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психології»**

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CONTENT

Hlavinska Elina. Empirical Research on Studying Psychological Conditions of the Formation of Adaptive Relationships between Parents and Children of Senior School Age	9
Ivashkevych Eduard, & Kurytsia Denys. Dominant Functions of Social Intelligence of Teachers of Preschool Educational Establishments in the Conditions of War in Ukraine	29
Ivashkevych Ernest. Psychological Principles of the Development of the Emotional Components of Future Translators’ Image of the World.....	48
Kharchenko Nataliia. Types of Parental Attitude towards Children as a Way to Achieve Adaptive Family Relationships.....	69
Kharchenko Yevhen, & Onufriieva Liana. Psychological Features of Post-Traumatic Stress Disorder of Combatants in the Situation of War in Ukraine	91
Khupavtseva Nataliia, & Spivak Vitalii. Psychological Content of the Leading Role of Facilitative Activity	115
Liashenko Larysa. Adaptive and Maladaptive Relationships between Parents and Children of Senior School Age in Different Groups of Families.....	138
Maksymenko Serhii, & Derkach Lidiia. Modern Cognitive and Informational Warfare: the Role of Consciousness Manipulation of Ukrainians in Personality Transformation	157
Moiseienko Lidiia, & Shehda Liubov. Psychological Aspects of Activating the Approbation Process of Creative Mathematical Thinking	182
Mykhalchuk Nataliia, & Koval Iryna. Psychological Peculiarities of Use of Dialogical Forms of Control of Knowledge, Skills and Abilities of Students at the Lessons of the English language	201
Petrovska Inha. Psychological Mechanisms of the Emergence, Development, and Establishment of Civic Identity.....	225
Shevchenko Nataliia, & Sofilkanych Mykhailo. The Peculiarities of Confidence Manifestation and Psychological Conditions of its Development in the “Doctor – Patient” System.....	250
Shtepa Olena. The Self-Reflection Questionnaire: Argumentative Results of Content Validity.....	270

ЗМІСТ

Главінська Еліна. Емпіричне дослідження вивчення психологічних умов формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку (<i>англ. мовою</i>)	9
Івашкевич Едуард, Куриця Денис. Домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні (<i>англ. мовою</i>)	29
Івашкевич Ернест. Психологічні принципи розвитку емоційних компонентів образу світу майбутніх перекладачів (<i>англ. мовою</i>)	48
Харченко Наталія. Типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків (<i>англ. мовою</i>)	69
Харченко Свєген, Онуфрієва Ліана. Психологічні особливості посттравматичного стресового розладу учасників бойових дій у ситуації війни в Україні (<i>англ. мовою</i>)	91
Хупавцева Наталія, Співак Віталій. Психологічний зміст провідної ролі фасилітативної діяльності (<i>англ. мовою</i>)	115
Ляшенко Лариса. Адаптивні та дезадаптивні взаємостосунки батьків і дітей старшого шкільного віку в різних групах сімей (<i>англ. мовою</i>)	138
Максименко Сергій, Деркач Лідія. Сучасна когнітивно-інформаційна війна: роль маніпуляцій свідомістю українців у трансформації особистості (<i>англ. мовою</i>)	157
Мойсеєнко Лідія, Шегда Любов. Психологічні аспекти активізації апробаційного процесу творчого математичного мислення (<i>англ. мовою</i>)	182
Михальчук Наталія, Коваль Ірина. Психологічні особливості використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови (<i>англ. мовою</i>)	201
Петровська Інга. Психологічні механізми виникнення, розвитку та утвердження громадянської ідентичності (<i>англ. мовою</i>)	225
Шевченко Наталія, Софілканич Михайло. Особливості прояву довіри та психологічних умов її розвитку в системі «лікар – пацієнт» (<i>англ. мовою</i>)	250
Штепа Олена. Опитувальник саморефлексії: дискусійні результати змістовної валідності (<i>англ. мовою</i>)	270

Empirical Research on Studying Psychological Conditions of the Formation of Adaptive Relationships between Parents and Children of Senior School Age

Емпіричне дослідження вивчення психологічних умов формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку

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ABSTRACT

The purpose of this article is to describe psychological conditions of the formation of adaptive relationships between parents and children of senior school 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,

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9

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

The results of the research. *We believe that adults should create the most positive conditions for the harmonious mental development of the personality of senior school pupils. Parents should understand that the child's point of view and dignity should be respected, because this will facilitate the formation of a high or adequate self-esteem of the child. Senior school pupils should definitely be given useful advice, set a positive example, because all this will contribute to the formation of their personal and social maturity.*

Conclusions. *Both parents and children should be patient with each other, be kind to each other, love each other in all situations, talk to each other. In this difficult period, the period of children's growing up, everyone in the family has to perceive the people around them in a completely different way, relate to each other and to the surrounding world. The personally meaningful experience acquired by children is useful. The latter greatly helps senior school pupils to overcome conflicts, depression, not to fall into pessimism and take responsibility for their actions, to draw positively labeled conclusions from all events that will help overcome new life problems. Thus, a personally meaningful experience is formed taking into account certain psychological and social conditions that take place in the life space of senior school pupils in different periods of their life and personal development.*

Key words: *adaptive family relationships, maladaptive relationships, conflict relationships, harmonious mental development, useful advice, a positive example, personally meaningful experience.*

Introduction

Based on their own empirical researches, scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021) convince parents to try to do everything so that the child realizes that the crisis of his/her high school age has already ended, and the pupil does not have any frames left containing negative scripts. Adults should also realize that if they limit their children in everything (activity, behavior, desires), then the children will suffer in any case (Horney, 1994). Therefore, ways of solving both serious and somewhat trivial problems play an important role in family relationships (Brédart, 1991). Adaptive family relationships are largely

determined by whether parents know the appropriate productive algorithms for solving conflict situations and situations of interpersonal interaction (Боришевський, 1998; Комплієнко, 2020). In order to reduce a high level of anxiety of children, parents should constantly observe the behavior and activities of a pupil, understand well what he/she lives for, what his/her life priorities are, what he/she does well and what the pupil does badly (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). If parents like certain actions and (or) deeds of their child, then every time they should actualize their attention to them, talk to the children about it, praise them for it (Cui, Wang, & Zhong, 2021). A child should be favorably treated even if he/she is fully aware of his/her responsibility and honestly and frankly tries to correct his/her own mistakes (Івашкевич & Кюмарніцька, 2020).

Scientists (Ivashkevych Ed., & Onufrieva, 2021) repeatedly emphasized that the energy of senior school pupils should have an appropriate outlet, and parents should help the child find reliable, reasonable and healthy ways of such an outlet. For this, scientists claim, it is very useful to do sports, to constantly perform physical exercises, which, at the same time, stimulate the cognitive activity of schoolchildren (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). Maladaptive family relationships, in turn, lead to situations when quite often adults do not understand the activity of senior school pupils, and do not even want to understand it, and at the same time begin to complicate the life of schoolchildren, instead of helping children find interesting activities and groups that suit their interests (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). So, parents should understand that senior school pupils are already to a certain extent formed in terms of personality, people who are trying to learn how to live in the living space of adults, but they are not yet completely confident in their abilities (Drigas, & Karyotaki, 2017).

At the same time, maladaptive family relationships are often caused by situations where senior school pupils are excessively active and energetic (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). Then somewhat frightened and alarmed parents use all kinds of prohibitions in relation to their children (Mykhalchuk, & Ivashkevych Er., 2019). However, in order to achieve adaptive family relationships, the opposite actions are appropriate (Бірунов, 2018). Senior school pupils should be helped to choose certain interesting ways for them to put their energy into life. At the same time, in our opinion, parents should support school-children as much as it is possible in everything (Mykhalchuk, & Onufrieva, 2020). Parents should understand that when they treat each child as a formed personality and learn to appreciate it, then personally significant changes in the child's development will be real (Vovk, Emishyants, Zelenko, Drobot, & Onufrieva, 2020).

So, **the purpose** of this article is to describe psychological conditions of the formation of adaptive relationships between parents and children of senior school 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 and generalization. The empirical method is the empirical research (a confirmatory study).

In order to study psychological conditions of the formation of adaptive relationships between parents and children of senior school age, to create a structural and functional model of such formation, a confirmatory study should be conducted, to identify and study the psychological features of maladaptive relationships between parents and children of senior school age. Therefore, we will characterize socio-demographic characteristics of the families that participated in the empirical research.

Thus, 300 parents of senior school pupils participated in our study at the stage of ascertainment research, of which 150 people were included into the experimental group (parents raising senior school-age children who use alcoholic beverages or psychoactive substances) and 150 people in the control group (parents of senior school pupils who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc.) (Table 1).

Table 1

Distribution of parents of senior school pupils according to the experimental and control groups we have identified (in %)

Groups of parents	Men*	Women*	Age 35-40 years old	Age 40-50 years old	Age 50-60 years old	High education	Secondary special education	Secondary education	5-10 years**	10-15 years**	15-25 years**
E1 (n=150 people)	50	50	30	40	30	55	24	21	48	46	6
C1 (n=150 people)	50	50	30	40	30	58	16	26	52	44	4

Legends:

* – sexual characteristics;

** – period of marriage.

According to the data presented in Table 2.1, such a distribution of respondents of the age 35-40 years old (30% in each group), who have a higher education (55% in E1 and 58% in C1) and have been married for 5-10 years (48% in E1 and 52% in C1), as well as within 10-15 years (46% and 44%, respectively). In the most cases, these were families raising two children (70% for the control group, 60% for the experimental group), or one child (respectively, 30% for the control group and 40% for the experimental group).

Regarding professional employment, the following data were obtained: in the control group, all men had full-time professional employment, among mothers, some of them were engaged in household management (37.3%), others (62.7%) had permanent professional activity; in group E1 all parents (male) of senior school pupils who use alcoholic beverages or psychoactive substances had full-time professional employment. Among women one-third did not work anywhere (33.2%), the majority of women were employed full-time (42.1%), others (24.7%) had part-time employment.

When assessing the material level of the family, the parents of the control group more often indicate “the average level” (73.2%); in families where a child who uses alcoholic beverages or psychoactive substances is raised, parents most often rate their income level as average (52.1%) or low one (47.9%). The experimental group was divided into subgroups based on the type of psychoactive substances used by the child. Our research included parents whose children use narcotic substances, as well as parents of senior school pupils who use alcohol and/or tobacco. There were equal numbers of such parents in the experimental group we formed.

150 senior school pupils also participated in the ascertainment study, 75 of whom belonged to the F1 group (those ones who used psychoactive substances, of which 36 children used narcotic substances, and 39 senior school pupils with alcohol or (and) tobacco choices. The age of senior school pupils was from 15 to 18 years old.

Results and their discussion

In order to analyze the psychological microclimate in families, we used the obtained questionnaire data. Table 2 presents the average values by groups, the results of comparing groups using the Mann-Whitney U-test, where the experimental group includes parents who raise high school-aged children who use alcoholic beverages or psychoactive substances), and the control

group includes parents of senior school pupils, who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other.

Table 2

Psychological microclimate of families of experimental and control groups (in points, a confirmatory research)

Characteristics of the family that affect the psychological microclimate	A group	Average value	Confidence level according to Student's t-test
Economic conditions	C1	1.87	The difference in results is not significant
	E1	1.76	
Close social environment	C1	2.43	3.34, $\rho < 0.05$
	E1	0.52	
Family relationships	C1	1.97	2.88, $\rho < 0.05$
	E1	0.34	
Conflicts, their frequency	C1	2.42	3.16, $\rho < 0.05$
	E1	0.55	
Family vacation	C1	2.56	3.45, $\rho < 0.05$
	E1	0.40	
Relationships between spouses	C1	1.89	2.76, $\rho < 0.05$
	E1	0.37	

According to the data, parents who raise children who do not use psychoactive substances, as well as those who use them, in most cases rate the total family income as "higher than average". Therefore, according to "the economic status of the family" indicator, there was no statistically significant difference in the results between the parents of senior school pupils of the control and experimental groups. According to other indicators, a statistically significant difference was obtained at the $\rho < 0,01$ level of confidence. The microenvironment of families that are part of the control group is extended, branched (relatives, friends, work colleagues). The members of these families also, as a rule, spend their free time together, mainly active leisure activities (joint

visits to theatres, museums, family trips out of town). Family relationships in these families are rated as friendly ones. At the same time, it is noted that conflicts are quite rare.

Family relationships are evaluated as very positive, which bring only satisfaction and joy. In families where a child who uses psychoactive substances is raised, parents in most cases rate the level of income as mediocre or rather low. The microenvironment of such families is quite limited and compressed (in most cases, it is relatives and close acquaintances). Family members mostly spend their free time at home. Family relationships are most often assessed as equal ones, while it is indicated that conflicts also occur quite rarely. Family relationships are rated as satisfactory ones or as necessary for family support.

Thus, it can be said (with the reliability of $p < 0.01$, $t = 4.34$), that families that raise a child who uses alcoholic beverages or psychoactive substances, and as a result of which this family consists of maladaptive relationships, compared to ordinary families with adaptive family relationships have a lower economic status, their microenvironment is narrowed to relatives and close acquaintances. Family members spend most of their free time at home (even compared to the members of families that we assigned to the control group (parents of senior school pupils who do not use alcoholic beverages and psychoactive substances, but have maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc.)). That is, we can claim that the relationships between the members of the experimental group are less favorable, the frequency conflicts in these families is higher ($t = 4.25$, $p < 0.01$).

Also, reliable differences in the psychological microclimate in families with children who use psychoactive substances and in families where senior school pupils are characterized by a tendency to smoking and/or alcoholism were found. Table 3 presents the average values by groups, the results of the comparison of groups according to the Mann-Whitney U-test, where group E 1.1 is a group of parents who raise children who use psychoactive

substances, and group E.1.2 is parents who raise children who have a tendency to smoking and/or alcoholism (at this stage of the empirical research, the "Family Environment Scale (FES)" was used (Moos B., & Moos R., 2021).

Table 3

Socio-psychological microclimate in families with children who use psychoactive substances, as well as in families in which children with a tendency to smoking and/or alcoholism are raised (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Economic condition	E 1.1 E 1.2	0.84 1.75	$p < 0.05$
Close social environment	E 1.1 E 1.2	0.44 0.43	The difference in results is not significant
Family relationships	E 1.1 E 1.2	0.53 0.68	The difference in results is not significant
Conflicts, their frequency	E 1.1 E 1.2	0.51 0.79	The difference in results is not significant
Family vacation	E 1.1 E 1.2	0.38 0.45	The difference in results is not significant
Relationships between spouses	E 1.1 E 1.2	0.34 0.38	The difference in results is not significant

According to the presented data, the atmosphere in families that raise children of senior school age who use psychoactive substances (group E 1.1), as well as in the families that raise children with a tendency to smoking and/or alcoholism (group E 1.2), is equally intense, the frequency of conflicts is also ap-

proximately the same. The microenvironment of such families is quite limited, they accept as the most tangential passive recreation (staying of all family members at home) (results of respondents obtained by us according to the “Family Environment Scale (FES)” (Moos B., & Moos R., 2021), this criterion is significant at the $p < 0.05$ level of confidence).

Thus, the socio-psychological microclimate in families raising children who use psychoactive substances can be characterized as less secure, while the nature of the relationships with the child is explained by the peculiarities of family relations.

As a result of comparing the data of the respondents of groups E1 and C1, obtained by using the “Family Environment Scale (FES)” (Moos B., & Moos R., 2021), the mean values and the results of group comparisons were calculated using the Mann-Whitney U-test, where the experimental group consisted of parents of senior school age children who use alcoholic beverages or psychoactive substances. The control group is consisted of parents of senior school pupils who did not consume alcoholic beverages and psychoactive substances, but had maladaptive relationships in the family as a result of conflicts, misunderstandings, rejection of each other, etc. (data are shown in Table 4).

According to the results presented in Table 2.4, among the features of family functioning, there are significant differences in the indicators of relationships between family members (“Cohesion” ($p < 0.01$), “Expressiveness” ($p < 0.05$), “Conflictual relationships” ($p < 0.01$)); according to indicators of family management as a whole system (“Organization of activities” and “Control over the performance of activities” ($p < 0.01$), as well as according to the scale “Orientation to rest” ($p < 0.05$), “Orientation to achievements” ($p < 0.01$).

Based on the obtained data, it can be asserted that the family members of children raising senior school pupils who use alcoholic beverages or psychoactive substances (group E1) are more disconnected, living according to the principle of “everyone on his/her own”. Children have less freedom in their behavior, ex-

pression of their thoughts and feelings, and such families are characterized by conflictual relationships. In these families the hierarchy of the family organization, the rigidity of family rules and procedures, and the control between family members in relation to each other are more pronounced.

Table 4

Mean values according to the Mann-Whitney U-test according to the indicators of the "Family Environment Scale (FES)" of respondents of the experimental and control groups (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Cohesion	C1	6.93	$\rho < 0.01$
	E1	2.12	
Expressiveness	C1	5.48	$\rho < 0.05$
	E1	3.06	
Conflict relationships	C1	3.48	$\rho < 0.01$
	E1	6.94	
Independence	C1	5.95	$\rho < 0.01$
	E1	2.16	
Achievement orientation	C1	6.24	$\rho < 0.01$
	E1	3.03	
Intellectual and cultural orientation	C1	4.90	The difference in results is not significant
	E1	4.45	
Orientation to rest	C1	5.22	$\rho < 0.05$
	E1	3.05	
Moral and ethical aspects	C1	4.95	The difference in results is not significant
	E1	3.34	
Organization of activities	C1	4.99	$\rho < 0.01$
	E1	2.15	
Control over the performance of activities	C1	5.36	$\rho < 0.01$
	E1	2.48	

Reliable differences were revealed using the “Family Environment Scale (FES)” method (Moos B. & Moos R., 2021) for families of groups E 1.1 – a group of parents who raise children who use psychoactive substances and E.1.2 – parents who raise children who have a tendency to smoke tobacco and/or alcoholism. Table 5 presents the mean values and the results of comparing these groups according to the Mann-Whitney U-test.

According to the results of Table 2.5, in groups E 1.1 and E 1.2 there are significant differences on the scales “Expressiveness” ($p < 0.05$), “Organization of activities” ($p < 0.05$) and “Control over the performance of activities” ($p < 0.01$). The differences in the results between two experimental groups that have been diagnosed allow us to characterize families that raise children who use psychoactive substances (compared to families that raise children who have a tendency to smoke and/or drink alcohol) as more cohesive and rigid. In such families, the care of family members for each other is more pronounced, and at the same time, the dependence on each other is to a large extent stronger. The functioning of families with children who use psychoactive substances is generally less organized.

It should be emphasized that members of families with children who use psychoactive substances and families of group E.1.2, who raise children who have a tendency to smoke and/or drink alcohol, have the same opportunities for independence, self-assertion, independence in decision-making. Such families are easily adapted to the needs of each individual family member. Thus, raising children who use any psychoactive substances, as well as in families where children with a tendency to smoking and/or alcoholism are raised, greatly affects the relationships between family members, as well as the characteristics family management.

We believe that adults should create the most positive conditions for the harmonious mental development of the personality of senior school pupils. Parents should understand that the child’s point of view and dignity should be respected, because

this will facilitate the formation of a high or adequate self-esteem of the child. Senior school pupils should definitely be given useful advice, set a positive example, because all this will contribute to the formation of their personal and social maturity.

Table 5

Mean values according to the Mann-Whitney U-criterion according to the "Family Environment Scale" indicators of the respondents of the experimental groups (in points, a confirmatory research)

Characteristics of the family that affect the socio-psychological microclimate	A Group	Mean value according to Mann-Whitney U-test	Confidence level
Cohesion	E 1.1	2.16	The difference in results is not significant
	E 1.2	1.83	
Expressiveness	E 1.1	3.14	$\rho < 0.05$
	E 1.2	5.36	
Conflict relationships	E 1.1	6.83	The difference in results is not significant
	E 1.2	6.14	
Independence	E 1.1	2.41	The difference in results is not significant
	E 1.2	2.15	
Achievement orientation	E 1.1	2.98	The difference in results is not significant
	E 1.2	2.60	
Intellectual and cultural orientation	E 1.1	3.95	The difference in results is not significant
	E 1.2	3.63	
Orientation to rest	E 1.1	2.02	The difference in results is not significant
	E 1.2	3.16	
Moral and ethical aspects	E 1.1	3.19	The difference in results is not significant
	E 1.2	3.40	
Organization of activities	E 1.1	1.73	$\rho < 0.05$
	E 1.2	3.41	
Control over the performance of activities	E 1.1	1.25	$\rho < 0.01$
	E 1.2	3.70	

Also, parents should adequately perceive, evaluate and understand sudden changes in the mood of senior school pupils, hobbies and interests that are strange at first glance. Senior school pupils often behave quite calmly, logically considering the reasons for eccentric behavior, conducting conversations with their children, identifying the causes of this behavior, describing its possible consequences. Regarding the use of the vocabulary outlined by us, it is necessary, if it is possible, to give examples from fiction, showing children, firstly, the meaning of lexical units, as it really is, and, secondly, describing the attitude towards the child on the part of adults as a result of their perception given lexical units (by simulating certain patterns of behavior of adults). In order to achieve productive relationships in family interaction, both parents and children should have a good idea of how to find a way out of the conflict. It should be explained to children that parents, as well as their children, constantly have conflicts, problems that must be resolved, which requires considerable effort from them, often associated with a great risk.

Conclusions

Both parents and children should be patient with each other, kind to each other, love each other in all situations, talk to each other. In this difficult period, the period of children's growing up, everyone in the family has to perceive the people around them in a completely different way, relate to each other and to the surrounding world. The personally meaningful experience acquired by children is useful. The latter greatly helps senior school pupils to overcome conflicts, depression, not to fall into pessimism and take responsibility for their actions, to draw positively labeled conclusions from all events that will help overcome new life problems. Thus, a personally meaningful experience is formed taking into account certain psychological and social conditions that take place in the life space of senior school pupils in different periods of their life and personal development.

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Главінська Еліна. Емпіричне дослідження вивчення психологічних умов формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного віку.

Мета статті: описати психологічні умови формування адаптивних взаємостосунків між батьками та дітьми старшого шкільного 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 констатувальне дослідження.

Результати дослідження. Ми вважаємо, що дорослим слід створювати найбільшою мірою позитивні умови для гармонійного психічного розвитку особистості старшокласників. Батьки мають розуміти, що потрібно поважати точку зору дитини, її гідність, адже це фасилітуватиме формування високої або адекватної самооцінки дитини. Старшокласникам, безперечно, потрібно обов'язково давати корисні поради, показувати позитивний приклад, адже все це сприятиме становленню їх особистісної та соціальної зрілості.

Висновки. Доведено, що і батьки, і діти повинні виявляти терпіння один до одного, терпляче, по-доброму ставитися один до одного, у будь-яких ситуаціях любити один одного, розмовляти один із одним. У цей складний період, період дитячого дорослішання, кожен у родині має зовсім по-іншому сприймати навколишніх, ставитися один до

одного і до оточуючого світу. Корисним є набутий дітьми особистісно значущий досвід. Останній великою мірою допомагає старшокласникам переборювати конфлікти, депресію, не впадати в песимізм і брати на себе відповідальність за скоєні вчинки, з усіх подій робити позитивно марковані висновки, які допоможуть перебороти нові життєві проблеми. Отже, особистісно значущий досвід формується з огляду на певні психологічні і соціальні умови, які мають місце в життєвому просторі старшокласників у різні періоди їхнього життя та особистісного становлення.

Ключові слова: адаптивні сімейні взаємостосунки, дезадаптивні сімейні взаємостосунки стосунки, конфліктні взаємостосунки, гармонійний психічний розвиток, корисні поради, позитивний приклад, особистісно значущий досвід.

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Dominant Functions of Social Intelligence of Teachers of Preschool Educational Establishments in the Conditions of War in Ukraine

Домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні

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ABSTRACT

The purpose of our article is to analyze dominant functions of social intelligence of the teachers of preschool educational establishments in the conditions of war in Ukraine.

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. In our research we also used empirical methods, such as the statement study.

The results of the research. The functions of “understanding the actions of other people and influencing them”, “understanding oneself and modeling behavior in accordance with the person’s needs, his/her goals and abilities” are distinguished by us. We consider the level of the development of the specified characteristics of these functions to be indicators of the development of these functions. So, as a result, we distinguish between interpersonal and personal intelligence.

Conclusions. We consider the dominant functions of social intelligence to be “the ability to express spontaneous judgments about other people” and “to predict the behavior of others”. These functions are noted to actualize the so-called “social gift”, that is the ability to adequately express oneself about the surrounding subjects of people. The function of “adaptation to life situations” is also distinguished by us. This function is noted to significantly affect the development of general abilities and personal qualities, facilitates the formation of cognitive competence, which allows people to perceive the events of social life with a minimum of surprises and with maximum of personal benefit. The functions of “solving practical tasks and situations of everyday life” and “social adaptation” are also highlighted. This function actualizes a high level of the individual’s ability to solve daily tasks, including complex situations and situations of cognitive dissonance.

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Key words: *intelligence, social intelligence, cognitive competence, adaptation to life situations, understanding the actions of other people and influencing them, the ability to express spontaneous judgments about other people, to predict the behavior of others.*

Introduction

One of the views on the problem of the structure of social intelligence was offered by scientists (Arbuthnott, & Frank, 2000; Heino, Ellison, & Gibbs, 2010). The authors analyze the structure of social intelligence taking into account the qualitative components of groups of abilities. The scientists (Ishkhanyan, Boye, & Mogensen, 2019) single out cognitive, emotional and behavioural components, the content of which is represented in the specific abilities of the individual. The model of social intelligence (Cattell, 1988) is quite similar, but more detailed in the evaluation criteria of its components.

However, as it was noted by scientists (Lawson, & Leck, 2006), all existing models of social intelligence were significant in both theoretical and practical aspects, but they did not sufficiently meet the theoretical and methodological requirements of modern Psychology. After all, the scientists claim, that all the models of social intelligence proposed in the scientific literature, are not fully consistent with the requirements of the integrity of mental phenomena, such as:

- J. Gilford's model of social intelligence and models, which are similar in structure to those ones of scientists (Mykhalchuk, & Ivashkevych Ed., 2018), and they do not explicate signs of continuity of social intelligence; however, the last feature is one of the most important features identified by scientists (Key-DeLyria, Bodner, & Altmann, 2019);

- the models proposed by scientists (Nowak, Watt, & Walther, 2009), on the contrary, which reflect continuity as a characteristics of social intelligence by distinguishing different levels of these abilities; however, the disadvantage of these models is that one they do not characterize the variety of components of social intelligence (Mykhalchuk, & Kryshevych, 2019);

• the characteristic feature of all models, in the center of which there is the identification of personal characteristics, which were included into the structure of social intelligence, however, based on the content of these models, actualized the relationships between personal qualities and the level of social intelligence, which has remained also unclear (Pimperton, & Nation, 2010).

According to scientists (Ramirez, & Wang, 2008), social intelligence has a rather complex structure, therefore, it consists of: 1) communicative and personal potential; 2) characteristics of self-awareness; 3) cognitive processes; 4) energy characteristics, etc. In the research the scientists (Гончарук, & Онуфрієва, 2018) clearly distinguish the concepts of “social intelligence” and “social competence”, which are often understood by scientists as some identical concepts. The scientists note the social intelligence to be the means of knowing social reality, and the social competence of an individual is a product of this knowledge.

Empirical studies conducted by scientists (Rains, & Scott, 2007) allowed us to identify seven basic components of social intelligence, which were united by scientists into two groups (taking into account the components included in each of these components): 1) a cognitive component: assessment perspectives of interpersonal interaction; understanding people; knowledge of social rules of interaction; openness in the attitude towards others; 2) behavioral component: the ability to interact with people; social adaptability; a high level of empathy in interpersonal relationships.

Thus, scientists introduced emotional and expressive components into the interpretation of the structure of social intelligence of the individual. Social intelligence turned out to be a phenomenon in the structure of which cognitive and emotional aspects of human intellectual activity are clearly distinguished. This idea is quite thoroughly described in the studies of scientists (Schleicher, & McConnell, 2005) from the point of view of intuition, emotional and expressive characteristics of a person's

individuality, etc. Scientists (Rezaei, & Mousanezhad Jeddi, 2020) also emphasized the considerable role of emotions in the functioning of the social intelligence of the individual.

An important component in the structure of social intelligence, according to scientists (Stephens, & Rains, 2011), is a *person's self-esteem*. Adequate self-esteem allows the individual to choose a style of interpersonal relations appropriate to the situation and to adjust it if it is necessary. Overestimated and underestimated self-esteem create a state of mental tension in communication, as a result self-esteem leads to situations of cognitive dissonance. According to scientists (Key-DeLyria, Bodner, & Altmann, 2019), the structure of social intelligence of an individual includes the following components: 1) social-psychological, which includes a communicative component; 2) emotional; 3) motivational; 4) cognitive; 5) a component of energy, etc.

So, **the purpose** of our research is to analyze dominant functions of social intelligence of the teachers of preschool educational establishments in the conditions of war in Ukraine.

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. In our research we also used empirical methods, such as 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 2023-2024. 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, χ -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 the teacher's person 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 No. 2 of Rivne, 5 educators of the Kindergarten No. 5 of Kharkiv and 6 teachers of the Kindergarten No. 11 of Odesa city, 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 No. 2 of Rivne, 6 teachers of the Kindergarten No. 5 of Kharkiv and 5 teachers of the Kindergarten No. 11 of Odesa city, 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 No. 2 of Rivne, 5 educators of the Kindergarten No. 5 of Kharkiv and 5 teachers of the Kindergarten No. 11 of Odessa, 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 No.1; 5 tutors of Shepetivka, Khmelnytskyi region, Kindergarten No. 2; 4 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 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 No. 1, 4 educators of Shepetivka, Khmelnytskyi region, the Kindergarten No. 2; 4 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 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 No. 1; 5 educators of Shepetivka town of Khmelnytskyi region, Kindergarten No. 2; 9 respondents from the town of Zdolbuniv, Rivne region, Kindergarten No. 5, Ukraine);

E7 – 19 directors of kindergartens (this group includes directors of cities and regional towns, such as: nursery schools No. 2 and 4 of Rivne, nursing homes No. 5, 13, 14, 15, 18 of Kharkiv, nursery schools No. 3, 8, 9, 11 in Odesa, kindergarten No. 1, 2 in Zdolbuniv, Rivne region, nurseries No. 1, 2, 4 in town of Shepetivka, Khmelnytskyi region, kindergartens No. 1, 2, 5 in town of Kamianets-Podilskyi, Khmelnytskyi region, Ukraine).

Results and their discussion

At the first stage of the experiment we analyzed 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 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). 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 kindergarten. 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 kindergarten (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 behaviour, 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”). 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 the 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 behaviour, 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. In general, the results do not exceed the mark of 0.56. Only in group E7 (principals of children’s preschool institutions) the indicator “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.

Also, the result of kindergarten teachers and heads of these institutions in terms of "the ability to understand behavior systems, the meaning of the situation of interaction in dynamics" (Subtest 4 "History with the addition") is quite mediocre. The results are shown on Fig. 1.

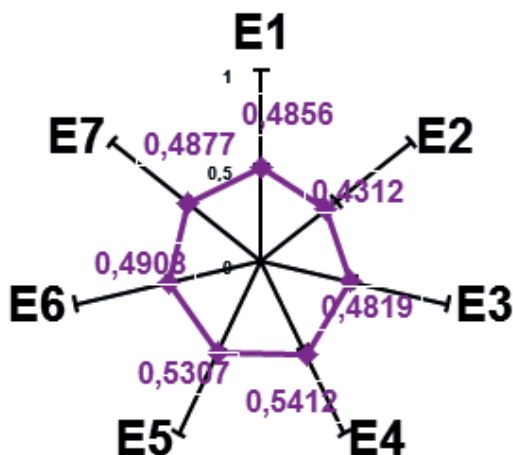


Fig. 1. The results of teachers of preschool educational institutions according to "the ability to understand systems of the behavior, the meaning of the situation of interpersonal interaction in dynamics" (Subtest No. 4 "Stories with an addition" with the use of the test of J.Gilford and M.O'Sullivan "Research of Social Intelligence"), in points, according to the results of factor analysis

Thus, among respondents of groups E1 and E3, the indicator of the development of this ability is 0.48, among the teachers of group E2 – 0.43, in group E4 – 0.54, in group E5 – 0.53, in group E6 – 0.49, in group E7 – 0.48, etc. Such results also indicate that the development of social intelligence of preschool teachers is at

a rather mediocre level. The composite assessment of social intelligence of the respondents of the groups we studied is shown on Fig. 2.

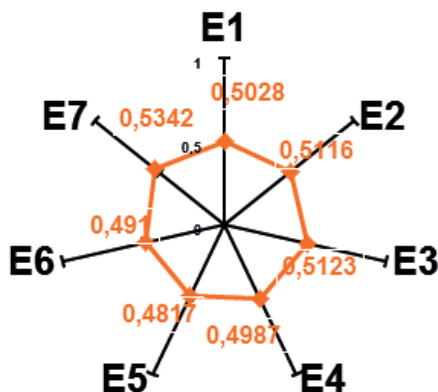


Fig. 2. Composite assessment of social intelligence of teachers of preschool educational institutions (in points, according to the results of factor analysis)

This assessment in group E1 is 0.50, in groups E2 and E3 – 0.51, in groups E4 and E6 – 0.49, in group E5 – 0.48, in group E7 – 0.53. These evaluations indicate a rather mediocre level of the development of social intelligence among all teachers of preschool educational institutions, including teachers who manage preschool educational institutions. So, the results obtained by us allow us to draw the following conclusions:

1. The respondents of all groups have the results which show the advantage of average indicators of their ability to understand the meanings of non-verbal expressions and the meaning of the expression, depending on a social context. This may be due to the fact that these abilities are formed in the immediate process of communication and to a large extent depend on the conditions of the life of the subjects, at the first place – on the conditions of their professional activity, means and methods of professional activity of teachers of preschool educational establishments.

2. The indicators of social intelligence, related to the ability to learn the results of the person's behavior in certain situations, combined with knowledge of the systems of the behavior and knowledge of the situations in the dynamics do not have significant differences in the groups of respondents, including the results of directors of preschool educational establishments. Also, there were no significant differences in the results of respondents residing in the district centers, indicating the independence of the level of social intelligence from the social conditions of teachers' residencies, their age, professional experience, etc., as the respondents with the highest category demonstrated such level of the development of social intelligence, as well as teachers who had only the 1st and the 2nd categories.

According to these results, there is no impact of detected residence (saturation with typical cultural and social values), of significant professional experience of the person on the ability to understand the meanings of typical social situations as socio-cultural factors of social intelligence of teachers of preschool educational establishments. The overall indicator of social intelligence in all groups of respondents is somewhat lower than the results of the individual abilities of social intelligence, which indicates the compensation of certain skills and abilities through higher levels of others, in particular, as we think – by divergent thinking.

We mean that high results of teachers of preschool establishments depend on tactical type of thinking, which is realized in forecasting situations, making the details of the plan and predicting conditions for playing role-playing games with children. The result of forecasting is the construction of a conceptual model of the professional activity by a teacher, that helps to create a generalized image of situations and actions that are adequate in preschool establishments. We've also emphasized that teachers were involved in game types activities, they better predicted the likelihood of more rare event. This is due to the fact that players' games are shaped by the expectation of not only typical

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but also unexpected events as the tactics of the game are more diverse in comparison with the tactics of conducting a discussion or performing a scenic action (besides teachers themselves and the opponents who are also partners on a team whose positions must be taken into account). Consequently, teachers of preschool educational establishments have the ability to predict incredible situations with a high level of productivity.

Also, so high results are diagnosed in groups of the teachers of pre-school educational establishments for “the success of the generalization of the systems of symbolic units and the ability to build these units into logical structures”. We believe that high results of teachers according to this characteristic are in that fact that the success of this subtest is related to the ability to operate the system of values, to reduce them into the whole structures defined by verbal-logical rules directing on constructing the sentences, since the sign has a double ontology: it appears as an instrument of knowledge and means of interaction in the process of communication. It should be noted that, based on the results of the observation carried out at the first stage of the experiment, all teachers of kindergartens were creative individuals, they were actively engaged into a space of artistic creativity, music, dance and others. In turn, artistic creativity, developing a figurative perception of the reality, leads to the development of the ability to express more greater differentiation of the external world, taking into account new, symbolic grounds. Consequently, artistic creation involves the structuring of specific, sensory features into a single image-symbol, so we mean the generation of semantic units and the ordering of them into a certain structure getting its development in these conditions of professional activity of the teachers of pre-school educational establishments.

Thus, we highlight the main functions of social intelligence of teachers and directors of preschool educational establishments as “understanding other people”, which provides foresight in interpersonal relationships, the effectiveness of un-

derstanding of social situation in general and the situations of interpersonal interaction in particular. The function of "adaptation to the requirements of the society" is also dominant. We have to note that this function provides the ability of the person to use psychometric intelligence in order to adapt to the society effectively. The indicator of highly developed social intelligence is the effectiveness of the use of individual metacognitive strategies while performing social tasks and solving various problems.

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

Also, we have to underline cognitive and behavioral functions of social intelligence. In particular, the cognitive function involves the assessment of the prospects of the person's development; understanding of people; to provide social insight; knowledge of social norms. Behavioral functions include: the ability to co-operate with other people; social adaptation and empathy in interpersonal relationships.

The functions of "understanding the actions of other people and influencing them", "understanding oneself and modeling behavior in accordance with the person's needs, his/her goals and abilities" are distinguished by us. We consider the level of the development of the specified characteristics of these functions to be indicators of the development of these functions. So, as a result, we distinguish between interpersonal and personal intelligence.

Conclusions

We consider the dominant functions of social intelligence to be “the ability to express spontaneous judgments about other people” and “to predict the behavior of others. These functions, we’d like to note, actualize the so-called “social gift”, that is the ability to adequately express oneself about the surrounding subjects of people. The function of “adaptation to life situations” is also distinguished by us. We note that this function significantly affects the development of general abilities and personal qualities, facilitates the formation of cognitive competence, which allows people to perceive the events of social life with a minimum of surprises and with maximum of personal benefit. The functions of “solving practical tasks and situations of everyday life” and “social adaptation” are also highlighted. This function actualizes a high level of the individual’s ability to solve daily tasks, including complex situations and situations of cognitive dissonance.

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Івашкевич Едуард, Куриця Денис. Домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні.

Метою нашої статті є проаналізувати домінувальні функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання й узагальнення. Також у дослідженні використано емпіричні методи, зокрема констатувальне дослідження.

Результати дослідження. Виокремлено функції соціального інтелекту вихователів дошкільних навчальних закладів в умовах війни в Україні «розуміння дій інших людей і вплив на них», «розуміння себе і моделювання поведінки відповідно до своїх потреб, цілей і здібностей». Показниками розвитку цих функцій ми вважаємо рівень розвитку

значених характеристик даних функцій. Отже, як результат, ми розрізняємо міжособистісний та особистісний рівні інтелекту.

Висновки. Домінувальними функціями соціального інтелекту ми вважаємо «здатність висловлювати спонтанні судження про інших людей» та «прогнозувати поведінку інших людей». Ці функції актуалізують так званий «соціальний дар», тобто здатність адекватно висловлюватися про оточуючих суб'єкта людей. Ми також виокремлюємо функцію «приспосовування до життєвих ситуацій». Така функція значно впливає на розвиток загальних здібностей та особистісних якостей, фасилітує становлення когнітивної компетентності, яка дозволяє людям сприймати події соціального життя з мінімумом несподіванок і з максимальною особистою користю. Функції «розв'язання практичних завдань та ситуацій повсякденного життя» і «соціальна адаптація» актуалізують високий рівень здатності особистості розв'язувати щоденні завдання, в тому числі – складні ситуації та ситуації когнітивного дисонансу.

Ключові слова: інтелект, соціальний інтелект, когнітивна компетентність, адаптація до життєвих ситуацій, розуміння дій інших людей і вплив на них, здатність висловлювати спонтанні судження про інших людей, передбачати поведінку інших людей.

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Psychological Principles of the Development of the Emotional Components of Future Translators' Image of the World

Психологічні принципи розвитку емоційних компонентів образу світу майбутніх перекладачів

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ABSTRACT

The purpose of our research is to show psychological principles of the development of the emotional components of the image of the world of future translators.

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

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The results of the research. We proposed some more important psychological principles of the development of the emotional components of the image of the world of future translators: 1. The principle of actualization of the person's consciousness. 2. The principle of managing the person's emotions. 3. The 3^d principle is "Achievement motivation". 4. The principle of actualization of Empathy. 5. The principle of developing students' social skills.

Image of the World of future translator is a rather significant element of the subject content of translation activity and it is its product. The Image of the World of future translator is a very thing in which the translation activity is materialized and embodied. So, as a product of listening, an inference appears, Image of the World of future translator becomes clear to the translator in the process of receptive activity. A condition may or may not be realized as a product of the activity, it may play the role of so-called "intermediate decision" taken by the subject of the activity in this process. In particular, the product of speech is an utterance.

Conclusions. The most important element of the content of the translation activity is its result. The result of speaking, for example, is the nature of the recipient's understanding of the information having been heard. The result of listening, in turn, is the understanding of the content and meaning of the received information. However, the explication of translation activity in so-called intangible form of the product and the result significantly distinguishes it from any other type of the activity. At the same time, translation activity in its structure and direction generally corresponds to the general definition of the activity. The communicative need, reflected in the motive and communicative intention, determines the purpose of the translation activity. This goal is reflected in the subject, that is, in what it is aimed at, therefore, in the very content of the translator's thought. So, the internal inseparable connection between the structural organization of translation activity and its content is indisputable.

Key words: Image of the World of future translator, translation activity, result of translation activity, communicative need, motive, communicative intention, translator's thought.

Introduction

However, once again, returning to the consideration of the issue of *psychological mechanisms of translation activity*, it should be noted that the aspects of speech and thought activity of the translator as a subject who occupies a central position in

the verbal mediation process also remain insufficiently studied. So, the understanding of how exactly language reflects the personal and professionally significant experience of people, presented in the content of different ethnic consciousness, remains insufficiently comprehensive. In such a way, models of the relationship between meanings and sense in relation to translation activity remain insufficiently substantiated. *The semiotic aspects of translation* require further development (Batel, 2020; Booth, MacWhinney, & Harasaki, 2000; Ivashkevych Ed., & Koval, 2020). Also, they are largely determined by *the specialist's translation competence*, his/her speech characteristics and abilities, which actualize *the translator's creative abilities*, his/her ability to generate *integrative cognitive structures* in his/her mind (Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011; Brédart, 1991; Онуфрієва, 2020).

In the psychological literature *translation activity* is most often considered as *three-level one*. Its structure includes *awakening-motivational, analytical-synthetic and executive phases*. These three basic phases create *the basic operational mechanism of the interpreter's activity*. *The first phase* is implemented by a complex interaction of needs, motives and goals of the activity (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019). At the same time, the need is the main source of the activity of the individual (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). According to scientists (Arbuthnott & Frank, 2000; Beauvillain, 1994), the prerequisite for the implementation of any activity is one or another need. The need itself, however, cannot determine the specific direction of the activity (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019). The need finds its determination only in the object of the activity: it must somehow find itself in it (Ivashkevych Er., 2023). Since the need, as a rule, explains its determination in a certain subject (“it is objectified” in it), then this subject becomes a motive for the whole paradigm of the activity, thereby – it is facilitated by the latter (Mykhalchuk, & Bihunova, 2019). Thus, the

source of translation activity is *a communicative-cognitive need* and, accordingly, *a communicative-cognitive motive* (Mykhalchuk, & Ivashkevych Er., 2019). This need, finding itself in the subject of translation activity (a text, a video), becomes *the motive of this activity*. The motive largely determines *the dynamics and the character of the translation activity*. Thus, the *awakening-motivational phase* is determining and guiding phase of the translation activity, which determines the structure of the later (Mykhalchuk, & Onufrieva, 2020).

The next, *the second phase* of translation activity is *the analytical-synthetic phase*. This phase involves the selection and appropriate organization of means and ways of carrying out activities. It is at this phase that the selection of means and ways of formulating one's own or someone else's (in the process of oral translation activity) opinion *is implemented in the process of communication*. Analytical-synthetic phase is the phase of *planning, programming and presenting internal speech organization of translation activity* (Caramazza, Laudanna, & Romani, 1988).

The third phase of translation activity is *executive one*. If we consider the features of this phase in relation to the translation activity itself, it should be noted that it can be *explicit* and *implicit*. For example, the executive phase of listening is purely implicit (Chen, 2022). The executive phase of speaking, in turn, is explicitly expressed by the articulatory and motor movements of the subject, who is speaking (Aleksandrov, Memetova, & Stankevich, 2020; Bates, Maechler, Bolker, & Walker, 2014).

Analyzing speech activity, we'd like to emphasize that each individual act of the translation activity begins with a motive and planning. Also, each act ends with a result, the achievement of a certain goal, and the basis of the structure of the translation activity. In such a way, translation activity is a dynamic system of specific actions and operations, which have the aim to be the result of this achievement (Гончарук, & Онуфрієва, 2018). Such a dynamic system of Translation is the basis of the operational and prognostic mechanisms of the activity of the translator; it

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largely determines the speed and automatism of translation activities in the whole (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). The psychological content of translation activity includes different conditions of this activity, in which this activity takes a place. In such a way translation activity is determined by such elements, as the subject, means, tools, product, result.

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

So, **the purpose** of our research is to show psychological principles of the development of the emotional components of the image of the world of future translators.

Methods of the research

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

Results and their discussion

Below we list general principles of the development of the components of the image of the world of students who study at the faculties of the Universities to be translators. These principles can be guided by the process of teaching of various subjects

at high school, but most successfully they can be implemented at the lessons, which deal with the development of speech skills in both the native and the foreign languages.

Self-esteem of future translators in the process of training is necessary to focus on the abilities of students and their personal potential, without emphasizing their inability to do any actions. The teacher needs to evaluate not only the concrete results, but also to do great efforts to achieve some result. It is important to show the group of students the results of the successful activity of each student and pay special attention to the strengths of students, to praise them more often in different circumstances. It is necessary to create a kind atmosphere in the classroom, where diversity and adoption are valued and respected. The student's desire to perform the tasks of the teacher will increase if he/she sees that the best results are achieved by this student who make great efforts to accomplish one or another task.

So, we'll propose some more important *psychological principles of the development of the emotional components of the image of the world* of future translators.

1. *The principle of actualization of the person's consciousness.*

In the learning process it is necessary to make a certain component of self-control, when students are allowed to evaluate their own actions and actions of other students. When learning a foreign language, students need to be given the opportunity to develop and use their own, individual styles and learning strategies. Offering various exercises and tasks, the teacher has to take into account the benefits of students, giving them different types of tasks. In the context of exercises students created a great opportunity to use different aspects of multiple intelligence of each student. For the development of realistic thinking, it is necessary to focus on the student's self-reflection, his/her assessment of his/her positive and negative actions and emotions. The creation of stories is one of the best ways to develop a realistic thinking of children. By learning we'd conduct an inter-

nal dialogue with other people, students will be able to concentrate their attention better on the performance of their tasks and activity more efficiently. A constant appeal to self-reflection of a child can contribute to the development of communication techniques with their “Me” and become an integral part of the mental and behavioral activities of students.

2. *The principle of managing the person’s emotions.*

Teachers need to demonstrate different models of positive behavior, both themselves, and through reaching the way of simulation of various communication situations. It is necessary to give students a great opportunity to speak openly about their feelings and emotional states. At foreign language lessons the teacher has to listen carefully to each student, and to teach other students to listen to each other. It is important for students to talk about their emotions, especially in those cases where teachers need to be involved in the process of solving a particular conflict situation. One of the most important qualities that characterizes the level of the image of world of translator is the presence of a sense of humor. Despite the fact that all students naturally have different abilities to laugh, each student is able to understand different situations from the early birth and loves to laugh at them. By developing a student’s sense of humor the teacher contributes to the development of student’s ability to communicate with one another and enables to cope them with a great variety of tasks.

3. *The 3^d principle is “Achievement motivation”.*

It is impossible to create motivation for learning a foreign language and present a process of communication without creating an atmosphere of enthusiasm, optimism and faith of students by their abilities and opportunities. It is necessary to raise students’ sense of optimism, which is a consequence of realistic thinking. For this teacher it is important to represent a living example of an optimistic mindset for students and colleagues. It is extremely important and necessary to put the students in front of them or help them to set themselves realistic and achie-

vable goals and objectives, to provide problem-solving tasks, and also explicitly simulate the process which is the most necessary to achieve the goals, providing the necessary support to predict a successful outcome. It is necessary to pay attention to the persistence and effort spent by the students on the task, rather than it is the end of the result itself. It is necessary to instill in a student that success is being built on his/her failures. It is important to teach children to appreciate not only their own but also corporate achievements.

4. *The principle of actualization of Empathy.*

At classes, the teacher has to present positive role models, draw students' attention to the views and positions that occur in fairy-tales, role-plays and a real life, which sometimes are different from the views of the students themselves. In the process of learning students have to learn to pay attention to the emotions they feel themselves and feel other people at different moments of their life and in response to different life situations. It is necessary to teach students to understand what other people feel and how they express these feelings. Students must learn to get to the place of another person and accordingly answer the questions in verbal and nonverbal ways to show the inspiration and empathy. One of the most important elements of empathy is the person's ability to understand and use non-verbal means of expressing different emotions. Students need to be taught to understand different aspects of non-verbal behavior (gestures, body language, facial expressions, etc.). The most important role is played by the voice of a teacher, the speed of his/her speech and intonation. Undoubtedly, these abilities significantly contribute to the formation of foreign language communicative competence, as the student is able to "decode" and use non-verbal means of expression as some important characteristics of representatives of the culture having been studied.

5. *The principle of developing students' social skills.* The teacher needs, first of all, to pay attention and to support friendly students' groups that were formed in the classroom. Secondly,

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it is important to provide such tasks that would allow students to learn to work in groups and pairs. Moreover, at the initial stage of studying the language, it is necessary to begin with short and clearly controlled tasks, and then gradually move on to those tasks where all students have more autonomy and responsibility. Finally, it is necessary to give tasks that explicitly enhance the interaction of students, to provide positive circumstances to reach their active listening to each other and the constant change of roles. Children of younger age learn to solve problems, guided by the accumulated personal experience. Therefore, it is necessary to encourage all students to solve problems independently and to face them tasks, not trying to provide them with well-prepared decisions and answers.

At the same time, the teacher is the most important example for students, and he/she will suggest complicated ways to solve some complex tasks that are unclear to each student. It is necessary to form students' ability to see different solutions of the same task. In developing the skills of communication at the lessons of a foreign language, it is important to pay special attention to the development of skills, abilities of pupils, such as sharing personal information with other people, modelling their reactions to hint the words of other people, offering their help and supporting other people, to react positively or negatively, to demonstrate his/her own abilities to listen, to demonstrate their understanding, sympathy, participation, admiration and approval, consent, etc. To form these abilities, it is necessary to teach students to clearly articulate some statements that describe emotions and feelings of students, express their wishes, help them to talk about what the situations are, which of them there are the most important and interesting. Students, in their turn, have to show curiosity, to understand what the partner of communication wants, how he/she will enjoy the process of communication, how to say positively that it seems to be a significant for the partner of communication, how to listen carefully and actively, if to be able to ask questions and to get into the

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details, to get up at another person, if to smile and nod during the whole conversation, how to express approval and admiration both verbally and nonverbally, how to find various ways to solve a problem, etc.

The formation of the interpersonal relationships of a student greatly affects the presence of his/her friends. In the course of English classes, it is necessary to demonstrate to a student the importance of the role of his/her friends and, the skills and abilities of developing friendly relationships with peers, offering pair-work and group-work in the classroom. It is important to form a student's abilities, his/her desire to work in a group and to feel empathy to the partners of communication, to show himself/herself as some indispensable member of the process of communication, while taking into account the importance of each individual participant and the class team as a whole. The process of the development of active listening skills of students helps not only to simplify a paradigm of communication, but also to learn a foreign language productively. It is necessary from the very early age to develop students' techniques for resolving conflicts as the ability to negotiate and to mediate in the resolution of disputes, as his/her classmates, and heroes of fairy-tales and participants of role-playing games.

It should be noted that not one of the above principles and techniques can be used and often practiced in the process of teaching a foreign language autonomously. However, the maximum possible effectiveness of the learning process can be achieved with use of a holistic approach, with awareness of the mechanisms of their functioning during the assimilation and accounting of their emotional orientation.

To form emotional components of the image of the world of future translators we'd like to propose the exercises for students, the exercises, which the teacher has to use at the English lessons. These exercises were provided by us into the process of teaching students to study English at the 1st course, at the Philological Faculty of Rivne State University of the Humanities.

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The experimental group was IM-11 (25 students, among them there were 18 girls and 7 boys).

1A. VOCABULARY & LISTENING

Exercise 1. Read and reproduce the dialogue.

Diana – Hello! I am Diana. What's your name?

Denys – Denys. Nice to meet you.

Diana – Nice to meet you too. Where are you from, Denys?

Denys – I'm from Ukraine. Nice to meet you.

Diana – How do you spell your country?

Denys – U-K-R-A-I-N-E. How old are you, Diana?

Diana – I'm 17. What about you?

Denys – I'm 17 too.

Exercise 2. Put the words in the correct order to make sentences and questions.

1. name/ What's/ you? _____

2. old/ How/ you/ are? _____

3. from/are/ you/ Where/? _____

4. you/ do/ spell/ name/ your/ How/? _____

5. to/ Nice/ you/ meet/ _____

Exercise 3. Write true answers.

What's your name? _____

How old are you? _____

Where are you from? _____

Exercise 5. Write a conversation. Use the information below.

Name: Denys Name: Tina

Age: 18 Age: 17

Country: Ukraine Country: England

A – Hi. I'm _____ . _____ name?

B – My _____ . Nice _____ .

A – _____ too. How _____ ?

B – I _____ . _____ you?

A – I _____ . _____ from?

B – I _____ . _____ you?
A – _____ England.

Exercise 6. Work in pairs . Prepare a dialogue (use the dialogue of exercise 4 or 5 as an example). Act out your dialogue to the class.

1B. GRAMMAR

to be be going to Present Simple affirmative

Exercise 1. Read the text. Underline all the examples of the verb "to be".

My name is Diana. My home town is Lviv, in Western Ukraine. But I am not Ukrainian, I am Polish. I am 17 years old. I am a student of the university. My brother isn't a student. He is at school. His name is Bohdan. He is 15. We are not at home now. We are on holiday in Poland, at our grandparents'. They are very happy.

Exercise 2. Complete the table with the affirmative and negative forms of the verb "to be"

Affirmative I _____ He/she/it _____ You/we/ they _____	Interrogative Am I...? Is he / she/ it...? Are we/ you/ they...?
Negative I _____ He/she/it _____ You/we/ they _____	Short answers Yes, I <i>am</i> / No, I'm not Yes, he/ she/ it <i>is</i> / No, he/ she/ it <i>isn't</i> . Yes, you/ we/ they <i>are</i> / No, you/ we/ they <i>aren't</i>

Exercise 2. Read the text. Underline all the examples of the verbs.

My name is Julia. I'm 17. My birthday is in September. I'm from Ukraine. I live in Rivne. I'm a student. I study at the University. My favourite subjects are English, Ukrainian, Foreign

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Literature, and History. I like reading, especially foreign literature. Besides I love music with rhythm I can dance to. And I'm fond of going to discos and parties with my friends.

My friends are very interesting people, people with original ideas, most of them are really talented in different fields. They like listening to music and reading books too. In fact I prefer to associate with clever and polite people.

My best friend is Ann. She is a student too. She likes playing the guitar and singing songs. We always understand each other and help each other in difficult situations.

I love and respect my parents very much and I want them to be proud of me. So, I do my best to be a careful daughter and a good human being.

Exercise 3. Look at the table and find the missing verbs from in sentences of the text and complete it (<http://learnenglish-teens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-simple>).

Present Simple (Indefinite): affirmative	
I _____	We <i>like</i>
You <i>like</i>	You <i>like</i>
He / she / it _____	They _____
We use Present Simple to talk about – something that happens always or regularly; – a fact that is always true.	

Exercise 4. Complete the sentences with the present simple affirmative of the verbs from the box.

work live hate like study understand do respect love prefer

1. My brother and I _____ in Rivne.
2. My friends _____ at the university.
3. I _____ music.
4. My mother _____ in a hospital.
5. We _____ each other.
6. I _____ my parents.
7. We _____ our best to be good

students. 8 He _____ me. 9. My best friend _____
playing computer games. 10. Ann _____ tea to coffee.

Exercise 5. Speak about yourself.

Image of the World of future translator is a rather significant element of the subject content of translation activity and it is its product. The Image of the World of future translator is a very thing in which the translation activity is materialized and embodied. So, as a product of listening, an inference appears, Image of the World of future translator becomes clear to the translator in the process of receptive activity. A condition may or may not be realized as a product of the activity, it may play the role of so-called "intermediate decision" taken by the subject of the activity in this process. In particular, the product of speech is an utterance.

Conclusions

The next element of the content of the translation activity is its result. The result of speaking, for example, is the nature of the recipient's understanding of the information having been heard. The result of listening, in turn, is the understanding of the content and meaning of the received information. However, the explication of translation activity in so-called intangible form of the product and the result significantly distinguishes it from any other type of the activity. At the same time, translation activity in its structure and direction generally corresponds to the general definition of the activity. The communicative need, reflected in the motive and communicative intention, determines the purpose of the translation activity. This goal is reflected in the subject, that is, in what it is aimed at, therefore, in the very content of the translator's thought. So, the internal inseparable connection between the structural organization of translation activity and its content is indisputable.

We proposed some more important psychological principles of the development of the emotional components of the image of

the world of future translators: 1. The principle of actualization of the person's consciousness. 2. The principle of managing the person's emotions. 3. The 3^d principle is "Achievement motivation". 4. The principle of actualization of Empathy. 5. The principle of developing students' social skills.

To determine psychological principles of the development of the emotional components of the image of the world of future translators, the unit of the latter is of great importance. In the process of listening, such a unit is a semantic decision, the unit of speaking is a speech act. We think, that a speech act is the simplest unit of verbal communication, the basic characteristics of which are communicative content and communicative form. The communicative content of a speech act is considered to be the semantic content of the utterance in psychological literature. As a rule, the lexical-grammatical and intonation design of the translated text material is taken as communicative form.

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Івашкевич Ернест. Психологічні принципи розвитку емоційних компонентів образу світу майбутніх перекладачів.

Мета дослідження – дослідити психологічні принципи розвитку емоційних компонентів образу світу майбутніх перекладачів.

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

Результати дослідження. Запропоновано важливі психологічні принципи розвитку емоційних компонентів образу світу майбутніх перекладачів: 1. Принцип актуалізації свідомості особистості. 2. Принцип управління емоціями людини. 3. Принцип мотивації досягнення. 4. Принцип актуалізації емпатії. 5. Принцип розвитку соціальних навичок учнів.

Показано, що досить значущим елементом предметного змісту перекладацької діяльності майбутніх перекладачів є образ світу. Останній – це саме те, в чому матеріалізується, втілюється перекладацька діяльність. Отже, в якості продукту аудіювання постає умовивід, який стає зрозумілим перекладачеві в процесі рецептивної діяльності. Умовивід може бути усвідомленим як продукт діяльності, а може і не усвідомлюватися, виконувати роль так званого «проміжного рішення», прийнятого суб'єктом перекладацької діяльності в її процесі. Зокрема, продуктом говоріння постає висловлювання.

Висновки. Доведено, що найважливішим елементом предметного змісту перекладацької діяльності постає її результат. Результатом говоріння, наприклад, є характер розуміння реципієнтом почутої інформації. Результатом аудіювання, зокрема, є розуміння змісту та смислу сприйнятої інформації. Проте, експлікація перекладацької діяльності в так званій нематеріальній формі продукту та результату значно відрізняють її від будь-якого іншого виду діяльності. Водночас перекладацька діяльність за своєю структурою та спрямованістю в

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цілому відповідає загальному визначенню діяльності. Комунікативна потреба, відображуючись у мотиві та комунікативному намірі, визначає мету перекладацької діяльності. Ця мета знаходить своє відображення в предметі, тобто в тому, саме на що вона спрямована, отже, – в самому змісті думки. Так, беззаперечним є внутрішній нерозривний зв'язок між структурною організацією перекладацької діяльності та її предметним змістом.

Ключові слова: образ світу майбутнього перекладача, перекладацька діяльність, результат перекладацької діяльності, комунікативна потреба, мотив, комунікативна інтенція, думка перекладача.

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Types of Parental Attitude towards Children as a Way to Achieve Adaptive Family Relationships

Типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків

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ABSTRACT

The purpose of this article is to study types of parental attitude towards children as a way to achieve adaptive family relationships.

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. A pilot research was used as the empirical method.

The results of the research. Children of parents with a controlling type of upbringing were obedient, suggestible, fearful, not too persistent in achieving their own goals, non-aggressive. With a mixed style of upbringing children are

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characterized by suggestibility, obedience, emotional sensitivity, non-aggressiveness, lack of curiosity, originality of thinking and poor imagination. So, we distinguished three types of parental attitudes that are pathogenic for the emotional development of the child: 1. Emotional rejection is the indifferent attitude towards the child, it shows the parents' unwillingness to satisfy the child's physical and mental needs, a desire to spend more time without him/her. This also includes cruel treatment, when, along with indifference, parents inflict physical injuries on the child. The reasons are financial difficulties, marital conflicts and mental infantilism of the child. 2. Overprotection is often such style of treatment of the child, which covers up an unconscious rejection of him/her. A feeling of guilt, in the connection with this rejection, often is arisen in parents' psyche whose child is often and seriously ill. 3. Treatment of the child by a double bind type. The child is completely (and emotionally) dependent on the parents.

Conclusions. *The classification of parental attitudes towards children suffering from neuroses, neurosis-like conditions, psychopathies and character accentuations was proposed: 1. Indulgent hyperprotection: the child is the center of attention of the family, and the family strives to satisfy his/her needs as fully as it is possible. 2. Dominant hyperprotection: the child is the center of attention of the parents, who spend a lot of time and energy to him/her, while depriving him/her of independence, setting numerous restrictions and prohibitions. 3. Emotional rejection: ignoring the child's needs, often cruelty to him/her. 4. Increased moral responsibility is in education, increased moral demands are combined with inattention and lack of care on the part of the parents. 5. Cruel treatment includes parents do not strive to satisfy the needs of the child, but at the same time practice cruel punishments for the slightest offenses. 6. Neglect: the child is left to his/her own devices, the parents are not interested in his/her personality and do not control him/her. Lack of care and control are perceived by us as hypoprotection.*

Key words: *adaptive family relationships, parental attitude, emotional rejection, overprotection, treatment by a double bind type, indulgent hyperprotection, dominant hyperprotection, emotional rejection, increased moral responsibility, cruel treatment, neglect.*

Introduction

Scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020) indicate that in this situation there are disturbances in the emotional and social sphere of the indi-

vidual's life and points out the following typical points: superficial, shallow relationships with people; lack of warm feelings, inability to care about people, to be sincerely friends; inaccessibility, irritating attitude of the child towards adults trying to help him/her; lack of emotions in cases where they are natural, emotional non-involvement; deceit, desire to deceive, often unmotivated; tendency to steal; inability to concentrate in further educational activities.

Some researchers (Engle, 2002; Huang, Loerts, & Steinkrauss, 2022) point out onto differences in the behavior of boys and girls in the situations of separation from their mother. In their opinion, girls are more upset because their mother leaves, while boys are more resilient in this situation. In Psychology (Hogan, Adlof, & Alonzo, 2014) there are researches concerning the problem of separation of a child from his/her mother and its influence on the further development of his/her personality. Researchers (Jiang, Zhang, & May, 2019) believe that when separated from the mother, the child acutely experiences his/her helplessness. Separation affects the development and fixation of phobias and neuroses, affects the development of personal qualities, and affects the development of cognitive activity of children (Mykhalchuk, & Khupavsheva, 2020).

Scientists (Mai, 2022; Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021), considering the problems of difficult childhood, noted, that deformations in the development of a child's personality appear in response to difficulties in adapting to the environment. As a result, the child is according to a reactive formation, and it appears suspicion, wariness. These attitudes are arisen as a compensation, when a person seeks to somehow protect himself/herself from the problems that are arisen in front of his/her difficulties (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020). In the opinion of the researchers (Ferdowski & Razmi, 2022), all the deformations that occur in the child's personality are nothing more than a defensive reaction, self-defense, a bio-

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logical protective shell against the painful influences of the environment.

The situation of being deprived of parental care and living in orphanages is caused by serious depriving factors that shape Mental Tension of children. The scientists (Комплієнко, 2020) in their research describe the features of communication as one of the necessary conditions for the formation of interpersonal relationships. The developing relationships of a child with adults in an orphanage are a significant obstacle in the child's understanding of his/her personal experience.

Typical manifestations of depriving situations that form negative mental tension of children deprived of parental care, according to scientists (Blagovechtchenski, Gnedykh, Kurmak-aeva, Mkrtychian, Kostromina, & Shtyrov, 2019), are:

– among preschoolers they are lethargy, apathy, lack of cheerfulness, lack of attachment to an adult, decreased curiosity, lag in speech development, delay in mastering objective actions, lack of independence, conflicts in relationships with peers; for younger schoolchildren it is a delay (or absence) in the development of imaginative thinking, which requires an internal plan of action, underdevelopment of voluntariness in behavior, self-regulation, activity planning, poverty of speech, a lag in mastering the skills of writing, reading, counting and spatial concepts;

– among adolescents it is the surface of feelings, moral dependency, complications in the formation of self-awareness.

Deprivation of the child's basic needs and the resulting negative mental tension affect the mental health of children left without parental care and give rise to borderline states and neuroses in some of them (Greco, Canal, Bambini, & Moro, 2020). Scientists (Gathercole, Pickering, Ambridge, & Wearing, 2004) write about a child living in an orphanage. So, his/her contacts are superficial, nervous and hasty, he/she simultaneously seeks the attention and rejects it, switching to aggression or passive alienation. Needing love and attention, he/she does not know

how to behave in such a way that the child is treated in accordance with this need. Incorrectly formed communication experience leads to the child taking a negative position towards others (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021). For a child to be emotionally comfortable, conditions are necessary that determine his/her life and a sense of belonging to the child's family, which ensure the fulfillment of the need for love and recognition. This is an important organizing force that creates a guarantee of a child protection. It is this quality that allows a child from the family to determine rational ways to resolve a difficult situation for him/her. Social and emotional instability of the situation of a child deprived of parental care is a situation that aggravates the state of mental tension of the child and entails serious deformations in the formation and development of his/her personality (Ivashkevych Er., 2023).

The purpose of this article is to study types of parental attitude towards children as a way to achieve adaptive family relationships.

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 study of the characteristics of response to frustration of children raised in a boarding school (where relationships with parents are expected to be disrupted) and children in a public school showed that of children growing up in a boarding school, compared to children growing up in a family, reactions of hostility, accusations, and threats predominate, reproaches towards others. Children living with their parents are more likely to have reactions that are primarily aimed at satisfying needs; more con-

structive reactions predominate; the child himself/herself tries to find a way out of various situations (Hornberger, & Link, 2012).

Numerous data indicate that cold unstable and superficial contacts of typical of boarding schools and children's homes do not provide sufficient emotional comfort (Horney, 1994). Children in these institutions are deprived of the warmth they need so much, which significantly limits the development of their emotional sphere. As scientists (Drigas, & Karyotaki, 2017) showed, children are brought up in boarding schools exhibit profound personality deviations. They are characterized by greater isolation in the social environment, a reduced ability to enter into meaningful relationships with other people, and lethargy of emotional reactions. Scientists (Drigas, & Karyotaki, 2017) defined this personality type as an "unemotional character".

In researches organized by S.M. Hamedy & R. Pishghadam (Hamedy, & Pishghadam 2021), it was shown that as a result of a distance from the family and the constant change of people who care for the child and to whom he/she becomes attached, the child begins to behave as if no one cares about him/her, neither contacts with other people have any meaning for him/her, over time the child trusts them less and less, the child develops egocentrism and disinterest in social relationships. His/her contacts with other people are colored by emotions of aggression and hostility, because, without receiving love and warmth, the child cannot give them to people.

For children raised in boarding schools and orphanages, deprived of emotional communication with parents, characteristically negative attitude towards oneself and low self-esteem. For teachers and psychologists, it becomes obvious that the child's self-esteem, his/her attitude towards oneself and perception of oneself largely determine one's behavior and academic performance. Unsatisfactory academic performance disinterest in learning, low motivation, bad behavior is largely due to low self-esteem. Such children have an increased level of anxiety, they adapt worse to school life, have difficulty getting along with

peers, and study with stress. Children, separated from their families at school age are only able to gradually establish a positive attitude towards their environment and transfer a sense of affection to a teacher or educator. If this does not happen, the child feels abandoned and left in an alien environment, does not come out of the state of negative emotions, in this case there is a serious danger of not only the consolidation of these emotions, but also the formation of fear, depression, isolation, and aggressiveness (Ivashkevych Ed., & Onufriieva, 2021).

If the composition of the family changes (divorce, etc.), problems may arise that are important for the development and formation of the child's personality. When studying the behavior of preschool children after their parents' divorce, scientists (Murphy, Melandri, & Bucci, 2021) discovered reactions similar to reactions to separation from a loved one. Divorce or crisis is one of the most difficult experiences for a child. A conflict situation in the family affects the formation of personality and is often the cause of childhood nervousness. Children aged 5-6 years after their parents' divorce more often have aggression, anxiety, irritability, increased restlessness, anger and depression. Scientists (Murphy, Melandri, & Bucci, 2021) described two categories of children who are in a situation of divorce of their parents. The most vulnerable children had an acute sense of loss: they could not talk or think about divorce, and their sleep and appetite were disrupted. Some children, on the contrary, constantly asked about their father, sought the attention of an adult, physical contact with him/her. By the time of the divorce, these children had developed depression of varying intensity and duration. The breakdown of a family is dangerous because a feeling of insecurity, inferiority, and lack of self-confidence is born in the child's unconscious mind.

Scientists (Mykhalchuk, & Onufriieva, 2020) identified a number of factors regulating the development of a child's personality. He pointed out that the absence of a father significantly affects the formation of a boy's personality, which is associated both with the lack of a role model and with the special role of the

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mother in the family. In families where the mother dominates, children have little initiative and wait for instructions and decisions from others. Asymmetric family structure affects girls and boys differently. Children develop independence and a sense of responsibility if the family is ruled by a parent of the same gender as the child. Boys are more responsible if the father oversees discipline in the family, girls are more active if the mother's authority is higher. The author believes that the independence of both sexes is more developed with equally high educational activity of both parents with the distribution of functions.

But situations are arisen when divorce and family restructuring turn out to be more necessary than preserving it. The presence in the family of a spouse-parent who has a mental disorder, tendencies towards antisocial behavior, or alcohol orientation, can have an even greater negative impact on the development and formation of the child's personality.

It must be emphasized that all of the above about the emotional reactions of children to changes in previously established relationships with parents, separation from them, is not a prerequisite in each specific case, we are talking only about possible trends. The presence of certain negative emotions, their strength, and duration of action depend on many factors, for example, the age of the child, the attractiveness of the new environment, the characteristics of previous relationships with parents, etc.

In our study we examined the formation of such a child's personality trait as independence, which develops throughout childhood and depends on the system of demands placed on the child by adults. Parents whose behavior tactics are characterized by the stability of emotional manifestations, who do not excessively direct and indirect instructions, have children who display an independent style.

It has been established that the child's lack of emotional consonance with adults, his/her parents' expectation of negative value judgments addressed to him or her, or the "cold" indiffe-

rent attitude of the father or mother, inhibit the activity of the growing personality. Disclosure of the direction of a child's experiences in the process of his communication with adults serves not only as an indicator of a certain tendency in personality development, but also creates the prerequisites for managing this development. And only as a result of "two-way" emotional contacts, in which the child feels that he is an object worth of attention and respect from an adult, does he develop a focus of experience on their positive assessment.

Realizing his importance to others, the child strives to reproduce the positive experiences caused by the approval of his parents, and in the conditions of such "emotional consonance" with loved ones, the child develops a stable focus on a positive assessment. A number of authors (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020) believe that the child has some instinctive need for the affection of adults. The child's unsatisfied needs for attachment act as a kind of "affective hunger," the satisfaction of which is just as vital as the satisfaction of bodily hunger. And depending on how this primary need of the child is satisfied, his personality and attitude towards himself/herself are formed.

Our researches indicate that the child's body, his/her psyche, personal experience is a constant need for positive emotional saturation on the parents. The nature of emotions influences health, determines vitality, and forms the person's attitude towards the world around us. The influence of positive emotions reduces arousal and ensures normal functioning of functional systems of organism of a child.

With prolonged exposure to a traumatic nature in the family, the child inevitably develops some negative emotions. This complicates the course of the child's mental development: it makes it difficult to establish connections with others, prevents the development of new social roles and provides the development of effective system of communication.

Relationships in the parental family, attitudes towards the child on the parents can form a positive outlook of a child on the

world and himself/herself, but with a different psychological content can lead to low self-esteem and distrust the personality of others. The process of forming a child's personality directly depends on the type of parental attitudes towards him/her.

The most studies deal with to the types of parental attitudes, which were carried out in two directions, in clinical and analytical ones. Within the paradigm of both directions, three elements of parental attitude are distinguished: emotional, cognitive and behavioral ones. Each of these three components has its own structure:

– the emotional component contains such characteristics as: sympathy-antipathy, respect-contempt, closeness-remoteness. Speaking about the emotional aspect of parental attitude, we mean the rejection of the child due to his/her undesirability or complete acceptance of him/her as the only one and long-awaited state;

– the behavioral component, which is characterized by dominance, cooperation, indulgence and autonomy. The behavioral component is expressed in the demand of strict regulation or in the complete absence of control in a case of rejection.

In the paradigm of rejection caused by the underestimation of the child's psychophysical qualities, in a case of attribution of social failure to him/her, a cognitive component of the parental attitude is clearly manifested, which includes three types of inadequate vision: infantilization, such as imposing on the child the role of a small one, invalidation (attributing to the child various kinds of illnesses, personal failures) and social invalidation (attributing to the child character traits, bad inclinations that are disapproved by the parents).

It can be stated that today in the psychological literature there is extensive factual material on the problem of the influence of the family on the formation of the child's personality. Based on the research data, we can judge that the family plays a significant role in the development of personality at all stages of ontogenesis. Each member of the family system influences others and is

influenced by them in return. Lack of emotional contacts, deprivations of various types (lack of closeness and attachment to the child, defective emotional contacts between parents and children, maternal deprivation, authoritarianism of parents, conflict between mother and father, deprivation of parental care, divorce of parents) always negatively affect the child's personality and lead to the formation of such qualities as children's non-perception of parents' attitudes and demands, defective formation of the emotional sphere, the occurrence of neuroses, aggression, and depression of varying intensity in children; feelings of insecurity, self-doubt, a lowered threshold of the passive-defensive reflex, the formation of egoistic forms of empathy, the occurrence of physiological disorders.

So, the family, as a small group, creates for its members such conditions for emotional manifestations and satisfaction of emotional needs that enable a person to feel that he belongs to society. The family differs from other small groups in the diversity, depth and duration of the ties that unite its members. It is these characteristics of the family that make it indispensable in raising the younger generation, since they provide a long-lasting, deeply emotional and multifaceted influence on the formation of the child's personality.

The child's experience of his/her place in the family, his/her interaction with the family as a whole and with its individual members is associated with the interpersonal relationships that exist in it.

In our own clinical approach (lasted during 2024) 23 families with 1 or 2 children participated. Observing video tape recordings of 4 hours of communication between a mother and her child, she identified four types of maternal attitudes. Mothers of *the first type* easily and organically adapted to the needs of the child. They were characterized by supportive, permissive behavior. Interestingly, the most indicative test of a particular maternal style was the mother's reaction to toilet training. Mothers of the first type did not set themselves the task of accustoming

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the child to neatness skills by a certain age. They waited until the child “matured” on his/her own.

Mothers of *the second type* consciously and often unsuccessfully tried to adapt to the needs of the child. Not always successful implementation of this aspiration introduced tension into their behavior, lack of spontaneity in the process of communication with the child in reality. They more often dominated, rather than yielded.

Mothers of *the third type* did not show much interest to the child. The basis of motherhood was a sense of duty. There was almost no warmth in the relationships with the child and no spontaneity at all. Such mothers used cruel control as the main tool of education, for example, they consistently and harshly tried to accustom a one-and-a-half-year-old child to the habits of neatness.

The fourth type of mother’s behaviour is the so-called inconsistent one. These mothers behaved inappropriately to the age and needs of the child, made many mistakes in upbringing, and had a poor understanding of their child. Their direct educational influences were contradictory, as there were their reactions to the same actions of the child. More complex types of parental attitudes, where the quality of educational influence begins to act as an important socializing moment, were identified by us, such as democratic and controlling ones.

The democratic style is determined by the following parameters: a high level of verbal communication between children and parents; children’s involvement into the discussion of family problems, taking into account their opinions; parents’ willingness to come to the rescue if the mothers needed it, while simultaneously believing in the success of the child’s independent activity; limiting their own subjectivity in the child’s vision.

The controlling style includes significant restrictions on children’s behavior: a clear and precise explanation to the child of the meaning of restrictions, the absence of disagreements between parents and children regarding disciplinary measures. It

turned out that in families with a democratic parenting style children were characterized by a moderately expressed ability for leadership, aggressiveness, a desire to control other children, but the children themselves were difficult to control externally. Children were also distinguished by good physical development, social activity, ease of establishing contacts with peers, but they were not characterized by altruism, sensitivity and empathy.

Children of parents with a controlling type of upbringing were obedient, suggestible, fearful, not too persistent in achieving their own goals, non-aggressive. With a mixed style of upbringing children are characterized by suggestibility, obedience, emotional sensitivity, non-aggressiveness, lack of curiosity, originality of thinking, poor imagination. So, we distinguished three types of parental attitudes that are pathogenic for the emotional development of the child:

1. *Emotional rejection* is the indifferent attitude towards the child, shows the parents' unwillingness to satisfy the child's physical and mental needs, a desire to spend more time without him/her. This also includes cruel treatment, when, along with indifference, parents inflict physical injuries on the child. The reasons are financial difficulties, marital conflicts and mental infantilism of the child.

2. *Overprotection* is often such style of treatment of the child, which covers up an unconscious rejection of him/her. A feeling of guilt, in the connection with this rejection, often is arisen in parents' psyche whose child is often and seriously ill.

3. Treatment of the child by a *double bind type*. The child is completely (and emotionally) dependent on the parents.

The role of parental attitude in the development of the child is also great. Moreover, in the parental attitude towards the child, both the emotional attitude towards him/her (rejection, active love) and the manner of communicating with him/her (overprotection, overcontrol) are important. We proved, that there was data that the prolonged harmful influence of the environment in

the form of family disharmony and improper upbringing contributed to the development of the child's personality according to the psychopathic or neurotic type.

Thus, we identified three types of *incorrect upbringing*. Upbringing according to *Type A* (“rejection”, “emotional rejection”) is either extreme exactingness, strict regulation and control, suppression of the innate type of response (attempts to correct, suppression of the innate type of response (attempts to correct, to improve the characteristics of temperament) with imperative imposition of the only permissible type of the behavior of a child, or lack of control on the basis of indifferent connivance. This type of behavior is caused by a number of factors, such as the undesirability of the child, his/her birth at an unfavorable time, during a period of conflict between the parents, the upbringing of the child by a single mother. Rejection can be caused by underestimation of the psychophysical data of the child or the presence of real shortcomings. This type of parental attitude has emotional, cognitive and behavioral components.

Type B: parenting (hypersocializing) arises from parents' anxious suspiciousness about the health of the child and other family members, the child's social status among peers, and especially his/her academic success. Type B (parenting) leads to overprotection and hypersociality with early multidisciplinary education of the child learning (foreign languages, studying music, drawing, technical and sports clubs, etc.) and to learn information overload. The emotional and cognitive aspects of the components of parental attitudes are emphasized.

Type C: upbringing (egocentric type) is observed in a family with a low level of responsibility, when a child, often the only one, long-awaited, he/she is imposed with the idea of his/her own self-sufficient value for others: “an idol”, “the only one”, “a little one”, “the meaning of life”, “only because of him/her the family does not fall apart”. At the same time, the interests of others are often ignored, sacrificed for the child. The cognitive component of the parental attitude is clearly manifested.

So, we proposed a classification of parental attitudes towards children suffering from neuroses, neurosis-like conditions, psychopathies and character accentuations:

1. *Indulgent hyperprotection*: the child is the center of attention of the family, and the family strives to satisfy his/her needs as fully as it is possible.

2. *Dominant hyperprotection*: the child is the center of attention of the parents, who spend a lot of time and energy to him/her, while depriving him/her of independence, setting numerous restrictions and prohibitions.

3. *Emotional rejection*: ignoring the child's needs, often cruelty to him/her.

4. *Increased moral responsibility* is in education, increased moral demands are combined with inattention and lack of care on the part of the parents.

5. *Cruel treatment* includes parents do not strive to satisfy the needs of the child, but at the same time practice cruel punishments for the slightest offenses.

6. *Neglect*: the child is left to his/her own devices, the parents are not interested in his/her personality and do not control him/her. Lack of care and control are perceived by us as hypoprotection.

The first two types are built on a positive emotional background, the third one is based on emotional rejection, the fifth type is characterized by emotional coldness. All these types relate to the emotional component of parental attitude. With the same positive emotional component the parental attitude of the first two types, according to our research, is different in the behavioral aspect. In the first case we mean indulgence, in the second one the dominance prevails. The fifth and the sixth types are characterized by permissiveness and lack of control, which corresponds to the behavioral component of parental attitude.

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Харченко Наталія. Типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків.

Мета статті: дослідити типи батьківського ставлення до дітей як шлях досягнення адаптивних сімейних взаємостосунків.

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 діти в сім'ях із контролюючим типом виховання були слухняні, боязкі, не надто наполегливі у досягненні своїх цілей, неагресивні, такі, що підпорядковувалися фасилітативним впливам. За умов змішаного типу виховання дітям є притаманними навіюваність, слухняність, емоційна чутливість, неагресивність, відсутність допитливості, оригінальності мислення, збіднена фантазія. З урахуванням проведеного спостереження ми виділили три типи батьківських взаємостосунків, патогенних для емоційного розвитку дитини: 1. Емоційне нівелювання, тобто байдуже ставлення до дитини, небажання задовольняти її фізичні та психічні,

прихологічні потреби, експлікація прагнення проводити більше часу без присутності дитини. Сюди відносяться жорстока поведінка, коли поряд з байдужістю батьки завдають дитині певні фізичні травми. Серед причин такого становища постають фінансові труднощі, подружні конфлікти та психічний інфантилізм дитини. 2. Гіперопіка. Цей стиль поведінки з дитиною в свідомості батьків приховується несвідомим «відкиданням» особистості дитини. Почуття провини, у зв'язку з цим «відкиданням», нерідко виникає у батьків, чия дитина сильно і постійно хворіє. 3. Поведінка з дитиною відбувається за типом бінарного зв'язку. Дитина цілковито, повною мірою, також й емоційно залежить від батьків

Висновки. Нами запропоновано класифікацію батьківського ставлення до дітей, які страждають на неврози, неврозоподібні стани, психопатії та акцентуації характеру: 1. Потураюча гіперпротекція: дитина знаходиться в центрі уваги сім'ї, і сім'я прагне максимальною мірою повно задовольнити її потреби. 2. Домінувальна гіперпротекція: дитина знаходиться в центрі уваги батьків, які віддають їй багато часу і сил, водночас позбавляючи її самостійності, ставлячи перед нею численні обмеження та заборони. 3. Емоційне заперечення: ігнорування потреб дитини, нерідко жорстоке поводження з нею. 4. Підвищений рівень моральної відповідальності: у вихованні поєднуються підвищені моральні вимоги до дитини, яка потерпає від неухвату та нестачі турботи з боку батьків. 5. Жорстока поведінка: батьки не прагнуть задовольнити потреби дитини, але при цьому практикують великою мірою жорстокі покарання за найменші провини. 6. Бездоглядність: дитина надана сама собі, батьки не цікавляться нею і не контролюють її. Недолік опіки та контролю по відношенню до дитини розцінюється нами як гіпопротекція.

Ключові слова: адаптивні сімейні взаєностосунки, батьківське ставлення, емоційне нівелювання, гіперопіка, поведінка за типом бінарного зв'язку, потураюча гіперпротекція, домінувальна гіперпротекція, емоційне заперечення, підвищений рівень моральної відповідальності, жорстока поведінка, бездоглядність.

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Psychological Features of Post-Traumatic Stress Disorder of Combatants in the Situation of War in Ukraine

Психологічні особливості посттравматичного стресового розладу учасників бойових дій у ситуації війни в Україні

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ABSTRACT

The purpose of this article is to show psychological features of post-traumatic stress disorder of combatants.

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. The following methods were shown to be widely used by psychologists and rehabilitation specialists of military units and unit commanders in the practice of psychological rehabilitation of combatants who had received combat mental trauma: autogenic techniques (performance of mental self-regulation techniques, self-training, meditation, etc.); physiological methods (deep sleep, rest, quality food, drinking a lot of water, shower, field bath); organizational means (establishing a clear regime of work and rest, involvement of servicemen into active combat training, service, preservation of military uniform); medication means (sedatives, tranquilizers, antidepressants, nootropics, psychostimulants, phytotherapy, vitamin therapy, etc.); psychotherapeutic techniques and methods (individual and group rational psychotherapy, music, library, art, nature therapy, etc.).

Conclusions. We proved that the situation of hostilities, which take place in the east of Ukraine, leads to pronounced changes in the functional state of mental activity, which is characterized by the development of extremely strong negative emotions, such as anxiety, fear, severe mental and physical fatigue. The rapid transition to a peaceful reality often does not allow combatants to adequately respond to certain circumstances from the perspective of the surrounding reality. Post-traumatic stress disorder, becoming chronic, affects almost every aspect of a combatant's life, including work, activity, interpersonal relationships, physical health and self-esteem.

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Key words: *military stress of combatants, Post-traumatic stress disorder, chronic, aspects of a combatant's life, work, activity, interpersonal relationships, physical health, self-esteem, functional state of mental activity, extremely strong negative emotions, anxiety, fear, severe mental and physical fatigue.*

Introduction

The current situation that has developed in our society, namely the hostilities in the east of our country, requires a more meticulous view of psychologists and other specialists to the problem of adaptation and rehabilitation of participants in hostilities who return to civilian life. The development of this problem, the study of the features of post-traumatic stress disorder of combatants, will help preserve the health and working capacity of persons exposed to the factors of extreme (combat) situations (Mandell, & Pherwani, 2003). The need to study the psychological changes that occur according to the participants of the armed conflict is based on the generally accepted position about their pronounced psychotraumatization, which conditions influence the possible development of both mental and psychosomatic pathology (Mykhalchuk, Zlyvkov, Lukomska, Nabochuk, & Khrystych, 2022). One of the clinical types of combat mental pathology is combat stress disorder, which can occur in combatants after the indefinite period of time after the end of the war (from several months to several decades) (Kraus, 2015).

The military conflict that had been broken out in the eastern regions of our country left its mark on the Psychology of combatants returning from hot spots (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee Po, Ng Tak, Wai Fu, Ng, Lee Kam, Lam, Yu Wai, Lai Jak, & Sik, 2003). Each situation of hostilities leads to pronounced changes in the functional state of mental activity, which is characterized by the development of extremely strong negative emotions, such as anxiety, fear, severe mental and physical fatigue (Onufriieva, Chaikovska, Kobets, Pavelkiv, & Melnychuk, 2020). The rapid transition to a peaceful reality

often does not allow the participants of hostilities to respond adequately to certain circumstances from the point of view of the surrounding reality (Onufrieva, & Ivashkevych Ed., 2021). Post-traumatic stress disorder, becoming chronic one, affects almost every aspect of a serviceman's life, including work, activity, interpersonal relationships, physical health, self-esteem, etc. (Peseschkian, 2003).

So, traumatic events have been happened to people at all times. But veterans of wars and armed local conflicts occupy a special place, as they have been subjected to a very large dose or space of inhuman experiences (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). The horrors of the war acted not only by their intensity, but also by their frequent recurrence: injuries followed one after another, so that a person did not have time "to come to a combatant's senses" (Huang, Oquendo, Friedman, Greenhill, Brodsky, Malone, Khait, & Mann, 2003). To see how natural that is, and how important it is for mental comfort, let's turn again to the psychiatric definition: doctors believe that an event that has all the signs of trauma will have its effect on any person. And this means that the loss of mental balance, stormy mental manifestations in this case are absolutely normal (Edwards, Lee, & Esposito, 2019).

Because the injury was relatively minor, it had been increased anxiety and other symptoms of stress will gradually disappear within hours, days or weeks (Chen, Zhou, & Dong, 2020). If the trauma was severe or traumatic events were repeated many times, the painful reaction can persist for many years (Brodsky, Oquendo, Ellis, Haas, Malone, & Mann, 2001). For example, according to modern combat veterans, the hum of a low-flying helicopter resembles an explosion and can cause an acute stress reaction, like in the process of war. At the same time, a person tends to think, feel and act in such a way as to avoid difficult memories about war events (Chan, Ng, & Chan, 2003).

In accordance with how we acquire immunity to a certain disease, our psyche produces a mechanism to protect against painful experiences. For example, a person who has experienced the loss of loved ones will subconsciously avoid establishing close emotional contact with someone (Corbitt, Malone, Haas, & Mann, 1996). If a person feels that he/she acted irresponsibly in a critical situation, it will be difficult for the person to take responsibility for someone or something later (Epstein, Blake, & González, 2017).

The problem of mental health of servicemen participating in local wars and armed conflicts is currently one of the most urgent for civilian psychologists engaged into the rehabilitation of combatants and for domestic Military Psychiatry, and the psychological and psychiatric consequences of combat mental trauma, especially in the context of medical rehabilitation tasks, is an area of mutual scientific and practical interests of both civilian and military specialists (Grunebaum, Oquendo, Burke, Ellis, Echavarria, Brodsky, Malone, & Mann, 2003).

Combatant stress should be understood as a multi-level process of adaptive activity of a human body under combat conditions, which is accompanied by the tension of reactive self-regulation mechanisms and the consolidation of specific adaptive psychophysiological changes (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020). Combatant stress in the conditions of military operations is endured by everyone (Murphy, Hall, & Hall, 2003). Occurring even before direct contact with a real mortal threat, combat stress continues until leaving the war zone. Thanks to the stress mechanisms, a trace of new emotional-behavioral skills and stereotypes, which are primarily important for preserving life, is fixed in a person's memory (Mykhalchuk, Levchuk, Ivashkevych Er., Yasnohurska, & Cherniakova, 2021). At the same time, combat stress is a destabilizing, pre-pathological condition that limits the functional reserve of a human body, which increases the risk of disintegration of mental activity and

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persistent somatovegetative dysfunctions of the body of a combatant (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021).

The number of acute stress reactions among military personnel in the conditions of conducting heavy intensive battles usually reaches 10-25%. With poor military training, inept leadership, and a lack of objective information, anomalous stress reactions can quickly cover almost 100% of the personnel through induction mechanisms, resulting in a phenomenon having been known as collective panic (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Zukow, Ivashkevych Er., & Yatsjuryk, 2023).

So, **the purpose** of this article is to show psychological features of post-traumatic stress disorder of combatants.

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, Luhansk 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

Based on these facts, we can notice that a small and short-term stress can affect a person without significant consequences, while a long and significant one puts the combatants' physi-

ological and psychological functions out of balance, negatively affects the combatants' health, work capacity, work efficiency and relationships with others (in this case it is called distress).

In this article we'd like to introduce Psychosemantics of Types of Military Stress of Combatants: we mean Constant physiological stress of combatants with Post-traumatic stress disorder. Constant physiological stress is associated with physical overloads of the body and the influence of various harmful environmental factors on it (uncomfortable temperature, high noise level, etc.) (Kharchenko, & Onufriieva, 2023).

In our publications we showed that **psychological stress** is a consequence of:

- *violation of the psychological stability* of the person (for example, affected self-esteem, negative reasons of war, etc.);
- *psychological overload* of the person (increased responsibility, large amount of war destroyed activity, etc.) (Kharchenko, & Onufriieva, 2023).

For this group of combatants with Constant physiological stress there are tangent the main synonymous series, having been formed on the basis of such stylistically neutral nominal tokens, as: terrible horror, difficulties with performing a military action or doing rather a simple task, lack of empathy, lack of kindness towards other people, lack of experience for providing complex military actions, neurotic level of the person's psyche, depression, post-traumatic stress, feverish passivity, pathological fear, combat shock, difficulty falling asleep, panic, general anxiety, combat fatigue, etc. The results of factor analysis of obtained data are shown in Table 1.

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.

Table 1

**Factor weight of stylistically neutral nominal tokens
of Constant physiological stress of combatants
with Post-traumatic stress disorder**

№	The name of stylistically neutral nominal tokens of Constant physiological stress	Factor weight	№	The name of stylistically neutral nominal tokens of Constant physiological stress	Factor weight
1	terrible horror	0.87	16	phobia like a fear	0.49
2	difficulties with performing a military action or doing rather a simple task	0.86	17	the latent form of fear	0.48
3	lack of empathy	0.81	18	combat mental trauma	0.46
4	lack of kindness towards other people	0.80	19	fearness	0.45
5	lack of experience for providing complex military actions	0.78	20	combat reflexes	0.40
6	neurotic level of the person's psyche	0.76	21	aggressiveness	0.39
7	depression	0.75	22	dulling of emotions	0.37
8	post-traumatic stress	0.73	23	increased vigilance	0.36
9	feverish passivity	0.71	24	violation of memory and concentration of the attention	0.35
10	pathological fear	0.69	25	exaggerated response	0.30
11	combat shock	0.67	26	unwanted memories	0.29
12	difficulty falling asleep	0.65	27	hallucinatory experiences	0.28
13	panic	0.64	28	suicidal thoughts	0.27
14	general anxiety	0.61	29	trauma	0.25
15	combat fatigue	0.58	30	abuse of narcotic and medicinal substances	0.23

Another factor affecting the human psyche is the degree of mastery of weapons and military equipment, it is the completeness of an objective idea of the future conditions of hostilities. One of the most important factor is contributing to the occur-

rence of combat psychological trauma is *a sleep (a dream, sleeping, slumber, dreamland, doss, shut-eye) disorder*. Already after one sleepless night, fighting capacity decreases, the amount of memory quickly decreases, primarily short-term, which leads to less assimilation of incoming information and makes it difficult to make decisions at important moments. The reaction to critical situations that suddenly arose decreases.

We group most of the mental disorders of wartime into three main groups. First of all, they distinguish mental disorders, the leading symptom of which is *pathological fear*. Its typical picture is: cold sweat, dry mouth, palpitations, tremors of the limbs that cover the whole body and last for several hours, involuntary separation of urine and feces, stuttering, loss of speech, functional paralysis of the limbs.

Motor and numb forms of fear are also distinguished. Motor movements are, as a rule, various types of uncontrolled movements, for example: escape from a source of danger. A serviceman, gripped by a numb form of fear, is in a stupor, his/her face is gray, combatant's gaze is fading, it is difficult to establish contact with him/her. This group also includes *the latent form of fear*, which was called *feverish passivity*. It is characterized by senseless activity that leads to the failure of the tasks. In headquarters, such activity slows down or even paralyzes general activity of a man. Its concrete manifestation can be the formation of new working groups that do nothing significant, except for the organization of numerous telephone and radiograms that contradict each other.

Fear spreads among people as a chain reaction, which is explained by the lack of personal responsibilities of the individual when he/she is in well-organized team and the prevailing emotions in his/her actions are clear, but they are often of a primitive nature. This leads to collective reactions, one of which is *panic*.

Another group of reactions is the person's attempts to erase combat episodes from the person's memory. The consequences

of such reactions are most often various disciplinary offenses, alcohol consumption, drug addiction and negligent homicide. As a rule, these reactions take their place after hostilities, but they can also occur during them. The third group includes disorders called *combat fatigue* associated with long-term combat operations. In this group, *combat shock* is distinguished. Combat shock is a simple emotional reaction that occurs after several hours or days of intense combat operations. It is characterized by feelings of anxiety, depression and fear. Combat fatigue occurs after several weeks of medium-intensity combat operations.

Combat mental trauma is also distinguished by the degree of severity. The most frequent manifestations of a mild degree are excessive irritability, isolation, headaches, loss of appetite, nervousness and rapid fatigue. In the cases of moderate severity, mental disorders are manifested in the form of aggressiveness, depression, hysterical reactions, temporary memory loss, increased sensitivity to noise, pathological fear that sometimes turns into panic, loss of a sense of the reality of what is happening to the individual at the moment. In severe cases, vision, speech, hearing, movement coordination disorders occur.

Combat reflexes do not seem unusual while the person is in a combat zone. But returning home, getting into such an environment where the manifestation of such reflexes creates, at least, a strange impression, relatives and acquaintances of the soldier in various ways try to convey to the consciousness of the serviceman that it is time to stop behaving as if in war. But none of them is able to competently explain how to do it.

When a person does not have the opportunity to discharge internal tension, his/her body and psyche find a way to adapt to this tension. This, in principle, is the mechanism of *post-traumatic stress*. Its symptoms, which in the complex look like a mental abnormality, are in the fact that nothing more than deep-rooted patterns of behavior associated with extreme events in the past.

Post-traumatic stress disorders are manifested in such **clinical symptoms** as:

1. **Aggressiveness.** We see man's desire to solve problems using **brute force**. Although, as a rule, this refers to **physical force**, but **mental, emotional and verbal aggressiveness** also occurs. A person tends to apply forceful pressure on others whenever he/she wants to achieve his/her goal, even if the goal is not **vital**.

2. **Dulling of emotions.** A person completely or partially loses the ability to **emotional manifestations**. It is difficult for him/her to establish close and friendly relations with those ones who are around him/her, to love, to have a joy, to behave himself/herself creatively, to show playfulness and spontaneity, which are not available to this person. Many veterans complain that since the difficult events that struck them, it has become much more difficult for them to feel these feelings.

3. **Abuse of narcotic and medicinal substances.** In the attempt to reduce the intensity of post-traumatic symptoms, many veterans abused tobacco, alcohol and other narcotic substances. It is important to note that among veterans who are victims of post-traumatic stress disorder, there are **two more large groups**: those ones who take only drugs prescribed by a doctor, and other veterans who do not use any drugs or drugs at all.

4. **Increased vigilance.** A person keeps a close eye on everything that happens around him/her, as if he/she is in danger. But this danger is not only external, but also internal one. It consists of the fact that unwanted traumatic impressions that have a destructive force enter combatant's consciousness. Increased vigilance is often manifested in a form of **constant physical stress**. This physical stress, which does not allow a person to relax and rest, can create many problems. Firstly, maintaining such a high level of vigilance requires constant attention and a huge expenditure of energy. Secondly, a person begins to realize that this is his/her main problem and as soon as the tension can be reduced or relaxed, everything will be fine.

5. Violation of memory and concentration of the attention. A person experiences great difficulties when it is necessary to concentrate or remember something, at least such difficulties are arisen under certain circumstances. At some moments, concentration can be excellent, but it is enough to have some stressful factor, and a person loses the ability to concentrate.

6. General anxiety. It manifests itself at *the physiological level* (headaches, back pain, stomach cramps), in *the mental sphere of the individual* (constant anxiety and worry, paranoid phenomena), *in different forms of emotional experiences* (self-doubt, feeling of fear, guiltiness complex).

7. Exaggerated response. A person, at the slightest surprise, makes rapid movements (he/she rushes to the ground at the sound of firecrackers, turns sharply and takes a fighting position when someone approaches him/her from behind), suddenly flinches, starts to run, shouts loudly).

8. Unwanted memories. This most important symptom gives the combatant a right to talk about the presence of post-traumatic stress disorder. Creepy, ugly scenes related to the traumatic event, suddenly appear in the combatant's memory. These memories can be both in a dream and while the person is awake. Many veterans and their relatives note that during a sleep a person tosses in bed and wakes up with clenched fists, as if he/she is ready for a fight. Such dreams are probably the scariest aspect of post-traumatic stress disorder for the person, and people rarely agree to talk about it.

9. Hallucinatory experiences. This is a separate type of unwanted memories of traumatic events, with the difference that during a hallucinatory experience the events of the current moment, as if it were, recede into the background and seem less real than vivid memories. In this alienated state a person behaves as if he/she is seeing a past traumatic event again; he/she acts, thinks and feels the same as at the moment when he/she had to save his/her life.

10. **Sleep problems.** When a person is visited by nightmares, there is a reason to believe that he/she himself/herself involuntarily does not want to fall asleep, and this is precisely the reason for the person's insomnia: the combatant is afraid to fall asleep and see a terrible dream again. Regular lack of sleep is leading to extreme nervous exhaustion, *completes the picture of post-traumatic stress symptoms.*

11. **Depression.** In a state of post-traumatic stress disorders, depression reaches the darkest depths of human despair, when it seems that there is no point and that everything is in vain. This feeling of depression is accompanied by *nervous exhaustion, apathy and a negative attitude towards life.*

12. **Suicidal thoughts.** A person often thinks about suicide or plans any action that should ultimately lead to his/her death. When life seems more frightening and painful than death, the thought of ending all suffering can be attractive. When a person reaches the point of despair, where there are no opportunities to change his/her situation, he/she begins to think about suicide.

13. **Attacks of rage.** These are not manifestations of *moderate anger*, but *explosions of rage*. Many veterans report that such attacks occur more often under the influence of *narcotic substances*, especially *alcohol*. However, they also occur in the absence of alcohol or drugs, so it would be wrong to consider intoxication as the main cause of these phenomena.

14. **"The guilt of the one who survived".** Feeling guilty for having survived difficult ordeals that cost the lives of other people is often inherent for those combatants who suffer from *emotional deafness* (inability to experience love, joy, compassion, etc.) since the traumatic event. Many victims of post-traumatic stress disorder are ready for anything to avoid being reminded of the tragedy, the death of their comrades. A strong sense of guiltiness sometimes provokes bouts of self-destructive behavior.

Therefore, it should be noted that the clinical manifestations of combat mental trauma are closely related to the nature of

hostilities and the duration of stay in combat situations. Along with natural psychological reactions of anxiety and fear without signs of dysfunction of mental activity, acute reactions to stress often occur in the conditions of intense combatant activity, with a pattern of mixed and changing symptoms of *depression, anxiety, anger, despair, hyperactivity or retardation*. Against the background of the phenomena of stupor, a certain narrowing of the field of consciousness, the inability to respond adequately to external stimuli, sometimes with subsequent partial or complete amnesia, the development of acute stress reactions among the personnel negatively affects the level of combat effectiveness of the troops and often creates an additional threat to the life of the combatant himself/herself and his/her comrades.

So, psychological assistance to combatants who received combat mental injuries of varying degrees of severity during hostilities includes *psychological support* and *psychological and physiological rehabilitation*, which differ in the subjects, objects and content of the measures. Psychological support is aimed at actualizing existing and creating additional psychological resources that ensure the active actions of servicemen on the battlefield.

Psychological and physiological prevention (in order to prevent the development of negative psychological and physiological phenomena) is carried out by psychologists of military units and unit commanders with all combatants. As dominant means of psychological and physiological correction it is used in relation to people with symptoms of *non-pathological and pathological psychogenic reactions*.

Specialized methods and means of *psychological and physiological support* for combatants include: medicinal (pharmacological) and autogenic effects. Pharmacological methods and means of *psychological and physiological support of military personnel* consist of strengthening and correcting the psychological resources of a combatant through the use of drugs, vitamins, medicinal herbs and other medicine that have a psychotropic effect.

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The experience of combat operations in Ukraine proves that pharmacological agents can be used for the purpose of: increasing the activity of actions of personnel in conditions of danger and chronic fatigue (psychostimulants); removal of excessive mental tension (relaxants); speeding up the process of combatants' adaptation to extreme living conditions, increasing performance indicators of certain mental functions.

We think that *autogenic methods of psychological and physiological support (self-help)* are the most well-known, accessible and quite effective means of regulating combatants' mental activity. They include both the simplest methods of self-regulation (soothing and mobilizing breathing; muscle relaxation by contrast; elementary formulas of self-conviction, self-suggestion, self-command, self-reinforcement), and complex psychoregulatory complexes (autogenic training, self-hypnosis, neuromuscular relaxation and etc.).

Psychological and physiological rehabilitation, which is carried out by psychologists of military units and unit commanders, is a complex of psychophysiological, psychotherapeutic, organizational and medical measures which are used with the aim at restoring impaired (lost) mental functions and correcting the social status of combatants who have received *combat mental trauma*. Depending on the depth of their mental disorders, it can be carried out both directly in a combatant environment and in stationary medical institutions of the country.

Psychological and physiological rehabilitation of combatants serves such basic tasks, as:

- detection and diagnosis of mental disorders in military personnel;
- evacuation of combatants who have been psychologically traumatized from the battlefield;
- restoration of impaired (lost) mental functions;
- correction of self-awareness, self-esteem and well-being of combatants who received mental disorders and physical mutilations.

In a combat environment the activity of combatants is characterized by the constant influence on them, their psyche of stress factors of increased intensity. Over time, combatants contribute to the emergence of such changes in the person's psyche that reduce the effectiveness of combatants' activities both in a combat environment and in further peaceful life. The impact of stress factors during combatants' activities does not always negatively affect the quality of combat operations. A military serviceman is exposed to many stressful factors, not always foreseen in advance. That is, in combat conditions external energy is always more than *internal, protective energy*. At the same time, a psychological barrier is breached and excess energy, penetrates the psychological system of a person. In fact, it affects the unconscious sphere of a person.

There can be many similar situations. The influx of excess energy overwhelms the mental system of a person and causes mechanisms to neutralize it, which is not always carried out successfully. In addition, the reaction of this energy can be carried out on objects that replace the initial objects, we mean *stressors*. Our own observations show that the release of excess energy is often manifested in the form of *unmotivated aggression* against random people, including relatives and friends. It can also affect the condition of the serviceman himself/herself: sleep disturbances, lowering of mood, vitality, self-absorption, abuse of alcohol, drugs, etc.

Failure to provide timely assistance to an injured soldier by psychologists of military units and unit commanders can lead to the emergence of mental disorders that can be eliminated only with the help of psychiatric and rehabilitation care. One of the commander's tasks follows from the above: to create the most positive conditions for the combatants to react the excess energy from the human mental system to the outside, while making this process manageable and controlled.

The psychological mechanism of this process is in such a way. With the support of the commander, a military psycholo-

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gist, the combatant begins to remember what happened to him/her on the battlefield. As a rule, he/she recalls the most vivid, emotionally colored events, which inevitably lead to re-experiencing fear, reminiscent of the one the combatant experienced during combat operations. Experiencing these emotions lead to a reaction of excess, unconnected, internal energy of a person. If described process is repeated enough times, the mental system of the warrior gradually approaches equilibrium.

The following methods are widely used by psychologists and rehabilitation specialists of military units and unit commanders in the practice of psychological rehabilitation of combatants who have received combat mental trauma:

- autogenic techniques (performance of mental self-regulation techniques, self-training, meditation, etc.);
- physiological methods (deep sleep, rest, quality food, drinking a lot of water, shower, field bath);
- organizational means (establishing a clear regime of work and rest, involvement of servicemen into active combat training, service, preservation of military uniform);
- medication means (sedatives, tranquilizers, antidepressants, nootropics, psychostimulants, phytotherapy, vitamin therapy, etc.);
- psychotherapeutic techniques and methods (individual and group rational psychotherapy, music, library, art, nature therapy, etc.).

Conclusions

We proved that the situation of hostilities, which take place in the east of Ukraine, leads to pronounced changes in the functional state of mental activity characterized by the development of extremely strong negative emotions, such as anxiety, fear, severe mental and physical fatigue. The rapid transition to a peaceful reality often does not allow combatants to adequately respond to certain circumstances from the perspective of the surrounding reality. Post-traumatic stress disorder, becoming

chronic, affects almost every aspect of a combatant's life, including work, activity, interpersonal relationships, physical health, self-esteem, etc.

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Харченко Євген, Онуфрієва Ліана. Психологічні особливості посттравматичного стресового розладу учасників бойових дій у ситуації війни в Україні.

Мета статті полягає у виявленні психологічних особливостей посттравматичного стресового розладу учасників бойових дій.

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

Результати дослідження. Показано, що 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.

Висновки. Доведено, що ситуації бойових дій, які мають місце на сході України, нерідко призводять до експліцитних змін функціонального стану психічної діяльності військовослужбовця. Ця ситуація нерідко характеризується розвитком надзвичайно сильних негативних емоцій, таких як тривога, страх, важка розумова і фізична перевтома. При цьому у разі переходу військовослужбовця до мирної діяльності часто не дозволяє комбатантам адекватно реагувати на ті чи інші обставини навколишньої дійсності. Посттравматичний стресовий розлад при цьому набуває так званого хронічного перебігу, хронічної форми, і торкається майже кожного аспекту життя комбатанта, включаючи роботу, міжособистісні взаєностосунки, фізичне здоров'я, самооцінку.

Ключові слова: військовий стрес учасників бойових дій, посттравматичний стресовий розлад, хронічний, аспекти життя учасника бойових дій, робота, діяльність, міжособистісні стосунки, фізичне здоров'я, самооцінка, функціональний стан психічної діяльності, надзвичайно сильні негативні емоції, тривога, страх, неабияк розумова і фізична втома.

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Psychological Content of the Leading Role of Facilitative Activity

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ABSTRACT

The purpose of our research is to show psychological content of the leading role of facilitative activity, to highlight these basic ideas according to the principles of facilitation and facilitative interaction.

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 a statement experiment.

The results of the research. The attributive analysis of facilitation as the type of the activity allowed us not only to identify and correlate its attributes, but also to establish that this activity can be basic for teachers and students in the system of secondary educational institutions. We showed, that statements regarding the social essence of the individual, the leading role of a facilitative activity in the process of its development became the methodological basis for the separation of the principle of learning and interpersonal interaction. As a whole, they make us possible to support the processes of self-expression, self-development and self-realization of the teacher's personality, the development of his/her unique individuality, by taking into account a complete system of inter-related concepts, ideas and ways of performing actions and activities. The basic ideas that constitute the essence of the principles of facilitation are highlighted: regarding individual freedom; regarding the person's need for self-actualization; regarding the individuality of a person; regarding education and upbringing as facilitative prerequisites of a person in the development of individuality and personal growth; regarding psychological and pedagogical support; regarding the development of the subjective experience of a person in the process of life; regarding trust and faith in a person, his/her individuality; regarding the equal treatment of all participants in the pedagogical process.

Conclusions. We proved, that ideas of facilitative interaction internalized by the teacher were directly included in his/her subjective experience and create a coherent structure of the teacher's "Me". In the existing traditions of the organization of learning, the subjective experience of the participants of interpersonal interaction is considered as imperfect, insignificant, burdened with random ideas, and therefore facilitative interpersonal interaction is either ignored

or levelled, or artificially processed. Facilitation to a large extent implies the subjective experience of all participants in the educational process, affects the formation of different and unique personalities.

Key words: *facilitation, facilitative interaction, self-actualization, the individuality of a person, education and upbringing as facilitative prerequisites, the development of individuality, personal growth, psychological and pedagogical support, the subjective experience, equal treatment.*

Introduction

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?" (Гончарук, & Онуфрієва, 2018). 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 (Alahmadi, Shank, & Foltz, 2018; Engle, 2002). 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 (Hecht, Torgesen, Wagner, & Rashotte, 2001). In order to actualize Subjectivity in the educational process, special methods should be used that ensure the study of students' needs (Drigas, & Karyotaki, 2017).

The concept of "facilitative activity process" reveals its meaning and features based on the context of the interaction of other, no less important categories, such as "a subject", "a facilitator" and "a result" (Heidari, 2019; Ivashkevych Er., 2024).

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” (Falé, Costa, & Luegi, 2016). The “facilitative methods” are understood as a set of all intermediate states of the facilitator of the activity (Івашкевич Ер. & Юмарніцька, 2020). 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 (Mykhalchuk, & Bihunova, 2019).

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”. In education, facilitative means can be a book, a film, a computer, means of communication, means of information, the teacher himself/herself, etc. (Alahmadi, & Foltz, 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 (Astle, & Scerif, 2011). Then the results of the performed facilitative activity will be quite low. Scientists note that there are also situations where effective means of facilitative activity do not give the expected result (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

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 (Івашкевич Ed., & Rudzevych, 2023). Determination, awareness and correction of the goal of schoolchildren are the most important attributes of the joint activity of students, they are further determined, as a rule, by the choice of methods of performance of their different activities by the teacher and students (Learning Preferences and Strengths, 2023). Thus, the requirements for the “subject of the activity” are formed and its assessment 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 (Rezaei, & Mousanezhad Jeddi, 2020).

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 (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). 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 (Gathercole, Pickering, Ambridge, & Wearing, 2004; Pimper-ton, & Nation, 2010).

The main functions of facilitation are these ones: 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 (Connors, 2009; Greco, Canal, Bambini, & Moro, 2020; Shiva Ram, Bhardwaj, & Phani Krishna, 2017).

The product of facilitative activity is the final state of its subject, such as the state into which it (the subject) turns after certain transformations, changes, transformations, and this subject takes place with it. Such subject records the derived, initial state of the future product as a result of the completion of the process of the performed activity (de la Garza, & Harris, 2017). The product of facilitative activity in our case is, firstly, the educational product itself and, secondly, mutual relations as a moral category, which is a certain separate type of social relations, dependencies and connections that arise in people in the course of their life activities. Whatever it may be, the result of facilitative interaction is always real (Alyami, & Mohsen, 2019). However, it can be positive or negative, high or low, because fruitless activity does not exist in principle. Therefore, the result is a peculiar, rather important attribute of facilitation. The evaluation of the result is carried out in relation to the purpose

of this or that activity. If the goal is clearly formulated, then it will be easy to evaluate the result and vice versa. Effective from the point of view of facilitative interaction will be only the learning process that prompts subjects of facilitative activity to predict the result of this activity (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

When it comes to pedagogical activity, scientists (Dale, & Duran, 2011) note, one should keep in mind the specifics of the motives, goals, subjects and means of this particular activity, which appear as its attributes. Each of the specified attributes can be idealized, that is, it can have a kind of scientific image that reflects the paradigmatic state of each individual attribute. This image always arises before the practical implementation of cognitive activity, because it is too idealized. It is important to take into account that this image is not utopian, but it is the result of a scientific idealization of a previously modeled image.

The purpose of our research is to show psychological content of the leading role of facilitative activity, to highlight these basic ideas according to the principles of facilitation and facilitative interaction.

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, in particular a statement experiment.

Results and their discussion

We are sure, that students 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 in-

centive 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 student, 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.

To reach effective facilitative interaction with students at the English lessons we propose *pre-experimental stage of skills and abilities of oral speech of students and its results*.

Let us consider the pre-experimental stage. The tasks in the cut were arranged in terms of the complexity of their execution. The level of the formation of productive speech skills and abilities was determined on the basis of comprehension and production of speeches by the students at the level of the phrase. The pre-experimental stage consisted of four tasks.

Task № 1. This task is aimed at verifying the possession of students by a group of lexical units selected for activation.

Task:

Read the following information about Audrey Hepburn's early life and replace the following missing words: *impressed, invaded, studied, ended, suffered, divorced, insisted*.

Audrey Hepburn was born on May 4, 1929. When she was young her parents _____ and Audrey moved with her mother to the Netherlands. Soon after the Nazi army _____ Holland. Audrey _____ from severe starvation, anemia, and respiratory problems. The occupation _____ when Audrey was sixteen. Her mother moved to London where Audrey _____ dance. She was finally discovered by Collette, a French novelist who _____ that Audrey be casted as the lead role in "Gigi", a Broadway adaptation of her novel. Despite her lack of acting

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experiences, Audrey _____ audiences with her performance and was given the role as Princess Anne in William Wyler's Roman Holiday starring opposite Gregory Peck. Audrey's film debut gave her the Oscar that year for best actress.

Each student's correct answer was evaluated in two points. The result obtained indicates that the students of group A scored 68.00 points and the group B – 92.00 points with 780.00 possible. The difference of 24 points out of 780 possible was insignificant and could not affect the validity of the results of the experiment.

In *Task № 2* students should have inserted missed verbs in correct time forms.

Task:

Complete the following passage from the book with the verbs in brackets:

The notion of introducing Mrs. Golightly to her husband _____ (have) its satisfying aspects; and, _____ (glance) up at her lighted windows, I _____ (hope) her friends _____ (be) there, for the prospect of _____ (watch) the Texan _____ (shake) hands with Mag and Rusty and Jose _____ (be) more satisfying still. But Doc Golightly's proud earnest eyes and sweat-stained hat _____ (make) me ashamed of such anticipations. He _____ (follow) me into the house and _____ (prepare) to wait at the bottom of the stairs. "_____ (look) nice?" he _____ (whisper), _____ (brush) his sleeves, _____ (tighten) the knot of his tie.

This task was carried out in writing. It is more complicated than the previous, so every correct sentence was evaluated at 3.00 points (for grammatical correctness). In this task, the students of group A scored 4,00 points, pupils of group B – 11,00 points, which also testifies to the equal importance of groups of pupils and the low level of grammatical preparation.

Tasks № 3 and № 4 are oral ones. In *Task № 3* students gave oral answers to questions in the text.

Students' communicative activity can be stimulated by such a task:

Read the following about the author of the story and answer the questions that follow:

Truman Capote was already a celebrity by the time „Breakfast at Tiffany’s” was released in 1958. Like Capote’s other works, „Breakfast at Tiffany’s” received mixed reviews. Some writers called it “slight” or not living up to Capote’s earlier work. It is a short book that can easily be read in one sitting.

Capote later in life said that Holly Golightly was his favorite character. In an early version of the book he gave her the inappropriate name of Connie Gustafson, but later gave her the more symbolic name Holly Golightly: for she is a woman who makes a holiday of life, but treads through it lightly.

Along with the book’s publishing came what Capote called the Holly Golightly Sweepstakes, where half the women he knew and some he did not, claimed to be the inspiration for his character. One New York resident, named Bonnie Golightly, even tried to sue Capote for invasion of privacy and libel. But she was a fat forty year old woman and lost the lawsuit without much effect. But in truth the person that Holly most resembles is her creator. She shares Capote’s philosophies as well as his fears and anxieties, an example is Holly’s panic attacks called “the mean reds”.

- Why did some critics dislike the book?
- Did the book make the writer famous?
- What legal problems did Capote have after publication?
- Who was the character of Holly based upon?

Explain what is meant by the underlined phrases / words.

In this task, the ability to listen to quite complex sentences and the ability to answer questions briefly were tested. Each student’s answer was estimated at 5.00 points (for lexical correctness and correspondence of the situation). The results showed that teens in group A scored a score of 0.00, the group B was 25.00.

In *Task № 4* students were offered sentences for interpretation.

Task:

Read this synopsis of the story so far, translate it and find synonyms for the underlined words and phrases:

The film begins with Holly strolling by Tiffany's in the wee hours of the morning, munching on a bun, and still in her party dress. That morning, after falling asleep, she is woken by her new neighbor, Paul. In the ensuing scene, we are introduced to a barrage of seemingly bizarre habits and traits that seem endearing against the backdrop of her charm and wit.

Varjak is a writer, *sponsored* by Miss Thalanson, **his** decorator. In order to spend all his time writing, she funds his work. Their relationship is only hinted at in the film, but it seems that she is keeping Varjak.

There is an instant rapport between Golightly and Varjak, and similarities between the two become apparent. When we first meet the two, they seem to be opposites: Varjak, the down-to-earth, responsible person and Golightly, the scatter-brained eccentric. The similarities soon begin to show in their positions in life.

In these sentences, the words used by students to teach during experimental learning were used. According to lexical correctness, each correctly used word was estimated at 6.00 points – 90 points. For phonetic and grammatical correctness of each sentence students received 2.00 points, only 40.00 points and in the latent period – also 2.00 points, total – 20 points. Verification of the possession of lexical units took place on well-known students in grammatical structures. In this task, students of group A received 36.00 points for the used words, groups B it is 16.00 (Table 1).

Table 1

**Results of a pre-experimental section in groups E1 and E2
(in points on average per student)**

Groups	№ of a task				Total
	№ 1	№ 2	№ 3	№ 4	
E1	2.62	0.15	0.00	1.38	4.15
E2	3.54	0.42	0.96	0.62	5.54

The pre-experimental stage showed that the skills and abilities of the students in groups E1 and E2 were 4.15 and 5.54 points. This testifies that the pupils of groups E1 and E2 had almost the same low level of the developed skills and abilities on the given topic.

Let's describe the content of experimental training. After the pre-experimental stage, there was experimental training based on these educational materials. The purpose of experimental learning was to compare the effectiveness of using video-phonograms at the stage of formation or at the stage of improving speech skills. Groups – E1 and E2 – were experimental and control. The prevailing condition at the first stage was the organization of training: in group E1 training was carried out with the help of the authentic video-phonograms at the stage of speech skills formation; in group E2 video materials were used at the stage of improving speech skills. The materials were prepared by the organizer of the experiment. Model of education, presented in Table 2, was designed for four lessons at each stage.

Table 2

**Variants of the model of training, actualized
during the pilot study (Groups E1, E2)**

№ of the lesson	Group E1	Group E2
1.	Application of the video-phonograms. Performing exercises of receptive and imitative character, built on the basis of the linguistic material and content of the video-phonograms for the creation of auditory and speech-engine images of new lexical units.	The use of printed teaching materials. Performing exercises of receptive and imitative character, executed on the basis of linguistic material and content of printed texts.

2.	Repeated use of video-phonograms, performance on the basis of its linguistic material and the content of receptive and reproductive-type exercises aimed at the formation of spoken language skills.	Repeated use of printed materials, development of selective reading skills. Exercises on the basis of their linguistic material and receptive and reproductive content aimed at developing the skills of oral speech. Audition of texts on the topic.
3.	The use of printed teaching materials. The teacher proposes exercises of receptive and receptive-productive character, performed on the basis of the linguistic material and the content of the printed texts. Audition of texts on the topic.	Application of the video-phonograms. Exercises of receptive and receptive-productive character, built on the basis of the language material and content of the video-phonograms.
4.	The use of printed materials, the development of selective reading skills. Execution on the basis of their linguistic material and the content of receptive and reproductive exercises, aimed at forming skills and abilities of monologue and dialogue speech. Learning partially unprepared speech.	Repeated use of video-phonograms, performance on the basis of its linguistic material and the content of receptive and reproductive exercises for the development of verbal skills and abilities of monologue and dialogue speech. Learning partially unprepared speech.

Let's describe the content of experimental training for E1 group.

Lesson 1

I. Stage of socio-cultural and linguistic orientation before listening.

This stage began with the announcement of the lesson and the attraction of students to the fact that New York 40's is much different from the modern one. Students report the name of the film and suggest guessing its contents. In the form of exercise introduced a new vocabulary, necessary for understanding the text "New York in the 1940s".

Put the missing verbs in brackets into the correct tense

It's New York in the 1940s, where the martinis _____ (flow) through cocktail-hour to breakfast at Tiffany's. And nice girls don't – except, of course, Holly Golightly. _____ (pursue) by Mafia gangsters and playboy millionaires, Holly _____ (be) a fragile eye-ful of tawny hair and turned-up nose, a heart-breaker, a traveller, a tease. She _____ (be) irrepressibly "top banana in the shock department" and deliciously eccentric. Her next-door neighbour _____ (be) a writer who _____ (be) "sponsored" by a wealthy married woman. _____ (guess) who's the right man for Holly _____ (be) easy. _____ (see) just how that romance blossoms _____ (be) one of the enduring delights of this gem-like treat of a film.

II. *The stage of the adaptive reception during listening to the text "Life in the USA" with direct combined post-semanticization of selected unpublished linguistic units.*

It was presentation of a new educational speech material in group A during listening to the text "Life in the USA", using selective combined post-semanticization of linguistic units.

Martini (алкогольний напій, коктейль із джину, вермуту і гіркої настоянки); cocktail hour (час для вживання коктейлів); Tiffany's (один з найбільш відомих магазинів ювелірних виробів світу, знаходиться на 5 Авеню в Нью-Йорку); mafia gangsters (таємна організація, що займалася злочинницькою діяльністю в таких областях як азартний бізнес, торгівля наркотиками, контрабанда. В США утвердилася у 1880 р.); a heart-breaker (той, хто розбиває серця); to tease (дразнити); "top banana in the shock department" (впливова людина, хазяїн ситуації); to gem (хвалити).

III. *The stage of special training of auditory receptions after listening to the text “Life in New York”.*

This stage passed almost without semantization, verification was carried out general understanding of the text.

Exercise № 1

The teacher read the sentences, some of which did not correspond to the content of the audio text. Students were required to identify correct and incorrect statements. The students' reaction was written extra-linguistic and fixed on individual forms.

Tasks:

After you've listened to the text we would see who is the most attentive pupil. You'll listen to true and false statements. If you agree put in your cards “+” near the correct sentence and if you disagree – put in your cards “–”.

Після того, як ви прослухаєте текст, ми побачимо, хто з вас найуважніший. Ви будете слухати правильні і не правильні твердження. Якщо ви погоджуєтесь зі мною, то в бланку ставите „+” біля правильного речення, якщо не погоджуєтесь – в бланку ставите „–”

1. It's New York in the 1960s, where the martinis flew through cocktail-hour to breakfast at Tiffany's.

2. Holly Golightly was pursued by Mafia gangsters and playboy millionaires.

3. Holly was a fragile eye-ful of tawny hair and turned-up nose, a heart-breaker.

4. She was not irrepressibly “top banana in the shock department”.

5. Her next-door neighbour was a writer who was “sponsored” by a wealthy old woman.

Exercise № 2

This exercise was imitative, aimed at creating auditory and speech-engine images of new lexical units. The teacher explained the rules of their articulation, for which the simulation of the segments of speech by pupils was carried out directly.

Task:

Now we'll play the game "Echo". You'll listen to a word, the first row will repeat it loudly, the second – in a low voice.

Зараз ми пограємо у гру „Ехо”. Ви будете слухати слово, перший ряд повторить його голосно, другий – тихо.

Fragile, eyeful, tawny, hair, turned-up, nose, a heart-breaker, a traveler, a tease.

Exercise № 3

Doing this exercise, the students had to insert misspelled sentences into sentences. Sentences with passes and lexical units for choice were given to students on individual cards. The teacher read the sentence to the place where the lexical unit was to be inserted, the students followed the printed text, reading the sentence about themselves.

Complete the dialogue by adding the following missing word:
own belong crazy like right slob (2x) took store see sure

Holly: He's alright! Aren't you, cat? Poor cat! Poor ____!
Poor ____ without a name! The way I ____ it I haven't got the ____ to give him one. We don't ____ to each other. We just ____ up one day by the river. I don't want to ____ anything until I find a place where me and things go together. I'm not ____ where that is but I know what it is _____. It's like Tiffany's.
Paul: Tiffany's? You mean the jewelry _____.
Holly: That's right. I'm just _____ about Tiffany's!

Exercise № 4

This exercise took place in a form of a game.

Task:

ROLE-PLAY: *You are either: Holly's neighbour / A guest / A policeman. Imagine the scene in the flat when the police arrive, using Past Perfect forms.*

Some of these sentences were recorded on the board and notebooks.

Thus, the attributive analysis of facilitation as the type of the activity allowed us not only to identify and correlate its attributes, but also to establish that this activity can be basic for teachers and students in the system of secondary educational institutions.

Statements regarding the social essence of the individual, the leading role of a facilitative activity in the process of its development become the methodological basis for the separation of the principle of learning and interpersonal interaction. As a whole, they make us possible to support the processes of self-expression, self-development and self-realization of the teacher's personality, the development of his/her unique individuality, by taking into account a complete system of interrelated concepts, ideas and ways of performing actions and activities. So, let's highlight some basic ideas that constitute the essence of *the principles of facilitation*: regarding individual freedom; regarding the person's need for self-actualization; regarding the individuality of a person; regarding education and upbringing as facilitative prerequisites of a person in the development of individuality and personal growth; regarding psychological and pedagogical support; regarding the development of the subjective experience of a person in the process of life; regarding trust and faith in a person, his/her individuality; regarding the equal treatment of all participants in the pedagogical process, etc.

Conclusions

We proved, that ideas of facilitative interaction internalized by the teacher were directly included in his/her subjective experience and create a coherent structure of the teacher's "Me". In the existing traditions of the organization of learning, the subjective experience of the participants of interpersonal interaction is considered as imperfect, insignificant, burdened with random ideas, and therefore facilitative interpersonal interaction is either ignored or levelled, or artificially processed. Facilitation to a large extent implies the subjective experience of all

participants in the educational process, affects the formation of different and unique personalities.

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Хупавцева Наталія, Співак Віталій. Психологічний зміст провідної ролі фасилітативної діяльності.

Мета нашого дослідження – показати психологічний зміст провідної ролі фасилітативної діяльності, висвітлити ці основні ідеї відповідно до принципів фасилітації та фасилітативної взаємодії.

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

Результати дослідження. Атрибутивний аналіз фасилітації як діяльності дозволив нам не тільки виявити і привести у взаємну відповідність її атрибути, а й встановити, що дана діяльність може бути базовою для вчителів та учнів у системі закладів середньої освіти. У статті показано, що положення щодо соціальної сутності особистості, провідної ролі діяльності в процесі її розвитку, щодо особистісно зорієнтованого підходу в психології постають методологічною основою виокремлення принципу фасилітації в процесі навчання та міжособистісної взаємодії, загальною нормою організації освітнього процесу тощо. У своїй сукупності вони дозволяють за допомогою урахування цілісної системи взаємопов’язаних понять, ідей і способів виконання дій та діяльності забезпечувати підтримку процесів самовияву, саморозвитку і самореалізації особистості педагога, розвитку його унікальної індивідуальності. Отже, виокремимо деякі базові ідеї, які

становлять сутність принципу фасилітації: щодо свободи особистості; стосовно потреби людини в самоактуалізації; щодо індивідуальності людини; стосовно навчання і виховання як фасилітативних передумов людини в розвитку індивідуальності та особистісному зростанні; щодо психолого-педагогічної підтримки; стосовно розвитку суб'єктного досвіду людини в процесі життєдіяльності; щодо довіри і віри в людину, її індивідуальність; стосовно однакового ставлення до всіх учасників педагогічного процесу тощо.

Висновки. Доведено, що ідеї фасилітативної взаємодії, інтегровані педагогом, безпосередньо є включеними в його суб'єктний досвід і створюють цілісну структуру «Я» педагога. В існуючих традиціях організації навчання суб'єктний досвід учасників міжособистісної взаємодії розглядається як недосконалий, несуттєвий, обтяжений випадковими уявленнями, і тому фасилітативна міжособистісна взаємодія або ігнорується, або нівелюється, або штучно перероблюється. Фасилітація великою мірою імплікує суб'єктний досвід усіх учасників освітнього процесу, впливає на становлення різних і неповторних особистостей.

Ключові слова: фасилітація, фасилітативна взаємодія, самоактуалізація, індивідуальність особистості, освіта та виховання як фасилітативна передумова, розвиток індивідуальності, особистісне зростання, психолого-педагогічний супровід, суб'єктний досвід, однакове ставлення.

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Adaptive and Maladaptive Relationships between Parents and Children of Senior School Age in Different Groups of Families

Адаптивні та дезадаптивні взаємостосунки батьків і дітей старшого шкільного віку в різних групах сімей

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ABSTRACT

The purpose of this article is: to describe adaptive and maladaptive relationships between parents and children of senior school age in different groups of families, taking into account dominant strategies of the activity, behavior, their styles and types.

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

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

The results of the research. *We proved that significant socio-psychological factors that predetermined the formation of destructive manifestations of aggression of children in the system of parent-child relations, were: a socially unacceptable way of life of the family, disturbances in its structure and functioning, intra-family communication and interaction, psychological, physical, sexual violence committed against the child.*

Conclusions. *The main factor determining the specificity of manifestations of aggression of children is a psychological type of attitude of parents to the child and vice versa. At the same time, authoritarian-aggressive tactics of parents, their characteristics of a psychological type of parental attitude "hypersocialization", form indirectly manifested by children reciprocal-aggressive attitude towards parents. Emotional and physical distancing, characteristic for the psychological type of parental attitude, such as "rejection", forms the child's ability to confront them aggressively. Dominant-suppressive attitude of parents, characteristic for the parental type of attitude of "Infantilization", belittling individual-psychological characteristics and devaluing the personal achievements and aspirations of the child, provide his/her psychological "occupation" by parents, help to actualize the characteristics of the "symbiosis" type of attitude, suppressing the child as a person, form undisguised helplessness and egoism, negativism and hostility of children.*

Key words: *adaptive relationships, maladaptive relationships, dominant strategies of the activity, behavior, styles and types of families, negativism, hostility, dominant-suppressive attitude of parents, hypersocialization, infantilization.*

Introduction

The following symptoms of the Psychology of adaptive and maladaptive relationships between parents and children of senior school are indicated in Psychological literature: *psychological deprivation* (Horney, 1994), *mental traumatization of the child* (Ivashkevych Ed., & Onufriieva, 2021), *assimilation of him/her to aggressive parents in relation to other people* (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021). The positions of different authors (Murphy, Melandri & Bucci, 2021) on the investi-

gated issue coincide with Western ones, since they are based on the fundamental approaches of science to the study of the psychological nature of a person, which is a set of human relationships that have been transferred inside and become the functions and structures of a person (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

The most productive, in our opinion, is the approach that combines the analysis of the principles, strategies and tactics of bringing children up with the analysis of the components of the structure of the category “parental attitude”, which determines the quality and forms of manifestations of aggressiveness of children. The category “parental attitude”, as it was defined by scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020) is understood as a system of various feelings towards the child, behavioral stereotypes. The last ones were practiced in the process of communication with the person, the peculiarities of the child’s perception, understanding of his/her character and actions. So, we mean the child’s personality. The structure of the person distinguishes *cognitive, behavioral and emotional components*.

Parents’ ideas about the child’s character, needs, interests, abilities, which form the class of his/her evaluative characteristics, are included into the cognitive component of the structure of *parental adaptive relationships*. The educational attitudes and beliefs of parents, together with the evaluative characteristics of the child’s personality, forecasts and motives for his/her upbringing, determine the positions and behavioral lines in the educational strategies, their tactics: methods of the influence and adaptive personal interactions, communication with the child, forms of demands, a quality of control, a character of disciplinary sanctions.

Scientists (Комплієнко, 2020) argue if parents prefer rude dictate to all educational tactics, then this will inevitably lead to resistance from the child, who will respond with his/her own countermeasures: outbursts of rage, rudeness, overt or veiled

hatred and hypocrisy. Scientists also (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020) identify indulging variants of parental behaviour, determined by the parents' orientation and readiness to take any actions that provided physiological and psychological comfort to the child, influencing the formation of his/her unconstructive aggressiveness in the situations of manifestations.

In the studies of scientists (Jiang, Zhang, & May, 2019) it was assigned a key role to parental positions of upbringing children. According to the author (Mai, 2022), educational position of parents allows us to understand how certain conscious or unconscious motivational and emotional structures of their personality are refracted into the strategy of upbringing a child. These structures are expressed in specific behavioral and emotional manifestations in relation to the person.

Variations in different educational positions of parents from over-care to hypo-care form different types of *parental attitude towards children*: from *excessive care, attention and protection to formal attitude and peaceful coexistence, detachment and distancing*, and from all of them – to *connivance and rejection*. With overprotection, the authoritarianism of the parents is clearly visible, hypoprotection, according to the authors (Ivashkevych Er., 2023), often turns into connivance with children. *Hyperprotection*, according to the scientists (Mykhalchuk, & Khupavsheva, 2020), creates *indifference and selfishness* of children, leads to confrontation in the system of child-parent relations, and often results in "dictation from below", despotism of children. Maximum care, according to the authors (Mykhalchuk, & Onufriieva, 2020), does not allow the child to become *proactive and authoritative*; it forms *egoism and negativism*, which complicate social contacts of the maturing personality.

Scientists (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020) note that the false beliefs of parents associated with providing the child with "maximum freedom" and minimum control. Such a situation often results in the formal performance

of parental functions, and such upbringing tactics, in its paradigm connivance, have an adverse effect on the formation of the individual, the formation of his/her characteristics.

We come to similar *conclusions*. So, exploring painful-aggressive manifestations of children with a tendency of parents to isolate themselves from the child, a lack of attention and care, and a minimum of protection in relation to him/her. Also, scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021) calls connivance, accompanied by open hostility and rejection of the child, the most negative type of parental attitude that forms a hostile personality.

The purpose of this article is: to describe adaptive and maladaptive relationships between parents and children of senior school age in different groups of families, taking into account dominant strategies of the activity, behavior, their styles and types.

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 empirical method is a pilot research.

Results and their discussion

In our own researches there were participated 57 families with one or two children of senior school age (38 families with one child and 19 families with two children). We've organized our research during 2024 in Ukraine. We showed that parents' strong conviction, that their children's development did not correspond to age standards, that they were not independent, and that they were unable to cope with current problems, had been realized in an infantilizing type of attitude towards the child, caused an aggressive protest of children. We found that the parents' fixation on the symbiotic community with the child, in es-

sence of his/her psychological occupation, was non-recognition of *autonomy* and *violation of privacy*, having been caused in a case of children as a reaction of affect and a desire for opposition.

Unconscious attitudes, false beliefs, erroneous ideas, unrealistic expectations, incorrect educational positions of parents and their formal fulfilment of basic responsibilities affect the style of upbringing children and the psychological type of attitude towards them. The Psychology of child-parent relations puts forward the thesis about the optimal educational position of parents, such as *adequate, prognostic, dynamic* one. In Table 1 we showed families with maladaptive relationships, with a direct dissocializing influence on the development of aggressiveness of children (Table 1).

In the analytical literature on the problem of aggressiveness of the child's personality and according to the specifics of its manifestations, the question of a reasonable manifestation of parental feelings has been also raised. We'd like to talk about unconditional acceptance, emotional support, exactingness and control of optimal tactics in use of the strategy of raising children and provide psychologically significant aspects of the manifestations of parental attitudes towards children of senior school age. We'd like to note that the inconsistency of parental educational tactics, actualized and manifested in the psychological type of parental attitude towards children (from the attention to rejection, from indulgence to severity), lead to tactics of defending the child's own interests, confrontation, negativism, boycott and other selective forms of manifestations of non-constructive aggressiveness, consolidating it as some stable personality trait (Table 2).

Table 1

**Families with maladaptive relationships,
with a direct dissocializing influence on the development
of aggressiveness of children**

A group of families	Family lifestyle, psychological atmosphere, their impact on adaptive and maladaptive relationships	Psychological aspects of parental adaptive or maladaptive attitude	Psychosocial situation of children (risk group)	States, feelings, experiences of children, forms of their expression
Criminally immoral (13.94%)	Immoral lifestyle, unhealthy moral atmosphere, criminal subculture, deformed value system, broadcast of lifestyle, involvement into youth criminal subculture, maladaptive family relationships	Rejection and cruelty, violence, incest, demonstration of antisocial, aggressive behavior patterns, deformation of the value system, aggression	Antisocial lifestyle, exposure to risk of violence, lack of positive social models, identification, emotional deprivation	Fear, hatred, bitterness, hostility, desire to destroy the living environment or social mimicry, psychopathy, auto-aggression, aggressiveness
With alcohol subculture and drug addiction (18.07%)	Lack of logic in the way of life, cult of alcohol, drugs, functional family disorganization, unhealthy moral atmosphere, conflicts, transmission of lifestyle to children, involvement into youth criminal subculture, maladaptive family relationships	Lack of basis for interaction, inconsistency and inconsistency, moral cruelty, physical and psychological violence, incest, aggression	Focus on negative lifestyles, on maladaptive family relationships, emotional and social deprivation, unpredictability, inhibition of feelings and needs, exposure to risk of violence, identification, assimilation	Feelings of uncertainty, insecurity, shame, anxiety, myths, fantasies, schizophrenia, psychopathy, depression, a desire to survive and adopt a lifestyle, anger, protest, escape, alcohol, drugs, auto-aggression, aggressiveness

With a cult of cruelty and violence (24.89%)	Priority of force, power, despotism, immoral atmosphere, broadcast of aggression, cruelty	Systematic infliction of moral suffering, psychological and physical violence, incest, moral cruelty, aggression	Lack of opportunity for personal development, violation of mental integrity, constant exposure to violence, identification with the aggressor	Fear, anger, malice, protest, deviant, delinquent behavior, hostility, cruelty, aggressiveness
Conflict-prone with communication problems (43.10%)	Communicative problems, relationships of disharmony, aggressiveness and conflict, maladaptive family relationships, emotional incontinence, alienation, hostility	Lack of community, connivance, emotional rejection, being drawn into confrontation, moral cruelty, psychological violence, aggression	Unconscious imitation, copying methods of sorting out relationships, lack of psychological balance, exposure to the risk of violence	Emotional callousness, inconsistency, conflicts, distrust, confrontation with a society, aggressiveness

Table 2

Families with indirect dissocializing influence in the development of aggressiveness in children

Groups of families	Family lifestyle, psychological atmosphere, their influence	Psychological aspects of parental attitude	Psychosocial development of situations (risk group)	States, experiences of children, forms of their expression
Overwhelming	Priority of force, power, authoritarianism, pedagogical failure, negative psychological atmosphere	Prohibitions, orders, exploitation, deprivation of attention, humiliation, punishment, psychological violence, aggression	Emotional deprivation, lack of communication, love, rejection, alienation, exposure to violence	A feeling of psychological orphanhood, a sense of resentment, hopelessness, insecurity, emotional callousness, aggressiveness

Rejecting	Lack of feelings, pedagogical and parental failure, negative psychological atmosphere	Moral cruelty, violence, neglect, boycott, fixation on shortcomings, rejection, aggression	Rejection, lack of care, love, physical, emotional deprivation, exposure to violence	Feelings of psychological orphanhood, inferiority, resentment, anger, lack of empathy, cruelty, aggressiveness
Dismissed	Lack of parental feelings, pedagogical failure, unfavorable psychological atmosphere	Iteration, indulgence, neglect, distancing, moral cruelty, psychological violence, aggression	Attention deficit, alienation, emotional deprivation, vulnerability to psychological violence	Feeling of psychological orphanhood, inferiority, emotional isolation, conflicts, hostility, aggressiveness
Hassle-free	Erroneous educational positions, pedagogical failure, lack of parental feelings, egoism	Indulgence, neglect, disregard, aloofness, moral cruelty, psychological violence, aggression	Lack of attention, care, love, emotional deprivation, susceptibility to psychological violence	Feelings of psychological orphanhood, pathological traits of character, negativism, behavioral disorders, aggressiveness
Incomplete	Disruption of family functioning, lack of educational resources, erroneous positions, excess or lack of feelings, special tone of the family atmosphere	Overprotectiveness or neglect, attachment or detachment, symbiosis, overprotectiveness, authoritarianism, hostility, rejection, aggression	Lack of father's influence and attention, lack of psychosocial role model, difficulty with gender identity, failure to meet current needs	Feelings of social discrimination, inferiority, loss of trust, emotional instability, negativism, revenge for deprivation of psychological support, aggressiveness

The content analysis of researches showed that deviation from the democratic basis of communication and interaction in the parent-child system, having been caused by violations within different components in the structure of the category "parental attitude" or simultaneously according to ways of attitude of parents towards pupils, leads to a tilt of educational tactics towards emotional distancing, authoritarian hypersocialization or psychological occupation, inconsistency, and it serves as the basis for manifestation of aggression of children. At the same time, within the paradigm of the psychologically optimal type of parental attitude towards children, maintaining the balance of providing the educational strategies, promoting the balance by parents of the measure and quality of control, disciplinary sanctions and parental feelings that suppress aggressive tendencies and aspirations of children, show us different manifestations of destructive aggression of children, that are not often observed. Table 3 presents the typology of parental attitudes that form aggression in children.

Having examined the problem of manifestations of aggression of children in the process of the analysis of modern concepts of parent-child relationships (Ferdowski, & Razmi, 2022), having watched psychological profiles of the attitude of parents to the child in the typology of the modern families (Huang, Loerts, & Steinkrauss, 2022), influencing their manifestations to the process of forming the character of a child (Horney, 1994); having substantiated the psychological types of parental attitude to the child, determining the features of its manifestations in children's character, abilities and possibilities, in the child's person in a whole, we came to the conclusions:

– the problem of manifestation of aggression of children in modern families in the sphere of parent-child relations is in the field of the influence of different psychosocial situations of the person's development, as a background and induction of the development of personality and his/her characteristics. Peculiarities of aggression of children, as a characteristics of destruc-

Table 3
Psychological types of parental attitudes that form aggression of children

Dominant Strategies of the Activity, Behavior, their Style and Type	Basis of interaction	Extension	Installation, Position	Emotional background	Tactics
Authoritarian (Strategy), Hypersocialization (Style), Rejection (Type)	Demanding more than trusting, strict control, severe punishment	The Parent is above	Lack of autonomy, adequacy, dynamism, predictability	Negative, distant, cold relationships	Orders, demands, reproaches, suppression, rejection
Liberal (Strategy), Egocentric (Style), Laissez-faire (Type), Infantilization (Type)	Demandingness is less than trust, lack of control and regulation of discipline	The Parent moves from below	Autonomy, lack of adequacy, predictability	Positive, warm but distant relationship	Requests, explanations, approvals, indifference, sycophancy
Democratic (Strategy), Authoritative (Strategy), Controlling (Style), Cooperation (Type), Collaboration (Type)	Demand is equal to trust, control is the norm, regulation of discipline is explanations	The Parent is equal with a child (Democratic). The Parent is above (Authoritative Strategy)	Autonomy, adequacy, dynamism, predictability	Positive and warm relations (Democratic Strategy). Distant relationships (Authoritative Strategy)	Demands and requests, encouragement, support and explanations, a dialogue
Indifferent (Strategy), Peaceful coexistence (Style), Connivance (Type), Neglect (Style)	Lack of a basis for interactions, demands, trust and control, all possible punishments	Distancing from a child	Lack of autonomy, adequacy, predictability	Negative, cold, indifferent, possibly hostile	Separation, removal, deliverance, isolation, rejection
Contradictory (Strategy), Suspension (Style), Indifferent (Type)	Inconsistency in requirements, control and disciplinary sanctions	Now from below, now from above. From above to below (or vice versa). From adoption to rejection	Lack of autonomy, adequacy, predictability	Negative, the relationships are sometimes very warm, sometimes very cold, sometimes often they are indifferent	Encouragement, support, withdrawal, rejection, imposition

tive, abnormal behaviour in manifestations or normative-adaptive, neutral activity (in moral terms), depend on the influence of the specifics of the microenvironment of the parental family, the Psychology of relationships in it, the peculiarities of the parental relationships. So, parental relationships are cultural and historical phenomenon, which is characterized at present as dangerously aggressive phenomenon: threatening the health, development and life of children, trampling on their originality, individuality, blocking the development of children's personality;

– significant socio-psychological factors that predetermine the formation of destructive manifestations of aggression of children in the system of parent-child relations are: a socially unacceptable way of life of the family, disturbances in its structure and functioning, intra-family communication and interaction, psychological, physical, sexual violence committed against the child.

Conclusions

In the group of families with direct dissocializing influences (criminal and immoral, with alcohol and drug subculture, cult of violence and cruelty) transmission to children by the way of life and delegation of requirements characterizes the microenvironment, helps to demonstrate "aggressive models" of behaviour and manifestations of cruelty. All these factors have such ones which are become factors predetermining manifestations of morbid-pathological aggressiveness of children, facilitate their criminal aggression in the system of child-parent and social relations. In the group of families with indirect dissocializing influences (incomplete, conflict, pedagogically insolvent) the factors, which are predetermining manifestations of destructive aggressiveness, conflicts and hostility of children in the system of child-parent and social relations. These are microsocial situation of the person's development, psychologically sensitive to their acquisition.

The main factor determining the specificity of manifestations of aggression of children is a psychological type of attitude

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of parents to the child and vice versa. At the same time, authoritarian-aggressive tactics of parents, their characteristics of a psychological type of parental attitude “hypersocialization”, form indirectly manifested by children reciprocal-aggressive attitude towards parents. Emotional and physical distancing, characteristics of a psychological type of parental attitude, such as “rejection”, forms in the personality of a child the ability to confront them aggressively. Dominant-suppressive attitude of parents, characteristics of a parental type of attitude “Infantilization”, belittling individual-psychological characteristics and devaluing the personal achievements and aspirations of the child, provide his/her psychological “occupation” by parents, help to actualize the characteristics of the “symbiosis” type of attitude, suppressing the child as a person, form well-learned helplessness and egoism, negativism and hostility of children.

Further researches of the specifics of manifestations of aggression of children in the system of parent-child relationships presupposes a targeted look at the child’s personality, identifying the essential characteristics of manifestation of his/her aggression as a destructive personality trait, actualizing the mechanisms of its formation, criteria and dynamics of the person’s development of children.

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Ляшенко Лариса. Адаптивні та дезадаптивні взаємостосунки батьків і дітей старшого шкільного віку в різних групах сімей.

Мета статті: дослідити адаптивні та дезадаптивні взаємостосунки батьків та дітей старшого шкільного віку в різних групах сімей.

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 значущими соціально-психологічними чинниками, що запобігають навчанню в системі дитячо-батьківських взаємостосунків, є деструктивні прояви агресивності у дітей, зокрема: соціально-неприйнятний спосіб сімейного життя, порушення в її структурі та функціонуванні, у внутрішньосімейному спілкуванні та взаємодії, психологічне, фізичне, сексуальне насильство, скоєне по відношенню до дитини.

Висновки. Основним чинником, що визначає специфіку проявів агресивності дітей віком, є психологічний тип ставлення батьків до дитини. При цьому авторитарно-агресивні тактики батьків, властиві психологічному типу батьківського ставлення «гіперсоціалізація», формують у дітей опосередкований вияв ними агресивного ставлення до батьків. Емоційне та фізичне дистанціювання, характерне для психологічного типу батьківського ставлення, яким є «відкидання», формує у дитини здатність до агресивного протистояння їм.

Домінантно-зверхнє ставлення батьків, властиве типу батьківського ставлення «інфантилізація», що применшує індивідуально-психологічні особливості та знецінює особистісні досягнення та устремління дитини, є характерним для типу взаємостосунків «симбіоз», психологічна гіперопіка батьків щодо дитини, що пригнічує учня старшого шкільного віку як особистість, формують у дітей неприховану безпорадність та егоїзм, негативізм та ворожість.

Ключові слова: адаптивні взаємостосунки, дезадаптивні взаємостосунки, домінуючі стратегії діяльності, поведінка, стилі та типи сімей, негативізм, ворожість, домінантно-супресивне ставлення батьків, гіперсоціалізація, інфантилізація.

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Modern Cognitive and Informational Warfare: the Role of Consciousness Manipulation of Ukrainians in Personality Transformation

Сучасна когнітивно-інформаційна війна: роль маніпуляцій свідомістю українців у трансформації особистості

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157

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ABSTRACT

The purpose of the article is to study the psychological and neuro-psychological nature and strategies of cognitive and information warfare in the Ukrainian context in 2024, as well as the formation of a theoretical basis for individual, personal changes, transformations of personality, as a negative consequence of destructive influence of the methods of propaganda, misinformation and methods of manipulation on the individual's self-consciousness, brain, cognitive functions, emotional and volitional sphere of a personality during extreme and risky combat operations.

Methods of the research. The theoretical and methodological base of the research consists of a set of theoretical and empirical methods: theoretical-methodological analysis, generalization, systematization, surveys, interviews, test methods, project method, Rorschach projective technique, genetic-creative approach (S.D. Maksymenko) and principles of its construction: development; experiencing freedom; technologies, methods of disinformation and propaganda; self-regulation of behavior; interactions; uncertainty and indeterminism; therapeutic action through the prism of digital technologies; basic philosophical, psychological, sociological principles of understanding the problem of cognitive and information warfare.

The results of the research. For Ukraine, countermeasures against cognitive and informational warfare are of crucial importance for ensuring national security and protecting democratic values. Effective countermeasures require cooperation between government structures, civil society and international partners.

Conclusions. The cognitive-informational war (CIW) in 2023-2024 is an important aspect of the modern world order, especially in the context of the Russian-Ukrainian war. This is a complex mechanism of manipulating the consciousness of Ukrainians, which uses various methods and tools to achieve its

invasive goals, leading to the transformation of cognitive and behavioral transformations of a personality.

It has been established that the influence of the cognitive and informational warfare on Ukrainian society is manifested through the division and polarization, undermining trust in the authorities, destabilizing the political situation, and reducing the fighting spirit of the Ukrainian army. However, according to the mentioned plan, there are measures that can reduce the negative impact of CIW, such as the development of critical thinking and media literacy, detection and countering of disinformation, protection of cyber security and support of freedom of speech and pluralism of opinion.

The future prospects of the development of cognitive and informational warfare will be reflected in the constant growth of technologies and changes in the strategies of conducting information warfare. Therefore, it is important to constantly update and adapt countermeasures to new challenges. It has been found in order to counteract effectively against CIW, it is necessary to combine technological and psychological approaches, develop critical thinking and media literacy of population, and create effective mechanisms to counter disinformation and manipulation.

Key words: *cognitive and informational warfare, disinformation, manipulation, critical thinking, media literacy, personality transformation, consciousness.*

Introduction

The problem of modern cognitive warfare in Ukraine in 2022-2024 is closely related with various discourses of psychological science, in particular, cognitive psychology, psychology of decision-making under conditions of uncertainty, psychology of risk, neuropsychology, and psychology of personality operating in extreme conditions.

The evolution and transformation of cognitive warfare in the Ukrainian context is directly related to the scientific understanding of the mechanisms and regularities of the cognitive functioning of an individual as a subject-participant in hostilities or civilian representatives of the population of Ukraine. The psychological essence of the cognitive and informational warfare in 2024, the war in the global dimension, and its psychological and neuro-psychological impact on the personality of Ukrainians, under the influence of propaganda and manipulation of the con-

consciousness during intensive military operations in Ukraine, is an understudied theoretical and methodological problem, despite the intensive growth of research devoted to the studied phenomenon (Bizik, Kosarova, Potochnak, & Stojar, 2022).

The individual psychological characteristics of the manifestation of stress, panic, irrational statements, resources of stress resistance as a result of manipulation of the consciousness of military personnel and the civilian population of the country, which protects its national identity, dignity and borders as a Ukrainian nation, remain undefined.

The purpose of the research is to study and define the cognitive and information warfare at the current stage of its evolution in Ukraine, its historical context of transformation in our time, the general methodology of researching the phenomenon of Russian propaganda, methods and techniques of manipulating the consciousness of Ukrainians by means of propaganda .

Methods of the research

The theoretical-methodological base of the research consists of a set of theoretical-empirical methods: theoretical-methodological analysis, generalization, systematization, surveys, interviews, test methods, project method, projective Rorschach technique, Genetic-Creative Approach (S.D. Maksymenko) and principles of its construction: development; the experience of freedom; technologies, methods and methods of disinformation and propaganda; self-regulation of behavior; interactions; uncertainty and indeterminism; therapeutic action through the prism of digital technologies; basic philosophical, psychological, sociological principles of understanding the problem of cognitive and information warfare.

Results and their discussion

The problematic horizon of the psychological dimension of the cognitive-informational war regarding the influence of Russian propaganda and technologies, means, methods of manipulating the consciousness of Ukrainians in the domestic literature

is very extensive. This indicates, in our opinion, the preservation of the relevance of the problem field of the understudied problem of both cognitive and military psychology. Therefore, different approaches since 2014 emphasize different conditions, determinants, propaganda and manipulation technologies used by the enemy.

In the literature analyzing the Russian-Ukrainian warfare, the scientific Western and domestic communities define it differently: cognitive (Pradhan, 2022; Reczkowski, 2022; Maksymenko, Derkach, & Kirichevska, 2022), hybrid war (Bizik, Kosarova, Potochnak, & Stojar, 2022), conflict (Waltzman, 2022), cyber warfare (Shapiro, & Spaulding, 2021; Feiner, 2022), informational (Kalakoski, Selinheimo, & Valtonen, 2020). Such specificity of analysis and its evolution since 2022, by researchers of different paradigmatic schools and directions, suggests, from our position, the need to use a systemic, genetic-creative approach – the author – S.D. Maksymenko (Maksymenko, & Derkach, 2023; Maksymenko, & Derkach, 2024). Therefore, in our scientific research, we define the Russian-Ukrainian warfare as cognitive-informational, taking into account how Russian propaganda distorts the facts about the war (Sivak, 2023).

The war in Ukraine changed not only history in the global dimension, but also in the Ukrainian context. According to experts of the State Service of Special Communications and Information Protection of Ukraine (*State Service of Special Communications and Information Protection of Ukraine*. 17.01.2023), “Only understanding the interaction of these dimensions allows us to adequately assess the actions of the aggressor state.”

Having endured the first three days, the Ukrainian people are hardened, and this leads to significant personal changes, transformations, as well as transformations in society, etc. related to *the cognitive functioning* of an individual, that is, the mental processes of those involved in processing information and making operational decisions in the modern digital environment.

From the position of the famous military expert Rand Waltzman (Waltzman, 2022) “Patterns of changes in Ukrainian society during the cognitive war had a significant impact on the development and transformation of national identity, in particular military identity. This problem is extremely important from the theoretical and methodological issues of the Russian-Ukrainian lessons of cognitive and information warfare, as it concerns cognitive science and the cognitive processes of waging modern warfare aimed at manipulating and destroying human consciousness and the human brain” (Zaika, 2014).

The psychology of warfare as a phenomenon, its conceptual and paradigmatic diversity in the study of the specifics of cognitive and information warfare at the current stage of its evolution is of vital importance both for our country, as well as for the world community.

An important role in our research was attached to the experimental results obtained by the authors, which we rely on in the current work. As well as innovative research and project activities of Ukrainian scientific youth – students of 3-4 years of Bachelor’s, Master’s and Postgraduate studies of the University of Customs and Finance of Dnipro (320 people) in a longitudinal study of changes in behavioral reactions and behavioral strategies in the minds of young people aged 18 to 20 years using the neuro-psychological interface (Maksymenko, Derkach, Kirichevska, 2022), surveys, questionnaires and analysis of case situations.

In this work, we limit ourselves to the analysis and understanding of the tools of cognitive and information warfare in Ukraine in 2022-2024.

Our working definition of cognitive and information warfare at the current stage of its development, in accordance with the topic and general methodology of our research, has the following content. Cognitive-informational warfare is a concept of the systematic use of information media, such as: mass communication media, social networks, and the Internet to manipulate

opinions, distort facts, and influence the beliefs and behavior of groups of individuals or nations in order to achieve political, economic, or military goals.

The historical context of the cognitive and information warfare. Based on the classic military theories of war of the influential military strategists Sun Tzu (Sun Tzu, 1963) and Karl von Clausewitz (Clausewitz, 1976), comparing their military-psychological heritage with the Ukrainian realities of today, we singled out eight criteria for a methodological analysis of the psychology of modern cognitive and informational warfare in Ukraine, in particular :

- 1) the fundamental goal of cognitive warfare;
- 2) logic (in the terminology of Clausewitz – principles) of war;
- 3) the potential of cognitive warfare;
- 4) indicators of cognitive warfare;
- 5) factors of cognitive dominance;
- 6) means (proven and innovative strategies) of military actions in multi-domain military operations of cognitive warfare;
- 7) correspondence of generalizations and conclusions of foreign and domestic military experts to the psychological context of cognitive warfare at its strategic and operational levels;
- 8) the negative impact of the consequences of the cognitive war on the psychological and neuro-psychological state of personality functioning, typical transformations.

Conceptualization of the concept of «cognitive warfare» took place in 2021-2023 , during the discussion of scientific reports presented at the First Symposium on cognitive warfare in France in June 2021 and psychological warfare (Claveri, Prebot, Buechler, & Kluzel, 2021). Psychological warfare is abbreviated as (PSYWAR) – and is a commonly used term to describe the main aspects of modern psychological operations (PsyOp) accompanied by military information support operations (MISO).

The logic (principles) of psychological warfare are:

- Target audiences

- Messages (fake , false)
- Means of delivery (Howard, 2001).

The well-known military expert S. Pradhan convincingly substantiated the thesis that «the Russian-Ukrainian conflict is a witness to the intensive use of influence operations that form a cognitive war. Although the use of propaganda and influence operations were common in warfare, they have now assumed the form of warfare with their strategic use on a scale never seen before. Increasingly wide and well-planned use of social media, digital and other means of communication made it possible to quickly reach a larger audience with individual and targeted content» (Pradhan, 2022).

Such a definition of cognitive war acquires special importance in the modern conditions of the escalation of cognitive war regarding *cognitive attacks on the human mind, which becomes a BATTLEFIELD. The use of manipulations in the cognitive sphere of the individual is aimed at changing the perception of goals.*

In addition to the above, according to S. Pradhan, «Cognitive warfare *is* more than the sum of different dimensions of information warfare (IW), because it integrates all elements available in the information, cyber and psychological spheres, and takes them to a new level not only by manipulating perception of the target population, but also ensuring that the desired response is achieved. And that is why the war was called “cognitive”, knowledge, which includes the acquisition, comparison, interpretation, analysis of information. They make up the “inner part of the action” (Pradhan, 2022).

The mind of an individual in a cognitive warfare (as its own essence), in contrast to mentality (the ability to be brought under a rule), is destroyed thanks to three strategies of psychological influence, in particular:

- Well-planned and conducted psychological operations
- Engaging Neuroscience (Brain Armament)
- Implementation of social engineering

What is, then, the potential of cognitive and information warfare in 2024?

Based on the above, and based on the professional considerations of the influential military strategist S. Pradhan, preliminary conclusions can be drawn regarding the probable potential of cognitive warfare to:

1. Split society in the perception, analysis and evaluation of vital information;

2. Split in opinions, ideas, evaluation of fake information is oriented towards the main goal of the war:

a) loss of collective will to resist the enemy;

b) to protect its independence, Freedom.

3. Split in the thoughts and cognitive processes of the representatives of society creates disagreements in probable behavioral strategies, decisions made or decisions that are predicted to be correct, true in a situation of uncertainty and risk. The combination of these factors pushes the weaker side *to CONTINUE* to face a stronger opponent in terms of weapons, but much weaker in terms of personal characteristics of will, national and military identity, psychological elasticity (resilience), morale of soldiers (Ivanov, 2023; Semenov, 2022).

In this context, it is worth noting that the modernization of the Armed Forces of Ukraine, which began in 2014, provided the Ukrainian Army and Ukrainian society with a number of advantages in terms of means of cognitive warfare:

- The military-technical assistance of NATO, the United States, and partner countries, information from intelligence services regarding the timing of the Russian large-scale invasion of Ukraine, Turkish drones (UAVs), as well as military training and training of operators of complex anti-missile systems of the Armed Forces made it possible to highlight real, not manipulated, events in international media channels, social networks: Facebook, Twitter, Microsoft and others;

- Well-known NATO diplomats, analysts, military strategists, Analytical Centers, journalists, thanks to the Internet,

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quickly amplify the true information about the escalation of the cognitive warfare in Ukraine, the courage and determination of Ukrainians to resist the Russians, the world treats them as heroes;

- The extremely high internet literacy of ordinary Ukrainians who use the social media platform (“Minister Fedorov’s 400,000-strong Army”) helped and continues to help the soldiers of the Armed Forces of Ukraine to quickly receive information about the deployment of enemy units, to enter corrective information about changes on the battlefield, quickly and efficiently, which deprived of the enemy’s troops.

- Volunteer movement, National Defense, crowdfunding, i.e., collection of material funds for the purchase, for example, of drones for operational units of the Armed Forces, for the purpose of mapping the area and deploying the enemy’s troops.

Thus, the above factors were decisive in the provision of military assistance by NATO and the USA to Ukraine and its Armed Forces at various stages of the escalation of hostilities.

The historical context of wars and new forms of conducting cognitive and informational warfare (for example, land, sea, air drones and drones with artificial intelligence) include in itself various events that demonstrate the use of innovative informational and cognitive means to achieve political or military goals. We will supply the following examples that directly took place during the two most recent wars: the Second World War and the Cold War in relation to propaganda methods and information campaigns that have proven to be highly effective, in particular :

- 1. Wartime Propaganda:** during both wars, information campaigns and propaganda played a key role in shaping opinion and sustaining national mobilization. In these cases, governments used a variety of mass media to manipulate public sentiment and attract support (Propaganda used during World War II.).

- 2. Cold War:** the period of competition between the United States and the Soviet Union was accompanied by intense infor-

mation warfare. Both rivals used propaganda, disinformation and psychological operations to undermine trust and influence the opinion of the international community and their own citizens (Cultural diplomacy and propaganda during the Cold War).

3. Modern conflicts and geopolitical confrontations: In the modern world, cognitive and information warfare has become even more important due to the development of the Internet, social networks and digital technologies. States and non-territorial groups use these means to spread propaganda, conduct cyberattacks, manipulate public opinion, and influence political processes in other countries (Petrov, 2019; Kovalenko, 2020).

Thus, the given above historical context shows that cognitive and informational warfare has always been an integral part of military conflicts and geopolitical confrontations, but its meaning and methods have changed over time in accordance with the development of technologies.

In the aspect of the problem being analyzed, we will consider in greater detail the specifics and methods, tools of cognitive and informational warfare (CIW).

Methods and tools of CIW.

1. Disinformation and propaganda. Disinformation and propaganda are among the most common methods of cognitive information warfare (CIW) used to manipulate public opinion, sow discord, and destabilize society. Disinformation is the dissemination of false or misleading information with the purpose of misleading people.

2. Undermining trust in institutions. Disinformation can be used to undermine trust in governments, media and other institutions. This can lead to people losing trust in official information and becoming more susceptible to propaganda. *For example: «Russia is ready for peace talks, but Ukraine is not».*

3. Inflaming discord. Misinformation can be used to incite discord between different ethnic groups of people. And this, in turn, can lead to social unrest, violence and even armed conflicts. *For example: "To sow discord between Ukrainians of Wes-*

tern and Eastern Ukraine, proclaiming that some Ukrainians remained and some left the state in trouble”.

4. Influencing elections. Disinformation can be used to influence election results. This may include spreading fake news about candidates or manipulating voting results. Let us turn to the analysis of examples of case situations that illustrate Russian propaganda methods of manipulating the consciousness of ordinary Ukrainians.

CASE SITUATION #1

Allegation that the Ukrainian government is Nazi. This is a common Russian propaganda claim used to justify the invasion of Ukraine. There is no evidence to support this claim, and it has been refuted by numerous independent sources.

CASE SITUATION #2

Allegations that the Ukrainian military is shelling civilians. Russia accuses the Ukrainian military of shelling civilians in cities such as Mariupol. These allegations have been widely denied, and there is evidence that Russian forces are responsible for these crimes.

CASE SITUATION #3

Alleging that there are NATO bases or their specialists, bio-laboratories at every step in Ukraine. This is another common conspiracy theory that Russia uses to justify its invasion. There is no evidence to support this claim, and it has been debunked by experts in various fields.

So, propaganda is a form of communication aimed at spreading among society of certain ideas, beliefs, or attitudes, often with the goal of manipulating people’s thoughts and behavior. As we noted above, it is used by both governments and non-state actors, and can be disseminated through sources such as the media, social media, education systems, and even the arts.

Propaganda is usually repeated and disseminated through various mass media to shape a chosen outcome of public opinion (Kovalevich, 2014). The importance of the propaganda of various parties increases especially during the election campaign.

In contrast to the objective presentation of information, malicious propaganda presents information selectively to encourage certain generalizations, or uses an emotional coloring of the message to provoke an emotional rather than a rational reaction to what is said. The end result of propaganda is a change in attitude towards its subject. Propaganda and its malicious version can be used as a form of political struggle (Smith, 2020; Petrov, 2019). It is worth noting that the term «propaganda» acquired a vividly negative emotional color only thanks to the unprofessional activities of some journalists. Propaganda in its initial emotional meaning had a neutral color. So, the following are examples of the types of Russian propaganda that are accompanied by tantrums and blackmail: nuclear, cold, hunger, terrorist attacks on civilian infrastructure, massive missile attacks aimed at making the lives of Ukrainians unbearable.

Let's move on to consider another Russian propaganda tool of negative influence on the consciousness of the individual, first of all, young people – cyber attacks and hacking as the most powerful modern means of disinformation and manipulation.

Cyberattacks and hacking as a propaganda tool for accessing electronic resources. The legislation of Ukraine defines: **Cyberattack** is directed (intentional) actions in cyberspace, which are carried out using electronic communications (including information and communication technologies, software, software and hardware, other technical and technological means and equipment) and are aimed at achieving one or a combination of the following goals: breach of privacy, integrity, availability of electronic information resources processed (transmitted, stored) in communication and/or technological systems, obtaining unauthorized access to such resources; violation of the security, stable, reliable and regular mode of functioning of communication and/or technological systems; use of the communication system, its resources and means of electronic communications to carry out cyber attacks on other objects of cyber protection. Therefore, various types of cyberattacks used by the enemy in

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Ukraine can have serious consequences for individuals, organizations, and even entire countries.

Hacking is the process of breaking into a specific system using methods not intended by the person who created that system. The term «system» refers to any website, database, computer network – anything with a clear structure and specific protection mechanisms. Hackers try to gain access to this network or database – to get valuable information, sabotage or just for fun.

Hacking tools are software and hardware devices used by hackers to gain access to computer systems, networks, and data. They can be used for both legitimate and illegitimate purposes.

Types of hacking tools in the Russian-Ukrainian cognitive and information war :

Scanners: used to detect vulnerabilities in computer systems and networks.

Exploits: used to exploit vulnerabilities in computer systems and networks to gain access to them.

Sniffers: used to intercept network traffic such as emails, passwords and other data.

Malware: used to infect computer systems with malicious software that can steal data, spy on user activity, or cause other harm.

Social engineering tools: used to manipulate people into revealing personal information or taking actions that could harm them or their organizations.

The use of social networks as a powerful tool of CIW.

Social networks have become one of the most important tools of KIV, because they make it possible to quickly and easily spread information to millions of people around the world. Social networks are unprecedented opportunities for:

1. Rapid and mass dissemination of information: posts and visual content on social media can reach millions of people in seconds.

2. Targeted impact on the audience: thanks to algorithms and targeting tools can clearly define and reach exactly the audience that is most receptive to certain content.

3. Creation and manipulation of public opinion: using fake news, propaganda and disinformation, you can influence people's thoughts and beliefs, sow discord and destabilize society.

4. Recruitment and coordination of actions: social networks give the ability to mobilize people, organize protests and other actions, and coordinate actions between different groups.

A wide range of tools, both free and paid, are used to conduct CIW in social networks. The main tool among which are social networks. The most popular social networks at the moment are Facebook, Twitter, Instagram, YouTube, TikTok and Telegram.

In addition to the tools of social networks, it is also necessary to note **the methods** used for cognitive and information warfare in social networks. The most common of them include:

1. Fake news and propaganda.
2. Creation and dissemination of fake news, which is often based on fabricated facts or distorted data, with the aim of misleading people and manipulating their opinion.
3. Misinformation: spreading false or misleading information to mislead people or hide the truth.
4. Hate speech and hate speech: use of offensive and provocative language with the aim of inciting enmity and hatred between different groups of people.

So, the specifics of using social networks in the cognitive and information war in Ukraine in 2022-2024 indicates that social networks have become one of the most important tools of CIW, because they allow quick and easy dissemination of information to millions of people around the world. Using fake news, propaganda and disinformation, you can influence people's thoughts and beliefs, sow discord and destabilize society.

Thus, cognitive and information warfare (CIW) is a new type of warfare that uses information and propaganda to manipulate people's thoughts and behavior. There are various tools and methods used to spread misinformation and propaganda such as social media, news sites, television and radio. These tools can be very effective in influencing people's thoughts and behavior, so

it's important to be aware of the latest IP threats and take steps to protect against them.

The impact of the cognitive and informational war on the Ukrainian language society.

Cognitive information warfare, which consists of manipulation, misinformation and the use of information technology to achieve political, economic or social goals, can make society vulnerable to manipulation and contribute to the growth of conflicts.

Ukraine as a country is experiencing a difficult political and social situation, faces an intense informational struggle both internally and externally. This can lead to the separation of society into different ideological and political camps, increasing conflicts and mistrust between groups of people.

Disinformation and propaganda are spread on the Internet and social networks to undermine trust in the authorities and sow discord among Ukrainians. This can lead to social unrest, violence and even civil war.

Since the beginning of Russia's full-scale invasion of Ukraine, cognitive and information warfare has become an integral part of the conflict. Russia is conducting a large-scale disinformation and propaganda campaign aimed at undermining confidence in the Ukrainian authorities both inside the country and abroad.

Methods used to undermine trust in authorities and institutions, such as propaganda, manipulation, cyber attacks, etc., can have serious consequences for Ukraine. This can lead to: political instability, decrease in economic growth, increased vulnerability to Russian aggression. This could make Ukraine more vulnerable to further attacks by Russia.

How to resist undermining trust? The Ukrainian government is taking a number of measures to counter this. These measures include:

- **Fact-checking:** identifying and disproving disinformation spread by Russia.

- **Increasing transparency:** the government is trying to be more transparent in its work to increase trust in itself.
- **Combating cybercrime:** taking measures to protect websites and infrastructure from cyberattacks.
- **Citizen involvement:** the government works to involve citizens in the decision-making process so that they feel more involved in their government.

Therefore, cognitive and informational warfare is a serious threat to Ukrainian society. It is important that people are aware of this threat and take steps to counter it. It is also important to maintain openness and transparency in governance in order to increase trust in authorities and institutions.

The destabilization of the political situation in Ukraine in the context of cognitive and information warfare is a complex and multifaceted phenomenon that manifests itself through various dimensions and aspects. One of the most important aspects is the use of disinformation and fake news to cause confusion and confusion among citizens. This happens due to the spread of denial of facts, manipulative distortion of events and general mixing of true and false information flows.

It is important to note that the cognitive and information warfare in Ukraine not only causes political instability, but also has serious social and economic consequences. For example, it can lead to an increase in economic instability due to the loss of investments and a general decrease in confidence in economic processes in the country (Yaroslav, 2023).

That is why, the destabilization of the political situation in Ukraine due to cognitive and information warfare has a wide range of consequences that affect the level of trust of citizens in their own state, the effectiveness of state institutions, and the overall stability of the country. To overcome this war, it is necessary to strengthen cyber security measures, increase media education and critical thinking among the population, as well as joint efforts of the state and the public to identify and counter disinformation and manipulation. Only through joint efforts

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can the stability and security of the country be preserved in the conditions of cognitive and information warfare.

The decrease in the morale of the Ukrainian army in the context of cognitive and informational warfare (CIW) in Ukraine is a serious challenge to the country's defense capability and national security. This process can be caused by various factors, which include the level of stress resistance, types of stress, fatigue from a long war, underestimation of risks and threats, lack of feeling of support from the authorities. One of the main factors leading to a decrease in morale is fatigue from the long war with the Russian aggressor. Constant tension and danger on the front line can deplete the morale and mental state of military personnel, which can affect their combat readiness and effectiveness.

The main tasks of protection against cognitive and information warfare include:

1. Media literacy and critical thinking. It involves developing the skills of analysis and critical perception of information. People must be able to distinguish true information from fake news, manipulative messages and propaganda.

2. Technical protection of information systems, networks, data and communications is an important task. This includes the use of anti-virus programs, data encryption, protection against phishing and other attacks.

3. Cooperation between state institutions, mass media and the public.

4. Raising awareness: informing the public about the methods of cognitive and information warfare, its consequences and methods of protection is an important task.

In general, protection against cognitive and information warfare is a necessary element of modern security. It helps preserve the independence, democracy and stability of society. It is necessary to constantly improve our knowledge and skills in order to be confident in the information we perceive.

Conclusions

The cognitive-informational war (CIW) of 2023-2024 is an important aspect of the modern world order, especially in the context of the Russian-Ukrainian warfare. This is a complex mechanism of manipulating the consciousness of Ukrainians, which uses various methods and tools to achieve its aggressive goals, which leads to the cognitive and behavioral transformations of the individual.

The influence of the CIW on Ukrainian society is manifested through psychological and neuro-psychological negative impact on brain and cognitive functions of a person attributed to the division and polarization, undermining trust in the authorities, destabilizing the political situation, and reducing the fighting spirit of the Ukrainian army.

For Ukraine, the counteraction of CIW is of crucial importance for ensuring national security and protecting democratic values. Effective countermeasures require cooperation between government structures, civil society and international partners.

The future prospects of the development of information technology will be reflected in the constant growth of technologies and changes in the strategies of conducting information warfare. Therefore, it is important to constantly update and adapt countermeasures to new challenges.

In general, for effective countermeasures against CIW, it is necessary to combine technological and psychological approaches, develop critical thinking and media literacy of the population, and create effective mechanisms to counter disinformation and manipulation.

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Максименко Сергій, Деркач Лідія. Сучасна когнітивно-інформаційна війна: роль маніпуляцій свідомістю українців у трансформації особистості.

Мета нашого логічного, міждисциплінарного дослідження є розуміння і вивчення психологічної та нейро-психологічної природи і стратегій когнітивно-інформаційної війни в Українському контексті у 2024 році, а також формування теоретичної бази індивідуальних, особистісних змін, трансформацій і перетворень особистості як негативний наслідок руйнівного впливу методів пропаганди, дезінформації та прийомів маніпуляції на самосвідомість індивіда, мозок, когнітивні функції, емоційно-вольову сферу особистості під час екстремальних та ризикованих бойових дій.

Методи дослідження. Теоретико-методологічну базу дослідження складають комплекс теоретико-емпіричних методів: теоретико-методологічний аналіз, узагальнення, систематизація, опитування, інтерв'ю, тестові методики, метод проєктів, проєктивна методика Роршаха, генетико-креативний підхід (С.Д. Максименко) та принципи його побудови: розвитку; переживання свободи; технології, методи та прийоми дезінформації та пропаганди; саморегуляції поведінки; взаємодії; невизначеності і індетермінізму; терапевтичної дії через призму діджитал технологій; базові філософські, психологічні, соціологічні принципи осягнення проблеми когнітивно-інформаційної війни.

Результати дослідження. Протидія КІВ для України має вирішальне значення для забезпечення національної безпеки та захисту демократичних цінностей. Для ефективного протидії необхідна співпраця між владними структурами, громадським суспільством та міжнародними партнерами.

Висновки. Когнітивно-інформаційна війна (КІВ) 2023-2024 років є важливим аспектом сучасного світового порядку, особливо в контексті російсько-української війни. Це складний механізм маніпуляції свідомістю українців, що використовує різні методи та інструменти для досягнення своїх загарбницьких цілей, що призводить до трансформації когнітивних та поведінкових трансформацій особистості.

Встановлено, що вплив КІВ на українське суспільство виявляється через розкол та поляризацію, підрив довіри до влади, дестабілізацію політичної ситуації та зниження бойового духу української армії. Проте, відповідно до зазначеного плану, є заходи, які можуть зменшити

негативний вплив КІВ, такі як розвиток критичного мислення та медіаграмотності, виявлення та протидія дезінформації, захист кібербезпеки та підтримка свободи слова та плюралізму думок.

Майбутні перспективи розвитку КІВ відображатимуться в постійному зростанні технологій та зміні стратегій ведення інформаційної війни. Тому важливо постійно оновлювати та адаптувати заходи протидії до нових викликів. З'ясовано, що для ефективної протидії КІВ необхідно поєднувати технологічні та психологічні підходи, розвивати критичне мислення і медіаграмотність населення та створювати ефективні механізми протидії дезінформації і маніпуляціям.

Ключові слова: *когнітивно-інформаційна війна, дезінформація, маніпуляція, критичне мислення, медіаграмотність, трансформації особистості, свідомість.*

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Psychological Aspects of Activating the Approbation Process of Creative Mathematical Thinking

Психологічні аспекти активізації апробаційного процесу творчого математичного мислення

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ABSTRACT

The purpose of the article is to find out the potential influence of cause and effect questions on the approbation process of creative mathematical thinking in order to activate it.

Methods of the research. 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 was found that the approbation of thinking results accompanies the solution of the problem at all its stages. It is emphasized that the process of solving a creative problem is determined by the performance of algorithmic and heuristic methods, which can and should be formed. They should contribute to the production of various ideas, their qualitative examination and selection.

The results of the research. It was established that the psychological essence of the approbation actions of mathematical thinking is the comparative interaction of the knowledge obtained during solving the problem with the existing subjective knowledge system.

The use of a wide range of cause and effect questions when solving creative mathematical problems is established to activate the components of the search process: understanding the problem, predicting solution ideas, approbation of thinking results, turns them into complementary ones.

The approbation actions are found to have different content and psychological significance at different stages of solving mathematical problems.

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 and actualizes approbation actions.

It has been established that there is a significant activation of approbation actions when forming a solution to a mathematical problem. Under the influence of special questions, the structural elements of the task are modified, which requires the study of their properties and functional capabilities.

It is proven that the acquired experience of accompanying the search process with questions turns the approbation of the solution project into a subjectively meaningful process aimed at comparing the parameters of the solution hypothesis with the parameters required in the mathematical task.

It was found out that in such conditions, knowledge is formed about a sufficient level of inspection quality and the skill to necessarily introduce it into the search process is developed.

Conclusions. *Activating a wider range of thinking actions, the acquired skill of forming numerous questions changes the depth and quality of approbation actions that take place throughout the entire solution of mathematical problems, forms the ability to analyze and control one's own thinking steps, contributes to the formation of subjective confidence in the correctness of the solution found.*

Key words: *creative mathematical thinking, process of approbation of mathematical results, cause and effect questions.*

Introduction

Psychological research of creative mathematical processes is the research of processes related to solving non-standard mathematical problems, the birth of mathematical discoveries, and the creation of new mathematical theories. Although this topic of research is not new and contains a lot of work (Kozłowski J, Chamberlin, & Mann, 2019), there is still much that is unclear, incomprehensible to psychologists in the process of creative mathematical thinking.

Despite the fact that mathematics reveals nature with the help of its abstractions: numbers, quantities, functions, geometric figures, etc., today it has become not only a tool for quantitative calculations, as it was at its inception, but also a research method. Scientists note a specific property of mathematical results: they can be used in many phenomena or processes, the physical nature of which is fundamentally different from each other (Firmasari, Sulaiman, Hartono, & Noto, 2019; Jablonka, 2020). That is why an important task of psychology is the formation of creative thinking of an individual (and mathematical creative thinking in particular), because it contributes to the ability to find a solution in those cases for which there are still no developed rules of action (Molyako, Gulko, & Vaganova, and others 2021). Therefore, the combination of general features of intellectual creativity with the specifics of mathematical acti-

vity in creative mathematical thinking ensures *the relevance* of the study of its various aspects.

First of all, it should be emphasized that researchers of the search thinking process interpret it as a problem-solving process (Hidayah, Sa'dijah, Subanji, & Sudirmans, 2020; Jäder, Lithner, & Sidenvall, 2020). They emphasize that solving problems itself requires the activation of various information, the ability to apply it to create new beyond the experience of solving similar problems (Tohir, Maswar, Atikurrahman, Saiful, & Pradita, 2020; Jonsson, Mossegård, Lithner, & Karlsson Wirebring, 2022). That is why our research on creative mathematical thinking is based on the analysis of the search for solutions to **creative mathematical problems**.

In general terms, the condition of a mathematical problem is a set of mathematical facts and objects that sometimes have no obvious connection with each other. And despite the fact that the set directly presented in the condition of the problem is small, it can (and sometimes must) be supplemented by certain known statements, mathematical results (axioms, definitions, theorems, etc.). The boundaries of such a set of facts are not clear, because it is not known in advance what knowledge will be needed to solve the problem (Syarifuddin, Nusantara, Qohar, Muksar, 2020). To solve the problem, it is necessary to build your set of facts into a certain structure. At the same time, the solution is the construction of such a structure that contains component problems, reliable mathematical statements and the desired result. (Hilmi, & Usdiyana, 2020; Jäder, Lithner, & Sidenvall, 2020).

Various thinking components function in such a search space. Scientists distinguish the process of understanding the problem, the process of forming a hypothesis for its solution, and the process of approbation of such a hypothesis (Molyako, 2021, Moiseyenko, & Shegda, 2021). This article will analyze *issues related to the testing of various mathematical results* that arise in the process of solving problems, including the formed hypothesis of solving a creative mathematical problem.

Analysis of issues related to the psychology of approbation processes in the literature are not often found (Jonsson, Mossegård, Lithner, & Karlsson Wirebring, 2022). Information on this problem can be found in scientific literature on other issues, where the approbation process is one of its aspects. It is often considered to be a less creative, even routine, stage in exploratory thinking. There is no special method for researching the psychological aspects of checking the found solution.

However, it is worth noting that approbation, as a thinking process, accompanies the entire solution of the problem (from the study of the condition of the problem to the construction of the solution) and includes the approbation of the thinking result (intermediate or final). That is, approbation is a means of convincing the reliability of a certain statement, assumption, etc. Since assumptions arise at different stages of solving mathematical problems, there is a need for approbation actions throughout the entire solving process: in the process of understanding the problem, in the process of forming its solution, in the process of checking the formed solution. At the same time, approbation of the obtained result completes the performance of any type of activity related to the creation of something new. For mathematical problems, checking the formed hypothesis of the solution is both the comparison of the hypothesis with the condition and requirement of the problem, and the study of the obtained result, which is related to the specifics of mathematical activity. Therefore, the psychological result of such actions is subjective confidence in the correctness of the mathematical result and subjective knowledge about the conditions under which the obtained mathematical result satisfies the problem completely.

Scientists believe that testing hypotheses is a complex, multi-step process. It involves, according to them, the selection of information by asking questions and the use of this information by formulating conclusions from the answers to the questions (Jonsson, Mossegård, Lithner, & Karlsson Wirebring, 2022). Some scientists, investigating the approbation of the

formed hypothesis of solving, consider the mental experiment as its essence, the basis of which is knowledge about ways to test the hypothesis (Syarifuddin, Nusantara, Qohar, & Muksar, 2020).

However, thinking hypotheses are certain assumptions with varying degrees of justification that arise at different stages of the search process. They must correspond to the actual material of the problem, on the basis of which and for the explanation of which they are proposed; comply with the laws established in one or another science (in this case, mathematical). The level of such correspondence can be detected by hypothesis testing. Therefore, in our opinion, it is worth analyzing the approbation actions that took place throughout the entire search process aimed at solving the problem.

On the other hand, the process of solving a creative problem is determined by the performance of algorithmic and heuristic techniques. Algorithms are a system of well-known mental operations that provides the solution of a specific, subject's known, class of problems. However, such techniques can have a negative effect (for example, they are used where it is not rational). 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.

The main purpose of such tools is to promote the production of various ideas, their qualitative examination and selection, to promote in-depth analysis of new situations. We paid attention to psychological studies in which the activating significance of questions formed in the process of solving problems was established (Borodina, 2020). Researchers confirm that questions activate the thinking actions of both those who ask them and those who answer them. However, despite this, they state that the ability to ask questions is a difficult skill that should be taught to pupils, students, etc. Having evidence of the influence of a series of special questions on the thinking process, we became interested in their influence on the approbation process when

solving mathematical problems. In this article, we try *to find out the psychological impact of causal questions on the approbation process* of solving creative mathematical problems.

The purpose of the article is to find out the potential influence of cause and effect questions on the approbation process of creative mathematical thinking in order to activate it.

The task of the article is to analyze the process of approbation as an end-to-end process of solving creative mathematical problems in conditions of active application of cause and effect questions.

Research methods and techniques

The research method is the analysis of students' search actions during their solving of creative mathematical problems, focusing on the process of approbation. That is, we developed 40 mathematical problems and conducted an experimental study of creative mathematical thinking of students of the 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. Each student solved 8 mathematical problems of different classes. In the experimental group, the study was conducted in three stages. Students performed the first 10 tasks (first stage) collectively, under the guidance of the experimenter. Such resolution was accompanied by numerous cause-and-effect questions formulated by the experimenter and research participants. The remaining 10 were performed by each student individually (second stage). The student was given the opportunity to work independently, in dialogue with the experimenter. There were no direct instructions on how to solve it, but the solution was accompanied by numerous questions. Such questions were formulated by the experimenter and students.

At the third stage, students of the experimental and control groups solved 5 control problems without any restrictions or requirements. Students' notes, drawings, replicas and questions were analyzed.

Results and their discussion

We will consider the psychological essence of approbation actions of mathematical thinking as the *comparative interaction* of the acquired knowledge with the existing subjective knowledge system. At the same time, the basis of approbation actions is the analysis of the applied logical steps and their consequences for comparing the obtained result with the condition and requirement of the task.

Approbation actions in the mathematical thinking of students are observed even at the stage of studying the condition, that is, in the process of understanding a creative mathematical problem. At this stage, the essence of structural elements, their properties, and relationships were clarified. This is done through putting forward and testing hypotheses about them, i.e., approbative actions become a tool for understanding the problem. Since understanding is often based on comparison, and the standard of comparison is chosen from many possible ones, the comparison operation turns into the process of approbation of the selected element. The quality of such an approbation determines to a certain extent the quality of the understanding of the task, and the quality of the approbation itself is determined by the state of understanding.

When studying the condition of the task under the guidance of the experimenter, the solution process was accompanied by cause-and-effect questions that the experimenter formulated himself and encouraged the students to do that. For this, a set of cliché questions was developed and offered to students, which they could use in collective and individual work. In terms of content, the following questions related to cause-and-effect relationships: "How does ... affect ...?", "How can ... be used for ...?", "What is meant by ...? etc.

When working on a task, students' thinking is first directed to the study of its structural elements (the beginning of the process of understanding the task). Questions "How are ... and ... similar?", "What is the difference between ... and ...?" are

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deepen that analysis, contributing to the discovery of various properties. This is how the need to more actively use mental approbation actions is formed.

Students combined the components of problems with certain of their properties and checked the usefulness of such a combination for finding a solution. At the same time, the questions “Explain why ...?”, “Explain how ...?”, “Why is it important ...?”, “What argument can be given against ...?” contributing to a deeper understanding of the task, activate approbation as a component of the thinking process. On the other hand, “interrogative training”, contributing to the improvement of orientation in the context of a mathematical problem, activates a wider range of thinking actions, including approbation actions.

The solution of the problem is based on the subjective selection of certain elements from those that exist and certain actions on them. If this process is accompanied by the questions «What do we already know about ...?», «What does ... look like?», then such a set can be expanded at the expense of students' knowledge, that is, include structural components that are not represented by the condition of the problem, but are known in mathematics, and their properties. Of course, such an expansion requires approbation of the associations that have arisen: approbation of the structural elements of the problem, which are clearly not given by its condition, and the identification of relationships between them in the fullest possible scope. Such a need contributes to the activation of mental approbation actions. That is, «interrogative training», increasing the perception of the context of a new task, actualizes approbation actions.

In future, the thinking steps are directed to the search for a solution, more precisely, to the formation of hypotheses regarding the solution. The task situation changes, each next step has to be performed in conditions that differ from the previous ones. The importance of structural elements and their properties is being reassessed. The task situation (the situation obtained after all transformations of the source information) is characterized

by the extent and specific form of participation of structural elements. This can be actively facilitated by questions such as «How can you apply ... in a specific task?», «Which ... is better and why?», «What will happen if ...?». The search for answers to such questions requires activation of approbation actions that help clarify hidden connections between structural elements and their consequences, promote activation of unconscious thought acts. And although structural elements can still have not only explicit, but also implicit, hidden meanings, students still managed to form certain hypotheses regarding the solution.

That is, the solution to the problem, which is hypothetical in origin, needs numerous approbation actions before it turns into a subjectively meaningful thought product, which will be declared a solution. It is worth noting that the formal, low-quality approbation of intermediate links of thinking leads to the impossibility of forming a full solution hypothesis from an intermediate idea. Accompanying the process of solving with questions (for example, «What will happen if ...?», «Which ... is better and why?») helps to analyze and control one's own thinking steps through a detailed examination of the consequences to which these steps lead. This proves the importance of approbation actions in the formation and filling with content of the primary concept of the solution, and hence the need to activate them throughout the entire process of solving a creative mathematical problem.

The execution of any type of activity related to the creation of something new is completed by approbation of the obtained result. This fully applies to the process of solving creative mathematical problems. Having completed the formation of the solution hypothesis, the subject, as a rule, tests it: checks for compliance to the condition, finds out to what extent it satisfies the requirements of the task. That is, it requires subjective conviction in conformity with the condition and requirement of the task. Such subjective conviction occurs as a result of approbation actions aimed at comparing the parameters of the solution hypothesis with the parameters required in the mathematical

task. Now the approbation of the results turns into a subjectively significant process, the effectiveness of which can be strengthened by questions like «What's the point of ...?», «What are the strengths and weaknesses of ...?», «Do you agree with the statement that ...?».

Finding out the consequences and nature of the influence of the creative training organized by us on the approbation process, we analyzed the process of independent solving of ten 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 mathematical problems of the students participating in the training was based on the facts that came to the fore after the students reformulated the conditions of the problem in «their» language. The questions that were formulated by the experimenter or the solver himself cause the activity of approbation actions. As a result, already at the early stages of solving, students actively research and select the structural elements of the problem, include new data that lead to a deeper understanding of the problem. A mental search turns into a purposeful prediction of a solution. Intermediate results were examined in more detail, and therefore rational thinking findings were much 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 with 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 various branches 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 search mathematical pro-

cess, we compared the process of solving five control problems by students who participated in the training and students of the control group. In general, we observed that when solving the control problems after the training, a much larger part of the students succeeds. At the same time, the number of incorrect solutions significantly decreases

It should be noted a positive change in the quality of the search process among students who have undergone training. The acquired experience contributes to the formulation of deeper questions about the content of the task and the search for answers to them. An example can be the task: «There are 40 cars and motorcycles in the parking lot». They have a total of 40 steering wheels and 100 wheels. How many cars, how many motorcycles in the parking lot?». This task caused the students of the experimental group questions (What is the shape of a car steering wheel? Does the number of steering wheels of a car relate to the number of wheels?), which we did not record in the students of the control group.

The process of understanding among the subjects of the experimental group was based on the correct allocation of the meaning of the task, on establishing the correct ratio of individual data of the task, on the qualitative selection of subjective standards. 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.

For example, when solving the following problem: «Prove that the equation $3x^2 - 4y^2 = 13$ does not have integer solutions.», the students of the experimental group came to the conclusion that the expressions $3x^2$, $4y^2$ cannot be both even or odd at the same time, because their sum – odd number 13. In contrast, the students of the control group were empirically convinced that the square of an odd number $3^2 = 9$, $7^2 = 49$ is an odd number: and

the square of an even number: $2^2 = 4$, $4^2 = 16$ is an even number and did not draw a proper conclusion for further considerations.

Approbation actions contribute to the formation content of the hypothesis of the solution, because with the help of approbation, the expediency of using a certain structural element of the problem is clarified on the basis of the identified properties and actualized specific mathematical facts, newly formed structural elements. When forming a solution hypothesis, the subjects of the experimental group demonstrated a greater variability of hypotheses, a much deeper content of these hypotheses. For example, in relation to the previous problem, they rearrange the elements in the equation $3(x_0^2 - 1) - 4y_0^2 = 10$ and put forward a hypothesis about the impossibility of dividing the left expression by 10. For this, the constituent elements are examined for parity: $3(x_0^2 - 1)$ - an even number, $x_0^2 - 1$ - an even number, x_0^2 - an odd number, x_0 - an odd number; write an odd number in the general form: $x_0 = 2k - 1$, (k is an integer): get an equation in the form $4(3(k^2 - k) - y_0^2) = 10$, which can have whole roots only when the left side of the equation is divisible by 10, which is not possible. This gives grounds for asserting: the equation $3x^2 - 4y^2 = 13$ does not have integer roots. Instead, students in the control group continued to explore the numerical values of x and y .

Approbation of the obtained result completes the implementation of any type of activity related to the creation of something new. The new system of knowledge, which was formed as a result of the formation of the solution hypothesis, becomes an integral part of the psychological mechanism, which directs the subject's further activity to the approbation of the quality of the thinking results of the search actions of the previous stages. The main feature of the research activity of the students of the experimental group was the timely detection (even the desire to detect) thinking traps and timely correction of the search actions in order to avoid unfounded conclusions. Instead, participants in the control group were often led to false conclusions due to inertness in the references.

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On the other hand, at the stage of checking mathematical results, students achieve subjective confidence in the correctness of the solution. Such a subjective conviction occurs as a result of comparing the parameters of the solution hypothesis with the parameters required in the mathematical problem. Therefore, we observed an increase in the frequency and significance of approbation actions among students of the experimental group when solving control problems. At the same time, the quality of approbation actions has changed even more: the students of the experimental group immediately reject irrelevant references and conclusions that have arisen from them.

However, it is important that such confidence does not come prematurely and does not become distorted, turning into self-confidence, which we often observed in the control group. In contrast, students from the experimental group, having the experience of testing the obtained mathematical result with cause and effect questions, were more considerate of the results of their mathematical activity.

The formed ability to work on new material became a precautionary measure against making wrong decisions.

The proportion of thinking operations aimed at checking and researching the obtained mathematical results significantly increased among the students who completed the training. Knowledge about a sufficient level of inspection quality is formed and the skill to necessarily implement it in the search process is developed. Such a skill becomes an important component of students' mathematical thinking. This can be illustrated by our example of a proof problem. Some students, even after finding the solution, continued to investigate the obtained result: they considered cases where one root is whole and the other is fractional. Most often, students managed to find out that such a situation gives a positive result and is a partial case of the general result.

Conclusions

The implementation of training education contributed to positive changes in students' creative mathematical thinking: the perception of the context of a new task deepens with the help of the formed skill to comprehensively examine the structural components of tasks; the effectiveness of search actions increases, the number of errors decreases due to the formed subjective need to justify the decisions made during solving mathematical problems; approbation actions are becoming more relevant.

Activating a wider range of thinking actions, the acquired skill of forming numerous questions changes the depth and quality of approbation actions that take place throughout the entire solution of mathematical problems (when studying the condition of the problem, when searching for a solution, when checking of the found solution), forms the ability to analyze and control one's own thinking steps.

The content of approbation actions depends on the stages of solving the problem and can be both a formal routine stage of the search process and a creative process that continues or supplements the search process, turning into a component of the main task, which can change the understanding of the problem, change the already formed hypothesis of the solution connection, form a scale of its evaluation.

The psychological essence of the approbation actions of mathematical thinking is the comparative interaction of the acquired knowledge with the existing subjective knowledge system. The psychological result of the process of approbation of any hypothesis is the moment of subjective confidence in its correctness (or incorrectness).

The use of inquiry training contributed to changes in the basic components of the search process: 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 subjective confidence of students in their own intellectual capabilities increased.

The perspective of further research of this problem is to study 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. Психологічні аспекти активізації апробаційного процесу творчого математичного мислення.

Мета статті полягає у з'ясуванні потенційних можливосту впливу причинно-наслідкових запитань на апробаційний процес творчого математичного мислення з метою його активізації.

Методи дослідження. За результатами аналізу досліджень творчого математичного мислення констатовано, що пошуковий математичний процес – це процес постановки та розв'язання математичної задачі. З'ясовано, що апробація мисленневих результатів як складовий мисленневий процес, супроводжує розв'язування задачі на всіх його етапах.

З'ясовано, що спеціальні запитання забезпечували актуалізацію наявних знань, досвіду, та навичок, потік асоціацій, фантазії, що сприяє

поглибленню розуміння смислу математичної задачі, прогнозування розв'язку й актуалізує апробаційні дії.

Результати дослідження. Підкреслено, що процес розв'язання творчої задачі визначається продуктивністю функціонування алгоритмічних та евристичних прийомів, які можна і потрібно формувати.

Встановлено, що застосування широкого спектру причинно-наслідкових запитань при розв'язуванні творчих математичних задач активізує складові пошукового процесу: розуміння задачі, прогнозування ідей розв'язування, апробацію мисленнєвих результатів, перетворює їх у взаємодоповняльні.

З'ясовано, що спеціальні запитання забезпечували актуалізацію наявних знань, досвіду та навичок, потік асоціацій, фантазії, що сприяє поглибленню розуміння смислу математичної задачі, прогнозування розв'язку й актуалізує апробаційні дії.

Доведено, що набутий досвід супроводжувати пошуковий процес запитаннями, перетворює апробацію проєкту розв'язку у суб'єктивно значущий процес.

Висновок. Активізуючи ширший спектр мисленнєвих дій, здобута навичка формувати численні запитання змінює глибину і якість апробаційних дій, що мають місце впродовж всього розв'язування математичних задач, формує вміння аналізувати і контролювати власні мисленнєві кроки, сприяє формуванню суб'єктивної впевненості у правильності знайденого розв'язку.

Ключові слова: творче математичне мислення, процес апробації математичних результатів, причинно-наслідкові запитання.

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Psychological Peculiarities of Use of Dialogical Forms of Control of Knowledge, Skills and Abilities of Students at the Lessons of the English language

Психологічні особливості використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови

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201

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ABSTRACT

The aim of our research is to show psychological peculiarities of use of dialogical forms of control of knowledge, skills and abilities of students at the lessons of the English language.

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 used as the method of organizing empirical research.

The results of the research. So, we single out the main norms and principles of organizing dialogic influence: emotional and personal openness of partners of communication; psychological orientation to actual conditions of each other; trustworthiness and openness of expression of the person's feelings and states. Therefore, in the process of a dialogue two personalities begin to form a common psychological space and time span, forming an emotional "being together", in which interaction in general, object, monologic sense no longer exists, and in its place a psychological unity of subjects appears. Such conditions of the existence of people contribute to the development of their creativity and the disclosure of the personality.

Conclusions. We proved that a Dialogue has a positive effect on the emergence and development of contacts between people. We believe that a dialogue is the highest level of the organization of communication, because it is characterized by a positive personal attitude of subjects to each other, their "open" address and behavior towards partners of communication. It is indisputable that a dialogical interaction between a teacher and a student in the process of schooling stimulates internal dialogues in the minds of partners of communication, which in turn has a positive effect on the mental and personal development of students.

Key words: *dialogical forms, knowledge, skills, abilities, communication, emotional openness, personal openness, trustworthiness.*

Introduction

The study of a Dialogue as an interaction of different semantic positions is connected with philosophical and cultural ideas. A new image of a dialogue appears in the researches of scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, & Hupavtseva, 2020; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). On the basis of the concept of "logic of a dialogue" scientists (Ferdowski & Razmi, 2022; Drigas, & Karyotaki, 2017) put, in particular, the following sayings: "To think means talking to oneself. That is, to hear oneself internally (through reproductive imagination)" (Gathercole, Pickering, Ambridge, & Wearing, 2004; Hamed, & Pishghadam, 2021: 585) and "Language finds its true being only in dialogue. The word dies in inner speech, giving rise to thought" (Jiang, Zhang, & May, 2019). In internal dialogue, according to scientists (Hornberger, & Link, 2012), is a circulation of texts, their polyphony, counterpoint and not just existence. This constant development rebuilds the entire dialogue as a whole, where a new dialogue, new active scripts of the internal dispute are formed (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020). Each person, to the extent that he/she thinks creatively, carries out his/her thinking in an internal, mental dialogue with himself/herself, and this dialogue can be a clash of radically different logics of thinking (Mykhalchuk, & Ivashkevych Er., 2021).

Scientists (Engle, 2002; Mai, 2022; Mykhalchuk, & Khupavsheva, 2020), taking into account the experience of philosophers of the 19th century, approaches the study of a dialogue in a somewhat new way, taking the action on oneself as a primary basis, which was ignored by the Philosophy of the 19th century. According to scientists (Hogan, Adlof, & Alonzo, 2014), two people are necessary for proof. Therefore, the thinker imagines his/her Double: he/she expresses contradictions to himself/herself, eliminates them himself/herself, and only then it is the thought

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considered to be proven (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). Therefore, where there is only a monologue, there are no opportunities for Logics in general and for Logics of creativity in particular (El-Zawawy, 2021). Therefore, in order to understand the Logics of real, living thinking (a Dialogical, Creative Logics), it is necessary to answer two questions:

1. What must be done in order to logically reproduce “You” in the “Other Me” of my own thinking (but what it is reproduced not as a Double, but as a Partner of Communication)?

2. How can one reproduce “Experience”, “Well-being” in the person’s imagination? (Falé, Costa, & Luegi, 2016).

Answering these two questions, we came to the idea of a Multiple Subject of Creative Thinking, to the need to logically show the structure and the form of movement of theoretical thought, the logics of the creator of this thought’s being closure on itself, the logics of communication with oneself, the logics of his/her readiness for creativity.

So, *the aim of our research* is to show psychological peculiarities of use of dialogical forms of control of knowledge, skills and abilities of students at the lessons of the English language.

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 used as the method of organizing empirical research.

Results and their discussion

According to the new program of Ukrainian education (Перелік освітніх програм НУШ, 2024), the amount of students’ knowledge at the beginning of the first year studying at the university should be at the level B2. It can be brief announcements about certain events, description of some phenomena and objects. After the 1st course students must still be able to

convey the contents of texts having been read or listened, have to express their attitude to something or someone, using at the same time more than 30-40 sentences or phrases (Murphy, Melandri, & Bucci, 2021). At the next year of studying the program provides the formation (at the end of the academic year) of the ability to convince the partner of communication in something. Accordingly, the volume of statements also increases. A student has already to speak the whole text during 20-30 minutes.

Students at the 3rd course should, according to the program, be able (without pre-training) logically and consistently, with the help of different training situations to make an expand some messages on the topic, to transmit them in a way of use the words in the content of reading or hearing the information in the form of a narrative, a description. Students also have to prepare message, independently picking up the material and using additional information (Ivashkevych Ed., & Onufrieva, 2021). The volume of each statement reaches 30-40 phrases, at the end of the 4th course the amount of them is more than 50 sentences. In order to enter the Master's Program, students should be able to discuss topics within the spheres of communication indicated by the program; they have to be able to use the functions provided by the content of the program: to express their beliefs, opinions, consents or disagreements in response to receive information; to give concise examples or explanations with the aim to make a plan or an idea; to tell the story, to characterize the plot of the book and to express their attitude to partners of communication. Speech volume is at least 40-50 phrases. At the end of the studying on the Master's Program this volume is increased to 60-70 phrases (the level of mastering the English language is C1). In accordance with the requirements of the program from year to year the level of complexity of tests has the aim at verification of abilities and skills of monologue speech, which in a great degree is complicated.

So, at first students can be offered to do tests, to use a complete verbal support in mastering the English language. In the fu-

ture it is replaced by an illustrative support, which will tell us about the sequence of descriptions. In addition to reach full verbal supports there are partial / incomplete verbal supports in the form of open table substitutions, structurally-speech schemes and logical-syntactic statements (Huang, Loerts, & Steinkrauss, 2022).

So, we'd like to *emphasize that all tasks for students must have a cultural orientation*. For example:

1. Your friend who lives in the UK is about to visit you next year. Imagine this moment when you talk to him on the phone. Ask him about yourself. Describe the weather in Ukraine. Use the substitution table.

1. *In... it's...*
2. *The sun... every day.*
3. *The sky is...*
4. *Sometimes it... rains snows.*
5. *A wind blows.*

2. Betty is interested how we celebrated the New Year. Write her a letter, but at first tell how Ukrainians celebrate this holiday. This will help you with this scheme:

1. *In Ukraine the 1-st of January, New Year's Day, is...*
2. *People do not go...*
3. *The holiday begins on the...*
4. *Relatives and friends come to...*
5. *After 12 o'clock some young people go out into...*

In these situations, you can also use a logical syntactic scheme that defines the logical sequence of expressions, but allows us the content to make vary, depending on the actual events and interests of students. According to the partial verbal supports you can also include a statement of words and keywords. The plan is sometimes presented in the form of nominative sentences, as well as in the form of questions (Greco, Canal, Bambini, & Moro, 2020).

3. You visit your friend who lives in the UK who fell ill a few days ago. Now, of course, it is much better. Speak with him/

her, inquire about his/her health, tell him/her how your friend spent their free time in the village. Do not forget to talk about the weather. The key words and phrases will help you to answer the questions:

1) *spent the weekend in the country / in a small town / in a big city;*

2) *went there by train / by bus / by car / on foot;*

3) *the weather was... . It... . The ice seemed... .*

4) *rode a horse / in one horse open sleigh;*

5) *skied down steep slopes.*

6) *skated on the pond / on the lake / on the river.*

You can also use mixed verbal-figurative supports. They may plan an apartment with room names, to make the university plan with a designation of offices, to present a schematic plan as a part of the letter. The teacher can use separate drawings, slides in the process of testing a dialogue speech. Subsequently, the teacher can propose tests without use of different types of supports.

It is generally acknowledged that the constant use of different materials in the educational process have educational and developing potential, forms that are interesting for students to study a foreign language (Івашкевич Ер., & Кожмарніцька, 2020), with which there are significant reasons of improving the effectiveness of studying the languages. Therefore, it is not coincidence that one of the problems, having been discussed according to the modern methods is the problem of providing students with knowledge in the field of regional studies and to reach the application of these knowledge to be fixed in the process of teaching foreign language communication. In the absence of the linguistic environment, which, without a doubt, it is the main source and, at the same time, it is incentive for learning, in particular, dialogical speech, may be printed in a foreign language text.

The selection of colored material should be conditioned by different spheres and forms of a real foreign language commu-

nication of pupils, a real reserve of linguistic resources, the possibilities of using the obtained regional knowledge information, knowledge, having been learned by students at the lessons from the foundations of science, the diversity of cultures and the contemporary activities of the countries having been studied.

The factor of age peculiarities and interests of students is also important for the personal development of students. Much information can be familiar to students and their inclusion into the educational process, that can reduce its informativeness, and thus actualize a cognitive activity of students.

Texts of a regional nature may include information about the geographical location and natural features of the country having been studied, on the city's sights, progressive public figures, traditions and holidays, classics of literature, outstanding artists and composers; materials about folk art, about lifestyle and social structure, about the lives of schoolchildren and youth.

It is important to involve into the educational process materials that reflect the cultural and historical features of the country and our native land. A special place in the selection of tests is the information from the press. In the early stages of providing activities with new material, it is advisable to use short messages, titles of various articles, correspondence and signatures under illustrations. They are convenient to actualize the conciseness and relatively small number of unfamiliar words (Cui, Wang, & Zhong, 2021). They attract students with their urgency and allow the teacher to expand the subject of the texts from the textbook. The category of learning methods in the best way can bring pupils closer to the natural cultural environment. In such a way *tests have to include, first of all, authentic texts*. These texts should contain factual material that is interesting to students and satisfies their sphere of interests, focused mainly on such topics:

1. *Youth culture of adolescents in the West.*
2. *Everyday life of pupils abroad.*
3. *Education in the UK, USA and other countries.*

4. *Outstanding people in the countries of study.*
5. *Royal Family.*
6. *Nature Conservation in the UK, USA and other countries.*
7. *Questions of religion and religion in the United Kingdom and the United States.*
8. *Sports (favorite sports teams and youth idols abroad).*
9. *Cities of the countries to be studied.*
10. *National heroes of the countries being studied.*
11. *Scientific achievements.*
12. *Humor of the peoples of the United Kingdom and the United States.*

These are such texts that need to be taken away when developing the tasks for testing with the purpose of the formation of skills and abilities of monologue and dialogue speech of students.

The tests for the verification of dialogical speech are based on authentic texts of the English language. They include:

1. *Respondent (answers to questions) and reactive tasks, conditional conversation.*
2. *Objectives of reproductive nature (transfer of message, information).*
3. *Tasks of a discursive nature (commentary, discussion).*
4. *Compositional tasks (oral works based on the material, free story).*
5. *Initiative tasks (press conference, interviews).*

Answers to questions are considered to be the most popular tasks in the process of teaching method of a foreign language. Transmission as a conscious reproductive speech activity is the direct preparation for arbitrary expression of thoughts during dialogue communication. Depending on the method of organization, the transferring can take place both in the conditional and in real-motivated situations.

Translation as a process of translating tests can be differentiated depending on the nature of the source of a text, by the way it is presented, the methodological aim and organization of the activity in the whole class. At the university all types of

texts can be used in terms of their content structure – a description, a narrative and the discourse. The content of the text can be reproduced completely or abbreviated, as the abstract or a selective one.

The next kind of the test is a statement on the basis of a problem situation. The essence of this test is the awareness and the decision of the students of a certain extra-linguistic task, which is accompanied by the “extradition” of the predictive speech product. From the point of view of speech situation, the problem differs by depersonalized scripts (in relation to the speaker) and circumstances, by exteriorization of speech stimulus, the variability of the most successive operations. In addition to these theme-task and exposure, the structure of the problem situation also is included into the question of updating its content and proposing instructions for speech actions. The exposition is a verbal description of a certain coincidence of real (imaginary) circumstances that implicitly contain some contradiction or a problem.

The next kind of test is commenting. The essence of this type of test is that one, when the speaker after receiving certain information explains his/her attitude to the text and expresses in this regard his/her judgment comparatively, according to generalizing or appraisal nature. Objectives of commentary may be, for example, an invitation, a theatrical program, an advertisement, newspaper or magazine articles, international events, humorous drawings, etc.

The next kind of test (proposed in a speech form) is oral story. This is a main form of test of a composite nature. It is a monologue in the form of a presentation which can be both prepared and unprepared. There are the following types of stories:

- 1) ready-made plot in curtailed form;
- 2) according to proposed situation;
- 3) on some proposed topic;
- 4) by use of proverbs, winged expression;
- 5) by their own subject the students selected some topics in connection with the materials having been read.

The next kind of test is the activity on both with the informational and the linguistic basis of the text. This type of the activity is used for the development of dialogue skills, which involve four main phases, and each of them includes a set of exercises and tasks with the aim of consistent seizure of information from the text and its use for the development of skills and abilities for making up oral dialogical expressions. In the process of using the exercises to identify the development of skills and abilities in the process of speech communication, students are expected to:

1) mobilize his / her life experience related to the topic, or the facts, which are necessary for its disclosure;

2) group the information in such a way as to create logical units (prosaic stanzas) that could reveal the micro-thesis of the statement;

3) integrate information from different sources into the statement on the given topic;

4) express their personal attitude, assessment of events, facts and phenomena.

The first stage (pretext) is implemented before reading the text. Exercises at this stage have the aim for predicting content and semantic information of the text, as well as the removal of possible difficulties, having been fixed by the phonetic, lexical and grammatical nature.

The second stage (textual) is the reading of the entire text silently. The reading process can take its place in the classroom or at home by proposing the teacher's instructions.

The third stage (post-text) involves the process of performing tasks by the teacher to control the understanding of the content of the text having been read, as well as exercises have the aim at assimilating the linguistic means that provide the skills for operating by students these tools by their own statements at the level of the phrase or unpublished unity in the connection with the content of the text.

The fourth stage is the stage of performing speech exercises, the purpose of which is to develop students' abilities to make

fluent oral monologues on the basis of semantic information of the text. Exercises with problematic tasks are carried out, which are based not only on information of the text but also on own experience of students.

Below we'll describe the activity with the text on the third and the fourth stages of studying the foreign language at the university.

Fragment 1.

Stage 1. Post-text exercises are used to check the basic text information.

Aim: To check the understanding of the main content of the text.

Method 1: Use cross-selection texts.

Teacher: *So, you have read the essay "Life at the University". Now we'll check your comprehension. Here is the matching test. You are to match the beginning of a sentence with its ending (5 minutes for the test) (this task is proposed for students of the 1st course).*

1. *Universities in Great Britain choose their students...*
2. *For all British citizens a place at university...*
3. *The grants cover...*
4. *If the parents do not earn much money...*
5. *Most 18 and 19 year – olds in Britain...*
6. *Anyway, the three university terms...*
7. *The first year university students...*
8. *During the first week all the clubs and societies...*
9. *The freshers are learning how difficult it is...*
10. *In Oxford and Cambridge the study system is based...*
 - a) *tuition fees and some of the living expenses.*
 - b) *their children will receive a full grant.*
 - c) *are fairly independent people.*
 - d) *after interviews, and competition for places at university is fierce.*
 - e) *brings with it a grant from Local Educational authority.*
 - f) *are called freshers.*

g) to change from a school community to one of many thousands.

h) entirely around such tutorials which take place once a week.

i) are only ten weeks each.

j) hold a "freshers' fair" during which they try to persuade the new students to join their society.

Key (1d; 2e; 3a; 4b; 5c; 6i; 7f; 8j; 9g; 10h)

The test is checked immediately after it was proposed to students (after time the teacher gave for its doing). Thus, the students are immediately asserted. The test is performed in the absence of more than one mistake. Based on the test results, the teacher concludes if the students understand the correct statements of the basic facts.

Method 2. Selection of information, reading the sentences aloud and translating them into the Ukrainian language.

Teacher: I see you understand the essay. Now try to find as quickly as possible the sentences containing information about freshers. Read them aloud and translate into Ukrainian.

Student 1: (reads) First year university students are called "freshers", (translates).

Student 2: (reads) Often freshers live in a "Hall of Residence", or near the college campus. (translates).

Student 3: (reads)... etc.

Stage 2. Post-text exercises that prepare students for monologues.

Aim: to prepare students for monologues is based on the text having been also read.

Method 1. Preparation of the plan for modelling statements according to the text.

Teacher: You have just read all the information about freshers. Let's compose the outline for our reports on this subject. So, give you proposals as to the first point of the outline.

Student 1: How are the first year university students called when they first arrive at college?

Student 3: How do they feel for the first week or so?

Student 4: What is the “freshers’ fair” help for during the first week?

Student 5: What do the freshers do on the day that lectures start?

Student 6: ... etc.

The whole plan consists of 9-10 questions. All questions are written by students in notebooks.

Method 2. Selection of information about British Universities and the completion of the scheme.

Teacher: Dear girls and boys, let’s try to find the information about British Universities and complete the chart on the poster.

The scheme is presented on a poster or on a board. Students reproduce such a scheme in their notebooks and gradually fill it with the information from the text. But before writing information in their notebooks, students express it verbally. They are selected and wrote the information in notebooks, which is corresponded the most closely to the questions having been put in the scheme (Table 1).

Fragment 2. Tasks to control the skills and abilities of developing a dialogue speech of students.

Stage 1. Monologues of students on the topic “British Universities”, “Freshers”.

Aim: To teach students to provide monologue and dialogue speech at the text level.

Method 1. The role game “British students attend Ukrainian school”.

Teacher: Dear friends, meet the students from Oxford and Cambridge Universities. They will tell you how to become a student of their universities. After that you may ask them questions if you want to know more.

Students take the role of British students, speaking about British universities. For a verbal opinion you can use a schema that was filled with information from the text in the previous lesson. Then, other students ask questions to «British students».

Pupil 1: How is the idea of Tony Blair give education for the poor being realized?

Pupil 2: What about fees at universities?

Pupil 3: Do the students get any grants if they aren't able to cover tuition fees? Can a foreign student get a grant from the British Government?

Table 1

British Universities

<ol style="list-style-type: none">1. How many universities are there in Great Britain?2. How can one get a place at the university?3. What does a place at University bring?4. What does the grant depend on?5. What's the age of young people when they pick a college?6. How do students choose at the University?7. How many terms are there at the university? How long does each term last?8. How often do the students have a tutorial?9. What are the tutorials organized for?10. What do the students do at the traditional seminars?11. What is the study system of Oxford and Cambridge based on?12. What about attending lectures for "Oxbridge" by students?13. When do students take their finals?14. What degree do the most of the students get after three or four years of studying?	<p>There are 46 universities in Great Britain.</p> <p>After 3 or 4 years.</p>
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Method 2. Role Play "My Experience at Oxford University's First Course".

Teacher: Dear boys and girls, meet our school leavers who have come on holidays after a year spent at Oxford University as first year students. They will tell you about their experience as "freshers". Ask them questions if you want to know more.

Students carry out the roles of graduates of their schools, who entered Oxford University and studied there for a year. For

the verbal support they use the plan having been drawn up in the previous lesson to the “Freshers” subsystem. After completing the statement, other students may ask such questions:

1. *Why can a fresher’s life be exciting but terrifying for the first week?*

2. *You have just told that groups of freshers are often seen walking around with a worried look on their faces. Why are they worried about?*

3. *Is attending lectures for freshers optional too?*

Stage 2. Commenting on the information received from the text having been read.

Aim: To teach students to express their thoughts about the information received.

Method 1. Students express their thoughts according to the evaluation or comparative character.

Teacher: I hope the information you have got about British universities is not only interesting but rather useful for you. Next year you’ll leave school and try to become university students. Do you think a good school background is an important requirement for success in college?

Student 1: No, doubt, one should have good study habits; for unless a student knows how to study, he will not benefit from his courses as fully as he should. To get place at university is not a simple thing not only in Great Britain but in this country as well. We are quite aware of the fact that competitions for places at universities are fierce. So, to have a good knowledge is very important.

Student 2: I think finances are important also. It’s a good idea that for all British citizens a place at university brings with a grant from their Local Educational authority. We know that the amount of this grant depends on the parents’ income: if the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

Student 3: Unfortunately, it’s not the same in our country. Tuition and other expenses are very high nearly in all the colleges

of Ukraine. Many young people whose parents don't earn much money have to choose places where fees are not high or look for a job. But to find a job without any profession is very difficult. So many young people become unemployed just after leaving school.

Student 4: I'd like to add a comment which is relevant to what P3 has just said. Some days ago, I read the essay about Tony Blair's reforms. The British Government spend 4.33 billion dollars on a welfare-to-work training program for young unemployed. The program assumes that the best thing for the poor and disadvantaged is education, so that they can pull themselves up their bootstraps. I wish our government would introduce something like that. Everybody hopes that the situation will change for the better.

As for a dialogue, our program stipulates that at the end of the second class the statements of each partner have to be contained not less than 2-3 replicas, correctly used with Grammar. Students ask questions of different types, answer them according to some peculiar linguistic material; react to replicas of the teacher and classmates; express consent, etc.

So, we single out the main norms and principles of organizing dialogic influence: emotional and personal openness of partners of communication; psychological orientation to actual conditions of each other; trustworthiness and openness of expression of the person's feelings and states. Therefore, in the process of a dialogue two personalities begin to form a common psychological space and time span, forming an emotional "being together", in which interaction in general, object, monologic sense no longer exists, and in its place a psychological unity of subjects appears. Such conditions of the existence of people contribute to the development of their creativity and the disclosure of the personality.

Conclusions

We proved that a Dialogue has a positive effect on the emergence and development of contacts between people. We believe

that dialogue is the highest level of the organization of communication, because it is characterized by a positive personal attitude of subjects to each other, their “open” address and behavior towards partners of communication. It is indisputable that a dialogical interaction between a teacher and a student in the process of schooling stimulates internal dialogues in the minds of partners of communication, which in turn has a positive effect on the mental and personal development of students.

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Михальчук Наталія, Коваль Ірина. Психологічні особливості використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови.

Мета дослідження полягала у висвітленні психологічних особливостей використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови.

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. У статті виділено основні нормативи та принципи організації діалогічного впливу: емоційна та особистісна розкритість партнерів по спілкуванню; психологічне орієнтування на актуальні стани один одного; довірливість та відкритість виразу почуттів та станів. Тому в процесі діалогу дві особистості починають утворювати загальний психологічний простір і часову протяжність, утворюючи емоційне "буття разом", в якому взаємодія в загальному, об'єктному, монологічному розумінні вже не існує, а на її місці з'являється психологічна єдність суб'єктів. Саме такі умови існування людей сприяють розвитку їх творчості та розкриттю особистості.

Висновки. Доведено, що діалог позитивно впливає на виникнення та розвиток контактів між людьми. Ми вважаємо, що саме діалог є найвищим рівнем організації спілкування, тому що він характеризується позитивним особистісним ставленням суб'єктів один до одного, їх «відкритим» зверненням та поведінкою відносно партнерів по спілкуванню. Безперечним є той факт, що діалогічна взаємодія викладача та студента в процесі навчання в закладах вищої освіти стимулює внутрішні діалоги в свідомості партнерів по спілкуванню, що в свою чергу позитивно впливає на психічний та особистісний розвиток студентів.

Ключові слова: діалогові форми, знання, уміння, навички, спілкування, емоційна відкритість, особистісна відкритість, довірливість.

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Psychological Mechanisms of the Emergence, Development, and Establishment of Civic Identity

Психологічні механізми виникнення, розвитку та утвердження громадянської ідентичності

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ABSTRACT

The aim of the article is to empirically reveal the regularities of the manifestation of the psychological mechanisms of civic identity formation.

Methods. A retrospective narrative "I am in the State" and thematic analysis, which intended for processing the verbal content of narratives were used to identify descriptors of the psychological mechanisms of civic identity formation. 205 citizens of Ukraine aged 16 to 60 (62% women and 38% men) took part in the research.

The results of the research. According to the results of the study, the following averaged percentage distribution of psychological mechanisms de-

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225

scriptors of civic identity formation was obtained: internalization of civic content (25%), imitation of civic behavior models (23%), individualization of the content of citizenship (19%), exteriorization of stereotypes, attitudes, and patterns of civic behavior (15%), implementation of the experience of interaction with the state and fellow citizens (10%), comprehension of one's own citizenship (8%).

Conclusions. *Descriptors of all psychological mechanisms of civic identity formation (emergence, development, and establishment) are sufficiently represented in the retrospective narrative texts of the respondents. However, the uneven «involvement» of these psychological mechanisms in the process of forming a person's civic identity was revealed. The internalization of civic content, imitation of civic behavior models, and individualization of the content of citizenship can be counted among the most universal mechanisms of civic identity formation. Less universal but quite common is the mechanism of exteriorization of stereotypes, attitudes, and patterns of civic behavior. Mechanisms of implementation of individual experience of interaction with the state and fellow citizens and comprehension of one's own citizenship turned out to be more specific and less widespread. Insufficient engagement of these mechanisms can lead to the formation of a deficient or deformed civic identity.*

Key words: *identity, psychological mechanism, descriptor, narrative, imitation, interaction, comprehension, citizenship, stereotypes, attitudes.*

Introduction

The development of an independent state is based not only on people's passive recognition of their citizenship but also on giving it value and personal meaning (Kaplan, 2022; Lindstam et al., 2021; Petrovska, 2024). Forming the civic identity is not easy in those states that have recently gained independence. The long history of being part of other states (empires) can cause various deformations of civic identity, its devaluation as an «insignificant formality».

So, the future of the Ukrainian State, its strengthening, and state-building processes are impossible without a mature civic identity of the citizens themselves. An unformed, diffused civic identity determines the psychological tolerance of citizens to various types of external aggression – from direct military invasion of the state to manifestations of economic and

information warfare. That is why the study of the phenomenon of civic identity and the mechanisms of its formation is acutely relevant.

The category «formation» is considered in connection with the category of psychological mechanism that ensures the system's movement from simple to complex, from lower to higher level (Wright, & Bechtel, 2007; Korchakova, 2019). According to scientists, one or another mechanism is always connected with one or another process; the mechanism and the process should never be considered external to each other (Koch, & Cratsley, 2020; Smulson et al., 2021). Psychological mechanisms can be defined as processes or events that are responsible for specific changes in psychological outcomes, as a result of which various new formations appear, the level of organization of the personal system increases or decreases, and the mode of its functioning changes (Sripada et al., 2016; Rezvorovych, 2021; Malazonia et al., 2023); as a set of mental states and processes that unfold over time in a particular sequence and ensure the occurrence of a specific – known in advance – psychological result (Korchakova, 2019); as a component of the development process, a system of means and conditions that ensure this development (Sorensen et al., 2019; Heyes, 2020). These definitions reflect the regulatory and formative essence of the psychological mechanism. The study of psychological mechanisms consists of the study of the dynamics of the mental life of an individual (Koch, & Cratsley, 2020; Walkera, & McCabe, 2021).

The formation of civic identity is interpreted as a continuous-discrete process of an individual acquiring a civic identity from the proto-identity to the state of its maturity, which is characterized by the full disclosure and realization of the functions of the civic identity. When analyzing the formation of civic identity, we are talking about its emergence and development (that is, formation not in terms of reaching the final, mature state but gaining the main essential features) and about its acquisition of maturity. Therefore, civic identity formation is

considered a dialectical unity of the emergence, development, and maturation processes.

So, the formation of civic identity: a) is a continuous process, that represents a dialectical unity of the processes of emergence, development, and maturation; this process completes with the establishment of a mature civic identity (in its fundamental and essential features), but its further transformations are possible given the constant development of the state and civil society; b) unfolds in several stages – main periods that are qualitatively different and at each of which the basic formations of civic identity are laid (proto-identity, reproductive and productive civic identity); are points of transition from a lower to a higher level of development; the accumulation of signs of maturation causes qualitative, radical changes, and the transition is realized through a crisis; c) is caused by psychological mechanisms that ensure the “launch” and course of this process, the accumulation of quantitative changes and their transition to qualitative transformations.

The author’s psychological model of civic identity formation (Petrovska, 2021) proposes six main psychological mechanisms of its formation. The *mechanisms of the emergence* of civic identity include the internalization of civic content and the imitation of civic behavior models. The resulting state of the course of these processes is civic proto-identity. The *mechanisms of the development* of civic identity include individualization of the content of citizenship and exteriorization of stereotypes, attitudes, and patterns of civic behavior. The result of these processes is a reproductive civic identity. The *mechanisms of establishment* (actual formation) are the implementation of experience of interaction with the state and fellow citizens and comprehension of one’s own citizenship, as a result of which, and based on existing proto-identities and reproductive identities, a productive civic identity is formed. As a result of the complete course of all the mentioned processes, a mature civic identity emerges as a personal formation.

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The interiorization of civic content is a mechanism that consists of memorizing and reproducing the information heard about the state and citizenship. The channels through which information is acquired, along with the manner and substance of messages concerning the state and citizenship, can range from direct guidance from parents or influential figures (which may encompass grievances, evaluations, etc.) to information obtained from mass media or lessons at school. The mechanism of imitation of civic behavior models entails replicating the actions observed in authoritative figures. The model of imitation can be an authoritative person who is often "in the line of sight" of the person imitating, and who implements "successful" behavior (receives social approval or other positive reinforcement) (Bandura, 1962). The individualization of citizenship content occurs after their internalization and mastery (during its imitation) of civic behavior elements. It involves integrating citizenship as an externally introduced concept into the system of personal meanings (Tytarenko, 2013), individualizing ideas concerning the state, fellow citizens, and one's citizenship. Through this process, the individual's civic identity attains uniqueness and originality, aligning with the personal authenticity of its holder. The externalization of stereotypes, attitudes, and patterns of civic behavior stems from the internal outcomes of civic individualization and manifests through their expression in external forms such as civic acts, actions, and activities. The implementation of the experience of interaction with the state and fellow citizens entails the development of specific purposeful types of activity in the organizational environment of the state (hierarchical and legal). Understanding the real practice of relations in the organizational environment of the state is important to the comprehension of one's own citizenship. Through this process of comprehension, individuals solidify their civic position, ascertain their genuine civic values, and, on this basis, their belonging to the community of citizens and the state is comprehended. It involves discerning between adopted and intrinsic meanings

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and attitudes towards the state and citizenship. Implementation of the experience of interaction with the state and fellow citizens and comprehension of one's own citizenship operate concurrently, complementing each other, and influence the final stage of civic identity formation and its result – a mature, fully developed civic identity.

It should be noted that it is only possible to track and record all these processes “in real time” in a longitudinal (quite long) study, which would allow us to follow the formation of civic identity unfolding over time from childhood to adulthood.

During the psychological examination of young and adult persons, we can assess manifestations (perhaps rudimentary) of these mechanisms remaining in them. For example, the involvement of psychological mechanisms of internalization of parental civic attitudes and imitation of models of civic behavior can be assessed by the memories they leave. Parental attitudes can be described in a retrospective narrative both accurately, with reproduction of the details of the situation, and approximately, at the level of emotional content.

So, it is important to develop novel research techniques and a procedure for evaluating the psychological mechanisms of civic identity formation, which would be aimed at finding the most important empirical descriptors of these mechanisms.

The purpose of the article is to empirically reveal the regularities of the manifestation of the psychological mechanisms of civic identity formation.

Methods of the research

A set of methods was used to identify the descriptors of the psychological mechanisms of civic identity formation:

– retrospective narrative “I am in the State”. Respondents were asked to recall what they had heard in childhood from reference persons about the state and fellow citizens; how these ideas changed over time; and write a narrative essay about it. Respondents were offered an auxiliary list of questions to be covered in

the text. In particular, respondents assessed their level of agreement with what they heard from their parents or other reference persons "then" and "now". They were also asked to recall any civic behavior of the persons from an immediate environment that they remember and to rate the level of acceptance of it "then" and "now". In addition, they had to remember whether they had ever engaged in the same or similar behavior in their lives and whether they had to engage in exactly the opposite civic behavior. At the same time, they evaluated this experience as successful or unsuccessful. They were also asked questions to identify their own political/civic views; to reveal the desire to spread their civic views; willingness to understand and improve them, etc.;

– thematic analysis, which was intended for processing the verbal content of narratives. The procedure of thematic analysis (TA), compared to content analysis, is less formalized and, at the same time, more interpretive (Braun, & Clarke, 2020, 2021; Terry et al., 2017) because the researcher moves to the analysis of explicit or latent communication, subjective interpretation of the context – through the identification of themes and patterns (Bayer, 2022). Data analysis was carried out according to predetermined categories based on theoretical conceptualization, that is, a deductive approach of TA was used when the researcher relied on already existing theoretical concepts that provide a structure for the perception and interpretation of data. On their basis values are coded, and codes are collected into themes (Bayer, 2022).

Based on the psychological model of civic identity formation (Petrovska, 2021) these categories are descriptors of the corresponding mechanisms:

– internalization of civic content – their representation in the respondent's memory as dispositions, attitudes, mythologies, etc., once heard from parents or other reference persons (at the level of indicators of categories of thematic analysis, the degree of representativeness was differentiated: from a weak

mention of the emotional background of what was heard (vague memory) to clear reproduction of what was said in detail);

– imitation of civic behavior models – evaluation of models of civic behavior, assessment of their acceptance “then” and “now”, their reproduction in a literal or opposite (inverted) version;

– individualization of the content of citizenship – differentiation of one’s own and other people’s views; evaluation of civic dispositions of other persons and reflection of the content of citizenship; adaptation of existing civic content to one’s civic views;

– exteriorization of stereotypes, attitudes, and patterns of civic behavior – application of parental (reference persons) guidelines in one’s own experience, evaluation of this experience as successful or unsuccessful, as well as relaying one’s civic dispositions (or in combination with internalized content);

– implementation of individual experience of interaction with the state and fellow citizens – the presence of reflection on such experience, readiness to rely on it when planning (purposeful or involuntary) further such interaction;

– comprehension of one’s own citizenship – discourse about one’s own civic dispositions, the ability and willingness to analyze them (considering their elements), create new civic content, as well as rethink them, reevaluate civic values.

For the implementation of this study, appropriate categories of TA (descriptors of psychological mechanisms of civic identity formation) were developed, as well as their indicators (codes), with the help of which each of the categories could be denoted in the analyzed text. This system of categories (A - F), subcategories (A1 - A2, ..., F1 - F3), and indicators (A1a - A2c, ..., F1a - F3d) is presented in Table 1.

For the convenience of describing the results, the calculations were made both in terms of the specific weight of the TA categories and percentages.

Table 1

Categories, subcategories, and category indicators of thematic analysis for the study of retrospective narratives "I am in the State"

Psychological mechanism	Descriptor / category of TA	Subcategory of TA	Indicators of TA categories (codes)
Internalization of civic content	Representation in the memory of civic attitudes (category A)	A1: Representation of parental attitudes and dispositions; A2: Representation of civic attitudes of other reference persons	A1a – verbal reproduction in detail of parental civic attitudes (PCA); A1b – partial reproduction of PCA; A1c – vague memory of PCA; A2a – verbal reproduction in detail of civic attitudes of reference persons (teacher, friend, etc.); A2b – partial reproduction of civic attitudes of reference persons; A2c – vague memory of civic attitudes of reference persons
Imitation of civic behavior models	Imitation of models of civic behavior (category B)	B1: Acceptance of existing models of civic behavior as role models; B2: Reproduction of patterns of civic behavior (past or present)	B1a – acceptance of the model of civic behavior "then" (complete/partial); B1b – acceptance of the model of civic behavior "now" (complete/partial); B2a – reproduction of models of civic behavior "then" (direct, indirect/inverted); B2b – reproduction of models of civic behavior "now" (direct, indirect/inverted)
Individualization of the content of citizenship	Providing personal meaning to the acquired content of citizenship (category C)	C1: Differentiation of own and other people's views; C2: Evaluation and reflection of the content of citizenship; C3: Transformation and adaptation of civic attitudes of others "under" own meaning systems	C1a – distancing, lack of identification with parental views; C1b – differentiation of own and civic views of reference persons; C2a – evaluation of civic dispositions of other persons; C2b – reflection of the content of citizenship; C3a – meaningful transformation of parental civic attitudes; C3b – meaningful transformation of civic attitudes of other persons

Exterior-ization of stereotypes, attitudes, and patterns of civic behavior	Application and retransmission of civic dispositions in society (category D)	D1: Application of parental (reference persons') civic guidelines in own experience; D2: Retransmission of one's civic dispositions with elements of the dispositions of parents/reference persons	D1a – purposeful application of parental (reference persons) civic guidelines in one's behavior; D1b – involuntary use of parental (reference persons') civic guidelines; D2a – retransmission of parental (reference persons') civic attitudes in a narrow environment of acquaintances; D2b – distribution of parental (reference persons') civic attitudes in the social environment (social networks)
Implementation of individual experience of interaction with the state and fellow citizens	Use of individual experience of civic interaction (category E)	E1: Reflection and evaluation of one's own experience of interaction with the state and fellow citizens; E2: Planning one's interaction with the state, considering previous experience	E1a – reflection of one's own experience of interaction with the state; E1b – reflection of one's own experience of interaction with fellow citizens; E1c – evaluation of one's interaction with the state and/or fellow citizens as successful/unsuccessful; E2a – planning one's interaction with the state and/or fellow citizens, considering previous experience; E2b – planning one's interaction with the state and/or fellow citizens without considering previous experience
Comprehension of one's own citizenship	Discourse on own civic content (category F)	F1: Analysis of own citizen content; F2: Creation of new civic content, creative civic thinking; F3: Rethinking (revaluing) existing civic content	F1a – discussion/consideration of one's civic dispositions; F1b – analysis (consideration of elements) of civic dispositions (own, parental, other persons); F2a – synthesis (combination) of other people's and own civic attitudes; F3a – referencing civic attitudes; F3b – the devaluation of certain civic attitudes; F3c – questioning the familiar civic content; F3d – providing new meanings (re-interpretation) of civic content

Results and their discussion

205 Ukrainian citizens (127 (61.95%) females and 78 (38.05%) males) of different age groups (16-20 – 66 (32.2%); 21-40 – 74 (36.1%); 41-60 – 65 (31.7%)) took part in the research.

In the narrative texts of the respondents, the following indicators were most often found: recollection and verbal reproduction in detail of civic attitudes of parental and reference persons (A1a, A2a), full/partial acceptance, and direct/inverted reproduction of civic behavior models in the past (B1a, B2a), evaluation of civic dispositions of other persons and reflection of the content of citizenship (C2a, C2b), retransmission of civic dispositions (D2a, D2b), reflection of one's own experience of interaction with the state and evaluation of one's interaction with the state as successful/unsuccessful (E1a, E1c). Conversely, such indicators of categories of analysis as referencing civic attitudes (F3a) and providing new meanings (reinterpretation) of civic content (F3d) were recorded least often. The low frequency with which the specified categories were encountered in the total volume of the text of all respondents may indicate a low "involvement" of the corresponding descriptors. At the same time, the presence in the texts of respondents of all categories (albeit with different "specific weight") proves the adequacy of the selected descriptors of psychological mechanisms.

According to the results of the study, the following averaged percentage distribution of psychological mechanisms descriptors of civic identity formation was obtained (Figure 1).

The category that was encountered most often in narrative texts is civic attitudes, once voiced by parents or other reference people and heard in childhood. These attitudes were remembered by the respondents (indicating their influence on their civic consciousness and unconsciousness) to the extent that they were able to reproduce them verbally during the survey. Most of these attitudes relate to the assessment of the state (for example, "*our State does not care about people*"); behavioral prescriptions ("*love your Homeland*"); description of situations of the interac-

tion of a citizen with the state and officials (“*without money you are nothing*”); general guidelines of political and civic mentality (“*it’s none of my business*”; “*if not me, then who?*”); examples (both real and fictional) of approved and disapproved civic behavior, etc. Therefore, contrary to expectations, the representation in memory and reproduction of parental (reference person) attitudes turned out to be quite pronounced.

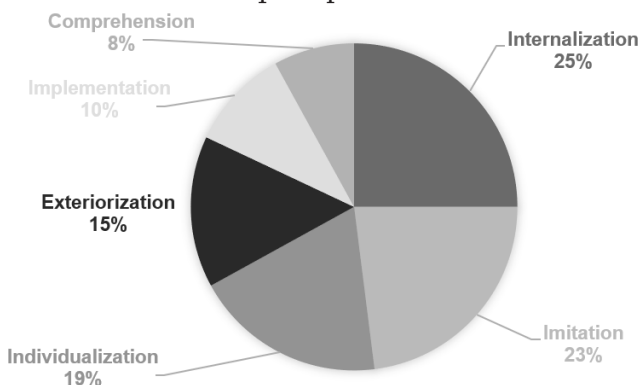


Fig. 1. Percentage distribution of psychological mechanisms descriptors of civic identity formation

This suggests that parental attitudes and dispositions (political and civic), despite stereotypes about their ineffectiveness, remain important for the civic identity formation of an individual. This is how interiorization manifests itself as a psychological mechanism of civic identity formation.

In contrast to the mentioned attitudes, which exist only in verbal form, the descriptors of behavioral imitation, as well as the corresponding categories of thematic analysis, are quite complex and sometimes contradictory. Even though in the texts there is quite often evidence that respondents have models of imitation and reproduction of their behavior, the degree of acceptance of these models is very different – from complete (31%) to partial (39%).

The nature of imitation of civic behavior models is especially diverse according to the indicator of literalness – inversion of reproduction. As it turned out, starting from adolescence, inverted imitation of reference persons (parents) prevailed in some participants. This meant that they reproduced the civic behavior of the father/mother not directly but “with a minus sign”, that is, they reproduced it “in reverse”. For example, if the father adhered to left-wing political views, then the son chose right-centered political and civic dispositions; if the mother was inclined to a passive civic position, then the daughter showed high civic activity (in particular, volunteered a lot), and vice versa. Such inversions in imitation of civic behavior occurred in 41% of respondents.

Since this is a significant quantitative indicator, let’s interpret it. Despite the inverted orientation, this phenomenon should be interpreted precisely as imitation since the respondent remains “tied” to the model of others as a kind of “point of reference” in choosing his behavior. So, for example, a pacifist civic orientation (“*all international conflicts should be resolved peacefully*”) is opposed by a militaristic orientation (“*we will use weapons to force everyone to reckon with us*”), and not a non-military one at all. This means that parents or reference persons determine, if not the specific orientation of the child’s civic orientation, then at least the value orientation (in our example – the instrumental value of imposing one’s views or tolerance, the value dimension of pacifism – militarism). In these cases, the mechanism of imitation manifests itself, in our opinion, no less vividly, although hidden.

The peculiarities of the manifestation of the mechanism of individualization of civic dispositions and other content of citizenship were that the indicators of reflection by the respondents of these content and the first meaningful transformations of civic attitudes leading to them (both parental and other reference persons) were most often encountered.

It is worth comparing the manifestations of descriptors of the mechanism of individualization with similar manifestations

of descriptors of the mechanism of comprehension of one's own citizenship. In terms of their focus, these mechanisms have something in common; it can be said that individualization contains the initial moments of understanding one's citizenship, that is, giving the content of citizenship personal meanings. If the mechanism of comprehension involves the analysis and synthesis of the content of citizenship, their creative combination, etc., then individualization includes, metaphorically, the "beginning" of the process of understanding (reflection, clear differentiation of one's positions from those of others, meaningful transformation of parental views, which previously served as a reference point). However, in the total sample, descriptors of comprehension of one's citizenship in the respondents' narratives are found much less often (8%) than descriptors of individualization (19%). This can be explained by the fact that the psychological prerequisite for "starting" the comprehension mechanism is a certain personal, emotional, as well as civic maturity, which half of the respondents do not achieve (Petrovska, 2023).

Descriptors of exteriorization of stereotypes, attitudes, and patterns of civic behavior occur quite often (15%), although they are inferior to interiorization, imitation, and individuation descriptors. The most pronounced descriptor of the mechanism of exteriorization turned out to be a retransmission of one's civic dispositions (more often - to a narrow environment of acquaintances, less often - in a broad environment (social networks)). Therefore, a person seeks to broadcast his civic values, enter communication about his civic dispositions, and convince others of the "correctness" of his civic guidelines.

Finally, the psychological mechanism of implementing one's own experience of interaction with the state and fellow citizens also turned out to be one of the mechanisms expressed to a lesser extent in the respondents' narratives (10%). This result is consistent with a similar result regarding the low representation of comprehension mechanism descriptors in these texts as well.

What can explain the uneven distribution of descriptors of various psychological mechanisms of civic identity formation that was empirically revealed?

The results indicate the uneven "involvement" of the mentioned psychological mechanisms in the process of civic identity formation of an individual. The obtained data give us reasons to distinguish, on the one hand, more universal, and, on the other hand, less universal – specific – mechanisms. Thus, among the most universal, we can include the internalization of civic content, the imitation of civic behavior models, and the individualization of citizenship content. Less universal, but also quite common, is the mechanism of exteriorization of civic dispositions. Finally, the mechanisms of implementation of individual experience of interaction with the state and fellow citizens and comprehension of one's own citizenship turned out to be much more specific. This means that these specific mechanisms are not "on" (active) in all interviewees, or their action can be called not intense, but "background", latent. What are the causes and consequences of this situation?

According to the psychological concept of civic identity formation (Petrovska, 2021), the mechanisms of internalization and imitation are primordial and basic, which form proto-identity, that is, the basis of organizational identity in general. Civic identity as a kind of organizational identity is based on this proto-identity. This education is necessarily formed, in fact, in everyone who undergoes socialization in the primary real group (most often in the parental family). If this is so, then the mechanisms of internalization and imitation cannot fail to be "on" in most people and work from childhood, providing the most elementary levels and the first stages of the formation of civic identity.

But the situation with the "connection" of mechanisms of implementation and comprehension is completely different. An individual can formally function as a member of society and a citizen without reaching the maturity of a civic identity. This

maturity is not achieved by all citizens, and the uneasy movement toward reaching it is often not sufficiently motivated. So, to “turn on” the mechanism of implementation of individual experience of interaction with the state, it is necessary first to have this experience. In a situation that makes it possible not to gain this experience (not to have contact with state officials, not to worry about opening one’s own business in the existing legal field, to stand aside from external aggression directed against the state and citizens, etc.), this experience does not arise and does not accumulate. And if this is normal for children, it is not for adults. Accordingly, the mechanism for implementing this experience when planning further interaction with the state “does not start”. At the same time, there is no place for the mentioned planning of interaction with the state, and with it, the modeling of better relations with it, and the discourse of the development of the state and the citizen, as a result of which a whole layer of social reality remains closed to the individual. Therefore, the consequence of this situation is the incomplete or partial realization of the individual as a citizen. A similar situation concerns the mechanism of comprehension of one’s own citizenship.

The distribution of revealed descriptors of various psychological mechanisms of civic identity formation of women and men is presented in Figure 2.

There is a certain tendency towards the predominance of some mechanisms among women and others among men. Thus, the mechanisms of internalization of civic content and imitation of civic behavior models prevail among women. At the same time, the mechanisms of individualization and exteriorization are “involved” among them almost equally. However, the descriptors of the mechanisms of implementation of the individual experience of interaction with the state, as well as the comprehension of this experience, were found among the interviewed men more often.

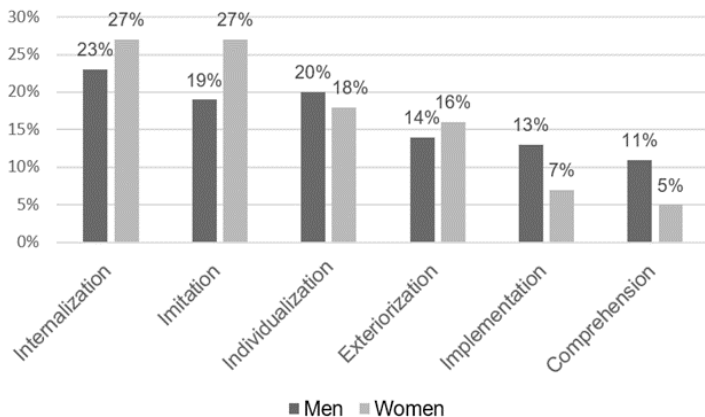


Fig. 2. Percentage distribution of the representation of descriptors of psychological mechanisms of civic identity formation of women and men

This trend can be explained by the distribution of gender roles. Men are attributed to an active role in society and civic activity more often, while obedience and conscientiousness are to a greater extent attributed to women. Because human social behavior usually conforms to external expectations, men and women adhere to the prescriptions of their civic roles. As a result, girls and women are more successful in reproducing parental attitudes and imitating the behavior models. As for men, as a result of their active civic role, their individual experience of interaction with the state is greater and more diverse than that of women. It seems logical that from time to time, this experience can naturally be frustrating, which leads to activation of the mechanism of comprehension of this experience and taking it into account when planning further interaction with the state.

The distribution of revealed descriptors of various psychological mechanisms of civic identity formation encountered in the narratives of respondents of different age groups (16-20 years, 21-40 years, 41-60 years) is presented in Figure 3.

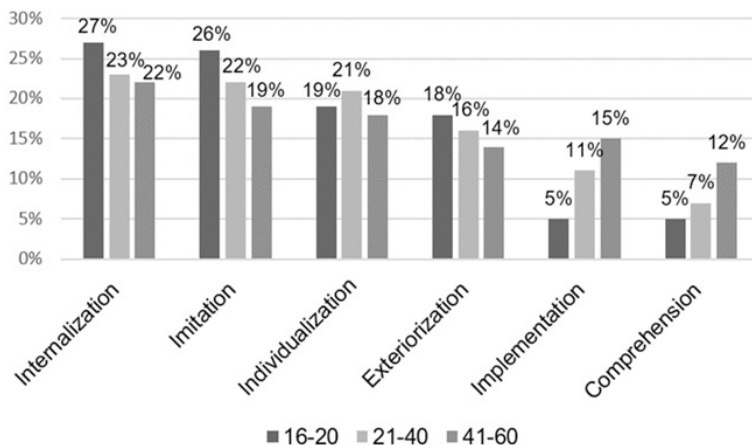


Fig. 3. Percentage distribution of the representation of descriptors of psychological mechanisms of civic identity formation of different age groups

In different age groups of respondents, there is also a trend of uneven distribution of descriptors of the specified mechanisms. It seems logical that the mechanisms of internalization and imitation are more represented in the youngest – people of juvenile age and the mechanisms of implementation and comprehension – in adults. After all, individual experience of interaction with the state and fellow citizens is acquired with age, and its accumulation is quantitatively greater among more mature people. This is a prerequisite for both implementation and comprehension of this experience. As for people in middle adulthood (41-60 years old), their “profile” looks the most balanced (compared to people of youth and early adulthood) and does not contain sharp differences between the involvement of mechanisms. On the contrary, persons of youth age are characterized by the dominant involvement of the first four mechanisms, hypothetically inherent in the first stages of the formation of civic identity – its emergence and development.

This study, however, has potential limitations. Obtained results and conclusions regarding psychological mechanisms of the emergence, development, and establishment of the civic identity were made on the Ukrainian sample and may reflect the socio-cultural and mental specificities of Ukrainians only.

Conclusions

Descriptors of all six psychological mechanisms of civic identity formation are sufficiently represented in the retrospective narrative texts of the respondents. However, the mentioned mechanisms are involved unevenly.

The internalization of civic content, imitation of civic behavior models, and individualization of the content of citizenship can be counted among the most universal mechanisms of civic identity formation. Less universal but quite common is the mechanism of exteriorization of stereotypes, attitudes, and patterns of civic behavior. Mechanisms of implementation of individual experience of interaction with the state and fellow citizens and comprehension of one's civic dispositions turned out to be more specific and less widespread.

The uneven involvement of various psychological mechanisms of civic identity formation is observed in different age groups. Such uneven involvement may indicate the following features of the action of these mechanisms. In adolescence, the process of forming reproductive identity continues; accordingly, we record the increased involvement of the mechanisms of imitation of models of civic behavior, as well as interiorization, exteriorization, and individualization of civic content. At the age of early adulthood, when the actual formation of a productive civic identity begins, we observe the activation (along with the continuation of the aforementioned processes) of mechanisms of implementation of the individual experience of interaction with the state and fellow citizens and its comprehension. At the age of middle adulthood, which corresponds to the maturation of a productive civic identity, one can see a balance, a more even involvement of all the mechanisms of its formation.

So, the internalization of civic content, imitation of civic behavior models, and individualization of the content of citizenship are the basic mechanisms that ensure the creation of the foundations of civic identity: imitation of models of civic behavior is the basic mechanism of learning this behavior, internalization of the contents of citizenship and civic mentality forms the basis for their further comprehension; the individualization of these contents ensures the creation of personal meanings of everything that a person does as a citizen.

The result of the complete formation of civic identity is the state of its maturity, which is not always achieved by an individual. In other cases, especially when there is a lack of «engagement» of the mechanisms of individualization and comprehension of the content of citizenship, the development of civic identity results in deficient forms (distancing and alienation from the state and one's role as a citizen) or destructive forms (either the role of the state or one's role of the citizen is devalued), which enables various psychological games-manipulations between the citizen and the state (shifting responsibility to the state; social parasitism; self-affirmation at the expense of fellow citizens, etc.).

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Петровська Інга. Психологічні механізми виникнення, розвитку та утвердження громадянської ідентичності.

Метою статті є емпіричне виявлення закономірностей прояву психологічних механізмів становлення громадянської ідентичності особистості.

Методи. Для виявлення дескрипторів психологічних механізмів становлення громадянської ідентичності використано ретроспективний

нарратив «Я в державі» та тематичний аналіз, призначений для опрацювання вербального змісту нарративів. У дослідженні взяли участь 205 громадян України віком від 16 до 60 років (62% жінок і 38% чоловіків).

Результати дослідження. За результатами дослідження отримано такий усереднений відсотковий розподіл дескрипторів психологічних механізмів становлення громадянської ідентичності: інтеріоризація громадянських контентів (25%), наслідування моделей громадянської поведінки (23%), індивідуація змістів громадянськості (19%), екстеріоризація стереотипів, атитюдів і зразків громадянської поведінки (15%), імплементація досвіду взаємодії з державою і співгромадянами (10%), осмислення власної громадянськості (8%).

Висновки. У ретроспективних нарративних текстах респондентів достатньою мірою репрезентовані дескриптори усіх психологічних механізмів становлення громадянської ідентичності (виникнення, розвитку та утвердження). Проте виявлено нерівномірну «залученість» згаданих психологічних механізмів у процесі становлення громадянської ідентичності особистості. До найуніверсальніших механізмів становлення громадянської ідентичності можемо зарахувати інтеріоризацію громадянських контентів, наслідування моделей громадянської поведінки та індивідуацію змістів громадянськості. Менш універсальним, але доволі поширеним є механізм екстеріоризації стереотипів, атитюдів і зразків громадянської поведінки. Більше специфічними і менше поширеними виявилися механізми імплементації індивідуального досвіду взаємодії з державою та співгромадянами і осмислення власної громадянськості. Недостатнє залучення саме цих механізмів може призвести до формування дефіцитарної або деформованої громадянської ідентичності.

Ключові слова: ідентичність, психологічний механізм, дескриптор, нарратив, наслідування, взаємодія, осмислення, громадянськість, стереотипи, атитюди.

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The Peculiarities of Confidence Manifestation and Psychological Conditions of its Development in the “Doctor – Patient” System

Особливості прояву довіри та психологічних умов її розвитку в системі «лікар – пацієнт»

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ABSTRACT

The aim of the article is to present the results of empirical study on the peculiarities of the manifestation of confidence and psychological conditions of its development in the "doctor-patient" system.

Methods. The following methods were used: empirical method to study the manifestation of patient's confidence in a doctor – "Methodology for assessing confidence / suspicion of an individual in other people" (adapted by O. Savchenko, V. Petrenko); in order to research the ability to take risks in interpersonal communication – the technique "Personal decision-making factors"; to identify strategies of self-presentation of doctors – the methodology "Strategies of self-presentation" (S. Lee, B. Quigley); mathematical and statistical methods of data processing.

The results of the research. The research has proved that patients show a high level of trust in doctors: the subjects are able to form stable positive relationships with other people, interact constructively with others in specific situations, they are confident in other people, and are able to rely on them in the process of interaction. The psychological conditions of confidence development in the "doctor-patient" system have been empirically investigated. According to the data obtained, the self-confidence of patients appears at an average level: in general, they trust their feelings, experiences, logical conclusions, but, at the same time, they may sometimes have doubts about their own competence, they do not always believe in their own strength, significance, value. It has been established that the studied patients have a high level of willingness to take risks in interpersonal communication, that is, they are ready to take a certain risk by establishing confidence in another person. Peculiarities of self-presentation among doctors have been studied. Among the studied doctors, the strategy of "Attractive behavior" is dominant.

Conclusion. According to the results of the study, the assumption that the development of confidence in the "doctor-patient" system is determined by a

complex of psychological conditions (self-confidence, willingness to take risks, the effectiveness of the strategy of self-presentation in communication) has been confirmed.

Key words: *confidence, interpersonal confidence, self-confidence, self-presentation, willingness to take risks, “doctor-patient” system.*

Introduction

Modern research in Ukrainian and foreign medicine and psychology convincingly proves that the success of the process of prevention and treatment depends not only on the professional training of a doctor. Studies indicate that in almost all areas of medicine, a psychological component is important – the organization of interaction between a doctor and a patient, which contributes to the mutual correctness and effectiveness of the relationship between them. Improving the interaction between a doctor and a patient includes the transition to a dialogic interaction, providing feedback, creating an atmosphere of trust and promoting mutual understanding, which helps a patient to believe both in a doctor and in his own inner reserves.

In this connection, the problem of the patient’s confidence in the doctor, which is the fundamental basis of interaction in medical practice, becomes relevant. When a patient feels that he can trust his doctor, he is more likely to follow medical recommendations, which in turn contributes to the effectiveness of treatment. In addition, the patient’s trust provides psychological comfort, which is important for a positive approach to the treatment process and faster recovery. The study of the patient’s confidence in doctor also helps to identify possible problems in communication between the medical staff and patients. Understanding the factors that influence the level of trust allows to improve the interaction for the development of strategies, in particular by teaching doctors the skills of empathy and effective communication.

The scientific basis for considering the problem of confidence is the works of Ukrainian and foreign scientists, who studied: the dynamic aspect of the development of interper-

sonal trust (Кравців, & Тавровецька, 2024); peculiarities of the development of self-confidence in youth (Єрмакова, 2023); the connection of self-confidence with empathy in adolescence (Danilova, 2019); interpersonal trust as a prerequisite for partnership relations (Чуйко, & Чаплак, 2020). Scientists have also studied issues of trust in interpersonal interaction (Ситнік, & Пивоварчик, 2021; O'Doherty, 2023); psychological factors of the development of confidence in a teacher among students of a technical university (Лашко, 2021); the client's trust in a psychologist (Wu, Deng, & Evans, 2022).

The issues of trusting relationships between a doctor and a patient are presented in a few works by foreign scientists (Kong, Chen, & Wang, 2023; Rolfe, & Cash-Gibson, 2014; Krot, & Rudawska, 2016).

The aim of the article

Therefore, despite a significant amount of research on trust, the problem of confidence in the "doctor-patient" system is not given due attention. The study on the patient's confidence in a doctor is important for improving the quality of medical care, ensuring psychological comfort of patients and the effectiveness of treatment, as well as for the development of communication strategies in medical practice.

The purpose of the article is to present the results of an empirical study of the features of confidence manifestation and the psychological conditions of its development in the "doctor-patient" system.

Methods of the research

The psychodiagnostic methods consist of the following ones: to study the manifestation of the patient's confidence in a doctor – "Methodology for assessing trust / mistrust of an individual in other people" (Савченко, Петренко, & Тімакова, 2022); in order to research the ability to take risks in interpersonal communication – the technique "Personal decision-making factors" (Колесніченко та ін., 2020); to identify the strategies of

self-presentation of doctors – the method “Strategies of self-presentation” by S. Lee, B. Quingli (Пєpir, 2017). Mathematical and statistical data processing methods were used (IBM SPSS-20: descriptive statistics, correlation analysis).

An empirical study of the features of confidence manifestation was conducted on the basis of the multidisciplinary hospital “UniClinic”. 20 patients (9 men, 11 women) aged 36-44 took part in the study; 20 doctors of the diagnostic department aged 35-46 (10 men, 10 women) as well.

The research is based on the assumption that the development of confidence in the “doctor-patient” system is conditioned by the complex of psychological environment (self-confidence, willingness to take risks, effectiveness of the strategy of self-presentation in communication).

Results and their discussion

A certain level of trust is always present in every act of communication; it is an important condition for positive interpersonal relationships, because without it, relationships can turn into conflict. Trust relationships are based on moral credit and voluntary mutual obligations. Trust in others is an expression of faith in the world and can be considered as an intrapersonal phenomenon (Вірна, 2019).

The psychological content of trust consists in a specific relationship between subjects and objects of trust, which arises as a result of their direct or indirect interaction and reflects internal attitude of the subjects, which is determined by the assessment of favorable results of this interaction. Trust always has its own specific meaning arising from personal experience, which is present in it as a set of certain perceptions, feelings and reactions to specific environmental conditions and situational features (Uslaner, 2008).

One of the key aspects of medical profession is a doctor’s personality and a level of personal influence on professional activity. The personal level encompasses a variety of competencies and

qualities such as authority, autonomy, responsibility, reflexivity and trust. The psychological model of interaction between a doctor and a patient assumes the presence of trust as one of the main aspects of this cooperation, as it contributes to effective treatment, cooperation and psychological comfort of all participants (Філоненко, 2019).

While analyzing the scientific literature, we identified a set of psychological conditions that can contribute to the development of trust in the "doctor-patient" system. These conditions include the following:

1. *Self-confidence*. Self-confidence is characterized by the belief in one's own success in various aspects of life, including knowledge of personal capabilities, skills, and a sense of security in these areas. Confidence in one's own personality is a prerequisite for complete self-control and an important condition for a person's self-organization, self-realization both in relationships and communication with other people, and in professional activities as well. Self-confidence is closely related to trust in others, and dominance of one of these areas can lead to personality's disharmony (Dwyer, & Marsh, 2017; Кузьмич, 2022). The patient's confidence has a significant impact on the development of trust in the "doctor-patient" system, particularly in such aspects as mutual understanding and cooperation; increasing confidence in medical care; development of open dialogue.

2. *Readiness to risk*. The situation of trust is characterized by the subjectivity of perception and the problem of mutual understanding of subjects due to their internal attitudes and personal priorities. This leads to a high level of uncertainty, as it is impossible to predict the partner's behavior. In addition, the situation of trust is related to the vulnerability of the subject in relation to the partner; the manifestation of confidence turns a situation of trust into the situation of risk, but at the same time trust reduces the level of social uncertainty. When the decision on trust has already been made, the situation is partially resolved, bringing the psychological relief and relaxation (Лашко,

2021). Thus, willingness to take risks and interpersonal trust may interact influencing the patient's perception of medical decisions and cooperation with the physician.

3. *Self-presentation strategy effectiveness in communication*. Self-presentation is a process in which a person tries to form an impression about oneself in others. Every social interaction involves presenting oneself, one's personal or professional characteristics; self-presentation acts as a means of controlling the formation of impressions (Колодяжна, 2015). The doctor's self-presentation is of great importance because it affects the interaction and communication with a patient. The doctor's demonstration of expertise, openness, empathy, and compliance with obligations and confidentiality can positively influence the process of developing interpersonal trust and improve treatment outcomes.

Let's move on to the analysis of the results of the study, in particular, the features of the manifestation of patient's trust in a doctor.

In order to study the manifestation of patients' trust in doctors, we used the "Methodology for assessing the individual's trust / distrust in other people" (Савченко, Петренко, & Тімакова, 2022) – the "trust in others" and "trust in the world" scales. The results obtained by the method are presented in Fig. 1.

According to the "Confidence in others" scale, the numerical indicators are 9.31 points, which corresponds to the high level of trust. High values on the scale indicate that a person is able to form stable positive relationship with other people, interact with others constructively in specific situations. A person is confident in other people, able to rely on them in the process of interaction. The position of a person can be characterized as pliable, oriented towards an interaction partner.

In the context of the patient's confidence in a doctor, a high level of trust is reflected in a patient's openness to communication with a doctor, his willingness to share important information about his situation and openness about his problems and

symptoms. A patient believes in a doctor's professionalism and competence, trusts in choosing the optimal treatment and making important medical decisions. A high level of trust affects the effectiveness of cooperation between a patient and a doctor, which in turn contributes to the improvement of treatment results and satisfaction of both parties.

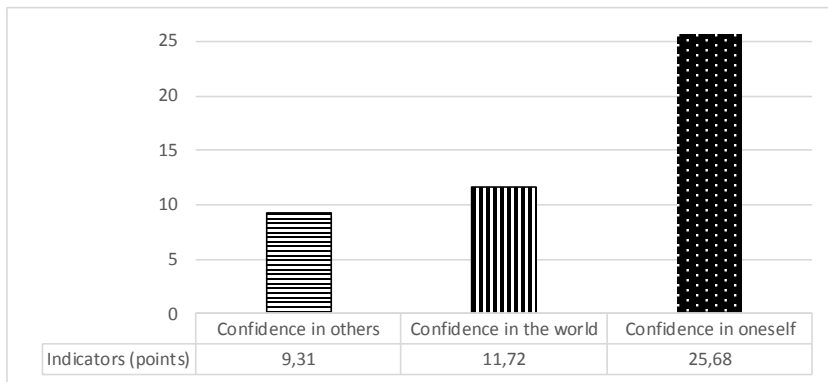


Fig. 1. Indicators of respondents' confidence manifestation

According to the "Confidence in the World" scale, indicators were recorded within the average level of manifestation (11.72 points). This means that people under research generally positively perceive the world around them, understand values, and are tolerant of the existence of different patterns of behavior. At the same time, they can demonstrate a critical attitude towards world events, showing fears and apprehensions, which prevents them from showing activity and initiative.

So, according to the diagnostic data, patients show a high level of trust in doctors.

Let's consider the results of the study on the psychological conditions for the development of trust in a "doctor-patient" system.

In order to study self-confidence in patients, we used the "Methodology for assessing trust / mistrust of an individual towards other people" – the "self-confidence" scale (Fig. 1).

According to the obtained data, the self-confidence of patients appears at an average level, with a tendency to high (25.68 points). This may indicate that respondents generally trust in their feelings, experiences, memory, and logical conclusions. At the same time, they may sometimes have doubts about their own competence, do not always believe in their own strength, significance or value. They usually demonstrate a sufficient level of self-acceptance, making a sense of protection, security, allows them to express their feelings and thoughts openly, act confidently, counting on the understanding and support of others. The position of a personality can be characterized as receptive to one's own needs, values and beliefs, but at the same time sufficiently pliable in relation to the interaction partner.

In the context of our research, we note that trust in oneself can significantly affect confidence in other people (in our case, in a doctor). When a personality believes in his abilities, his own competence and worth, he or she tends to trust other people more often.

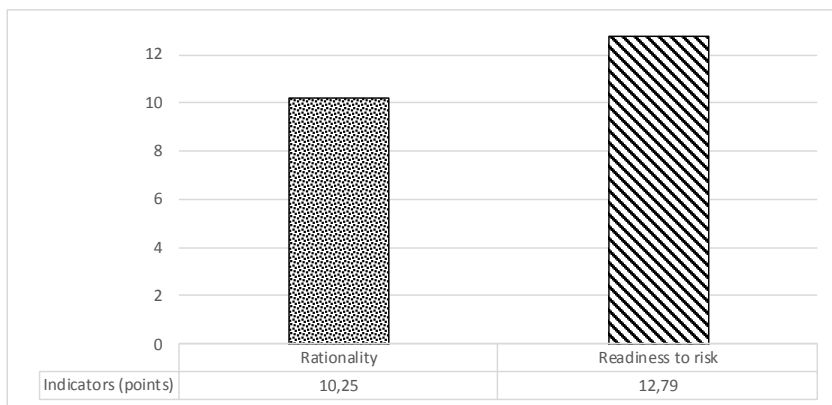


Fig. 2. Personal decision-making factors

Self-confidence can create a foundation for interacting with others based on mutual respect and understanding. In addition, people with high level of self-confidence usually have less fear

of rejection or deterioration of relationships with others because they are confident in their own worth regardless of the reactions of others. This can contribute to the establishment of deeper and longer-term relationships with other people.

The next condition for the development of the patient's trust in a doctor is the willingness to take risks. Diagnostic data are presented in Fig. 2.

According to the "Rationality" scale, the indicators were recorded within a high level of manifestation (10.25 points out of 12 possible). Subjective rationality indicates the readiness to think about one's decisions and act with a possibility of full orientation in a situation that can characterize various, in particular, risky decisions of the subject.

Subjective rationality in the development of interpersonal trust (in the context of our study – in the "doctor-patient" system) is reflected in the way in which people evaluate and make decisions about trusting other people. It assumes that a person takes into account his/her own beliefs, experiences, emotions and contextual factors when forming their trust.

Indicators on the "Readiness to risk" scale also correspond to a high level of manifestation (12.79 points out of 13 possible). Personal readiness for risk is a property of self-regulation that allows a person to make decisions and act in situations of uncertainty. Like an individual characteristic, this readiness also involves the subject's assessment of his past experience (from the point of view of the feeling "I am taking a risk", the effectiveness of his actions in situations of chance, the ability to rely on somebody without sufficient orientation in a situation, etc.).

Risk appetite in the context of interpersonal trust refers to the extent to which a person is willing to take a certain risk when establishing trust in another person. This may be connected with the level of confidence that mutual trust will bring more benefits than possible risk. People with a high willingness to take risks may be ready to adapt to changes in relationships and cooperation even if there is some risk of failure or betrayal; they may be

more inclined to try out new patterns of interaction and ways of communicating, even if this entails some risk.

Therefore, in the studied patients, the willingness to take risks in interpersonal communication is manifested at a high level.

Another condition for the development of trust in the “doctor-patient” system is the effectiveness of the self-presentation strategy of doctors in communication. The results of diagnostics are shown in Fig. 3.

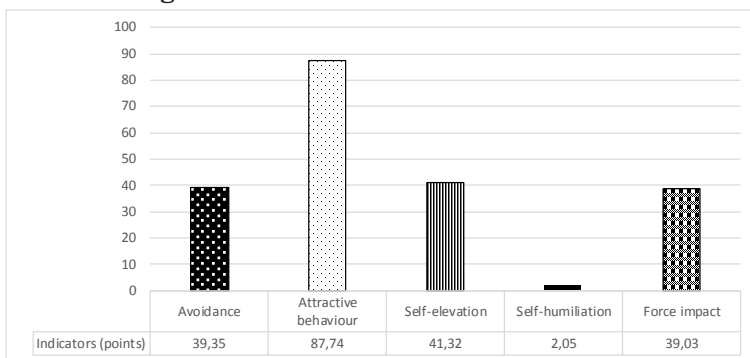


Fig. 3. Self-presentation strategies of doctors

The self-presentation strategy of “Avoidance” is expressed in the examined doctors at a lower than average level (39.35 points). This strategy involves trying to avoid vulnerability or a negative impression by avoiding topics or situations that might evoke such feelings. The main idea behind this strategy is to avoid revealing flaws or weaknesses to other people.

The doctor’s self-presentation strategy of “Avoidance” can manifest itself in refusing to answer unpleasant questions from patients, avoiding unpopular procedures or treatments, avoiding discussions about possible health problems, maintaining a positive impression of oneself in front of patients, avoiding topics or circumstances that may put his authority at a disadvantage.

The strategy of self-presentation “Attractive behavior” is expressed in doctors at a high level (87.74 points), and it can

include a number of actions and properties aimed at creating a positive impression on patients and improving communication with them. The main features of this strategy include: showing compassion and understanding to patients, showing that he is interested in their well-being; positive communication: a doctor uses politeness, tone of voice and body language that contribute to creating a positive and friendly impression; professional appearance: a doctor takes care of his appearance, which strengthens the impression of his competence and professionalism; positive mood and energy; openness to communication: the doctor shows openness and willingness to listen to patients, taking into account their wishes and discussing possible treatment options.

The strategy of self-presentation "Self-elevation" is expressed in doctors at an average level (41.32 points), and involves focusing attention on one's achievements, competence and professional qualities in order to create a positive impression of oneself among patients and colleagues. The main features of this strategy include: highlighting achievements (a doctor talks about his achievements actively in the field of medicine, scientific research, participation in conferences, publications, etc.); demonstration of expertise (a doctor acts as an expert in his field, providing professional advice and recommendations to patients); presentation of professional qualifications; creating an impression of authority.

The self-presentation strategy "Self-humiliation" is manifested in the subjects at a low level (2.05 points), and consists in an effort to reduce one's own importance, competence or authority in front of patients or colleagues. This strategy can be used in order to perceive a doctor as more friendly and unpretentious. The main features of this strategy include: modesty (a doctor avoids emphasizing his achievements, experience or professional qualities); expressing uncertainty (a doctor may express doubts about his ability to help a patient or solve a problem); emphasizing imperfections (a doctor emphasizes his weaknesses or failures, which can create the impression of low competence);

expressing gratitude for help; avoiding the use of authority.

The strategy of self-presentation “Power influence” is manifested in the studied doctors at a level below the average one (39.03 points), and involves the use of authority, status and power to achieve certain goals or control over patients or colleagues. The main features of this strategy include: an authoritarian approach (a doctor acts as an authoritative figure who demands submission and obedience from patients or colleagues); control (a doctor uses his status and power to control the treatment process, decision-making, or patient behavior); manipulation (a doctor can use various manipulative techniques, such as intimidation or distortion of facts, to achieve his goals); status enhancement (emphasis on one’s professional competence and status).

In order to verify the assumption that the development of trust in the “doctor-patient” system is determined by a complex of psychological conditions, a correlation analysis was conducted according to K. Pearson. In the course of the mathematical and statistical analysis of the data, we calculated the correlation coefficients between the indicator of the patient’s trust in a doctor (the variable “trust in others”) and the specified conditions for the development of trust.

According to the obtained data, the variable “trust in others” has significant correlations with the following variables:

– “self-confidence” ($r=0.681$; $p\leq 0.01$). This means that the higher the patient’s confidence in himself, the higher his confidence in the doctor is. If the patient believes in his own abilities and knows how to make decisions about his health, he may also be more inclined to trust the doctor, because he feels more confident in his own abilities regarding decision-making;

– “readiness to risk” ($r=0.573$; $p\leq 0.01$). This means that the more a person is ready to take risks, the greater the interpersonal trust is. A patient who believes in the professionalism of his physician may be more inclined to trust him in making decisions involving risk, such as choosing medical procedures or treatments;

– “attractive behavior” ($r=0.745$; $p\leq 0.01$). That is, if the doctor behaves in a professional, friendly and empathetic manner, this can make him more attractive to the patient, and he will be more inclined to trust him. In addition, if a doctor communicates effectively with a patient, explaining medical information clearly and politely, it can increase the patient’s trust;

– “self-elevation” ($r=0.343$; $p\leq 0.01$). This means that a doctor’s self-aggrandizement strategy can have a positive effect on the patient’s trust in him, contributing to the creation of a positive impression, increasing confidence in a doctor and his treatment, as well as reducing the patient’s anxiety and restlessness;

– “power influence” ($r=-0.586$; $p\leq 0.01$). Such data indicate an inverse relationship between the doctor’s self-presentation strategy of “power influence” and the development of patient’s trust (the more power influence – the less trust). The use of power influence on a patient can lead to the patient’s feeling that his opinion is not taken into account or does not matter. Power influence can lead to a decrease in a patients trust in a hospital and doctor’s recommendations: if a patient feels that a doctor is trying to impose his will or use force, this can violate the trust in the professionalism and ethics of a doctor.

Therefore, during the correlation analysis, the assumption that the development of confidence in the “doctor-patient” system is determined by the complex of psychological conditions (self-confidence, readiness to take risks, the effectiveness of the strategy of self-presentation in communication) was confirmed.

Conclusions

The article presents the results of an empirical study of the features of confidence manifestation and the psychological conditions of its development in the “doctor-patient” system. An effective model of interaction between a doctor and a patient assumes the presence of trust as one of the main aspects of this cooperation, as it contributes to effective treatment, cooperation and psychological comfort of all participants. On the basis of

theoretical analysis, a set of psychological conditions contributing to the development of trust in the “doctor-patient” system is substantiated. These conditions include self-confidence, the effectiveness of the self-presentation strategy in communication, and the willingness to take risks. The peculiarities of the patient’s confidence in a doctor were empirically investigated. According to diagnostic data, patients show a high level of confidence in doctors: the subjects under research are able to form stable positive relationships with other people, interact constructively with others in specific situations, they are confident in other people, and are able to rely on them in the process of interaction. The psychological conditions for the development of trust in the “doctor-patient” system were empirically investigated. According to the data obtained, the self-confidence of patients appears at an average level: in general, they trust their feelings, experiences, logical conclusions, but, at the same time, they may sometimes have doubts about their own competence, they do not always believe in their own strength, significance or value. It was established that the studied patients had a high level of willingness to take risks in interpersonal communication, that is, they are ready to take a certain risk, establishing trust in another person. Peculiarities of self-presentation among doctors have been studied. Among the doctors under research, the strategy of “Attractive behavior” is dominant. In the course of the correlation analysis, the assumption of the development of trust in the “doctor-patient” system being determined by the complex of psychological conditions (self-confidence, readiness to take risks, the effectiveness of the strategy of self-presentation in communication) was confirmed.

We see the promising development of the scientific issue in further research on the development of trust in the “doctor-patient” system, taking into account specific medical specializations.

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Шевченко Наталія, Софілканіч Михайло. Особливості прояву довіри та психологічних умов її розвитку в системі «лікар – пацієнт».

Мета статті – презентувати результати емпіричного дослідження особливостей прояву довіри та психологічних умов її розвитку в системі «лікар – пацієнт».

Методи дослідження. Емпіричні: для вивчення прояву довіри пацієнта до лікаря – «Методика оцінки довіри / недовіри особистості до інших людей» (адапт. О. Савченко, В. Петренко,); з метою дослідження здатності до ризику в міжособистісному спілкуванні – методика «Особистісні чинники прийняття рішень»; для виявлення стратегій самопрезентації лікарів – методика «Стратегії самопрезентації» (С. Лі, Б. Квінслі); математико-статистичні методи обробки даних.

Результати дослідження. Встановлено, що пацієнти проявляють високий рівень довіри до лікарів: досліджувані здатні формувати стійкі позитивні відносини з іншими людьми, конструктивно взаємодіяти з іншими в конкретних ситуаціях, впевнені в інших людях, здатні покластися на них в процесі взаємодії. Емпірично досліджено психологічні умови розвитку довіри в системі «лікар – пацієнт». Згідно з отриманими даними, довіра до себе пацієнтів проявляється на середньому рівні: в цілому довіряють своїм відчуттям, переживанням, логічним висновкам, але, водночас, можуть іноді мати сумніви у власній компетентності, не завжди вірять в свої власні сили, значимість, цінність. Встановлено, що в досліджуваних пацієнтів готовність до ризику в міжособистісному спілкуванні проявляється на високому рівні, тобто вони готові брати на себе певний ризик, встановлюючи довіру до іншої особи. Досліджено особливості самопрезентації в лікарів. В досліджуваних лікарів домінуючою є стратегія «Атрактивна поведінка».

Висновок. За результатами дослідження припущення про те, що розвиток довіри в системі «лікар – пацієнт» зумовлюється комплексом психологічних умов (довіра до себе, готовність до ризику, ефективність стратегії самопрезентації в спілкуванні) було підтверджено.

Ключові слова: довіра, міжособистісна довіра, довіра до себе, самопрезентація, готовність до ризику, система «лікар – пацієнт».

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The Self-Reflection Questionnaire: Argumentative Results of Content Validity

Опитувальник саморефлексії: дискусійні результати змістовної валідності

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ABSTRACT

The aim of the article is empirical substantiation of the possibility of psychological diagnosis of self-reflection as an individual's ability to self-actualize.

Methods. The approbation of the self-reflection questionnaire was implemented by updating the reliability and validity data of the reflexivity technique, which we developed on the theoretical basis of the description of the components of reflexivity by L.I. Ponomarenko. Existential feasibility and personal self-realization questionnaires, self-reflection and insight scale, self-evaluation scale, and psychological resources questionnaires were used to describe the content validity of the self-reflection questionnaire. The following applied methods of

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mathematical and statistical analysis were used: correlational, comparative, multifactorial, classification, cluster analysis, and analysis of causes and effects.

Research results. It was confirmed that the descriptors of self-reflection are: detachment, positive dissociation, gnostic competence, articulateness, lability, originality, criticality, and cognition. The internal consistency of the scales of the questionnaire is high ($r=0.37-0.60$; $p < .01$). The structure of the eight descriptors of the technique is described by a one-factor empirical model that explains 57% of the variance in the group. Lability (rank 100), positive dissociation (rank 98), articulateness (rank 89), and cognition (rank 82) were found to be the most influential predictors of the general level of self-reflection. The three types of self-reflection are distinguished. The connections of descriptors of self-reflection and manifestations of self-awareness (self-esteem, self-concept), as well as with personal existential self-realization, psychological resources, and indicators of the value-meaning sphere of the individual, were determined. The results of content validity made it possible to highlight the described phenomenon of empirical reality, such as self-reflection.

Conclusions. Self-reflection is characterized as the subject's ability for personal self-fulfillment, in the way of self-recognition as a result of accepting the ratio of one's own interpreted available opportunities and the goals of desired psychological well-being. This relationship is made possible by the realization of the person's internal work on himself, which manifests in the reduction of both a biased self-limiting attitude towards the realization of one's capabilities and an authoritarian-egoistic attitude towards others. The main manifestation of self-reflection is criticality, which determines the ratio of one's own interpreted possibilities and the realities of the existing situation, in which the impartiality of the subject enables him to be ready to "read a personal message" in the existing life conditions. It is concluded that self-reflection enables an individual to determine a realistic "version of himself" as a result of a certain lived experience, therefore the function of self-reflection is monitoring to self.

Key words: self-reflection, personal self-fulfillment, psychological resources, realism of one's self, internal work on oneself.

Introduction

The study of self-reflection was conceived to enable the diagnosis of the effects of psychological training on personality maturity (IIIrena, 2008:208-210). The first version of the methodology was in the form of a self-assessment questionnaire, the

theoretical basis of which was laid by the idea of components of reflexivity by L.I. Ponomarenko (Пономаренко, 2002 : 13); the scientist defined reflexivity as a complex ability and developed training for its development in teenagers. At present, the use of the reflexivity questionnaire in empirical studies has led to the expediency of both updating the data on the psychometric indicators of the validity of the technique and clarifying its focus on reflexivity as a property or ability, or on reflection as a process.

Researcher L. Terletska in her work on the structure, mechanisms, and effects of the self-analysis process shows reflection as a component of self-knowledge in the structure of human self-awareness (Терлецька, 2005 : 17, 25). Reflexivity is often considered as a personality quality. At the same time, the research of O. Zymovin and E. Zaika (Зимовін, & Заїка, 2014 : 91) shows three types of non-obvious correlations of reflection and reflexivity, and the reflexivity of the individual is defined as the ability of a person to «direct his activity to himself», it is stated that «reflexivity provides the possibility of self-construction, self-development, self-determination» (Зимовін, & Заїка, 2014 : 95). In the theoretical analysis of Т. Кравчуня (Кравчина, 2023 : 87), reflexivity is deduced as a property of the subject, which consists in his ability to self-analysis.

In the most modern applied research in the psychology of personality, self-reflection is paid close attention in the areas of human use of artificial intelligence, training of athletes and training of teachers, in increasing the proactivity of employees and psychotherapeutic work on building a picture of the person's own future life. In particular, the quality of self-reflection is noted as a determining condition for good writing by a human operator of a prompt (verbal task-request) for an artificial intelligence system (Liu1 et al., 2024 : 1-2). An attention is paid to the development of self-reflection in the training of specialists in the direction of transformational pedagogy (Mpindo, & Mokhampanyane, 2024 : 53). Self-reflection is studied to develop adaptive strategies for coping with stress in athletes, in par-

ticular, swimmers (Murdoch et al., 2024:4). Reflection by an employee of his work is substantiated by one of the main indicators of proactivity and official leadership of employees (Xu, 2024 : 3, 6). A developed capacity for self-reflection is the basis of effective psychotherapy regarding a person's acceptance of himself, his past experience, and the future perspective of his own life (Gerace et al., 2017 : 5, 10, 12). In the studies noted by us, self-reflection was studied in an experimental way to test a person's ability to self-correct the formulation of tasks for AI; in the form of written notes and analysis of the results of self-observation; by the method of introspection and qualitative analysis of keeping a diary of reflections, or even a portfolio and a personal blog; by the method of analysis of written and oral reflections by a person regarding his past experience as a basis for self-acceptance; in the way of applying the self-assessment method of individual reflection. Qualitative research, in our opinion, is undoubtedly very valuable, but at the same time complex in the way of information processing, especially when combined with data from standardized methods.

Currently, for empirical research, the self-reflection and insight scale of Grant, Franklin, and Langford (Grant, Franklin, & Langford, 2002 : 822) is available, which makes it possible to determine such indicators as a person's use of self-reflection and his feeling of the need for self-reflection (12 questions in total). In the scientific research on organizational psychology, the eight-question scale of individual reflection of Ong, Ashford, and Bindl (Ong, Ashford, and Bindl, 2022) is currently used, which makes it possible to obtain information about the degree of individual reflection according to such parameters as the direction of goals, methods, attitude, and focus of reflection.

The review of modern questions of practice regarding the definition of self-reflection showed that psychological methods of diagnosis are relevant and in demand in various areas of professional implementation and maintenance of psychological health, at the same time, the diagnostic toolkit can be more in-

formative. In our opinion, a multi-scale psychological questionnaire of self-reflection could meet the informative requests of dual scientific and organizational research, so we decided to test and present the results of the validity of such a methodology.

The aim of the study was to empirically substantiate the possibility of psychological diagnosis of self-reflection as an individual's ability to self-fulfillment.

The aim of the article

The task of the article is a systematic presentation of empirical results regarding the approbation of the self-reflection questionnaire, and the psychological interpretation of the content validity data of the self-reflection questionnaire.

Methods of research

Approbation of the self-reflection questionnaire was implemented by updating the reliability and validity data of the reflexivity technique, which was developed by us (Штепа, 2008 : 208–209) on the theoretical basis of the description of L.I. Пономаренко (Пономаренко, 2002 : 13) of the components of reflexivity. The interpretation of the components of reflexivity according to L. Пономаренко (Пономаренко, 2002 : 13) (Штепа, 2008 : 208–210) was as follows: «detachment is the ability to emotionally detach from the situation; positive dissociation is the ability to see oneself from the outside, the ability to be both an object and a subject of observation; Gnostic competence is «baggage» of knowledge that corresponds to the problem situation; articulation is the ability to quickly actualize fragments of knowledge most adequate to the problem situation; lability is the ability to build alternative hypotheses; originality means the ability to find non-standard solutions, act non-stereotypically; criticality is the ability to rationally predict the feasibility of various options for solving a problem; cognitiveness is the dominance of the cognitive component in the decision made regarding the problem situation». The following are the results of descriptive statistics, classification analysis, intercorrelation, and re-test.

To describe the content validity of the self-reflection questionnaire, the existential feasibility scale of Lange and Orgler, the personal self-actualization questionnaire of Shtepa, the self-reflection and insight scale of Grant, Franklin, Langford, the Rosenberg self-esteem scale, the Leary multi-aspect quantification of interpersonal relations questionnaire, the Yanov-Bulman basic beliefs questionnaire, the technique of «goals in life» by Krambo and Maholika, Schwartz's motivational values questionnaire (adaptation by I. Semkiv), psychological resourcefulness questionnaire of Shtepa, existential resources test-questionnaire of Riazantseva, the method of diagnosing stress coping resources (psychological survival resources) according to the Lahad model, the resource self-assessment questionnaire «character strengths» (according to Peterson, Seligman), authenticity questionnaire of Kernis and Goldman, test of epistemological thinking styles of Shcherbina, psychological well-being questionnaire of Riff, and hardiness questionnaire of Muddy.

150 people aged 22-47 years were involved in an empirical study on the approbation of a self-reflection questionnaire (of which 59% were women, 41% were men (all the subjects indicated their gender by their own decision)): 75% of the subjects are interested in psychology, in particular, they read popular science articles and perform self-analysis according to certain popular tests, 35% have a bachelor's degree in psychology, about 30% of the respondents had experience in psychological training, and 15% had experience in psychological counseling as a client, about 40% of the respondents had experience in keeping a self-analysis diary and reflections, and 52% – the experience of analyzing a personal habit tracker; all subjects have higher education and were working at the time of the study.

Results and discussions

Since the self-reflection questionnaire was primarily designed to determine the effectiveness of personal maturity actualization training, in particular the mechanisms of self-

change, we left the self-assessment scale from 1 to 10 (where 10 points are considered the maximum expression of agreement with a certain statement of the questionnaire) in the approbation of the methodology. According to the theoretical basis of the construction of the self-reflection questionnaire, eight scales were identified – descriptors of self-reflection, namely: detachment, positive dissociation, gnostic competence, articulateness, lability, originality, criticality, and cognitive.

In Table 1 the results of checking the scales of the self-reflection questionnaire against normal distribution are included.

Table 1

**Indicators of normal distribution
of self-reflection questionnaire scales**

Descriptors of self-reflection	N	max D	Lilliefors - p	W	p
Aloofness	150	0.088821	p < .01	0.973370	0.005176
Positive dissociation	150	0.135448	p < .01	0.946378	0.000017
Gnostic competence	150	0.081585	p < .05	0.979957	0.027449
Articulationality	150	0.097922	p < .01	0.960288	0.000260
Lability	150	0.099742	p < .01	0.950343	0.000035
Originality	150	0.101094	p < .01	0.970483	0.002577
Criticality	150	0.064833	p < .15	0.982577	0.054573
Cognitivity	150	0.111105	p < .01	0.962549	0.000424
The general level of self-reflection	150	0.121946	p < .01	0.946790	0.000018

According to Lilliefors and Shapiro-Wilk indicators, all scales of the questionnaire, except for the “criticality” scale, are characterized by a normal distribution at $p < .01$ (the “gnostic competence” scale is at $p < .05$). Fig. 1 contains the results of descriptive statistics for the general level of self-reflection. Data of the normal distributed medians are acceptable.

The descriptive statistics of the self-reflection questionnaire, as well as the α -Cronbach index and the result of the re-test are included in Table 2.

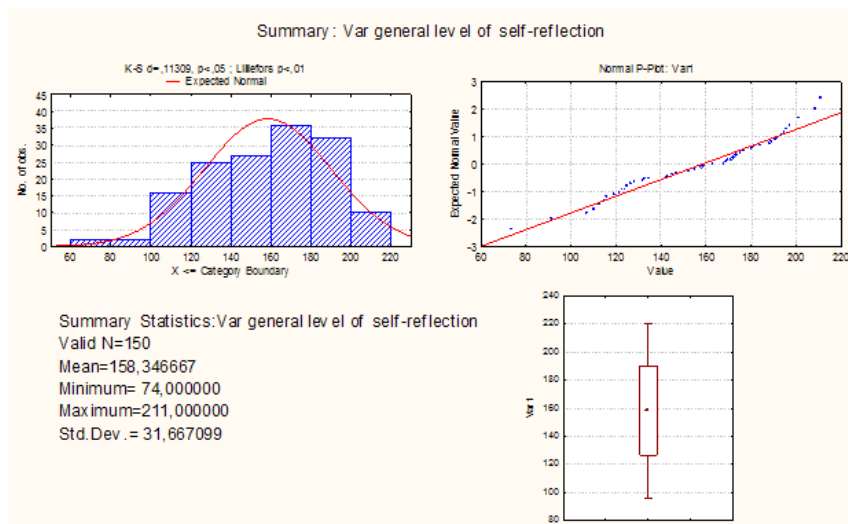


Fig. 1. Results of descriptive statistics for the general level of self-reflection

The Cronbach alpha indicator for the scales of the self-reflection questionnaire is in the range of 0.74–0.88, for the standardized α -Cronbach 0.91 and the available one – 0.78, which, in general, is an acceptable characteristic of the internal consistency of the diagnosed characteristic features of self-reflection. The retest reliability of the questionnaire is good: the rather high level of correlations of the first and second diagnostic measures of self-reflection shows a tendency for subjects to give identical self-assessments of self-reflection during the three-week exposure, differences in the two measures of self-reflection with the three-week time exposure were not found at a statistically significant level (at this time, the 95 subjects from the general research group did not participate in psychological training or psychological consultations; those for whom this was already a common practice did not provide data that changed their habits of information consumption). Attention should be paid to

the t-value indicator for the “cognitiveness” descriptor, which, according to the retest, is on the verge of significant changes. Therefore, it is advisable to take into account that self-reflection can grow even in the absence of a specially organized task for its development thanks to a person’s analysis of current information.

Table 2

**Main psychometric characteristics
of the self-reflection questionnaire**

Descriptors of self-reflection	Descriptive statistics			Alpha if - deleted (summary for scale: Mean=314,880 Std. Dv.=64,3549 Valid N:150 Cronbach alpha: ,77 Standardized alpha: ,91)	Retest reliability (N95) (exposure time: three weeks)		
	Valid N	Mean	Std. Dev.		r Spearman's correlation value (p < ,01)	t-test	
						t-value (p < ,05)	p - Variances
Aloofness	150	18.68	5.46	0.76	0.49	0.53	0.69
Positive dissociation	150	19.90	4.87	0.76	0.37	-1.01	0.02
Gnostic competence	150	20.33	5.09	0.75	0.44	-0.48	0.84
Articulationality	150	20.42	5.64	0.74	0.63	-1.33	0.00
Lability	150	21.80	5.68	0.74	0.73	0.70	0.00
Originality	150	16.36	6.42	0.74	0.85	-0.26	0.05
Criticality	150	20.60	4.87	0.75	0.69	-0.31	0.00
Cognitivity	150	19.33	5.18	0.75	0.37	-1.98	0.00
The general level of self-reflection	150	156.35	31.67	0.88	0.80	-0.77	0.00

The conducted classification analysis showed that the levels of self-reflection were determined with high accuracy, in particular, the general level of self-reflection according to the questionnaire data was determined with a correctness of about 95%, low and medium levels of self-reflection – 100% correct definition, high level of self-reflection – with a correctness of about 93%.

Table 3

**The results of the classification analysis
of the general level of self-reflection**

Classification Matrix

Rows: Observed classifications Columns: Predicted classifications

	Percent - Correct	G_1:1 - p=,04	G_2:2 - p=,22	G_3:3 - p=,73
G_1:1 low level of self-reflection	100.00	6	0	0
G_2:2 average level of self-reflection	100.00	0	34	0
G_3:3 high level of self-reflection	92.72	0	8	102
Total	94.66	6	42	102

The results of the multivariate analysis carried out to describe the structure of self-reflection, showed that all eight characteristic features of self-reflection were included in one factor, which describes 57% of the variance (Table 4).

The empirical results of the analysis of the structure of self-reflection did not confirm the theoretical idea regarding the components of reflexivity. Therefore, the monolith of eight signs indicates, in our opinion, that what is diagnosed is not reflexivity as a property that can be characterized through components, namely reflection; it is also advisable to clarify that it is not about the components of reflection, but its characteristic features, descriptors.

Table 4

**Results of multivariate analysis
regarding the structure of self-reflection descriptors**

Factor Loadings (Unrotated)

Extraction: Principal components (Marked loadings are $>,700000$)

Descriptors of self-reflection	Factor - 1
Aloofness	-0.599090
Positive dissociation	-0.697977
Gnostic competence	-0.716737
Articulationality	-0.873999
Lability	-0.879900
Originality	-0.686987
Criticality	-0.730265
Cognitivity	-0,711776
The general level of self-reflection	-0,854062
Expl.Var	5,139178
Prp.Totl	0,571020

With the help of correlation analysis, the results of inter-correlation relationships of descriptors of self-reflection were obtained (Table 5).

The correlation range of descriptors of self-reflection turned out to be quite wide. At the same time, there are connections at $r=0.21$, $r=0.22$ ($p < .01$) only between the scales “detachment” and, accordingly, “criticality”, and “cognitivity”. Other descriptors are quite closely related to each other at the level of $r=0.32 - 60$ ($p < .01$). The closest relationships are between the descriptors of self-reflection and its general level, as well as between the “articulateness” and “lability” scales ($r=0.81$ ($p < .01$)), which has an explanation in terms of content: the ability to actualize the necessary for the development: solving a problem situation with fragments of knowledge requires the ability to build alternative hypotheses.

Table 5

**Results of intercorrelation relationships
of descriptors of self-reflection ($p < .01$)**

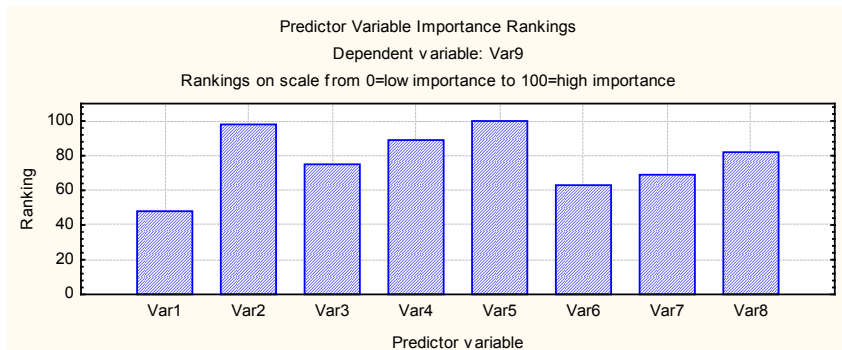
Correlations

Marked correlations are significant at $p < ,01000$ N=150
(Casewise deletion of missing data)

Descriptors of self-reflection	Var1	Var2	Var3	Var4	Var5	Var6	Var7	Var8	Var9
Var1 Aloofness	1.00								
Var2 Positive dissociation	0.37	1.00							
Var3 Gnostic competence	0.49	0.41	1.00						
Var4 Articulationality	0.45	0.54	0.58	1.00					
Var5 Lability	0.50	0.59	0.52	0.81	1.00				
Var6 Originality	0.48	0.32	0.43	0.56	0.60	1.00			
Var7 Criticality	0.21	0.42	0.48	0.59	0.57	0.48	1.00		
Var8 Cognitivity	0.22	0.46	0.47	0.60	0.53	0.36	0.57	1.00	
Var9 The general level of self-reflection	0.63	0.68	0.73	0.86	0.87	0.73	0.72	0.70	1.00

With the help of classification analysis, we decided that it is expedient to establish which descriptors of self-reflection can be predictors of its general level (Fig. 2).

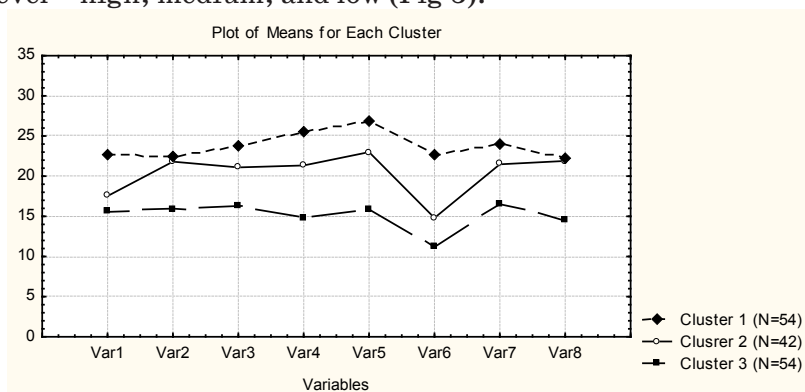
Lability (rank 100), positive dissociation (rank 98), clarity (rank 89), and cognition (rank 82) were found to be the most influential predictors of the overall level of self-reflection. In general, each descriptor of the general level of self-reflection has a high rank, and the available results make it possible to characterize self-reflection as an ability that is manifested to a greater extent through a person's ability to build alternative assumptions on a self-observation, that is, modeling different versions of yourself based on facts.



Descriptors of self-reflection: Var 1 – aloofness, Var 2 – positive dissociation, Var 3 – gnostic competence, Var 4 – articulationality, Var 5 – lability, Var 6 – originality, Var 7 – criticality, Var 8 – cognitivity, Var 9 – general level self-reflection

Fig. 2. Histogram of descriptors of self-reflection as predictors of its general level

Cluster analysis using the k-means method showed that it is appropriate to characterize three types of self-reflection by their level – high, medium, and low (Fig 3).



Descriptors of self-reflection: Var 1 – aloofness, Var 2 – positive dissociation, Var 3 – gnostic competence, Var 4 – articulationality, Var 5 – lability, Var 6 – originality, Var 7 – criticality, Var 8 – cognitivity, Var 9 – general level self-reflection

Fig. 3. Profiles of types of self-reflection

The type with a high level of self-reflection (cluster 1) is characterized by a lower level of expression of such descriptors as positive dissociation and cognitivity. A subject of high-level self-reflection feels more whole than self-observation suggests, as if he does not so much know himself through rational analysis as understands himself in the flow of living personal experience.

The type of medium level of self-reflection (cluster 2) is characterized by a low level of detachment and originality, which is manifested in the excessive emotionality of perceiving a certain situation, oneself and others in it as a subject of self-reflection, as well as in difficulties to act atypically. The significant emotional immersion of the subject of reflection in certain situations likely determines his typical ways of experiencing, thinking, and acting, while at the same time making it difficult to implement problem-oriented strategies for overcoming difficulties.

The type of low level of self-reflection (cluster 3) is characterized by a low level of originality, which is probably manifested in the tendency of the subject of self-reflection to automated behavior, thinking stereotypes, strict adherence to rules, and prejudices.

In Fig. 4.5 contains histograms illustrating the features of self-reflection of women and men, as well as people of two age groups.

According to the results of the comparative analysis, attention was paid to the fact that in the way of self-assessment, the studied women showed their tendency to significant emotional involvement in the situation reflected by them, as well as moderation in the critical evaluation of various options for the unfolding of events and the search for the necessary amount of information to make a decision. The studied men in the method of self-assessment of self-reflection demonstrated a tendency to moderately manage their own emotions in the situation they analyzed, at the same time a fairly high level of reliance on a rational way of predicting the course of events and striving to have sufficient information to make a decision.

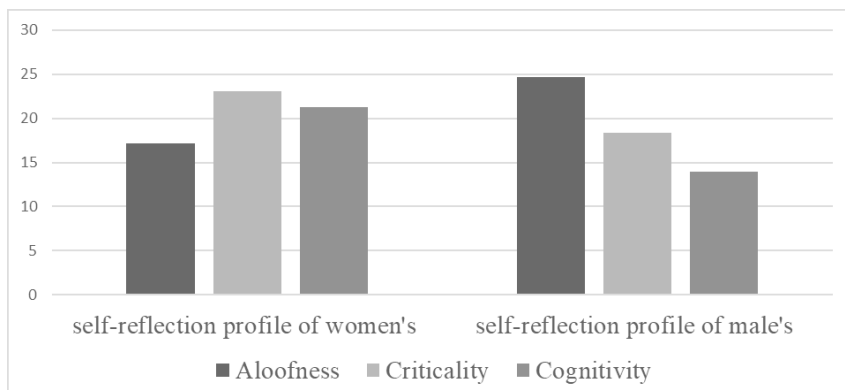


Fig. 4. Histogram of determined features of reflection of women and men of the general group of subjects (t-test, $p < .05$)

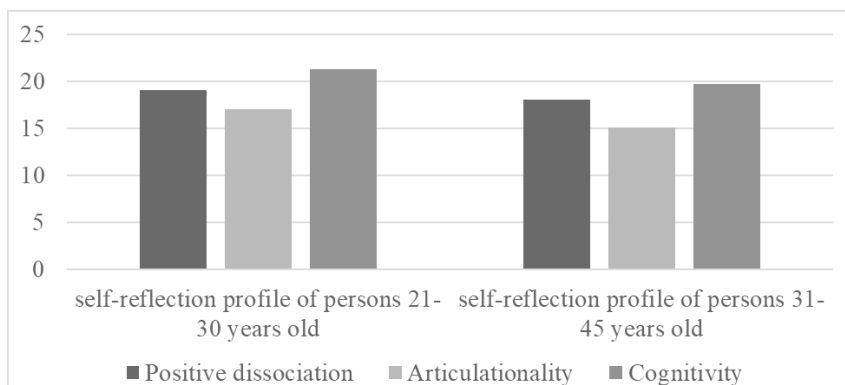


Fig. 5. Histogram of determined features of self-reflection of two subgroups of subjects by age criterion (t-test, $p < .05$)

Cognition, articulateness, and positive dissociation are characteristic features of self-reflection, according to which differences were established in the studied two age subgroups. In particular, the subjects under the age of 30, in a self-assessment method, revealed their tendency to self-observation in the process of unfolding a certain situation, the ability to find suffi-

cient information to make a decision and update the necessary knowledge to understand the situation and themselves in it. Probably, the researched 22-30 years old may risk gaining new experience in order to obtain information for self-understanding, may be inclined to experiment on themselves for the purpose of self-examination of character and behavior under certain circumstances; at the same time, they give themselves a realistic characteristic. Subjects aged over 31 years showed a slight inclination to self-analysis during a certain situation, to search for important and appropriate information for the existing situation to make a timely decision. Therefore, the researched 31-47 years old probably tend not to update their views about themselves, or get used to a certain interpretation of themselves, which can lead to errors in understanding themselves in certain life circumstances, lack of clarity for them, and, perhaps, reluctance to change themselves.

In the way of describing cross-correlations, the reference of the indicators of the self-reflection questionnaire was established with the analog technique for the diagnosis of reflection and such indicators of the manifestation of a person's self-awareness as self-esteem and aspects of the self-concept (Table 6).

The results of the correlation analysis regarding the proportionality of the descriptors of self-reflection and manifestations of self-awareness substantiate that: firstly, the questionnaire of self-reflection with a certain probability diagnoses the phenomenon of reflection; secondly, connections of descriptors of self-reflection with self-reflection methodology of Grant et al. and self-esteem are weak. This can be explained by procedural factors, in particular, the fact that we did not adopt the self-reflection diagnostic methods of Grant et al. and Rosenberg's level of self-esteem. It is also important that the method of diagnosing self-esteem makes it possible to determine its level, not its adequacy; thirdly, about the aspects of self-concept, self-reflection is aimed at reducing a person's biased self-limiting, excessively critical about the feasibility of one's own possibilities of self-

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attitude and reducing a person’s authoritarian-egoistic attitude towards others.

Table 6

The results of the correlation analysis regarding the proportionality of descriptors of self-reflection and manifestations of self-awareness ($p < .01$)

Descriptors of self-reflection	Manifestations of self-awareness				
	self-reflection (analog scale of Grant, etc.)	level of self-esteem	aspects of self-concept		
			realistic I		desirable I
			suspiciousness	authoritarianism	selfishness
Aloofness	0.09	0.06	-0.10	-0.07	-0.07
Positive dissociation	0.08	0.25	-0.21	0.12	0.14
Gnostic competence	0.08	0.05	-0.12	-0.16	-0.15
Articulationality	0.24	0.23	-0.28	-0.10	-0.18
Lability	0.09	0.06	-0.30	-0.12	-0.18
Originality	0.23	-0.01	-0.23	-0.24	-0.26
Criticality	0.24	0.08	-0.05	-0.12	-0.04
Cognitivity	0.27	0.18	-0.07	-0.04	-0.00
The general level of self-reflection	0.22	0.15	-0.24	-0.13	-0.14

Since we theoretically determined that self-reflection is an individual’s ability to self-fulfillment, it was necessary to empirically characterize the connections between these phenomena. An alternative hypothesis regarding self-reflection as a capacity for psychological well-being or hardiness was also tested. The results of cross-correlations are included in Table 7.

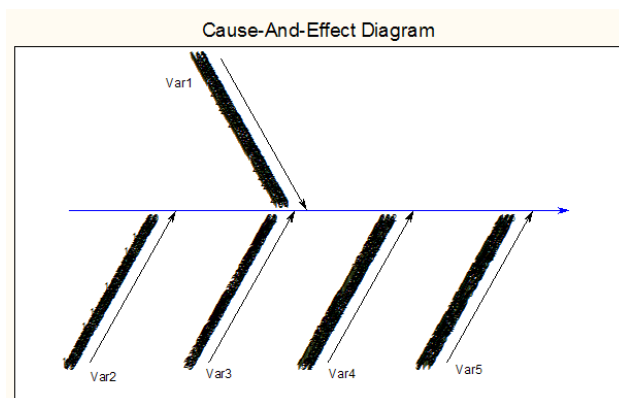
Table 7

**The results of the correlation analysis regarding
the proportionality of the descriptors of self-reflection
and self-fulfillment ($p < .01$)**

Descriptors of self-reflection	Personality fulfillment					Existential fulfillment					Hardiness	Psychological well-being
	clearly stated goals	acceptance of the Other	productive solitude	responsibility for one's actions	the general level of personality fulfillment	self-distancing	self-transcendence	freedom	responsibility	the general level of existential fulfillment		
Aloofness	0.08	0.11	0.04	0.12	0.11	-0.07	0.17	0.06	0.01	0.10	-0.16	-0.01
Positive dissociation	0.35	0.36	0.33	0.40	0.43	-0.00	0.19	0.03	0.16	0.15	0.17	0.52
Gnostic competence	0.23	0.16	0.05	0.27	0.23	0.03	0.12	0.03	-0.06	0.08	0.06	0.21
Articulationality	0.46	0.42	0.27	0.38	0.47	0.20	0.30	0.24	0.18	0.27	0.21	0.34
Lability	0.34	0.32	0.27	0.36	0.39	0.27	0.37	0.23	0.22	0.29	0.15	0.36
Originality	0.36	0.33	0.37	0.33	0.41	0.15	0.36	0.28	0.12	0.27	0.15	0.26
Criticality	0.27	0.22	0.25	0.31	0.31	0.10	0.19	-0.02	0.07	0.13	0.26	0.37
Cognitivity	0.34	0.25	0.18	0.36	0.35	0.13	0.27	0.15	0.14	0.21	0.24	0.28
The general level of self-reflection	0.41	0.37	0.30	0.43	0.46	0.14	0.34	0.18	0.14	0.26	0.18	0.39

Based on the results of the correlation analysis, it can be stated that self-reflection is closely related to all components and the general level of personality and existential self-fulfillment. At a statistically significant level ($p < .01$), no significant cross-correlations were established between manifestations of self-fulfillment and only such a descriptor of self-reflection as “detachment”. We explain this fact by the fact that self-fulfillment involves experiencing the life that a person lives; therefore, significant emotional detachment from life situations is hardly possible. It should be noted the greater number of cross-correlations of descriptors of self-reflection with components of personality self-fulfillment. The most important are the connections of self-

reflection and such a component of existential self-fulfillment as self-transcendence, which characterizes the ability to experience the value of the Other or life situation, to deeply perceive the attitude of a person to oneself and the Other, to feel the existential significance of an event, to establish a person's internal attitude to what he has lived, as if to return to a person oneself due to the sense of internal resonance in relation to values. The conclusions regarding the alternative assumptions of self-reflection as a capacity for vitality or psychological well-being are as follows: the results of this study showed that it is not appropriate to allow reflection as a capacity for vitality. At the same time, the connections between self-reflection and psychological well-being are obviously close. In order to clarify whether, according to the definition of the ability (Савчин, 216: 249), self-reflection ensures the functioning of psychological well-being or self-fulfillment an analysis of processes was carried out, in particular, an analysis of causes and effects, the results of which are illustrated in Fig.6.



Var 1 – self-reflection, Var 2 – hardiness, Var 3 – personality self-fulfillment, Var 4 – existential fulfillment, Var 5 – psychological well-being

Fig. 6. Fishbone effects of self-reflection

According to the results of the analysis of causes and effects, as it is demonstrated that the effect of self-reflection is

personal self-realization itself, it is advisable to reject the alternative assumption regarding self-reflection as an ability for psychological well-being. In our opinion, the relationship between self-reflection and hardiness and psychological well-being can demonstrate the functioning of self-reflection as a mechanism of self-interpretation and self-knowledge of the individual under the conditions of acceptance and not resistance to reality. Additional arguments in favor of such conclusions were the results of cross-correlations of descriptors of self-reflection and types of psychological resources (Table 8). The expediency of such clarification was based on our vision of the self-fulfillment of one of the resource strategies.

In the results of cross-correlations of self-reflection and psychological resources of various types, it is worth noting that there are more connections with psychological resources that have an interpretative function (significant connections were established with nine resources out of fourteen); self-reflection was closely related to the ability to operate with resources – the ability to update resources, accommodate and know them. Among the twenty-four resources – “strengths of character” intended to specify values, self-reflection is connected with three, at the same time, it has the most connections with the “strength” of “interest in learning”, which, in our opinion, should be interpreted in a broad context – learning through life situations, life experience, communication with other people. Positive dissociation and cognition from the point of view of common sense make it possible to show impartiality, at the same time this is confirmed by the results of correlation analysis. Among the five existential resources, which, in our opinion, have the purpose of support, significant correlations of self-reflection were established with the resource “freedom”, “meaning”, and “acceptance”; the closest connections are precise with the resource of acceptance, which characterizes the possibilities of self-reflection to ensure a person’s unbiased view of himself through the ascertainment of the facts of reality.

Table 8

The results of the correlation analysis regarding the proportionality of the descriptors of self-reflection and psychological resources ($p < .01$)

Descriptors of self-reflection	Psychological resources										Resources- "strengths of character"	Existential resources		Psychological survival resources			
	self-confidence	creativity	desire for wisdom	work on yourself	self-realization in the profession	responsibility	knowledge of own resources	the ability to update resources	the ability to accommodate one's resources	interest in learning		impartiality	modesty		freedom	sense	adoption
Aloofness	0.19	0.10	0.11	0.25	0.21	0.17	0.22	0.22	0.22	0.00	0.07	0.01	0.04	0.24	0.41	0.06	0.09
Positive dissociation	0.46	0.33	0.17	0.33	0.48	0.29	0.52	0.39	0.41	0.16	0.24	0.19	0.21	0.22	0.33	0.21	0.26
Gnostic competence	0.38	0.19	0.14	0.15	0.14	0.06	0.29	0.25	0.26	0.25	0.16	0.13	0.13	0.08	0.14	0.10	0.21
Articulationality	0.52	0.33	0.22	0.29	0.40	0.28	0.43	0.23	0.40	0.23	0.12	0.13	0.22	0.18	0.25	0.16	0.27
Lability	0.49	0.38	0.15	0.32	0.50	0.26	0.49	0.28	0.35	0.15	0.07	0.15	0.22	0.25	0.33	0.17	0.28
Originality	0.44	0.47	0.30	0.41	0.52	0.26	0.51	0.35	0.42	0.04	-0.03	0.00	0.24	0.28	0.30	0.29	0.42
Criticality	0.38	0.32	0.13	0.17	0.36	0.14	0.39	0.27	0.26	0.21	0.15	0.21	0.21	0.07	0.09	0.14	0.29
Cognitivity	0.42	0.33	0.15	0.24	0.35	0.26	0.34	0.28	0.27	0.27	0.30	0.32	0.06	0.14	0.23	0.10	0.17
The general level of self-reflection	0.55	0.42	0.23	0.37	0.50	0.29	0.54	0.36	0.44	0.21	0.17	0.19	0.22	0.25	0.35	0.21	0.35

Among six psychological survival resources that we tend to view as sources of resource replenishment, self-reflection is closely related to two—to some extent to the experiential resource and a large extent to the physical activity resource. We assume that the resource of physical activity about self-reflection is exactly that contact with oneself that provides information for self-assessment, and therefore, better self-understanding. In our opinion, the established connections of self-reflection with resources characterize its functioning in the field of opportunities as an indicator of free acceptance of oneself in reality and the ability to operate one's own psychological resources in the trend of interest in learning. The purpose of self-reflection in the field of psychological resources can be interpreted as the ability to provide self-interpretation of an individual through the possibilities that he admits to be his own and available to himself.

Since in the structure of self-awareness, self-reflection opens up opportunities for self-knowledge, it was decided that it would be appropriate to specify the value-meaning locus of self-reflection. As empirical descriptors of the value-meaning locus of self-reflection, we established basic beliefs, goals in life, motivational values, knowledge, and self-acceptance by a person as one of the manifestations of authenticity, and epistemological styles of thinking (Table 9). According to the results of the correlation analysis, it was determined that self-reflection in connection with basic beliefs enables a person to develop a critical understanding of himself in connection with his lived experience. At the same time, the available data do not indicate that self-reflection is significantly and related to the value of a person's self.

Concerning the locus of goals in life, as an indicator of the absence of frustration in the sense of the meaning of life, self-reflection through positive dissociation and originality reveals the ability of the subject to be self-observant and unbiased, therefore, ready to "read a personal message" in the existing life conditions.

Table 9

**The results of the correlation analysis regarding
the proportionality of the descriptors of self-reflection
and its value-meaning locus ($p < .01$)**

Descriptors of self-reflection	Basic beliefs								Motivational values					
	The kindness of the world	Controllability of the world	Randomness as a principle of distribution of events occurring	Value of one's Self	The degree of self-control	The belief that there is more good than evil in the world	The belief that the world is full of meaning	Belief in the value of one's self	Goals in life	universalism	achievement	power	Authenticity in the locus of knowledge and self-acceptance	Epistemological style of common sense
Aloofness	0.11	0.09	-0.06	0.07	0.07	0.05	0.10	-0.06	0.03	0.14	0.04	0.02	0.05	0.14
Positive dissociation	0.18	0.10	0.26	0.10	0.10	0.18	0.06	0.15	0.27	0.23	0.21	0.02	0.24	0.17
Gnostic competence	0.25	0.12	0.02	0.19	0.19	0.20	0.07	0.10	0.06	0.12	0.01	0.09	0.19	0.27
Articulationality	0.15	0.20	0.20	0.20	0.20	0.13	0.21	0.20	0.17	0.36	0.16	0.12	0.18	0.40
Lability	0.27	0.23	0.22	0.22	0.22	0.18	0.17	0.24	0.14	0.30	0.24	0.23	0.17	0.30
Originality	0.25	0.04	0.12	0.18	0.18	0.15	0.05	0.13	0.29	0.23	0.15	0.09	0.18	0.20
Criticality	0.28	0.08	0.17	0.20	0.20	0.28	0.15	0.21	0.14	0.29	0.34	0.39	0.20	0.14
Cognitivity	0.13	-0.04	0.16	0.20	0.11	0.09	0.09	0.11	0.14	0.25	0.33	0.26	0.19	0.37
The general level of self-reflection	0.27	0.14	0.18	0.22	0.22	0.21	0.15	0.18	0.20	0.33	0.23	0.19	0.23	0.34

It is noteworthy that among the ten motivational values, self-reflection through the prism of criticality is focused on three such as universalism, power, and achievement. Regarding the value of universalism, the meaningfulness of self-reflection is revealed in a person's ability to see himself differently and find informational confirmation of these "versions of himself." Knowing and accepting oneself through self-reflection is to a small extent related to a sense of authenticity, which, in our opinion, characterizes self-reflection as the ability to self-actualize by not returning the individual to oneself, but recognizing oneself. Among the five epistemological styles, self-reflection is associated only with the naive-rationalist style or the common sense style. The author of the test of epistemological styles, L.F. Shcherbina (Щербина, 2012 : 25), characterizes the style of common sense as follows: «the ability of a person to be free from the «force of heuristics» and to keep in the field of attention the quality of the fundamental ideas that were, are and will be, and not appear as a result of research, analysis, intuitive insight or dialectical deduction. <...> This is not presupposed thinking». Therefore, self-reflection is a manifestation of a person's unconditional self-knowledge, which does not require formation, but at the same time can be developed. We can note that criticality is the main manifestation of self-reflection to motivational and value constructs.

Conclusions

The purpose of the study was to empirically substantiate the possibility of psychological diagnosis of self-reflection as an individual's ability to self-fulfillment. The empirical tasks of the study were the approbation of the self-reflection questionnaire and the psychological interpretation of the data of its content validity.

The obtained data on the reliability and construct validity of the technique showed its possible applicability. It is advisable to consider changing the answer scale. The internal consistency of

the scales of the questionnaire is high; the structure of the indicators of the methodology is determined with the result of a one-factor empirical model, so we concluded that the investigated psychological phenomenon is a process, and not a state or property. The results of content validity made it possible to highlight the phenomenon of empirical reality, such as self-reflection.

The following are issues of content validity of the self-reflection questionnaire:

- exhaustiveness of empirical arguments regarding self-reflection as the ability to self-realize personal self-realization in particular. According to the results of the analysis of the causes and effects of the present study, the effect of self-reflection is personality self-fulfillment. At the same time, in our opinion, it is expedient to empirically substantiate the phenomenon of ability and provide data on the role of self-reflection in the functioning of personality self-fulfillment;

- sufficiency of facts in favor of expressing the diagnosed phenomenon precisely as “self-reflection”. Clear connections between the studied phenomenon and aspects of a person’s self-concept, which refers to his ideas about himself; motivational values accepted by her; and of indicators of operating with one’s psychological resources indicate a focus on the inner world of a person. Connections with self-esteem, which determines a person’s comparison of himself with others, hardiness, as the ability to resist adverse circumstances, are weak, therefore, the studied phenomenon expresses a person’s attitude to the outside world to a lesser extent. These data give us grounds to characterize the studied phenomenon as self-reflection. At the same time, the vagueness of the connections of the researched phenomenon with the knowledge and acceptance of the person himself as a manifestation of his authenticity, and the basic beliefs that are formed as a result of lived experience, do not strengthen the arguments in favor of the expression of self-reflection, but do not deny it either.

Based on the results of the analysis of the content validity of the constructed questionnaire, we can characterize self-reflec-

tion as the subject's ability to personal self-realization, in the way of self-recognition as a result of accepting the ratio of one's interpretation of available opportunities and the goals of desired psychological well-being. This relationship is made possible by the realization of the person's internal work on himself, which manifests in the reduction of both a biased self-limiting attitude towards the realization of one's capabilities and an authoritarian-egoistic attitude towards others. The main manifestation of self-reflection is criticality, which determines the ratio of one's own interpreted possibilities and the realities of the existing situation, in which the impartiality of the subject enables him to be ready to "read a personal message" in the existing life conditions. In our opinion, self-reflection enables an individual to determine a realistic "version of himself" as a result of a certain lived experience, therefore the function of self-reflection is not ascertaining and not prognostic, but monitoring.

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Appendix

SELF-REFLECTION QUESTIONNAIRE

Instructions: on a scale of 1 (not at all) to 10 (completely agree), rate how much you agree with each of the following statements

1. I tend to replace point-blank statements with constructive ideas (Мені властиво заміняти безапеляційні висловлювання конструктивними ідеями)	1	2	3	4	5	6	7	8	9	10
2. I wonder how others perceive my ideas (Мені цікаво, як сприймають інші мої ідеї)	1	2	3	4	5	6	7	8	9	10
3. Often, based on my own life experience, I can predict the course of events in a certain situation (Нерідко я можу на основі власного життєвого досвіду спрогнозувати хід подій у певній ситуації)	1	2	3	4	5	6	7	8	9	10
4. As a rule, I can clearly justify my point of view on problematic issues (Як правило, я можу чітко обґрунтувати власний погляд щодо проблемних питань)	1	2	3	4	5	6	7	8	9	10
5. I can change my own ideas as a result of certain lived life situations (Я можу змінити власні уявлення внаслідок певних прожитих життєвих ситуацій)	1	2	3	4	5	6	7	8	9	10
6. I can be proud of my own creative output (Я можу пишатись власним творчим доробком)	1	2	3	4	5	6	7	8	9	10
7. It is characteristic of me to accept options for solving problematic issues that are really acceptable to me (Мені властиво приставати на дійсно прийнятні для мене для мене варіанти розв'язку проблемних питань)	1	2	3	4	5	6	7	8	9	10
8. I trust my own knowledge more than my feelings (Я більше довіряю власним знанням, ніж почуттям)	1	2	3	4	5	6	7	8	9	10

9. I manage to restrain myself from impulsive and aggressive reactions (Мені вдається утримувати себе від імпульсивних і агресивних реакцій)	1	2	3	4	5	6	7	8	9	10
10. I am interested in independently interpreting both my thoughts and the ideas of others (Мені цікаво самостійно інтерпретувати і власні думки, і ідеї інших)	1	2	3	4	5	6	7	8	9	10
11. I have quite a lot of diverse knowledge about different life situations (У мене досить багато різноманітних знань щодо різних життєвих ситуацій)	1	2	3	4	5	6	7	8	9	10
12. When discussing a certain issue, I can usually give a real-life example that supports my thoughts (За обговорення певного питання, я, зазвичай, можу навести життєвий приклад, що підтверджує мої думки)	1	2	3	4	5	6	7	8	9	10
13. My suggestions or decisions may go against the conventional wisdom or expectations of others (Мої пропозиції або рішення можуть іти у розріз із загальноприйнятими уявленнями або очікуваннями інших)	1	2	3	4	5	6	7	8	9	10
14. I am the author of several non-standard ideas (Я є автором декількох нестандартних ідей)	1	2	3	4	5	6	7	8	9	10
15. I am looking for correct suggestions for solving problematic issues (Я прагну коректних пропозицій щодо розв'язання проблемних питань)	1	2	3	4	5	6	7	8	9	10
16. To make me change my opinion can really strong arguments (Змінити власну думку мене можуть змусити лише значні аргументи)	1	2	3	4	5	6	7	8	9	10
17. I tend to get so deep into my thoughts that sometimes I seem to dissolve in time (Мені властиво настільки заглиблювати у власні думки, що інколи ніби розчиняюся у часі)	1	2	3	4	5	6	7	8	9	10
18. I feel satisfied with my own level of competence (Я відчуваю задоволеність власним рівнем компетентності)	1	2	3	4	5	6	7	8	9	10
19. Before take on some problems, I must get the theoretical training (Перш, ніж братися за розв'язання певних проблем я волю отримати теоретичну підготовку)	1	2	3	4	5	6	7	8	9	10

20. After discussing the problem, I can usually draw pretty clear conclusions on my own (Після обговорення проблеми, я, зазвичай, можу самостійно зробити досить чіткі висновки)	1	2	3	4	5	6	7	8	9	10
21. As a rule, I can to offer several options for solving a certain problem (Як правило, я модю запропонувати декілька варіантів розв'язання певної проблеми)	1	2	3	4	5	6	7	8	9	10
22. Often I can metaphorically describe the solution to a problem (Часто я можу метафорично описати розв'язок проблеми)	1	2	3	4	5	6	7	8	9	10
23. It is characteristic of me to seek practical application of my theoretical knowledge (Мені властиво шукати практичне застосування власним теоретичним знанням)	1	2	3	4	5	6	7	8	9	10
24. My words do not differ from my thoughts and actions (Мої слова не розходяться з моїми думками і справами)	1	2	3	4	5	6	7	8	9	10

Calculation of results: for each of the descriptors of self-reflection, the sum of points should be calculated and determine the average.

Descriptors of self-reflection	№№ of assertion
Aloofness	1, 9, 17
Positive dissociation	2, 10, 18
Gnostic competence	3, 11, 19
Articulationality	4, 12, 20
Lability	5, 13, 21
Originality	6, 14, 22
Criticality	7, 15, 23
Cognitivity	8, 16, 24

The general level of self-reflection	Normalized distribution of scale points by levels of self-reflection
	128 – 240 points – high level 107 – 127 points – average level 0 – 106 points – low level

In the psychological interpretation, it is advisable to include both data on individual descriptors of self-reflection, and the result on the type of self-reflection according to its level.

Штепа Олена. Опитувальник саморефлексії: дискусійні результати змістовної валідності.

Метою дослідження є емпіричне обґрунтування можливості психологічної діагностики саморефлексії як здатності особистості до самоздійснення.

Методи. Апробація опитувальника саморефлексії була реалізована шляхомоновленняданихнадійностіівалідностіметодикирефлексивності, яку було розроблено нами на теоретичній основі опису компонентів рефлексивності Л.І. Пономаренко. Для опису змістової валідності опитувальника саморефлексії було застосовано опитувальники екзистенційної здійсненності і особистісного самоздійснення, шкала саморефлексії і інсайту, шкала самооцінки, опитувальники психологічних ресурсів. Застосовані методи математико-статистичного аналізу: кореляційний, порівняльний, багатofакторний, класифікаційний, кластерний аналіз, аналіз причин та ефектів.

Результати дослідження. Підтверджено, що дескрипторами саморефлексії є такі: відстороненість, позитивна дисоціація, гностична компетентність, артикульованість, лабільність, оригінальність, критичність, когнітивність. Внутрішня узгодженість шкал опитувальника є високою ($r=0,37-0,60$; $p < ,01$). Структуру восьми дескрипторів методики описує однофакторна емпірична модель, що пояснює 57% дисперсії у групі. Найвпливовішими предикторами загального рівня саморефлексії виявлено такі, як лабільність (ранг 100), позитивна дисоціація (ранг 98), артикульованість (ранг 89), когнітивність (ранг 82). Виокремлено три типи саморефлексії. Визначено зв'язки дескрипторів саморефлексії і виявів самосвідомості (самооцінка, Я-концепція), також з особистісним екзистенційним самоздійсненням, психологічними ресурсами, показниками ціннісно-сислової сфери особистості. Результати змістової валідності дали змогу уобразити виокремлений феномен емпіричної реальності як саморефлексію.

Висновки. Саморефлексію схарактеризовано як здатність суб'єкта до особистісного самоздійснення, способом впізнання себе в результаті прийняття співвідношення власних інтерпретованих доступними можливостей та цілями бажаного психологічного благополуччя. Вказане співвідношення уможливується реалізацією внутрішньої роботи особи над собою, яка виявляється у зменшенні, як упереджено самообмежувального ставлення щодо здійсненності власних

можливостей, так і авторитарно-егоїстичного ставлення щодо інших. Головним виявом саморефлексії є критичність, що задає співвідношення власних інтерпретованих можливостей і реалій наявної ситуації, за якого неупередженість суб'єкта надає йому змогу бути готовим «прочитати особисте послання» у наявних життєвих умовах. Виведено, що саморефлексія дає змогу особистості визначити реалістичну «версією самої себе» в результаті певного прожитого досвіду, тому функція саморефлексії є моніторинговою.

Ключові слова: *саморефлексія, особистісне самоздійснення, психологічні ресурси, реалістичність власного Я, внутрішня робота над собою.*

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