, translation activities, passing a foreign language qualification exam at B2 level or higher); 2) professional motives (acquisition of foreign language professional communicative competence, desire to become a highly qualified specialist); 3) motives for social identification (to achieve respect from teachers, to keep up with classmates in the learning outcomes, to avoid condemnation and criticism for poor learning by adults and socially significant people); 4) utilitarian motives (desire to work abroad, to improve their financial position through learning a foreign language, acquiring translation skills, constantly receiving a scholarship) (Михальчук, & Івашкевич Ер., 2023).

It should be noted that the vast majority of students in experimental and control groups considered it necessary to appreciate the professional motives of educational activities, although in fact few of them seriously considered the capabilities of a highly qualified specialist with foreign language and translation skills. Since the professional motives of educational activities contribute to the achievement of the ultimate goals of learning, motivation will greatly facilitate the formation of people's professional orientation.

The educational and cognitive motives are more important for students: to study successfully, to receive good and high grades in academic subjects, to be constantly ready for classes. In this case, it should be noted that for students with good language skills, these motives are less significant than for students with low levels of language skills. This can be explained by the fact that the student feels more confident in terms of success in learning a foreign language. Others try to correct their situation and close the gaps in knowledge that are appeared for one reason or another one during the study of a foreign language at school.

As for the motives of social identification, they are more significant for students with a low level of language training than for students of the first group. The only motive that received a lower rating among students of experimental and control groups was the motive "to achieve recognition from parents and teachers". Based on this, the lack of confidence in achieving this goal nullifies this motive. Utilitarian motives were rated higher than educational and cognitive motives and motives of social identification. All students have the desire to "receive a scholarship".

As for "the desire to work with foreigners or abroad without an interpreter", "to improve one's material situation thanks to the knowledge of a foreign language", these motives are dictated, first of all, by social changes in our life, increasing the authority of a foreign language among other disciplines due to the expansion of international relations. Students with good language training rate utilitarian motives more highly. A higher level of

knowledge of a foreign language gives them greater confidence in these goals. All these motives are formed by the Image of the World of the personality of future translator.

At this stage of the experiment, in order to assess the motivational component of professional competence, 303 written answers to the proposed questions and 628 issues were analysed (a total of 303 students participated in the study). The analysis of written issues revealed 6112 semantic units that characterized the orientation of the respondents in the process of communication. A text component was recognized as a meaningful unit and was analysed if: 1) it was clearly reflected the direction of professional activity of future translators; 2) there were no meaningful units with the opposite direction in this text, otherwise this text was not taken into consideration at all.

Conclusions

The analysis of the motivational sphere of students of the experimental and control groups made it possible to conclude that the motives for learning a foreign language are quite diverse, but all of them are highly valued by students. Students with developed Image of the World of the personality of future translator have aspirations and hopes to acquire new and necessary knowledge for their professional activities. However, they still cannot fully assess their capabilities, having any of a sufficient level of knowledge and skills to carry out translation activities at a professional level.

As it was evidenced by the analysis of special literature, in our further research we'll develop various typologies (types) of the Image of the World of the personality of future translator in accordance with social factors, types of culture, taking into account communicative strategies and tactics of speech behavior of future translator.

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Івашкевич Ернест. Теоретичні основи формування образу світу майбутнього перекладача.

Мета дослідження *– розкрити теоретичні основи формування образу світу майбутнього перекладача; описати наукові підходи щодо дослідження образу світу особистості майбутнього перекладача; показати психологічне розуміння образу світу його особистості, пов'язаного з поняттями розвитку, діяльності та особистісного*

зростання; оцінити сформованість мотиваційної сфери здобувачів вищої освіти у парадигмі образу світу особистості майбутнього перекладача.

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

Результати дослідження. Доведено, що такі мотиви, як «бажання працювати з іноземцями або за кордоном без перекладача», «покращити своє матеріальне становище завдяки знанню іноземної мови» продиктовані, передусім, соціальними змінами в нашому житті, підвищенням авторитету іноземної мови серед інших дисциплін завдяки розширенню міжнародних зв'язків. Здобувачі вищої освіти з хорошою мовною підготовкою оцінюють вище утилітарні мотиви. Вищий рівень знань з іноземної мови дає їм більшу впевненість у цих цілях. Усі ці мотиви формуються завдяки становленню образу світу особистості майбутнього перекладача.

Висновки. Аналіз мотиваційної сфери здобувачів вищої освіти експериментальних та контрольних груп дозволив зробити висновок про те, що мотиви вивчення іноземної мови є досить різноманітними, проте всі вони високо оцінюються студентами. Здобувачі вищої освіти з достатньою мірою розвиненим образом світу особистості майбутнього перекладача мають прагнення та надії отримати нові та потрібні для їхньої професійної діяльності знання. Однак, вони ще не можуть повною мірою оцінити свої можливості, не маючи достатнього рівня знань та умінь здійснення перекладацької діяльності на фаховому рівні.

Ключові слова: *образ світу особистості майбутнього перекладача, мотиваційна сфера особистості, мотиви вивчення іноземної мови, професійна діяльність.*

The Psychology of the Formation of Adaptive Relationships between Parents and Children of Senior Age with Intellectual Disabilities in Ukrainian Society in the Conditions of Military Operations

Психологія становлення адаптивних взаємостосунків батьків та дітей старшого шкільного віку з інтелектуальними розладами в українському суспільстві в умовах військових дій

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ABSTRACT

The purpose of this article is to study psychological characteristics and parents-children interpersonal relationships in the family with a child with intellectual disabilities.

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

structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The empirical method is a pilot research.

The results of the research. Such personal characteristics, as aggression, infantilism, shyness (the result of disrupted relationships between a child and his/her parents) can be attributed to three levels of parent-child interpersonal relationships: Level I – the relationships between parents and a child are characterized as passive-defensive ones, children are in a state of hidden conflict, there is no possibility of establishing emotional intimacy; Level II – there is adaptive atmosphere of emotional incontinence in the family. Children adopt this style and treat their parents in a "mirror" way – it is active-defensive style. Children are confident that their requests and desires will not be satisfied. Accusations are responded to them with aggression. They do not know how to restrain emotional reactions; their behavior is dominated by excitability, conflicts and aggressiveness; Level III – there are the same family characteristics as in the second level, but children are noted to have a weak nervous system. As a result, in response to sharp influences from the side of their parents, physiological disorders arise such reactions, as tic, enuresis, stuttering. Typically, such a child is characterized by obedience, but the possibility of outbursts of aggression towards peers cannot be ruled out.

Conclusions. We showed, that the extreme variant of violations of the relationships between parents and children was "maternal deprivation". This condition is characterized by severe psychological discomfort of the child, occurs in conditions of constant absence of the mother or severe rejection from the side of her attitude to a child. Both in theoretical and experimental studies which deal with the influence of the family situation on the formation of behavioral tendencies and personality traits of children, play the enormous role of the mother. So, in the situation of the absence of the mother or in the situation where the child saw her extremely rarely, the child felt emotional discomfort, cried more often, was stubborn and aggressive.

Key words: adaptive relationships, interpersonal relationships, intellectual disabilities, maternal deprivation, passive-defensive relationships, active-defensive relationships, aggression, emotional discomfort, conflicts.

Introduction

A family is of great importance for the progressive development of any society, the status of which is largely determined by the level and the state of intra-family interpersonal rela-

tionships. A large group of scientists studied interpersonal relationships in families of **normally developing** (healthy) children (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). Relatively some papers have a deal with the study of family problems and interpersonal relationships in families with **abnormally developing** (not healthy) children. Scientific analysis of individual problems in the family with **anomalous children** is presented in different researches (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020). The authors paid a great attention to various aspects of the complex processes of interaction between **anomalous children,** the perception of this child by people close to him/her (relatives, a mother and a father) and the development of the child himself/herself as the individual. But a targeted study of this kind of relationships in families with **a mentally retarded child** has not yet been carried out. One important aspect that needs to be emphasized is that one, that the family plays an important role in the process of adaptation and integration of the child into the Ukrainian society.

Interpersonal relationships in the family occupy one of the important places in the development of **a mentally retarded** child. Under the guidance of parents, the child acquires his/her first life experience, basic knowledge about the surrounding reality, skills and abilities of life in Ukrainian society. At the same time, the problem of interpersonal relationships in the families with **a mentally retarded** child has been extremely insufficiently studied in contemporary conditions in Ukraine, when our society is in the conditions of war.

The study of this problem makes us possible to identify the main characteristics of parental attitudes towards their children and instead of it – we mean the attitudes of children towards their parents, their siblings and grandparents, as well as the characteristics of the personal qualities of children with **intellectual disabilities.** In everyday life, parents of children **with developmental disabilities** face many problems. On the one hand, they

experience great difficulties in choosing educational institutions and educational means of the influence on their children, and on the other hand, they experience deep, internal psychological problems caused by the birth of the **abnormal** child in the family. This is precisely what prevents them from **optimally** organizing interpersonal relationships with their children.

The identification of some main features of interpersonal relationships of ideal families **with a child with intellectual disabilities** will allow us to outline the ways and means of psychocorrectional work to optimize child-parent relationships, which, in our opinion, determines the relevance of our research topic being chosen by us.

The object of our research is a family with **a mentally retarded** child **(**a child with intellectual disabilities**)** and **normally** developing senior pupil.

The subject of our research is ideal interpersonal relationships in the Ukrainian family with **a mentally retarded senior pupil (a child with intellectual disabilities) and** normally developing child. Also, we have to study psychological conditions of reaching a social success by this child with intellectual disabilities.

The purpose of our research is to study psychological characteristics and parents-children interpersonal relationships in the family with a child with intellectual disabilities.

Methods of the research

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

The methodological basis of the research was made up of modern theoretical achievements of Psychology about the objective laws of the child's mental development, about general and specific patterns of mental development of children in ideal Ukrainian families **(**Ivashkevych Ed., & Onufriieva, 2021**)** with

a normally developing senior pupil and mentally retarded child with intellectual disabilities.

The Theory of cultural and historical development of higher mental functions and position of the person is very significant for our research (Hornberger & Link, 2012). In the research we've taken into our account scientific data of psychologists (Hogan, Adlof, & Alonzo, 2014), which means the concretization of our research positions.

The reliability of data of our research was ensured by us by the use of a set of complementary methods of psychological study of the main problem, which is adequate to the goals, objectives and logic of our research, by qualitative and quantitative analysis of empirical material, confirmed by statistical calculations, and a representative sample of our results.

The scientific novelty and theoretical significance of our research is determined by that fact that it is firstly when we've studied psychological characteristics and patterns of interpersonal relationships in a family with **a mentally retarded** child (a senior pupil with intellectual disabilities): the relationships of **mentally retarded** children to their closest relatives, as well as the characteristics of parents' relationships to **mentally retarded** children (children with intellectual disabilities); new data have been obtained on the personal qualities of **mentally retarded** children, complementing the modern picture of the formation and the development of a personality of a child with **intellectual disabilities**; the dependence of been identified ideal from the conditions in which **mentally retarded** schoolchildren are trained and raised (upbringing in a parental family or in a boarding school); the possibility of using a set of methods having been used to study ideal interpersonal relationships in a family with a **mentally retarded child** has been identified.

Results and their discussion

The family plays a decisive role in determining the direction of a child's behavior; it is there that, in the process of interper-

sonal relationships between spouses, parents and children, self-awareness, personal characteristics are formed, the foundations of moral norms and rules are laid, and value orientations are presented.

Depending on how these relationships and communication develop, what the family's potential is (family structure, educational, cultural level of parents, social and living conditions of the family, psychological microclimate, distribution of functional responsibilities between family members, etc.), the child's personality is formed.

In Psychology and Pedagogics, the leading role of an adult in the mental development of a child is traditionally recognized (Drigas, & Karyotaki, 2017). The main environment for a child is the family. It is the important component of a social situation of the personal development (Gathercole, Pickering, Ambridge, & Wearing, 2004). Currently, Psychology (Greco, Canal, Bambini, & Moro, 2020) has data on those psychological parameters of the ideal family that are determinants of the individual development of children and the formation of their ideal personal qualities in a given environment.

According to psychologists, a family differs from other small groups in the diversity, depth and duration of the ties that unite its members. They are these characteristics of the family that make it indispensable in raising the younger generation, since they provide a long-term emotional and multifaceted influence on the formation of the child's personality.

Scientists (Ivashkevych Er., 2023) say that personality as a subject in his/her actions, in acts of his/her creative initiative, is not only revealed and manifested. He/she is created and determined in personal qualities, in their ideal attitudes with the parents. Therefore, what he/she does can determine what he/she is; the direction of his/her activity can determine and shape himself/herself. According to this definition, the activity brings a person into Ukrainian world, and by creating the world the subject creates himself/herself. Scientists (Ferdowsi, & Razmi,

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2022) understand the activity of the individual as one of the levels of the initially practical and always inextricable interaction of a person with the world. They argue that such kind of the ideal activity is determined by its object not directly, but through its internal laws, thus external causes can act only through internal conditions. When explaining mental phenomena, a personality with a complex multi-level structure acts as a system of ***internal conditions.***

In the structure of the ideal personality, scientists (Jiang, Zhang, & May, 2019) can distinguish such parameters, traits of character that there are system-forming or integral. These features themselves include more private, significant personal peculiarities. Different authors (Ivashkevych, Perishko, Kotsur, & Chernyshova, 2020) most often include into the structure of interpersonal relationships such system-forming personality traits, as: motivation, self-awareness and characteristics of interpersonal relationships (a set of personal qualities that determine the behavior, position and well-being of the individual in a great system of social relationships).

The research of other famous psychologists (Huang, Loerts, & Steinkrauss, 2022) also deal with the problem of studying adaptive interpersonal relationships in the family. The scientists formulated one of the most important fundamental principles of the Theory of Personality in Psychology. Scientists emphasized that the system of social relations into which a person is included from the time of the person's birth to death shapes of his/her subjective attitudes towards all aspects of the adaptive interpersonal relationships. This system of the person's relationships to the world around him/her and to himself/herself is the most specific characteristics of a person, more specific than, for example, a number of its other components, such as a character, temperament, abilities.

According to the theory of scientists (Hamedi, & Pishghadam, 2021), they define ideal adaptive family interpersonal relationships as system of relationships between the individual and

the environment, as a holistic and organized system of active connections with the reality. Scientists noted the importance of a comprehensive consideration when studying communication took place not only by the features of reflection, but mainly the relationships of communicating with each other, as well as the modes of behaviour which were practiced. The personality manifests himself/herself in *various forms and ways*. Characteristics of the personality's ideal attitude indicate the presence in its three-component structure, including *cognitive, emotional and behavioral aspects*. Mentioning the importance of the innate basis in the formation of the person's attitude towards people, scientists (Murphy, Melandri & Bucci, 2021) specifically and persistently emphasize the role of people's emotional contacts and their attitude of relatives towards youth. Scientists (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020) identify classes or subsystems of adaptive family interpersonal relationships: the attitude towards the world of some phenomena and objects, the attitude towards other people, also the attitude towards oneself and the attitude towards itself.

The problem of *ideal personal relationships* was understood in different foreign research (Mai, 2022). Scientists showed a great importance of the category of communication among other determinants that predicted the development of a human psyche. They emphasized that in the person's daily existence the individual was connected with other people, among whom the most significant were the child's parents and close relatives, that is, the child's family. Paying great attention to identifying the influence of various communicative situations on the mind, feelings, will and character of the person, we believed that the psychological mechanism for the formation of personal qualities in communication have the most important aspect. Since in the process of communication there is always a moment of knowledge of one person by another one, and at the same time the most important is even greater knowledge of himself/herself by each of them, as well as a moment of experiences caused by one person

towards another one. Then, communication always turns out to be the strongest mean of forming attitudes towards other people, as well as towards the person himself/herself.

In the structure of ideal adaptive family relationships, a person's attitude towards himself/herself is especially important. This attitude, according to scientists (Mykhalchuk, & Khupavsheva, 2020), turns out to be the most recent formation, but it is precisely that ensures the integrity of the personality's system. The relationships of the individual, united among themselves through the attitude towards oneself, form a hierarchical system that plays a guiding role in relation to holistic behavior, thus determining a social functioning of the person.

It is known that the activity and the process of communication constitute two aspects of the person's social existence, his/her way of life. A real need for communication is determined by the joint life activity of the person. Thus, at each age stage for the successful development of the child the presence of adults is necessary; the most positive will be the case when close and significant people – such as Mother and Father – take part in the process of personality's formation.

In numerous research papers (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019) authors note that in order to form a full-fledged member of Ukrainian society, it is capable for regulating the child's emotional life. In order to develop adequate self-esteem, it is necessary for raising his/her own children in the future, a loving and understanding adult must always be the next one to the child. It is quite obvious that such close and constant contact can only be ensured within the family. Informality and emotional richness create the peculiar basis for the deep influence of interpersonal relationships on a person. Correct organization and full functioning of interpersonal relationships is ONE of the MOST IMPORTANT conditions for the full development of Ukrainian personality of a real citizen when we tell about the development of the person in the conditions of war, when adaptive family relationships are of the greatest importance.

Lack of closeness and attachment to the child, understanding of his/her interests and needs by adults leads to the fact that the child does not perceive parents' attitudes and requirements. Inadequate emotional contacts between parents and children have a detrimental effect not only on the formation of the child's emotional sphere, but also on his/her mental health. There is a great number of research in the foreign literature on the study of this problem. Scientists (Horney, 1994) consider the close contact of a child with his/her mother in infancy to be the fundamental basis for the development of such personal qualities as independence, self-confidence, warm and trusting relationships with others. Having been included into these relationships, by the end of the first half of the year the child is already able to differentiate his/her own "Me" from the non-"Me" of the mother. It is this period that is considered the most sensitive one in the development of adaptive family interpersonal relationships, it is called *"attachment behavior"*.

The dynamics of the adaptive family interpersonal relationships between trust and distrust in the Ukrainian society in particular and in the world in general, or, to quote some scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021), the amount of faith and hope have been derived from the first life experience, it isn't determined by the characteristics of feeling, but by the quality of the child's care, the presence of maternal love and tenderness, manifested in caring about the child. The most important condition is the mother's confidence in her actions. A mother creates a great sense of faith in the love for her child by the type of treatment that combines sensual concern for the child's needs with a sense of complete personal trust in him/her within the background of the life style that exists in the Ukrainian culture. The presence of such an attitude according to the infant (or its absence) is one of the essential prognostic parameters, and not only because of the emotional and personal development, but also according to the mental development of the person in general.

Some researchers (Engle, 2002) draw their attention to the connection between close and warm relationships between a mother and a child in infancy and independence in early childhood of the individual. Scientists noted the connection between the deficit of emotional contact with the mother in the childhood of the individual and aggressiveness in adolescence. In such a case we have not a possibility to talk about positive adaptive family interpersonal relationships between maternal responsiveness and a child with low cognitive development (or a child with intellectual disabilities).

And let us return again to the consideration of this issue in Foreign Psychology (Horney, 1994). According to scientists (Horney, 1994), affective personal connections of positive content are formed between children and adults already in the first half of their life, which become the basis for the most positive attitude and self-perception of children. These facts form the foundation of their personal development. A mental development of a child in the first half of their life occurs most effectively in their family, where abundant contacts with the same adults who have a constant program of their behavior, which in a great degree facilitates the formation and the development of communicative activities. The brightness of the emotional manifestations of adults addressed to their children in senior school age is of particular importance. According to scientists (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021), children who grew up with a lack of situational and personal communication in "cold families" are fearful, they have a lower threshold of the passive defensive reflex, which prevents them from developing initiative and research activity. Such children develop personal formations that precede stable "low self-esteem" in elder age.

In preschool age, emotional communication between children and their mothers during a game activity was analyzed by scientists (Mykhalchuk, & Onufriieva, 2020), who pointed out that if there is insufficient criticality on the part of the mother

during a game activity, aggressive reactions of the child occur or take a place. When the mother showed excessive criticism that interfered with a game, the child always refused to cooperate with her.

We'll say, that in the process of developing child's empathy parents teach the child to generalize the experience of his/her own life experiences, take into account the experiences of other people and anticipate the consequences of his/her behavior towards the others. Parents discover the meaning of communication between people, encouraging or condemning in one form or another. In such a way adults evaluate and reinforce the child's moral behavior. We'd like to emphasize that the assessments and opinions of an adult become a guideline for the child when there are positive conditions of the child's emotional contact with the adult. In such conditions the adult's willingness to help facilitated the attention of adults to the child's problems and experiences.

Authoritarianism, dominance of one of the parents, a lot of conflicts between Mother and Father, disrespect for older family members, inconsistency and contradictory demands on the part of parents. All these facts neuroticize the child and frustrates his/her needs for understanding, respect and empathy from the side of other people. Neurotization of the child's personality, in turn, leads to the formation of egoistic forms of empathy, to the development of such forms as envy and aggression.

Violations of the child's emotional contact with his/her parents lead to profound the individual's personal changes. These children are also characterized by a tendency to rapid mood changes and inhibition of reactions. These factors provoked in children's psyche a lack of confidence in their abilities, had been influenced persistent emotional distress, negativism, negative forms of self-affirmation (Компліенко, 2020). In the paradigm of adaptive family interpersonal relationships with adults these children have a great condition called in the literature a "semantic barrier": if the adult's demands are diverging from the

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child's desires; he/she, as it had been occurred, ceases to hear and to understand them. In such a way broken relationships with parents negatively affect a child's self-esteem.

The analysis of the results having been obtained by us from the study of neuroses of children because of the situation of war in Ukraine allows us to assert that initially emotional disorders are arisen in the family, primarily when relations with the mother, who is the closest person in the first years of life, are disrupted. Scientists (Ferdowsi, & Razmi, 2022) in their studies on the prevention of childhood neuroses, also noted that with the correct position of an adult the child is given a great opportunity for the independence of his/her needs, but because of the child's neuroses adults usually limited the child's freedom. This situation leads to the closure of "Me", limited the possibilities of the child's experience, inhibited the development of some the most important, necessary personal qualities, which can cause a number of disharmonies in mental development of children of senior school age and a certain maladaptation of their behavior.

The empirical method was a pilot research. So, we organized our own research in September-December, 2023, in Ukraine. In our research 34 senior children with intellectual disabilities from different schools in Pereiaslav participated. All these children live in full families in Ukraine from the early beginning of war. They were not internally displaced people and did not travel abroad during all hostilities. In our own research we pointed out that two-thirds of neurologically ill children with intellectual disabilities experienced the contradictory educational methods of their parents, emphasizing that educational positions towards children. It was one of the most important factors shaping the child's personality. We cited the evidence that a rejected child feels unwanted and superfluous. Such children sometimes fight for their position in the family or try to attract attention to themselves with bad behavior, which the parents do not approve of, but it helps the child become the center of attention of the family.

We proved, that the stability of the family environment, the relationships between Father and Mother is the most important factor for the emotional balance and mental health of the child. The breakdown of his/her family causes him/her depression and neuroses. Such personal characteristics, as aggression, infantilism, shyness (the result of disrupted relationships between a child and his/her parents) can be attributed to *three levels of parent-child interpersonal relationships*:

– *Level I* – the relationships between parents and a child are characterized as *passive-defensive* ones, children are in a state of *hidden conflict*, there is no possibility of establishing emotional intimacy.

– *Level II* – there is adaptive atmosphere of emotional incontinence in the family. Children adopt this style and treat their parents in a "mirror" way – it is *active-defensive style*. Children are confident that their requests and desires will not be satisfied. Accusations are responded to them with aggression. They do not know how to restrain emotional reactions; their behavior is dominated by excitability, conflicts and aggressiveness.

– *Level III* – there are the same family characteristics as in the second level, but children are noted to have a weak nervous system. As a result, in response to sharp influences from the side of their parents, physiological disorders arise such reactions, as tic, enuresis, stuttering. Typically, such a child is characterized by obedience, but the possibility of outbursts of aggression towards peers cannot be ruled out.

Lack of maternal care, which is explicated both in the form of isolation from the mother and in the form of hidden deprivation, when a child lives in a family, but the mother does not provide adequate care for him/her (treats him/her rudely, emotionally rejects him/her, is indifferent) manifests itself in violations of the child's mental health. Often these negative consequences are irreversible.

Conclusions

An extreme variant of violations of the relationships between parents and children is *"maternal deprivation"*. This condition is characterized by severe psychological discomfort of the child, occurs in conditions of constant absence of the mother or severe rejection from the side of her attitude to a child. Both in theoretical and experimental studies which deal with the influence of the family situation on the formation of behavioral tendencies and personality traits of children, play the enormous role of the mother. So, in the situation of the absence of the mother or in the situation where the child saw her extremely rarely, the child felt emotional discomfort, cried more often, was stubborn and aggressive.

We think, that to reach the mental health of a child we need warm, intimate adaptive family interpersonal relationships between the child at the early age and his/her mother or a person replacing the mother. A child needs mutual joy and satisfaction from these relationships (these qualities are necessary for adaptive family interpersonal relationships). Otherwise, the child experiences maternal deprivation.

The significance of the emotional contact between parents and the child can be judged by his/her reactions to separation. Immediately after separation children are very excited, actively show their protests, they cry, scream, refuse food, need a rest and fall asleep only from fatigue. Subsequently, after a certain period of time (often for several days) children become calmer, apathetic and often regress to the previous stage of their personal development. After this stage, along with the deepening alienation from their parents, there is a gradual formation of a more positive assessment of the changed situation. Let us note that children separated from their parents often exhibit anxiety, a strong need for love, and a desire to take revenge on their parents, which results in their feelings of guilt and depression. The absence of the mother as an object of attachment, her indiffe-

rence or coldness limited the possibilities of socialization of the child and his/her assimilation of socially significant standards of the child's behavior.

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Харченко Наталія. Психологія становлення адаптивних взаємостосунків батьків та дітей старшого шкільного віку з інтелектуальними розладами в українському суспільстві в умовах військових дій.

Мета статті: дослідити психологічні характеристики взаємостосунків батьків та дітей в сім'ї за умови, якщо дитина має певні інтелектуальні розлади.

Методи дослідження. Для розв'язання поставлених у статті завдань було використано такі теоретичні методи дослідження: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Емпіричним методом було пілотне дослідження.

Результати дослідження. Показано, що такі особистісні особливості як агресія, інфантилізм, сором'язливість (як результат дезадаптивних сімейних взаємовідносин дитини з близькими людьми), на нашу думку, можна віднести до трьох рівнів дитячо-батьківських взаємостосунків: І рівень – відносини батьків із дитиною характеризуються як пасивно-відгороджувальний, діти перебувають у стані прихованого конфлікту, спостерігається відсутність можливості встановлення емоційної близькості; ІІ рівень – у сім'ї спостерігається атмосфера емоційної неприйнятності. Діти переймають цей стиль поведінки і діяльності та ставляться до батьків «дзеркально» – активно-відгороджувальний стиль. Старшокласники впевнені, що їхні прохання та бажання не будуть задоволені ні матір'ю, ні батьком. На звинувачення діти, зазвичай, відповідають агресією, в більшості ситуацій не вміють стримувати емоційних реакцій, у поведінці переважає збудливість, конфліктність, агресивність. ІІІ рівень – характеристики сім'ї співпадають із другим рівнем, але ці старшокласники відзначаються слабкою нервовою системою, в результаті чого у них виникають фізіологічні порушення, такі як тик, енурез, заїкуватість. Зазвичай, така дитина є покірною, але не є виключеними спалахи агресії щодо батьків та однолітків.

Висновки. Показано, що крайнім варіантом порушень адаптивних сімейних взаємостосунків є «материнська депривація». Цей стан характеризується важким психологічним дискомфортом дитини, виникає в умовах постійної відсутності матері або різкого неприйняття її точки зору. Як в теоретичних, так і в експериментальних дослідженнях, присвячених впливові сімейної ситуації з формування

тенденцій поведінки й особистісних рис школярів старшого шкільного віку, у дітей з віком відзначається величезна роль матері. Доведено, що за відсутності матері, чи ситуації, коли дитина бачила матір вкрай рідко, старшокласник відчуває емоційний дискомфорт, частіше плаче, проявляє упертість, агресивність і конфліктність.

Ключові слова: *адаптивні взаємостосунки, міжособистісні взаємостосунки, інтелектуальна недостатність, материнська депривація, пасивно-захисні взаємостосунки, активно-захисні взаємостосунки, агресія, емоційний дискомфорт, конфлікти.*

Psychosemantics of Types of Military Stress of Combatants

Психосемантика видів бойового стресу учасників бойових дій

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ABSTRACT

The purpose of this article is to introduce Psychosemantics of Types of Military Stress of Combatants: we mean Chronic constant (or prolonged) stress and Acute situational stress of combatants with Post-traumatic stress disorder.

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. We proved, that combatants with Chronic constant (or prolonged) stress also observed variability in the occurrence and development of a painful emotional state, but, as a rule, at the first stage there was an accumulation of emotional tension, which, due to the interaction of certain personal characteristics and situational influences, did not find a response. We understood, that the main disorders of the servicemen's mental activity are related to the experience that traumatizes the psyche and which is caused by military conditions, but their degree largely depends on the totality of the reaction to this factor of the entire unit. The collective reaction has a strong influence on the discipline and organization of military units.

Conclusions. Therefore, it should be noted that Post-Traumatic Stress Disorders occur in a case of combatants as a delayed or protracted reaction to a Psycho-Traumatic Stress Event or a situation of an exclusively threatening or deadly nature (combat operations, watching the violent death of others, the role of a victim of torture, being in captivity, etc.). In its essence, Post-Traumatic Stress Disorder is an appropriate reaction of a mind and a body to a powerful emotional stimuli of a stressful situation that occurred.

Key words: types of military stress of combatants, Post-traumatic stress disorder, Chronic constant (or prolonged) stress, Acute situational stress of combatants, a painful emotional state, disorders of the servicemen's mental activity.

Introduction

Nowadays a large number of people have become witnesses or participants in the events of war on the territory of Ukraine. Unfortunately, these events do not pass without a trace both for the physical and mental health of a person. More and more psychologists throughout Ukraine meet combatants among their clients. According to the fact that such events are taking a place on the territory of Ukraine for the first time, even if we mean the period of time of all the years of independence, they are unusual, atypical, beyond the usual limits and characteristics.

Nowadays each person can only have so called indirect idea of the true scale of the negative consequences of the war. The only thing that can be emphasized with absolute certainty it is that none of the known natural disasters and man-made disasters can be compared to this war in terms of the degree of extremity and its psychological, absolutely negative consequences (Chen, Zhou, & Dong, 2020).

The main psycho-traumatic impact of war is the rather long stay of servicemen in the special conditions of specific stress, which leaves its negative imprint on the combatants. Long-term exposure to combat operations, as well as their psycho-traumatic nature, emotional and physical overstrain can, in a great degree, contribute to changes in the combatant's mental activity (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky, Malone, & Mann, 2003). These pathological changes lead to a decrease in his/her effectiveness as a combat unit, they also affect his/her life activities already in peaceful conditions, leading to severe mental disorders, including post-traumatic stress disorders (Mandell, & Pherwani, 2003).

Currently, it is necessary to distinguish various concepts related to the psychological and physical stress of the combatant who is under a great influence of psycho-traumatic effects of military operations taking place on the territory of Ukraine, that began on February 24th, 2022. We classified these concepts

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in such a way: stress, specific stress of the combatant, mental trauma, post-traumatic stress disorder.

Stress (from English – stress, tension, pressure) is an emotional state and physiological changes in the body that can be understood as a response to stimuli unusual for a person in stressful circumstances. Scientists (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait, & Mann, 2003) proposed the following definition: stress is a non-specific (that is, the same to different stimuli) reaction of the body to any demand, having been placed on it.

We call "the emotional stress" as the mental manifestations of the general syndrome of the adaptation of an individual. It is so called affective experiences that accompany stress and lead to adverse changes in the human body (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). It is the emotional apparatus that is, for the first time, to be included into the sphere of stress reactions under the influence of some extreme factors (Kraus, 2015). So, stress is a state, due to the involvement of different emotions into the structure of any purposeful behavioral act (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). As a result, vegetative functional systems and their specific endocrine support, which regulates behavioral reactions, are, in a great degree, activated. In this case, when the impossibility of achieving some vital results to overcome a stressful situation is actualized, a state of tension arises, which, in the combination with primary hormonal changes in the internal environment of the body causes a violation of its homeostasis. That is, under some certain circumstances, instead of mobilizing the body to overcome difficulties stress can cause serious disorders (Onufriieva, Chaikovska, Kobets, Pavelkiv, & Melnychuk, 2020).

Because of the repetition or with a long duration of affective reactions in the connection with long-term life difficulties, emotional state of the person can take a stable, definite and statio-

nary form (Onufriieva, & Ivashkevych Ed., 2021). In these cases, even when the situation is adopted by the person or normalized, the constant emotional excitement has not been weakening (Murphy, Hall & Hall, 2003). Moreover, it constantly activates the basic central formations of the autonomic nervous system of the individual, and through them there was taken a place of a state of destabilization and the activity of internal organs and systems of the person (Peseschkian, 2003). If some general and specific links in the body are weak, then they become the main ones in the formation of this or that disease (Edwards, Lee, & Esposito, 2019). Primary disorders, that take a place during emotional stress in various structures of neurophysiological regulation of the brain, lead to different changes in the normal functioning of the cardiovascular system, gastrointestinal tract, changes in the blood pressure, blood coagulation system, and lead to immune system disorders (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Zukow, Ivashkevych Er., & Yatsjuryk, 2023).

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 much a consequence of the latter as an integrative response to their cognitive assessment and emotional arousal (Kris, 1952).

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 (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee Po, Ng Tak, Wai Fu, Lee Kam, Lam, Yu Wai, Lai Jak, & Sik, 2003). 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 (Brodsky, Oquendo, Ellis, Haas, Malone, & Mann, 2001). 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 (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). 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 (Corbitt, Malone, Haas, & Mann, 1996).

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 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 (Epstein, Blake & González, 2017). According to the results of our research, the essence of a stressful situation is the high loss of control, that is the lack of an adequate response to the given situation, when the consequences of failure have the aim to be respond, to be significant for the individual (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska, & Cherniakova, 2021). Also, we believe, that stress should be called a special type of emetogenic situations, such as we have 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 (Chan, Ng, & Chan, 2003). 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 (Mykhalchuk, Zlyvkov, Lukomska, Nabochuk, & Khrystych, 2022). That is why, any influences of the environment doesn't cause stress, but only that ones, which are evaluated as threatening, fear, which disrupts adaptation, control and prevents self-actualization of a combatant (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

Based on these facts, we can note 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).

So, **the purpose** of this article is to introduce Psychosemantics of Types of Military Stress of Combatants: we mean Chronic constant (or prolonged) stress and Acute situational stress of combatants with Post-traumatic stress disorder.

Methods of the research

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. To evaluate the results of our research we used "26-scale bipolar version of the semantic differential for studying the characteristics of combatant stress of military personnel" (Михальчук, Харченко, Івашкевич Ед., & Івашкевич Ер., 2024).

Results and their discussion

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 (Kharchenko, & Onufriieva, 2023) 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.

To evaluate the results of our research we used "26-scale bipolar version of the semantic differential for studying the characteristics of combatant stress of military personnel" (Михальчук, Харченко, Івашкевич Ед., & Івашкевич Ер., 2024). For the first group of combatants with Post-traumatic stress disorder it is **Chronic constant (or prolonged) stress** that

leads the main synonymous series, having been formed on the basis of such stylistically neutral nominal tokens, as trauma, Chronic Decease, Chronic disorders, terrible anxiety, Phobia, Combat Trauma, the ability to empathize fearsomeness, emotional consternation, psychic amnesia, terrible horror, alienation, panic, avoiding thoughts, a loud call, terror, dead fear, avoiding feelings connected with combat trauma, a great difficulty, fright, a significant decrease in interest to live, avoiding any progressive actions or difficult situations, etc. The results of factor analysis of obtained data are shown in Table 1.

Fig. 1. **Chronic constant (or prolonged) stress**

We proved, that combatants with Chronic constant (or prolonged) stress also observed variability in the occurrence and development of a painful emotional state, but, as a rule, at the first stage there was an accumulation of emotional tension, which, due to the interaction of certain personal characteristics and situational influences, did not find a response.

Table 1

Factor weight of stylistically neutral nominal tokens of Chronic constant (or prolonged) stress of combatants with Post-traumatic stress disorder

№	The name of stylistically neutral nominal tokens of Chronic constant (or prolonged) stress	Factor weight
1	trauma	0.98
2	Chronic Decease	0.97
3	Chronic disorders	0.96
4	terrible anxiety	0.93
5	Phobia	0.89
6	Combat Trauma	0.87
7	the ability to empathize fearsomeness	0.84
8	emotional consternation	0.80
9	psychic amnesia	0.78
10	terrible horror	0.76
11	alienation	0.74
12	panic	0.71
13	avoiding thoughts	0.68
14	a loud call	0.66
15	terror	0.58
16	dead fear	0.63
17	avoiding feelings connected with combat trauma	0.61
18	a great difficulty	0.59
19	fright	0.55
20	a significant decrease in interest to live	0.52
21	avoiding any progressive actions or difficult situations	0.50
22	remembering important important information about combat trauma and Chronic Decease	0.49
23	permanent avoidance	0.48
24	avoidance of Phobia	0.47
25	avoidance of fearsomeness	0.45
26	dead hysteria	0.42
27	misgiving	0.41
28	unwillingness to live	0.40
29	unwillingness to work	0.38
30	make suicide attempts	0.36

The Main Features of clinical manifestations of *mental trauma* of combatants are closely related to the nature of hostilities and duration of stay in *combat conditions*. A significant modifying value in the formation of mental trauma of combatants. *Dynamics of mental trauma* of combatants is *the lack of social support from the society, colleagues and commanders, insufficient cohesion of units, factors of biological deprivation (food, sleep, rest)*. Dominant psychological factors of constitutional predisposition (diathesis) show significance in the initial period of staying in combat conditions, while the reaction in the form of *being escape from the reality* prevails.

– **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**

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For the second group of combatants with Post-traumatic stress disorder it is *Acute situational stress* that leads the main synonymous series, having been formed on the basis of such stylistically neutral nominal tokens, as: fear, panic, trauma, anxiety, great difficulties with concentration of the person's attention, phobia like a fear, the excessive reaction to each situation, misgiving, short-term emotional experiences, fear or panic, great irritability, difficulty falling asleep, anger, vigilance, horror because of post-traumatic stress disorder, terror, etc. The results of factor analysis of obtained data are shown in Table 2.

Table 2

Factor weight of stylistically neutral nominal tokens of *Acute situational stress of combatants* with Post-traumatic stress disorder

№	The name of stylistically neutral nominal tokens of Acute situational stress	Factor weight
1	fear	0.83
2	panic	0.82
3	trauma	0.79
4	anxiety	0.76
5	great difficulties with concentration of the person's attention	0.75
6	phobia like a fear	0.73
7	the excessive reaction to each situation	0.70
8	misgiving	0.68
9	short-term emotional experiences	0.67
10	fear or panic	0.65
11	great irritability	0.59
12	difficulty falling asleep	0.58
13	anger	0.56
14	vigilance	0.54
15	horror because of post-traumatic stress disorder	0.52
16	terror	0.50
17	the origin of the traumatization of the personality	0.48
18	great difficulties with concentration of attention	0.45

19	terrible horror	0.44
20	emotional uncloseness with other people	0.42
21	lack of experience for military actions	0.41
22	loss of the ability to remember important aspects of combat trauma	0.39
23	lack of empathy	0.36
24	risk of developing post-traumatic stress disorder	0.35
25	a high level of physiological reactivity to different events	0.31
26	difficulty surface sleep	0.28
27	neurotic level of the person's psyche	0.27
28	the terrible reaction to sudden neurotic or trauma stimuli	0.26
29	difficulties with performing a military action or doing a task	0.25
30	struggle	0.24

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.

The development of *Acute Stress Reactions* among the personnel negatively affects the level of combatants' capability of the troops and often creates an additional threat to the life of the serviceman himself/herself or his comrades. Since none of the symptoms of *Acute Distress* lasts for a long time and all of them stop quickly (from a few hours to two or three days). A syndromological assessment of the condition of victims is perceived

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by us as a result of hostilities, which are essentially impossible. However, the presence of such symptoms already requires the implementation of urgent psychocorrective measures, taking into account the danger of the development of longer-lasting and less reversible non-specific, and then noso-specific *Acute stress disorders*.

In military conditions, the main causes of Acute Psychological Stress are the threat to life and the responsibility for the performance of the task, the insufficiency and uncertainty of incoming information, the lack of time when making decisions and carrying out military operations, the inconsistency of the level of professional skills with the requirements imposed on the individual by the conditions of combatants, psychological lack of preparation for a specific military task, lack of confidence in the reliability of weapons, lack of trust of commands, factors of isolation (when acting apart from the main military forces, staying in isolated shelters), etc.

We understood, that *the main disorders of the servicemen's mental activity* are related to the experience that traumatizes the psyche and which is caused by military conditions, but their degree largely depends on the totality of the reaction to this factor of the entire unit. The collective reaction has a strong influence on the discipline and organization of military units.

So, a characteristic feature of the combatants' situation is the constant threat to life, under which conditions the combatant has to provide his/her war activities, can act. The demands are placed on the individual exceed its resources. As a result, combatants' stress takes a place. ***The intensity of combatants' stress*** has been experienced by servicemen. It depends on the interaction of two main factors: strength and duration of impact on the combatant's psyche of the influence of combatants' stressors; the characteristics of the serviceman's response to the influence of stress factors.

Combatants' stressors are divided into specific and non-specific for the combat situation. The first one has an increased

level of stress and includes: a death of loved people, relatives and colleagues; situations, which have been threatening throughout our life and physical integrity of the combatant; the cases of death of comrades in the service, civilians, for which the service-man ascribes responsibility to himself/herself; injuries, contusions, mutilations; terrible pictures of death and human suffering; the events as a result of which the honor and dignity of the combatant has been suffered.

The second group of combatants includes stressors characteristic of both the combatants' environment and other types of stressful situations: difficult environmental conditions of life; long-term performance of strenuous activity; high increased responsibility for combatants' actions during war events; long-term deprivation of basic biological and social needs; sudden and unexpected changes in the conditions of service and life; lack of contact with relatives loved people; inability to change the conditions of combatants' existence; the intense and long interpersonal conflicts; the increased level of permanent potential threat to the combatant's life; the possibility of being killed, wounded or captured in a war that, in the combatant's opinion, is senseless.

The combatant's mental reaction to the impact of combatant's environmental stressors depends both on their significance for a specific combatant and on the characteristics of his/her compensatory behavior. The significance of the impact on the psyche of a military serviceman of certain combatant stressors in a great degree is determined by his/her individual psychological characteristics and personal features, psychological and professional readiness for combat operations, the nature and the level of combatants' motivation, features of the combatant's perception of the place and the role of combat operations in the history and perspective of his/her valuable life system.

In turn, the effectiveness of the combatant's compensatory behavior depends on the level of his/her activity. This activity, in its turn, has the aim at counteracting the negative impact of

the stress factors of the combatant's environment. The nature of the methods used by him/her to overcome the destabilizing effect of combatant's stressors on the psyche, behavior and a life as a whole. Also, the dominant is the presence of a military serviceman's experience of compensatory behavior in a combatant's environment and its real content.

Also, along with the listed factors there are some ***social, ethnic, religious, family and other circumstances*** that further contribute to the intensification of combatants' stress in the situation of war in Ukraine. These factors are: a) unpopularity of war in the country of which a combatant is participating in hostilities, but he/she is not the citizen of this country (in our case we mean Ukraine); b) belonging of the combatant to the nationality, which is ethnically close to the nationality of the enemy soldiers (especially if the serviceman belongs to a national minority in his/her country; for example, Kazakhs, Belarusians, Uzbeks, Azerbaijanis); c) gaining insignificant personal experience of combatants' adaptive behavior that the combatant had had in the period of pre-war life; d) the presence of a military serviceman who had experienced a military stress in the past; e) the similarity or closeness of the religion of the combatant to the religion of the enemy soldiers (especially if the combatant belongs to a religious minority in his/her country); e) the membership of a participant in hostilities among female military personnel; g) a difficult, for various reasons, situation in the combatant's family; h) a difficult material and rather difficult social situation of servicemen and their relatives in their country.

Conclusions

Therefore, it should be noted that *Post-Traumatic Stress Disorders* occur in a case of combatants as a delayed or protracted reaction to a Psycho-Traumatic Stress Event or a situation of an exclusively threatening or deadly nature (combat operations, watching the violent death of others, the role of a victim of torture, being in captivity, etc.). In its essence, *Post-Traumatic*

Stress Disorder is an appropriate reaction of a mind and a body to a *powerful emotional stimuli of a stressful situation* that occurred.

Also, the most important factors, to our mind, are: the number of wounds, contusions, injuries, having been sustained by a particular combatant to have a special influence on the level of combatants' stress manifestation in a particular military situation; the circumstances (if there are any) of his/her capture, the duration and conditions of his/her captivity. All these factors will be discussed in further our publications.

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Харченко Євген, Онуфрієва Ліана. Психосемантика видів бойового стресу учасників бойових дій.

Метою статті є ознайомлення з психосемантикою видів військового стресу учасників бойових дій: мається на увазі хронічний постійний (або тривалий) стрес та гострий ситуативний стрес учасників бойових дій з посттравматичним стресовим розладом.

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

Результати дослідження. Доведено, що у комбатантів діагностувалася високою мірою виражена варіативність виникнення та розвитку хворобливого емоційного стану. На її першій стадії відбувалося накопичення емоційної напруги, яка в силу взаємодії певних особистісних особливостей і ситуативних впливів не знаходила належного адекватного відреагування з боку військовослужбовця. Показано, що розлади

психічної діяльності військовослужбовця великою мірою пов'язані з переживаннями, що травмують психіку військового і, яке зумовлене бойовими передумовами, однак ступінь останніх великою мірою залежить від сукупності реакції на чинник переживань всього підрозділу. Доведено, що колективна співпраця здійснює неабиякий вплив на дисципліну і організованість військових підрозділів.

***Висновки.** Посттравматичні стресові розлади виникають у комбатантів як відстрочена чи достатньою мірою лонгітюдна реакція на психотравмувальну стресову подію або ситуацію виключно загрозливого чи смертельного характеру (бойові дії, спостереження за насильницькою смертю інших, роль жертви катувань, перебування у полоні та ін.). Доведено, що за своєю суттю посттравматичний стресовий розлад є так званою відповідною реакцією психіки військовослужбовця на досить-таки потужні емоційні подразники, стресової ситуації, які відбуваються.*

***Ключові слова:** види військового стресу учасників бойових дій, посттравматичний стресовий розлад, хронічний постійний (або тривалий) стрес, гострий ситуативний стрес учасників бойових дій, хворобливий емоційний стан, розлади психічної діяльності військово-службовців.*

Functions of Facilitative Interaction as a Predictor of Developing Pupils' Soft Skills

Функції фасилітативної взаємодії як предиктор розвитку м'яких навичок учнів

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ABSTRACT

The purpose *of the article is: to show the content of facilitative interaction; to present the functions of facilitative interaction; to describe our experimental research at secondary schools and to describe functions of facilitative interaction as the predictor of developing pupils' soft skills.*

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

The results of the research. *According to the results of our research we proposed such functions of facilitation: the function of stimulation; update function; the function of forming the sovereignty of the student's personality; the function of managing the educational process; the function of organizing the process of interaction; the function of providing a creative educational environment.*

Conclusions. *We proved empirically, that functions of facilitative interaction in the pedagogical process at secondary schools are real predictors of developing pupils' soft skills, such as: academic achievements, self-concept, attitude to school, creativity, conformity, curiosity, anxiety, locus of control, cooperation, recognition of value, acceptance, trust, the possibility to create the environment, the ability to participate in creative types of the activities, expressiveness, naturalness, empathetic listening, the ability to make a climate of liberation, stimulating self-initiated personal growth. Also, we proposed three groups of soft skills of such kind of emotive teaching, which can be called facilitative soft skills: empathy, respect, sincerity.*

Key words: *facilitation, facilitative interaction, functions of facilitative interaction, soft skills, empathy, respect, sincerity, creativity, conformity, curiosity, anxiety, locus of control, cooperation, recognition of value, acceptance.*

Introduction

In the contemporary research scientists (Alyami, & Mohsen, 2019) said that the performance of joint cognitive activity greatly contributed to the respondents' successful performance of tasks that required superficial learning. This conclusion confirms our hypothesis, who found that participation in joint activities, which increase the speed of people's reactions in solving rather simple psychomotor tasks (Drigas, & Karyotaki, 2017). And at the end we established that in the presence of other people learning was gone slow down to a great extent.

The question arises whether the presence of others performing similar type of the activity impairs or improves the learning of complex of psychomotor skills. A partial answer to this question was obtained in our research of the cognitive activity of teens (Гончарук, & Онуфрієва, 2018). Respondents were asked to perform a rather difficult, new for them psychomotor task in one of four situations of joint activity (Alahmadi, Shank, & Foltz, 2018). The results showed the formulated hypothesis which increased in the number of participants significantly presented the effectiveness of joint activities in the initial period of training. These data were experimentally confirmed (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

The experimental data confirmed our hypothesis regarding the nature and genesis of *facilitative interaction*: the simple presence of outsiders has a great stimulating effect on a person, thereby increasing the realization of their dominant reaction (Pimperton, & Nation, 2010). Also, we showed that the presence of observers who could not fully assess the respondents' activities (for example, blindfolded observers), and that had not been created an effect of improving the situation (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). A negative or positive effect occurred only in those cases when observers could assess the respondents' activities (Mykhalchuk, & Onufriieva, 2023).

The concept of "facilitative activity process" reveals its meaning and features based on the context of the interaction of other very important categories, such as "a subject", "a facilitator" and "a result" (Learning Preferences and Strengths, 2023). In turn, the meaning of the concept of "a facilitative process" is revealed thanks to two rather abstract definitions, which are "facilitative methods" and "facilitative means". The "facilitative methods" are understood as a set of all intermediate states of the facilitator of the activity (Mykhalchuk, & Bihunova, 2019). The first is considered as an abstract category that does not include in its content either the time factor or other factors that are not its own higher-order abstractions derived from the method category itself (Greco, Canal, Bambini, & Moro, 2020).

In the broadest sense, the word "facilitative means" denote "all the material conditions, which are rather necessary in general for the process to be carried out" (Heidari, 2019). In education, facilitative means can be a book, a film, a computer, means of communication, means of information, the teacher himself/ herself, etc. (Rezaei, & Mousanezhad Jeddi, 2020). It is important to emphasize that the optimal choice of the facilitative subject and facilitative method, corresponding to the goals of the facilitative activity, may not be supported by the use of adequate facilitative teaching aids (Ivashkevych Er., 2023). Then the results of the performed facilitative activity will be quite low (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). Scientists note that there are also situations where effective means of facilitative activity do not give the expected result (Engle, 2002).

According to actuality of the problem of our research, **the purpose** of the article is: to show the content of facilitative interaction; to present the functions of facilitative interaction; to describe our experimental research at secondary schools and to describe functions of facilitative interaction as the predictor of developing pupils' soft skills.

Methods of the research

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

Results and their discussion

Modern studies show us that the form of evaluation significantly affects the effectiveness of facilitation. In our research teenagers mastered a complex psychomotor skills under the conditions of taking into account: direct assessment of the person's activity, the assessment of the results of the activity (we mean indirect assessment), peculiarities of the performance of the activity without any assessment. The results confirmed the assumption of scientists (Івашкевич Ер., & Комарніцька, 2020) regarding facilitation as the result of an acquired reaction in the situation of evaluation. Our study also showed that direct evaluation (under the conditions of observation of the activity process) had a greater impact on the individual than indirect evaluation, under the conditions of which the participants of the joint activity could evaluate only final results, and not the activity itself.

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

Modern researches (Alahmadi, & Foltz, 2020; Falé, Costa, & Luegi, 2016) and other scientists (Conners, 2009; Hecht, Torge-

sen, Wagner, & Rashotte, 2001) on the trends of self-actualization in the life and professional activities of so-called facilitators have shown that "ideal" forms of personal development and functioning can be studied as some very real cases. In this sense, in American Humanistic Psychology, literally from the moment of its emergence, another general strategy was implemented, which can be called a strategy "from life to the ideal". This strategy is based on the following *psychological principles*:

– finding specific features or individual personal characteristics that contain essential qualities of a humanistic ideal; they are the person's specific incarnations;

– in a life itself can be identified and on this basis be studied, explored the conditions that contribute to the formation of harmonious personalities and their inherent personal qualities (feelings, actions, forms of communication and reflection);

– only within this paradigm "from the life to the ideal person", which allows you to analyze ideal ideas in a real space. You can formulate real-life theoretical ideas about a particular ideal, and simulate non-directive psychological and pedagogical practice of reproducing this ideal through human development reality (de la Garza, & Harris, 2017).

We believe that Behavioral Psychology has the aim primarily at controlling human behavior, consciousness and personality. In such a way the individual becomes the object of the research and manipulation, and his/her free personal choice is not taken into account. Hence the traditional system of teaching based on a hierarchical structure: teacher guidance – pupil subordination (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

According to Rogers, the reform of education should be based on the restructuring of certain personal attitudes of the teacher, which become explicit in the process of his/her interpersonal interactions with students. Thus, scientists (Astle, & Scerif, 2011) identify three main guidelines of the teacher-facilitator. The first of them is described by the terms "truth" and "openness", and involves the teacher's openness to their own thoughts and

experiences, the ability to sincerely express and broadcast them in the process of interpersonal communication with pupils. This attitude is seen as an alternative to the typical, traditional attitude of the teacher to the implementation of a facilitator of a role behavior (Gathercole, Pickering, Ambridge, & Wearing, 2004).

The next, the second attitude of the teacher-facilitator is characterized by the terms "acceptance", "trust", the inner, personal confidence of the teacher in the capabilities and abilities of each pupil. In many aspects, this attitude coincides with what in the psychological and pedagogical science is called "pedagogical optimism", taking into account the positive qualities of pupils.

So, in 2023 we organized our empirical research with teenagers of the 8th form (58 people), Rivne school No 15. We proved, that in situations which required a small amount of knowledge, skills and abilities, the ability of people to endure an electric shock were alone and in the presence of another person who was also receiving an electric shock had been investigated. It turned out that people are better able to withstand an electric shock when they are in a group. Our research suggests that observing the impact of stress on another person in a great degree increases stress tolerance of the person. In a special series of researches we also studied the relationships between the facilitative abilities of 57 teachers of Rivne (Ukraine) and the level of their general physical development. The level of physical health of teachers was generally quite low. But in the process of psychological and psycho-physiological research it was found that it is the most important condition for humanistic interpersonal communication, as facilitative learning requires a high level of mental and psycho-physiological functioning of the teacher.

According to the results of our research we emphasize that we're against teaching pupils a certain content. We believe that the pupil should learn on his/her own, because the acquisition of knowledge is not a process of simple acquisition of knowledge, but a change in the internal empathic and cognitive experience of the pupil, related to his/her personality as a whole. This ex-

perience is impossible to pass on, because it is quite different for all pupils. The pupil can master certain information only by learning, and only in this case it is the importance of the learning process as a whole.

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

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

These ideas were the basis of so called "open lessons", where each pupil seeks to learn and move forward according to his/her abilities, and the teacher is only a consultant. The experience of teachers working in the paradigm of ideas of Humanistic

Psychology, provides independence and responsible freedom of pupils in drawing up the curriculum, in the case of formulating educational goals, in evaluating the results of educational activity. At the same time, the teacher is not a leader, but a facilitator of learning, a person, who creates the most favorable conditions for independent and meaningful learning, which, in turn, activates and stimulates curiosity and cognitive motives of pupils, organizes their group learning. The latter largely supports the cooperative trends in the team, provides pupils with excellent opportunities to access a variety of educational material.

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

1. From the very beginning and during the whole learning process the teacher needs to show the children his/her trust in them, in their personality.

2. Pupils should be assisted in formulating and clarifying the goals and objectives that are formulated both for microgroups and for each pupil individually.

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

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

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

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

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

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

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

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

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

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

The research has also found that teachers' abilities to develop facilitative learning skills is generally mediocre. But when using training programs, it was found that the most number of teachers can improve their facilitative skills. The most impor-

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

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

proach to learning by the type of simple transfer of information. We emphasize that the learning process should be done through personal growth. Under this approach, the teacher should be more of a facilitator (a person who greatly facilitates the initiative and personal interaction of pupils with each other) than the actual initiator of personal development; pupils should be supported more than evaluated.

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

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

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

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

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

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

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

One of the determinants of facilitative interaction is mutual understanding, which is defined as a certain established system of feelings and relationships, which allows to achieve the goal of joint activity or communication in a largely coordinated manner, and maximally contributes to the observance of trust and interests, providing great opportunities for self-disclosure of the abilities of each participant of this process of interaction. Facilitative mutual understanding in this way ensures such a level of community when there is no authoritarian dominance, emotional tension, mistrust and lack of interest in everything that happens in the process between the participants of the pedagogical process.

According to the results of our research we proposed such **functions of facilitation**:

– the function of stimulation;

– update function;

– the function of forming the sovereignty of the student's personality;

– the function of managing the educational process;

– the function of organizing the process of interaction;

– the function of providing a creative educational environment.

We proved, that pupils who are used to facilitative relationships are sufficiently courageous, they do not simply modify the educational environment, but fundamentally transform it. Thus, the environment itself becomes the condition of their success situation. Interpersonal relationships of recognition of value, acceptance, trust, created in the environment, are an incentive for students to participate in creative types of the activities. These relationships, we believe, are highly effective in facilitating learning. First of all, expressiveness and naturalness, not artificiality of the facilitator himself/herself, readiness to be a person, to be and to live with the feelings and thoughts of a certain moment. When this authenticity includes a valuable attitude, care, trust and respect for the pupil, a positive climate for the effective learning process can be considered as created ones. All this context includes sensual and empathetic listening, then there really it is a climate of liberation, stimulating self-initiated personal growth.

The subject's activities are motivated, first of all, by the pupils' needs. Such types of the activities are the internal stimulus of the individual. A person's motivations depend, first of all, on his/her needs. The specificity of the teacher's activity is in the fact that the person has to realize not so subjective requests of the learner, but his/her objective needs, actualizing, at the same time, the corresponding needs that will be relevant in the future.

The goal of cognitive activity is considered by us as an ideal prediction in the mind of the result to which the individual's actions are directed. Determination, awareness and correction of the goal of schoolchildren are the most important attributes of the joint activity of pupils, they are further determined, as a rule, by the choice of methods of performance of their different activities by the teacher and schoolchildren. Thus, the requirements for the "subject of the activity" are formed and its assess-

ment is carried out. In addition, all these components of cognitive activity largely resolve the issue of criteria and methods of evaluating the final result of the activity.

The concept of a Method of Performing Cognitive Activity acquires a clearly defined functional purpose: the latter provides a reflection in the mind of the subject of the actual process of cognitive activity with a sufficient degree of its details, provides for a critical analysis by the teacher of his/her own skills and abilities, which ensure the performance of the activity process in the most expedient manner or productive way.

Conclusions

The Subject of the Facilitative Activity is intended, first of all, to answer the question: "From what can (should) be (or already exist) the actually obtained results (products) of predicting its result (the aim of cognitive activity)?" The "Subject" of the activity clearly correlates with the questions: "From what context can (should) the result be obtained?" Since the teacher deals with students as Subjects of the Facilitative Activity, it is in this question that the replacement of the pronoun should be actualized: "From what exactly, from what context can (should) the pedagogical result be obtained?" Learning as a cognitive activity actualizes the understanding of the subject of the activity in the initial state of the formation of knowledge, abilities, skills, soft skills, motives, needs, etc., which, in fact, are inherent to the student who is studying. It is important that teachers of academic subjects are clearly aware that schoolchildren simultaneously play the role of both *The Subject of Learning* and *The Subject of the Facilitative Activity* simultaneously. In order to actualize Subjectivity in the educational process, special methods should be used that ensure the study of students' needs. We will also develop such methods in the empirical part of our further researches.

We proved empirically, that functions of facilitative interaction in the pedagogical process at secondary schools are real

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predictors of developing pupils' *soft skills*, such as: academic achievements, self-concept, attitude to school, creativity, conformity, curiosity, anxiety, locus of control, cooperation, recognition of value, acceptance, trust, the possibility to create the environment, the ability to participate in creative types of activities, expressiveness, naturalness, empathetic listening, the ability to make a climate of liberation, stimulating self-initiated personal growth. Also, we proposed three groups of soft skills of such kind of emotive teaching, which can be called facilitative soft skills: empathy, respect, sincerity.

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Хупавцева Наталія, Сімко Руслан. Функції фасилітативної взаємодії як предиктор розвитку м'яких навичок учнів.

Метою *нашого дослідження є показати зміст фасилітативної взаємодії; представити функції фасилітативної взаємодії; описати авторські експериментальні дослідження, проведені в закладах середньої освіти України, і описати функції фасилітативної взаємодії як предиктора розвитку м'яких навичок учнів.*

Методи дослідження. *Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Також у дослідженні використано емпіричні методи, такі як пілотне дослідження.*

Результати дослідження. *Виходячи з результатів емпіричного дослідження, до основних функцій фасилітації відносимо такі: функцію стимулювання; функцію актуалізації; функцію формування суверенності особистості школяра; функцію управління освітнім процесом; функцію інтерактивної взаємодії; функцію створення творчого освітнього середовища.*

Висновки. *Емпірично доведено, що функції фасилітативної взаємодії в педагогічному процесі сучасних закладів середньої освіти є реальними предикторами розвитку в учнів м'яких навичок, таких як: навчальні досягнення, Я-концепція, ставлення до школи, креативність, конформність, допитливість, тривожність, локус контроль, співпраця,*

визнання цінності, прийняття, довіра, можливість створювати середовище, здатність брати участь у творчих видах діяльності, експресивність, природність, емпатійне слухання, здатність створювати вільну атмосферу, самоініціатива, особистісне зростання. Також нами запропоновано три групи м'яких навичок для актуалізації емоційного компоненту навчання, які ми назвали фасилітативними м'якими навичками: емпатія, повага, щирість.

Ключові слова: функції фасилітативної взаємодії, м'які навички, емпатія, повага, щирість, креативність, конформність, цікавість, тривожність, локус контролю, співпраця, визнання цінності, прийняття, довіра.

The Psychology of Adaptive and Maladaptive Relationships between Parents and Children of Senior School Age

Психологія адаптивних і дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку

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ABSTRACT

The purpose *of this article is: to study the concept of "child-parents adaptive relationships"; to describe The Humanistic Conception of child-parents adaptive relations; to present The Psychoanalytic Model of family adaptive education, The Transactional and The Behaviorist Models of Personality Adaptive Education; to describe the results of the experiment with the aim to explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior.*

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

The results of the research. *We proved, that socio-economic factors of family life (a quality of life, a status of a family, living conditions, monetary income, social status, a level of education of parents) does not have a direct impact on the manifestations of aggression of children, however, its pronounced disadvantage can motivate parents' aggression towards children, causing the aggression as a response.*

Conclusions. *We proved, that in the typology of a modern family, the main factors associated with manifestations of destructive aggressiveness of children are the influences of the socially disadvantaged microenvironment of the family, which predetermine its manifestations, and the profiles of parental attitudes in it, which determine its manifestations. The influence of the socio-economic characteristics of the family, its structure, composition and number, problems, associated with the health of its members, the culture of their communication, are of great importance in the manifestations of abnormal aggressiveness of children, but to a greater extent these manifestations are mediated by purely psychological family functioning parameters, also parental attitude profile.*

Key words: *adaptive relationships, maladaptive relationships, the typology of a modern family, parental attitude profile, socio-economic factors of family life, destructive aggressiveness, abnormal aggressiveness.*

Introduction

The analysis of the problem of the destructive aggressiveness of the growing personality, which is reflected in the quality of its functioning in the system of social interactions, shows that this problem is largely caused by violations in the sphere of intra-family and child-parents relations, some defects in the person's upbringing (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). Views on the role and the nature of child-parents' relationships, their consequences in the personal manifestations of children are reflected in foreign and Ukrainian concepts of child-parents relationships, models of child's rearing, influences on persona-

lity development and the formation of personal characteristics (Murphy, Melandri, & Bucci, 2021).

The essence of the concept of "child-parents relationship" can hardly be reduced to a few phrases. According to scientists (Mykhalchuk, & Khupavsheva, 2020), *psychological attitude* is a multifaceted, universal concept in which other concepts are "dissolved". One way or another related to any system in which people are included into the process of their life. Introduced into foreign psychology by scientists (Jiang, Zhang, & May, 2019), classified into the basic psychological categories by researchers (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020), developed by Ukrainian psychologists (Ivashkevych Er., 2023), the concept of *psychological attitude* is a set of feelings, behavioral reactions of a person in the process of communication with another person, which can be described by different characteristics of perception and understanding of the person's behavior and actions.

So, according to the actuality of our research, **the purpose of our research is**: to study the concept of "child-parents' adaptive relationships"; to describe The Humanistic Conception of child-parents adaptive relations; to present the Psychoanalytic Model of family adaptive education, the Transactional and the Behaviorist Models of Personality Adaptive Education; to describe the results of the experiment with the aim to explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior.

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 and generalization. The pilot research was used as an empirical method.

Results and their discussion

The concept of *"child-parents' adaptive relationships"* indicates the relationships and mutual influences of parents and

children in the system of their adaptive relationships, the expression of which has qualitative characteristics at the level of the Ukrainian society. In this adaptive dyad of relationships, parental attitude characterizes the degree of success of parents in fulfilling basic family functions aimed at the beneficial development of the child's personality, his/her socio-psychological well-being and successful adaptation in the society. Being an internal psychological basis that determines the nature of the adaptive interactions of the emerging personality with the world of social relations, the parental adaptive attitude acts in several meanings: as a factor in the socialization process, a criterion and parameter of the upbringing process, as well as the most important psychological tool in the arsenal of family adaptive influences on the development of the child's personality (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

Parental adaptive attitude as it was defined by scientists (Huang, Loerts, & Steinkrauss, 2022) is a trinity of adaptive attitudes towards a child, including emotional manifestations, communication style, cognitive vision and features of the child's understanding. According to the definition of the author (Horney, 1994), the parental adaptive attitude includes a subjective-evaluative idea of the child, which determines the characteristics of his/her perception, methods of communication and the nature of interaction with him/her. The authors note that the adaptive connections between parent and a child are of utmost importance when analyzing his/her current state and predicting his/her further development as the individual: the nature of his/her parental attitude towards the child will determine the nature of his/her personal adaptive interactions with the complex social world (Ferdowsi, & Razmi, 2022).

A representative of the humanistic model of family adaptive education, a scientist (Engle, 2002) argues that the person's acquisition of a sense of harmonious unity with the Ukrainian society is due to his/her self-awareness formed in the family. In *The Humanistic Conception* of child-parents' adaptive relations

(Mykhalchuk, & Onufriieva, 2020), the influence of a warm, respectful attitude of parents towards a child, which contributes to the formation of a person acting positively in the society, is given a decisive role, and, on the contrary, a negative parental attitude is considered as the basis for the development of unfavorable personal qualities: intolerance, aggressiveness and hostility towards people.

In ***The Psychoanalytic Model*** of family adaptive education, the influences of the parental adaptive attitude, combining tolerance, flexibility and reasonable demands on the child, especially in the early stages of his/her development, is given importance, providing the necessary psychological effect for the harmonious development of the individual. The key point in the formation of the child's personal qualities in The Psychoanalytic Model of parent-child adaptive relationships is the child's identification with his/her parents: in an unconscious psychological fusion, in borrowing their characteristics, assessments and beliefs, in psychological identification with them. In such a way the child begins to develop a *psychological adaptive attitude* towards other people, which manifests itself to them consciously at a later age. Therefore, negative childhood experience, which develops when parents have an unfavorable, aggressive attitude towards him/her, becomes a prerequisite for the child to acquire destructive manifestations of aggressiveness and maladjustment in the society (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

From the position of the author (Mai, 2022), a representative of the social-cognitive direction of studying the formation of personality traits, parents act, on the one hand, as an element of the environment, and, on the other hand, as adaptive agents of socialization. Their behavior for the child is a model to follow in building his/her own. The scientist is convinced that in the early years, when the child is predominantly in the zone of adaptive influences of his/her parents, they, as the leading people in adaptive family education, need to develop in the person of a

child the ability to overcome life difficulties, skills for resolving psychosocial conflicts, skills of being non-aggressive, rational interactions with the social environment. The basis for their formation is the correct educational position of the parents, which allows and helps the child to be proactive, independent, conflict-free, and to control his personal aspirations for manifestations of aggression.

In *The Transactional Model of Personality Adaptive Education* special importance is attached to teaching children in the family to analyze social adaptive relationships, to transfer and to apply them in various life situations and social spheres. E. Bern's conception of family adaptive relationships emphasizes that the key to changing a child's destructive-aggressive behavior lies in changing the lifestyle of his/her family and the nature of child-parents' adaptive relationships in a more positive way (Ivashkevych Ed., & Onufriieva, 2021).

In *The Behaviorist Model of Adaptive Family Education*, the concepts of child-parent adaptive relations, the development of a child's personality, the formation of socially acceptable forms of the child's behavior are in the field of the adaptive influences of his/her living environment, a small social environment, where parents act the role of adaptive intermediaries, identifying and changing the child's behavior, facilitating his/her self-control, aggression and the assimilation of more mature, socialized forms of the adaptive behavior (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

The considered models of upbringing and the concepts of adaptive parent-child relationships emphasize the importance of a respectful, trusting, warm adaptive attitude of parents towards children, adaptive non-punitive methods of correcting their behavior, adaptive education that presupposes the responsibility of parents and a certain measure of responsibility of children, which together constitute the optimal psychological basis for the formation of the child's personality. The figure of the parent in them is considered as an example of impeccability,

positivity, authority, the personality of the parent. All these factors are being given a mission that determines the nature of the development of the child's adaptive personality.

Scientists (Ivashkevych Er., & Komarnitska, 2020), referring to the historical dynamics of child-parent adaptive relations, note that in the cultural-historical typology of child-parents' adaptive relations there is a movement towards the rejection of the adaptive attitude of possessiveness and power over the child, recognition and satisfaction of his/her needs, overcoming parental anxiety. Foreign and Ukrainian scientists have stated that in the cultural and historical periodization of types of adaptive relationships between parents and children, a socializing, helping style has dominated since the 21st century.

However, in numerous contemporary studies (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020), intrafamily adaptive relationships are characterized by the general tendency towards the spread of the syndrome of dangerously aggressive treatment of children, threatening their life activity and personal adaptive development; parental attitude towards children is considered socially unacceptable, psychologically undesirable, leading to manifestations of destructive aggressiveness of children. The adaptive attitude of modern parents towards their children is a changeable phenomenon, influenced by general and specific factors of modern reality, which determines adaptive characteristics of the manifestation of aggressiveness of children.

The provisions of leading methodologists, theorists and practitioners of Ukrainian science highlight a number of interrelated factors that influence the development of a child's personality, determining the formation and specificity of the manifestations of his/her personal characteristics. A scientist (Комплієнко, 2020) identifies the adaptive factors of heredity and the environment (social, biogenic, abiogenic), educational ones (types of targeted psychological and pedagogical adaptive influences), as well as the subject of the activity and adaptive relationships.

The author puts forward the environmental adaptive factor that guides the child's adaptive development as a determining factor. According to his statement, the environment, as a subjectively experienced objective reality, is largely transferred inside the child, determining the course of his/her adaptive development, and what should result from it is already given in the adaptive environment from the very beginning. A scientist (Комплієнко, 2020) emphasizes the need for parents to build up a purposeful, controlled educational system, the meaning of which is to develop the children's prohibitions on antisocial disadaptive actions, from the point of view of scientist, it is the essence of any adaptive socialization of the individual.

From our own position of fundamental importance in the formation of the inner world of the emerging adaptive personality is the nature of communication between people who love each other: a reflection of their treatment of each other, their relationship to each other. According to scientists, a child's personality is a product of a system of relationships that are significant to him/her. We'll argue that in the process of adaptive communication with parents, children learn their future behavior patterns.

We believe that the adaptive characteristics of a person, his/her adaptive positions in life, adaptive motives, adaptive needs, adaptive actions, interests and inclinations, are derived from the system of adaptive relations in which he/she was initially included. Also, we believe that psychological phenomena of being adaptive indicates the extent and depth of adaptive socialization of the individual and proves the effect of adaptive relations in the family microenvironment. We'd like to connect the formation of the beginning of adaptive personality traits with a complex of adaptive connections and adaptive relationships formed in the family.

We explain that a person's implementation of the feature of aggressiveness in destructive maladaptive behavior is deviating from ethical and legal norms. The characteristics is due to

violations of different connections and adaptive relationships in the family at the primary stage of its socialization. We argue that the adaptive socialization of the individual in the context of adaptive educational influences determines whether aggressiveness will manifest itself as the characteristics that is morally neutral or illegal.

Content analysis of issues of children from 23 families from Kyiv (Ukraine) (the experiment was organized at secondary schools No 5, 15, 23, 28 in Kyiv during 2023 year) showed: in a wide range of scientific searches for the origins and mechanisms of manifestations of aggressiveness of children with maladaptive personal relationships, the adaptive lifestyle of the parental family, the adaptive characteristics of its microenvironment, adaptive educational potential, the profile of the psychological adaptive attitude of parents towards children are studied, since the family is a phenomenon invariably associated with adaptive relationships and experiences between close significant people (we mean, on the one hand, a child – a mother – a father adaptive attitudes; and, on the other hand, a child – relatives adaptive relationships and life experiences).

So, being the closest adults in the child's small adaptive environment, psychologically significant elements of the child's adaptive environment and development, leading people into a paradigm of adaptive family education, adaptive models and agents of socialization, parents, through the manifestation of their adaptive attitude towards the child, determine the specifics of the development of his/her personal characteristics, style of adaptive behavior, meaningful characteristics of aggressiveness, instrumental-style actions in its manifestations. The analysis of profiles of parental maladaptive attitudes towards children under the influence of various types of modern families is promising in identifying their maladaptive relationships with manifestations of aggressiveness of children.

In our experimental research we studied the influence of a modern family with maladaptive relationships on manifestations

of aggressiveness of children. This research includes the analysis of family lifestyle, microsocial conditions of their development, psychologically significant situations that they especially experience and the characteristics of their parents' attitude towards them. The social situation of children's personality development determines the forms and a way by which they acquire characteristics which are typical for our microenvironment, drawing them from family reality as the main source of children's development. A dysfunctional family microenvironment, unfavorable psychological atmosphere of the family, negative maladaptive relationships between its members and towards the child are experienced by us, which creates the preconditions for children's personal changes, which are often found in manifestations of destructive maladaptive aggressiveness in the family and in Ukrainian society (especially when we tell about the situation nowadays, in the conditions of war). In analytical sources, in the aspect of the problem under study, specific risk factors are identified that are directly or indirectly related to the microsocial situation of children's adaptive development, the characteristics of the life activity of the adaptive parental family and the psychological profiles of adaptive parental attitudes towards children that can be formed.

We proved, that socio-economic factors of family life (a quality of life, a status of a family, living conditions, monetary income, social status, a level of education of parents) does not have a direct impact on the manifestations of aggression of children, however, its pronounced disadvantage can motivate parents' aggression towards children, causing the aggression as a response.

The structure and the composition of the family, which is reflected in its functioning, the psychological atmosphere and the psychological profile of the parental attitudes are of the greatest important for the development of the children's personality. They are indicative of their acquisition of unconstructive forms of manifestations of aggressiveness. In single-parent families the parental role range is impoverished, interpersonal

dependence is excessive, gender-role identification of children is difficult, their significant psychological needs are deprived. These needs create tension in the system of child-parent relations, which often manifests itself in the aggressiveness of parents and children. We'd like to note that children from single-parent families, growing up without paternal authority, often have conflicts, as a rule they are undisciplined and often asocial. At the same time, we'd like to involve into the profiles of parental attitudes towards children from non-standard families argue that much in the mental and personal development of a child depends on how his/her relationships with his/her parents (one parent) develops. According to analytical data, in single-parent families there is a number of objective prerequisites that determine the manifestations of unconstructive aggressiveness of children, but the formation of their personal characteristics is largely characterized by the Psychology of child-parent adaptive relations, the adaptive attitude of the parent to the child.

We showed, that medical and psychological factors, which characterize the state of physical and mental health of parents, affecting the life of the entire family, is a significant factor in the process of the development of aggressiveness of children. The psychological profile of parental maladaptive attitudes, caused by alcohol and drug addiction, frequent critical and borderline states, nervous breakdowns and emotional impulsivity, decreased tolerance to stress and lack of self-control of aggression, influences the manifestations of painful aggressiveness of children.

The combination of several negative factors which manifest themselves in life situations in the microenvironment of various types of families, increasing the negativism of the parents' attitude towards the child, according to experts, is the likelihood that the main form of a contact with the outside world will be aggression. A large and diverse family, including their own and adopted children, disabled people and elderly parents, poses a serious life problem for parents and causes them negative emotions, which are often reflected in the experiences of their

children. The pronounced socio-psychological difficulties of a mother in a single-parent family, combined with poor health and addiction to alcohol, often become the basis for the child's aggressiveness and socio-psychological ill-being.

The criminal-immoral factor in the life of family and the psychological profile of the parental maladaptive attitude determines the development of ***destructive aggressiveness*** of children. This factor reflects the asocial, parasitic, immoral lifestyle of the family and its inherent negative phenomena such as cruelty, psychological violence, sadism, incest and even criminal activity. According to our research, the impact of this factor on the development of children's personality and the subsequent impact of the individual on the society determined by it, represents a serious social problem, the essence of which is the manifestation of criminal, pathological aggression by people with environmental family maladjustment with instrumental-style actions of an extreme degree of harmfulness. We'll argue that a person's manifestations of non-normative aggressiveness are natural result of the influence of the family microenvironment, whose members, and above all parents, do not recognize universal human values, commit antisocial acts and crimes. In order to survive in such an environment, the child must inevitably learn the rules and forms that have developed in his/her behavior. *Destructive-aggressive self-expression* of children and adolescents from criminally immoral families is based on a specific way of expressing maladaptive attitudes towards people learned in the microenvironment, the essence of which is the desire to cause harm to them.

Families with an alcohol and drug subculture are characterized by a lack of logic in their way of life, functional family disorganization, unpredictability of parental behavior, immoral attitude towards children, including all types of violence that cause them a state of deep psychological discomfort, suicidal attempts, suicides; the attitude that contributes to immersion in alcohol and drug "non-existence", forced escape from home, vagrancy and crime. The condition for the survival of children in families

of this type is the development of stereotypes to its requirements and personal mastery of the profile of the parents' attitude, the consequence is the adoption of the transmitted lifestyle and the assimilation to the worldview, characteristics, style of behavior of parents.

In our research we have established that the fact of the presence of a cult of cruelty and violence in the family forms a mechanism for the reproduction of this cult among the children "raised" in it: damage that violates the mental integrity of the developing personality is, as a rule, subsequently discovered in various types and forms of its destructive activity in the society, among which criminal aggression occupies a leading position. The results of our research show that psychological violence, combined with other traditionally distinguished forms of physical and moral cruelty of parents, is integrated by a maturing individual into the system of social relations, becoming an inevitable component of life style. We found that children who are abused in the family are the most aggressive, they in the most cases show criminal aggression, which is carried out by people from a family environment that cultivates violence and cruelty.

In criminally immoral families, with a cult of violence and cruelty, with alcoholic and drug subculture, the main family roles are devalued, parental functions are not fulfilled, children are instilled with antisocial views, socially undesirable interests, immoral needs and models of antisocial-aggressive behaviour are demonstrated. Children in these types of families are isolated from emotionally significant contacts and socially positive patterns of the behaviour, focused on a negative lifestyle, deprived of basic care and are at risk of abuse. The profile of the attitude of parents towards children in these types of families is characterized by the extreme degree of harmfulness: rudeness, cruelty, immorality, cynicism. The essence of parental attitudes in these types of families lies in the devaluation of the life and personality of children, which embitters them and gives rise to a tendency to implement aggression in illegal, criminal activities.

We showed that a significant influencing factor in manifestations of aggressiveness of children was the chronically conflictual nature of intra-family maladaptive relationships, pronounced emotional incontinence of parents, and, in such a way, communication disorders in the system of marital and child-parent relations. We found that children recorded and experienced not only the direct aggression of parents towards each other, but also its hidden forms, the icy structure of intra-family conflict. We noted that as a result of constant internal struggle in a conflictual, psychologically unfavorable family atmosphere, children developed psychological characteristics that accompanied manifestations of destructive aggressiveness. Also, we found that "drawing" children into intra-family conflicts was contributed to the formation of a hostile attitude towards people. We argue that in a case of families with pathological communication at the level of marital and child-parent relationships, hostility and alienation reign, which over time transform into mutual hatred, pronounced aggressiveness and hostility.

In a longitudinal study of children from conflict families, copying intrafamily methods of sorting out relationships, we came to the conclusion that the meaning of their future life began to come down to the search, provocation and resolution of conflicts. We believe that children from families with communication pathologies receive an unfavorable start in life, they are more aggressive than their peers, and their ability to socially adaptation is reduced. We found that the basis of aggressive deviations of children and adolescents from conflict families lied in internal contradictions that contributed to their coming into conflict with the society and the law. The essence of the influence of the profile of parental maladaptive attitudes towards a child in a conflict family lies in the child's perception and implementation of a conflict-aggressive lifestyle as the only possible, habitual one.

We'd like to indicate in terms of the problem under study some important educational factor, which characterizes the pedagogi-

cal competence of parents and the specificity of their educational influences in relation to adaptive attitude towards children. In our research we've shown that in families where serious miscalculations are made in upbringing, gross mistakes are made, in particular, physical punishment is equated with the methods of regulating discipline, and the psychological attitude of parents towards a child is essentially psychological violence against the individual, a consequence of the pedagogical failure of parents becomes aggressiveness of children. Typical mistakes and miscalculations of parents include: misconceptions about the manifestation of parental feelings, transferring of negative emotions to the child, psychological incompetence, incorrect educational attitudes, unrealistic expectations, lack of a stable educational line, unity and constancy of requirements, rigidity, imbalance in the degree of control, care, attention and parental warmth, underestimating the role of personal example as a role model.

Psychological violence in our research includes emotional rejection of a child, humiliation of his/her dignity, making excessive demands on him/her, threatening him/her and manipulating him/her. We distinguished the following ***forms of psychological violence against a child's personality***: refusal of an urgent request, humiliation through ridicule, insults, coercion, intimidation, terrorization, unwillingness to admit that the child as an independent person. We found that the boundary between physical violence and corporal punishment was quite arbitrary, and their consequences were identical: mental trauma inflicted on a child becomes the starting point in changing the course of its development, the outcome being aggressiveness and personal maladaptation. The profile of the attitude of parents towards children in pedagogically unsuccessful families includes such aspects of its manifestations in the context of educational influences as orders and prohibitions, physical punishment, psychological suppression, coercion, deprivation of needs, emotional rejection, which activate the destructive characteristics of aggressiveness of children.

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According to analytical data, children also experience emotional rejection in families that are very prosperous in the social, but not psychological aspect, where the lack of parental feelings, time and knowledge, selfishness and insincerity towards the child are masked by false educational doctrines, which they are compensated by artificial love.

Conclusions

Thus, in the typology of a modern family, the main factors associated with manifestations of destructive aggressiveness of children are the influences of the socially disadvantaged microenvironment of the family, which predetermine its manifestations, and the profiles of parental attitudes in it, which determine its manifestations. The influence of the socio-economic characteristics of the family, its structure, composition and number, problems, associated with the health of its members, the culture of their communication, is important in the manifestations of abnormal aggressiveness of children, but to a greater extent these manifestations are mediated by purely psychological family functioning parameters, also parental attitude profile.

In criminally immoral families, with a cult of violence and cruelty, an alcoholic and drug subculture, the profile of parental maladaptive attitude towards children is characterized by an extreme degree of harmfulness: manifestations of violence, moral cruelty, immorality. The essence of the profile of parental adaptive attitudes in these types of families is the devaluation of the life and personality of children, which embitters them and gives rise to a tendency towards harmful activity: manifestations of malignant, unconstructive, non-normative aggressiveness, personal aspirations for auto-aggression, illegal and criminal actions. In outwardly prosperous families, the attitude towards children, due to the disorder of the family structure, the destructive nature of communication, the lack of feelings, time and knowledge, the fallacy of educational positions and in-

effective methods of education, the personal characteristics of the parents, which form the psychological profile of the parental adaptive attitude, it is the most important factor in manifestations of aggression in children. The analysis of our research results helps us to identify specific psychological components of parents' attitudes towards children in the context of their educational influences, which determine the characteristics of manifestations of children's aggressiveness.

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Ляшенко Лариса. Психологія адаптивних і дезадаптивних взаємостосунків батьків та дітей старшого шкільного віку.

Мета статті: вивчити поняття «адаптивні взаємостосунки батьків та дітей старшого шкільного віку»; описати Гуманістичну Концепцію адаптивних взаємостосунків між дитиною та батьками; представити Психоаналітичну Модель сімейної адаптивної освіти, Транзакційну та Біхевіористську Моделі адаптивної освіти особистості; описати результати пілотного експерименту з метою пояснити

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реалізацію старшокласниками ознак агресивності в деструктивній дезадаптивній поведінці.

Методи дослідження. Для розв'язання поставлених у статті завдань було використано такі теоретичні методи дослідження: категоріальний метод, структурно-функціональний метод, методи аналізу, систематизації, моделювання, узагальнення. Емпіричним методом було пілотне дослідження.

Результати дослідження. Нами доведено, що соціально-економічний фактор життєдіяльності сім'ї (якість життя, статус, житлові умови, грошові доходи, соціальний статус, рівень освіти батьків) не надає прямого впливу на прояви агресивності у дітей, однак неблагополучне життя старшокласників може мотивувати агресію батьків щодо дітей, викликаючи у них дзеркальну відповідь.

Висновки. Доведено, що у типології сучасної сім'ї як основні фактори, пов'язані з проявами деструктивної агресивності у дітей, постають впливи соціально-неблагополучного мікросередовища сім'ї, що визначають її прояви, і профілі батьківського ставлення в її парадигмі. Вплив соціально-економічних особливостей сім'ї, її структури, складу та чисельності, проблем, пов'язаних зі станом здоров'я її членів, культури їх спілкування, має неабияке значення у проявах ненормативної агресивності у дітей. Показано, що більшою мірою ці прояви опосередковані суто психологічними параметрами життєдіяльності сім'ї, профілем батьківського ставлення до дітей старшого шкільного віку.

Ключові слова: *адаптивні взаємостосунки, дезадаптивні взаємостосунки, типологія сучасної сім'ї, профіль батьківського ставлення, соціально-економічні чинники сімейного життя, деструктивна агресивність, аномальна агресивність.*

Dynamics of the Efficiency of Providing Multidisciplinary Rehabilitation Assistance to Victims with Spine Injuries

Динаміка ефективності надання мультидисциплінарної реабілітаційної допомоги потерпілим із ушкодженнями хребта

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ABSTRACT

The degree of damage to spine is now a threat to health and optimal functioning of the human body in the post-traumatic period. Taking into account the

peculiarities of the mechanism of psychogenic disorders in the conditions of the full-scale Russian invasion contributes to the specialist's readiness for stress and conflict situations during the rehabilitation period of work with the victims.

The purpose of the article is to substantiate the dynamics of the effectiveness of providing multidisciplinary rehabilitation care to victims with spinal cord injuries. Psychocorrection should contain a list of training exercises aimed at the development of self-awareness, improvement of psychological culture, improvement of reflective personality characteristics, self-actualization and will involve mastering the skills of voluntary psychophysical self-regulation of the state.

Research methods. Among psychodiagnostic methods, the following were used: the questionnaire «Change in the quality of life due to the disease», the method of determining the intensity of the pain syndrome according to the visual analog pain scale (VAS) and the Minnesota Multi-Profile Personality Questionnaire (MMRI-2) to assess the psychological status of the individual. The characteristics of motor activity were determined according to the dynamics of Hauser's gait index, which determines the mobility of the victim and his ability to move freely and the need for auxiliary means of support.

Research results. In subjects with spinal cord injury during hospitalization and psychocorrection changes in the gait state according to the Hauser index (muscle strength) were improved from 3.18±0.13 points on average for the group to 4.9±0.63 after the injury. This indicates that after 10-12 months' treatment all subjects moved without the help of other attendants, some of whom were completely independent, within and outside the home to overcome thresholds and low curbs. Motor activity and gait were improved; there was a noticeable decrease in the intensity of pain, anxiety and depression.

Key words: victims, spinal cord injury, state of optimal functioning of the human body, psychocorrection and restorative therapy, rehabilitation.

Introduction

In the context of a sharp increase in mental and behavioral disorders caused by the prolonged Russian invasion and other challenges to society, we have witnessed that the system of providing appropriate assistance and departmental psychological services have proven to be, at least in the early stages, in need of revision of established models of assessment and intervention. One of the peculiarities of the rehabilitation process for Ukrainian victims is the presence of invisible brain damage and contu-

sions that the wounded or traumatized witnesses sustained as a result of psychological trauma or bodily injuries, which can affect their emotional state, behavior, and other areas of life. This can complicate the rehabilitation process, which highlights the need for a specialized approach to mental recovery, including the use of neuro-personological and neuro-psychological interventions. For example, a victim with a spinal cord injury usually has not one, but several complications, including impaired respiratory and cardiovascular systems, coordination of movements or the gastrointestinal tract, etc. That is why they need comprehensive rehabilitation care for all the complaints they have, not just spinal injuries. Accordingly, this problem already requires interdisciplinary and intersectoral cooperation of specialists and services to provide assistance (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko, & Stelmakh, 2022).

The psychosomatic health of a person reflects the fact of harmonious involvement, the inclusion of a person in the socio-cultural reality, and allows maintaining psychological balance and adherence to life prospects. The works of O. Ananiev, I. Arshava, I. Vizniuk, O. Kokun, H. Lozhkin, S. Maksymenko, H. Mozgova and others note that preserving the psychosomatic health of the individual is an urgent problem, the solution of which means achieving harmonious development by the individual, maintaining an optimal psychofunctional state in the realization of their own creative search and professional achievements.

The purpose of the article. *The purpose of the article* is to substantiate the dynamics of the effectiveness of providing multidisciplinary rehabilitation care to victims with spinal cord injuries. *The task of the study* is to determine the most effective restorative measures of medical and psychological rehabilitation for military personnel of working age with psychogenic disorders in terms of early implementation and effectiveness of the psychocorrection program, taking into account the differentiation of their psychopathological mechanisms of occurrence.

The tasks of the article. Currently, about 1500-2000 cases of spinal cord injuries are registered in Ukraine per year. However, despite the low percentage of recovery functions of such patients, their number is constantly growing in the context of military operations. According to the WHO, the number of such patients, especially those with concomitant spinal cord injuries, is up to 33 people per 100 thousand people, including 77% of men of working age, whose peak injury rate is recorded at 29-39 years. There are no accurate figures on the number of such victims in Ukraine yet (Tsekhmister, Vizniuk, Humeniuk, Yefremova, & Dolynnyi, 2022).

The degree of back injury is a threat to health and the optimal functioning of the human body in the post-traumatic period. Further rehabilitation after a spinal injury depends on the extent of the affected area and its dysfunctions. The higher the injury area is, the more dangerous such an injury is for the victim's body. Negative consequences include disability, which is mainly caused by such symptoms as (Мозгова, & Візнюк, 2021):

– presence of pain syndrome;

– moderate swelling at the site of injury;

– numbness (complete or partial loss of sensation) in areas localized below the injury;

– disorders or tremors in the muscles of the lower and upper extremities during movements, muscle stiffness;

– dysfunction of the organs of the groin area, etc.

Taking into account the peculiarities of the mechanism of psychogenic disorders in the context of a full-scale Russian invasion contributes to the readiness of a specialist to stress and conflict situations during the rehabilitation period of work with victims. Psychocorrection should include a list of training exercises aimed at developing self-knowledge, improving psychological culture, improving reflective personality characteristics, self-actualization, and involve mastering the skills of voluntary psychophysical self-regulation of the state (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko, & Stelmakh, 2022).

The criterion for the success of psychocorrection and rehabilitation therapy is the regression of neurological symptoms in case of disabling injuries and the restoration of sensory and motor functions, which usually takes a long time. Sometimes the victim is left with limited dysfunctions forever, but they often gradually return to active living conditions with appropriate psychosocial care and rehabilitation (Візнюк, 2020).

There aren't still unified methodological approaches to the recovery of spinal cord and spinal cord injuries, but despite the impressive prospects of modern surgical care, the consequences of psychotrauma are the problem of neurological deficits and dependence on others. These can only be compensated for with individual psychocorrective influence on the recovery processes of the psyche and correction of anxiety, emotional state and depression (Vizniuk, Dzekan, Dolynnyi, Fomin, Fomina, & Ordatii, 2022).

We consider the concept of rehabilitation proposed by WHO experts to be the system of psycho-corrective measures aimed at the fullest possible restoration of the victim's psychophysiological and social status in order to integrate him/her actively into society and achieve possible independence in the psychosocial space. One of the priorities of the European Action Plan for the Safety and Protection of Mental Health of such victims is the introduction of integrated, comprehensive, effective systems for ensuring and restoring mental health, according to which such prerogatives as health promotion and restoration, prevention and treatment, appropriate rehabilitation and care for the victim should be mandatory (Vizniuk, Rokosovyk, Vytrykhovska, Paslawska, Bielikova, & Radziievska, 2022).

Medical and psychological assistance is conditioned by the impact on the personality of a serviceman in the context of restoring his communicative abilities and self-esteem, the need for professional self-realization and compensatory mechanisms of protection and social support in the family, in the team or other social groups. One of the tasks of medical and psychological in-

terventions is to eliminate traumatic symptoms (neurosis-like and neurotic) as soon as possible, overcome hypochondriacal fixations, etc. Psychotherapeutic and psychocorrectional methods are aimed at increasing resistance to adverse psychogenic factors that affect the system of personal relationships, reduce the development of vegetative and somatic disorders, increase the victim's active position in terms of life support, overcoming the disease, and the importance of his or her role in the process of receiving assistance (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenk, & Stelmakh, 2022).

We consider *rehabilitation of servicemen* as a system of state socio-economic, professional, medical, pedagogical, psychological and other measures to prevent temporary or complete disability of victims and their early return to society and socially useful work. In the context of rehabilitation activities and psychosocial assistance, it is worth using the following programs for the effectiveness of providing multidisciplinary rehabilitation care to victims with spinal cord injuries (Trudel-Fitzgerald, Millstein, von Hippel, Howe, Tomasso, Wagner, & VanderWeele, 2019):

1. A set of rehabilitation, *health-improving and therapeutic and preventive medical and psychological measures* aimed at restoring and preserving mental and psychophysiological functions, social activity and optimal performance of servicemen who suffered during the performance of duties and extreme psychogenic effects in the areas of combat operations. Medical and psychological rehabilitation is aimed at maintaining their psychosomatic health, reducing the frequency of the consequences of combat trauma in the context of post-traumatic stress disorders and has preventive, functional, clinical and psychological forms.

2. *Preventive rehabilitation*, which is conditioned by psychological and medical service to restore the reserves of psychosomatic health of servicemen whose psychosomatic status is without psychological deviations and signs of disease, to the indicators of the normative level of their well-being and vital activity, without the use of medicines.

3. *Clinical rehabilitation of servicemen*, which is conditioned by the complex of medical, diagnostic and preventive measures for early diagnosis, treatment and restoration of physiological functions of the victims, with the identification of their compensatory capabilities, prevention of complications, elimination of the psychopathological process and counteraction to disability, active independent living, preparation for social interaction, domestic and workloads, etc.

4. *Functional rehabilitation of servicemen*, which is based on the use of physical exercises and therapeutic gymnastics for the purpose of therapeutic and preventive treatment with the aim of an integrated approach to restoring health in terms of the optimal state of body functioning and performance of the victims. The physical rehabilitation program for patients with spinal cord injuries included the following techniques: massage; passive mechanotherapy; physical therapy; kinesitherapy and other techniques to restore the affected spine, muscle strength and mobility.

5. *Psychological rehabilitation of servicemen* (Table 1), which is based on the complex of general rehabilitation process in hospitalization and is aimed at restoring impaired mental functions, social activity, optimal performance, correction of social status and self-esteem of people with mental disorders and combat trauma. The success of psychological rehabilitation is determined individually in accordance with the realistic phased plan of psycho-correctional measures, taking into account all areas of rehabilitation.

6. *Social rehabilitation of servicemen*, which is focused on the restoration of rights and duties, social status, professional capacity and health, aimed at the resilience of a person in the social environment, as well as the environment itself in terms of adaptation to spinal disorders in order to ensure socialization of the individual, moral and psychological balance, legal status and self-confidence.

7. *Professional rehabilitation of servicemen*, which consists in professional orientation of the individual to professional sup-

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port, education and growth, professional and industrial employment and adaptation in the conditions of post-traumatic growth.

A servicemen may refuse any planned element of the individual rehabilitation program that does not meet his or her individual needs, as well as request a review or appeal of the decision of responsible officials in the field of rehabilitation and the relevant principles of rehabilitation assistance (Table 1). A serviceman must be guaranteed the confidentiality of personal information, the possibility of protecting his rights and legitimate interests, including in court, as well as other rights provided for by the legislation of Ukraine (Order of 09.12.2015 No. 702).

Table 1

Basic principles of psychological rehabilitation of military personnel

№	Characteristic
1	2
1	timely start, which ensures the achievement of the goal of psychological rehabilitation of servicemen;
2	complexity;
3	continuous, step-by-step and consistent application of psychological rehabilitation measures for servicemen in a certain sequence, depending on the nature of the mental disorder and real possibilities;
4	partnership, which involves the involvement of servicemen and women in the active participation in the recovery process;
5	individualization of the program of psychological rehabilitation of servicemen, i.e. application of methods and means depending on the origin and peculiarities of deviations (disorders), as well as gender, age, individual personality traits of servicemen, their general physical condition, etc;
6	unity of methods of influence;
7	collective implementation of psychological rehabilitation of servicemen (in a military unit), which is morally easier for servicemen and increases its effectiveness

Research methods and techniques

We examined 73 respondents in the dynamics, with spinal injuries at the level of the cervical (C6-C8) and lumbar (L1-L4) spine without spinal cord injury, average age 34.63 ± 3.53 years. The experimental base of the study was the LLC «Spine Rehabilitation Center - ACCIS», Vinnytsia, and the Municipal Non-Commercial Enterprise «Zhmerynka Hospital of Rehabilitation Treatment of Vinnytsia Regional Council», Zhmerynka, where the general sample of people was composed of respondents with lumbar spine injuries. The sample of subjects included people with spinal cord injury at the level of vertebral integrity damage, which provokes instability of the interrelationships of the spinal cord and peripheral nerves without damage to the nervous system. Signs of injury were detected by magnetic resonance imaging by such indicators as the localization of the injury: respondents experiencing pain at the level of injury amounted to n=48 people, and those with pain below the level of injury – n=25 people.

All respondents agreed to participate in the study. The following psychodiagnostic methods were used: the Questionnaire «Change in Quality of Life Due to Illness», the method of determining the intensity of pain syndrome using the Visual Analog Pain Scale (VAS), and the Minnesota Multidisciplinary Personality Inventory (MMPI-2) to assess the psychological status of the individual.

Assessment of the dynamics of the subjects' condition was carried out according to the complex treatment by the test method of determining the motor activity of muscle strength and motor function according to the outpatient index proposed by R. Waters, according to which the ability to motor reproduction (upper extremities (shoulder, forearm, hand) and lower extremities (abductors, hip and leg flexors and extensors)) is assessed on a 4-point scale:

0 - plegia (a disorder of voluntary movements due to impaired muscle innervation);

1 - moderate paralysis (complete absence of voluntary muscle movements);

2 - severe paresis (decrease in muscle strength due to restriction of the range and possibility of voluntary movements);

3 - mild paresis or normal (tremor, limb numbness).

Results and discussions

In the context of the study, we used the questionnaire *«Changes in the quality of life due to the disease»* to determine life-creating qualitative changes in servicemen with spinal cord injuries at the level of the cervical and lumbar spine to assess the function of the upper and lower extremities, modified by us. It was used to diagnose their adaptation to the conditions of further life and to identify the features of psychotrauma, as well as to characterize their mobility to assess the person's dependence on others, which helped to specify the range of sensitivity of the questionnaire. The subjects were examined before hospitalization and after 40-50 days, the dynamics of the severity of the condition and changes in quality of life were carried out after 1 year.

The characterization of motor activity was determined according to the dynamics of the Hauser gait index, which determines the mobility of the victim and his ability to move freely and the need for auxiliary support devices.

According to the results of diagnostic measurements, psychocorrection of the psychological state and hospitalization of victims were carried out, as a result of which the strength of the muscles of the upper and lower extremities increased, depending on the condition of the subjects for each of the signs (Table 2). Physical therapy techniques were used in the following areas: kinesiotherapy, manual therapy, Redcord therapy, shock wave therapy, taping, ergon therapy, and DNS therapy. Thus, in patients with spinal cord injury, spinal cord conduction according to the functions of the upper extremities was increased by $1.2 \pm 0.14\%$ (p$>$0.05) from the initial 5.42 ± 0.78 to 6.62 ± 0.92

points. In patients with upper limb dysfunction in the dynamics – by $14.82\pm1.11\%$ (from 12.34 ± 0.52 to 17.3 ± 1.63 points, $p<0.05$). Accordingly, in relation to the initial level of spinal cord injury, lower limb dysfunction increased by $4.73\pm0.44\%$ ($p>0.05$) from the initial 4.23 ± 0.18 to 5.22 ± 0.62 points. In patients with lower extremity dysfunction in the dynamics – by $16.49\pm1.08\%$ (from 14.43 ± 0.42 to 18.54 ± 1.73 points, $p<0.05$).

Table 2

Dynamics of muscle strength of the upper and lower extremities of subjects with spinal cord injury at the level of the lumbar spine

	Muscle strength, in points ($p<0.05$)			
	Upper limbs		Lower limbs	
Total muscle strength	Before	After	Before	After
	psychocorrections		psychocorrections	
1	2	3	4	5
Upper limbs (shoulder, forearm, hands)	5.42 ± 0.78	6.62 ± 0.92	12.34 ± 0.52	17.3 ± 1.63
Lower limbs (abductor muscles, flexors and extensors of the hip and lower leg)	4.23 ± 0.18	5.22 ± 0.62	14.43 ± 0.42	18.54 ± 1.73

Thus, in the subjects with spinal cord injury during hospitalization and psychocorrection, changes in the state of gait according to the Hauser index (muscle strength) improved in the dynamics from 3.18 ± 0.13 points on average in the group to 4.9 ± 0.63 after the injury. This indicates that after 10-12 months of treatment, all the subjects moved without the help of other attendants, some of whom were able to walk completely independently, within and outside the home to overcome thresholds and low curbs.

As a result of treatment, the intensity of pain in the subjects on the VAS scale decreased significantly from 4.25 ± 1.37

to 1.24 ± 0.92 points with its localization at the level of injury (n=48) and from 4.53 ± 1.32 to 2.17 ± 1.73 points with pain below the level of injury (n=25) (Table 3). In victims who complained of pain in the area of injury, the decrease was much more significant, due to the presence of nociceptive pain (an important function of the body's defense), which disappeared or decreased after the wounds of the damaged tissues healed. In people with neuropathic pain (nervous system dysfunction), pain was localized below the level of injury, which was also due to a decrease in pain intensity, but with a less noticeable difference.

Table 3

Dynamics of pain syndrome intensity in subjects with spinal cord injury

Localization of pain	Initial level	Рівень болю, (p<0.05)		
		Average	The most intense	The least intense
1	2	3	4	5
Pain at the level of injury (n=48)	4.25±1.37	3.43 ±1.32	5.43±1.56	1.24±0.92
Pain below the level of injury (n=25)	4.53±1.32	2.53±1.47	4.63±1.37	2.17±1.73

According to the MMRI-2 *methodology,* the level of anxiety and depression in the subjects decreased from 14.38 ± 3.45 to 10.69 ± 2, which is associated with the dynamics of changes in people with spinal cord injury at the level of damage to the integrity of the vertebrae, due to a more pronounced improvement in movement with almost the same frequency and intensity of pain. Aggressiveness in relation to this technique is manifested at a low level in 2%, at an average level in 62%, and at a high level in 36% of respondents. A high score on the Neurotic Control scale was found in 69% of the subjects, and almost all respondents (95%) demonstrated an average level on the Neuroticism scale. Accordingly, the problems of psychological exhaustion are related to the body (back pain often causes headaches, etc.),

which bother 27% (n=48) and 23% (n=25) of respondents at a high level.

The quality of life in the dynamics of treated respondents improved due to a decrease in the integral indicator of changes in vital activity due to spinal cord injury by 7.98 ± 2.1 points (19%, from 37.25 ± 1.67 to 29.27 ± 1.71) during the year. Compliance with the quality of life was due to a decrease in pain intensity, increased self-care capabilities, and a decrease in the frequency of anxiety and depression. The problems of the subjects related to social activity show the lack of significant dynamics in improving health indicators. Due to qualitative changes in the dynamics during the year in the subjects with spinal cord injuries without spinal cord conduction disorders, the level of changes was significantly lower in people with motor dysfunction of the lower extremities (8.75 ± 1.53 points) than motor activity of the upper extremities (12.00 ± 2.28 points), respectively, $p<0.05$. The structure of these changes is due to the effectiveness of the proposed rehabilitation measures, resulting in a significantly lower level of pain, anxiety and depression and a significantly higher level of changes in vital activity, which is associated with the social need for communication. The difference in the ability to engage in social activities is due to the duration of the traumatic condition, the possibility of rehabilitation treatment and psychocorrection.

Conclusions

Thus, according to the results of the use of complex rehabilitation treatment in subjects with spinal cord injury at the level of the cervical (C6-C8) and lumbar (L1-L4) spine without spinal cord injury, the quality of life statistically improved, which indicates a decrease in the integral index according to the change in quality of life by 7.98 ± 2.1 points as a result of injury; motor activity (increased muscle strength in the upper and lower extremities) and gait improved; there was a marked decrease in pain intensity, anxiety and depression.

Prospects for further research are to substantiate the socio-psychological factors determining the psychological health of respondents with varying degrees of spinal cord injury.

Literature

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Ступінь ураження хребта є нині загрозою для здоров'я і стану оптимального функціонування організму людини в постравматичний період. Урахування особливостей механізму психогенних розладів в умовах повномасштабного російського вторгнення сприяє готовності фахівця до стресу й конфліктних ситуацій у реабілітаційний період роботи з потерпілими.

Метою статті є обґрунтування динаміки ефективності надання мультидисциплінарної реабілітаційної допомоги потерпілим із ушкодженнями хребта. Психокорекція має містити перелік тренувальних вправ, орієнтованих на розвиток самопізнання, підвищення психологічної культури, вдосконалення рефлексивних характеристик особистості, самоактуалізацію та передбачатиме оволодіння навичками довільної психофізичної саморегуляції стану.

Методи дослідження. Серед психодіагностичних методик використано такі: опитувальник «Зміна якості життя у зв'язку із захворюванням», методику визначення інтенсивності больового синдрому за візуально-аналоговою шкалою болю (ВАШ) та Міннесо́тський багатопро́фільний особи́стісний опи́тувальник (ММРІ-2) для оцінки психологічного статусу особистості. Характеристику рухової діяльності визначали згідно показників динаміки індексу ходи Хаузера, який визначає мобільність потерпілого та його здатність до вільного пересування і потребу в допоміжних підтримуючих засобах.

Результати дослідження. У досліджуваних із ушкодженням хребта під час госпіталізації та психокорекції в динаміці покращилися зміни щодо стану ходи за індексом Хаузера (сили м'язів) від 3,18±0,13 бала в середньому по групі до 4,9±0,63 після травми. Це свідчить про те, що через 10-12 міс. лікування усі досліджувані пересувалися без допомоги інших супровідних, деякі з яких – цілком самостійно, в межах та за межами житла щодо подолання порогів і невисоких бордюрів. Покращилася рухова активність і хода; спостерігалося помітне зниження інтенсивності болю, прояви тривоги та депресії.

Ключові слова: *потерпілі, травма хребта, стан оптимального функціонування організму людини, психокорекція та відновлювальна терапія, реабілітація.*

Problems with the Requirement to "to Prove" as a Training of Creative Mathematical Thinking

Задачі з вимогою «довести» як тренінг творчого математичного мислення

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ABSTRACT

According to the results of the analysis of research on creative mathematical thinking, it was established that the exploratory mathematical process is the process of setting and solving a mathematical problem. It has been found that questions activate the mental actions of both those who ask them and those who answer them.

It is emphasized that the process of solving a creative problem is determined by the performance of algorithmic and heuristic techniques that can and should be developed. They should contribute to the production of various ideas, their qualitative examination and selection.

The aim of the article research. To analyze the potential possibilities of the experience of solving problems with the requirement to "to prove" with the active use of cause and effect questions to activate creative mathematical thinking. For this purpose, **the method** of analyzing students' searching actions while solving creative mathematical problems was used.

The results of the research. It was established that the application of a wide range of questions in the process of solving creative mathematical proof problems activates thinking components: understanding the problem, predicting solution ideas, approbation of thinking results, which become more complementary.

It was found that special questions ensured the actualization of existing knowledge, experience, and skills, the flow of associations, imagination, which contributes to deepening the understanding of the meaning of a mathematical problem.

It was established that predictive thinking actions, which under the influence of special questions generate a high-quality leading idea for solving the problem, contribute to filling it with content due to the active mental modification of structural elements, the emergence of thought new formations.

The possibility of forming the skills of a critical attitude to various kinds of thinking discoveries with the help of their approbation with special questions has been proved. This becomes the basis for building a clear logical chain of reasoning from what is given to what needs to be proved in proof tasks.

Conclusions. Solving mathematical proof problems with the active use of cause and effect questions activates creative mathematical thinking.

Key words: creative mathematical thinking, mathematical proof problems, thinking training.

Introduction

The relevance of the research results described in this article is proved by the need to introduce innovative methods into the educational process. Such implementation should be based on the formation of creative thinking of those who study and those who teach. This fully concerns the formation of creative mathematical thinking during the educational process, because mathematical thinking is the basis of any natural and scientific thinking.

Today, mathematics, not having direct connections with physics, chemistry, biology, economics, technology, is used with equal success in all these fields of knowledge. And, regardless of the fact that mathematics discovers nature with the help of its abstractions: numbers, quantities, functions, geometric shapes, etc. (Jonsson, Mossegård, Lithner, & Wirebring, 2022), today it has become not only tools for quantitative calculations, but also it has become a research method. Therefore, the **relevance of research on the activation of creative mathematical thinking** is provided by the combination of general features of intellectual creativity with the specifics of mathematical activity.

Search mathematical process is the process of setting and solving a mathematical problem. In such a thought process, there are no predetermined, fully defined guidelines that would unambiguously and directly determine the search activity (Моляко, 2007; Mahwah, 2015; Hidayah, Sa'dijah, Subanji, & Sudirman, 2020; Jäder, Lithner, & Sidenvall, 2020).

It is obvious that various thinking components function in such a search space. Scientists single out the process of understanding the problem, the process of forming a hypothesis for its solution, the process of approbation of such a hypothesis and study their procedural-dynamic and personal aspects (Моляко, 2007; Moiseienko, & Shegda, 2023).

Problem solving itself requires the activation of various information, the ability to apply it and to do beyond experience

(Moreno-Armella, Hegedus, & Kaput, 2008). To solve a mathematical problem means to find a certain sequence of general provisions of mathematics (definitions, axioms, theorems, rules, laws, formulas, etc.), applying which to the condition of the problem or to its consequences (intermediate results of the solution), you can get what is required in the task. At the same time, in the process of solving the problem, it is the sequence of thinking steps that is important, and not the determination of the finished result – the answer (even if it is correct) (Tohir, Maswar, Atikurrahman, Saiful, & Pradita, 2020). That is why our research on creative mathematical thinking is based on the analysis of **the search** for solutions to creative mathematical problems.

The process of solving a creative problem is determined by the performance of algorithmic and heuristic techniques (Firmasari, Sulaiman, Hartono, & Noto, 2019; Borodina, 2020). At the same time, as is known, algorithms are a system of operations that provides the solution of a specific, known class of problems (Hidayah, Sa'dijah, Subanji, & Sudirman, 2020; Nurkaeti et al., 2020). The task of techniques that activate creative thinking is to "neutralize" the negative impact of algorithmic actions known to the subject, to transform them into auxiliary constructions that can be used both in their finished form and after certain adaptation (Desti, 2020; Ibrahim & Widodo, 2020; Hilmi, & Usdiyana, 2020; Selvy, Ikhsan, Johar, & Saminan, 2020). That is, being clearly regulated, algorithmic actions should not be at the forefront of the search process, but should always be "at hand".

We are talking about such means of influence on thinking activity, which are aimed at gaining experience in analyzing new situations. The main purpose of such tools is to promote the production of various ideas, their qualitative examination and selection. We set ourselves **the task** of finding and implementing the necessary means of influencing students' exploratory mathematical activity in order to activate and optimize it. In this article, we provide an analysis of one of the aspects of such influence.

In psychology, it has been found that questions activate the thinking actions of both those who ask them and those who answer them. We have conducted a number of studies, the results of which convincingly testify to the significant benefit for students of the introduction of the method of mutual questions and answers when the lecture material is presented. This method involves students asking thoughtful questions, which are then answered in turn. It turned out that they remember and understand the lecture material much easier than those students who were not covered by such "questioning" training.

Having evidence of the influence of a series of special questions on the process of understanding information, especially on the process of proving theorems and formulas, we became interested in their influence on the process of solving mathematical problems with the requirement to "to prove". In this article, we try to find out the psychological potential of the search process aimed at solving problems with the requirement to "to prove".

The aim of the article

To analyze the potential possibilities of active implementation of problems with the requirement to "to prove" in order to activate creative mathematical thinking.

The problems of the study are as follows: to analyze the possibility of active application of problems with the requirement to "to prove" as training for creative mathematical thinking, to prove the effectiveness of the positive impact of such training on the components of creative mathematical thinking.

Methods of the research

The research method is the analysis of students' search actions during their solving of creative mathematical problems of different classes. That is, we developed 25 mathematical problems with the requirement "to prove" and 5 problems with different tasks: calculate, build, find, research. We conducted an experimental study of creative mathematical thinking of students of Ivano-Frankivsk National Technical University of

Oil and Gas. 50 students took part in the experiment: 25 students in the experimental group and 25 students in the control group.

In the experimental group, the study was conducted in three stages. The first 10 tasks (first stage) with the requirement to "to prove" were performed collectively, under the guidance of the experimenter. Such resolution was accompanied by numerous causal questions. The remaining 10 problems with the requirement "to prove" were performed by each student individually (second stage). The student was given the opportunity to work independently, there were no direct instructions on how to solve the problem. The performance of tasks was not limited to a certain time. At the third stage, students of the experimental group solved 5 control problems. Students of the control group solved 5 control problems.

Records, drawings, replicas and questions of students were analyzed.

Results and their discussion

We adhere to the fact that the creative mathematical process is three-stage: studying the condition, forming the idea of a solution, checking the found solution, which is based on three processes: understanding the problem of forecasting and approbation of mathematical results. When solving creative problems, these processes take place in parallel, complementing each other. Based on the results of the other two, the third process produces its intellectual assets, which in turn feed the previous two.

In the tasks of proving it is necessary to make sure of the validity of a certain confirmation. In general, to prove any statement means to show that it is a logical consequence of a system of statements already proven and accepted in mathematics. When studying the processes of proving mathematical facts, it is worth considering that mathematics operates with formalized objects of reality with the help of its symbols and on the basis of the laws of formal logic, while using unconscious thought acts.

At the first (collective) stage of the research, when the problems were solved under the guidance of the experimenter, the solution process was accompanied by the formulation of cause and effect questions regarding the essence of the problems. It was found that the majority of students were used to asking primitive questions that require a slight memory strain when answering them, activation of superficial information, or that which is most obviously related to the information that caused the question. There are almost no predictive questions: "What will happen if …?", questions aimed at clarifying cause-and-effect relationships: "How does … affect …?" etc. Therefore, at this stage of the research, we formed the habit of students asking more complex, deeper questions. For this, a set of cliché questions was developed and offered to students, which they could use in collective and individual work.

Specially created conditions forced students to study the contents of the problems more deeply, to put forward hypotheses more actively, and to test mathematical results in more detail. The lack of natural activity was compensated by the influence of the experimenter.

When starting to get acquainted with the task, students first try to *understand* its content. In problems with the requirement "to prove", the main problem is to find out the logical chain of mathematical statements that lead from one part of the condition to another. That is, in the *process of understanding* proof problems, the starting and ending points of the search process are first outlined. In the future, the subject tries to identify the signs and properties of the "final" information in the "source", or in other words, in what is given, useful from a subjective point of view signs of what needs to be proven are sought. On the other hand, the meaning of what needs to be proved through the prism of the features of the objects given in the condition is clarified. That is, there is a need to activate the cognitive component of creative thinking.

Activating influences on the cognitive component were carried out through questions that ensured the actualization of

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existing knowledge and skills: "What is meant by …?", "How can you apply … in a specific task?", "How is … related to…?", "How can … be used for …? Such questions contribute to the identification of the «dominant» components of the task.

Along with this, questions like: "What will happen if …?", "What is similar to …?", "Why is it important …?", "How are … and … similar?" contribute to the formation of internal freedom of choice of structural objects, their properties for search actions, activation of the flow of associations related to structural components, experience, fantasy. All these are important components of creative thinking.

Further, the deepening of the understanding of the condition of the problem is accompanied by the appearance of geometric constructions – illustrations. We recorded that in case of possible "materialization" of the sought objects in the form of specific figures, graphs, diagrams, blocks when solving proof problems, students try to fulfill them. And to facilitate this, the experimenter continued to ask questions: "What will happen if …?", "Explain how …?", "What do we already know about …?", "How does … affect .. ?", "Should we complete ... for use information about ...".

As a result of the descried actions, there is confidence in the understanding of the problem and thinking actions are directed towards finding a solution. Such confidence can be strengthened by questions such as: "What is the meaning of …?", "What is the difference between … and ...?".

After a detailed study of the conditions of the task (definition of the main task, establishment of connections between structural elements and those of their properties that were known), there is a specification and selection of such structural units and theoretical facts related to them, which become guidelines for the search process. For proof problems, they are mostly different theoretical facts related to the mathematical situation described in the problem.

As you know, the process of solving a new problem is based on putting forward and testing various hypotheses. We immedia-

tely note that there is no algorithm for solving proof problems. In proof tasks, more often than in tasks with other requirements, the first hypotheses were expressed at random and related to logical connections between the structural elements of the tasks. A large specific weight among the first hypotheses – the "learning hypothesis" does not in any way mean a waste of time and unproductive expenditure of intellectual efforts. Such hypotheses contributed to a deeper understanding of problems, a more complete clarification of the significance of the constituent elements of the problem, a more comprehensive study of their "possibilities".

That is, in the process of solving proof problems, understanding-prediction is initially more significant for the search process, and hypotheses about the solution (about building a chain of interconnections between structural elements) arise somewhat later.

The flow of predictions and hypotheses contributes to the emergence of a hypothesis about the solution path. We are talking about the dominant hypothesis, because when choosing it, there is a number of others, often quite distant from the problem situation, or very specific, which are true only for a certain part of the problem, with certain values of the symbols. In the future, the search process will be guided by this hypothesis (leading idea). Questions such as "What is the cause of ... and why?", "What argument can be made against ...?", "Compare ... and ... based on?" is contribute to this stage of resolution.

After all, the emerging leading idea is not clear and concrete yet. It needs development, detailing, but it is already an idea that determines the search strategy, which can give rise to the idea of a future solution. Such an idea causes further modification of structural elements. Those of their properties that contribute to its development and realization of the plan are taken into account.

By its essence, the content of the leading idea consists in the connection of the initial numerical ratios, the activation of asso-

ciation, and as a result of the emergence of new structural units, which is a logical new formation from the elements of the tasks. It should be noted that structural new formations are the subject's own invention, this is what often helps him to solve the problem using a well-known technique - to transfer the problem from a new unknown, creative one to a known standard one. The content and complexity of new formations are related to the content and complexity of the task. In some cases, we are talking about joining, adding, replacing simple mathematical objects, in others – about a complex procedure.

Having mainly a positive meaning, nevertheless, such new formations sometimes became an obstacle. Such new formations are the result of the subject's search activity, the product of his mathematical creativity. He "gave birth" to them and it is often difficult for him to say goodbye to them. Therefore, we often observed that even when the possibility of a new formation to contribute to a positive result is exhausted, students connect them to the logical chain again and again in different angles, and this sometimes inhibited the search process. It is important to possess the skill of a critical attitude to various kinds of thought findings. This is helped by approbation of new formations with questions: "How can … be used for …?", "How is … related to …?", "Explain why …?", "Explain …?".

After a certain time, on the basis of mental operations, the leading idea is filled with details, various functional relationships – a logical chain of reasoning is built. When solving proof problems, building a logical chain is a particularly important link in the formation of an idea. After all, the content of any proof is precisely in the sequence of logical steps. Attempting to use a certain element or theoretical statement without justifying the necessary logical steps, will not become an idea. Questions: "Which … is better and why?", "What is the difference between … and…?", "How does … affect …?" – are those questions that contribute to the construction of a clear logical chain of reasoning from what is given to what needs to be proven.

Having received the solution (final or intermediate), students check it with the content of the problem. It is also a productive process from the point of view of both understanding and forming the idea of a creative mathematical problem. At this stage, it is possible to evaluate the understanding of the problem as a complete system and the understanding of the content of the solution. The solution must not negate numerical and symbolic relationships, satisfy known mathematical facts that are relevant to the problem.

When solving mathematical problems, students often perform such operations that expand the set of solutions. You can find this out by checking. Many mathematical objects, such as functions and algebraic expressions, make sense under certain conditions. Having tested the solution with questions: "What will happen if …?", "Why is it important …?", "What can (should) be the solutions to the problem?", "Do you agree with the statement that …?" directs the approbation of the obtained result and ensures the conviction of the correctness of the logical steps taken and the clarification of how general they are (whether a partial case leading to other consequences has not been omitted).

If a logical chain of consecutive thinking steps is found between what is given and what needs to be proved, the condition of the problem becomes a complete system, all structural elements of which are closely connected by logical connections, while no element "falls out", every element becomes necessary. The properties of the constituents that are involved in the proof process come to the fore. That is, understanding in this case takes the form of understanding-unification and becomes more complete and deeper. There is a subjective confidence that the statement has been proven.

At the second stage of the research, students independently solved problems with the requirement "to prove". Students were asked to write down a variety of questions in parallel with the search for a solution, which can be used to accompany the search process.

It should be noted that the questions have become more difficult. Finding out the consequences and nature of the influence of the creative training organized by us on the exploratory mathematical process, we analyzed the process of independent solving of ten proof problems by the students of the experimental group. The attention of the experimenters was directed to the content, quality and place of the questions formulated by the students.

It can be stated that the process of solving the proof problems of the students who participated in the training is based on the facts that came to the fore after the students reformulated the conditions of the problem in their "own" language. The activity of such reformulation is caused by the questions formulated by the experimenter or the solver himself. As a result, students get new facts for analysis, use new concepts and, as a result, put forward new hypotheses. After that, a new analysis of the condition of the problem (analysis from a different angle), a new comparison of the known and the unknown, is actively started. That is, under the influence of such forced reformulations, more and more new data are included in the thinking process, leading to a deeper understanding of the task.

The mental search of some students turns into purposeful prediction of the solution. Intermediate results were examined in more detail, and therefore rational thinking findings were much or less likely to be rejected. The stage of understanding the solution, its justification becomes more significant in the structure of thinking procedures. The need to comprehensively test the found solution becomes a personal property of the thinking process of any student.

Approbation of the task by various questions helps to overcome inertia and stereotyping to a great extent. Students stop relying on close analogues, their imagination and mathematical forecasting become more active. Therefore, bolder hypotheses appear, hypotheses that involve knowledge from different sections of mathematics, often even knowledge from other branches of science.

In order to find out the nature of the influence of the creative training organized by us on the exploratory mathematical process, we compared the process of solving five control problems with different requirements by students participating in the training and students of the control group.

The conditions for the students' performance of the control task were independent search activity at all stages of the solution, arbitrary completion time, termination of work at the student's request. We analyzed some quantitative indicators presented in the following table. Quantitative indicators were the solution time, the number of solutions, the average number of questions formulated by students while solving control problems. These data are presented in the following table.

Table 1

Quantitative indicators of the process of solving control problems by students of the experimental and control groups

	Benchmark				
	Average solution time (in minutes)	**Effectiveness of the solution (in %)**			**The average number of questions formulated by students while solving control problems**
		resolved	**not resolved**	**incorrectly resolved**	
Experimental group (25 students)	13.4	88.3	5.5	6.2	5.8
Control group (25 students)	21.3	48.1	25.4	26.5	1.2

Of course, the question on the obtaining a solution is the most general criterion for the quality of the search process in general and all its components (understanding, forming a solution hypothesis, testing the hypothesis). It can be seen from the table that when solving the control problems after the training,

a much larger part of the students succeeds, while the average time spent on the solution decreases significantly. A significant decrease in incorrect solutions, a decrease in the number of unsolved problems indicates a deeper understanding of the problem, activation of search actions, greater perfection and significance of approbation actions.

The experience of formulating questions, which they acquired during the training course, contributes to the formulation of deeper questions and the search for the same answers.

A more detailed analysis of quantitative indicators gives the right to claim that after passing the training, the qualitative signs of the mathematical search process also change. The process of detailed examination of the content of the task of such students involves the ability to ask questions and seek answers to them. The experience of formulating questions, which they acquired during the training course, contributes to the formulation of deeper questions and the search for the same answers.

To analyze the possibility of active application of problems with the requirement "to prove" in the conditions of "interrogative" training for creative mathematical thinking. To prove the effectiveness of the positive impact of such training on the components of creative mathematical thinking.

An increase in the number of intermediate solutions is the result of an increase in the number of intermediate solution hypotheses, i.e. an increase in the number of certain angles (leading ideas), under the influence of which the problem situation was studied. That is, not every emerging primary concept of the solution was filled with mathematical content. It was often immediately rejected after being tested by various hypotheses and replaced by others.

Optimizing the process of understanding among the subjects of the experimental group was expressed in the correct allocation of the meaning of the task, in establishing the correct ratio of individual data of the task among themselves, in the qualitative selection of subjective standards necessary for the correct

understanding of the task. Students of this group operated on their knowledge at a higher level, in contrast to the subjects of the control group, who significantly more often demonstrated ineffective, meaningless use of their mathematical knowledge, which led to a significantly higher number of errors.

When forming a solution hypothesis, the subjects of the experimental group demonstrated a greater variability of hypotheses, a much deeper content of these hypotheses. The formed ability to work on new material became a precautionary measure against making wrong decisions. The proportion of mental operations aimed at checking the obtained mathematical results significantly increased among the students who underwent the training. Knowledge is formed at a sufficient level of inspection quality and the skill to implement it necessarily in the search process is developed. The skill of comprehensively justifying the decisions made during solving mathematical problems is formed. This skill becomes its important component of students' mathematical thinking.

Conclusions

The implementation of training education contributed to positive changes in the creative mathematical thinking of students, which in general terms is expressed in the formation of the ability to comprehensively justify decisions made during solving mathematical problems, reducing the amount of time spent on solving problems, increasing the effectiveness of search actions, reducing the number of errors, reducing the number of refusals to solve the proposed problems.

The used methods of activation and optimization of creative mathematical thinking are adequate to the task of activation of the processes of understanding, formation of hypothesis of solution and approbation of mathematical results. They form systems of techniques for organizing students' thinking, which contribute to improving the study of the content of mathematical tasks, the production of a wide variety of hypotheses, forecasts, and

the ability to deeply and comprehensively check mathematical results when solving creative mathematical problems.

The use of modified training contributed to changes in the basic components of the search process (cognitive, operational, personal-regulatory): the inadequate use of existing knowledge, skills, and abilities, which were the causes of identified errors in search mathematical thinking, is eliminated; the use of mental operations became more optimal and effective; the share of using remote analogues has increased, the use of reconstructive thinking actions has increased; the subjective confidence of students in their own intellectual abilities has increased, positive motivation and interest in mathematical activities are formed.

The perspective of further research of this problem is the study of the impact of the experience of solving problems in the conditions of "questioning" training on the personal aspect of students – on the search activity of students with different thinking styles.

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Мойсеєнко Лідія, Шегда Любов. Задачі з вимогою «довести» як тренінг творчого математичного мислення.

За результатами аналізу досліджень творчого математичного мислення констатовано, що пошуковий математичний процес – це процес постановки та розв'язання математичної задачі. З'ясовано, що

запитання активізують мисленнєві дії і тих, хто їх ставить, і тих, хто на них відповідає.

Підкреслено, що процес розв'язання творчої задачі визначається продуктивністю функціонування алгоритмічних та евристичних прийомів, які можна і потрібно формувати. Вони повинні сприяти продукуванню різноманітних ідей, їх якісному обстеженню і селекціонуванню.

Мета дослідження: проаналізувати потенційні можливості досвіду розв'язування задач із вимогою «довести» з активним застосуванням причинно-наслідкових запитань для активізації творчого математичного мислення. Для цього було використано **метод** аналізу пошукових дій студентів упродовж розв'язування творчих математичних задач.

Результати дослідження. Встановлено, що застосування широкого спектру запитань у процесі розв'язування творчих математичних задач на доведення активізує мисленнєві складові: розуміння задачі, прогнозування ідей розв'язування, апробація мисленнєвих результатів, які стають більш взаємодоповнювальними.

З'ясовано, що спеціальні запитання забезпечували актуалізацію наявних знань, досвіду та навичок, потік асоціацій, фантазії, що сприяє поглибленню розуміння смислу математичної задачі.

Констатовано, що прогнозувальні мисленнєві дії, які під впливом спеціальних запитань породжують якісну провідну ідею розв'язування задачі, сприяють наповненню її змістом через активне мисленнєве видозмінення структурних елементів, виникнення мисленнєвих новоутворень.

Доведено можливість формування навиків критичного ставлення до різного роду мисленнєвих знахідок за допомогою їх апробації спеціальними запитаннями. Це стає основою побудови чіткого логічного ланцюга міркувань від того, що дано, до того, що необхідно довести у задачах на доведення.

Висновки. Розв'язування математичних задач на доведення з активним застосуванням причинно-наслідкових запитань активізує творче математичне мислення.

Ключові слова: *творче математичне мислення, математичні задачі на доведення, мисленнєвий тренінг.*

Psychological Functions of Socio-Cultural Competence

Психологічні функції соціокультурної компетентності

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ABSTRACT
The aim of our research is to show psychological functions of socio-cultural competence; to present cultural context, which influences the development of socio-cultural competence of students.

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. We proposed socio-cultural approach in the process of education at high school at the English lessons. We proved that the main function of socio-cultural competence is a cultural function, which has the aim to create cross-cultural competence of the student almost at the same level as a native speaker. The main cultural function is a mean of building up a cultural-historical theme, and the native culture is not ignored. So, there is a parallel study of the cultural manifestations of native people and the people whose language is being studied. It was proved that the ways of developing of sociocultural competence to learning a foreign language has the aim to integrate language education interdisciplinary with the purpose to enrich bilingual competence of the student in order to fulfill the role of a subject of multi-cultural dialogues and to gain a role of a cultural mediator in the process of intercultural communication.

Conclusions. We've shown, that from the standpoint of Sociocultural Approach, socio-cultural competence is understood by us as the functionally determined communicative interaction of people who are the representatives of different cultural communities and belong to different geopolitical, continental, religious, regional, national, ethnic groups, as well as social subcultures. It was shown, that partners of communication, of course, can differ from each other in value-oriented worldview, lifestyle, models of speech and non-verbal process

of communication. For productive multi-cultural communication, a personality with a high level of socio-cultural competence must be a mediator of cultures, by which we understand a student who has knowledge about the peculiarities of different cultures and the peculiarities of their interaction. Socio-cultural competence allows a person to go beyond the background of his/her native culture and acquire the qualities of a mediator of cultures, without losing his/her personal cultural identity.

Key words: *socio-cultural competence, a cultural function, to create cross-cultural competence, peculiarities of different cultures, personal cultural identity, multi-cultural dialogues, bilingual competence.*

Introduction

According to a new English Language Program for secondary educational institutions (Програма вивчення англійської мови для закладів середньої освіти, 2023) the main goal of teaching a foreign language is the formation of *foreign language communication and socio-cultural competences*, which is understood by us as the ability to intercultural communication in other languages. The foreign language communication and socio-cultural competence includes three main components: 1) Linguistic Competence – phonetic, grammatical, lexical, spelling; 2) Speech Competence – in listening, speaking, reading and writing; 3) Socio-cultural competence (Drigas & Karyotaki, 2017).

The necessity of assimilating the culture and traditions of different people and societies, the language of which is being studied, pointed out at one time by scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, & Hupavtseva, 2020). Today there are a lot of publications that reveal some certain characteristics of socio-cultural competence (Ferdowsi, & Razmi, 2022).

So, **the purpose** of our research is: to show psychological functions of socio-cultural competence; to present cultural context, which influences the development of socio-cultural competence of students.

Methods of the research

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

hod, structural and functional methods, the methods of the analysis, systematization, modeling an generalization. The experimental method was the method of organizing empirical research.

Results and their discussion

Socio-cultural competence, to our mind, provides the acquaintance of those knowledge which are been studied (Cui, Wang, & Zhong, 2021), understanding fixed cultural specificity of speech behavior and the ability to use elements of socio-cultural context (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001), which is relevant to the generation and perception of foreign speech in terms of native speakers (Hamedi, & Pishghadam, 2021). These elements are customs, rules, norms, social conventions, rituals, social stereotypes, knowledge and traditions of some region, etc. (Greco, Canal, Bambini, & Moro, 2020) Let's start with the main of them. For the formation of socio-cultural competence it is not necessary to know the country studies as a complex of scientific disciplines, and so-called background knowledge (El-Zawawy, 2021), that is knowledge of the country and its culture, having been known to all inhabitants of some country (as it is opposed to social or regional context) (Hornberger, & Link, 2012). Some main features of reflection of the reality in specific languages create language images of the world (Engle, 2002), the discrepancy of which is the main characteristics to achieve full mutual understanding of the participants of this or that communicative act (Ivashkevych Ed., & Onufriieva, 2021). Having background knowledge of the languages would include a foreigner to a foreign language community (Gathercole, Pickering, Ambridge, & Wearing, 2004), give him/her "cultural literacy", and vice versa – the lack of cultural literacy makes the person to feel himself/herself like the outsider who cannot understand what context the native speakers only hint in verbal and written forms of the person of communication (Jiang, Zhang, & May, 2019). Telling about socio-cultural competence, we should speak not only about the background

knowledge of the person, but about the competence having been gained from the cultural and regional studies as a component of socio-cultural competence (Hogan, Adlof, & Alonzo, 2014). The amount of background knowledge that a learner can learn is always limited by studying a subject "A Foreign Language" (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020). Therefore, it cannot be about assimilating all paradigm (the whole space) of foreign language culture (Ivashkevych Er., 2023), but about creating some untraditional, unique model, which could functionally be replaced a real system of foreign culture (Huang, Loerts, & Steinkrauss, 2022).

Any culture in terms of volume is much more global, it is also representative one, that any person should be a representative of the culture, people, traditions and customs (Murphy, Melandri, & Bucci, 2021). So, *this function of socio-cultural competence* we call *representative one*. Another *function of socio-cultural competence* is *imitative one*, that is able to familiarize students with the basic information about the country as a whole, about its social structure, the realities of everyday life, its art, literature, which can provide the learner with a great opportunity to participate in *a dialogue of cultures* (Falé, Costa, & Luegi, 2016).

A dialogue of cultures can take its place only if the participants of the process of communication belong to different cultures, which, in turn, requires to be modeling in the textbooks of the Foreign Language, to be present in different situations of oral and written communication of students with native speakers (Mai, 2022). We'd say, that it may be useful to use a role-playing game in which one of the participants of the process of communication comes from his/her own name, while the other people take the role of the carrier of the corresponding foreign language (reading and listening are considered as a students' mean of communication with the author of the written or oral text) (Івашкевич Ер., & Комарніцька, 2020).

We think that the formation of socio-cultural competence of students will be effective by *the Educational and Methodi-*

cal complex *"English through Communication, approaches up to native speakers",* which was carried out by us for the philological faculty of *Rivne State University of the Humanities*, Rivne, Ukraine, during 2023-2024 years. The supervisor of this experiment was professor of the Department of English Language Practice and Teaching Methodology of Rivne State University of the Humanities *Alla Fridrikh*. The participants were 20 students of the 2nd course of the philological faculty of Rivne State University of the Humanities.

Background information on culturally and regionally-based information is primarily attributed to the foreign texts, the performers of which are the students themselves, as well as texts-polylogues for reading and listening (Mykhalchuk, & Ivashkevych Er., 2021; Mykhalchuk, & Khupavsheva, 2020). According to poly-texts, they were proposed for our students by the students of the USA, English-speaking country (20 students from *Florida International University*).

The information received by Ukrainian students was used in the process of communication of American and Ukrainian students of two cultures – we'll mention students from English-speaking countries and from Ukraine. So, for example, having learned from the text-polylogue about the US political system with its three branches of government, Ukrainian students explained their details to their classmates, speaking on behalf of American student Bill and his cousin Caroline, a student from Florida International University (the USA). Doing another exercise, students had demonstrated the knowledge of the same information at a lecture they attended at Summer School of Florida International University, using the task of the lecturer. At the request of American students, Ukrainian respondents prepared answers to questions about the political structure of Ukraine, for which they could use the text, which was contained in the textbook, which is a summary of the Constitution of Ukraine in English.

While listening to and singing American songs together with their new friends, while studying the poetry of prominent

American poets, Ukrainian students, for their part, introduced them the poetry of Taras Shevchenko and Lesia Ukrainka in translations into English, and even sang a famous song for them to the words of Taras Shevchenko's poem "The Mighty Dnieper" (2023) (translated from Ukrainian by John Weir).

In order for developing socio-cultural competence of learners of different courses we provided different types of the activities, which had to form specific lexical skills of students – the skills of automated understanding (by listening and reading) and use them when expressing their thoughts in oral and written forms of using of lexical units with a socio-cultural component, emphasizing their values. Such lexical units in their semantics are directly related to this or that national culture – according to the history and geography of the country, its folklore, music, traditions and other ways of social life of students.

At the English lessons we firstly discuss with students such lexical units, which included cultural and regional components taking place in the broad context of the text-polylogue (the latter is provided with the translation into the native Ukrainian language), which contribute to the general understanding of such lexical units. Sometimes the text itself gives such an explanation, for example:

Mr. Clark: I should be able to get Metroliner the tickets for Wednesday. It's the fastest train. It takes less than four hours to reach Washington from New York.

However, to understand this vocabulary, the context itself and even the translation into the native language is not enough, because in the most cases it is without equivalence. Therefore, for this purpose, a comment is used which students read on their own or listen to the teacher's explanation. So, in the comments, the word *Metroliner* is explained by the teacher along with the name of the famous American railroad *Amtrak*:

In 2021, Congress created Amtrak, the National Railway Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service.

Amtrak's system has around 25.000 miles (40.225 km) of track linking over 500 cities and towns in 44 states. Between Washington and New York, for example, Amtrak trains with the names Independence or Metroliner carry almost 18.000 people daily.

Then lexically directed exercises (the answers to questions, the completion of statements, solving crossword puzzles, etc.) are carried out to automate the activities of students with lexical units, cultural and linguistic component.

Returning to the content of the concept of the intercultural competence, as we stated above, we will emphasize the acquaintance of pupils with the "national-cultural specificity of speech behavior". We'll note that this moment is extremely important, and the ignorance of *the communicative behavior patterns* commonly accepted in a particular language community and the absence of them is the cause of cultural shock and misunderstandings in communicating with the carriers of the corresponding foreign language even among people who are fluent in it. In order to select the communicative behavior patterns for certain conditions of studying the English language they are classified according to the following criteria: 1) the sphere of communication (all models, inherent in one or another sphere of communication, are further divided according to the type of human activity in this area); 2) verbal or non-verbal model.

According to a great number of different spheres of communication we use all lexical units at the lesson, we'll distinguish by 8 communicative behavior patterns, among which the most important ones are social and native communicative behavior patterns. Since this area of investigation covers the whole paradigm of communication of everyday life, except family and professional spheres, that is, socio-cultural communicative behavior patterns actually and determined the style of everyday life of the nation (they are also called the communicative behavior patterns or *a lifestyle*).

Lifestyle or communicative behavior patterns can be verbal, non-verbal and mixed. If *verbal communicative behavior pat-*

terns are more or less studied and included into textbooks and English language guides, then nonverbal patterns are mixed and ignored not only at the English language course, at the specialized faculty at the universities, but also in the process of studying of the English language at higher educational institutions. For exercises according to textbooks we'll also plan to include communicative behavior patterns and lifestyle ones into these exercises. Thus, this type of exercises will simulate the situations of Ukrainian students' trip to the UK in order to further improve their level of knowledge of the English language. It is assumed that students themselves must get from the airport to London, continue to use public transport, choose their own place of residence independently, taking into account their financial capabilities and preferences, if necessary, to seek medical assistance. Also, students get acquainted with authentic materials describing different types of transport (with prices and usage rules), the advantages and disadvantages of living in the family, in different types of hotels, including affordable hostels, where you can prepare, for example, food by your own. So, at the entrance to the bus in London students should know that there are conductors in the old (red) buses, so you need to go through the back door, pay for the conductor's passage, and there are no new (gray or blue) conductors. A passenger enters the front door, counting directly with the driver. In addition, it should be born in mind that, waiting for the bus, you need to turn in the queue, even if there are only 3-4 passengers. With regard to the place of the residence, it is necessary to understand such concepts as Bed & Breakfast, Half board, Full board, as well as the fact that even if there are three or four beds in the room the client will have to pay for the entire room, although he/she only needs one bed.

The information related to communicative behavior patterns or to a lifestyle is also included into communication activities at the English lessons: students as a rule discuss the advantages and disadvantages of a particular type of transport, the type of their residence, etc., choosing the most suitable for everyone;

write official and unofficial letters, mastering the standards of their registration in English-speaking countries, such as verbal and non-verbal (location of students, the necessity and procedures of writing the address of the author of the text and the recipient of the information, etc.); fill in questionnaires, which also have verbal and non-verbal standards; write a short autobiography, etc.

Of course, within the textbook, this is a game of a real communicative behavior, but in this game there are communicative behavior patterns in different situations of life in English-speaking countries, the possession of which students will need the information of young Ukrainian citizens during their actual staying in the country, they are studying at school.

Thus, in order to form socio-cultural competence of students, it is necessary systematically to include into the Educational and Methodical complex with the multi-linguistic cultural and regional information studies which should be used by students in oral and written communication, purposefully form the skills of possession of the English language with the cultural and geographic contextual components, as well as to teach students the communicative Lifestyle behavior patterns: verbal, non-verbal and mixed ones.

In linguo-ethnographic dictionaries (Тлумачний словник, 2022) both lexical concepts and lexical backgrounds are explained. For example, lunch is the second breakfast. In Ukrainian it is called lunch or dinner. Over time, it corresponds to our Ukrainian lunch – it is from 12 to 15 hours. Or: *Mother's Day* (День Матері) – it is a holiday which is usually celebrated in English-speaking countries every second Sunday of May; Alice (Аліса) – the name of an inquisitive, intelligent, kind and brave girl, who is the heroine of the world-famous book "Alice in Wonderland" by English writer Lewis Carroll.

The purpose of visual-behavioral and historical comments is not only to interpret the lexical notion and the background of a particular sociocultural educational unit, but also to realize the

semantic load of educational or motivational character in an accessible and entertaining form.

In addition to socio-cultural background of linguistic means (lexical unites, such as realities, background vocabulary, speech etiquette formulas). The content of socio-cultural competence is also taken into our attention, the skills and abilities of speech and non-speech behavior in different situations simulate *the dialogue of cultures*. They are:

– skills and abilities to operate selected for the initial degree of socio-cultural competence by a minimum of socio-linguistic language material: background vocabulary, national realities;

– skills and abilities of providing adequate operations of the selected minimum of etiquette and visual units;

– skills and abilities to operate on the selected minimum of communicative stereotyped and nationally determined lexical units used by native English speakers (students should watch video, films, online dialogues);

– skills and abilities to operate with selected regional knowledge, including knowledge of the rules of everyday behavior, as well as knowledge of the aesthetic plan: small forms of children's English folklore, accessible examples of fiction, children's animation;

– skills and abilities of creative use of the learned socio-cultural knowledge during: 1) independent performance of project tasks; 2) cultural activities within the topics having been studied: children's literary and ethnographic studies, competitions, parental meetings in the form of prepared report "What can we do at the English lessons?"; preparation of exhibitions of some objects works with the corresponding English language presentation, etc.

This is the content of developing socio-cultural competence of learners of different age groups.

The stages of the formation of the English socio-cultural competence became the basis for the development of a set of exercises, which includes three main groups. Let's represent this

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Complex of Exercises in Table 1. By developing the exercises as a part of the Complex of Exercises for developing socio-cultural competence of students, we selected socio-cultural information according to the following criteria (Table 1).

Table 1

A Complex of Exercises for developing socio-cultural competence of students

Stages	Groups of exercises	Types of exercises	Kinds of exercises
1	**Group 1**	· conditionally communicative	Perception and inspiration knowledge of the English language, imitation of commu+nicative patterns
2	for skills' formation and grammatical use of structures in oral speech of students by use of socio-	· receptive -reproductive	
			substitution of communicative patterns
3	cultural material	· completely and partially managed	
4	**Group 2**	· conditionally communicative	Transformation of communicative patterns, completion of communicative patterns, association of
5	for improvement of habits of using grammatical structures	· receptive -reproductive	simple sentences with more
6	in oral speech of students by use of socio-	· partially managed	difficult ones, answers to questions, using of
	cultural material		communicative patterns at phrase level Skills for doing translation

7	**Group 3**	· communicative	Making their own
8	for functioning of grammatical skills	· receptive-roductive	dialogues / monologues with
9	at the English language lessons of students	· productive	using communicative patterns,
10	by use of socio-cultural material	· minimally managed	participation in group conversations

Let's us describe our selected socio-cultural information according to the following *criteria*:

1) *socio-cultural value of the materials*. The formation of socio-cultural skills and abilities should take place on the basis of acquaintance of students with cultural information, which contains information about realities and peculiarities of the life of English speakers; 2) *general knowledge of the Media in the paradigm of the language*. We selected informational units of socio-cultural character, which native speakers speak at the moment; 3) *thematic dialogues*. Isolation of the criterion of the subject matter is due to the need to limit the selection of material within the subject, which, firstly, the most significant for students and, secondly, having been determined by the faculty curriculum. To select materials according to these criteria, we analyzed the authentic English texts (Digest Magazines, Times – over 70 copies in the last five years), the discussion of information with English speakers by the Internet (over 60 people), conversations with Englishmen and Americans (over 15 people of different age groups), as well as those ones who spent some time in England and in the USA (more than 10 people). Here are examples of each group of exercises to the grammatical material "The Second Type of Conditionals", which is studied by students. The topic of socio-cultural communication that is been studied at this time is "Choosing a career". Let's show *a series of exercises to develop habits of using Conditional Sentences of the second*

type of verbal speech of students with the help of socio-cultural material.

Example 1.

Aim: to teach pupils to recognize the grammatical material "The Second Type of Conditionals".

Task: Listen to the extracts from an American magazine and identify the second type of Conditionals. Copy out the numbers of the sentences where the Present Conditional Mood and Subjunctive I are used.

1. If I were a freshman, a first year student, 1 should work in a library till midnight.

2. If I am a student, I won't fall asleep in the library.

3. If I were a junior, a third year student, I'd pay more attention to my papers.

4. I'll work harder if I'm a senior, a fourth year student.

5. If I'm a student, I'll join more clubs.

6. If I'm a student, I won't smoke on the University premises. It's really forbidden.

7. If I were a student, I'd lie on the grass more to relax.

8. If I were a sophomore, a second year student, I'd find a part-time job.

Example 2.

Aim: To teach pupils to imitate the grammatical material "The Second Type of Conditionals".

Task: You are yourself and you are at your English class. You are discussing the problem of teaching and studying in the USA. Listen to your groupmate and agree with him/her if you share his/her point of view or disagree if you don't.

Example 3. If I studied in the USA, I'd have an advisor.

I completely agree with you. If you studied in the USA, you'd have an advisor.

1. If I studied in the USA, I'd smoke on the University premises.

2. If I studied in the USA, I'd have a part-time job.

3. If I were 21, I'd be allowed to buy alcohol in bars.

4. If I studied in the USA, I'd join different associations and clubs.

5. I'd dress more informally if I were in the USA.

6. I'd crib if I were a student of a US University.

7. If I studied in the USA, I'd have an Identification Card.

8. If I had a chance to study in the USA, I'd improve my English.

9. If I were in the USA, I'd make friends with American students.

Example 4.

Aim: To teach pupils to make up the sentences using the grammatical material "The Second Type of Conditionals" with the help of verbal support.

Task: You are at your class of Practical English. Richard, a volunteer from the USA, is your teacher now. You are discussing American teachers' behavior. Express your point of view on the problem.

You may use the following chart for ideas.

I would/wouldn't be dressed more/so formally.

I would/wouldn't drink coffee during the class.

I would/wouldn't worry about students' absence.

I would/wouldn't have a single dominating teaching style.

I would/wouldn't trust students.

I would/wouldn't try to be funny.

Example 5.

Aim: to teach students to transform conditional sentences of the first type into conditional sentences of the second type.

Task: You are a Ukrainian student and you are lucky enough to have an American teacher. You are at your English lesson. Richard is expressing his own point of view on the item how he will teach in Ukraine. Listen to him and say that you would do the same.

Example. If my students crib, I'll be upset.

If my students cribbed, I would be upset.

1. If the students miss classes, I'll simply ask the reasons for their absence.

2. If I were a teacher in the USA...

3. If my students eat during the class, I'll ask them to leave the classroom.

4. If the students make noise during the class, I'll ask them to keep silence.

5. If the students are not ready with their home assignment, I'll put them bad marks.

6. If I work as a teacher in Ukraine, I'll be formally dressed.

7. If the students don't submit all kinds of written papers in time, I'll wait for them and accept their tests.

8. If I work as a teacher in Ukraine, I won't lie on the grass to relax.

9. If I work as a teacher, it will be possible to address the students by their first or second name.

10. If I work as a teacher, I'll discuss publicly students' marks or exam results.

So, we'll propose socio-cultural approach in the process of education at high school at the English lessons. We proved, that the main function of socio-cultural competence is a cultural function, which has the aim to create cross-cultural competence of the student almost at the same level as a native speaker. The main cultural function is a mean of building up a cultural-historical theme, and the native culture is not ignored. So, there is a parallel study of the cultural manifestations of native people and the people whose language is being studied.

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Conclusions

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functionally determined communicative interaction of people who are the representatives of different cultural communities and belong to different geopolitical, continental, religious, regional, national, ethnic groups, as well as social subcultures. It was shown, that partners of communication, of course, can differ from each other in value-oriented worldview, lifestyle, models of speech and non-verbal process of communication. For productive multi-cultural communication, a personality with a high level of socio-cultural competence must be a mediator of cultures, by which we understand a student who has knowledge about the peculiarities of different cultures and the peculiarities of their interaction. Socio-cultural competence allows a person to go beyond the background of his/her native culture and acquire the qualities of a mediator of cultures, without losing his/her personal cultural identity.

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Михальчук Наталія, Коваль Ірина. Психологічні функції соціокультурної компетентності.

Мета дослідження – показати психологічні функції соціокультурної компетентності; представити культурний контекст, який впливає на розвиток соціокультурної компетентності студентів.

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. Запропоновано соціокультурний підхід у процесі навчання студентів у вищій школі. Доведено, що основною функцією соціокультурної компетентності є культурологічна, за допомогою якої постає можливим актуалізувати знання, вміння і навички студентів на рівні носія іноземної мови. Засобом формування соціокультурної компетентності постає використання викладачем культурно-історичних тем, причому рідна культура зовсім не нівелюється та не ігнорується, а відбувається одночасне вивчення культурних особливостей рідного народу та народу, мова якого вивчається. Доведено, що соціокультурна компетентність студента факультету іноземної філології сприятиме набуттю ним міждисциплінарної інтегрованої філологічної освіти з метою збагачення білінгвальної компетентності. Це, в свою чергу, фасилітуватиме виконання студентом ролі суб'єкта діалогу культур та культурного посередника в процесі міжкультурного спілкування.

Висновки. Показано, що з позицій соціокультурного підходу соціокультурна компетентність розуміється як функціонально зумовлена комунікативна взаємодія людей, що постають носіями різних культурних спільнот та відносяться до різних геополітичних, континентальних, релігійних, регіональних, національних та етнічних груп, а також окремих соціальних субкультур. Партнери по спілкуванню, зазвичай, вирізняються один від одного ціннісно-орієнтаційним світосприйняттям, стилем життя, моделями мовленнєвого та немовленнєвого спілкування. Для здійснення продуктивного між-культурного спілкування студент має бути медіатором культур, під яким ми розуміємо особистість із високим рівнем соціокультурної компетентності, яка є обізнаною в особливостях різних культур та відмінностях їхньої взаємодії. Міжкультурна компетентність дозволяє особистості студента вийти за межі своєї рідної культури та отримати якості медіатора культур, не втрачаючи при цьому культурної ідентичності.

Ключові слова: соціокультурна компетентність, культурна функція, формувати міжкультурну компетентність, особливості різних культур, особистісна культурна ідентичність, полікультурні діалоги, двомовна компетентність.

Empirical Research of Professional Creativity of the Head of Educational Institution

Емпіричне дослідження професійної творчості керівника закладу освіти

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ABSTRACT
The aim of our research is to show the concepts of "professional creativity" and "creativity in the process of professional activity"; to organize the experimental research and to analyze its results; to describe the processes cause a creative reinterpretation of stereotypes – meaning-making – and changes in the entire life process – life-making; to show the results of empirical researches of professional creativity of the head of educational institutions.

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 and generalization. The experimental method was the method of organizing empirical research.

The results of the research. *We proved, that if there was no personal meaning in the process of professional activity, for the sake of which professional activity would be carried out, and only the objective orientation of this activity was expressed. Then such activity would not take the form of creative activity, it would not reflect the actual spiritual search on oneself that is meaningful for a person. The internal objective determinants, the objective orientation of the process of professional activity allows the manager to find his/her own personal meaning, and only when the manager clearly understands why he/she will carry out creative activity, its goals and values will be determined. Only in the case when the process of professional creativity acquires a personally significant meaning for the manager, only then this activity can be considered in a creative aspect, in the paradigm of the manager's acquisition of personal meanings and the formation of his/her creative individuality.*

Thus, the professional creativity of a manager is understood by us as a conscious, purposeful, active process of the unique activity of its kind, aimed at finding a new, independent, innovative and original way of managing the activities of subordinates with the aim of highly effective creative resolution of managerial tasks and problems.

Conclusions. *The results of professional creativity are: a new understanding of the subject of activity – the creation of new ideas, programs, concepts, projects, paradigms, aimed at obtaining fundamentally new results, which make it possible to involve a wider social community in creative cooperation; the emergence of new ways of carrying out professional activities, hitherto unknown technologies, activity algorithms, etc. Professional creativity of the manager is accompanied by constant personal development – the need for new, original, non-standard and unique ideas.*

Key words: *professional creativity, a creative reinterpretation of stereotypes, meaning-making, changes in the entire life process, life-making, constant personal development, non-standard and unique ideas.*

Introduction

In any professional group, there is always a leader who is officially appointed or elected by the team based on his/her abilities, capabilities and personality traits. Empirical researches

(Astle, & Scerif, 2011; Ivashkevych Ed., 2016) testify to the fact that the knowledge, abilities and skills, as well as the abilities of the manager, as a rule, are evaluated by people much higher than the corresponding qualities of other members of the team. Thus, a person who is able to facilitate the resolution of certain significant situations, problems, tasks and situations can become the head of a group (a team) (Guilford, 1980). In the structure of the leader's personality, the most important individual characteristics, moral and ethical values inherent in this or that social group are amplified for this group of respondents (Derwing, Munro, Thomson, & Rossiter, 2009).

In the research (Kosmitzki, & John, 1993) different types of managers are distinguished depending on the nature of the professional activity performed, in particular, its universal and situational types. The scientists (Selman, 1980) also characterize managers depending on the content of their professional activity (inspirer, executor, business, emotional) and leadership style (authoritarian, democratic, etc.). In turn, scientists (Onufriieva, 2017) emphasize that the manager's relationships with subordinates, the psychological climate of the team, the results of the manager's activity largely depend on the management style implemented by the manager. The author (Onufriieva, 2017) singles out the following management styles: authoritarian, democratic, liberal-anarchic, inconsistent and situational ones.

Depending on the focus of the manager's personality on the interests of his/her professional activity or on concern for relationships with other people, scientists (Drobot, 2013) proposed the so-called "Management Matrix", in the structure of which five types of managers were distinguished: a pessimist (who pays a little attention to his/her activity and other people), a dictator (he/she pays maximum attention to his/her profession and a completely insignificant amount to the team), a liberal (who pays maximum attention to people, and minimum – to his/her professional activity), a manipulator (he/she pays moderate attention to professional activities in general and to each individual team

in particular) and organizer (he/she is characterized by a considerable orientation towards the implementation of productive activities, which is accompanied by considerable combination with trust and respect for all people without exception).

According to the specifics of intellectual activity in the scientific literature, *the following types of managers* are distinguished: conservative-intuitive; conservative-analytical; innovative-intuitive and innovative-analytical (Flavell, 1995). It is quite obvious that the *Innovative* and *Analytical Style of Management* is considered by us as the most effective ones (Mykhalchuk, & Onufriieva, 2020). A manager with this management style is characterized by energy and innovation, sensitivity to new ideas and perceived information, generation of a large number of ideas, readiness to take into account the opinion of others, the ability to logically analyze the realism and perspective of a certain idea, quick decision-making and practical implementation of new actions for the individual, tolerance for failures, the ability to globally perceive certain situations and different types of the activities with people (Schwarz, & Bilsky, 1987).

The conceptions of the formation of *professional creativity* of the head of the educational institution (Collins, & Amabile, 1999) allow us to characterize the latter as professional self-sufficiency, a creative, innovative, professional position, the original transformative nature of the subject's activity, which creates a fundamentally new product or the object that is not a mechanical repetition, copying of already existing ones (Івашкевич Ед., 2015). When carrying out professional creativity, the manager is always aware of the purpose of his/her activity, responsibility for the work assigned to him/her, the importance of internal control over the results of creative professional activity (Amabile, Conti, Lazenby, & Herron, 1996).

So, **the aim of our research** is to show the concepts of "professional creativity" and "creativity in the process of professional activity"; to organize the experimental research and to analyze its results; to describe the processes cause a creative re-

interpretation of stereotypes – meaning-making – and changes in the entire life process – life-making; to show the results of empirical research of professional creativity of heads of educational institutions.

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 and generalization. The experimental method was the method of organizing empirical research.

The results of the research

We consider the concepts of "professional creativity" and "creativity in the process of professional activity" as somewhat identical, based on the research (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019). We consider it appropriate to note that ***professional creativity*** always emphasizes *the process of performing creative activity, however, creativity in professional activity*, in turn, can actualize our attention both to the process of professional creativity and to its result (de Bot, 1992). The approaches of scientists (Agrawal, 2020; Barnes, 2009) are important for our research, to the problem of professional creativity of the manager as the specialist's transition to the level of his/her professional skills, when the individual is able to offer new, non-standard and original professional solutions. Therefore, the purpose of professional creativity in the research (Brédart, 1991) includes needs to find something new, unique in the professional activity, which emphasize a high level of personal development of the manager as a professional.

Scientists (Crookes, 1989; Fredericktown, 1984) determined that the highest level of the organization of professional creativity was the existence of the value-meaning level of the implementation of professional activity. The latter provides a great opportunity to correlate the manager's professional and creative activities with life intentions, senses and meanings (Guilford,

1982). Extrapolating this approach to the process of professional creativity, it should be noted that it can be implemented only if the professional activity is personally significant for the manager (Hunt, 1983). After all, as it was noted by scientists (Кривопишина, 2013; Моляко, 1989), the presence of only one, purely professional interest, which includes the entire orientation of the individual in its structure, which has no reference, points either in the worldview or in the field of true love for life in all its richness of manifestations, and it will necessarily deprive a person of inner freedom and kill his/her personal spirit (Моляко, & Музика, 2006). All these factors, the scientist points out, greatly inhibit professional creativity of a manager.

The dependence of professional creativity on intellectual and moral maturity constitutes the basic, unique level of connection between the individual and the moral and value component of the manager's life. The latter appears as a system of real values, which were laid as the basis of professional creativity in the researches of scientists (Barron, & Harrington, 1981). The author singles out three main blocks of values: values of professional and creative development; a block of intellectual development values; values of moral self-determination, which are explained by the intelligence of the individual, his/her philosophical wisdom. Then, thanks to the professional creativity, cognitions, thinking, etc., the individual's worldview becomes more and more ethically meaningful.

In the modern practice of managing educational institutions, there is quite a contradiction in the relationships between normatively defined and truly creative in the professional activity of the manager. To determine the content of this ratio, scientists (Flossdorf, 1981) use the analysis of the results of the conducted empirical research by the method of binary oppositions based on the analysis of the interpretation of the polar characteristics of the concepts "reproductive – productive". As a result of the conducted empirical studies of managerial activity, the scientist (Flossdorf, 1981) states: a) it is impossible to separate the norm

from creativity, since creativity is not a separate aspect of the professional activity, but it has the most essential and necessary characteristics; b) the norms of professional creativity are necessary for managers at the same time and they are the most important interaction actualized by the moral and value sense of the professional activity; c) a comparison of the norm with the objective needs of the society is a dominant way of changing the professional activity of the manager, a way of explicating creativity by him/her.

We believe that the professional orientation of the manager's personality can be considered one of the dominant features of his/her professional creativity. Professional orientation, in turn, includes the goals that a specialist sets for himself/herself, the aspirations that are inherent to him/her, the motives that guide him/her in his/her own activities. The condition for the implementation of professional creativity is a selective positive attitude of the manager towards his/her professional activity, and the condition for its deployment is the process of the professional activity, which is actualized by personal content, when the subject of the activity is clearly aware of what he/she is acting for, having defined goals and values in order to find new, non-standard, rational solutions, creative problem, tasks with the aim of explaining them in practice. Therefore, the creative professional activity of the manager is characterized by novelty, originality, non-standard and uniqueness in the implementation of bioenergetic, intellectual, emotional, physical human forces, which in 0.75; $\rho{<}0.01$), using active and optimistic attitudes on aggregates facilitating the creation of a socially significant result, which is necessary for the development of the society.

In order to determine certain basic characteristics of the professional creativity of the head of the educational institution, we conducted a pilot study that lasted during 2017–2018. This study contained four stages. At the first stage of the experiment (January 2017 – April 2017), 48 heads of secondary educational institutions (Rivne and Rivne Districts, Kyiv, Odesa and Ka-

mianets-Podilskyi) participated. At this stage of the research, we used the author's Methods: "Methodology for assessing the ability of managers to be creative" and "Methodology for assessing the divergent thinking of managers of higher educational institutions" (Набочук, 2021; Михальчук, Набочук, & Івашкевич, 2021). It has been proven that in the process of mastering by a specialist knowledge about the methods of carrying out professional activities, acquiring the skills and abilities to carry out the latter, the development of the manager's personality takes place in the direction of his/her preparation for creativity. A high level of professional knowledge, abilities and skills allows the manager to clearly define significant moral values and meanings in the conditions of modern society ($r=0.69$; $\rho<0.01$), not only to make operational and effective management decisions ($r=0.72$; $\rho<0.01$), but also to influence the decision-making of the entire teaching staff, the ability "to lead" ($r=0.76$; $\rho<0.01$), occupying leadership positions ($r=0.70$; $\rho<0.01$), having formed "a working team" of like-minded people ($r=0.78$; $\rho<0.01$), who, realizing their creative abilities in their professional paradigm of the activities, achieve the set innovative goals, receiving from this not only material, but, above all, moral satisfaction.

It was determined that a sufficiently high level of in-depth professional knowledge is ensured by the activation of the manager's cognitive needs ($r=0.73$; $\rho<0.01$), a creative approach to solving problematic tasks and situations, which does not allow the manager to limit himself/herself to only stereotypical approaches in solving management tasks ($r=0.78$; $\rho<0.01$), as well as such tasks that increase the manager's competence ($r=0.68$; $\rho<0.01$), activate the process of his/her self-actualization ($r=0.63$; $\rho<0.01$)). Thus, the more knowledge a manager acquires, the more diverse his/her approaches to solving managerial tasks and problems will be, which, in turn, mobilizes the intellect for the process of transforming new information, inventing creative, innovative ways of modelling a creative product.

As a result of the 1st stage of our pilot study, it was determined that the manager's psychological readiness for professional creativity is determined by significant correlations between professional knowledge and professional skills and the abilities of a manager (r=0.77; ρ<0.01), clearly formed and explained striving for professional mastery due to the resources of creative potential (r=0.70; ρ<0.01), motivation to achieve independently formulated professional goals (r=0.71; ρ<0.01), the ability to solve problem situations creatively (r=0.76; ρ<0.01), revealing if it is necessary the ability to take risks (r=0.77; ρ<0.01), explaining a unique creative approach to the organization of professional activity (r=non-standard solution problem situations, tasks that are arisen (r=0.74; ρ<0.01)).

It was also found that an external factor that contributes to the professional creativity of the manager is the trust and support of the teaching staff (r=0.72; ρ<0.01), his/her active participation in innovative educational processes (r=0.75; ρ<0.01). In the process of explication of professional creativity, changes, that are clearly understood by the manager, are implemented at the initiative of either the manager or the team, and they facilitate changes in the professional consciousness of the individual. These processes cause *a creative reinterpretation of stereotypes – **meaning-making** – and changes in the entire life process – **life-making***, etc.

The process of creative performance of a specific task or problem by a manager is characterized by the presence of both productive and reproductive elements that are dialectically and dynamically interrelated and exert mutual influence on each other. Moreover, the importance of each of these factors depends on many factors (including the content of each individual task) and the conditions of creative search implementation.

The 1st stage of the pilot study conducted by us also allows us to assert that the productivity of the professional activity of the head of the educational institution is ensured by communicative skills of the individual (the ability to influence, convince,

assure, debate, listen), which allow us restructuring the activities of team members to achieve their professional goals, while maintaining good relations between employees.

The manager's communicative skills are manifested in the process of the establishment of harmonious relationships both with subordinates and with their supervisors. The ability to form a team of like-minded people, in which positive opportunities for creativity and the formation of their Creative Self are created for everyone for all participants of the educational space, is supported by the fact that the realization of the creative potential of subordinates is a personal value for the manager ($r=0.58$; $\rho<0.01$). Under such conditions, there is a great opportunity for clear planning of joint activities and control over its course ($r=0.45$; $\rho<0.05$), according to collective decision-making mechanisms ($r=0.64$; $\rho<0.01$). At the same time, the realization of a creative potential of subordinates is positively correlated with the psychological factors of the manager's provision of a Creative Approach to the implementation of professional activities of managers ($r=0.47$; $\rho<0.05$), with the method of positive resolution of conflict situations ($r=0.48$; $\rho<0.05$), a factor of motivational involvement of heads of educational institutions in order to achieve pre-planned results of creative activity ($r=0.56$; $\rho<0.01$), a mechanism for creating psychological comfort in the team ($r=0.48$; $\rho<0.05$), playing the role of Mentor for Subordinates ($r=0.67$; $\rho<0.01$). The empirical results having been obtained in the research allow us to conclude that professional creativity appears as a mechanism of personal development of the manager, the creation of personal innovations that are particularly significant in terms of the formation of moral and valuable personal values and meanings.

Therefore, *the professional activity of the head of the educational institution* becomes a sphere of the development of his/her ability to professional creativity, if:

– it will be consciously aimed at finding an independent and original way of managing the participants of the educational

space, and it will optimally combine traditions and innovations, normative and creative ones, transforming the subjectively meaningful experience of the manager and his/her personal resources and potentials;

– this professional activity will be carried out in an individual way of its organization, allowing to go beyond existing professional situations, standards and benchmarks if it is necessary. Professional creativity creates great opportunities for the manager's unique attitude to the main business of his/her life, helps to constantly find new and unique personal resources, to try to use them in a new, non-standard and original way in order to solve increasingly complex tasks, problems and situations, and at the same time achieve, in this way, a higher level of personal development;

– generates the innovative orientation in mastering new effective algorithms and methods of performing professional activities by rethinking, re-transforming professional experience at the innovative and creative level, which ensures the search for a new Model of Creativity by design, independent and original way of managing the professional activities of subordinates with the aim of highly effective creative solution of managerial problems, tasks and situations under conditions of maximum use of resources of creative potential. The latter, in turn, actualizes the formation of the Creative Self of a manager, which acquires its true psychological content precisely from its structural components;

– carries out the plan with the support of colleagues, creatively transforming significant subjective experience and personal resources (concentrated in the Creative Self of the individual) to find original innovative forms and methods, which are adequate for each objective situation. The latter ensures the formation of new creative and unique products through the manager's realization of necessary professional goals through the adoption of new educational, value-meaning senses for the implementation of necessary creative independent transformations;

– allows managers to realize creative relationships between traditions and innovations, to manage other professionals (subordinates, colleagues) harmoniously, organizing the process of their professional creativity, which is ensured by a combination of two main principles: hierarchical (subordination) and collegial (coordination), as well as the need for their optimal coordination, transition and general transformations.

The professional creativity of a manager is always a subjectively significant process, as it is determined by his/her personal attitude to the activity, the level of the formation of the manager's creative self, the type of the behavior in the professional environment, the ratio of normative and creative aspects in gaining the professional skills and forming the personality of a specialist. The dynamics of the professional creativity requires a great creative capacity from the manager, which is manifested under the conditions of explication of certain methods of regulation and correction of the implementation of professional activity, associated with critical periods accompanied by a great increase in mental tension of the manager's personality, refusal to use previously formed types of activity, instructions for ineffective wasting time and efforts of a specialist. This violates the gradualness and uniformity of the transition of the psyche of the process of professional creativity from one level of explication to another one, makes the process of becoming professional creativity to a greater extent jump-like.

Restoration of the structural components of professional creativity, depending on the requirements of the professional situation, often actualizes the manager's desire for self-regulation (self-control, self-correction, self-compensation), forms of a fully conscious desire to eliminate contradictions in one's development, ensure personal harmony, etc.

The goal of the manager's professional creativity is to search for new valuable and meaningful frames in the activity: new ways, methods and forms of its implementation, new levels of the manager's professional development as a creative mana-

ger. ***The degree of novelty of a professionally creative act*** is reflected due to the actualization of the following criteria: 1) those ones that did not exist in management practice until that time; 2) those ones, which are new for a specific manager, but that already exist in management practice; 3) those ones that exist in the form of improved old ways, forms and methods of the professional activity. The successful implementation of innovative ways of implementing creative activity is carried out by the manager thanks to the active use of anticipation processes as the ability of the individual (in the broadest sense) to act and make certain decisions with a certain temporal and spatial prediction regarding expected events and results of the professional activity, including intellectual one.

Therefore, ***the professional creativity of the head of an educational institution*** is evaluated by us as a process of understanding and acceptance by the head educational values as new ones for him/her in order to carry out the necessary personal independent transformations, which are unique not only from the point of view of explication of the process of professional creativity, but also are perceived as recognition of its results by the world community. ***Professional creativity*** is also considered by us as a process of personal self-development, aimed at deepening the spiritual culture of the manager, which can only ensure his/her full-fledged professional activity, when there is the understanding of education as a state function of creating new products, creating new meanings, as a transformation of social reality, etc. The presence of the author's program for the implementation of professional actions, abilities and skills allows the manager to reveal himself/herself in this context as a person who is able to respond to the challenges of modern times with full responsibility, is able to ensure the creative modernization of the entire educational system. The adoption of this position by the head of educational institutions will allow to change the professional practice and approaches to the definition and implementation of professional creativity as a whole.

If there is no personal meaning in the process of professional activity, for the sake of which professional activity will be carried out, and only the objective orientation of this activity is expressed, then such activity will not take the form of creative activity, it will not reflect the actual spiritual search on oneself that is meaningful for a person. The internal objective determinants, the objective orientation of the process of professional activity allows the manager to find his/her own personal meaning, and only when the manager clearly understands why he/she will carry out creative activity, its goals and values will be determined. Only in the case when the process of professional creativity acquires a personally significant meaning for the manager, only then this activity can be considered in a creative aspect, in the paradigm of the manager's acquisition of personal meanings and the formation of his/her creative individuality.

Thus, *the professional creativity of a manager* is understood by us as a conscious, purposeful, active process of the unique activity of its kind, aimed at finding a new, independent, innovative and original way of managing the activities of subordinates with the aim of highly effective creative resolution of managerial tasks and problems.

Full-fledged professional creativity will make us possible to carry out and implement creative actions with the support of the society (pedagogical, students' and parents' community), under the conditions of establishing subject-subject relationships between all team members. The latter will allow us to change the position of the manager in relation to the team and to carry out professional activities in general on the basis of self-governance and self-organization.

Conclusions

The results of professional creativity are: *a new understanding of the subject of activity* – the creation of new ideas, programs, concepts, projects, paradigms, aimed at obtaining fundamentally new results, which make it possible to involve a wider social community in creative cooperation; *the emergence of new*

ways of carrying out professional activities, hitherto unknown technologies, activity algorithms, etc. *Professional creativity* of the manager is accompanied by constant personal development – the need for new, original, non-standard and unique ideas.

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Набочук Олександр. Емпіричне дослідження професійної творчості керівника закладу освіти.

Метою статті *є розкриття поняття «професійної творчості» та «творчості у процесі професійної діяльності» на теоретичному рівні; організація експериментального дослідження та аналіз його результатів; опис процесів, що спричиняють творче переосмислення стереотипів – смислотворення – та зміни всього життєвого процесу – життєтворення; висвітлення результатів емпіричних досліджень професійної творчості керівника закладу освіти.*

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

Результати дослідження. *Доведено, якщо у професійній діяльності відсутнім є особистісний смисл, заради якого здійснюватиметься професійна діяльність, і вираженою буде лише предметна спрямованість цієї діяльності, то така діяльність не набуде форм творчої діяльності, вона не відображуватиме власне духовний пошук і значущу для людини роботу над собою. Внутрішні предметні детермінанти, об'єктна спрямованість професійної діяльності дозволяє керівникові знаходити власне свій особистісний сенс, і тільки тоді, коли керівник чітко усвідомлюватиме, заради чого він буде здійснювати творчу діяльність, визначеними стануть її цілі і цінності. Тільки у випадку, коли процес професійної творчості набуватиме для керівника особистісно значущого сенсу, цю діяльність можна розглядати в творчому аспекті, в парадигмі набуття керівником особистісних сенсів і становлення своєї творчої індивідуальності.*

Отже, професійна творчість керівника визначається як усвідомлений, цілеспрямований, активний процес унікальної у своєму роді діяльності, спрямованої на пошук нового за задумом, самостійного, інноваційного й оригінального способу управління діяльністю підлеглих з метою високоефективного творчого розв'язання управлінських завдань, проблем та задач.

Висновки. *Доведено, що результатами професійної творчості є: нове розуміння предмету діяльності – створення нових ідей, програм, концепцій, проєктів, парадигм, зорієнтованих на отримання принципово нових результатів, які дозволяють залучити до творчої співпраці значно ширше суспільне співтовариство; виникнення нових способів здійснення професійної діяльності, невідомих до цього часу технологій, алгоритмів діяльності тощо. Професійна творчість керівника супроводжується постійним особистісним розвитком – потребою в нових, оригінальних, нестандартних та унікальних ідеях.*

Ключові слова: *професійна творчість, творче переосмислення стереотипів, смислотворення, зміни всього життєвого процесу, життєтворення, постійний розвиток особистості, нестандартні та унікальні ідеї.*

The Scale of Motivationess: an Empirical Description of the Phenomenon and a Presentation of the Method

Шкала «Умотивованість»: емпірична характеристика феномену і презентація методики

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ABSTRACT

The aim of the article consists in establishing empirical descriptors of the state of motivation.

Methods. The study was implemented according to the Nelson model, which provides for the possibility of determining the essence of the problem under the existing conditions. The empirical research used such methods as the motivation structure questionnaire, the existential feasibility scale of Lange and

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Orgler, the Schwartz motivational values questionnaire, the Luthans psychological capital method, the Riff psychological well-being questionnaire, the personality life tasks questionnaire (Laboratory of Social Psychology of the personality of Prof. Tytarenko), the questionnaire of Stepa's reserve motivation, Stepa's psychological resourcefulness questionnaire, meaningfulness of life method (an adaptation version of the Krumbo and Maholik questionnaire), Muddy's hardiness questionnaire. The following methods of mathematical and statistical analysis were applied: multivariate, cluster, correlational, comparative, and classification analysis.

Research results. The following indicators of motivationess were determined: confidence in one's capabilities, realistic goal formulation, a clearly defined sequence of actions, effective self-organization of time, understanding of the ratio of one's strengths and difficulties, completing a task by applying one's efforts, interest in the process of completing the task, desire to complete the task, inspiration from one's own experience of success, the ability to draw analytical conclusions from one's own experience of failures, resistance to stress during task performance, proactiveness in setting the task, the desire to receive and provide informative feedback during the execution and completion of the task, readiness to learn new knowledge and skills to perform the task, sense vocation for staging and completing the task. Cronbach alpha for statements of the Motivationess scale is within 0.91–0.92. The value of intercorrelations of motivationess indicators is 0.30–0.78 (p < .001). The classification analysis showed that low, medium, and high levels of motivationess were correctly determined by 90%, 100%, and 100%, respectively. The structure of motivationess is two-factor, cumulative multi-factor analysis explained 59% of the variance of the data in the group. A higher level of motivationess is characterized by its procedural, dynamic indicators. The k-means method showed the correctness of distinguishing two types of motivationess - low and high; the type of motivationess is determined by its dynamic indicators.

Conclusions. Motivationess is characterized by us as a dynamic motivational state of existential discourse, which is actualized about a certain life task, is manifested in the ability of the individual to correlate his resources with the challenges of life conditions in a dialogic interaction, and is experienced by him as inspiration. The motivation scale received the necessary indicators of its reliability. The text of the Motivationess scale is included in the appendix to the article.

Key words: motivationess, motivationess state, the scale of Motivationess, types of motivationess, inspiration.

Introduction

In modern areas of education, management, and psychological counseling, more and more attention is paid not only to the effectiveness of motivating people but also to the duration of the motivational effect, which is often defined as personal motivation. From the point of view of theoretical scientific psychology, motivationess is a fairly new concept that has a vague articulation in the motivational thesaurus. At present, the legal characteristic of motivationess as a result of the argumentation of certain actions, conviction regarding a certain necessity is more prominent (умотивованість: https://sum.in.ua/s/umotyvovuvaty). The psychological trend of characterizing motivationess as a motivational dynamic state has currently been considered only interpretatively and to a certain extent in separate flow-effect (Özhan, & Kocadere, 2020), two-factor explanation of personal motivation (Alrawahi et all, 2020), a reversion in meta-motivational modes (Apter et all., 1998), the ability to identify self-efficacy (Carey, & Forsyth, 2009), the phenomenon of intra-organizational motivation and self-determination of the individual (Ackerman, & Neuhaus, 2018), the ability of a person to make his own decision to his capabilities and in the conditions of real life (Längle et all, 2003).

Now, from a psychological point of view, motivationess shows the ability of a person to regain motivation after frustration, stress, and fatigue; arbitrarily to be in a motivational trend (Штепа, 2024:289), motivational discourse. In the scientific literature, the following motivational discourses are substantiated: expansion, evaluation, construction, and authenticity (Климчук, 2015:88). At the same time, there is currently no scientific research data on whether motivation as a motivational state generalizes all discourses or can be actualized in one of them.

From the point of view of practical psychology, motivationess is seen as a state of human productivity. At the same time,

we did not see data on the systematization of empirical data, which would allow us to characterize indicators of motivationess.

In our opinion, research on motivationess as a state was very important, in which scientists proved the possibility of a motivational state as a psychological phenomenon, and also identified types of motivational states. In particular, Wasserman T. and Wasserman L. (Wasserman, T., & Wasserman, L., 2020) substantiated that motivation can be in modes, both traits and states; the motivational state is characterized by scientists as a specified state of readiness of a person for a certain goal. In Budnick's study (Budnick et. all, 2023), the motivational state is interpretatively determined through semantic connections with activation, which can have internal or external sources, and affective valence, which is manifested in (dis)satisfaction. The interpretive paths of the motivational state read satisfaction through cognition and the ability to recover. References regarding the identification of types of motivational states in the order of decreasing visible activity of a person and independence from his mood seem to be of interest: excitement – flow (satisfaction, absorption in something, feeling of wasting time) – animation (organized desire to achieve a goal) – rest (including active relaxation, recovery) – boredom (Five-motivational-states). At the same time, there is evidence that motivational states are the following: desire, urge, desire, and thirst (Stults-Kolehmainen et. all, 2020).

Therefore, the types and signs of the motivationess state are characterized at the macro level. At the same time, the determination of its indicators is also relevant, since, in our opinion, it is not obvious to which type of motivational state motivation should be attributed. Probably, the empirical characterization of motivationess indicators would make it possible to determine transitions between types of motivationess states, as well as to reveal the productivity of a motivated person and the possibilities of harmonizing his motivation.

The aim of the study was to establish empirical descriptors of the state of motivationess.

The aim of article

The purpose of the article is to present empirical results regarding **(1)** indicators of motivationess, **(2)** substantiation of motivationess as a motivational state, and **(3)** approbation of the psychodiagnostic scale of Motivationess.

Methods of research

The study was implemented according to the Nelson model, which provides for the possibility of determining the essence of the problem under the existing conditions. The empirical research used such methods as the motivation structure questionnaire, the existential feasibility scale of Lange and Orgler, the Schwartz motivational values questionnaire, the Luthans psychological capital method, the Riff psychological well-being questionnaire, the personality life tasks questionnaire (Laboratory of Social Psychology of the personality of Prof. Tytarenko), the questionnaire of Stepa's reserve motivation, Stepa's psychological resourcefulness questionnaire, meaningfulness of life method (an adaptation version of the Krumbo and Maholik questionnaire), and Muddy's hardiness questionnaire.

135 students of the 2nd, 3rd, and 4th courses of full-time and distance learning (39% men and 62% women) took part in our research on indicators of motivationess as a psychodynamic state of a person, of which 30 students took part in the first stage of the study - the identification of indicators of motivationess and all 135 took part in the second stage of the study − approval of the Motivationess scale. At the beginning of the study, 16 indicators of motivationess were singled out using the method of qualitative and content analysis of descriptions by 30 students of their abilities and skills when they feel motivated to perform a certain task (Штепа, 2024). Next, the necessary mathematical and statistical analysis of the research results was carried out.

Results and discussions

In the list of the abilities and skills, when they feel motivationess to perform a certain task, each student included 2-6 indicators. The dispersion of the specified indicators of motivationess was insignificant: 80% of students had characteristics of motivationess similar to 50%. We defined what was formulated by the students somewhat more precisely and succinctly, and received their confirmation regarding the correctness of the formulation. As a result of the qualitative analysis, a list of indicators of motivationess was derived (Fig. 1).

In the next step of the research, we formed a list of statements from the selected indicators of motivationess and determined the appropriateness of the answers according to the Likert scale (appendix at the end of this article). Before proceeding to the description of the results of the mathematical and statistical analysis of the research results, we consider it appropriate to indicate that such an indicator of motivationess as "feeling of support from a significant person" was removed from the list because in the multivariate analysis, it was separated into factor 3 (- 0.89), the level of intercorrelation with other indicators of motivationess was in the range of r=-0.20−0.16 (p<0.01), according to the clustering of indicators of motivationess, it did not belong to any cluster.
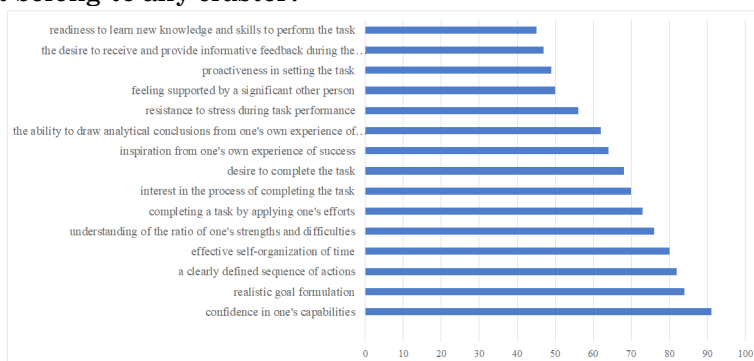
Fig. 1. Histogram of motivationess indicators (frequency, %)

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Figure 2 contains the results of descriptive statistics for the general level of motivationess. Normally distributed data and medians are acceptable.
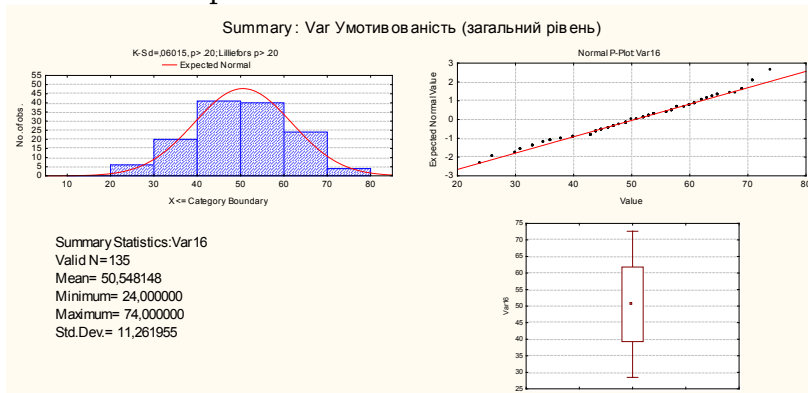
Fig. 2. Results of descriptive statistics
for the general level of motivationess

Next, the α-Cronbach index was determined for each statement of the Motivationess scale (tabl.1).

Cronbach alpha for the statements of the Motivationess scale is in the range of 0.91–0.92, with a standardized α-Cronbach of 0.92, which is a fairly high indicator of the consistency of the statements and the reliability of the scale.

With the help of correlation analysis, the results of intercorrelation relationships of the statements of the Motivationess scale were obtained (Table 2). The value of intercorrelations of motivationess indicators for $p < .001$ is 0.30–0.78. The weakest interrelationships of the statements "Realism of goal formulation" and "Ability to draw analytical conclusions from one's own experience of failure" with a significant part of other statements of the scale (r=0.06–0.27), which we explain by high subjectivity in interpretation by respondents the meaning of "realism" and their insufficient ability to analyze their own failures, which is based on the new comments of the respondents regarding the statements of the scale.

The closest (r=0.78) is the relationship between the statements "Interest in the process of performing the task" and "Desire to perform the task", which, in our opinion, is explained by the content of the statements.

Table 1

Results of standardization of the statements of the Motivationtess scale according to the α-Cronbach index

Summary for scale: Mean=50.5481 Std.Dv.=11.2620 Valid N:135 Cronbach alpha: ,920576 Standardized alpha: ,919537 Average inter-item corr.: ,442986					
Indicators of motivationess	**Mean if - deleted**	**Var. if - deleted**	**StDv. if - deleted**	**Itm-Totl - Correl.**	**Alpha if - deleted**
Confidence in one's own capabilities	46.97778	111.7254	10.57003	0.669095	0.914573
Realistic goal formulation	46.60000	118.0919	10.86701	0.405642	0.921269
A clearly defined sequence of actions	47.17037	109.7710	10.47716	0.670024	0.914200
Effective self-organization of time	48.07407	109.1649	10.44820	0.689015	0.913584
Understanding the ratio of own strengths and difficulties	46.88889	114.6321	10.70664	0.533880	0.918219
Completing the task by applying one's own efforts	46.82222	114.8425	10.71646	0.521193	0.918547
Interest in the task performance process	47.27407	103.1027	10.15395	0.756105	0.911191
Willingness to perform tasks	47.60000	104.2104	10.20835	0.756154	0.911099
Inspiration from one's own experience of success	47.05185	109.3677	10.45790	0.552125	0.918707
The ability to draw analytical conclusions from one's own experience of failure	46.70370	118.7418	10.89687	0.380454	0.921791
Resistance to stress during task performance	47.51111	108.8721	10.43418	0.732113	0.912350
Initiative in setting the task	47.42222	111.0736	10.53915	0.667351	0.914466
The desire to receive and provide informative feedback during the execution and completion of the task	47.01482	105.1405	10.25381	0.684451	0.914004

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Willingness to learn new knowledge and skills to perform the task	47.06667	105.9289	10.29218	0.725701	0.912212
A sense of vocation for setting and completing tasks	47.49630	109.6574	10.47174	0.728530	0.912643

Table 2

Results of intercorrelation of statements of the scale of Motivationess (p < ,001)

Indicators of motivationess	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9	Var10	Var11	Var13	Var14	Var15	Var16	Var17
Var1	1.00															
Var2	0.39	1.00														
Var3	0.42	0.44	1.00													
Var4	0.41	0.24	0.69	1.00												
Var5	0.43	0.35	0.34	0.37	1.00											
Var6	0.30	0.19	0.34	0.50	0.33	1.00										
Var7	0.60	0.15	0.49	0.59	0.43	0.39	1.00									
Var8	0.54	0.30	0.51	0.72	0.38	0.37	0.78	1.00								
Var9	0.45	0.06	0.39	0.35	0.23	0.30	0.54	0.51	1.00							
Var10	0.40	0.32	0.39	0.30	0.26	0.23	0.27	0.14	0.21	1.00						
Var11	0.62	0.32	0.57	0.59	0.52	0.44	0.57	0.52	0.28	0.43	1.00					
Var12	0.48	0.27	0.46	0.42	0.35	0.48	0.55	0.46	0.51	0.18	0.54	1.00				
Var13	0.40	0.32	0.49	0.34	0.48	0.39	0.56	0.50	0.48	0.29	0.53	0.60	1.00			
Var14	0.50	0.38	0.54	0.48	0.33	0.37	0.56	0.65	0.52	0.25	0.53	0.47	0.61	1.00		
Var15	0.51	0.39	0.38	0.57	0.44	0.44	0.58	0.67	0.37	0.19	0.62	0.56	0.53	0.65	1.00	
Var16	0.73	0.48	0.74	0.74	0.59	0.57	0.78	0.78	0.62	0.45	0.77	0.72	0.73	0.76	0.76	1.00

Var 1. Confidence in one's own capabilities. Var 2. Realistic goal formulation. Var 3. A clearly defined sequence of actions. Var 4. Effective self-organization of time. Var 5. Understanding the ratio of own strengths and difficulties. Var 6. Completing the task by applying one's own efforts. Var 7. Interest in the task performance process. Var 8. Willingness to perform tasks. Var 9. Inspiration from one's own experience of success. Var 10. The ability to draw analytical conclusions from one's own experience of failure. Var 11. Resistance to stress during the task. Var 12. Initiative in setting the task. Var 13. Strive to receive and provide informative feedback during the execution and completion of the task. Var 14. Willingness to learn new knowledge and skills to perform the task. Var 15. A sense of vocation for setting and completing tasks. Var 16. General level of motivation.

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ЗБІРНИК НАУКОВИХ ПРАЦЬ
«ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ»

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The classification analysis showed that low, medium, and high levels of motivationess were correctly determined by 90%, 100%, and 100%, respectively (Table 3).

Table 3

The results of the classification analysis of the general level of motivationess

Classification Matrix
Rows: Observed classifications Columns: Predicted classifications

	Percent - Correct	G_1:1 - p=,07407	G_2:2 - p=,77037	G_3:3 - p=,15556
G_1:1	90.0000	9	1	0
G_2:2	100.0000	0	104	0
G_3:3	100.0000	0	0	21
Total	99.2593	9	105	21

levels of motivationess: G1:1 – high level, G2:2 – medium level, G3:3 – low level

The results of the multifactorial analysis made it possible to determine the structure of motivationess (Table 4). It was found that the structure of motivationess is two-factor, cumulative multi-factor analysis explained 59% of the variance of the data in the group, which is not a high level, but sufficiently comprehensive. Four statements are included in the structure of motivationess at a significance level of 0.52-0.54, which is less than the acceptable significance level of 0.7, while sufficient for the weight of the indicator.

Table 4

The results of a multifactorial analysis of the structure of indicators of person motivationess (Штепа, 2024)

Indicators of motivation	Factor Loadings (Varimax normalized) Extraction: Principal components (Marked loadings are >,70)	
	Factor − 1 (51%)	Factor − 2 (8%)
Confidence in one's own capabilities	**0.542342**	0.498283
Realistic goal formulation	0.082813	**0.762314**

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A clearly defined sequence of actions	0.512084	**0.548281**
Effective self-organization of time	**0.664472**	0.343165
Understanding the ratio of own strengths and difficulties	0.373452	**0.526393**
Completing the task by applying one's own efforts	**0.526091**	0.253559
Interest in the task performance process	**0.832772**	0.171426
Willingness to perform tasks	**0.834553**	0.169599
Inspiration from one's own experience of success	**0.741282**	-0.042923
The ability to draw analytical conclusions from one's own experience of failure	0.065551	**0.725002**
Resistance to stress during task performance	0.560152	**0.591085**
Initiative in setting the task	**0.707071**	0.222946
The desire to receive and provide informative feedback during the execution and completion of the task	0.646246	0.349911
Willingness to learn new knowledge and skills to perform the task	**0.711592**	0.313941
A sense of vocation for setting and completing tasks	**0.709454**	0.333595
General level of motivation	0.839586	0.533588

It is appropriate to comment that 1/3 of the indicators of motivationess refer to the second factor, which, in general, characterizes the productive, static side of motivationess – definition of the goal and algorithm of actions, conclusions as a statement of what has been achieved; 2/3 of the indicators of motivationess are the characteristics of the process, dynamics – desire, inspiration, interest, time allocation for the task (Штепа, 2024). Such results prompted us to clarify the specifics of the manifestations of motivationess according to the t-test (Fig. 3).

In the group of subjects, 11% had a low level of motivationess and 9% had a high level of motivationess. The analysis of differences between individuals with a high and low level of motivation was carried out, both for each of the indicators of motivationess and for the subscales of "dynamic» and «static», in which indicators of motivationess were separated according to the data of multivariate analysis. All differences were significant ($p < .01$). In our opinion, the results of the comparative analysis revealed very interesting features of (lack of) motiva-

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tioness, namely: a higher level of motivationess is characterized by its procedural, dynamic indicators.

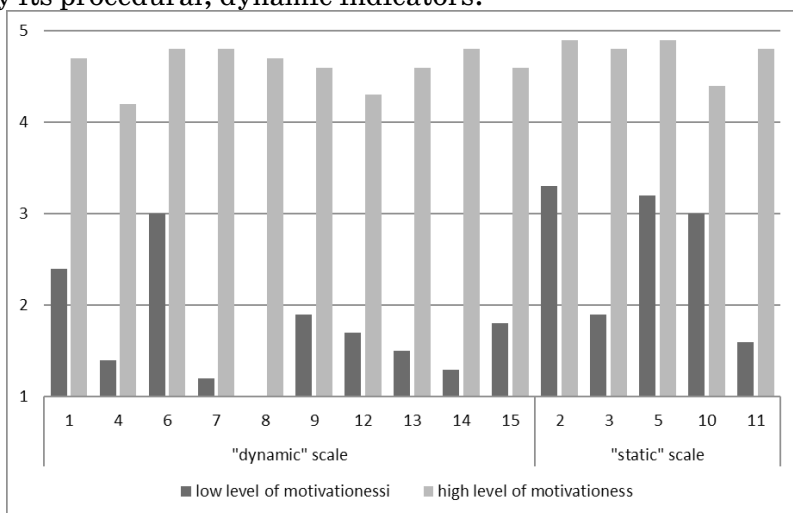Var 1. Confidence in one's own capabilities. Var 2. Realistic goal formulation. Var 3. A clearly defined sequence of actions. Var 4. Effective self-organization of time. Var 5. Understanding the ratio of own strengths and difficulties. Var 6. Completing the task by applying one's own efforts. Var 7. Interest in the task performance process. Var 8. Willingness to perform tasks. Var 9. Inspiration from one's own experience of success. Var 10. The ability to draw analytical conclusions from one's own experience of failure. Var 11. Resistance to stress during the task. Var 12. Initiative in setting the task. Var 13. Strive to receive and provide informative feedback during the execution and completion of the task. Var 14. Willingness to learn new knowledge and skills to perform the task. Var 15. A sense of vocation for setting and completing tasks

Fig. 3. Histogram of differences according
to indicators of motivationess in persons with different levels
of motivationess (according to t-test data, p < .01)

The obtained results of the comparative analysis prompted us to be convinced of the existence of types of motivationess, therefore a cluster analysis was implemented. The k-means method showed the correctness of distinguishing exactly two types of motivationess – low **(66 people)** and high **(69 people)**. **(Fig. 4)**. Cluster analysis showed that the type of motivation is

determined by its dynamic indicators. High-type motivationess is characterized by the following excesses: a low level of «Ability to draw analytical conclusions from one's own experience of failure», while a high level of «Effective self-organization of time». Low-type motivationess is characterized by the following excesses: a low level of «Understanding the ratio of one's own strengths and difficulties», while at the same time a high level of «Clearly defined sequence of actions».

Cluster 1 – profile of low level of motivation, Cluster 2 – profile of high level of motivation. Left: Var 1 – "dynamism" scale, Var 2 – "static" scale, Var 3 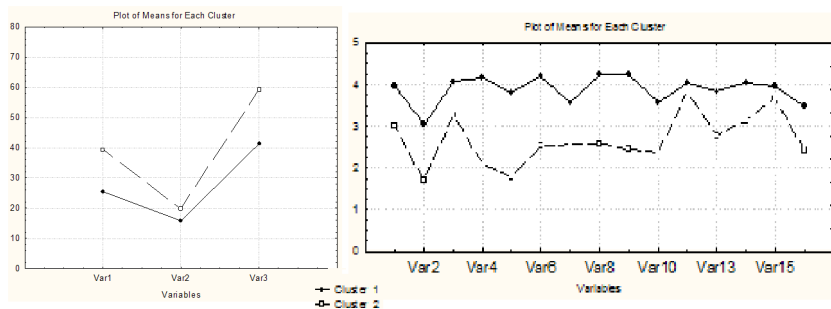– general level of motivation, Right: Var1. Confidence in one's own capabilities. Var 2. Realistic goal formulation. Var 3. A clearly defined sequence of actions. Var 4. Effective self-organization of time. Var 5. Understanding the ratio of own strengths and difficulties. Var 6. Completing the task by applying one's own efforts. Var 7. Interest in the task performance process. Var 8. Willingness to perform tasks. Var 9. Inspiration from one's own experience of success. Var 10. The ability to draw analytical conclusions from one's own experience of failure. Var 11. Resistance to stress during the task. Var 12. Initiative in setting the task. Var 13. Strive to receive and provide informative feedback during the execution and completion of the task. Var 14. Willingness to learn new knowledge and skills to perform the task. Var 15. A sense of vocation for setting and completing tasks.

Fig. 4. Profiles of two types of motivationess

To describe the proportionality of the phenomenon of motivationess with the phenomena of motivation, manifestations of dynamic and static psychological states, a correlation analysis was carried out, the main results of which are included in the tables 5, 6. Only significant data were included in the correlation analysis results tables.

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Table 5

The results of the correlation analysis regarding the proportionality of motivationess indicators with motives (p < .001) (Штепа, 2024, supplemented)

Indicators of motivationess	Components of the motivational structure		Motivational values		Activity (operational characteristics of life tasks)	Reserve motivation					
	The motive of self-respect	The motive for assessing one's own potential	Hedonism Achievement	Hedonism Achievement		Motive of creativity	Motive of self-understanding	Motive of independence	Motive of information search	Motive of cooperation	Motive of helping others
Var1	0.22	0.19	0.22	0.19	**0.28**	**0.33**	0.25	0.24	0.24	0.12	**0.33**
Var2	0.14	0.01	0.14	0.01	0.17	0.23	**0.23**	**0.23**	0.20	0.14	0.23
Var3	**0.23**	0.13	**0.23**	0.13	0.22	**0.27**	0.21	**0.30**	0.26	0.20	**0.27**
Var4	0.22	0.20	0.22	0.20	0.19	**0.28**	0.17	0.25	**0.31**	0.24	**0.28**
Var5	0.06	0.13	0.06	0.13	0.20	**0.26**	0.15	0.14	0.14	0.13	**0.26**
Var6	0.08	-0.02	0.08	-0.02	0.07	0.20	0.10	**0.24**	0.18	**0.26**	0.20
Var7	**0.22**	**0.25**	**0.22**	**0.25**	0.17	**0.31**	**0.33**	**0.30**	**0.27**	0.08	**0.31**
Var8	0.17	0.21	0.17	0.21	0.22	**0.34**	0.25	**0.33**	**0.29**	0.21	**0.34**
Var9	0.12	0.07	0.12	0.07	0.19	0.15	0.12	**0.25**	0.13	0.11	0.15
Var10	0.14	0.00	0.14	0.00	0.20	0.13	0.22	0.16	0.20	0.06	0.13
Var11	**0.27**	0.02	**0.27**	0.20	0.07	**0.35**	0.27	**0.27**	**0.31**	**0.33**	**0.35**
Var12	**0.29**	0.14	**0.29**	0.14	**0.28**	0.18	0.20	**0.26**	0.22	**0.29**	0.18
Var13	**0.25**	0.16	**0.25**	0.16	0.19	0.24	**0.30**	0.19	0.18	0.19	0.24
Var14	**0.25**	0.19	**0.25**	0.19	**0.32**	**0.30**	**0.34**	**0.34**	0.25	0.23	**0.30**
Var15	0.22	**0.25**	0.22	**0.25**	**0.30**	**0.41**	**0.35**	**0.32**	**0.31**	0.26	**0.41**
Var 16	0.26	0.21	**0.28**	0.21	**0.31**	**0.38**	**0.34**	**0.37**	**0.34**	0.27	0.38

Var1. Confidence in one's own capabilities. Var 2. Realistic goal formulation. Var 3. A clearly defined sequence of actions. Var 4. Effective self-organization of time. Var 5. Understanding the ratio of own strengths and difficulties. Var 6. Completing the task by applying one's own efforts. Var 7. Interest in the task performance process. Var 8. Willingness to perform tasks. Var 9. Inspiration from one's own experience of success. Var 10. The ability to draw analytical conclusions from one's own experience of failure. Var 11. Resistance to stress during the task. Var 12. Initiative in setting the task. Var 13. Strive to receive and provide informative feedback during the execution and completion of the task. Var 14. Willingness to learn new knowledge and skills to perform the task. Var 15. A sense of vocation for setting and completing tasks. Var 16. General level of motivation.

Analysis of the relationship between indicators of motivationess and motives and motivational values showed that the level of stratification is not high ($r=0.31-0.38$). In our opinion, on the one hand, such facts testify in favor of a good expression of indicators of motivationess; on the other hand, the non-identity of motivation as a goal-oriented process and motivation as a psychodynamic motivational phenomenon was expediently highlighted. At the same time, the obtained results emphasize motivation through the motivational thesaurus of achievements, satisfaction, pleasantness, activation in connection with the assessment of one's own potential, the desire and intention to understand one's own capabilities, a sense of self-respect, following one's own principles; independence, self-discovery, creativity, cooperation with others. The greatest number of connections with motives are formed by indicators of motivationess, such as "Interest in the process of completing the task", "Willingness to learn new knowledge and skills to complete the task", "Feeling of vocation for setting and completing the task". The results of the study indicated that it is not appropriate to reduce motivationess to activity, fullness of strength, and intentions as a measure of life tasks. At the same time, such manifestations of motivationess as "Willingness to learn new knowledge and skills to perform the task" and "Feeling of calling for setting and performing the task" are most closely related to activity as fullness of strength.

The table **6** contains the results of the correlation analysis, chosen for their significance, regarding the proportionality of motivationess with manifestations of dynamic and static psychological states. Among the dynamic states, we included psychological resourcefulness, psychological well-being, hardiness, such indicators of the meaningfulness of life as the process and effectiveness of life; to static ones – existential feasibility, psychological capital, such indicators of meaningfulness of life as the locus of self-control and locus of life control.

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Table 6

The results of the correlation analysis regarding the proportionality of motivationess with manifestations of dynamic and static psychological states (p < .001) (Штепа, 2024, supplemented)

Indicators of motivation	Psychological resourcefulness				Psychological well-being		Hardiness	Meaningfulness		of life		Existential fulfillment	Psychological capital
	Resource "faith in goodness"	The "pursuit of wisdom" resource	Ability to update own resources	General resourceful level	Self-acceptance	General level of psychological well-being		The process of life	Productivity of life	The locus of control is the self	Locus-control-life		
Var1	0.37	0.35	0.34	0.57	0.28	0.34	0.21	0.28	0.31	0.36	0.34	0.46	0.19
Var2	0.32	0.19	0.31	0.42	0.19	0.23	0.13	0.15	0.14	0.19	0.24	0.41	0.17
Var3	0.43	0.38	0.48	0.65	0.37	0.38	0.12	0.28	0.24	0.29	0.30	0.51	0.22
Var4	0.32	0.21	0.40	0.53	0.37	0.31	0.29	0.29	0.28	0.26	0.28	0.45	0.14
Var5	0.31	0.18	0.38	0.49	0.30	0.34	-0.01	0.23	0.22	0.33	0.24	0.43	0.23
Var6	0.37	0.10	0.30	0.40	0.30	0.30	0.15	0.24	0.29	0.23	0.29	0.37	0.25
Var7	0.37	0.34	0.49	0.61	0.33	0.32	0.11	0.25	0.37	0.35	0.34	0.44	0.18
Var8	0.36	0.30	0.40	0.55	0.40	0.35	0.26	0.27	0.38	0.30	0.29	0.46	0.16
Var9	0.23	0.40	0.27	0.41	0.32	0.35	0.10	0.17	0.11	0.19	0.20	0.37	0.09
Var10	0.32	0.27	0.41	0.40	0.05	0.11	0.17	0.20	0.16	0.22	0.28	0.24	0.04
Var11	0.45	0.28	0.41	0.59	0.32	0.38	0.13	0.34	0.38	0.37	0.32	0.47	0.20
Var12	0.32	0.39	0.41	0.60	0.31	0.33	0.19	0.19	0.19	0.25	0.23	0.10	0.13
Var13	0.37	0.39	0.40	0.61	0.20	0.29	0.08	0.15	0.29	0.26	0.21	0.50	0.20
Var14	0.52	0.34	0.24	0.56	0.35	0.39	0.18	0.29	0.33	0.26	0.28	0.43	0.19
Var15	0.50	0.33	0.30	0.60	0.31	0.35	0.24	0.26	0.26	0.28	0.25	0.45	0.19
Var16	0.54	0.45	0.54	0.79	0.43	0.48	0.23	0.36	0.39	0.41	0.40	0.50	0.24

dynamic states, static states

Var1. Confidence in one's own capabilities. Var 2. Realistic goal formulation. Var 3. A clearly defined sequence of actions. Var 4. Effective self-organization of time. Var 5. Understanding the ratio of own strengths and difficulties. Var 6. Completing

the task by applying one's own efforts. Var 7. Interest in the task performance process. Var 8. Willingness to perform tasks. Var 9. Inspiration from one's own experience of success. Var 10. The ability to draw analytical conclusions from one's own experience of failure. Var 11. Resistance to stress during the task. Var 12. Initiative in setting the task. Var 13. Strive to receive and provide informative feedback during the execution and completion of the task. Var 14. Willingness to learn new knowledge and skills to perform the task. Var 15. A sense of vocation for setting and completing tasks. Var 16. General level of motivation.

In our opinion, it is more appropriate to comment on the results of the correlation analysis regarding the proportionality of motivationess with the manifestations of dynamic and static psychological states from the point of view of the semantic value of the revealed connections. In particular, motivationess is to a small extent revealed through such motivational practices as resistance and facing difficulties. Thanks to motivationess, difficulties are more quickly de-problematized by a person than preserved through distancing.

Regarding dynamic states, motivationess is revealed to a greater extent through psychological well-being and psychological resourcefulness than through vitality. In turn, this indicates that motivation expresses the ability of a person to operate with his capabilities and competencies to coordinate the timeliness and volume of his efforts, necessary for the effectiveness of actions. This is probably achieved due to self-acceptance as a person's ability to realistically state his strengths and weaknesses. We consider the connections of motivationess with self-acceptance, existential feasibility, and the ability of a person to renew his resources, in particular, the resources of the pursuit of wisdom and faith in goodness, as empirical arguments for determining the state of motivationess as an empirical description of inspiration.

We see a static mode of motivationess in a balanced locus of control of the Self and life, while the locus of control of the Self is more expressive. The static nature of motivationess as a psychological phenomenon is revealed to a greater extent not through psychological capital as a state of possessing resources,

but through existential feasibility as authenticity, and internal consistency in the relationship between the individual's intentions and lived life experience. In our opinion, motivationess can be characterized as a motivational state of existential discourse.

At the same time, the results of the cluster analysis using the dendrogram method made certain clarifications in our previous interpretation of the findings of the dynamics and statics of the phenomenon of motivationess. **(Fig. 5)**. Clustering according to the general indicators of the dynamic and static psychological states we have indicated interpretatively revealed that motivationess belongs to the same cluster as psychological capital, as well as psychological resourcefulness and hardiness.
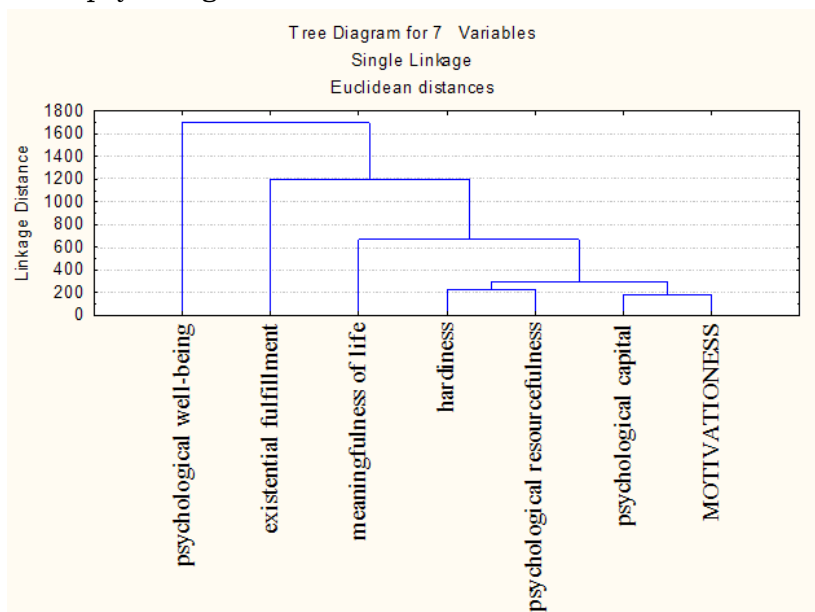

Fig. 5. Dendrogram of the results of cluster analysis of motivationess as a psychological state **(Штепа, 2024)**

We tend to interpret the cluster analysis data as a macro-level expression of the state of motivationess: the fact that mo-

tivation is included in one cluster with psychological capital, which is defined as a resource state (Luthans et. all, 2007), as well as with psychological resourcefulness and hardiness, which characterize a person's ability to operate with his own resources and interact with life conditions (Штепа, 2024), gives reasons to consider motivation as a dynamic state.

Since, according to the results of the empirical analysis, motivationess was shown as a motivational state of existential discourse, we decided that it would be inappropriate to retest the Motivationess scale, because unlike even "flexible" personality traits (Vylobkova V, & Heintz, 2023:2), the existence of a dynamic state ends relatively solving a certain (life) task (Як будувати власне майбутнє…, 2012:6) and therefore is not given to reproduction a second time. That is why we paid more attention to the empirical argumentation of motivation due to its characterization of the manifestations of dynamic and static psychological states.

Based on the results of the empirical research, the construction of the Motivationess scale was completed, namely: the reliability of the psychodiagnostic methodology was substantiated with the help of mathematical and statistical analysis methods; two subscales are distinguished – static and dynamic; for the convenience of calculations, questions on two subscales are grouped in the answer sheet. The completed version of the Motivationess scale with the calculation of results and normalized data is presented in the appendix to this article.

The results of the empirical study allowed us to specify the characteristics of motivationess. In our opinion, motivationess is a dynamic motivational state of existential discourse, which is actualized to a certain life task, is manifested in the ability of an individual to correlate his resources with the challenges of life conditions in a dialogic interaction, and is experienced by him as inspiration. The derivation of the state of motivationess in the existential dimension means that a person does not find himself in this state, but decides to be, is actualized in it,

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that is, allows himself to be in motivationess. As a condition of a person's ability to allow himself to be in motivationess, we consider his beliefs about free will. We consider human free will according to the results of Feldman's experiment (Feldman, 2014) as a person's assumption about his reflexive ability to transform the nature of the connection between the events of his past and future as a result of changing his actions.

Conclusion

The purpose of the study was to establish empirical descriptors of the state of motivationess. The empirical tasks were to determine indicators of motivationess, substantiation of motivation as a motivational state, to present the results of approbation of the psychodiagnostic scale of Motivationess.

In the method of reflective self-report and qualitative analysis, the following indicators of motivation were determined: confidence in one's abilities, realistic goal formulation, a clearly defined sequence of actions, effective self-organization of time, understanding of the ratio of one's strengths and difficulties, performing the task by applying one's efforts, interest in the process of completing the task, desire perform tasks, inspiration from one's own experience of success, the ability to draw analytical conclusions from one's own experience of failures, resistance to stress during task performance, proactiveness in task setting, the desire to receive and provide informative feedback during task execution and completion, readiness to learn new knowledge and the ability to perform the task, the feeling of calling for setting and performing the task. With the help of multifactorial analysis, it is shown that indicators of motivationess have a two-factor structure, and it is appropriate to characterize motivationess in terms of its static and dynamic manifestation. Two types of low and high levels of motivationess are substantiated.

The substantiation of motivationess as a motivational state is implemented through empirical correlation with manifestations of dynamic and static psychological states. Dynamic states

include psychological resourcefulness, psychological well-being, and hardiness, such indicators of the meaning of life as the process and effectiveness of life; to static ones – existential feasibility, psychological capital, such indicators of meaningfulness of life as the locus of self-control and locus of life control. Based on the clustering of motivation and indicators of dynamic and static states, motivation is defined as a dynamic motivational state of existential discourse.

Motivationess is characterized by us as a dynamic motivational state of existential discourse, which is actualized to a certain life task, is manifested in the ability of an individual to correlate his resources with the challenges of life conditions in a dialogic interaction and is experienced by him as inspiration. The motivationess scale received the necessary indicators of its reliability and correlation data with other motivational indicators, which highlighted the phenomenon of motivationess to motives, motivational values, and activity.

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Appendix

SCALE OF MOTIVATIONESS

Instructions: On a scale from 1 (not at all appropriate) to 5 (extremely appropriate), rate each statement regarding the task you perform

1. Confidence in one's own capabilities*	1	2	3	4	5
2. Effective self-organization of time	1	2	3	4	5
3. Completing the task by applying one's own efforts	1	2	3	4	5
4. Interest in the task performance process	1	2	3	4	5
5. Willingness to perform tasks	1	2	3	4	5
6. Inspiration from one's own experience of success	1	2	3	4	5
7. Initiative in setting the task	1	2	3	4	5

8. Efforts to receive and provide informative feedback during the execution and completion of the task	1	2	3	4	5
9. Willingness to learn new knowledge and skills to perform the task	1	2	3	4	5
10. A sense of vocation for setting and completing tasks	1	2	3	4	5
11. Realistic goal formulation	1	2	3	4	5
12. A clearly defined sequence of actions	1	2	3	4	5
13. Understanding the ratio of own strengths and difficulties	1	2	3	4	5
14. The ability to draw analytical conclusions from one's own experience of failure	1	2	3	4	5
15. Resistance to stress during task performance	1	2	3	4	5

*the text of the Motivation scale is a presentation version of the translation

Calculation of the results: to determine the generalized indicators of motivation - dynamism and static - the sum of the points on the relevant scales should be calculated in accordance with the key. In the psychological interpretation, it is advisable to include both data on individual indicators of motivationess and generalized data on the ratio of dynamic and static indicators.

Key

Name of the scale	No. of statement	Normalized distribution of scale points by levels
Scale of "dynamism"	1 − 10	0 − 50 high level 22 − 41 medium level 42 − 21 low level
The "static" scale	11 − 15	23 − 25 high level 7 − 22 middle level 0 − 6 low level
General level of motivation	1 − 15	65 − 76 high level 51 − 64 trend to a high level 37 − 50 tend to a low level 0 − 36 low level

Штепа Олена. Шкала «Умотивованість»: емпірична характеристика феномену і презентація методики.

Мета дослідження полягає у встановленні емпіричних дескрипторів стану умотивованості.

Методи. Дослідження реалізовано за моделлю Нельсона, яка передбачає змогу визначення сутності проблеми за наявних умов. В емпіричному дослідженні було застосовано такі методики, як опитувальник структури мотивації, шкала екзистенційної здійсненності Ленге і Орглера, опитувальник мотиваційних цінностей Шварца, методика Психологічний капітал Лутанса, опитувальник психологічного благополуччя Ріфф, опитувальник життєвих завдань особистості (лабораторія соціальної психології особистості проф. Титаренко), опитувальник резервної мотивації Штепа, опитувальник психологічної ресурсності Штепа, методика осмисленості життя (адаптаційна версія опитувальника Крамбо і Махоліка), опитувальник життєстійкості Мадді. Застосовано такі методи математико-статистичного аналізу: багатофакторний, кластерний, кореляційний, порівняльний, класифікаційний аналіз.

Результати дослідження полягають у з'ясуванні розуміння співвідношення власних сил і труднощів, виконання завдання докладанням саме власних зусиль, зацікавленість процесом виконання завдання, бажання виконувати завдання, натхненність власним досвідом успіху, уміння робити аналітичні висновки з власного досвіду невдач, опірність до стресів під час виконання завдання, ініціативність у постановці завдання, прагнення отримувати і надавати інформативний зворотній зв'язок під час виконання і завершення завдання, готовність набувати нових знань і умінь для виконання завдання, чуття покликання за постановки та виконання завдання. Cronbach alpha для тверджень шкали Умотивованість є у межах 0,91–0,92. Значення інтеркореляцій показників умотивованості становить 0,30–0,78 ($p < ,001$). Класифікаційний аналіз показав, що низький, середній, високий рівні умотивованості коректно визначено на 90%, 100%, 100% відповідно. Структура умотивованості є двофакторною, кумулятивно-багатофакторний аналіз пояснив 59% дисперсії даних у групі. Вищий рівень умотивованості характеризується її процесуальними, динамічними показниками. Метод k-середніх показав коректність виокремлення двох типів умотивованості –

низький і високий; тип умотивованості визначається її динамічними показниками.

Висновки: *умотивованість нами схарактеризовано як динамічний мотиваційний стан екзистенційного дискурсу, що актуалізується відносно певної життєвої задачі, виявляється у здатності особистості співвіднести в діалогічній взаємодії власні ресурси з викликами життєвих умов і проживається нею, як натхнення.*

Ключові слова: *умотивованість, мотиваційний стан, шкала Умотивованості, статичність, динамічність, типи умотивованості, натхнення.*

Motivation of Employees' Personal Self-Construction

Мотивація особистісного самоконструювання персоналу

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ABSTRACT

The aim of the article is to analyze the phenomena and features of motivation as a psychological phenomenon regarding the implementation of constructivism in the «relationship» of personnel and the organization, when the initiative of interaction belongs to a person as a subject of self-creation and production activity.

Methods: with the help of methods of analysis, synthesis and comparison, career phenomena are highlighted in the relationship of self-design and its management at the individual and organizational levels, which stimulates a positive personal environment of interaction, promotes active behavior in the application of positive personality resources. The categorical and structural-functional

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methods, units of analysis of motivational structures in the manifestation of conflictogens-tensions of a personal-constructive and communicative character were used. Methods of systematization and generalization as well as modeling method were applied .

Research results. *The congruence of well-being and personal self-construction of the organization's personnel in the context of motivation for higher quality and effective organizational activity on the one hand and movement in the direction of one's own well-being on the other is determined. The practical possibilities of motivation of self-reinforcement, self-regulation, self-efficacy, as well as the effectiveness of the application of the complex theory of motivation are considered in detail. The key problem of motivation in the process of personal self-construction of personnel is determined by the interdependent formed value orientations in relation to the profession and the vision of the personal meaning of the activity, which corresponds to deep personal meanings.*

Conclusions*. The specific epistemological context of social constructionism in the motivational paradigm of personal self-construction of personnel, based on integrity, contextuality and preventiveness, is proven. The PERMA model of positive psychology is an important tool in relation to the concepts of self-construction motivation of personnel. Local structure-forming characteristics of the personal self-construction of the personnel of organizations in the motivational dimension are the behavioral capabilities of employees, realized in the recognition of achievements, positive feedback, which initiates the subject of self-construction.*

Key words: *motivation of personal self-construction of personnel, structural and organizational process, motivational paradigm of personal self-construction of personnel, career, theories of self-reinforcement, self-regulation, self-efficacy; positive psychology.*

Introduction

A modern organization is not only a special community of individuals united by a common goal, but also a social space that ensures the satisfaction and formation of individual needs. One way or another, directly or indirectly, they are represented not only by basic needs, but also by needs for self-respect, self-development and self-construction. The most difficult moment for organizations in the current harsh Ukrainian reality is the acute need for motivated personnel. However, in most enterprises,

managers pay the main attention to the tasks of management, technology, logistics, etc. Hence the lack of attention to the self-presentation capabilities of an individual, in particular to the psychological phenomenon of motivation as a meaningful element of the paradigm of organizational structures of personal self-construction of personnel.

The aim of the article is to establish relationships and context of structural elements of motivation in the paradigm of organizational structures of personal self-construction of personnel.

The problems of the study are to determine the subject-structural area, content and logic of the psychological phenomenon of motivation of personal self-construction of personnel, to explore the possibilities of practical and effective application of motivation theories.

Methods of the research. To solve the tasks set in the article, the following theoretical research methods were used: methods of scientific prediction, analysis, synthesis, comparison; hypothetical method, categorical and structural-functional methods; methods of analysis, systematization and generalization, and modeling method.

Results and their discussion

Currently, the interest in the organization's personnel, as well as in the individual employee and his personality, is not so much cognitive as purely pragmatic in nature. Constructivism in the «relationship» of personnel and the organization, when the initiative of interaction belongs to a person as a subject of self-creation and production activity, is the essence of construction (development) by the subject of himself. Accordingly, the motivational paradigm of personal self-construction of personnel forms its own subject-structural area regarding the efficiency and stability of the functioning of both personnel and the organization.

In psychological science, the basis of the interdependence of these systems became the main types of activities: 1) organi-

zational, related to the optimization of the human factor in re-production and development, as well as the deployment of the essential forces of personnel based on the principles of self-construction of the individual; 2) personal, realized in goal setting and value system, resolution of contradictions between subjects, content and technologies of the organizational process carried out in a specific field of production activity» (Соломка, 2018).

Accordingly, the use of this model involves a rather deep and long-term study of organizational life – structures, goals and ideas of employees of a certain company regarding the objective, deep (basic) elements of the motivational paradigm in the context of self-construction. Therefore, the fate of effective personnel is a structural and organizational process of motivated preservation, constructive reproduction and development of their essential forces in the organizational and economic space.Thus, the psychological phenomenon of motivation of personal self-construction of personnel is entrusted with a decisive mission.

Related to our presentations the concentration of scientists is on the structural and substantive characteristics of staff motivation as a unit of effective functioning of the organization. At the same time, the goal of motivating the team as a whole is considered separately from the motives of the unit or personal ones. Personnel motivation at the level of an individual employee must be interconnected with the goals and strategy of the entire enterprise. The analysis is based on classical content theories of motivation: the theory of the hierarchy of needs by A. Maslow, the ERG theory by K. Alderfer, the two-factor theory by F. Herzberg, the theory of acquired needs by D. McClelland (Устіловська, 2017).

One of the approaches we follow in the study of the motivational paradigm of personal self-construction of personnel is the selection of the career phenomenon as a goal and motive – recognition and choice. It is about the analytical modeling of activity regarding the construction of meaning as a result of active personalization. It is carried out by the individual to overcome the

tension of the conflict in interaction with the environment. At the same time, the construction of values is the result of active personalization. The model of six tension-crisis-conflictogens of personal construction makes a certain sense, and also impresses us: motivation (between self-affirmation and self-transformation); moment or relation to time (between short-term and long-term); and relation to the territory (between local and global). There are also «tensions» (3V), which appear as conflict generators of a communicative nature (Pouyaud, & Angel, 2016).The question of motivation during the organizational and economic activity of the individual employee is contextually focused on the problems of diagnosis and counseling on career issues, private practice; on issues of dynamic, developmental and systemic basis of personal self-construction - well-being and construction of life as a whole. Attention to career issues can promote self-awareness and take advantage of development and self-enhancement, as well as promote awareness of the importance of social justice in organizational performance (Maree, & Twigge, 2016).

Career development cannot be limited to making career decisions and is focused on finding a profession (activity, job) that corresponds to personal skills, values and interests. At the heart of the approach to self-design are models in which the career is predictable, linear and basically contain deductive reasoning about the prospects of dynamic interaction between the employee and the organization.

The relationship of self-design and career management at the individual and organizational level stimulates a positive personal environment of interaction, promotes active career behavior in the application of positive personality resources. Self-design is an adequate reflection of the realities of modern career development, which causes a significant increase in the quality of work and the efficiency of the organization as a whole (Hirschi, & Dauwalder, 2015).

The specific motivational context is presented in a model based on the epistemology of social constructionism, where

an individual's knowledge and identity are the product of so-cial interaction, and concepts and meanings are co-constructed through discourse. The basis of personal self-construction is integrity, contextuality and preventiveness (Savickas, Nota, Rossier, Dauwalder, Duarte, Guichard, … & van Vianen, 2009).

The same pattern applies to job satisfaction, which is com-mensurate with the feeling of well-being, and is determined by the equivalent of the main indicators of the content of work, its duration, remuneration, opportunities for growth, group dy-namics (at work) and supervision (style) (Vroom, 2003).

In the sense of everyday life, well-being is a state or an objec-tive situation when a person has everything that favorably cha-racterizes his life in the eyes of others, his relatives and himself. Mental well-being is associated with such personal characteris-tics as self-confidence, adequate self-esteem, positive outlook on life, benevolence, sociability, emotional stability.The problem of well-being is an important component of human life, a mul-tidimensional phenomenon that encompasses various areas of human functioning, such as life satisfaction, successful social functioning, autonomy, personal growth, quality of life in ge-neral, and a sense of happiness in life. It is significant to high-light the phenomenon of subjective well-being, which is based on self-esteem, the environment, as well as behavioral reactions and subjective consequences (Карамушка, 2023).

Such congruence of well-being and personal self-construc-tion of the organization's personnel gives reason to consider the outlined problems in the context of motivation for higher qua-lity and effective organizational activity on the one hand and movement in the direction of one's own well-being on the other.

Discussions about the absolute imitation and complete transfer of classical motivational theories to the organizational and economic ground remain relevant, especially in the field of personal self-development of personnel. Thus, there are critical conclusions (Ibietan, 2010) regarding the universality of con-tent theories regarding the scope and degree of satisfaction of

the basic needs of employees; reward and evaluation systems do not always work in practice; it is unlikely that management will be able to effectively identify employees' needs for respect and use their motivating factor.

The theory of the hierarchy of needs (A. Maslow's pyramid) is considered the most applied and instrumental in the circle of practical managers for understanding and explaining the motivation of their staff. A satisfied need ceases to determine behavior and continues to act as a motivation factor: behavior begins to be determined to a greater extent by the needs of the next level.

The relative importance of an individual's needs is extremely dynamic over time. Very often, even to the extent of a minor satisfaction of one need, the actualization of another occurs. Human behavior at any moment is determined by a set of needs.

It is known that A. Maslow was well known in the field of business in his time. He spent three years as a plant manager at the Maslow Cooperage Corporation. In his theoretical works, he introduced various terms related to his theories of management, one of the most interesting is the term synergy borrowed from Ruth Benedict, which denotes a situation when a person pursuing his own, selfish goals automatically helps others.

In business, when managers encourage collaboration and communication, everyone benefits from personal self-development, healthy growth, and continuous company improvement. And this brings us to Theory Z (which is eupsychic management) (Maslow, 1998).

When a manager is able to extract motivations and values from the recesses of the soul of his subordinates, the result can be real productivity. From a personal point of view, motives of creativity and autonomy have the highest value here. When the manager «pulls out» what is deeply hidden in the employee, work begins as never before. For example, when a manager needs an in-depth marketing analysis, it gives the employee the opportunity to fully reveal his categorical flexibility and originality of thinking (without time limits). In such a situation, the goals

of the leader and the subordinate are congruent or equivalent, since both seek the same thing. The expected behavior of the employee is available. Congruence of goals (goal congruepse) of the organization's personnel makes self-construction productive.

To use the theory of expectation effectively (Vroom, 2003), modern management emphasizes that managers must constantly try to identify the values and preferences of employees and harmonize them with the corporate goal/objective. This will undoubtedly increase the motivation of the employees. Also, in order to fully motivate employees, managers must design, publicize, and offer rewards that add value to employees. Value-based rewards can then be tied to employee performance and overall organizational performance (Ibietan, 2010).

Increased self-direction, flexibility, and adaptability are required on the part of employees if they are to successfully cope with changes in the workplace (Sullivan, Martin, Carden, & Mainiero, 2003). A wide range of concepts of career motivation (career mobility) (Forrier, & Sels, 2009) and career self-management (King, 2004) play a prominent role in solving the current challenges of organizational reality.

The key problem of motivation in the process of personal self-construction of personnel remains the definition of causality determination. The motives of a person's labor activity are the desire to satisfy their biogenic and sociogenic needs of a lower order. So, interdependent formed value orientations and profession and how much a person sees personal meaning in one's activity are of great importance (Максименко, & Осьодло, 2010).

A deep understanding of meaning is commensurate with the aforementioned concept of meaning in professional activity: «There is no such situation in which life does not give us the opportunity to find meaning.And there is no such person for whom life does not have some kind of business in store. The opportunity to realize meaning is always unique. And a person who uses this opportunity is always unique» (Frankl, 2016).

Procedures of self-construction in the form of tasks, intensive practices present the personality, correlating with all the realities of life. Such tasks are determined by the mechanisms of self-presentation and self-questioning and the resolution of a certain basic conflict. The personality resolves this conflict by solving the problems of achieving self-identity and forming the boundaries of the «I», demonstrating its own authorship. In the future, the basic conflict is formalized as the polarity of a specific past and a multivariate future. The main problems are the ability to transform and the ability to transcend. (Титаренко, 2018).

The motivational factors of self-reinforcement and self-regulation in (Bandura, Freeman, & Lightsey, 1999) as central modes of social-cognitive theory convince that new forms of behavior can be acquired without external reinforcement.

This is how four interrelated components arise: attention (understanding of the model), when a person follows the behavior of the model and accurately perceives this behavior; preservation (memory of the model), when a person remembers (long-term preservation) the behavior of people that was observed before.

The two main internal representational systems by which people's behavior is stored in memory include: 1. Image coding (the emergence of stable and easily reproduced images of people in the process of sensory learning), which contributes to learning patterns of behavior that are not subject to verbal coding. 2. Verbal coding (a person mentally repeats the sequence of performing the simulated activity).

Through motor-reproductive processes, which are presented in the form of translation of information symbolically encoded in memory into appropriate actions. The end point is the actual motivational process - from observation to action. Although the theory of social-cognitive reinforcement does recognize the role of external reinforcements, it postulates the existence of a wider range of reinforcing influences, including: the influence of ex-

perience gained as a result of one's own activities; regulation of behavior based on individual consequences; self-reinforcement

This is how the components of self-construction (self-building) of personnel arise within the framework of organizational and economic activity: self-observation → self-evaluation → evaluation of one's own activity → self-response → self-criticism → self-efficacy. Self-efficacy judgments influence which activities are chosen and avoided, how much effort is exerted, how persistent they are, and how long they continue to perform the task. An important aspect of self-efficacy is its subject area – the specific task of the production situation. People with high self-efficacy experience difficulties and actively react to failures. They set higher goals and make more efforts to achieve them. They are more self-constructive, use more cognitive and metacognitive strategies (high-level thinking), showing an understanding of what is needed to successfully complete a task. People with low self-efficacy are more likely to avoid difficult tasks and have low commitment to goals.

According to V. Vroom (Vroom, 2003), the motivation model is based on the assumption that a person directs his efforts to achieve any goal only when he is sure of a high probability of satisfaction due to his needs or goal achievement. At the heart of this idea is the idea that people tend to prioritize certain goals or outcomes, hoping for a sense of satisfaction when the desired outcome is achieved. As for self-construal, in the expectancy model of motivation, interrelationships and relationships between expended effort and results are important; a certain reward or incentive for the achieved level of results and satisfaction with the reward (valence). Unlike instrumentality, which is an outcome–outcome relationship, expectancy implies an action–outcome relationship. The degree of relative satisfaction or dissatisfaction with receiving a certain reward is also taken into account (Vroom, 2003).

A model that draws heavily on expectancy theory but goes beyond the limited notion of motivational force for performance

in general. This is a complex theory of motivation, containing elements of previous theories. According to the authors, motivation is simultaneously a function of needs, expectations and employees' perception of fair remuneration. The components are logically arranged as follows: the results achieved by the employee (6) depends on the efforts made by him (3), abilities and character (4), his assessment of his role in the work process (5). The amount of effort expended depends on the employee's assessment of the value of the reward (2) and confidence in the existence of a relationship between effort expenditure and reward (1). Achieving the required level of performance (6) can lead to intrinsic reward (7a) (sense of satisfaction from work performed, sense of competence and self-esteem) and extrinsic reward (7b) (praise from supervisor, bonus, promotion).

The psychological characteristic of the subject of personal self-construction of the personnel of organizations is leveled (toward harmonization) by meditation of consciousness, promoting well-being, increasing work productivity, strengthening team spirit, and reducing work stress.

A constructive motivational element is the recognition of achievements, positive feedback that initiates the subject of self-construction, focusing on well-performed tasks, harmonious team cooperation, the opportunity for career growth and self-development.

Local structure-forming characteristics of the personal self-construction of the organization's personnel in the motivational dimension are the behavioral capabilities of employees implemented in the Lifelong learning system (regular advanced training courses, seminars and other training that allow you to feel your value and get satisfaction from work). Work-life balance, flexible working hours or the option to work from home improves employee well-being and reduces stress levels. A positive working environment supports positive emotions, makes employees happier and more productive. The feeling and understanding of the meaning and purpose contributes to the achieve-

ment of the company's goals, provides additional motivation for the personal self-development of the organization's personnel.

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Conclusions

The operationalization of the psychological phenomenon of motivation of personal self-construction of personnel is largely determined by the elements it consists of. Most often, in Ukrainian psychological science and foreign sources, there are definitions that relate to the driving force of employees to work better: better, faster, more efficiently. Motivational phenomena of personal self-construction of personnel are mainly distinguished in the intangible sphere – everything that an employee receives

from the company, except for salary, as a result of internal deep motivation (subjectivity of self-construction) and effective functioning of the organization. The main directions of further research lie within the study of the values of personnel and the organization in the paradigm of organizational structures of personal self-construction of personnel.

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Соломка Тамара. Мотивація особистісного самоконструювання персоналу.

Метою нашого дослідження є аналіз явищ і особливостей мотивації як психологічного феномену щодо здійснення конструктивізму у «стосунках» персоналу та організації, коли ініціатива взаємодії належить людині як суб'єкту самотворення і виробничої діяльності.

Методи дослідження: за допомогою методів аналізу, синтезу і співставлення виділено явища кар'єри у взаємозв'язку самопроєктування та управління нею на індивідуальному та організаційному рівнях, що стимулює позитивне особисте середовище взаємодії, сприяє активній поведінці у застосуванні позитивних ресурсів особистості. Категоріальним та структурно-функціональним методами виділено одиниці аналізу мотиваційних структур у вияві конфліктогенів-напруг особистісно-конструктивного і комунікативного характеру. Методи систематизації та узагальнення; метод моделювання.

Результати дослідження. Визначено конгруентність благополуччя та особистісного самоконструювання персоналу організації у контексті мотивації до більш якісної та ефективної організаційної діяльності з одного боку та рух у напрямку власного благополуччя з іншого. Детально розглянуто практичні можливості мотивації самопідкріплення, саморегуляції, самоефективності, а також ефективність застосування

комплексної теорії мотивації. Ключовою проблемою мотивації в процесі особистісного самоконструювання персоналу визначено взаємозалежні сформовані ціннісні орієнтації стосовно професії і бачення особистісного смислу діяльності, що відповідає глибинним особистісним смислам.

Висновки. Доведено специфічний епістемологічний контекст соціального конструкціонізму у мотиваційній парадигмі особистісного самоконструювання персоналу, в основі якого цілісність, контекстність та превентивність. Модель позитивної психології PERMA є важливим інструментом стосовно концептів мотивації самоконструювання персоналу. Локальні структуроутворюючі характеристики особистіс-ного самоконструювання персоналу організацій у мотиваційному вимірі становлять поведінкові можливості працівників, реалізовані у визнанні досягнень, позитивному зворотному зв'язку, який ініціює суб'єкт самоконструювання.

Ключові слова: мотивація особистісного самоконструювання персоналу, структурно-організаційний процес, мотиваційна парадигма особистісного самоконструювання персоналу, кар'єра, теорії самопід-кріплення, саморегуляції, самоефективності; позитивна психологія.

Psychological Ways of Forming a Teenager as a Subject of Cognitive Activity

Психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності

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ABSTRACT

The aim of our research is to show psychological ways of forming a teenager as a subject of cognitive activity by providing a confirmatory experiment at secondary schools.

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. It was shown, that we connect the effective solution of the problem of Subject activity with the solution of the question of what it is the source of this activity. We'd like to note that the external Cognitive Activity of the person depends on the internal Cognitive Activity not only in the sense that any external influences are realized only through the internal characteristics, but the internal ones also have its own direct source of the activity and development. Analyzing Pre-Subjective Cognitive Activity, including genotypic influences, in which the biological and social prerequisites of the development are suppressed. We believe that it is necessary to take into account spontaneity in the development of the Subject of Cognitive Activity. We introduce the concept of a center of Subject's Activity, the formation of which is manifested in a gradual change in the relationships between External and Internal types of Cognitive Activity: from the prevailing orientation of External through Internal Content to the increasing dominance of the tendency Internal through External Senses.

Conclusions. Taking into account the opportunities given by the nature and acquired them into the process of education and upbringing, as well as the demands of the Ukrainian society, we single out the following structure of the Subject of Cognitive Activity. The content of the Subject of Cognitive Activity is a hierarchy of goals, one way or another presented in the mind of a person and the formed subjective experience of a person. A form of Subjectivity is conscious self-regula-

tion of human activity and behavior. The implementation of the Subject of Cognitive Activity is determined by the interaction of formed self-regulation skills and components of subjective experience. We single out the following components of Subject's experience: 1) valuable experience (related to the formation of interests, ethical norms, ideals, beliefs); 2) the experience of reflection; 3) the experience of habitual activation; 4) operational experience; 5) the experience of cooperation.

Key words: *a Subject, Cognitive Activity, valuable experience, the experience of reflection, the experience of habitual activation, operational experience, the experience of cooperation.*

Introduction

During the beginning of the 21st century, psychologists and pedagogues formulated and substantiated the idea of the exceptional importance of the development of a schoolchild as a Real Subject of Cognitive Activity and the formation of his/her personality in the process of schooling (Chen, Zhao, de Ruiter, Zhou, & Huang, 2022; Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). Such education is considered a guarantee of ensuring the rights of the child in the Ukrainian society (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020; Mykhalchuk, Levchuk, Ivashkevych Er., & Nabochuk, 2023).

The development of a schoolchild as a subject of cognitive activity is especially important in the conditions of culturally-oriented education, which creates the most optimal conditions for the child's self-determination in national and universal culture (Collins, Sanchez, & Espana, 2023; de la Garza, & Harris, 2017).

With the development of the person's psyche, the living space of the individual and the boundaries of interactions with the society expand. Therefore, the representation of the last three sets on the diagram is not clearly delineated (Duarte, 2019; El-Zawawy, 2021). Therefore, based on this vision of the development of the psyche in ontogenesis, we understand these concepts in such a way: *An individual* is a specific representative of a human race in its physical being (Guerrero, 2023; Mykhalchuk & Khupavsheva, 2020). *Personality* is a person as a member of

the society, he/she is capable of freely and responsibly determining his/her position among others and actively building his/her relations with them (Ivashkevych Ed., & Onufriieva, 2021; Wong, 2019). *Individuality* is an original personality that maximally realizes its ability to create the person himself/herself and a society in a whole (Astle, & Scerif, 2011; Heidari, 2019).

Some authors (Honcharuk, Onufriieva, Haletska, Kurytsia, Ivashkevych Er., & Nabochuk, 2023) define the concept of a "Subject" as a connecting link for the concepts of "reflection" and "learning ability": a Subject is a person who himself/herself determines the limits of his/her knowledge and finds a lot of means to expand it, that is, a person who is able to teach himself/herself. But such a definition does not give an idea of an integrated subject. The authors (Huang, Loerts, & Steinkrauss, 2022; Mai, 2022) point to a person's attitude to a certain type of the activity, in particular, educational one, in which a Subject characteristics are manifested. So, then the student becomes the subject of educational activity.

More general, in our opinion, is the understanding of the subject as a carrier (initiator, creator, manager) of subject-practical activity and knowledge (Berninger, & Abbott, 2010). Scientists (Івашкевич Ер., & Комарніцька, 2020) had to specify the word "carrier", giving it authorship in these activities, a certain "spiritualization". According to the researchers (Alyami, & Mohsen, 2019), in this context it is more appropriate to use a "conscious source". The category a "Subject" as a qualitative characteristics of human activity is defined by scientists (Bialystok, 2018). The author points out that this concept determines the place and the role of a person in the world, the ability to act, self-activity, self-determination and personal development.

We understand the subject as a person who is a source of purposeful (and therefore conscious) activity subordinated to the image of the desired future, we mean the goal. Investigating the genetic aspects of subjectivity, we've chosen the concept of "a Subject of Mental Activity" as a key one. We'd like to note that a

person in this capacity has a direct regulatory effect on his/her own psyche and influences the surrounding world through the person's psyche, and a mature subject is capable of realizing his/her Subjectivity. A mature subject of mental activity, according to us, is an individual who is aware of himself/herself as the carrier and the creator of his/her own psyche, whose development, protection, restoration and correction (if it is necessary) he/she consciously sets himself/herself as a goal and purposefully carries out. The validity of the given definition is not in doubt, if one does not delve into the ontogeny of the development of the Subject proposed by the author.

So, a mature subject of mental activity, as we understand, reaches the level of a Subject of Mental Activity; that is why, conscious regulation, as well as reflection as its component, is the criterion that distinguishes these two levels of Subjectivity. We'd like to emphasize that the individual can be considered as a Subject of Mental Activity if the object for him/her is his/her own psyche is in its functioning and development. Then our views on the existence of the Subject in the prenatal period are not clear. After all, it is doubtful that an unborn human being is capable of placing his/her own psyche as the object of the development. We also would like to note that for a newborn, who is initially active already in the prenatal period, certain components of the surrounding reality appear at first as stimuli. Later, the same things and phenomena are perceived as an object. So, we come to the conclusion that the Subject arises when the awareness of the Object occurs. But it is impossible to perceive an Object without reflection. Therefore, a Subject without reflection does not exist.

And although many psychologists (Alahmadi, Shank, & Foltz, 2018) emphasize that subjectivity is not an innate characteristic, but it is formed in the ontogenesis of a child, their views on the mechanisms of formation of subjectivity are diverse.

So, **the purpose** of our research is: to show psychological ways of forming a teenager as a subject of cognitive activity by providing a confirmatory experiment at secondary schools.

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 and generalization. The experimental method was the method of organizing empirical research.

Results and their discussion

To get to know the state of the formation of Subjectivity of adolescent we provided an experiment. The experiment was conducted from 2019 to 2020. Its purpose was to establish the degree of the development of pupils as Subjects of cognitive activity based on the analysis of the content of internal communication between schoolchildren and novels at different stages of understanding its content in situations of solving discursive creative tasks in a diverse literary and personal environment (we organized our experiment at the lessons of Foreign Literature).

We formed experimental and control groups by random method (125 adolescents):

– experimental groups:

E1 (35 pupils) –form 8-B of secondary school No. 12 (Rivne).

E2 (25 pupils) –form 7-A of Gorokhiv Secondary School No. 1 (Rivne region);

– control groups:

C1 (35 pupils) –form 8-A of secondary school No. 12 (Rivne).

C2 (30 pupils) –form 7-B of Gorokhiv Secondary School No. 1 (Rivne region).

We established the relationships between the development of a teenager as a subject of cognitive activity and the literary environment, as well as the specifics of the latter, by comparing the data of two samples of schoolchildren. One of them (experimental class E1 and control class K1) was made up of pupils studying under the program with an in-depth study of World Literature, the others (experimental class E2 and control class K2) include teenagers studying under the standard program. Thus, the dif-

ference in programs acts as a variable of the literary environment.

At the first stage, the questionnaire method was used. We asked the pupils such questions: Do you like to read novels? How many novels did you read the last year? Who do you discuss novels with? Do you always understand the novel you have read? What novels do you like the most of all (classic, detective, fiction, others)? What novels do your parents like and why? Do you love and understand classical literature? If not, explain. If you were the author of a novel, what would you tell in it? What can a novel tell better than music, painting? What do you think about when reading a novel? Why do you think the author of the novel wants his/her text to be read by people? What novels would you like to read and discuss in class?

The content of the questionnaire has the aim of studying the qualitative characteristics of the literary environment of adolescents: the number of novels read by pupils the last year, the complexity and diversity of the latter, the means of assigning literary culture, the degree of self-awareness (the last two points appear as reflexive moments). Accordingly, the data obtained from the survey allowed: a) to state the number of novels read by pupils the last year; b) to identify reference of different people (those people with whom pupils read novels are discussed by them); c) to reveal the semantic side of the pupils' internal communication with a novel; d) to establish the means of communication between pupils and the novel and to distinguish the degree of awareness of the latter.

The analysis of the answers of pupils who studied both the program with in-depth research of Foreign Literature (forms E1, C1) and the standard program (forms E2, C2), allows us to identify common to this age group of pupils' characteristics of the literary environment. Thus, Foreign Literature is the subject of communication for 65% of adolescents in form E1, 61% − for C1, 53% − for E2, 74% − for C2. The most active is the communication of pupils on literary issues with friends and parents

(respectively 56% of pupils in E1, 52% – in C2, 48% – in E2, 73% – in C2). Teachers of Foreign Literature are real partners of communication with pupils on literary topics for 27% of school-children in E1 form, 25% – in C1, 38% – in E2, 22% – in C2. The tendency to narrow the circle of competent adults, namely teachers (compared with friends and parents), is one of the reasons for declining the level of literary development of pupils.

The semantic aspect of adolescents' communication is characterized by an imbalance of their interests in relations to different areas of literary culture. The latter is largely represented by fiction and detective fiction. This data is higher in form C2. In this control form there is a slight increase in the percentage of pupils (for the period from the 6th to the 8th forms), who are more interested in these novels than in classical ones: 55% of pupils – in the 6th form (C1), 77% in the 8th form (C1). In form E1 the values of this indicator are respectively 38-39 %, in E2 – 66-74 %, in C2 – 63-68 %.

The formation of adolescents' ideas about the specifics of the figurative reflection of the reality in literature was determined by analyzing their answers to the questionnaire: "If you were the author of a novel, what would you tell in it?", "What can a novel tell better than music, painting?". Such questions were more difficult for pupils of forms E2, C2. Thus, the first question in the form E1 was not answered by 16% of pupils, in C1 – 21 %, and in the form E2 – respectively 48% of adolescents, in C2 – 59%; the second question in the form E1 was not answered by 34% of pupils, in C1 – by 48%, and in the form E2 – by 62% of teenagers, in C2 – 68%. These data emphasize the opposite trends in the understanding of pupils of forms E1, C1 and E2, C2 specifics of the literary image. This trend is confirmed by the results below.

Thus, the understanding of the specifics of the content of a novel as a personal experience of a man was manifested in the answers of pupils to the question posed in the indirect form: "Why do you think the author wants his/her novel to be read by people?" and it was expressed by the following values: 54% of

pupils of the form E1 and 51% – in C1, 65% of schoolchildren in E2 and 62% of pupils of the form C2 answered that the author writes a novel especially for people, so he/she is interested in reading it; 26% of teenagers in the form E1, 34% – in C1, 18% – in E2, 17% – in C2 answered that the author through a novel wants to tell people a certain truth, to tell about a question or a problem that worries him/her; 16% of pupils from E1 and 29% of C1 believe that people who write a novel necessarily have a talent that is expressed in this form. The answers to the questionnaire allowed us to determine whether pupils are aware of contact with novels as a communicative situation. This question was answered positively by 18% of pupils in the form E1, 19% – in E2, 28% – in the form C1, 23% – in C2. These data indicate that literature is perceived as a form of communication only by some pupils.

The comparison of four samples of students (two experimental and two control classes) within the possibilities presented by the questionnaire, allows us to make an assumption about the same low level of the development of teenagers as Subjects of Cognitive Activity, regardless of the different literary environment of schoolchildren, which is determined by studying by different programs. This is confirmed by the almost identical representation in each of the groups of "adequate" and "inadequate" trends in the perception of literature and ideas about literary novels. After all, the relationships between the nature of the literary environment of schoolchildren and the development of students as subjects of cognitive activity was not revealed. The obtained results can be explained by the fact that the school program of in-depth study of World Literature is aimed only at the fact that pupils learn as much new material as it is possible, read much more literary novels than schoolchildren who are engaged in regular educational programs. That is, teachers of World Literature aim to give pupils only knowledge of factual material, and do not work at all on the development of mental processes of personality, creative abilities of schoolchildren, in particu-

lar, the development of teenagers as Subjects of Cognitive Activity. Schoolchildren do not know how to evaluate a literary novel critically, draw their own conclusions about the development of events and characterize the main characters of the novel, to express a personal point of view regarding the literary novel as a whole. This suggests that pupils do not know how to conduct an "internal dialogue" with the text, justify their own position, that is, the subjectivity of schoolchildren does not develop personal characteristics thanks to either the regular curriculum or a specialized program from the "World Literature course".

The questionnaire data show that the literary environment of pupils of classes E1, K1 is more diverse than the literary environment of schoolchildren of classes E2, K2. This is explained by more favorable opportunities created by the program with an in-depth study of World Literature in terms of expanding the literary horizons of schoolchildren and influencing the teacher's schoolchildren due to more time spent communicating with them. However, the different degree of expressiveness for both groups of inadequate tendencies allow us to conclude both about the potential of the program with an in-depth study of World Literature to create a more adequate literary environment, and about the low effectiveness of the system of influence on the schoolboy in the conditions of both traditional and experimental (with an in-depth study of literature) programs. At the same time, it is possible to emphasize the predominant focus on formal knowledge, characteristics of all groups, in general cognitive strategy of focus on knowledge of the subject "World Literature".

Increasing the time for schoolchildren to communicate with World Literature, which is foreseen by the program of its in-depth study, leads to certain positive results, but in itself does not remove the problem of insufficient development of a teenager as a Subject of Cognitive Activity. It can be assumed that it will be possible to form Subjectivity under the condition of such purposeful influence of the teacher on pupils, which will ensure a change in the personal position of schoolchildren regar-

ding World Literature. One of the means of achieving this can be to overcome the lack of understanding of World Literature as *a special form of communication* established in the process of questionnaires for pupils.

The obtained results made us possible to formulate the task of *the second stage* of the ascertaining experiment: the study of the zone of immediate development of adolescents on the subject of whether it includes the ability to isolate and accept the position of another person as a condition for a deeper and adequate understanding of a literary novel. The task of this stage was solved on the basis of a series of tasks, the conditions of which put pupils into a certain position in relation to the perceived novel. These are the following positions: a) the pupil as a Subject of the educational process; b) the pupil as an Object of the pedagogical process (the Subject is the teacher); c) the student is in the position of one of the heroes of the novel; d) the student is in the position of the author of the novel. In Table 1 we'd like to show a graphic protocol for registering the categories of semantic reactions of teenagers' speech in the process of solving a creative task at the lessons of World Literature.

Table 1

A graphic protocol for registering the categories of semantic reactions of teenagers' speech in the process of solving a creative task at the lessons of World Literature

Type of influences, methods, conditions of their occurrence	Legend
1. *Non-transformative influences*, which included meaningless techniques: a) criticism of the partner's personality, his/her behavior, threats to him/her (conditions of disagreement);	– Ncr
b) interrupting the discussion in order to influence the point of view of the interlocutor (conditions of disagreement);	– Npr + inf

c) switching the partner's attention in order to change the direction of the development of the topic (disagreement conditions);	− Nat
d) introduction of a compromise proposal (conditions of agreement);	+Npr
e) introduction of a compromise proposal (conditions of disagreement);	−Npr
g) request for the action (conditions of consent);	+Nask + act
h) request for the action (conditions of disagreement);	−Nask + act
k) performance of the action (conditions of consent);	+Nact
l) execution of the action (conditions of disagreement).	−Nact
2. ***Transformative influences that included meaningful techniques:*** a) reception of clarification, addition, specification (conditions of approval);	+Pdop
b) acceptance of clarification, addition, specification (disagreement conditions);	−Pdop
c) development of expression (conditions of agreement);	+Pros
d) development of speech (conditions of disagreement);	−Pros
e) approval of one's point of view, one's opinion (conditions of agreement);	+Pth
g) affirmation of one's point of view, one's opinion (disagreement conditions);	−Pth
h) questions to the partner (conditions of agreement);	+Pg
k) questions to the partner (conditions of disagreement).	−Pg

In groups of pupils only some issues correspond to a high level of the development of a teenager as a Subject of Cognitive Activity. The principle of understanding the literary novel through the analysis of the structure of it and establishing the content of individual elements was not extended to the entire text. Examples of schoolchildren's novels that meet the criteria of high, me-

dium and low levels of the development of adolescents as Subjects of Cognitive Activity are given here (Tables 2, 3).

Table 2

The protocol of solving a creative task (a low level) by a pupil Bohdan L. of class E1 (confirmatory experiment)

Characteristics of statements	Protocol record
+Pros	***The teacher's task:*** "Make up a story using the given words and phrases: "I vote for Peace, friendship, the will of Ukraine, against war and independence".
	A Pupil: "I vote for Peace, because when there is peace, people will be able to do whatever they want. And if there is a war, then it can bring a lot – more than a million human lives will be lost.
+Pth	"Peace" means friendship. There will be Peace, and there will be the will of the people. The whole world is voting for Peace. We voted for Peace when Ukraine became independent in 1991. I really want a peaceful sky over Ukraine now. I vote for Peace and I want Peace all over the world. Let's live in Peace!"

Table 3

The protocol of solving a creative task (a high level) by a pupil Nastiia K. of class E1 (confirmatory experiment)

Characteristics of statements	Protocol record
+Pros	***The teacher's task:*** "Make up a story using the given words and phrases: "I vote for Peace, friendship, the will of Ukraine, against war and independence".
	A Pupil: "In my opinion, the dream of every person is Peace and harmony on Earth. On television, we learn about terrorist attacks and wars in other countries. Looking at these troubles, we pray to God. So that this does not continue in our country.

+Pth	My grandfathers and great-grandfathers had experienced many wanderings, poverty, wars and famine. They had fought with enemies, longed for victory, freedom, happiness and peace for their people. If there is peace, then there will be harmony and happiness on earth. A peaceful sky gives people inspiration to work, live and create, raise children.
+Pdop	Today's youth must remember and prove that they are worthy of their time. We all need to make efforts so that there is no war, and let all the inhabitants of our planet be happy. The latest events taking place in our country indicate that our generation cares about the fate of Ukraine. We are witnessing how all young people are now protecting the interests and destiny of the Ukrainian people. I think we will win the war, we will win, everything will work out for us and we will live a beautiful life, enjoying every next day that God gives us.
	Love your land, your people, each other, do good and stay always with God".

So, we connect the effective solution of the problem of Subject activity with the solution of the question of what it is the source of this activity. We'd like to note that the external Cognitive Activity of the person depends on the internal Cognitive Activity not only in the sense that any external influences are realized only through the internal characteristics, but the internal ones also have its own direct source of the activity and development. Analyzing Pre-Subjective Cognitive Activity, including genotypic influences, in which the biological and social prerequisites of the development are suppressed. We believe that it is necessary to take into account spontaneity in the development of the Subject of Cognitive Activity. We introduce the concept of a center of Subject's Activity, the formation of which is manifested in a gradual change in the relationships between External and Internal types of Cognitive Activity: from the pre-

vailing orientation of External through Internal Content to the increasing dominance of the tendency Internal through External Senses.

Conclusions

Taking into account the opportunities given by the nature and acquired them into the process of education and upbringing, as well as the demands of the Ukrainian society, we single out the following structure of the Subject of Cognitive Activity. The content of the Subject of Cognitive Activity is a hierarchy of goals, one way or another presented in the mind of a person and the formed subjective experience of a person. A form of Subjectivity is conscious self-regulation of human activity and behavior. The implementation of the Subject of Cognitive Activity is determined by the interaction of formed self-regulation skills and components of subjective experience. We single out the following components of Subject's experience: 1) *valuable experience* (related to the formation of interests, ethical norms, ideals, beliefs). Its functions are to orient and direct human efforts; 2) *the experience of reflection* (which is accumulated by the person's correlation of knowledge about his/her possibilities and possible transformations in the objective world and in himself/herself with the requirements of the activity and tasks that are solved at the same time). Its function is to establish relationships between all components of the subject's experience; 3) *the experience of habitual activation* (which involves preliminary preparation, operational adaptation to changing business conditions, taking into account certain conditions and a certain level of success), which orients in one's own capabilities and helps to adapt one's efforts better to solve significant tasks; 4) *operational experience* (which includes general professional knowledge and skills, as well as the ability to self-regulation), combining specific means of transforming the situation and the subject's own capabilities; 5) *the experience of cooperation* (which is formed during interaction with other participants of joint Cognitive Activities), which

contributes to the unification of efforts, joint solving of tasks and involving prior agreements on cooperation.

The development of these components as a whole harmonious system constitutes the necessary and sufficient conditions for the formation of a Personality as a Subject, provides active, purposeful, skillful actions that are realized and coordinated with the efforts of other people to create oneself and the world, together with this, the attitude towards one's own actions and the actions of others is formed. Thus, the Subject in this model is aware of himself/herself and his/her state, goals and their hierarchy, chooses the conditions corresponding to the next task, selects methods of transformation of the initial situation, evaluates the obtained results, corrects actions, that is, acts only as a functionary. As we can see, the author emphasizes the conscious regulation of activity, which limits the understanding of the subject's activity, rejecting a huge layer of the unconscious, violates the integrity of the individual, and, therefore, denies *Subjectivity as a certain integrity*. We'd like to note, that Man as a Subject is the systemic integrity of all his/her most complex and contradictory qualities, first of all, mental processes, states and characteristics, his/her consciousness and unconsciousness senses.

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Терновик Наталія, Сімко Алла. Психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності.

Мета дослідження *– показати психологічні шляхи формування підлітка як суб'єкта пізнавальної діяльності завдяки проведенню констатувального дослідження в закладах середньої освіти.*

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

Результати дослідження. *Показано, що ефективне розв'язання проблеми суб'єктної активності особистості має бути пов'язаним із вирішенням питання про те, що насправді є джерелом пізнавальної діяльності. Отже, зовнішній сенс залежить від внутрішнього не тільки в тому плані, що будь-який зовнішній вплив реалізується лише*

через внутрішній смисл, але й внутрішній смисл має своє безпосереднє джерело активності і розвитку. Аналізуючи передсуб'єктні, в тому числі і генотипні впливи, в яких спресовано біологічні і соціальні передумови розвитку, ми вважаємо, що необхідно враховувати спонтанність у розвиткові суб'єкта. Слід враховувати парадигму суб'єктної активності особистості, становлення якої виявляється в поступовій зміні співвідношення між «Зовнішнім» і «Внутрішнім»: від переважальної спрямованості «Зовнішнє» через «Внутрішнє» до все більшого домінування тенденції «Внутрішнє» через «Зовнішнє».

Висновки. *Враховуючи те, що становлення суб'єкта відбувається під впливом зовнішніх, природніх впливів, а також з урахуванням знань, вмінь і навичок особистості, набутих у процесі навчання і виховання, і, нарешті, з огляду на вимоги суспільства, ми можемо запропонувати наступну структуру пізнавальної діяльності суб'єкта. Змістом суб'єктної активності є ієрархія цілей, так чи інакше представлених у свідомості людини, та сформований суб'єктний досвід людини. Формою суб'єктності є, в свою чергу, усвідомлене саморегулювання діяльності і поведінки людини. Здійснення суб'єктної активності визначається взаємодією сформованих умінь саморегулювання і компонентів суб'єктного досвіду. Такими компонентами постають: 1) ціннісний досвід (пов'язаний із формуванням інтересів, етичних норм, ідеалів, переконань); 2) досвід рефлексії; 3) досвід актуалізації пізнавальної діяльності; 4) операціональний досвід; 5) досвід співпраці.*

Ключові слова: *суб'єкт, пізнавальна діяльність, ціннісний досвід, досвід рефлексії, досвід актуалізації пізнавальної діяльності, операціональний досвід, досвід співпраці.*