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

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Psychological Ways of the Development of Different Types of Thinking of Students as Their Soft Skills

Психологічні шляхи розвитку різних типів мислення здобувачів вищої освіти як їх soft skills

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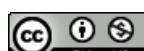
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ABSTRACT

The purpose of our article is to analyze psychological ways of the development of different types of thinking of students as their soft skills.

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

The results of the research. We proved, that a distinction had to be made between theoretical and practical thinking. Practical thinking has the aim to solve certain problems or transforming practical situations, and often exists in conditions of time shortage. Theoretical thinking acts as a process of cognition. Another dichotomous classification of thinking divides it into analytical, namely, that which unfolds in time, consists of different stages in the consciousness of the person who thinks, who is intuitive, who proceeds quickly, does not have clear stages and who is realized in a little degree. A distinction is also made by us between creative and reproductive thinking. We believe that mental culture implies a productive nature of thinking, which cannot exist outside the assimilation of reproductive procedures by a person, therefore, both types of thinking

are important for the formation of a mental culture. All these characteristics of different types of thinking are so called soft skills, which are the basis of the development of students as future professionals.

Conclusions. *To learn a new subject and solve a problem facing a person, the subject's creative thinking progresses through the implementation of many operations that are components of the thinking process. The following groups of thinking components are conventionally distinguished: thinking operations → analysis, synthesis, comparison, generalization, abstraction, concretization, classification, systematization; thinking forms → concepts, judgments, inferences; thinking qualities → proveness, criticality, objectivity, laconicism, etc. We note that thinking cannot be reduced only to a system of intellectual operations. Occupying a central place in the structure of general intelligence, thinking and soft skills determine intelligence both procedurally and personally.*

Key words: thinking, different types of thinking, students' soft skills, thinking operations, analysis, synthesis, comparison, generalization, abstraction, concretization, classification, systematization; thinking forms, thinking qualities.

Introduction

In the context of the development of modern secondary education, the problem of forming the thinking culture of students as their soft skills is becoming increasingly important. After all, the globalization of social, economic and cultural processes, entry of Ukraine into the world of economic and information space, actualize the need of students to educate a new generation of young people who will have the ability to think at a high level, to obtain and process information, to analyze situations, adequately evaluate the results of their activities, always be understandable to others in the presentation of their own thoughts, and interact constructively with others, including a paradigm of a cross-cultural space.

In scientific researches, mental culture is considered as the individual's ability to self-develop, the person's ability to think using non-traditional, non-stereotypical methods and principles of thinking (Ivashkevych Ed., & Onufriieva, 2021). In pedagogical and psychological researches, the culture of thought is analyzed as a kind of "discipline" of our mind, which means, on the

one hand, the ability to prove one's own point of view with arguments and convince the partner of communication in its correctness, and, on the other hand, the ability to listen and understand the partner's position, as well as, putting oneself into the place of communicator, evaluate his/her own ideas (Honcharuk, Onufriieva, Haletska, Kurytsia, Ivashkevych Er., & Nabochuk, 2023).

The term “culture” is one of the key concepts of modern social life and it is used in Philosophy, Psychology, Sociology to define phenomena, their characteristics, as well as some main abstract ideas that embody some dominant ideals, positive experience and which act as a certain reference model. The sources of the formation of a culture come out from the space of evolution of the mental reflection of the individual and the emergence of the person's consciousness as a non-instinctive ability to shape his/her relations with the world. The term “culture” was introduced by Cicero into Philosophy, and the scientist focused on the content aspect of this category, since he applied it, first of all, to determine the features of the education of a human mind in a whole. At the beginning of the 17th century, Francis Bacon, like Cicero, spoke about culture as a mechanism for nourishing the person's mind. Gradually, the word “culture” began to be used more and more often to denote the processes of the development and improvement of both objects and subjects.

Nowadays, there are more than 200 definitions of the concept of “culture”. Modern Philosophy understands the term “culture” primarily as a characteristic of the human community: culture is not inherited biologically, but involves the system of learning. Scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020) believe that culture is an acquired set of knowledge that is used by people to interpret their life experience or choose a strategy of a behavior. The culture of each people accumulates the experience of their life, determines communication and helps to establish mutual understanding between people, outlines ways and means of solving many issues

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and problems. Culture is multidimensional and, as an infinite, even more complex system than the physical world, allows us to create various theoretical constructions within the limits of possible postulates.

As some contemporary scientists note, modern scientific culture is studied in three main directions:

- as a set of material and spiritual values (Chen, Zhao, de Ruiter, Zhou, & Huang, 2022);
- as a specific way of human activity (Alahmadi, Shank, & Foltz, 2018);
- as a process of creative self-realization of the individual (Collins, Sanchez, & Espana, 2023).

Thus, culture is considered as a historical system of material and spiritual values, norms, ways of organizing the person's behavior and communication created by a man; as a process of human creative activity, etc. Acting as a process and at the same time as a result of the activity, culture includes the sense what a person creates, and what means and methods he/she uses to do. The most specialists point out that modern civilization is experiencing a crisis, the basis of which is a global crisis of culture, which is the result of the exhaustion of opportunities and their development in alienated forms. But at the same time culture is assessed by scientists as a means of creative self-realization of each individual as a member of the society.

So, the purpose of our article is to analyze psychological ways of the development of different types of thinking of students as their soft skills.

Methods of the research

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

In our research we use our author's Methodology for identifying motivation of student for solving a problem.

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Results and their discussion

For a deeper understanding of the phenomenon of a culture of thinking, it is necessary to analyze modern scientific ideas about *thinking*. Thinking belongs to a number of difficult-to-define concepts. The psychological concept of thinking is built on the principles of the unity of the person's activity and thinking, activity, socio-historical and cultural determination, development, systematicity, reflection. Thinking in modern Psychology is defined as an intellectual action (activity), in which intellectual processes (planning, design, evaluation, understanding, etc.) and intellectual operations (analysis, synthesis, comparison, generalization, etc.) can be distinguished. Psychological theories of thinking include: associative, behavioral, Gestalt Psychology, operational, genetic-epistemological, etc. In addition to general principles, each Psychological Theory is built on certain conceptual principles and characterizes various manifestations of the vision and understanding of thinking by psychologists-researchers (Івашкевич Ер., & Комарніцька, 2020; Heidari, 2019).

Let us briefly describe some theories of thinking, the sources of which arose abroad, and which ones there are important for the subject of our research. One of the first theory has to be developed was *the theory of associations*, whose representatives considered association to be the main mechanisms of mental activity, including thinking (Astle, & Scerif, 2011). The study of thinking as a process of solving problems was carried out by the Würzburg School (de la Garza, & Harris, 2017), the ideas of which were developed in the researches (Guerrero, 2023), who considered thinking as functioning of intellectual operations. Representatives of Gestalt Psychology (Wong, 2019) interpreted thinking as an act of restructuring a situation in order to solve it.

In fact, *subjective behaviorists* (Mai, 2022) consider thinking as a process in the organism of a person. The problem of motives of human behavior was outlined by Psychoanalysis: in-

voluntary figurative thinking that occurs during people's sleep is interpreted as one of the most important features of the manifestation of unconscious motives that underlie our thinking. *Psychoanalysis* also includes the concept of autistic thinking, according to which the person's thoughts are subordinated to affective needs (Mykhalchuk, & Khupavsheva, 2020). The theory of cognitive dissonance (Huang, Loerts, & Steinkrauss, 2022) and the theory of self-actualization (El-Zawawy, 2021) consider cognition in the connection with the emergence of motivation. Cognition is defined as the basis for the manifestation of a motive, the functions of which in human cognitive activity are not analyzed in detail (Duarte, 2019).

An important direction in the study of thinking in foreign Psychology is the scientific researches of scientists, who define thinking as the progressive reversibility of mobile mental structures, as a consequence of increasingly complicated adaptation to the requirements of the environment in the natural conditions of human interaction with the outside world. In the middle of the 20th century, a new approach to the study of thinking as cognitive activity was formed (Alyami, & Mohsen, 2019). The general definition of cognitive activity according to scientists is the following: "This is an activity associated with the acquisition, organization and use of knowledge" (Berninger, & Abbott, 2010: 636). We consider this definition as the closest to the subject of our research.

We do not have the aim to provide a complete description of various approaches and theories of thinking, but we will focus on those ones that are fundamental to the formation of the thinking culture of students in the process of literary learning. From these positions, the most interesting there are the results of the research in the field of Pedagogical Psychology and Psychology of thinking.

In contemporary Psychology, the problem of thinking is also given considerable attention. In the researches of scientists (Bialystok, 2018), thinking is considered as a holistic

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problem. In the researches of other scientists (Mykhachuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023), only individual aspects of this phenomenon are analyzed. In these researches the problem of units of the analysis of verbal thinking is studied. Scientists also consider thinking as the formation and the development of a system of internalized operations. The problem of the formation of creative thinking of the individual was studied by scientists (Mykhachuk, Levchuk, Ivashkevych Er., & Nabochuk, 2023); intellectual activity – by scientists (El-Zawawy, 2021); the researches of scientists (Heidari, 2019) deal with the study of the qualitative side of thinking. Thinking as the functioning of intellectual operations, as forecasting is considered in the researches (Duarte, 2019). Problem situations in thinking are analyzed by scientists (Huang, Loerts, & Steinkrauss, 2022). The problem of mental development is considered in the researches of scientists (Mykhachuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023).

So, we define thinking as *the highest level of cognition*. We believe that the mental development of a child cannot be analyzed separately from the mental development as a whole, from the interests of the child, his/her feelings, that deal with personal traits and qualities. We define the diversity of types of thinking, speak about the impossibility of reducing all thinking only to theoretical and verbal-logical ones. The fundamental factor in our approach to the psychological aspect of thinking is the provision on combining the separation of practical objective activity and theoretical activity into a single structure. We propose to specifically study the motivation of thinking activity, distinguish between the activity of people using by them actions and operations.

We'd like to emphasize that Psychology does not study the entire process of thinking, but only the part of it that is responsible for the subject's orientation to thinking when solving intellectual problems. We theoretically substantiate the operational

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side of the thinking process, substantiate its main mechanism, that is, a means of analysis through synthesis.

In our opinion, the beginning of thinking is in a problem situation. This problem situation is in a great degree determined by the involvement of the individual into the thinking process. Thinking unfolds in time, has a beginning and the end, it acts as a certain manifestation of the subject's activity. This idea of thinking as a process is also reflected in the researches (Honcharuk, Onufriieva, Haletska, Kurytsia, Ivashkevych Er., & Nabochuk, 2023). These scientists understand thinking as a process, which replaces practical actions on things with ideal actions on images. So, we consider thinking as a process of establishing connections between knowledge about actions and the construction of new knowledge. We understand thinking as *a cognitive activity*, the products of which are characterized by a generalized, mediated reflection of the reality. We distinguish following three meanings of the term "*thinking*": a) thinking as knowledge (a conceptual term); b) thinking as a process, as a result of which knowledge (cognition) is achieved; c) thinking as one of the human abilities (a person's mind).

The object of our research is *thinking activity*, the development of soft skills by this thinking activity. We'd like to note that a creative thinking activity of the individual leads to different changes in the nature of the person's thinking and raises the individual to a higher level of creative thinking activity. So, the essence of thinking is that it contains intentional structures within itself. Intentionality is considered in Psychology as a sense, which it is "from me to the outside" relationships, it determines the processes of reproduction of creative thinking activity, a transmission and communication, the processes of formation and development of cultural norms and their functioning during creative problem solving. This statement is too close to the goal of our research.

We understand, that creative thinking is a change in the known sense in order to create something new. There are several

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classifications of thinking in the scientific literature (Alahmadi, Shank, & Foltz, 2018). One of them distinguishes between visual-active thinking (practical-active), figurative (visual-figurative) and verbal-logical (conceptual, verbal, discursive, theoretical) thinking. If we talk about students, all three types coexist, and conceptual, theoretical thinking is developed precisely in a students' age.

There are also other dichotomous classifications of different types of thinking. Scientists (Berninger, & Abbott, 2010) classify thinking according to the features of connections and relationships, distinguishing empirical and theoretical types. Thinking activity has the aim at distinguishing and registering the results of sensory experience, which is considered by us empirical thinking, and thinking that illuminates the essence of objects, demonstrates the internal laws of their development, which is theoretical thinking. The content of theoretical thinking is determined by interrelated processes: the analysis, reflection, planning, etc. Theoretical thinking has the aim at discovering general laws, characteristics of objects, therefore it is considered purely as *scientific or theoretical thinking*.

In the ascertaining section of the experiment, which was conducted during 2024, 423 students of Rivne State University of the Humanities took an active part. Among them there were 154 students formed by us by the random method of control and experimental groups, such as:

– *experimental groups*:

E1 – 38 students of the 1st course of philological faculty of Rivne State University of the Humanities;

E2 – 36 students of the 2nd course of philological faculty of Rivne State University of the Humanities;

– *control groups*:

C1 – 39 teenagers of the 1st course of philological faculty of Rivne State University of the Humanities;

C2 – 41 students of the 2nd course of philological faculty of Rivne State University of the Humanities.

At the first stage of the experiment, we have the aim to analyze the level of formation of the motivational sphere of the mental culture of students. To assess the content layer of the motivational sphere, we developed a questionnaire. The content of the questionnaire has the aim at determining the attitude of students to the study of foreign literature, reading novels, analyzing motives for performing this type of activity, as well as whether students understand the concept of "mental culture", whether they consider it as a quality of personality's necessary for the successful solution of students both educational problems and tasks, and for the achievement and implementation of life goals.

So, we proposed for students our author's Methodology for identifying motivation of student for solving a problem.

Methodology for identifying motivation of student for solving a problem

The name of a student, his/her surname _____

Group _____

Instructions to respondents. The test consists of 20 phrases. You need to agree or disagree with each statement. Choose one of the answer options "yes" or "no" and circle it.

1	I like solving problems.	Yes	No
2.	It is important to me when a problem is solved quickly.	Yes	No
3.	When I solve a problem, the most important thing for me is to get a positive result.	Yes	No
4	I like solving complex problems.	Yes	No
5.	I solve problems because my parents and teachers force me to do this.	Yes	No
6.	I like it when problems are solved collectively in the whole group.	Yes	No

7	I like to solve problems that are quick and easy to solve.	Yes	No
8.	My desire to solve problems depends on the lesson material.	Yes	No
9.	It is important for me to solve the problem on my own.	Yes	No
10	I solve problems because I like to find interesting ways to solve them.	Yes	No
11.	I am interested in finding an original way out of a difficult situation.	Yes	No
12.	I like to solve problems that are easy to find answers to.	Yes	No
13.	I like to solve problems only after the teacher explains them.	Yes	No
14.	I solve problems because I realize that I have to.	Yes	No
15.	I like to solve problems, but they are not very difficult.	Yes	No
16.	I am not interested in solving problems or solving tasks.	Yes	No
17.	I like to solve problems, but only those ones that are interesting for me.	Yes	No
18.	I like to solve only easy problems.	Yes	No
19.	I like puzzles that have an original solution.	Yes	No
20.	I am not only interested in the result, but in finding a solution to the problem.	Yes	No

Key Code: answers “Yes” depend on questions 1, 2, 4, 6, 9, 10, 14, 15, 17, 19, 20; answers “No” depend on questions 3, 5, 7, 8, 12, 13, 16, 18.

The results of the survey showed that most students (83.7% in E1, 80.6% in E2, 85.2% in C1, 84.3% in C2) do not understand the essence of the category of students' motivation accurately or

at all, identifying it either with thinking or with intelligence. The following answers were typical for students: "I don't know", "People with a developed thinking culture are smart". Only a few students formulated their answer in such a way: "Thinking culture is the ability to use your mind". However, even these students could not explain how exactly this category affects a person's life.

The analysis of students' answers to the questions showed that only 6.7% of students in group E1, 7.3% – in E2, 8.2% – in C1, 7.5% – in C2 really possessed the skills of intellectual culture of students. Most students did not properly understand the essence of intellectual culture, they did not have the skills to work with concepts. Almost all students did not know how to combine learning with the processes of self-education and self-knowledge, and students also had great difficulties in situations of choice. They had almost no skills to consider a category, a concept, a term in the context of a holistic idea of the phenomenon (90.3% – in E1, 95.2% – in E2, 91.8% – in C1, 90.9% – in C2), to take into account the hierarchy of concepts about a given phenomenon in a certain context (98.7% – in E1, 99.4% – in E2, 93.7% – in C1, 94.5% – in C2), to see the problem, to make the transition from the empirical to the theoretical level of understanding the phenomenon being studied (98.9% – in E1, 95.8% – in E2, 96.6% – in C1, 98.1% – in C2).

The results of the questionnaires showed that many students did not have the ability to reflect on their educational activities, which was an extremely necessary condition for their general cultural growth. More than a half of respondents noted that they did not know how to use the knowledge they received at the university to understand their own life activities. The program does not provide for the training of such a skill, therefore, the educational process does not include tasks that would contribute to the development of students' intellectual culture.

A positive attitude towards studying academic subjects was expressed by 23.4% of students in E1, 24.8% – in E2, 26.7% –

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in C1, 22.3% – in C2. Some students were indifferent: 41.6% – in E1, 42.7% – in E2, 44.1% – in C1, 45.0% – in C2. Only 12.7% of students in E1, 17.4% – in E2, 11.3% – in C1, 10.6% – in C2 considered most of the academic subjects necessary in their future profession. 94.8% of students in E1, 90.2% – in E2, 93.7% – in C1, 92.8% – in C2 preferred to obtain knowledge in the process of joint activity of the teacher with the group; independent acquisition of knowledge is: 3.5% of students in E1, 4.8% – in E2, 5.2% – in C1, 4.3% – in C2.

The greatest interest at the lessons was shown by students in receiving the most positive results: 87.6% – in E1, 98.5% – in E2, 93.9% – in C1, 95.6% – in C2, while only 27.8% students in E1, 24.6% – in E2, 21.7% – in C1, 23.0% – in C2, in teacher's explanations: 14.7% of students – in E1, 18.6% – in E2, 17.9% – in C1, 13.4% – in C2, in performing creative activities: 10.8% of students – in E1, 11.6% – in E2, 9.7% – in C1, 10.8% – in C2. Only 3.2% of students in E1, 4.8% – in E2, 5.6% – in C1, 4.9% – in C2 stated that they really liked studying the subject material; 13.7% of students in E1, 12.1% – in E2, 12.4% – in C1, 16.8% – in K2 said, that they liked it; 63.4% of students in E1, 52.7% – in E2, 50.6% – in C1, 52.9% – in C2 – they don't like it very much; 19.7% of students in E1, 30.4% – in E2, 31.4% – in C1, 25.4% – in C2 do not like to study. 18.9% of students in E1, 21.6% – in E2, 24.8% – in C1, 23.7% – in C2 want to learn to think culturally (learn to compare according to certain principles, generalize, analyze, etc.).

We proved, that a distinction had to be made between *theoretical and practical thinking*. Practical thinking has the aim to solve certain problems or transforming practical situations, and often exists in conditions of time shortage. Theoretical thinking acts as a process of cognition. Another dichotomous classification of thinking divides it into analytical, which is developed in time, consists of different stages in the consciousness of the person who thinks, who is intuitive, proceeds quickly, does not have clear stages and who is realized in a little degree. A distinc-

tion is also made by us between *creative and reproductive thinking*. However, we consider any thinking to be a creative process in which the subject always discovers something essential, new, which cannot be predicted in advance. Some researchers believe that for the formation of human creativity as a criterion for the development of his/her mental culture, one should make considerable personal efforts, mobilize personal resources and creative capabilities of the intellect. We believe that *mental culture* implies a productive nature of thinking, which cannot exist outside the assimilation of reproductive procedures by a person, therefore, both types of thinking are important for the formation of a mental culture. All these characteristics of different types of thinking are so called soft skills, which are the basis of the development of students as future professionals.

All of these classifications, on the one hand, consider different types of thinking that involve the use and knowledge of laws and rules by the subject for operating with higher-level concepts and generalizations, a high degree of awareness by the subject of the actions performed. On the other hand, they are contrasted with different types of thinking in which the main content is physical transformations of the object, and which are based on the use by a person of widely used concepts and empirical generalizations.

At the current stage of the development of the problem of distinguishing different types of thinking and building appropriate classifications, it cannot be considered completely solved. This significantly complicated description of the psychological content of the phenomenon of thinking culture of students as their soft skills. Thus, between different types of thinking, we emphasize, there are complex relationships. We'd like to note that in general the relationships between different types of thinking have not been fully revealed yet.

Conclusions

To learn a new subject and solve a problem facing a person, the subject's creative thinking progresses through the imple-

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mentation of many operations that are components of the thinking process. The following groups of thinking components are conventionally distinguished: thinking operations → analysis, synthesis, comparison, generalization, abstraction, concretization, classification, systematization; thinking forms → concepts, judgments, inferences; thinking qualities → proveness, criticality, objectivity, laconicism, etc. The development of thinking is usually reduced to the formation of individual thinking operations or the development of its qualities, which are soft skills. We consider this approach to have a main task solving this problem to be partial in relations to the formation of a thinking culture as soft skills that make up a general culture of the individual. We note that thinking cannot be reduced only to the system of intellectual operations. Occupying the central place in the structure of general intelligence, thinking and soft skills determine intelligence both *procedurally and personally*.

The formation of a thinking culture is influenced by the person's language and speech, which ensure his/her awareness of the processes of reflection and mental modeling, the exchange of mental models in the process of communication. In the cultural-historical concept of thinking the word sign is the driving force of a child's mental development. Having a socio-historical conditionality, thinking is manifested in the fact that in each act of cognition of our complex reality a person relies on the experience accumulated by previous generations, operates with those means of cognition that were created by the individual. Such means, according to our empirical data, primarily include language as a tool for expressing, generalizing and preserving the results of people's cognitive activity. The meaning of a word contains the essence of that unity, which is called *speech thinking*. This is because the meaning of a word is a speech and thought phenomenon at the same time, that is, it belongs to both *the sphere of speech* and *the sphere of thinking*.

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Вер'овкіна Олена, Сімко Алла, Завацька Наталія. Психологічні шляхи розвитку різних типів мислення здобувачів вищої освіти як їх soft skills.

Метою дослідження є проаналізувати психологічні шляхи розвитку різних типів мислення студентів як їх soft skills.

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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. Доведено, що потрібно розрізняти теоретичне та практичне мислення. Практичне мислення спрямоване на розв'язання певних завдань або на перетворення практичних ситуацій, часто існує в умовах дефіциту часу. Теоретичне мислення постає процесом пізнання. Інша дихотомічна класифікація мислення поділяє його на аналітичне, а саме те, що розгорнуте в часі, складається з етапів у свідомості тієї людини, яка мислить, та інтуїтивне, що протікає швидко, не має чітких етапів, є мало усвідомлюваним. Ми розрізняємо також мислення творче та репродуктивне. Вважаємо, що мисленнєва культура передбачає продуктивний характер мислення, який не може існувати поза засвоєнням людиною репродуктивних процедур, тому для формування мисленнєвої культури важливими є обидва види мислення. Усі ці характеристики різних типів мислення є так званими *soft skills*, які є основою розвитку здобувачів освіти як майбутніх професіоналів.

Висновки. Доведено, що до пізнання нового предмету та розв'язання завдання, яке стоїть перед людиною, мислення суб'єкта просувається шляхом здійснення багатьох операцій, що є складовими процесу мислення. Умовно виділяють такі групи компонентів мислення: операції мислення → аналіз, синтез, порівняння, узагальнення, абстрагування, конкретизація, класифікація, систематизація; форми мислення → поняття, судження, умови-води; якості мислення → доказовість, критичність, об'єктивність, лаконізм та ін. Зазначено, що мислення не можна звести лише до системи інтелектуальних операцій. Посідаючи центральне місце в структурі інтелекту, мислення детермінує інтелект як процесуально, так і особистісно.

Ключові слова: мислення, різні види мислення, *soft skills* здобувачів освіти, мисленнєві операції, аналіз, синтез, порівняння, узагальнення, абстрагування, конкретизація, класифікація, систематизація; форми мислення, якості мислення.

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Conceptual Model for Diagnosing Parent-Child Relationships in Psychological Science

Концептуальна модель дослідження батьківсько-дитячих взаємостосунків у психологічній науці

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ABSTRACT

The purpose of the article is to analyze psychodiagnostic methods for assessing parent-child relationships and develop a model for empirically studying parent-child relationships in the context of scientific research.

Methods of the research: theoretical monitoring of scientific research on the problem, analysis of psychodiagnostic tools, comparison of the conceptual foundations of domestic and foreign psychodiagnostics, and modeling.

The results of the research. In the context of the presented scientific research, the main directions of the problem are analyzed. Based on the outlined directions, the components of parent-child relationships are characterized, among which cognitive, motivational, individually oriented, communicative, emotional-evaluative, problem-oriented are distinguished. Within each component, the tasks of a psychodiagnostic examination are formulated and psychodiagnostic methods are selected taking into account the research tasks. New approaches to assessing parent-child relationships, developed in the modern scientific paradigm, are analyzed. Tests, projective techniques, questionnaires, which are widely used in the work of a psychologist to study various aspects of the interaction of parents and children in the process of upbringing, are thoroughly described. Based on the conducted research, a model for assessing parent-child relationships is developed.

Conclusion. The analysis of psychodiagnostic and scientific research tools made it possible to determine the main components, indicators, and structural scheme of studying parent-child relationships, which made it possible to develop a model of scientific research, which is presented as the basis for psychological diagnostics of parental educational influence. The components of the empirical study were identified as cognitive, motivational, individually oriented, communicative, emotional-evaluative, problem-oriented spheres. The criteria were parental competence, parental attitude, upbringing style, communicative tactics of

parents, humane relationships, psychological climate of the family and conflict interaction.

Key words: parents, children, upbringing, educational influence, parent-child relationships, psychodiagnostic tools, research methods.

Introduction

Psychological research of parent-child relationships in the context of the social paradigm is aimed at identifying problematic trends in upbringing and creating conditions for socio-psychological support of families. Based on the obtained psychodiagnostic data, state programs are developed to provide assistance to families in crisis situations. Knowledge of the most common difficulties is a motive for the implementation of educational components, the development of trainings, and the preparation of methodological recommendations for parents on the effective upbringing of the younger generation. Among such nationally known programs are strategies for preventing domestic violence, reducing the level of orphanhood and neglect, preventing deviant behavior, and forming healthy family values.

Today, due to military aggression, the number of families who find themselves in dire life circumstances is increasing. Thanks to the rapid development of psychodiagnostic technologies (Бернс, & Кауфман, 2015; Терлецька, 2003; Хворова, 2015; Schaefer, 1981), specialists are able to identify them and provide targeted assistance to families to improve the mental health of children and ensure their full personal development. In particular, psychodiagnostic screenings presented in the research of scientists make it possible to carry out early diagnosis of psychological deviations in behavior (Варга, & Столін, 2019), timely identify the risks of developing psychoemotional problems (Цуркан, 2018; Gennari, Tamanzaa, & Accordini, 2015), anxiety disorders (Robinson, Mandleco, Olsen, & Hart, 2001), post-traumatic stress states (Павлова, 2023) and other psychological characteristics of children's behavior. No less important are the assessment of emotional burnout in parents (Марценюк, 2018), the establishment of facts of psychological or physical

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violence against children (Гончар, 2018; Ткачова, 2025), which requires the provision of urgent measures. According to this, preventive psychodiagnostic assistance contributes to the formation of positive parent-child relationships and the preservation of many families.

The purpose of the article

The purpose of our article is to analyze psychodiagnostic methods for assessing parent-child relationships. The main tasks are to identify areas of empirical research; develop criteria, indicators and levels of formation of parent-child relationships; master the system of processing and interpreting the results obtained using the presented psychodiagnostic methods. Solving these tasks makes it possible to theoretically substantiate and develop a model of empirical study of parent-child relationships in the context of scientific research.

Research methods and techniques

The solution of the outlined tasks is facilitated by strategies, methods, psychological techniques used to collect data in order to identify relevant information about the features of parent-child relationships.

The analysis of theoretical principles and empirical methods for studying parent-child relationships is the fundamental basis of this study. Their thorough analysis allows us to clarify the subject of the study, determines its key elements, outlines the conceptual models and structure of the topic under study. Within the framework of the theoretical study, methods of analysis of psychodiagnostic methodological tools were used, conceptual aspects of domestic and foreign psychodiagnostics were compared, and data were systematized according to the direction of the study of parent-child relationships. The cornerstone of our scientific article was the analysis of the conclusions obtained and the creation, on this basis, of a theoretical model for assessing parental and child behavior in a complex system of social interaction.

Results and their discussion

The study of parent-child relationships is necessary for their better understanding, since they lay the foundation for personal development, emotional well-being and social adaptation of children. The issue of studying parent-child relationships in psychology allows us to identify the main areas of studying this problem in the context of professional psychological activity. The most popular areas of psychodiagnostics are: 1) analysis of the education and pedagogical competence of parents regarding the upbringing and development of children; 2) clarification of the features of parental attitudes in interaction with children; 4) research into the style of parental influence; 5) diagnostics of parent-child communication; 6) research into the psychological climate in the family; 7) assessment of methods for preventing conflicts in the family, which is important for preventing emotional burnout in parents and reducing stress levels in children. The constant search for ways of self-development and self-actualization concerns various areas of personal formation, including parent-child interaction. Naturally, the decisive factor in psychodiagnostics is the analysis of the *cognitive component* of the educational process, which concerns issues of competence in raising children. The cognitive component is represented by the formation of primary pedagogical skills, as well as the ability to assess children's abilities. This involves the widespread use of psychodiagnostic methods aimed at identifying knowledge, attitudes and the level of parental education.

The monitoring of the problem and the characterization of parental competencies were presented in her work "Content and levels of parental competence in the correctional and pedagogical aspect" by researcher G.M. Khvorova. She developed a psychodiagnostic screening of parental functions, in which she described the requirements for knowledge, skills and abilities of parents in assessing the development of their children at different age stages. The scientist analyzes parental competencies in detail in terms of how children develop, as well as how it is neces-

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sary to form parent-child relationships, including relationships with adult children. Within the framework of diagnostic screening, the author describes five types of parental competence: highest, high, average, low, very low (Хворова, 2015).

No less effective in the context of analyzing the cognitive component of parent-child interaction is the test “Your Child’s Abilities” (author: L.G. Terletska). It makes possible to understand how parents assess children’s abilities. Mothers and fathers are offered to assess children’s abilities on a five-point scale according to the following scales: 1) “Intellectual abilities”; 2) “Artistic abilities”; 3) “Musical gift”; 4) “Ability to engage in scientific work”; 5) “Literary abilities”; 6) “Artistic talent”; 7) “Technical abilities”; 8) “Sports abilities”. Based on the testing, 3–4 indicators with the highest scores are identified. Based on them, parents have the opportunity to create conditions for the development of their children’s abilities in these areas (Терлецька, 2003).

The modern scientific community is constantly developing new approaches to assess cognitive abilities. Among them there is the use of the projective technique “Parental Work” by V.V. Stolin (in the form of unfinished sentences). This approach makes it possible to identify the parental vision of problems and difficulties in the development of children. The proposed methodology consists of thirty unfinished sentences, which are distributed according to eleven scales: open scale, comparative assessment of the child, significant characteristics, positive features of the child, ideal expectations, possible fears, apprehensions, real requirements, causes of difficulties, allergies, interests, preferences of the child, the situation of “we-interaction”. These scales are grouped into three blocks: “Image of the child” (intellectual development, personal qualities, appearance); “Image of relationships in the family” (positions in interaction, joint activities); “Me as a father” (educational competence). The conclusion is formulated based on an assessment of emotional relationships in the family, parent-child interaction, the child’s

psychological characteristics, and the parents' educational competencies (Цуркан, 2018).

A fundamentally important issue is the ability of parents to see problems in the education and development of their own children. For this purpose, "A Child's Life and Its School Success" test (Борисова, 2005) is widely used. The content aspects of the questionnaire are presented by 30 questions that should be answered "yes" or "no". The test is assessed according to three level characteristics: high (level 1), average (level 2); low (level 3) success.

A key role in the formation of parent-child relationships is played by *motivational factors* that characterize the system of parental attitudes. They reveal the parental orientation in interaction with children and characterize the level of support provided in the family. If parents are motivated by love, understanding, care, children feel protected and accepted. Accordingly, the task of psychodiagnostics in this context is to clarify the features of parental attitudes and their impact on the development of the child as a personality. Parents who responsibly treat the performance of parental functions become an example for the child, helping him to form positive attitudes towards himself/herself and the world.

The most common in this group is the parental attitude questionnaire by A.Ya. Varga and V.V. Stolin. It is used to assess the parenting style, the emotional attitude of parents towards the child, and behavioral stereotypes practiced during parental influence. The results are processed using five scales: "Acceptance-Rejection", "Cooperation", "Symbiosis", "Authoritarian Hypersocialization", and "Little Loser". The "Acceptance-Rejection" scale is assessed using the criteria of the "Rejection" pole and describes the perception of one's own children as unadapted to life and insufficiently successful in development. The "Cooperation" scale indicates a sense of pride in the success of children, a desire to take their position on any issues. The "Symbiosis" scale confirms the feeling of being one with children and

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a desire to limit them from difficulties in life. “Authoritarian Hypersocialization” reflects the desire to subordinate children to one’s requirements, disciplinary prohibitions, and unrelenting control. The “Little Loser” scale measures parents’ belief in the development of their children’s abilities and capabilities. The negative end of the scale is assessed as a devaluation of their children’s achievements and a lack of faith in their children’s future (Bapra, & Столін, 2019).

In relation to the above problem, we can present the PARI (Parental Attitude Research Instrument) methodology, developed by E. Schaeffer and R. Bell. It is designed to analyze parental attitudes (primarily mothers) to various aspects of family life based on identifying parents’ educational orientations. The methodology includes factors that reflect various aspects of family relationships and interaction with the child. The family role is assessed based on seven characteristics: 1) a woman’s focus exclusively on family responsibilities; 2) a sense of self-sacrifice in the maternal role; 3) conflicts in the family; 4) dissatisfaction with the role of a housewife; 5) a man’s passivity in family affairs; 6) a woman’s dominant position; 7) her dependence and lack of independence. The attitude towards children is viewed through the prism of emotional instability, which is manifested in the mother’s hot-temperedness and irritability. The assessment of each of these aspects is measured using five judgments, to which the respondent expresses his attitude in the form of active or partial agreement (disagreement) (Schaeffer, 1981).

Among the psychodiagnostic tools for studying parent-child relationships, psychological techniques are widespread that help determine *the individually oriented component* of parental influence. In this context, it is worth considering those that investigate the style of upbringing and typological differences in the educational influences presented in parent-child interaction. Analysis of relationships helps to understand which style of upbringing prevails in the family (authoritarian, democratic,

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liberal, etc.), which makes it possible to adjust educational approaches and make them more effective

Those methodological tools are of particular interest and attempts were made to systematize parental positions in upbringing according to certain criteria. Accordingly, we can recommend the questionnaire "Psychological Types of Parents" (author B.B. Tkacheva), which is presented for the study of parents (guardians) raising children with special educational needs. It consists of 21 statements, each of which must be supported or refuted. According to the study, dominant, authoritarian, neurotic, psychosomatic types can be identified. Dominant indicates an active life position, a desire to constantly manage and control. Authoritarian describes a tendency to be guided only by one's own beliefs and to use harsh forms of punishment. Neurotic is an indicator of a passive personal position, which consists in an anxious desire to protect children from all problems. Psychosomatic indicates frequent mood changes in relation to children, which causes them insecurity and emotional instability (Ткачова, 2025).

The scientific sources we have reviewed contain different positions on the characteristics of parenting styles. At the same time, the most common in world and domestic practice is the identification of three main styles of educational influence (authoritarian, democratic and liberal). Brazilian psychologists (Robinson, Mandlaco, Olsen & Hart, 2001) add authoritative and permissive styles of education to this list. The questionnaire they proposed contains 32 questions to which one of the following five answer options must be given, which is evaluated by points: never (1 point); occasionally (2 points); sometimes (3 points); often (4 points); always (5 points). Results are processed using the following scales: a) authoritative style of education – establishes a balance between positive parental attitude and structured influence, emphasizing support, affection, and promotion of autonomy; b) authoritarian education – is characterized by high demands and low empathy in relation to children; c) permissive

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upbringing – defined as indulgence, permissiveness, granting freedom and the absence of clear boundaries.

The “Analysis of Family Relationships” method (authors E.G. Eidemiller, V.V. Justickis) makes it possible to analyze the impact of parenting style on children and identify possible parenting mistakes of parents. The questionnaire is presented with the following scales: overprotection (P+); underprotection (P-); indulgence (N+); ignoring children’s needs (N-); excessive demands on children (D+); insufficient demands (D-); excessive prohibitions (Pr+); insufficient prohibitions (Pr-); excessive sanctions (cruel parenting style) (S+); minimal sanctions (S-); instability of parenting style (IPS). Based on the results of combining these scales, researchers can determine the types of ineffective parenting. In particular, the following combinations are likely: 1) indulgent overprotection (P+, N+, D-, Pr-, S); 2) dominant overprotection (P+, N+/-, D+/-, Pr+, S+); 3) emotional rejection (P-, N-, D+/-, Pr+/-, S+); 4) increased moral responsibility (P+, N-, D+, Pr+/-, S+/-); 5) neglect (P-, N-, D-, Pr-, S+/-) (Марченюк, 2018).

As psychodiagnostic practice shows, for a more thorough understanding of parent-child relationships, it is necessary to study the features of mutual communication and the specifics of the formation of social skills in children. Parent-child communication plays a key role in the development of children and the formation of their personality. A sincere and frank dialogue helps children feel supported and protected, which is important for their mental health. That is why the communicative component of parent-child relationships is the starting point for the development of various aspects of the personality. Communication is the upbringing of values, moral principles, the formation of emotional security, the ability to make the right decisions in different situations. At the psychodiagnostic level, it is important to determine the formation of social skills in children, namely: to assess their ability to listen, build a dialogue, be empathetic and tolerant during communication, and be able to form

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healthy relationships with parents. The presence of these communicative qualities contributes to the harmonious development of children and the strengthening of family ties.

Modern psychological research presents many psychodiagnostic methods that study the features of communication between parents and children. They help to assess the level of mutual understanding, communication style, the presence of conflicts, and the degree of emotional closeness. The questionnaire of parent-child relationships, developed by I.M. Markivska, requires special attention. It characterizes the use of various tactics by parents in communicating with children. The questionnaire is intended for parents of preschoolers and younger schoolchildren. They are offered 60 alternatives with which they must confirm agreement or disagreement on a 5-point system: 5 – without a doubt, yes (absolute agreement); 4 – in general, yes; 3 – both yes and no; 2 – rather not so, than yes; 1 – no (absolute disagreement). Scoring is carried out on a number of scales: "lenient-demanding"; "soft-strict"; "autonomy-control"; "emotional distance-closeness"; "repulsion-acceptance"; "lack of cooperation-cooperation"; "anxiety for the child"; "disorganization-consistency"; "educational confrontation in the family"; "satisfaction with relationships with children" (Марценюк, 2018).

At the current stage of development of psychodiagnostic science, priority is given to the study of competence. Within the framework of this issue, I. Zabrodina developed a methodology for diagnosing communicative competence, which reveals the level of formation of parents' knowledge about the basics of humane relationships with children of different ages. According to the results of testing, it is possible to determine: knowledge and ideas about the age and individual-characterological characteristics of children; ideas about effective ways of humane interaction with them; knowledge about the most rational ways of regulating behavior, means of resolving and preventing conflicts; awareness of the relationship between children's problems and

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the style of parental attitude; awareness of the real image of the child and their expectations regarding it. The generalization of the results aims to assess the level of competence of parents in matters of upbringing and building humane relationships with children with the following distribution of points: from 30 to 50 points – high; from 20 to 30 – medium; from 0 to 20 – low level of competence (Гончар, 2018).

An important indicator of effective parent-child communication is the psychological climate in the family, which reflects the emotional atmosphere and quality of relationships. Assessment of psychological climate is widely used in psychological diagnostics to study the emotional-evaluative component of relationships, namely: the level of emotional well-being and possible emotional problems. On the one hand, the study of psychological climate helps identify hidden or open conflicts that can negatively affect all family members. On the other hand, establishing the presence of a comfortable psychological climate in the family will indicate the harmonious personal development of children, their self-confidence and orientation towards healthy relationships.

Today, in psychodiagnostic practice, there are various methods that study the emotional and evaluative component of parent-child relationships. To assess the atmosphere of family relationships through art therapeutic drawing, the projective technique “Family Life Space (FLS)” is used (Gennari, Tamanzaa, & Accordini, 2015). This is a graphic psychodiagnostic tool that helps assess the emotional nature of family relationships. Its feature is that it involves all family members in a joint recreation of the family system, which makes it possible to collect psychological information about emotional relationships in the family and assess key indicators of family relationships. Family members are asked to draw a circle that represents the family space. Everyone who is considered part of their family should be drawn inside the circle, and everyone who is not considered should be placed outside it. In order to indicate the quality of

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relationships between family members, three types of lines are used: straight – positive, dotted – tolerant, wavy – conflicting relationships. Parents and children together describe the symbolism of the drawing and represent emotionally significant events.

Another well-known projective method in psychodiagnostics is the test "Kinetic Family Drawing" (KFD) co-authored by R. Burns and S. Kaufman, which makes it possible to characterize the system of emotional and socio-role relationships in the family. The subjects are offered a sheet of paper, pencils of different colors and are asked to draw a family. The sequence of drawing, actions, poses of the characters, the presence of groups and emotional relationships between family members are analyzed. The colors, symbolism, sequence and size of the images, the nature of the lines can determine the psychological climate of the family, which makes it possible to understand the dynamics of family relationships (Burns, & Kaufman, 2015).

Among the questionnaires that investigate the psychological atmosphere in the family, the Family Adaptation and Cohesion Scale by D.H. Olson, J. Portner, I. Lavie occupies a significant place. The following parameters are used to analyze the level of family cohesion: "emotional connection"; "family boundaries"; "decision-making"; "time"; "friends"; "interests and recreation", for the diagnosis of family adaptation - "leadership", "control", "discipline", "family rules". The questionnaire allows you to analyze how parents and children perceive their family and how they would like to see it. The greater the discrepancy between ideals and real perception is, the greater the dissatisfaction with the existing family atmosphere (Павлова, 2023).

In the context of *problem-oriented approaches*, when considering the issue of parent-child relationships, it is appropriate to mention the role of psychodiagnostics in preventing conflicts in families. Open communication is the key to the harmonious development of family members and building healthy relationships. It allows you to avoid many problems, helping parents bet-

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ter understand the needs and difficulties of children. In turn, children who grow up in a tense atmosphere find it difficult to adapt to the conditions of society. Psychodiagnostic study of conflict behavior makes it possible to find out its factors and, on this basis, develop strategies for psychological assistance to families. Establishing harmonious relationships in parent-child interaction will help reduce the level of stress in children, contribute to their emotional well-being and raise confident, psychologically stable members of society.

Without a doubt, the most popular in the study of this component in adult family members is the method of identifying the characteristics of behavior in a conflict situation (Thomas, & Kilmann, 2008). It identifies five main styles: a) rivalry, which consists in defending only one's own interests; b) cooperation, during which the interests of all family members are taken into account; c) compromise as a partial satisfaction of needs, which involves mutual concessions; d) avoidance, which consists in the desire to evade active participation in resolving the conflict; e) adaptation as a weakening of the conflict situation by giving up one's own interests. Parents are offered 30 pairs of alternative judgments, among which they need to choose those that most closely correspond to behavior in a conflict situation.

Empirical data on the ability of children to constructively resolve conflict situations are essential for assessing the degree of conflict in the family. This problem is helped by the questionnaire "Assessment of one's own behavior in a conflict situation" by A. Adzhiev, created for adolescents and young men. Children are asked to honestly answer the question: "How do you usually behave in a conflict situation or during an argument?" The test is designed to process 15 statements, which are rated in the range from 1 to 3 points. According to the test data, characteristics of different types of behavior in a conflict situation are obtained: "A" – tough conflict resolution style; "B" – "democratic", "C" – "compromising", "D" – "soft", "E" – "avoidance" style (Gonchar, 2018).

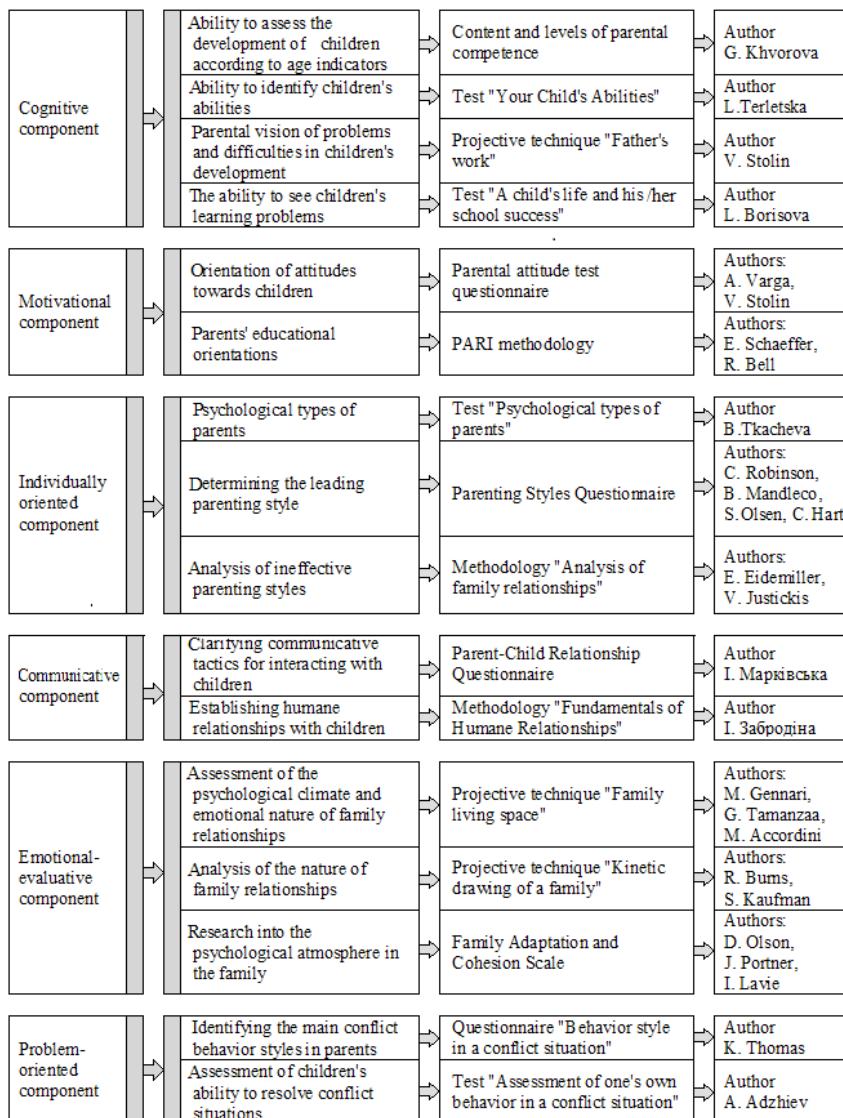


Fig. 1. Model for researching parent-child relationships

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Based on the analysis of scientific approaches to the problems of parent-child relationships in psychology, we have identified the main components, directions, and methods of psycho-diagnostic research, which are reflected in the model we have proposed (see Fig. 1).

Conclusion

Thus, the psychological study of parent-child relationships plays a significant social role, as it is a key mechanism for assessing family upbringing, identifying the main psychological difficulties in parents and developing effective approaches to raising and supporting the mental health of children. Many parents do not have sufficient knowledge of modern methods of upbringing, which often leads to flawed educational practices. Therefore, in accordance with the objectives of the study, we have identified areas of empirical research (cognitive, motivational, individually oriented, communicative, emotionally evaluative, problem-oriented); we have developed criteria, indicators and levels of formation of parent-child relationships according to the presented psychodiagnostic methods. The most significant criteria were parental competence, parental attitude, upbringing style, communicative tactics of parents, humane relationships, psychological climate of the family and conflict interaction. The indicators were the formation and expressiveness of the presented functions, which is reflected in diverse level characteristics.

Conducting psychodiagnostic screenings as an express method for identifying hidden psychological problems contributes to improving the psychological culture of parenting, helps educational establishments and public organizations create educational and correctional and developmental programs for parents, as well as make effective decisions aimed at ensuring the well-being of future generations.

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Гончарук Андрій, Гончарук Наталія. Концептуальна модель дослідження батьківсько-дитячих взаємостосунків у психологічній науці.

Метою статті є аналіз психодіагностичних методів оцінки батьківсько-дитячих взаємостосунків і розроблення моделі емпіричного вивчення батьківсько-дитячих взаємостосунків у контексті наукових досліджень.

Методи дослідження: теоретичний моніторинг наукових розвідок з проблеми, аналіз психодіагностичного інструментарію, порівняння

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концептуальних засад вітчизняної та зарубіжної психодіагностики, моделювання.

Результати дослідження. У контексті представленого наукового дослідження проаналізовано основні напрями проблеми. На основі окреслених напрямів охарактеризовано компоненти батьківсько-дитячих взаємостосунків, серед яких виокремлено когнітивний, мотиваційний, індивідуально зорієнтований, комунікативний, емоційно-оцінний, проблемозорієнтований. У межах кожного компоненту сформульовано завдання психодіагностичного обстеження та здійснено підбір психодіагностичних методів з урахуванням завдань дослідження. Проаналізовано нові підходи до оцінки батьківсько-дитячих взаємостосунків, розроблені у сучасній науковій парадигмі. Грунтовно описано тести, проективні техніки, анкети, які широко використовуються у роботі психолога для дослідження різних аспектів взаємодії батьків і дітей у процесі виховання. На основі проведенного дослідження розроблено модель оцінки батьківсько-дитячих взаємостосунків.

Висновок. Проведений аналіз психодіагностичного та науково-дослідницького інструментарію дав змогу визначити основні компоненти, показники та структурну схему вивчення батьківсько-дитячих взаємостосунків, що уможливило розробити модель наукового дослідження, яку представлено як базову основу психологічної діагностики батьківського виховного впливу. Компонентами емпіричного дослідження визначено когнітивну, мотиваційну, індивідуально зорієнтовану, комунікативну, емоційно-оцінну, проблемно зорієнтовану сфери. Критеріями стали батьківська компетентність, батьківське ставлення, стиль виховання, комунікативна тактика батьків, гуманні взаємини, психологічний клімат сім'ї, конфліктна взаємодія.

Ключові слова: батьки, діти, виховання, виховний вплив, батьківсько-дитячі взаємостосунки, психодіагностичний інструментарій, методи дослідження.

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Research on Creativity in the Project and Innovative Activities of a Psychologist

Дослідження креативності у проектно-інноваційній діяльності психолога

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ABSTRACT

The purpose of the article. The study aims to analyze creativity as an integrative component of a psychologist's project-innovation activity.

Methods of the research. In order to accomplish the proposed tasks, the following scientific research methods were used: theoretical analysis, generalization, conceptual provisions, comparison, systematization, interview, and questionnaire.

The results of the research. The creative approach in the professional activity of a psychologist is described by us as the ability to generate new ideas in

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the context of various types of activities. It is based on creative activity, supersituationality, the ability to think associatively and broadly, the ability to see extraordinary logical connections between certain aspects of activity. The creative potential of a person is considered as an integrative property that characterizes the ability to creative self-realization and is manifested in talent and giftedness. These components are necessary for the performance of various types of psychologist's activities.

In the practice of psychologist's work, different types of project innovative activities are observed: a) professional startup projects; b) problem-oriented activity; c) organizational and managerial actions; d) creative innovative practice; e) research projects; e) social and volunteer projects. Professional startup projects are important for psychological professionals as a primary basis of professional activity aimed at finding a new professional niche. Problem-oriented activity is important in dealing with psychological problems of clients. Organizational and management projects are to develop new strategies for working with colleagues within the framework of supervisory activities and the implementation of support programs. Creative and innovative practice is implemented in the context of new professional activities. Scientific research is focused on a creative approach to experiments. Social and volunteer projects help to creatively combine professional practice with social initiatives.

To find out the levels of creativity in professional psychologists the questionnaire "Creativity in Different Types of Activities" was developed to determine the levels of creativity in professional activities, which allowed determining the peculiarities of this quality in psychological profile specialists.

Conclusions. Having summarized the main points on the study of psychologists' creativity, we noted that higher rates of creativity were established by the "Problem-oriented activity", "Creative innovative practice" criteria. At the same time, the most difficult for creative self-realization were "Professional startup projects"; "Organizational and Management Projects; and Research Projects. This is manifested in startup projects, interaction with clients and colleagues within the framework of organizational, managerial and research projects. With this in mind, we express our conviction that the work in this area requires increased attention.

Key words: psychologist, creativity, creative activity, project innovative activity, organizational and management project, research project, social and research project, social and volunteer project.

Introduction

Creativity is a key aspect for making innovative decisions in psychological science and practice. It is potentially an important source of professional innovation and the realization of progressive ideas. The creative approach is the key to scientific discoveries in the field of psychology. It helps specialists to solve psychological problems in non-standard ways, quickly adapt to new situations, develop effective methods to stimulate intellectual activity. Creativity is important for the formation of professional startups, the realization of creative ideas, and the introduction of innovative psychotechnologies in professional activities. The creative approach is equally important for ensuring psychological well-being – creative activity has a positive effect on emotional state, reduces stress and increases self-confidence.

The study of creativity allows us to identify the main areas of studying this problem in the context of professional psychological activity.

Developing the essential characteristics of the concept of creativity in scientific research (Павленко, 2016), one can define five main approaches to it: a) study of creativity as a general ability to create; b) studying it as a personality trait; c) focusing on the ability of a person to go beyond a given situation; d) study of the process of manifestation of one's own individuality; e) consideration of creativity as a characteristic of professional activity.

While complementing this classification, we emphasize creativity as the ability to generate new ideas in the context of various types of activity. In the psychological sphere, this includes the development of new technologies, the creation of original psychological programs, the formation of marketing strategies in the field of psychology, the generation of new products, the production of innovative ideas in the field of applied psychological practices, the search for non-standard solutions to psychosocial problems, the implementation of social projects, the deployment of new forms of communication. These areas of creativity

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are based on creative activity, the ability to go beyond the boundaries of a specific situation, the ability to think associatively and broadly, the skill of seeing hidden connections between objects, and the courage to take risks.

Creativity as the ability to generate new ideas has been studied by many researchers in various fields of psychology (Kuznetsova, Kozachukb, Kachynskab, Zhuravlovb, Zhuravlovab, & Rakovets, 2023; Онуфрієва, & Антюхова, 2021).

The central place in this issue is given to intelligence. It allows you to be successful in any profession. According to R.J. Sternberg, successful intelligence means the ability to think in three different ways: analytically, creatively, and practically (Sternberg, 2003).

One of the first psychologists to study creativity as a scientific issue was Joe Paul Guilford. He developed a model of the structure of intelligence, in which he paid considerable attention to divergent thinking (Guilford, 1982).

The author described it as a key feature of creativity, which is the search for diverse solutions. Divergent thinking means the ability to generate as many ways to solve a problem as possible in order to identify the one that has the highest probability of success in creative activity. Divergent abilities in this model have their own evolving development trajectory due to flexibility, originality, increased intensity, and the ability to analyze situations in detail.

In other studies of creativity, the key resource for innovation is convergent thinking. If divergence is the ability to find many possible solutions (Guilford, 1982), convergent thinking is the ability to look at a problem from different angles to find the only correct solution. Both divergent and convergent thinking are important for creativity. Finding the right solution to a problem requires analyzing different solutions and determining the most effective one (Дубоделова, Лісовська, & Бандрівський, 2015).

Within psychological research, the following concepts are important for creativity: the concept of lateral thinking, which

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is based on the ability to generate new ideas. The developer of this concept is the British psychologist and inventor Edward de Bono, a British psychologist and inventor. In his research, he abandons the realistic approach developing a new product and focuses on generating innovative ideas without the right to criticize them. The author emphasizes that it is criticism and the fear of making a wrong step that hinder the development of an innovative creative product (De Bono, 2015).

The methods he proposed to encourage creativity are the Plus-Minus-Interesting (PMI) and Six Thinking Hats techniques. The PMI technique consists in determining the positive-negative evaluative potential of the product and, on its basis, working out those aspects of the problem that are interesting from the point of view of the product's innovation, that is, determining those functions in which the product's hidden potential is embedded. This allows us to identify those aspects of the problem that are usually overlooked. The Six Thinking Hats technique is used to consider the problem from six positions. Wearing each of the hats, a specialist can consider the problem from different points of view: white hat – analytical approach, red – emotional attitude to the problem, black – critical thinking, yellow – optimistic approach, green – creative thinking, blue – thinking for the future. This technique helps generate new ideas and approaches (De Bono, 2015).

Motivational approaches play a crucial role in the quest to generate new ideas, approaches play a crucial role. In view of this, a number of studies (Петришин, 2013; Amabile, & Kramer, 2011; Pavlyk, & Radzimovska, 2023) suggest that an important condition for creative professional activity is the unity of motivation, cognitive abilities and creative characteristics of the individual.

Thus, from the point of view of L.Y. Petryshyn, the system of motives is basic to the system of motives that determines the strategies of professional activity (Петришин, 2013). The leading internal factor of creativity is the effective management of

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the process of forming positive creative motivation and the desire to satisfy the need for professional self-realization. Scientific research (Pavlyk, & Radzimovska, 2023) emphasizes that for the directed formation of creativity it may be useful to combine professional qualities with the functions of a tutor, facilitator and moderator. These functions combine the roles of a personal mentor who helps to choose the direction of psychological activity taking into account one's desires and needs (tutoring); allows a group of people to work together more effectively taking into account common goals (facilitation); and at the same time adhere to established norms (moderating). The leading role in the development of creativity is played by motivationally directed creative self-realization and a positive emotional state, supported by optimism and good mood (Pavlyk, & Radzimovska, 2023).

American researcher T. Amabile is known for her work on the impact of motivation on creativity. In her opinion, creativity is a motivational phenomenon that combines the desire and needs to solve one's problems. Creativity means progress using small victories, to ignite joy and the desire to achieve results. The author has developed a three-component model of creativity, which includes expert evaluation, intrinsic motivation, and creative processes. She explains how to activate progress by using clear goals and catalyst events that directly contribute to the project, and interpersonal interactions where people draw incentives for encouragement. T. Amabile attaches great importance to developing ways to eliminate obstacles to progress, such as meaningless tasks and toxic relationships (Amabile, & Kramer, 2011).

Analyzing the process of engaging in creative activity, the authors (Gu, Dijksterhuis, & Ritter, 2019) focus on the significant role of inspiration, which causes motivation to create. It is seen as a motivational resource, that inspires and supports the creative process. Respondents can get this inspiration by observing the work of others, for example. In addition, researchers

identify indicators of creative productivity, including focusing on fluency, flexibility, uniqueness, and infrequency, diligence (elaboration), openness to experiences, and tolerance of ambiguity. These indicators describe the ability to generate new creative products (Gu, Dijksterhuis, & Ritter, 2019).

In modern Ukrainian scientific research that explores the problem of creativity, it is worth noting the concept of realizing the creative potential suggested by V. Moliako. He emphasized the novelty and originality of the product, which in terms of its content characteristics differs significantly from other products designed for this purpose. The creative potential of a personality is considered by the author as an integrative characteristic of a personality that describes the ability to creative self-realization and self-development.

It has its own authentic structure, in particular: a) interest, curiosity, inclinations that manifest themselves in preferences for something; b) speed of assimilation of new information, qualitative mastery of new competencies; c) perseverance and hard work; d) ability to implement original strategies and find a way out of non-standard situations. The highest form of a person's creative abilities is talent as a natural ability to implement creative strategies and skills of a highly gifted person (Моляко, 2008).

The increasing role of creativity in the activities of a psychologist requires a comprehensive study of its potential indicators. In psychological research (Cherry, 2022) a number of characteristics are comprehensively analyzed, including originality, functionality, openness, conscientiousness, extraversion resourcefulness, openness to experience, energy, creative intelligence, discipline. Each dimension represents traits that characterize certain aspects of a psychologist's activity. Creativity in psychological activity is associated with greater openness to new experiences, testing new ideas in different types of psychological activities, communication with different people and working out different points of view on existing problems.

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Psychologists are, without a doubt, representatives of a creative profession, so they are able to look at things in a new way. They are active, sociable, and have a lot of creative energy but they are also disciplined in their work and take responsibility for each client.

The purpose of the article

The purpose of our study is to analyze creativity as an integrative component of a psychologist's project-innovation activity. The main tasks of the study are: theoretical analysis of the formation of different types of thinking necessary for the development and management of psychological projects; determining the ability of psychologists to generate new, original ideas for solving professional problems; empirical study of creativity as a basis for creating individual strategies of interaction with clients, which contributes to more effective psychological support.

These tasks are important for professional development and ensuring competitiveness of psychologists in the modern world.

Research methods and techniques

The solution of the research objectives is facilitated by the use of a number of theoretical and empirical research methods. Among them there are theoretical methods which include the analysis of creativity as a psychological category; generalization of the conceptual provisions of the study of creative activity and creativity; comparison of approaches and systematization of the main provisions of project and innovation activities; empirical: conversation, questionnaire on the topic "Creativity in different types of activities" and statistical methods: mathematical calculation of tabular data, graphical processing of research results.

Results and their discussion

Today, the areas of professional psychological activities are aimed at implementing creative strategies in working with clients. They are characterized as project-constructive actions of a psychologist focused on the implementation of professional projects. In the context of psychological activity, project and

innovation activities provide solving vital problems through goal setting, planning, and phased implementation of projects. A psychologist collects information in this way, identifies the problem, and evaluates it, develops a conceptual scheme of work, and chooses approaches that will help achieve the desired results.

In psychological practice, there are several types of projects: a) professional startup projects as business ideas aimed at creating new psychological services aimed at creating new psychological services that meet the modern needs; b) problem-oriented projects aimed at providing social and psychological services and assistance in overcoming psychological problems; c) organizational and managerial projects, which consist of developing strategies for working with the team and implementing corporate support programs; d) creative innovative projects that involve a free and non-traditional approach to professional activity; e) research and development projects aimed at developing strategies for the development of the company's projects aimed at developing hypotheses, planning relevant scientific and psychological research, and conducting experiments; f) social and volunteer projects to create social initiatives designed to help vulnerable populations.

Each of these projects is based on creativity as a professional quality associated with the implementation of a creative approach in professional activities. To understand the scale of creativity, we pay due attention to the "Four (four) – creativity (C)" model described in foreign studies, which outlines four different types: "Mini-C" - mini-creative, which encompasses personally significant ideas known only to oneself; "Little-C" – small creativity, which involves flexible solving of everyday problems and adaptation to a changing environment; "Pro-C" – professional creativity, which is implemented in professional activities among specialists who develop innovative ideas in their field of knowledge; "Big-C" – outstanding creativity, which describes the embodiment of trail-blazing ideas that change the world and revolutionize a specific industry (Cherry, 2022).

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In the structure of creativity the researcher (Ілляхова, 2019) identifies a number of qualities, which she divides into six clusters: epistemological; communicative; creative; projective-managerial; informational-digital and a cluster that takes into account the specifics of professional and personal development. We have divided these qualities by the types of activity of a psychologist. In particular, in working with clients, the ability to solve problem issues, the tendency to analyze, synthesize and combine these intellectual processes, criticality of the mind, the use of different approaches in solving psychological problems and non-standard situations (Гончарук, & Онуфрієва, 2018) are important. Activity, imagination, creativity, and a sense of novelty are useful in organizing psychological classes, so there are ingenuity, inspiration, and fantasy (Моляко, 2008; Шандрук, 2016). Emotional, imaginative, and communicative qualities: empathy in communication, associativity, sensitivity to contradictions, ability to motivate clients to purposeful progress, the ability to emotional response, intuition, emotional uplift, freedom of thoughts and feelings, ability to see the familiar in the unfamiliar, overcoming stereotypes, creating conditions for psychological safety play a vital role during a psychological counseling session (Шандрук, 2016). In scientific research and project activities, an understanding of the scientific problem is important, the same is true of the ability to formulate hypotheses, construct new versions, risk-taking, identity, self-confidence, and the ability to transfer experience, ability to predict (Дубоделова, Лісовська, & Бандрівський, 2015; Ілляхова, 2019).

Taking into account the data of the theoretical study, we developed the questionnaire “Creativity in different types of activities”. During the survey respondents had to confirm (answer “yes”; score 1 point) or refute (answer “no”; score 0 points) the proposed statements: A high level of creativity in each area was rated at 7-8 points; sufficient – 5-6 points; average – 3-4 points; low – 1-2 points. The absence of creativity was defined as 0 points (see Table 1).

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Table 1
**Characteristics of creativity in different types
of psychological activity**

Types of professional activities	High	Adequate	Medium	Low
Professional startup projects	5.2%	22.6%	47.0%	25.2%
Problem-oriented activities	17.4%	41.7%	38.3%	2.6%
Organizational and management projects	11.3%	32.2%	46.1%	10.4%
Creative innovation practice	16.5%	37.4%	36.5%	9.6%
Research projects	9.6%	31.3%	46.0%	13.1%
Social and volunteer projects	12.2%	33.1%	45.1%	9.6%

Professional startup projects. Questionnaire text: 1) I am able to generate new ideas; 2) my professional activity is based on a startup project I have developed 3) I have had experience in developing creative startups; 4) to avoid competition, I focus on an untapped market; 5) I am willing to take risks to achieve results; 6) I actively form a client base; 7) I talk about my product (services) in social networks; 8) I have my own account to promote my professional services.

The results of the survey on the Professional Startup Projects criterion revealed the following: a high level of creativity in 5.2% of respondents; a sufficient level – in 32.2%; medium – 37.4%; low – 25.2%.

Problem-oriented activity. The text of the questionnaire: 1) I have creative professional experience of working with a problem; 2) I provide my clients with unique services; 3) I always create a flexible schedule for my clients; 4) in my work, I focus on innovative technologies; 5) I am committed to excellent and extraordinary service, as I see my clients as my top priority; 6) I use my imagination to make my classes interesting; 7) I don't go in one direction, but look for different for diverse opportunities to showcase my knowledge and abilities in a high quality way; 8) I offer alternative solutions for the client to solve their personal problems.

According to the “Problem-oriented activity” criterion, the following was found: a high level of creativity in 14.8% of the respondents; a sufficient level – in 38.3%; medium – 44.3%; low – 2.6%.

Organizational and management projects. The text of the questionnaire: 1) I am able to provide productive conditions for the realization of my professional services (product); 2) creativity is not spontaneous, it always involves effective planning; 3) I prefer to select the right people and create a team of like-minded people; 4) I am constantly in control because creativity requires clear control; 5) I have already developed a creative project management information system; 6) I trust others in my creative work 7) I take personal responsibility for making innovative decisions; 8) in organizational work, I focus on human resources and teamwork.

A level of creativity serves as a plausible indicator for organizational and managerial activities. Thus, 9.6% of employees have a high level of creativity; 31.3% have a sufficient level; 46.0% have a medium level; and 13.1% have a low level.

Creative innovative practice. Questionnaire text: 1) I always strive to improve the quality of my services (product) as much as possible, so I often offer interesting creative ideas; 2) I know how to see the problem from the other side and offer solutions that have not been used before; 3) when looking for innovative ideas, I conduct brainstorming; 4) I have already developed my own innovative technologies; 5) I apply the latest technological solutions to increase the efficiency of my activities; 6) I often use an unconventional approach to solving problems; 7) I pay attention to creative design that interests consumers due to its novelty and aesthetic appeal; 8) I integrate digital tools, artificial intelligence to improve the final result.

According to the data related to this criterion, it was found that a high level of creativity was found in 12.2% of respondents; a sufficient level in 34.8%; medium in 43.4%; and low in 9.6%.

Research projects. Questionnaire text: 1) I am ready to test new ideas, even if there is a risk of failure; 2) I always open the door to new opportunities, constantly replenish my knowledge and expand my worldview, which contributes to its growth; 3) I formulate new hypotheses, looking for new ways to explain phenomena; 4) I have already introduced a number of methodological innovations; 5) I often use an interdisciplinary approach to combine knowledge from different fields of knowledge to offer innovative solutions; 6) I have developed new technologies that have practical value in everyday life; 7) by conducting experiments, I create or adapt unique research methods that allow me to study the problem deeply; 8) I attend scientific conferences, seminars, trainings in order to expand my professional horizons.

The “Research projects” criterion demonstrated a high level of creativity in 11.3% of respondents; sufficient in 32.2%; average in 46.1%; and low in 10.4%.

Social and volunteer projects. Questionnaire text: 1) I am always ready to support social initiatives; 2) I often offer unconventional ideas to help and support socially vulnerable segments of the population; 3) I have proposed creative approaches to attracting donation resources in our organization (art auctions, sports marathons, online challenges on social networks, etc.); 4) I often support environmental initiatives; 5) In my opinion, it is important to create interesting content for social networks that draws attention to social problems; 6) To engage the community, it is important to organize creative event formats (presentations, art installations, thematic festivals, etc.); 7) Volunteers often come up with unique events to raise important social topics (flash mobs, etc.); 8) It is important for volunteer projects to create positive emotions and use cultural codes that correspond to the cultural characteristics of the target audience.

A high level of creativity was revealed in 12.2% of individuals; a sufficient level – in 33.1%; an average level – in 45.1%; and a low level – in 9.6%.

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Indicators of creativity are important for self-actualization in professional activity, as they are the basis for innovation and change. Differential varieties in creativity indicators can be seen in Fig. 1.

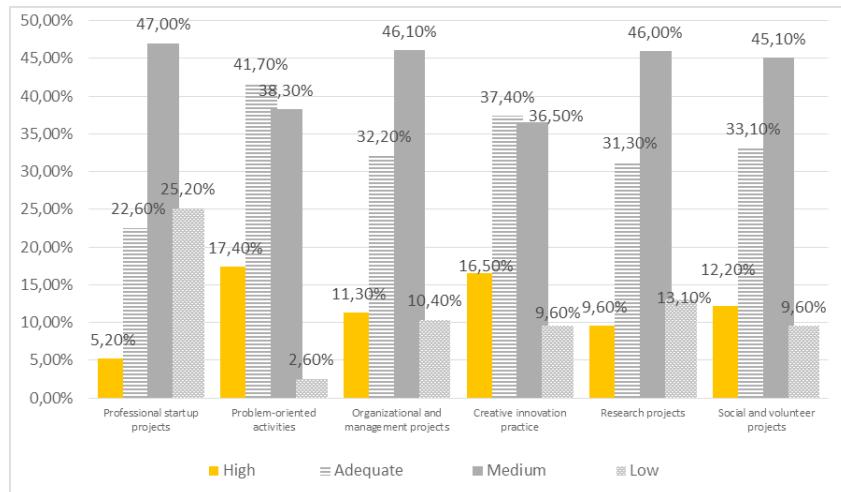


Fig. 1. Differential varieties of creativity indicators by different types of psychological activity

As we can see, the highest creativity scores were determined by the “Problem-oriented activity” criteria (17.4% high; 41.7% sufficient level); “Creative innovative practice” (16.5% high; 37.4% sufficient level). They characterize the daily activities of psychologists related to work with a psychological problem, direct organization of psychological classes and projects. These types of psychological activities are accessible and familiar to professionals. At the same time, the most challenging for creative self-realization were “Professional startup projects” (47.0% of medium; 25.2% of low level), “Organizational and management projects” (46.1% of medium; 10.4% of low level); “Research projects” (46.0% of medium; 13.1% of low level). They are not always used in practice (for example, professional

startup projects are developed only at the initial stage of professional career development), so their creative implementation has lower indicators.

Conclusion

Thus, creativity has a multifaceted nature. It is characterized by creative and unique approach to various activities:

Primary project activities (startup projects) in the professional field. A creative psychologist begins his or her professional activity by studying specific consumer problems in their chosen professional field; they generate ideas, develop creative ideas, develop creative start-ups, aim to quickly implement innovations. They are focused on the untapped market and strive to improve the quality of psychological services, offer interesting ideas, develop a viable product, and gradually form a viable product and gradually build a platform for its implementation. A creative psychologist strives to provide clients with unique services. He or she strives to change society, open the door to new opportunities and is ready to take risks.

Interaction with colleagues (organizational and management projects). A creative psychologist selects the right people, creates a team of like-minded people, actively works in a team, takes responsibility for making innovative decisions.

Work with clients (problem-oriented activity; social and volunteer projects). A creative psychologist actively forms a client base, discusses their product base, talks about their product (services) on social media, creates accounts to promote psychological services. He/she creates a flexible schedule for clients, shares with them the knowledge gained over the years of study and provides his/her impeccable experience. They are focused on excellent service, as they see their customers as a top priority and implement volunteer projects.

Implementation of daily professional activities (creative and innovative practice; problem-oriented activity; research and development research projects). A creative psychologist is

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passionate about his/her work, derives pleasure from the process of their own professional activity, looking for the positive, even when things are tense. He or she actively seeks innovative ideas, conducts brainstorming, develops their own innovative technologies, applies the latest technological solutions to improve the effectiveness of classes and psychological counseling. He/she conducts classes in an interesting way, provides useful information to the client during psychological counseling, and is looking for diverse opportunities to demonstrate his/her knowledge and abilities in a high-quality manner, and to find alternative solutions for the client in solving their psychological problems. A creative psychologist can be flexible and ready to adapt to new conditions. He/she is constantly updating his/her knowledge and broadening his/her outlook, which contributes to their growth and success. They attend conferences, seminars, and trainings, and implement research projects to broaden their professional horizons.

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Гончарук Наталія. *Дослідження креативності у проєктно-інноваційній діяльності психолога*

Мета. Проаналізувати креативність як інтегративну складову проєктно-інноваційної діяльності психолога.

Методи дослідження. Для реалізації поставлених завдань використано комплекс методів наукового дослідження: теоретичний аналіз, узагальнення концептуальних положень, порівняння, систематизація, бесіда, анкетування.

Результати дослідження. Креативний підхід у професійній діяльності психолога описано нами як здатність генерувати нові ідеї у контексті різних видів діяльності. Він базується на творчій активності, надситуативності, вмінні мислити асоціативно та широко, здатності бачити неординарні логічні зв'язки між окремими аспектами діяльності. Креативний потенціал особистості розглядається як інтегративна властивість, яка характеризує здатність до творчої самореалізації та проявляється у талановитості й обдарованості. Ці складові необхідні для виконання різних видів діяльності психолога.

У практиці роботи психолога виокремлено різні види проєктно-інноваційної діяльності: а) професійні стартап-проєкти; б) проблемоорієнтована активність; в) організаційно-управлінські дії; г) творча інноваційна практика; д) науково-дослідницькі проекти; е) соціально-волонтерські проекти. Професійні стартап-проєкти важливі для фахівців психологічного профілю як базова первинна основа професійної діяльності, спрямована на пошук нової професійної ніші. Проблемоорієнтована активність важлива у роботі з психологічними проблемами клієнтів. Організаційно-управлінські проекти полягають у розробленні нових стратегій роботи з колегами у межах супервізійної діяльності та реалізації програм підтримки. Творча інноваційна практика втілюється у контексті нових професійних активностей. Наукові дослідження скеровані на креативний підхід до експериментів. Соціально-волонтерські

кі проекти допомагають творчо поєднувати професійну практику з соціальними ініціативами.

Для з'ясування рівнів сформованості креативності у професійній діяльності було розроблено анкету «Креативність у різних видах діяльності», яка дала змогу визначити особливості прояву цієї якості у фахівців психологічного профілю.

Висновки. Узагальнюючи основні позиції щодо дослідження креативності фахівців-психологів, було відзначено більш високі показники креативності за критеріями «Проблемоорієнтована активність», «Творча інноваційна практика». Водночас, найбільш складними для творчої самореалізації виявились «Професійні стартап-проекти»; «Організаційно-управлінські проекти»; «Науково-дослідницькі проекти». Це проявляється у стартап-проектуванні, під час взаємодії з клієнтами і колегами у межах організаційно-управлінських та наукових проектів. Зважаючи на це, робота у цьому спрямуванні потребує посиленої уваги.

Ключові слова: психолог, креативність, творча діяльність, проектно-інноваційна діяльність, організаційно-управлінський проект, науково-дослідницький проект, соціально-волонтерський проект.

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Resourcefulness of a Personality as a Psychological Phenomenon

Ресурсність особистості як психологічний феномен

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ABSTRACT

The purpose of our article is to analyze resourcefulness of a personality as a psychological phenomenon; to show the characteristics of personal resourcefulness of the individual as a special mental state; to propose the classification of the structural components of the psychological resourcefulness of a personality.

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

The results of the research. Considering the functional state of the psychological resourcefulness of a personality, it is necessary to distinguish two qualitatively different sides in its structure: subjective and objective ones. Such a division is due to the presence of the following two functions of this dynamic structure, which is the psychological resourcefulness of the individual: ensuring motivational (or goal-directed) behavior and restoring the disturbed homeostasis of the psychological resourcefulness of a personality. Moreover, the subjective side of the psychological resourcefulness of a personality is reflected primarily in the experiences of the subject and determines the features of the formation of highly motivated behavior of a personality. In turn, the objective side of the psychological resourcefulness of a personality is associated with physiological processes and determines the features of the regulation of homeostasis.

Conclusions. We proved, that for any person the subjective side of the functional state of the psychological resourcefulness of a personality was leading, since during adaptive restructuring, subjective shifts, as a rule, precede all objective components of the psychological resourcefulness of a personality. This position reflects a general physiological regularity of the psychological resourcefulness of a personality, which consists in the fact that the mechanisms of regulation of the components of psychological resourcefulness of a personality begin

active work much earlier than the systems controlled by them, which are a part of the structure of the psychological resourcefulness of a personality.

Key words: resourcefulness, ensuring motivational behavior, goal-directed behavior, homeostasis of the psychological resourcefulness, the features of the regulation of homeostasis.

Introduction

The problem of the formation of a personality's resourcefulness is gaining increasing scientific and practical relevance due to the continuous growth of social, economic, environmental, technogenic, personal extremes of our life. In such a way it is explained by a significant change in the content and conditions of the activity for representatives of many professions. In our article, we will present materials on the theoretical and experimental study of the formation of a personality's resourcefulness and the levelling of psychological stress, and present the accumulated knowledge on the problem of actualization of the functional state of a person (Cattell, 1988).

The term “personality's resourcefulness” is widely used in many areas and branches of knowledge, that is why its content contains a meaning that varies in terms of the causes of the occurrence of such a state, the mechanisms of its development, the features of manifestations and consequences (Nowak, Watt, & Walther, 2009). Such a meaning combines in its content a considerable range of issues that are closely related to the origin, manifestations and consequences of extreme influences on the personality of the external environment, conflicts, complex and responsible professionally significant tasks, dangerous situations, etc. (Heino, Ellison, & Gibbs, 2010). Various aspects of stress are the subject of special research in the field of Psychology, Physiology, Medicine, Sociology and other sciences. It should be noted that to nowadays the concepts of personal resourcefulness, stress, distress, adaptation, tension, emotional stress, etc. are not always clearly delimited in the literature, which further complicate the study of this rather complex psychological problem (Arbuthnott, & Frank, 2000).

Personal resourcefulness as a special mental state is associated with the emergence and manifestation of extremely strong emotions of a person, but this concept is absolutely not limited to emotional phenomena, but it is also reflected in motivational, cognitive, volitional, characterological and other components of the personality structure. That is why the phenomenon of personal resourcefulness requires special psychological study. Thus, personal resourcefulness is a reaction not so much to the physical characteristics of the situation, but to the peculiarities of the interaction between the personality and the surrounding world. Personal resourcefulness is mainly a product of our cognitive processes, the way of thinking and assessing the situation, knowledge of our own capabilities (resources in themselves), and the degree of learning. The paradigm of personal resourcefulness includes a great understanding of the conditions for the emergence and the nature of the manifestation of resourcefulness (or stress, or distress) of one person are not necessarily indicators of personal resourcefulness for another individual (Ishkhanyan, Boye, & Mogensen, 2019).

The problem of psychological resourcefulness of a personality in professional activity and social life of a person began to be studied especially actively in the last three or four decades of the 19th century. This problem was facilitated by a specific number of circumstances: the spread of the concepts of psychological and biological stress, the constantly growing attention to the study of the "human resource factor", a significant increase in the level of general tension, adaptability, anxiety, stress resistance (Гончарук, & Онуфрієва, 2018).

The problem of psychological resourcefulness of the individual in professional activity and social life of a person began to be studied especially actively in the last three or four decades of the 19th century. This was facilitated by a specific number of circumstances: the spread of the concepts of psychological and biological stress, the constantly growing attention to the study of the "human resource factor", a significant increase in the

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level of general tension, adaptability, anxiety, stress resistance (Mykhalchuk, & Ivashkevych Ed., 2018).

In order to solve practical life problems associated with the difficulties of adaptation and readaptation to the conditions of modern life, which really are characterized as the psychological resourcefulness of a personality, which is constantly changing, it is quite important to generalize all the theoretical material deals with the problem of psychological resourcefulness of a personality, adaptation and stress. Considering that a person is primarily a social being, characterized by individual and unique emotions, cognitive resources and other personal characteristics, it is important to pay special attention to the psychological resourcefulness of the individual and its various manifestations (Pimperton, & Nation, 2010). Adequate use of the theory of psychological resourcefulness of a personality will help us to solve many practical problems, for example, knowledge of the stages of the course of psychological resourcefulness, which can help us in achieving an optimal understanding of the psychological resourcefulness of a personality and prevent the destructive impact of stressful conditions on a person (Stephens, & Rains, 2011).

The concept of “psychological resourcefulness of a personality” as a general scientific category in relation to the human body denotes a set of psychologically significant processes occurring in the psyche of the individual, its cognitive and metacognitive sphere, and also determines to a large extent the degree of the development and integrity of the structure of the individual’s organism. Although there is still no single view on the problem of psychological resourcefulness of a personality (Rains, & Scott, 2007).

In Psychology, the most widespread idea is that the psychological resourcefulness of a personality is a stable mental phenomenon that, along with cognitions and metacognitions, has a beginning, its own exclusive, a unique course and its own rather unique end, that is, completion. Thus, the psychologi-

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cal resourcefulness of a person is a rather dynamic personality feature formation. The idea that the psychological resourcefulness of a personality is a peculiar mental phenomenon that reflects the peculiarities of the functioning of the nervous system of a personality and the human psyche in a certain period of time is also generally accepted among scientists (Mykhachuk, & Kryshevych, 2019). Thus, the psychological resourcefulness of a personality is a peculiar adaptation process.

Revealing the essence of this definition, scientists have repeatedly said that any mental state is somewhat holistic, a kind of stable psychological syndrome. For example, some scientists consider the psychological resourcefulness of the individual as so-called struggle of personally significant motives, which, in turn, are usually considered in the paradigm of the analysis of human volitional processes. But at the same time, the psychological resourcefulness of a personality contains significant cognitive and metacognitive, as well as emotional-expressive elements, and they do not add up, but form a holistic, single structure, which is the psychological resourcefulness of the individual. Also, quite significant for the psychological resourcefulness of a personality is the fact that resourcefulness only characterizes a person's mental activity for some particular time, and this characteristic always seem to emphasize the peculiar and typical features of the psychological resourcefulness of a personality. For example, the state of fatigue is quite peculiar and quite typical to distinguish it from the opposite state of cheerfulness and working capacity. However, both these and other qualities constitute the structure of the person's psychological resourcefulness (Key-DeLyria, Bodner, & Altmann, 2019).

The purpose of our article is to analyze resourcefulness of a personality as a psychological phenomenon; to show the characteristics of personal resourcefulness of a personality as a special mental state; to propose the classification of the structural components of the psychological resourcefulness of a personality.

Methods of the research

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

Results and their discussion

Based on this definition of resourcefulness, scientists have attempted to classify the mental states of a personality, although many scientists note that this classification is largely conditional. According to many scientists, the main structural components of the person's psychological resourcefulness are:

1. Psychological resourcefulness of a personality is a situational phenomenon. First of all, for the psychological resourcefulness of a personality, the individual characteristics of a person are important, and secondly, the features of certain situations that cause psychological reactions of a personality that are uncharacteristic for him/her. The fact that psychological resourcefulness of the individual is often personal, that is, they express one or another characteristics of a personality, does not prevent the person from being defined as temporal characteristics of the mental activity of the individual. If, for example, a person is prone to affectation, his/her affect is still temporary, integral, structural, personally stated that begins and ends at a certain time.

2. The psychological resourcefulness of a personality is deeper and more superficial, depending on the strength of the influence on the person's experiences and behavior. The psychological resourcefulness of a personality is a mental state, which is much deeper than moods.

3. The psychological resourcefulness of a personality can have both positive and negative effects on a personality. This situation is particularly important from a practical point of view and, above all, empirical mind. Apathy can be an example of a negative state, and inspiration can be an example of a state

that positively affects a person's activity. All of these qualities are structural elements of the psychological resourcefulness of a personality.

4. Psychological resourcefulness of a personality is a long and at the same time a short-term process. Thus, the moods that are a part of the structure of psychological resourcefulness of the individual can have different durations: from several minutes to a day and several days.

5. Psychological resourcefulness of a personality is a more or less conscious and quite structural process. For example, absent-mindedness is more often an unconscious mental state, while determination is always conscious, and fatigue can have different levels of awareness. Thus, psychological resourcefulness of a personality has temporal characteristics.

This classification of the structural components of the psychological resourcefulness of a personality is quite extensive and quite acceptable in a view of solving research empirical problems. This classification of the structural components of the psychological resourcefulness of a personality reflects the main characteristics of the structural components of resourcefulness, reflecting the degree of awareness, marked by their sign (positive or negative ones), with different duration and fluidity. However, this classification also has some significant drawbacks, the main one of which is that there is no clear distinction between states and mental processes. As a result, it is possible to involuntarily mix up individual structural components that constitute the phenomenon of the psychological resourcefulness of a personality. For example, scientists talk about absent-mindedness as a separate mental state, but we have more substantial grounds to consider absent-mindedness as a characteristics of attention, which, at the same time, is also a structural component of the psychological resourcefulness of the individual.

Based on the results of the definition of psychological resourcefulness of a personality proposed by scientists (Lawson, & Leck, 2006), other scientists (Rezaei, & Mousanezhad Jeddi,

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2020) made an attempt to systematize the states of a personality that are a part of the structure of psychological resourcefulness of a personality. For this purpose, scientists selected and analyzed more than 200 terms that define the mental states of a person. When analyzing these words, scientists took into account that, firstly, it is advisable to distinguish between states that denote the psychological resourcefulness of the individual, which have become established and have become transitional qualities, because a personality at any given moment in his/her life is in only one state, and their change is carried out, as a rule, in the intermediate and transitional stages, and, secondly, mental processes, states and characteristics of a personality are distinguished as quite stable, which determine the psychological resourcefulness of a personality.

As a result of the analysis, scientists (Schleicher, & McConnell, 2005) identified 263 concepts that denote the psychological resourcefulness of a personality. These concepts were divided into two groups:

1) components of the psychological resourcefulness of a personality, which characterize the affective-volitional sphere of mental activity;

2) components of the psychological resourcefulness of a personality, which characterize the states of consciousness and attention. Each group of characteristics has somewhat general characteristics that reflect the most typical, core features of the states that are the part of the structure of the psychological resourcefulness of a personality: “tension – permission” for the group of volitional states; “satisfaction – dissatisfaction”, which belong to the group of affective states that make up the structure of the psychological resourcefulness of a personality; “sleep – activation of the activity” for the group of states of consciousness and attention of a personality.

Other scientists show the problem of psychological resourcefulness of a personality somewhat differently. Scientists consider the personal states that develop the process of the person's

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socially significant activity and amplify both the psychological and physiological characteristics of a personality. Scientists call such resource states as psychophysiological ones in order to separate them from the elementary states of excitation and inhibition that are developed at certain levels of mental regulation. According to the definition of scientists, psychological resourcefulness of the individual is a holistic reaction of the individual to external and internal stimuli, with the aim at achieving useful, positive and pleasant result.

Thus, scientists distinguish a special type of personal states that are a part of the structure of psychological resourcefulness of a personality. These are peculiar psychophysiological states associated with the mental and physiological structures of the personality. At the same time, any mental state of a personality turns out to be closely related to the physiological structures of a personality (either caused by physiological processes, or contributing to the emergence of certain physiological processes). In view of this approach of scientists, the concept of psychological resourcefulness of the individual acquires special significance when considering mental states within a general problem of human adaptation to environmental conditions.

The definition of psychological resourcefulness of a personality, given by scientists, largely assumes that psychological resourcefulness of a personality, and it is a causally determined phenomenon, the reaction not of a separate system or organ, but of the individual as a whole, with the inclusion in the response of both physiological and mental levels (subsystems) of management and regulation by a person of himself/herself, his/her mental activity, which relate to the substructures and aspects of a personality, as well as the structural components of the psychological resourcefulness of a personality. Therefore, any psychological state is a kind of personal experience of the subject and the interaction of its various functional systems. Moreover, psychological resourcefulness of a personality is expressed both in a number of psychophysiological indicators and in human behavior. Thus,

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according to scientists, psychological resourcefulness of a personality can be represented by the characteristics of three levels of response: *mental* (personal experiences), *physiological* (somatic structures of the organism and mechanisms of the autonomic nervous system) and *behavioral* (motivated behavior).

According to various authors of the holistic concept of psychological resourcefulness of a personality, in any psychophysiological state all of the above-listed levels of psychological resourcefulness of a personality must be necessarily represented, and only by the set of indicators reflecting each of these levels can a conclusion to be drawn about the psychological resourcefulness of a personality, which is available to a person. Neither behavior nor various psychophysiological indicators, taken separately, are able to reliably differentiate one state from another one, since, for example, an increase in pulse rate or a decrease in reaction of time can be observed at different levels of psychological resourcefulness of a personality.

A distinctive characteristic of the psychological resourcefulness of a personality is that scientists (Ramirez, & Wang, 2008) say, that it is not permissible to reduce different personal states to experiences, but scientists believe that it is also impossible to exclude them from the characteristics of the psychological resourcefulness of a personality. Experiences, according to scientists, occupy a prominent place in the diagnosis of the psychological resourcefulness of a personality. It is the experience of something, a certain context (apathy, fear) that allows us to fairly reliably state about the psychophysiological state that arises in a person as substructural components of the psychological resourcefulness of a personality. Therefore, the psychological characteristics of the individual play, perhaps, a leading role in the formation of the psychological resourcefulness of a personality and the psychophysiological states of a personality in its structure. If so, then the mechanisms for regulating the psychological resourcefulness of the individual should be sought in the resourcefulness of the person itself.

Thus, the mental side of the psychological resourcefulness of the individual is reflected as experiences and feelings, and the physiological side of psychological resourcefulness is expressed in the change of a number of functions, and primarily vegetative and motor actions. Experiences and physiological changes are inseparable, that is, they always accompany each other. For example, fatigue and apathy are accompanied by a change in a number of physiological functions, just as certain physiological signs of a certain state, which are accompanied by a feeling of fatigue, apathy.

So, in the concept of scientists regarding the psychological resourcefulness of a personality, it is advisable to highlight several basic, dominant factors. Firstly, the psychological resourcefulness of the human personality is determined by the influence of environmental factors and internal prerequisites, which include various structures of the mental and physiological levels. Secondly, the subjective side of states (experiences) in the structure of the psychological resourcefulness of a personality plays one of the leading roles in the regulation of human states, which for people themselves constitute the psychological resourcefulness of a personality. Thus, the psychological resourcefulness of a personality reflects and displays a fairly high level of functioning of both individual functional systems and the entire human organism as a whole. Therefore, it is quite logical not to simply talk about mental or psychophysiological states, but also about functional states when we talk about the development of psychological resourcefulness of future practical psychologists.

We believe that the central link of any system, including the psychological resourcefulness of a personality, is the result of its functioning – its system-forming dominant factor. Such a system-forming factor of the holistic human organism, which characterizes the psychological resourcefulness of a personality, is the adaptation of a person to life, vital activity and the environment as a whole. Therefore, the functional state is a characteristic of the level of functioning of the body's systems in a certain

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period of time, which reflects the features of the homeostasis of the adaptation process, which is the main characteristic of the psychological resourcefulness of a personality. Achieving a particular level of functioning of the psychological resourcefulness of a personality is carried out, first of all, due to the activity of the mechanisms of regulation of the human psyche.

From the perspective of psychological science, the living human organism is considered by us as a multi-level, self-regulating system that self-develops due, first of all, to the psychological resourcefulness of a personality. Moreover, there are several points of view on the structure of the human organism as a holistic biosystem. In our opinion, the most promising point of view is the assumption of the existence of control mechanisms and controlled systems as determinants or predictors of the psychological resourcefulness of a personality. The mechanisms that control such a phenomenon, which is the phenomenon of the psychological resourcefulness of the individual, in such a model should include the central and autonomic nervous systems, and all other systems of the organism are quite controllable, resource structures.

Currently, in psychological science, numerous attempts by scientists to explain the principles of the mechanisms of control of the psychological resourcefulness of a personality and to classify the functional states of a personality are known. According to modern ideas, the key link in the structure of the general functional state of the organism in the paradigm of the psychological resourcefulness of a personality is the state of the human central nervous system. At the same time, the state of the nervous system is considered by us as a certain, to the greatest extent, positive result of the interaction of nonspecific generalized activity, the source of which is the reticular formation, which is a part of the structure of the psychological resourcefulness of a personality, and some specific activity, which has a number of local factors. The latter determines the level of attention and perception, conceptual thinking, motor activity, motivation and emotion.

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tions. By specific activity we mean the reaction to be inherent in a specific system of the human organism to a certain external or internal stimulus, which is an indicator of the psychological resourcefulness of a personality.

The special position of the human central nervous system as a controlling substructure, which to a large extent ensures the integrity of the entire organism of a personality and is determined by its characteristics and features, and is primarily a structural component of the integrity of a human brain. This integrity is manifested primarily in the ability of human brain structures to take over the functions of damaged parts of the human central nervous system if it is necessary. Another important feature of the human central nervous system is the presence of rigidly fixed and relatively independent of the environment programs that serve the biorhythms of the psychological resourcefulness of a personality. The next characteristics of the human central nervous system is its dominant nature, which determines the function of the individual's brain, which is the regulation of the states of the human organism and the peculiarities of the person's behavior. The presence of these characteristics allows us to consider the human central nervous system as the physiological basis of the mechanisms for regulating the psychological resourcefulness of a personality.

At the same time, considering the functional state of the psychological resourcefulness of a personality, it is necessary to distinguish two qualitatively different sides in its structure: subjective and objective ones. Such a division is due to the presence of the following two functions of this dynamic structure, which is the psychological resourcefulness of a personality: ensuring motivational (or goal-directed) behavior and restoring the disturbed homeostasis of the psychological resourcefulness of a personality. Moreover, the subjective side of the psychological resourcefulness of a personality is reflected primarily in the experiences of the subject and determines the features of the formation of highly motivated behavior of a personality. In

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turn, the objective side of the psychological resourcefulness of a personality is associated with physiological processes and determines the features of the regulation of homeostasis.

Conclusions

It should be noted that for any person the subjective side of the functional state of the psychological resourcefulness of a personality is leading, since during adaptive restructuring, subjective shifts, as a rule, precede all objective components of the psychological resourcefulness of a personality. This position reflects a general physiological regularity of the psychological resourcefulness of a personality, which consists in the fact that the mechanisms of regulation of the components of the psychological resourcefulness of a personality begin active work much earlier than the systems controlled by them, which are a part of the structure of the psychological resourcefulness of a personality.

The subjective side of the functional state of a personality is understood as some mental phenomena that belongs to personal formations, which, in turn, are included into the structure of the psychological resourcefulness of a personality. It is the features of the personality that largely determine the nature of the psychological resourcefulness of a personality and are one of the leading mechanisms for regulating the psyche of a personality in the process of adapting the organism to the conditions of the external environment. The personal principle of regulating mental states and cognitive activity of a personality is currently generally recognized. It follows from it that the formation of states in the structure of the psychological resourcefulness of a personality is largely determined by the person's attitude to himself/herself, to the surrounding reality and the person's own cognitive and professional activity.

It can also be assumed that the set of characteristics or substructures of psychological resourcefulness of a personality for all people is fundamentally the same, since it is genetically determined. However, there are significant individual differences

in the expression and dynamics of the same states, as well as in the patterns of their mutual transitions. Differences in which it is happening there are the reasons why in the same conditions of the activity people are in different conditions of the development of psychological resourcefulness of a personality.

Personal mechanisms for regulating states that make up the structure of the person's psychological resourcefulness are very diverse. Their organization largely corresponds to the hierarchy of the structure of the personality. Thus, the development of a person's psychological resourcefulness depends on the characteristics of the central nervous system of a person, on the type of temperament, on the general emotional orientation or a paradigm of the formed experiences of a personality, on the ability to neutralize negative emotional manifestations and on the development of certain volitional qualities of a person. In our psychological research, there will be verified empirical data on the influence of intellectual characteristics on the development of a person's psychological resourcefulness, as well as their importance for regulating states at the level of psychophysiological unity of a personality. Thus, the development of a person's psychological resourcefulness reflects the peculiarities of all levels of a personality.

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Івашкевич Едуард, Сімко Руслан. Ресурсність особистості як психологічний феномен.

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Метою нашої статті є проаналізувати ресурсності особистості як психологічного феномену; показати особливості особистісної ресурсності як особливого психічного стану; запропонувати класифікацію структурних компонентів психологічної ресурсності особистості.

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

Результати дослідження. Розглядаючи функціональний стан психологічної ресурсності особистості, у його структурі необхідно виділяти дві якісно різні сторони – суб'єктивну та об'єктивну. Подібний поділ зумовлений наявністю наступних двох функцій цієї динамічної структури, якою є психологічна ресурсність особистості: забезпечення мотиваційної (або цілеспрямованої) поведінки та відновлення пошкодженого гомеостазу психологічної ресурсності особистості. Причому суб'єктивна сторона психологічної ресурсності особистості відображається насамперед у переживаннях суб'єкта та визначає особливості формування високомотивованої поведінки особистості. У свою чергу, об'єктивна сторона психологічної ресурсності особистості пов'язана з фізіологічними процесами та визначає особливості регуляції гомеостазу.

Висновки. Доведено, що у будь-якої людини суб'єктивна сторона функціонального стану психологічної ресурсності особистості є провідною, оскільки в ході адаптаційних перебудов суб'єктивні зрушенні, як правило, випереджають всі об'єктивні компоненти психологічної ресурсності особистості. Це положення відображує загальнофізіологічну закономірність психологічної ресурсності особистості, яка полягає в тому, що механізми регуляції компонентів психологічної ресурсності особистості починають активну роботу значно раніше, ніж керовані ними системи, що входять до структури психологічної ресурсності особистості.

Ключові слова: ресурсність, забезпечення мотиваційної поведінки, цілеспрямована поведінка, гомеостаз психологічної ресурсності, особливості регуляції гомеостазу.

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Shaping the Worldview of Future Translators through Psychology of Discourse

Формування образу світу майбутніх перекладачів через психологію дискурсу

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ABSTRACT

The purpose of our research is to show the types of lexical units and their interconnection, to distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world.

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 ascertaining research.

The results of the research. The goal of the Methodological Support is to form students' communicative competence; conscious positive speech behavior;

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mastering the norms of the modern Foreign and Ukrainian literary language; acquiring skills in operating with the terminology of a future profession; the ability to use various functional styles and substyles in the educational activities and professional use of them; forming skills in the process of communication justified use of language tools in compliance with the etiquette of professional communication; ensuring the skills of competent compilation of professional documentation.

Conclusions. *Depending on the type of lexical units and their interconnection, we distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world: 1) a semantic frame, in which one and the same entity, content, etc. is characterized by its quantitative, qualitative, existential, positional and temporal characteristics; 2) a transformational frame, in which several elements that are participants in a certain event are assigned roles; 3) a possessive frame, which contains the subject entities some / any, which are related to each other as a whole and its part: the frame is characterized by certain semantic characteristics; the whole one consists of different parts; 4) a taxonomic or identification frame represents a separate categorization of relationships; 5) a comparative frame, which illustrates the similarity relations, which are based on the convergence of concepts in a paradigm of human perception.*

Key words: *the Image of the World of future translator, translation activity, discourse, a semantic frame, a transformational frame, a possessive frame, a taxonomic or identification frame, a comparative frame.*

Introduction

The profession of a translator, called upon to become an interlingual and intercultural mediator for representatives of different countries, is gaining a great importance in our society. Despite the keen interest in the process of learning foreign languages, the Methodology for forming the linguistic personality of future translators in the context of learning has long remained on the periphery of research searches and research practice in general (Mykhachuk, & Ivashkevych, 2019). A modern translator has a wide functional range of professional activities related to the implementation of personal, cultural-professional and economic contacts in the modern world. His/her effective-

ness, in addition to impeccable knowledge of Ukrainian and foreign languages, depends on many factors, primarily knowledge of non-verbal means of communication, rules of etiquette, culture of communication, availability of background knowledge, etc. (Ivashkevych Er., 2023). The qualitative implementation of functional duties by future translators depends on the level of their training in a higher educational institution, in particular we mean personal qualities, professional knowledge, and communicative culture (Ivashkevych Ed., & Koval, 2020).

Recently, the problem of effective training of future translators has been in the field of view of philosophers, linguists and psychologists (Caramazza, Laudanna, & Romani, 1988). Despite the significant contribution of researchers to the theory and practice of training future translators in universities and the range of issues studied, we'll note that studies on linguistic didactics of higher education cover only certain segments of language and communicative training, while the Methodology for forming the linguistic personality of future translators has not been the subject of special scientific research (Онуфрієва, 2020; Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011). Until now, insufficient attention has been paid to the mastery of sociocultural information by students, issues of oral and written culture of future translators, the formation of special skills and abilities to ensure the speed and adequacy of translation, which makes students to be impossible to resolve a number of contradictions between: the growth of requirements for the quality of professional and communicative activities of future translators and the insufficient level of formation of their professional translation competence; the level of scientific understanding of the problem and insufficient theoretical and methodological support for the process of forming the linguistic personality of future translators; the need for perfect mastery of the theoretical foundations of language teaching as a dynamic system of future translators (Arbuthnott, & Frank, 2000; Booth, MacWhinney, & Harasaki, 2000).

The change in the scientific paradigm and consequently the increased attention to the study of the problem of a native speaker has actualized a research with a clearly expressed pragmatic orientation (Mykhalchuk, & Onufriieva, 2020). The problem of the linguistic personality has transformed from a way of direction of linguistics into one of the subjects of study of Philosophy, Sociology, Psychology, Political Science, Pedagogy, Linguodidactics and other sciences. Researchers have developed various typologies (or types) of linguistic personality in accordance with social factors and types of culture, taking into account communicative strategies and tactics of speech behavior (Гончарук, & Онуфрієва, 2018). The secondary linguistic personality is a continuation of a primary one, or a basic linguistic personality, who has been formed on the basis of the native language. The translator as a secondary linguistic personality is at the intersection of at least two cultures, he/she is a socio-cultural mediator between different cultures, therefore he/she must know the peculiarities of each of culture quite well (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). The effective formation of such a personality ensures the consideration of psychological factors and their meaning (Aleksandrov, Memetova, & Stankevich, 2020).

The analysis of special literature made us possible to identify priority approaches to the formation of the linguistic personality of future translators that correlate with the objectives of our research, in particular, personally oriented, competency-based, systemic, communicative-active, multicultural ones, which are interconnected at the level of systemic influences, enabling the introduction of innovative content and adequate learning technologies (Brédart, 1991).

The generalization of theoretical development of scientific grounds on the above-mentioned problem made us possible to establish a number of regularities that will be the theoretical basis for developing a Psychological Methodology for the formation of the linguistic personality of future translators: constant atten-

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tion we shall pay to the material of the language, its sound system; understanding the semantics of linguistic units; the ability to assimilate the norms of the literary language; assessment of the expressive capabilities of the native language; the development of linguistic sense, the gift of speech; advanced development of oral speech; dependence of speech skills and abilities on knowledge of Grammar and Vocabulary of the language, etc. Taking into account the above-mentioned regularities, which contribute to the productive implementation of the content of teaching the Ukrainian language, the development of an effective Methodology for the formation of the linguistic personality of future translators (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

The analysis of special literature allowed us to state that a set of principles is particularly significant for the formation of the linguistic personality of future translators, since they are applied in the educational process comprehensively, rather than sequentially, in particular the principles of socio-cultural correspondence, the implementation of interdisciplinary connections, the dialogue of cultures, contextuality, creativity, etc. Methodically correct use of forms, methods and means of forming the linguistic personality of future translators contributes to the activation of the mechanisms of professional and personal self-development and self-realization of students, the formation of their translation competence (Mykhalchuk, & Bihunova, 2019).

The purpose of our research is to show the types of lexical units and their interconnection, to distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world.

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

In order to study the level of the formation of the worldview of students – future translators – we involved 48 students of the 2nd and the 3rd courses of the Faculty of Philology of Rivne State University of the Humanities into the experiment. The empirical study (declarative experiment) lasted during 2022-2023. The results of the student survey are presented in Table 1.

Table 1
Students' survey results (declarative stage of the experiment)

Questions	Answers
How many foreign languages do you know (count)?	English/French/ German
What, in your opinion, is the most difficult thing in learning a foreign language?	Grammar, verbal memory
Give an example of the performance of an educational session (describe how you perform it alone or with someone).	electronic dictionary, collaboration with classmates, questions to teachers
Name materials used in the study of foreign languages.	electronic textbooks, electronic dictionaries
What did you study in the previous foreign language lesson?	reading, linguistic expressions, sentence translation
Give an example of the organization of your lesson (exercises, game form of learning).	oral presentation, online practice
What homework will the teacher give you?	Reading, essay, oral presentations

Many students prefer distance learning because they can study anywhere, and they are used to reading e-textbooks using a computer and answering questions from teachers online. There are also some students who do not like online learning. The rea-

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sons, on the one hand, are related to the need to conduct many practical activities with teachers in their specialty, and on the other hand, they believe that learning English online does not have a linguistic environment, they do not feel the presence of teachers, and the dissemination of information in foreign languages is disturbed.

It is normal for students to look at the teacher while studying, but having to look at the camera seems strange and alienating from the teacher. Students who expressed support for the sensory experience of participating in online learning felt that microphones and cameras were a problem that did not bother them in the learning process, but the students themselves in an unfamiliar environment. Most of the students who do not want to have touch contact with their teacher online always feel a lot of pressure. Nervousness or personal stress can be the reason why students refuse online learning, and even consider this method limited. Some students also felt that turning off the camera and microphone gave them more freedom in the learning process and could direct some of their energy to something else.

Therefore, the research allowed us to learn about the types of devices used by students and teachers for distance learning. They mostly use smartphones and laptops (41 and 34%), less often tablets (3%) and university computers (0.6%). In addition to the first two categories of devices, teachers use personal computers (24%). A high level of smartphone usage confirms the need to adapt the university's visual range of electronic resources for mobile phone screens.

The comparable data showed the attitude of teachers and students to the tasks that were solved by means of distance learning. Such tasks as the formation of skills to work with volumes of information, the ability to study at a convenient time and place, the development of self-control skills and distance learning as a forced measure, lead the responses of the respondents of two groups. Interestingly, there are 7.75% of students who have a negative attitude towards distance learning compar-

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ing with their teachers (98.23% of teachers prefer distance learning). The respondents' opinions according to the effectiveness of distance learning coincide: 72.31% of students and 99.67% of teachers consider distance learning to be satisfactory in terms of its efficiency. However, the number of responses about low efficiency exceeds the number of opinions about high efficiency among two groups of respondents (20 students of the 2nd and 28 people of the 3rd courses).

The respondents' opinions of students of two groups on students' training are similar. About half of those ones who responded (63.48% and 59.87%, respectively) believe that the quality of the process of studying won't be changed, but 18.11% of students of the 2nd course and 15.16% of students of the 3rd course report a deterioration in training, collectively in the categories of "be worsened" and "somewhat worsened". The choice of the teacher, the methods of educational interaction show that the predominant form of learning is blended with use of a large proportion of asynchronous forms (students and teachers use e-mail every day, 100% of them). The least popular method of interaction is also recognized as a forum in equal shares (students prefer forum as a type of activity in 43.21% cases, teachers – in 60.28% cases).

The respondents' opinion about the change in workload with the transition to distance, online learning is almost unanimous. 72.67% of students of the 2nd course and 78.99% of people of the 3rd course reported about an increase in workload; the rest of students, 27.33% of students of the 2nd course and 21.01% of people of the 3rd course reported about significant increase of online learning and online forms of the activities. The majority of teachers (81.98%) also reported an increase in workload, 18.02% of them reported about a significant increase of a role of online learning and online forms of the activities comparing with traditional learning.

Some comments from respondents showed that the greatest difficulties were experienced by foreign students who were

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not fully familiar with e-learning tools and they did not speak English (or French, or German) fluently enough to work independently with class materials. The e-learning tool implementation workload included: 80.98% of students of the 2nd course and 83.45% of people of the 3rd course reported about an increase of the activities of students in the process of e-learning; 19.02% of students of the 2nd course and 16.55% of people of the 3rd course reported about significant increase of online learning and online forms of the activities in the process of e-learning. The data do not match the statistics of the analytical report, where 87.99% of students of the 2nd course and 92.87% of people of the 3rd course noted that they had more free time when they had e-learning. Such a discrepancy is possible due to a significant increase in the share of autonomous activity in the asynchronous format of distance learning. Among the reasons for the increase in a paradigm of students' e-learning, teachers (90.55% of them) noted the following: short deadlines for completing assignments (71.73% of students of the 2nd course and 65.20% of people of the 3rd course, 87.04% of teachers), lack of theoretical materials for completing tests and assignments in electronic format (17.90% of students of the 2nd course and 12.01% of people of the 3rd course of students, 9.45% of teachers), negative conditions to participate in micro-group evaluation (64.87% of students of the 2nd course and 78.99% of people of the 3rd course of students, 96.78% of teachers). At the end of our research both groups of participants agreed that students' wish to take part in e-learning became greater due to an excess of materials and assignments (82.76% of students of the 2nd course and 87.90% of people of the 3rd course of students).

Increasing to take part in e-learning is also confirmed by the amount of time that students and teachers spend in the electronic environment. About half of the respondents (48.92% of students of the 2nd course and 40.24% of people of the 3rd course, 49.01% of teachers) spend 4-6 hours working at the computer every day; 51.08% of students of the 2nd course and 59.76% of

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people of the 3rd course of students, 50.99% of teachers) work more than 6 hours at the computer every day. The analysis of the responses of students allowed us to compare different attitudes towards the willingness of teachers to participate in recording video lectures (32.71% of teachers) and the willingness of students to watch video lectures posted in the electronic environment (89.31% of students of the 2nd course and 95.66% of people of the 3rd course). The rest of teachers (39.40%) said that they were ready to participate in videotaping fragments of classes, and 27.89% of teachers find it difficult to answer this question.

Thus, we shall pay a great attention to the Methodological Support in the activities of future translators. The goal of the Methodological Support is to form students' communicative competence; conscious positive speech behavior; mastering the norms of the modern Foreign and Ukrainian literary language; acquiring skills in operating with the terminology of a future profession; the ability to use various functional styles and sub-styles in the educational activities and professional use of them; forming skills in the process of communication justified use of language tools in compliance with the etiquette of professional communication; ensuring the skills of competent compilation of professional documentation.

Students have to know the basics of speech culture, identifying the specifics of the functioning of the oral and written forms of business language in accordance with the specialty, teaching students the basic principles of using dictionaries, fluency in the vocabulary and terminology of their specialty and developing students' skills of drafting modern business papers.

In modern linguistics (Batel, 2020; Cilibarsi, Stojanovik, Riddell, & Saddy, 2019) it is a great role of discourse in the process of developing the image of the world of future translators. Discourse is interpreted vaguely. There are *several approaches to defining discourse*:

1) *Communicative (Functional) Approach*: discourse is a verbal process of communication (a language, use, functions of

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the language), or discourse as a dialogue, or a conversation, that is a kind of interactive statement, or a discourse as a language from the position of the speaker, such a position of a teacher in the process of teaching students has not be taken into account. Within the paradigm of the Communicative Approach, the term “discourse” is interpreted as a kind of symbolic structure that makes discourse its subject, purposes, places, time, situations of creation (production);

2) *Structural-syntactical Approach*: a discourse as a fragment of the text, that is a formation beyond the sentence level (combinations of phrases, all complex Syntax as a Linguistic System, paragraphs). Discourse means two or more sentences that are semantically interconnected, and coherence is considered to be one of the main features of discourse;

3) *Structural-stylistic Approach*: a discourse as a non-textual organization of oral speech, characterized by a vague division into parts, the predominance of associative connections, spontaneity, situationality, high context, stylistic specificity;

4) *Socio-pragmatic Approach*: a discourse in the context of communication, in a paradigm of our life, either as socially or ideologically limited type of expressions, or as a text presented not as “a language of speech”, but as a special social fact with its own text.

This classification makes it clear that there are three characteristics of discourse. One has the aim to reach pragmatism, a typical situation of communication, and the other definition of discourse is at the processes of taking places in the minds of the participants and the peculiarities of students’ consciousness at the text itself. These approaches are partly contradictory. The concept of “discourse” is understood as inextricably linked to the concepts of the language and the text. Discourse as a communicative phenomenon is an intermediate link between speech as the process of the activity, on the one hand, and a specific text written in the process of communication, on the other. As a simpler contrast, discourse should be understood as a cognitive

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process with knowledge of the language, and a text should be understood as a final result of the process of linguistic activity, which leads to a certain point having been finished in general. This opposition of actual language to the result leads to the realization that a text can be interpreted as a discourse only when it is really perceived and enters the true consciousness of its recipient. So, we try to distinguish the concepts of "text" and "discourse", including in this pair the category of "practically oriented situations". Thus, discourse is considered by us as "a text" + "a situation".

The concept of "discourse" is introduced by us because there is a need to consider not only the characteristics of "the text itself" on the basis of its internal details, but also the text as "a message", addressed to someone and expressed by students in the translational activity. Some needs of students are solved by us from the side of the recipient and the creator. So, we describe discourse as a language, which is distracted by speech. Discourse is such empirical object that we encounter when students discover ways of the subject as the act of expression, some formal elements that indicate the appropriation of the language by speakers (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtchian, Kostromina, & Shtyrov, 2019). In our opinion, the essential features of discourse, which we understand in a broad sense, there is a correlation of discourse with a specific participant in the act of communication, and this in a great degree affects the listener. The structure of conversational discourse is a number of stages of the individual's communicative behavior (verbal contacts, propositions of the first topic of conversation and its approval, change of roles during the act of communication, change of topics of conversation, termination of the acts of communication), determined by a combination of external and internal factors of explication of discourse.

So, there are three main features which we underline according to the problem of the developing of the image of the world of future translators:

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1) in the formal plan a discourse is a unit of the language that exceeds the scope of the sentence;

2) from the point of view of content, discourse is associated with the use of language in a social context;

3) in the paradigm of organization of discursive units, discourse is interactive.

The first approach was taken from the point of view of formal or structural linguistics. It defined a discourse as two or more sentences the content of which is interconnected. The second approach gives us a functional definition of discourse as “any other use of the language” (Bates, Maechler, Bolker, & Walker, 2014). Such approach determines the conditionality of the analysis of discourse functions by the study of language functions in a broad sociocultural context. The third approach defines a discourse as an expression that determines the interaction of its forms and functions. In this case, discourse is understood by us not as a primitive set of isolated units of linguistic structure more than any proposition, but as a set of linguistic units of functionally organized and contextualized linguistic use (Chen, 2022).

Formal, functional and situational interpretations are defined as the main adjustments that should be trusted when solving problems that determine the meaning of the term “discourse”. Understanding discourse in such a way is based on the features of the development of features of the image of the world of future translators (Beauvillain, 1994).

Let us highlight eight meanings of the term “discourse” from our point of view:

1) discourse directly corresponds to the concept of “language”;

2) units of measurement exceeding of the size of a phrase;

3) the impact on the recipient of the statement, taking into account the circumstances of telling the statement;

4) conversation as the main type of the person’s expression;

5) speech from the speaker’s position, as opposed to narration. Such a position is not considered by all speakers;

6) the use of language units, their implementation in our speech;

7) socially or ideologically limited types of speech (for example, political discourse);

8) a theoretical activity intended to the study of the conditions of text generation.

Generalized interpretation of discourse reduces it to *two main types*:

1) discourse as specific communicative events recorded in written text and oral speech. They take place in a certain cognitive and typologically conditioned communicative space;

2) a set of texts related to the topic.

The universal nature of negation, which exists in all languages, its interpretation as the integral part of the sphere of human perception, is associated with the process of recognition, and the phenomenon of such knowledge is in all aspects of its receipt, storage, processing and transmission. So, negation can be considered as a frame structure.

The denial frame, in contrast to the assertion frame, is understood by us as a special structure, as a cognitive model that systematizes knowledge about certain stereotypical situations that underlie the meaning of the denial one. The essence of the denial frame is that it counteracts certain propositional stimuli and refutes the authenticity of the original statement. The expression of the denial frame in the form of a frame structure allows us to distinguish nuclear nominations: names of actions with the meaning of denial, slots that indicate the status of the event: a talker (the agent), a listener (a patient), motivation, a quality of the development to reach create conditions for denial frames. Since the nuclear nomination of the denial frame is directly related to the influence of the speaker on the listener, it emphasizes the communicative strategy, and the slot implements a practical element, that is motivation and a quality of actions of the talker and listener.

Speech acts represented by a frame have a characteristic set of actors (speakers and listeners), their inherent functions, their

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connection with other related functions. In this case, the frame can be interpreted as a package of information stored in the mind of the communicator, which connects the initiative with the reactive act of speech, correctly perceives hidden information. The analysis of data belonging to different language levels, and it is the basis for the statement that the ordering of the meanings of language units is based on a chain network formed by the proposition of the basic frame.

Conclusions

Depending on the type of lexical units and their interconnection, we distinguish five types of frame structures, which largely determine the formation of the future translator's image of the world:

1) a semantic frame, in which one and the same entity, content, etc. is characterized by its quantitative, qualitative, existential, positional and temporal characteristics;

2) a transformational frame, in which several elements that are participants in a certain event are assigned roles. These objects, indicated by frames, are connected by spatial connections determined by the actions of lexical units, their totality, and which are marked by the corresponding lexical units and prepositions: acts with the help of (an instrument of execution or an assistant); acts on (a recipient, an object); acts towards (a recipient); acts through (a goal or a reason); acts for (a result);

3) possessive frame, which contains the subject entities some / any, which are related to each other as a whole and its part: the frame is characterized by certain semantic characteristics; the whole one consists of different parts;

4) taxonomic or identification frame represents a separate categorization of relationships, which is manifested in two variants: something as a certain species and something as a separate genus; something as a species and something as a role, where "genus" is a permanent taxonomy of the subject entity (species), and "a role" is a permanent taxonomy of the species;

5) comparative frame, which illustrates the similarity relations, which are based on the convergence of concepts in a paradigm of human perception. The frame is formed by interspatial connections of identity: the referent is a correlate, or similarity: the referent resembles a correlate.

In particular, a typical situational frame includes a set of strictly structured actions, different actors and objects are participating in these actions. The denial frame is interpreted as a situational and behavioral structure, since it represents knowledge of non-verbal nature that can be obtained from human experience. It provides a set of initiatives and reactive speech acts. The participants are assigned the semantic roles of a talker (agent) and a listener (counterparty).

The sentence of the frame of objection to some action includes the speaker and the actions that he/she does not perform. Such non-performance of the action is marked by the corresponding negative configuration and it is explained by the type of this frame: acts on someone (a listener, an object); acts with the help of something (a tool or the assistant); acts for something (a result).

The frame of negation constitutes the cognitive basis of negative speech acts. We distinguish between negative assertives, commissives and directives. The main feature of negative assertives includes mental categorizations of informing the listener about a negative state of affairs in the form of the formula: I – inform – some – any / some – not to be. With negative commissives, the speaker undertakes to perform negative actions, which has the form: I – I wish – not to do / not to become. Negative directives encourage the listener not to perform an action, represented by the formula: I – wish – some / something – not to do / not to become.

Assertive frame's objections often implement a practical strategy of refusal. The nuclear designation "refusal" has such slots as "a statement", "a speaker", "a listener". These categories will be analyzed in other our articles.

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Івашкевич Ернест. Формування образу світу майбутніх перекладачів через психологію дискурсу.

Мета нашого дослідження – висвітлити типи лексичних одиниць та їх взаємозв’язок, виділити п’ять типів фреймових структур, які значною мірою визначають формування образу світу майбутнього перекладача.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом є метод констатувального дослідження.

Результати дослідження. Формування образу світу майбутніх перекладачів полягає у формуванні комунікативної компетентності студентів; усвідомленої позитивної мовленнєвої поведінки; оволодінні нормами сучасної української літературної мови; набутті навичок оперування термінологією майбутнього фаху; уміння користуватися різними функціональними стилями й підстилями в освітній діяльності та професійній сфері; формуванні навичок комунікативно виправданого використання засобів мови з дотриманням етикету професійного спілкування; забезпечені вміння грамотного укладання майбутнім перекладачем фахової документації.

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Висновки. Залежно від типу лексичних одиниць та їхнього взаємозв'язку, ми розрізняємо п'ять типів фреймових структур, які великою мірою визначають становлення образу світу майбутнього перекладача: 1) змістовий фрейм, в якому одна і та ж сама сутність, зміст тощо характеризується своїми кількісними, якісними, екзистенційними, позиційними і темпоральними характеристиками; 2) трансформаційний фрейм, у якому кілька елементів, які є учасниками певної події, присвоюються ролі; 3) посесивний фрейм, який містить предметні сутності дещо / дехто, які співвідносяться між собою як ціле та його частина: фрейм характеризується певними смисловими характеристиками; ціле складається із різних частин; 4) таксономічний або ідентифікаційний фрейм представляє окрім відношення категоризації; 5) компаративний фрейм, який ілюструє відносини подібності, які ґрунтуються на зближенні концептів у сприйнятті людини.

Ключові слова: образ світу майбутнього перекладача, перекладацька діяльність, дискурс, змістовий фрейм, трансформаційний фрейм, посесивний фрейм, таксономічний або ідентифікаційний фрейм, компаративний фрейм.

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Health Attitudes in Youth: a Cross-cultural Analysis of Associative Responses

Ставлення до здоров'я у молоді: крос-культурний аналіз асоціативних реакцій

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ABSTRACT

The purpose of this article is to make an empirical analysis of associative reactions of young people from Ukraine and Congo to the concept of «health».

Methods of the research. We used Linguistic Inquiry and Word Count (LIWC) software to empirically study the resulting associative responses. The survey resulted in 73 different associations, which were further analyzed by categories: emotions, cognitive processes, perception, relativity, etc.

The results of the research. According to the results of comparing associative reactions to "health" in students from Ukraine and Congo according to

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the criterion of emotions, we found that the indicators of emotional attitude to health are much higher among students from Congo (32.43) than among students from Ukraine (4.62); in the social context it is shown that the indicators of the social aspect of health are 1.54 among Ukrainian students and zero for Congolese; in the cognition context, the indicators demonstrate a greater tendency to cognitively assess one's own health in Congolese students (18.92) than in Ukrainian students (1.5); in the context of perception, Congolese youth demonstrate higher indicators 2.70 than Ukrainian students 1.54; in the context of biological accents, it was found that Congolese students more often turn to this topic when reviewing the concept of "health" (16.22) than Ukrainian students (1.54); in the context of motivation or need, such indicators were recorded only among Ukrainian students in terms of motivation in relation to health (1.54).

Conclusions. Empirical analysis of associations for "health" in groups of young people from Ukraine and Congo was conducted using LIWC-2015 and it demonstrated a number of differences. Ukrainian students are more likely to use less emotional associations that are more related to relativity and solving health problems, namely "Hospital", "medicine", "harmony", etc. Students from Congo are more likely to use associations with a more emotional response, mainly negative, as well as reactions related to health problems and their evaluation. Young people from Congo often use associations such as "illness", "evil", "fear", "good", etc.

Key words: health, associative experiment, youth, health literacy, LIWC-2015.

Introduction

In the context of rapid social, technological, and informational change, the issue of preserving and promoting the health of the younger generation is gaining particular importance. Youth represents the future of any nation, and its physical, mental, and social well-being directly influences the overall health of society. At the same time, young people are among the most vulnerable to harmful habits, stress factors, poor nutrition, and sedentary lifestyles.

Today, new behavioral models are emerging that combine an interest in healthy living with a simultaneous engagement in risky practices. Digitalization, social media, social instability,

and the influence of mass culture are significantly reshaping young people's perceptions of health.

The research on young people's attitudes toward their own health is highly relevant, as it doesn't only help identify current trends but also supports the development of effective prevention programs, educational strategies, and social initiatives aimed at fostering a health-conscious culture.

Thus, exploring this topic is a crucial step toward improving and safeguarding the health of younger generations, which will, in turn, positively affect the quality of life of society as a whole.

The issue of youth attitudes toward health has been the focus of active academic investigation in recent years. Contemporary research demonstrates that this phenomenon is shaped at the intersection of physical, mental, social, and digital contexts (Høgdsdal et al., 2024; Xu et al., 2023; Çinkil, Tural Büyük, 2023; Roșioară et al., 2024).

In the study by H. Høgdsdal, H. Kyrrestad, M. Rye and S. Kaiser (Høgdsdal, Kyrrestad, Rye, & Kaiser, 2023), adolescents' perceptions of mobile mental health applications were explored. The authors found that despite a generally positive attitude toward such tools, their actual use remained low due to accessibility and motivation barriers. These findings suggest that mobile health technologies, when tailored to youth needs, may serve as effective support tools for mental well-being.

The study by R. Xu, X. Bao, L. Shi, and D. Wang (Xu, Bao, Shi, & Wang, 2023) revealed a strong correlation between digital health literacy and young people's willingness to seek mental health support. The results indicated that adolescents with higher eHealth literacy were more open to preventive practices and professional help. This highlights the importance of digital competence in fostering responsible health attitudes among youth.

The study by Z. Çinkil and E. Tural Büyük (Çinkil, & Büyük, 2023) provides insight into the relationship between health literacy and eating behaviors among adolescents. The authors show that higher awareness of health principles is directly linked to

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more positive attitudes toward nutrition. This emphasizes the importance of integrating health education into school curricula to promote healthy lifestyle choices.

A regional perspective is presented in the WHO (2024) report, which covers more than 40 European countries. It highlights a rise in school-related stress, a decline in family support, and an increase in emotional distress among adolescents, particularly girls. These findings point to the need for systemic changes in educational environments and the expansion of psychosocial support programs.

The Latvian study by N. Bezborodovs and A. Villerusa (Bezborodovs, & Villerusa, 2024) demonstrates that subjective health status, health behaviors, and engagement in risk behaviors are crucial factors influencing adolescent mental health. Their research underscores the importance of self-perception in overall health assessment.

The study by Egyptian researchers found that young people have specific health needs. The most frequently mentioned needs are psychological support, health education on various topics, including reproductive health and sexually transmitted diseases, and nutrition (Abd El-Mawgod et al., 2020).

Research shows that the changes triggered by the COVID-19 pandemic have revealed a willingness for most young people to consider virtual health services. Canadian researchers say many young people are not receiving such services despite their desire and clinical need. To meet the needs of diverse young people, diverse, identifiable, accessible and technologically robust virtual services are needed, perhaps with in-person options for some young people (Hawke et al., 2020).

British scientists focus on studying attitudes and awareness of mental health (Renwick et al., 2024). The main themes among young people were low levels of recognition and knowledge about mental health problems and illnesses, high levels of stigma, and low trust in professional health services, even when their effectiveness is recognized. The most relevant for research, scientists

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suggest, are the themes of community-based mental health interventions that combine education and social contacts.

In conclusion, the reviewed literature emphasizes the multidimensional nature of youth attitudes toward health, where educational level, access to digital tools, social environment, and personal motivation all play critical roles. These factors must be considered when designing effective youth health support programs at both national and international levels.

Research specifically on cross-cultural attitudes and perceptions of the term health is often controversial and often illustrates the difficulties of such scientific explorations (Michaud et al., 2001). The study of health attitudes in British and Saudi young people demonstrated that there are unhealthy habits that appear to be a cross-cultural phenomenon, namely unhealthy lifestyles, such as increased screen time, and unhealthy eating habits, among adolescents living in urban areas (Al-Hazzaa, 2013). Other studies have found a link between life satisfaction and health-promoting behavior across cultural groups. A common feature across all groups was that quitting smoking and being physically active were associated with higher levels of life satisfaction (Grant, Wardle, & Steptoe, 2009).

So, the purpose of this article is to make an empirical analysis of associative reactions of young people from Ukraine and Congo to the concept of “health”.

Methods of the research

The total sample of the study population was 58 people. 23 people were from the Republic of Congo (14 men and 9 women) and 35 people – from Ukraine (7 men and 28 women). The study subjects were offered the stimulus of the concept of “health” for young people from Congo in French, for Ukraine – in Ukrainian. The age of the participants was from 18 to 35 years.

We used Linguistic Inquiry and Word Count (LIWC) software (Pennebaker, Boyd, Jordan, Blackburn, 2015) to empirically study the resulting associative responses. The LIWC program

is an effective method for studying the emotional, cognitive, and structural components present in verbal and written speech samples of people. The program is actively used by scientists for applied research (Pennebaker, Chung, Frazee, Lavergne, & Beaver, 2014). LIWC contains two blocks – software and dictionaries. English and French dictionaries are built into the program. The Ukrainian dictionary for the program was developed by S.V. Zasiekin (Zasiekin, Bezuglova, Hapon, Matiushenko, Poldolska, & Zubchuk, 2018).

LIWC allows you to obtain more than 80 indicators on linguistic, psychological, and grammatical scales. In the study, we will consider psychological and linguistic indicators. Most LIWC2015 variables are expressed as a percentage of the total number of words.

Results and their discussion

For convenience, the obtained associative reactions were analyzed by psychological categories. The indicators of associative reactions comparison to concept "health" among young people from Ukraine and Congo according to the emotion criteria are shown in Table 1.

Table 1
Comparison of associative reactions to "health"
in young people from Ukraine and Congo according
to the criterion of emotions

Category	Congo	Ukraine
Affective processes	32.43	4.62
Positive emotion	27.03	3.08
Negative emotion	8.11	0.00
Anxiety	2.70	0.00
Anger	0.00	0.00
Sadness	2.70	0.00

According to the results of comparing associative reactions to "health" in students from Ukraine and Congo according to the

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criterion of emotions, we found that the indicators of emotional attitude to health are much higher among students from Congo (32.43) than among students from Ukraine (4.62). Young people from Ukraine often use such emotional reactions as acceptance, harmony. Young people from Congo often use the words good, normal. Differences in associative reactions in different groups were found, namely, young people from Congo more often demonstrate Negative emotion, Anxiety and Sadness, which is reflected in the reactions “tears” (peur), “wrong” (mal). Ukrainian students demonstrate a fairly positive attitude towards health.

The comparison of the obtained associations in the two groups by social criterion is shown in Table 2.

Table 2
**Comparison of associative reactions to “health”
in youth from Ukraine and Congo by social content**

Category	Congo	Ukraine
Social processes	0.00	1.54
Family	0.00	1.54
Friends	0.00	0.00
Female references	0.00	0.00
Male references	0.00	0.00

The comparison results of the associative responses to health among Congolese and Ukrainian students in the social context show that the indicators of the social aspect of health are 1.54 among Ukrainian students and zero for Congolese. In general, Ukrainian youth use a social context to describe health, mentioning people and family and its role in maintaining health.

The results of comparing associative reactions to “health” in students from Ukraine and Congo according to the criterion of cognitive processes are shown in Table 3.

According to the comparing results of associative responses to health among young people from Congo and Ukraine in the cognition context, the indicators demonstrate a greater tenden-

cy to cognitively assess one's own health in Congolese students (18.92) than in Ukrainian students (1.5). Congolese students often use responses like "nothing" (rien), "normal" (normale) and "psychological" (psychologique) etc.

Table 3

**Comparison of associative reactions to "health"
in students from Ukraine and Congo according
to the criterion of cognitive processes**

Category	Congo	Ukraine
Cognitive processes	18.92	1.54
Insight	2.70	0.00
Causation	0.00	0.00
Discrepancy	10.81	1.54
Tentative	0.00	0.00
Certainty	0.00	0.00
Differentiation	0.00	0.00

The next step in analyzing the responses obtained involved comparing associations with "health" in young people of different groups according to the criterion of Perception, i.e., with which sensory system health is most often associated. The results are shown in Table 4.

Table 4

**Comparison of associative reactions to "health"
in students from Ukraine and Congo according
to the criterion of Perception**

Category	Congo	Ukraine
Perceptual processes	2.70	1.54
See	0.00	0.00
Hear	0.00	0.00
Feel	0.00	0.00

According to the results of the comparison of associative responses to health among students from Congo and Ukraine in the

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context of perception, Congolese youth demonstrate higher indicators 2.70 than Ukrainian students 1.54. Ukrainian students often perceive health as “harmony”. Congolese students especially use the word evil (mal). Congolese students use words with negative connotations.

The results of the association analysis using the criterion of biological processes are shown in Table 5.

Table 5

**Comparison of associative reactions to “health”
in students from Ukraine and Congo using the criterion
of biological processes**

Category	Congo	Ukraine
Biological processes	16.22	1.54
Body	2.70	0.00
Health	13.51	1.54
Sexual	0.00	0.00
Ingestion	0.00	0.00

According to the results of comparing the associative response to health among students from Congo and Ukraine in the context of biological accents, it was found that Congolese students more often turn to this topic when reviewing the concept of “health” (16.22) than Ukrainian students (1.54). Ukrainian students often use the word “Hospital”, emphasizing where you can improve your health. Congolese students often use the words “evil”, “illness”, “physical”, “body”, “life”, etc. In general, the results show that Congolese students place more emphasis on biological health problems, while Ukrainian students – on where you can get help.

The results of the needs assessment of health associations are shown in Table 6.

According to the results of comparing associative responses to health among students from Congo and Ukraine in the context of motivation or need, such indicators were recorded only among

Ukrainian students in terms of motivation in relation to health (1.54). Ukrainian students often use the word "Hospital", that is, students know how to solve needs in this area. Congolese students, meanwhile, do not use the word or response, according to the criterion of needs.

Table 6

Comparison of associative reactions to "health" in students from Ukraine and Congo according to the criterion of needs

Category	Congo	Ukraine
Drives	0.00	1.54
Affiliation	0.00	0.00
Achievement	0.00	0.00
Power	0.00	0.00
Reward	0.00	0.00
Risk	0.00	0.00

According to the criterion of time orientation, no associative reactions to "health" were found in students from Ukraine and Congo. That is, health is considered in terms of time assessment in young people.

The comparison of associative reactions to "health" in students from Ukraine and Congo according to the criterion of relativity is shown in Table 7.

Table 7

Comparison of associative reactions to "health" in students from Ukraine and Congo using the criterion of relativity

Category	Congo	Ukraine
Relativity	10.81	81.54
Motion	0.00	0.00
Space	0.00	1.54
Time	0.00	0.00

According to the results of comparing associations among young people from Congo and Ukraine using the criterion of

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relativity, it was found that Ukrainian students often use words that reflect relations, relationships between objects and phenomena. Ukrainian students often use such reactions as “life”, “medicine”, “strength”, etc. Congolese students often use the word “normal”.

The results of the comparison of associations with “health” in young people from different countries were also carried out according to broad thematic categories. The results are shown in Table 8.

Table 8
Comparison of associative reactions to “health” in students from Ukraine and Congo according to the criterion of global thematic categories

Category	Congo	Ukraine
Work	1.54	2.70
Leisure	1.54	2.70
Home	0.00	0.00
Money	0.00	0.00
Religion	0.00	0.00
Death	0.00	0.00
Work	0.00	0.00

According to the results of a comparison of health associations among students from Congo and Ukraine and according to broad thematic categories we found that young people perceive health through the prism of concepts of work and leisure. Students from Ukraine focus more on these categories (2.70) using the words “entertainment”, “hospital”, while Congolese students (1.54) only through the concept of “sports”.

Conclusions

The theoretical and empirical analysis of the attitude towards health among representatives of two countries (Ukraine and Congo) demonstrated common and distinctive features in the understanding of the concept under study.

Analysis of theoretical sources demonstrates the interest of young people from different countries in the topic of health, the need for education and the introduction of youth-friendly centers where comprehensive support would be provided, because young people do not always want to communicate with a family doctor. In addition, other cross-cultural studies demonstrate trends that quitting smoking and playing sports not only improve health, but also increase the level of life satisfaction in young people.

Empirical analysis of associations for "health" in groups of young people from Ukraine and Congo conducted using LIWC-2015 demonstrated a number of differences. Ukrainian students are more likely to use less emotional associations that are more related to relativity and solving health problems, namely "Hospital", "medicine", "harmony", etc. Students from Congo are more likely to use associations with a more emotional response, mainly negative, as well as reactions related to health problems and their evaluation. Young people from Congo often use associations such as "illness", "evil", "fear", "good", etc.

The conducted study has many limitations that can be eliminated by increasing the sample, increasing the stimulus material on the topic of health, etc. However, the results obtained open up promising areas of research on health awareness, on the accessibility of such services, etc.

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Коструба Наталія. Ставлення до здоров'я у молоді: кроскультурний аналіз асоціативних реакцій.

Мета нашого дослідження – здійснити емпіричний аналіз асоціативних реакцій молоді з України та Конго на поняття «здоров'я».

Методи дослідження. Для емпіричного вивчення отриманих асоціативних відповідей ми використовували програмне забезпечення *Linguistic Inquiry and Word Count* (LIWC). В результаті опитування було виявлено 73 різні асоціації, які були додатково проаналізовані за категоріями: емоції, когнітивні процеси, сприйняття, відносність тощо.

Результати дослідження. З результатами порівняння асоціативних реакцій на «здоров'я» у студентів з України та Конго за критерієм емоцій ми виявили, що показники емоційного ставлення до здоров'я значно вищі у студентів з Конго (32,43), ніж у студентів з України (4,62). У соціальному контексті показано, що показники соціального аспекту здоров'я становлять 1,54 в українських студентів та нуль у конголезьких. У когнітивному контексті показники демонструють більшу схильність до когнітивної оцінки власного здоров'я у конголезьких студентів (18,92), ніж в українських студентів (1,5). У контексті сприйняття конголезька молодь демонструє вищі показники (2,70), ніж українські студенти (1,54). У контексті біологічних акцентів було виявлено, що конголезькі студенти частіше звертаються до цієї теми під час розгляду поняття

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«здоров'я» (16,22), ніж українські студенти (1,54). У контексті мотивації чи потреби такі показники зафіксовані лише серед українських студентів щодо мотивації стосовно здоров'я (1,54).

Висновки. Емпіричний аналіз асоціацій щодо «здоров'я» в групах молоді з України та Конго було проведено за допомогою LIWC-2015 і він продемонстрував низку відмінностей. Українські студенти використовують менше емоційних асоціацій, які більше пов'язані з відносністю та вирішенням проблем зі здоров'ям, а саме «лікарня», «ліки», «гармонія» тощо. Студенти з Конго частіше використовують асоціації з більш емоційною реакцією, переважно негативною, а також реакції, пов'язані з проблемами зі здоров'ям та їх оцінкою. Молодь з Конго часто використовує такі асоціації, як «хвороба», «зло», «страх», «добро» тощо.

Ключові слова: здоров'я, асоціативний експеримент, молодь, медична грамотність, LIWC-2015.

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Procrastination as the Important Problem in Modern Psychology

Прокрастинація як актуальна проблема сучасної психології

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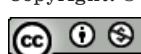
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ABSTRACT

The aim of our research is to show psychological peculiarities of procrastination as the important problem in Modern Psychology, to describe the results of our research of the level of procrastination of teenagers.

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. Respondents with a low level of procrastination are highly organized and efficient in completing tasks. They are usually able to plan their activities with precision and adhere to the planned schedule, which allow them to avoid procrastination and postponing tasks for later. This ability to complete tasks in time is the result of well-developed time management skills, organization, and self-discipline. Pupils with a low level of procrastination are able to tune into completing tasks, even if they require significant effort or diffi-

culties arise. They can also work effectively under stress, when they are affected by several tasks at once.

Conclusions. *Procrastination, as a multifactorial psychological phenomenon, has come a long way from a simple understanding as laziness to the modern interpretation as a complex psychological process. Its emergence and development are associated with the evolution of views on human behavior, motivation and internal conflicts. From ancient times to the present day, procrastination has been changed in its understanding, and today it is considered not only as a personal flaw, but as a problem that requires special attention and intervention.*

Key words: *procrastination, motivation, internal conflicts, laziness, levels of procrastination, difficulties, stress.*

Introduction

Procrastination is the tendency to postpone important, but usually unpleasant or difficult tasks for later, replacing them with less important or more enjoyable activities (Рудоманенко, 2020). This psychological phenomenon is widespread in modern society and can have serious consequences for the individual, his/her productivity and health. Procrastination is often accompanied by feelings of guilt, anxiety and stress, which, on the one hand, leads to postponing tasks, and on the other hand, to increase internal tension. It can manifest itself in various areas of the person's activity, such as study, work, personal relationships, which negatively affect the general state of a person (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019).

The increasing pace of life in the conditions of information overload and technological progress contributes to the deepening of the problem of procrastination (Greco, Canal, Bambini, & Moro, 2020). Modern people are constantly surrounded by a large amount of information that requires immediate attention, while new technologies and gadgets create additional distractions that only increase the postponement of some more important matters (Hornberger, & Link, 2012). People begin to feel that they do not have time to complete all the necessary tasks, and therefore gradually spend time on less significant things

that give them instant gratification or simplify the process of execution (Ivashkevych Er., & Komarnitska, 2020).

One of the main reasons for procrastination is the fear of failure or low self-esteem. A person who doubts his/her abilities or considers a task too difficult may deliberately avoid completing it (Huang, Loerts, & Steinkrauss, 2022). This becomes a kind of protective reactions that allow the person to maintain internal comfort, but as a result negative emotions will be associated with postponing the matter has been arisen. In addition, procrastination can be the result of a low level of motivation, when a person does not feel the importance of the task or cannot clearly define its purpose (Engle, 2002; Gathercole, Pickering, Ambridge, & Wearing, 2004).

The problem of procrastination has serious consequences, both for the individual and for a society as a whole. From a psychological point of view, it is often accompanied by anxiety, stress and feelings of guilt, which worsen the emotional state and can lead to depression (Cui, Wang, & Zhong, 2021). Postponing important things affects a person's productivity, reducing the person's effectiveness in the process of the activity or at school, which in turn leads to a decrease our self-confidence. In addition, the lack of results can contribute to the development of feelings of dissatisfaction and helplessness (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych Er., & Hupavtseva, 2020).

In a social context procrastination can lead to a decrease in the process of interaction and communication with other people (Drigas, & Karyotaki, 2017). When a person procrastinates, it can affect his/her relationships with colleagues, friends or families, especially if there were shared projects or commitments suffer. This can lead to different conflicts, loss of trust, and even social isolation. Thus, procrastination is not only individual in nature, but it can also affect the broader social context (Івашкевич Ер., & Комарніцька, 2020).

So, the aim of our research is to show psychological peculiarities of procrastination as the important problem in Modern

Psychology, to describe the results of our research of the level of procrastination of teenagers.

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.

In our research we use such Methodologies: The General Procrastination Scale (GPS) (2024); The Tuckman Procrastination Scale (TPS) (2024).

Results and their discussion

Showing the importance of this problem, the effective study and the development of methods for combating procrastination are urgent tasks of Modern Psychology. Studying the causes of procrastination allows us to find individual and collective ways to overcome it, which helps us to reduce the negative consequences for both individuals and a society as a whole. The development of methods that include cognitive-behavioral approaches, time management techniques and motivational strategies allows us to significantly improve the productivity and emotional well-being of a person, contributing to his/her personal development and social adaptation (Mykhalchuk, & Khupavsheva, 2020).

So, let us describe the concept of procrastination, its history of origin and modern interpretation. Also, in our article we'll show theoretical and methodological foundations of procrastination as a complicated psychological phenomenon.

Procrastination or putting off important matters for later is a phenomenon that has ancient roots and almost interesting history. Its emergence is associated with a person's desire to avoid unpleasant or difficult tasks. Despite the fact that the word "procrastination" itself appeared much later, procrastination as a unique phenomenon was known in antiquity. The chronological development of the understanding of procrastination reflects

the evolution of human ideas about the nature of the behavior and psychological characteristics of the individual. This phenomenon has a long history, because the desire to put off matters for later was noticed in ancient times. However, over the centuries, the perception of procrastination has changed, and at each historical stage different cultural, moral and scientific interpretations have been imposed on it. With the development of Philosophy, Religion and later Psychology, procrastination began to be considered not only as a personal flaw, but also as a complex psychological phenomenon (Jiang, Zhang, & May, 2019; Mai, 2022; Mykhachuk, & Ivashkevych Er., 2021).

Table 1 shows the main stages of the development of procrastination understanding, starting from ancient times and up to the present day. It indicates the key periods and events that influenced the formation of a modern idea of procrastination as a behavioral phenomenon.

Table 1
**Timeline of the development of understanding
the phenomenon of procrastination**

A period of time	Key events and characteristics of attitudes towards the phenomenon of procrastination
the 4th-the 1st centuries BC	In antiquity, particularly in Ancient Greece, philosophers such as Aristotle began to examine human behavior, including the avoidance of action. They interpreted procrastination as a manifestation of weakness of will and lack of self-control.
the Vth- the XVth centuries AD	In the Middle Ages, procrastination was considered a sin, and putting things off was perceived as unwillingness to fulfill duties, which was unacceptable.
the XVth- the XVIth centuries AD	The Renaissance era emphasized the importance of self-development and discipline, and procrastination was considered as a sign of laziness that needed to be overcome.

the XVIIIth century AD	With the development of science and rational thinking, procrastination began to be considered as a separate behavioral problem, but remained unstudied from a psychological point of view.
the XIXth century AD	Firstly, procrastination became a subject of scientific study when Psychology was just beginning to take shape. Scientists began to view it as a behavioral problem.
the XXth century AD	In the 20th century, procrastination began to be studied more deeply. It was viewed as a behavioral phenomenon related to motivation, emotions and internal conflicts. Cognitive-behavioral psychologists paid particular attention to procrastination.
the XXIst century AD	The modern interpretation of procrastination is based on a multifaceted approach that includes cognitive, behavioral and emotional aspects. Procrastination is viewed as a problem that requires individual correction methods and psychological support.

In ancient times, particularly in the 4th-the 1st centuries BC, procrastination was viewed through the prism of moral and philosophical ideas about self-control and weakness of will. Greek philosophers, especially Aristotle, deeply investigated the nature of human behavior and motives. Aristotle interpreted procrastination as a manifestation of *akrasia*. It is a state when a person cannot act in accordance with a rational choice, despite the awareness that the chosen task is important. Such behavior, according to Aristotle, is a consequence of weakness of will, when emotions or momentary desires dominate some rational decisions. To achieve harmony and happiness, ancient philosophers considered self-control and the pursuit of virtues necessary (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020).

Procrastination during this period of time (we mean the 4th-the 1st centuries BC) was not seen as a psychological pheno-

menon, but as a moral failing project. Philosophers of this time emphasized the importance of achieving virtue through discipline and prudence, as this was seen as the path to achieving “eudaimonia” (Hamedi, & Pishghadam, 2021). Telling about eudaimonia, we mean a state of complete satisfaction and harmony. Procrastination was seen by us as an obstacle to self-improvement and higher wisdom, and was therefore avoided. Aristotle and his contemporaries laid the foundation for the idea that control over one’s own actions was an important component of a person’s moral maturity (Hogan, Adlof, & Alonzo, 2014).

The Middle Ages, which spanned the 5th-the 15th centuries AD, were marked by a significant influence of the Christian religion, which radically changed the approach to understand procrastination. Christian morality considered procrastination a manifestation of sin, primarily laziness, which is one of the deadly vices. People who constantly postponed things were considered unscrupulous in fulfilling their duties to God and their neighbors. At this time, discipline and conscientious completion of tasks were valued, and procrastination was perceived as a sign of spiritual weakness and remoteness from the divine order (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

With the beginning of the Renaissance in the 15th and the 16th centuries, views on procrastination began to change. The Renaissance, the era of renewed interest according to the individual, led to a rethinking of procrastination. Postponing things began to be perceived as a threat to personal growth and the realization of inner potential of a person. At this time, the culture of self-discipline and self-development acquired special importance, and the avoidance of procrastination became a part of the Renaissance as the ideal of harmonious, creative personality. Procrastination was perceived as an obstacle to self-improvement and the realization of creative abilities (El-Zawawy, 2021; Ivashkevych Ed., & Onufriieva, 2021).

In the 18th century AD, with the advent of the Age of Enlightenment, procrastination began to be perceived through the

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prism of rational thinking and personal responsibility to the society. Philosophers of this era, such as Immanuel Kant and Jean-Jacques Rousseau, proposed a reason and rationality as the main drivers of social and individual development. Procrastination, in this context, began to be perceived as an obstacle to self-improvement and contribution to the public ideas, which hindered the development of both the individual and the society as a whole. Philosophers of that time emphasized the importance of using time efficiently and organized, but procrastination remained more of an ethical issue than a scientific object of the research (Ferdowsi, & Razmi, 2022).

The impact of a Scientific Revolution on Philosophy and Public thinking during the Enlightenment also contributed to a change in attitudes towards procrastination. Scientific advances and innovations emphasized the importance of systematic activity, which encouraged people to abandon the postponement of important matters. Procrastination began to be interpreted as irrational behavior that harmed personal development and productivity. However, although procrastination was evaluated from the point of view of rationality, it had not yet become the object of psychological analysis, since Psychology itself as a science had not yet been formed at that time (Murphy, Melandri, & Bucci, 2021).

The 19th century showed the emergence of Psychology as a separate branch of science, which led to a more detailed study of the causes and the manifestations of procrastination. During this period of time, the focus of researchers was shifted from moral judgments to the analysis of personality traits of each person, such as self-control, motivation and self-esteem. Researchers sought to understand why some people were more prone to procrastination, looking at this phenomenon as a connection with internal conflicts and weak motivation. Hypotheses arose that procrastination could be associated with personality traits, such as low self-esteem or lack of self-discipline. This understanding of procrastination as a psychological phenomenon was

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an important step towards expanding the understanding of it as a problem that requires deeper research and psychotherapeutic intervention (Falé, Costa, & Luegi, 2016).

In the early 20th century, the development of Cognitive-Behavioral Psychology helped to reveal the connection between thinking, emotions and behavior, which allowed researchers to understand procrastination as a manifestation of internal conflict that arises from negative beliefs and emotional barriers. Cognitive-Behavioral Approaches view procrastination not simply as a weakness of character, but as the result of emotional experiences, in particular, fear of failure, perfectionism and low stress tolerance. Scientific research has found that procrastination often occurs when people are afraid of failure or are overly critical of themselves, striving for ideal results. This approach has become the basis for developing strategies for managing procrastination, including through changing thinking, managing anxiety and developing time management skills (Рудоманенко, 2020).

Modern understanding of procrastination involves a multi-faceted approach to studying this phenomenon, which includes cognitive, emotional and behavioral aspects. Researchers today understand procrastination not only as a character trait or a habit, but as a complex psychological process that involves the interaction of various factors: from personal characteristics to social influences.

Modern researchers distinguish several types and forms of procrastination, which help us to understand its depth and manifestations. *The main forms of procrastination are:*

– *procrastination due to fear of failure.* This type of procrastination usually occurs when people are very afraid of mistakes and failures. Fear of failure can lead to the fact that people refuse to complete a task, even if it is important. Often, such people expect a perfect result from themselves, and because of this they feel too much pressure. Instead of starting work, they postpone it because they feel that they will not be able to perform

the task at the highest level. This state of anxiety can be further exacerbated when expectations of the result do not correspond to real capabilities or resources.

– *Procrastination due to low motivation.* In this case, people feel a lack of internal motivation to complete important tasks. They do not see the point in carrying out the activity or consider it too difficult or uninteresting. This can lead to the fact that they often choose alternative, less meaningful or easier activities that temporarily bring pleasure, but ultimately do not help to achieve the goals they set. People with low motivation often lose the ability to set and achieve long-term goals, which only increases their procrastination.

– *Social procrastination.* This type of procrastination is manifested in the postponement of tasks due to fear of negative evaluation or criticism from other people. People prone to social procrastination, they may avoid completing a task due to fears that their work will not be perceived properly, or that they will not be able to meet the high demands from the side of others. Fear of judgment and a desire to avoid social tension may cause them to postpone completing tasks, even if they understand that doing so may have negative consequences for their reputation or career.

– *Procrastination due to lack of self-discipline.* This type of procrastination is often observed when people have difficulties with self-organization and time management. They cannot approach tasks in a disciplined manner and often postpone work for later, even if they understand its importance. The lack of regularity in the approach to tasks, weak ability to self-control and the absence of a clear strategy lead to the fact that such people cannot tune into systematic work or activity. They can start doing something, but do not complete the task due to the lack of internal motivation and organization.

In addition to forms, procrastination also has different levels of its manifestation: from easy postponement of routine tasks to serious avoidance of important life decisions. This phenome-

non can be considered as a spectrum on which different types of behavioral manifestations are located, from mild ones to severe forms. Modern Psychology offers various methods for overcoming procrastination. The main ones are Cognitive-Behavioral Therapy, time management techniques, setting short-term and achievable goals, as well as developing self-discipline skills. The important role in overcoming procrastination is played by awareness of emotional triggers and the ability to manage one's own emotional state.

Let's consider the results of our research of the level of procrastination among 80 respondents who participated in the study. Two main instruments were used to assess the level of procrastination: the General Procrastination Scale (GPS) (2024), which allows us to measure the tendency to postpone tasks in the general context of everyday life, and the Tuckman Procrastination Scale (TPS) (2024), which specializes in assessing academic procrastination.

The General Procrastination Scale (GPS). To measure the tendency to procrastinate, the General Procrastination Scale (GPS) was used, which allows us assessing the level of procrastination based on several parameters, such as the frequency of postponing tasks, the impact of procrastination on productivity and the emotional state of respondents.

Respondents were divided into two groups: experimental and control ones. The experimental group consisted of 40 people who participated in a psychocorrectional program with the aim at reducing the level of procrastination using specially developed methods. The control group, also consisting of 40 people, performed only ordinary everyday tasks without the use of additional interventions. This distribution allowed us to assess the effectiveness of the applied methods by comparing the changes in the level of procrastination between the groups.

So, our groups were:

– experimental group E1 – 40 teenagers of the 6th-A form of Rivne secondary school №15;

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– control group C1 – 40 teenagers of the 6th-B form of Rivne secondary school №15.

The study was organized in several stages: first stage – respondents filled out questionnaires that assessed the level of procrastination using GPS and TPS. After that, groups were formed according to the level of their procrastination, which made it possible to identify the most common factors contributing to task postponement, as well as determine the relationships between procrastination and other psychological factors, such as self-control, motivation and emotional state.

An important stage of our research was the focus groups, which helped not only to confirm the obtained quantitative results, but also to delve deeper into the individual characteristics of the respondents, the reasons for procrastination and their attitude towards this phenomenon. Thus, the results of the study allow us to draw conclusions about the level of procrastination in different groups of respondents, as well as to identify the most effective methods of combating this phenomenon.

Let us consider the results of the study and provide a detailed analysis of the results having been obtained, as well as to make the conclusions that allow us to assess the scale and the impact of procrastination on various aspects of the respondents' lives. The study has the aim to determine the level of procrastination in general, as well as to find out in which situations and under what conditions respondents are most likely to postpone completing tasks. The results allow us to distinguish three groups by the level of procrastination: low, medium and high ones. The collected data make us possible not only to classify respondents by their level of procrastination tendency, but also to identify the psychological and behavioral characteristics of each group, as well as to assess the impact of procrastination on the overall level of productivity of the person's activity and emotional state of the person.

These results are important for understanding the nature of procrastination, because they allow us to identify both typical

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situations, which provoke procrastination and individual factors that contribute to this process. The derivation of such patterns is the basis for developing effective methods and strategies for overcoming procrastination that can be adapted to different groups of people (Table 1).

Table 1
General Procrastination Scale Results of teenagers (GPS)
(in %, a descriptive research)

The Level of Procrastination	Group E1	Group C1
Low	15.98	14.31
Average	40.21	44.61
High	43.81	41.08

At the initial stage of the research, the levels of procrastination in both groups were evenly distributed, which allow us to objectively assess the effectiveness of the applied techniques in further comparison.

Respondents with a low level of procrastination are highly organized and efficient in completing tasks. They are usually able to plan their activities with precision and adhere to the planned schedule, which allow them to avoid procrastination and postponing tasks for later. This ability to complete tasks in time is the result of well-developed time management skills, organization, and self-discipline. Pupils with a low level of procrastination are able to tune into completing tasks, even if they require significant effort or difficulties arise. They can also work effectively under stress, when they are affected by several tasks at once. The lack of procrastination is often explained by a high level of intrinsic motivation, since such pupils are focused on achieving results and personal growth. They understand the importance of completing tasks, which allows them to overcome potential obstacles and stay focused. At the same time, such respondents may experience some stress due to excessive demands on themselves and high standards they set for themselves. This can lead to overload, especially when the number of tasks exceeds

their capabilities or when there is a need to complete complex tasks in a short time.

A middle group of respondents, who show a moderate tendency to procrastinate, demonstrate situational procrastination. They may put off tasks if they have a lack of sufficient motivation or when the tasks seem difficult or uninteresting. Procrastination of this group of respondents is often not constant, but depends on the context and conditions of tasks' performance. For example, when tasks are too abstract or do not have personal significance for them, they may postpone them until later, because they do not see a direct benefit or motivation for immediate completion. They often face great difficulties due to fear of failure or reach a lack of clear goals, which inhibits the start of work doing this task.

However, teenagers are able to overcome these barriers when tasks become more specific, interesting or when they receive external support that stimulates them to take some actions. Such respondents are able to use time management techniques, such as breaking large tasks into smaller steps or setting realistic deadlines, which can reduce their tendency to procrastinate. However, they still have difficulties with fully controlling their tendency to put off tasks, especially when they feel overwhelmed or have to deal with a large number of simultaneous responsibilities. Feelings of stress and overload often lead them delaying the start of the activity, which increases the duration of tasks and reduces productivity of general work.

Respondents with a high level of procrastination consistently experience difficulties in organizing their time and completing tasks in time. Their tendency to procrastinate often becomes a systematic one, and it is a significant barrier for achieving personal and professional goals. Pupils may put off different tasks due to fear of failure, perfectionism, low level of motivation or lack of clearly formulated goals. A high level of procrastination of such respondents may be associated with deeper psychological problems, such as anxiety, depression or low self-esteem.

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These factors create psychological barriers that make it difficult to make decisions and start working doing the task. Pupils often feel powerless or they are out of control, which lead to even more procrastination. As a result, this process creates a vicious cycle where the accumulation of tasks only increases stress and anxiety of teenagers, which leads to even more procrastination. Such respondents often experience their feelings of guilt and low self-esteem, as they realize the consequences of putting off important things, but they cannot take effective measures to overcome these conditions. Over time, this situation can lead to a further decrease in pupils' productivity and negatively affect their emotional well-being. High level of procrastination can become a significant psychological barrier, so respondents in this group need specialized support, such as psychotherapeutic methods or time management training to overcome these difficulties.

Thus, the results of the research show that procrastination has different degrees of severity among respondents. Most amount of pupils have average level of procrastination, which means that this phenomenon does not occur to them constantly, but it is in certain situations. Only 15.98% of respondents from group E1 and 14.31% from C1 have a low level of procrastination, demonstrating high organization and the ability to effectively complete the tasks without significant delays. At the same time, more than 40% of participants face serious difficulties in overcoming procrastination, which has a significant negative impact on their psycho-emotional and physical well-being, as well as on the productivity of their activity.

Conclusions

Procrastination, as a multifactorial psychological phenomenon, has come a long way from a simple understanding as laziness to the modern interpretation as a complex psychological process. Its emergence and development are associated with the evolution of views on human behavior, motivation and internal conflicts. From ancient times to the present day, procrastination

has been changed in its understanding, and today it is considered not only as a personal flaw, but as a problem that requires special attention and intervention.

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Михальчук Наталія, Славіна Наталія, Рудзевич Ірина.
Прокрастинація як актуальна проблема сучасної психології.

Метою дослідження є показати психологічні особливості прокрастинації як актуальної проблеми сучасної психології, описати результати нашого дослідження щодо рівня прокрастинації підлітків.

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. В статті доведено, що респонденти з низьким рівнем прокрастинації проявляють високу організованість і ефективність у виконанні завдань. Вони зазвичай здатні планувати свою діяльність із точністю і дотримуватись наміченого графіка, що дозволяє уникати зволікань і відкладання завдань на потім. Така здатність до своєчасного виконання справ є результатом добре розвинених навичок тайм-менеджменту, організованості та самодисципліни. Люди із низьким рівнем прокрастинації здатні налаштовуватися на виконання завдань, навіть якщо вони вимагають значних зусиль або з'являються труднощі. Вони також можуть ефективно працювати в умовах стресу, коли на них впливає кілька завдань одночасно.

Висновки. Прокрастинація як багатофакторне психологічне явище пройшла тривалий шлях від простого розуміння як ліні до сучасного трактування як складного психологічного процесу. Її виникнення і розвиток пов'язані з еволюцією поглядів на людську поведінку, мотивацію та внутрішні конфлікти. З античних часів до наших днів прокрастинація змінювалася у своєму розумінні, і сьогодні вона розглядається не тільки як особистісний недолік, а як проблема, що потребує особливої уваги та втручання.

Ключові слова: прокрастинація, мотивація, внутрішні конфлікти, ліні, рівні прокрастинації, труднощі, стрес.

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Psychological Attributes of Facilitative Interaction in Multicultural World

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ABSTRACT

The purpose of our research is to show psychological attributes of 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, and generalization.

The results of the research. Facilitation is a subject to special principles: it is designed for an idealized model of activity performance, in which all attributes are idealized or are close to it. Facilitative interaction, without a doubt, is a subject to knowledge about the essence, the content, structure of learning, its laws and patterns. It is explicated in the form of norms of the person's activity, regulations for practical activity, which it is as guidelines for constructing practical activity at the lessons. The attributes of the concept of "facilitative interaction" are: "the basis for participation in cognitive activity", "a person's internal belief in the need for providing facilitative interaction", "norms of the behavior and the activity in the process of facilitative interaction", "results of facilitative interaction".

Conclusions. It is quite difficult to talk about the norms of behavior and activity in facilitative interaction. A norm is a certain guiding argument, rule, model that the subjects of facilitative interaction accept as personally significant. In the conditions of facilitative interaction in the process of cognitive activity the behavior of the subjects of learning will depend on the nature of the relationships with the group, the collective subject of which the student is a member. The success of facilitative interaction largely depends on whether the student approves or disapproves of collective goals and motives, emotionally "charging up", empathizing, subordinating (or do not subordinating) his/her individual behavior to group norms (rules), role-specific features of interaction, etc. Value-based and axiological aspects (needs and motives) of the individual acquire the character of an act, a personally significant act, when the norms of the behavior and the

activity are discussed in advance and accepted by the students before the beginning of their participation in cognitive activity.

Key words: facilitation, facilitative interaction, psychological attributes, multicultural world, cognitive activity, norms of the person's activity, regulations for practical activity.

Introduction

In the psychological literature it was noted that the socio-genetic mechanism of facilitation is the mechanism of cultural transmission: to facilitate means to stimulate, to activate, to create favorable conditions, to make changes and to influence, to support, to help, to care, etc. (Alahmadi, & Foltz, 2020); a belief in the original, constructive and creative essence of a man as self-worth (Гончарук, & Онуфрієва, 2018). The basic influence of facilitative interaction as a process is a belief into the socio-personal nature of facilitation, which actualizes the constructive personal potential of a man in the process of interpersonal communication (Dale, & Duran, 2011). The result of facilitation is the concept of necessary and sufficient conditions for effective interpersonal communication that promote the development of personality and to provide constructive personality changes (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014). The procedural side of facilitation at the lessons in high school is implied on the principles of synergy – cooperation, interaction, a dialogue (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001); truthfulness and openness (de la Garza, & Harris, 2017); the acceptance of another person as personally significant one (Engle, 2002); empathic understanding; the formation of skills and abilities which are appropriate for facilitative interaction (Hecht, Torgesen, Wagner, & Rashotte, 2001).

The principles of facilitative interaction in the process of interpersonal communication at the lessons are: the development of individual learning route, provoking personal changes of students through learning tasks that contain situations of cognitive dissonance, stimulating students to create them, creating positive conditions for interaction, offering different perspectives

on content components (Alahmadi, Shank, & Foltz, 2018); learning (mutual survey, such as a dialogue, the interview, group forms of communication and learning, etc.) (Conners, 2009); conclusions on individual and group tasks with students, the organization of the educational process in dyads, formation of communicative groups, creation of positive preconditions for learning and personal development of students (Mykhalchuk, & Bihunova, 2019).

It was noted that the facilitative aspects of student autonomy often impressed with their results: students realized and accepted the need to organize activities in the environment of interpersonal communication as personally significant ones, contributing to their own personal development and providing constructive personal change (Ivashkevych Er., 2024). Students seek to develop skills of empathic mastery of the context; students are interested in creating positive preconditions for the formation of meaningful learning and personal development in general as a result of the restructuring of personal views in the process of interpersonal interaction (Falé, Costa, & Luegi, 2016); students are aware of their self-sufficiency (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020). Facilitative aspects of human autonomy are actualized through four main methods of interpersonal interaction: persuasion, imitation, suggestion and infection, which are facilitative by their context (Learning Preferences and Strengths, 2023).

Persuasion is the process of substantiating judgments or inferences (Івашкевич Ер., & Комарніцька, 2020). The imitation is the reproduction by a person of certain external features of the behavior, the actions and the activities (Alyami, & Mohsen, 2019). Suggestion is considered to be the psychological influence of one person on another; this process is designed for uncritical perception of words, thoughts and desires expressed by different people. Infection is the process of transmitting an emotional state from one person to another, actualizing the semantic effect of perception in the process of interpersonal interaction (Greco,

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Canal, Bambini, & Moro, 2020). It was noted that when all these methods of interpersonal interaction were explained in the process of the activity, the product of this activity, as a rule, would differ in a creative, non-standard approach and, that is the most important, – these products always all students like (Drigas, & Karyotaki, 2017).

Facilitation is a phenomenon of interpersonal communication, which greatly enhances the productivity of education or upbringing of the subjects of the educational process due to their harmonious, democratic style of communication and tolerant, empathetic qualities of the teacher's personality (Ivashkevych Ed., & Rudzeyevych, 2023). Facilitative communication generates the most positive motives, and such learning motives, in turn, create positive preconditions not only for the student to take a certain conscious position ("And I can" or "And I will do this"), but also for harmonious cognitive activity in order to acquire new knowledge, skills, abilities, due to which he/she develops a desire to learn (Pimperton, & Nation, 2010). Facilitating teachers are supposed "to provoke" the independence and to create the conditions for responsible freedom of students (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). These points must be taken into account when teachers draw up curricula and programs, and when formulating learning objectives, and when evaluating the results of educational activity (Heidari, 2019). All these factors will create the most favorable conditions for independent and meaningful learning of students, activating their cognitive motives, stimulating curiosity, which, above all, will actualize the manifestations of solidarity and cooperation, interaction and mutual assistance in the educational process. All this, in turn, facilitates a high level of cognitive functioning, the whole educational paradigm.

We think that the reform of the educational system should be based on the restructuring of stable personal attitudes of the teacher, which are explained in the processes of his/her interpersonal interaction with students. We identify three main guide-

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lines of the teacher-facilitator. The first is “truth” and “openness”; the second setting is described in terms of “acceptance” and “trust”; and finally, the third attitude correlates positively with “empathic understanding”.

The main factors of the facilitative approach are, firstly, the inner nature (or essence) of a man which is exclusively positive, constructive, moral and social, and secondly, this nature begins to explain itself every time in the relationships of the individual with another person (or other people). In such a way there is an atmosphere of unconditional positive acceptance, empathic understanding and congruent self-presentation.

Thus, the facilitative approach emphasizes that a person contains considerable resources for self-knowledge, change of self-concept, purposeful behavior, and complete mastery of these resources, which is possible only if the social group creates a positive microclimate that facilitates the formation of psychological attitudes. It is possible to identify certain components of facilitation, which create a microclimate in the team that will ensure personal growth and development. First of all, we will talk about the facilitative interaction between the therapist and the client, the parent and the child, the leader and the group, the teacher and the student, the leader and the subordinate. In fact, these conditions are also relevant in any situation, the purpose of which is the development of human personality, microclimate that facilitates the formation of psychological attitudes.

The first component of facilitation is authenticity, “naturalness”, sincerity of personality. The more the teacher is himself/herself in the relationships with students, the less he/she will try “to separate” from students, the more likely it is that students will seek to achieve constructive personal change. Authenticity (or “naturalness”) means that the teacher openly seems “to live” the feelings and attitudes that occur at the moment of cognitive activity and interpersonal interaction. The another component of facilitation is *congruence*. If in the case of empathy, it is a

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question of empathy for the emotional state of another person, then in the case of congruence it is a question of experiencing someone's own feelings, of their openness both to oneself and to other people. Congruence differs from authenticity, openness, honesty; we consider this quality as a necessary one and sufficient condition for effective interpersonal contact and relationships (along with empathy and unconditional positive acceptance of another person).

The other important component of facilitative interaction is the acceptance of one's own personality and the personality of another person (even in the case of acknowledging the shortcomings of another), caring for him/her. When the teacher feels a positive, non-superior attitude towards the student, despite even some negative aspects that may occur in the learning process with the student, positive facilitative interaction in this case is so conformed. Facilitation also involves allowing the student to delve into any of his/her immediate experiences – even sad, abusive, resentment, fear, anger, courage, love or pride. In this case, the facilitative interaction takes the form of useless care. When the teacher recognizes the student as a whole, and not in a view of certain preconditions, the facilitative interaction appears entirely tangential.

The other component of facilitation is *empathic understanding*. The latter implies that the teacher quite accurately perceives the feelings, personal meanings experienced by the student, and begins to communicate with him/her in terms of a complete understanding of the client (Astle, & Scerif, 2011). Ideally, the teacher penetrates quite “deeply” into the inner world of another person, which can not only realize the meanings of another person, but also to master them, in addition, can master the meanings that are fixed outside the facilitative paradigm (Rezaei, & Mousanezhad Jeddi, 2020). Thus, facilitative interaction is a very specific, active type of transition of behavioral patterns into stable semantic structures that provide a change in the personality of both the student and the teacher.

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 (Gathercole, Pickering, Ambridge, & Wearing, 2004). 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.

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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The purpose of our research is to show psychological attributes of 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, and generalization.

Results and their discussion

Facilitative interaction is more significant in its essence, because it involves the identification of internal content, essential connections of subjects, and also determines the effectiveness of interpersonal (multipersonal, international, interethnic, etc.) relationships. ***The characteristics of facilitation*** are such as: acceptance/non-acceptance of the problem being discussed, individual points of view, manifestations of social behavior of students, excessive activity of students and organization of work of teachers. The phenomenon of negative facilitation should not be excluded, which leads to the emergence of psychological barriers, complexes, which are realized in the defensive reactions of students in the form of formalism, indifference, talkativeness, and the word “facilitator” itself acquires a “terrifying” meaning.

In the context of facilitative interaction, the teacher as a subject of cognitive activity is valuable in terms of reproducing and transferring to the wards of individual personally significant experience. The process of facilitative learning in secondary education institutions is built on the basis of general didactic principles (scientificity, connection of learning with the person's life, differentiated approach to students, etc.).

However, ***additional principles, characteristics of this education system can be distinguished as dominant for understanding the context of facilitative interaction:***

- the principle of satisfying social and personal needs in the learning process;

- the principle of the relationships of learning with self-education during the organization of the educational process and during the vacation period;
- the principle of the relationships of learning with future professional activities (based on the content and nature of the functional duties of teachers);
- the principle of the relationships of learning with the personally and professionally significant experience of the teacher, the awareness of the acquired experience as personally significant one;
- the principle of an interdisciplinary approach to constructing the content of the educational process (the facilitative potential of different educational disciplines, their influence on the study of one educational subject);
- the principle of establishing the relationships between the educational process and continuous self-education;
- the principle of actualizing subject-subject learning of schoolchildren, carrying out a creative search for solutions to organize management of tasks and problems, and to reach independent development by students of projects, speeches and presentations with the aim of improving their own educational activities.

We consider the following principles of facilitative learning: openness; centering the learning process on the personal and professional development of the student (changing his/her value-meaning sphere, forming skills of personal self-determination, striving for self-education and self-development); variability in learning (freedom to choose the content, forms and methods of educational activity); integrity and systematicity, integration of studied subjects into a single, holistic process of mastering scientific knowledge; proactive nature of finding methods and ways of learning; activity in learning, optimal combination of theoretical and practical knowledge.

Also, we formulated ten principles that reflected the specifics of facilitative learning for students: 1) priority

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of independent learning; 2) joint activity of students and a teacher; 3) reliance on the personally significant experience of each student; 4) individualization of learning; 5) systematicity; 6) contextuality; 7) actualization of activity results; 8) elective learning; 9) development of educational needs; 10) awareness of mastering knowledge, skills and abilities of students.

We made an attempt to compare the principles of traditional learning with the author's principles of facilitative learning, which operate in the modern system of the university educational process. The comparison, which we proposed, is given by us in Table 1. We assumed that facilitation in the educational process was largely determined by the student's acquisition of experience in solving the problems that were the most significant ones for him. The most important figure in the process of facilitative learning is its subject: the student with his/her personal qualities and characteristics, with the acquired life and professionally significant experience.

Unfortunately, for the majority of teachers the laws of social synergy and acmeology, social perception and social communication, which are extremely necessary for the organization of facilitative learning, are still practically unknown. We mean laws, not empirical knowledge obtained empirically. The latter actualizes the place of Pedagogical and Age Psychology in the education of students and, in particular, in the development of facilitative principles, techniques and technologies in the educational process of high educational institutions.

Empirical rules of pedagogical activity record the personally significant experience acquired by the student and ensure its reproduction (transformation). Acting according to such a rule means "adjusting", when the student to what he/she is already known, to a well-known reality, to what the teacher is of personal significance to the student. Acting according to the principle of facilitation means focusing on a certain ideal – actualizing the movement of the student's internal potential, that is, to get

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ahead of real frames or scripts that arise in one's consciousness and strive to implement this ideal in practice. The principle of facilitation orients students to the future – teaches want not to work according to a template, but to carry out an independent search for knowledge in its best scientifically reliable form, and, thereby, ensures the implementation of this future taking into account the objective possibilities (conditions) of the surrounding reality.

A need to understanding facilitative principles arises from the moment, when the organizers of the educational process feel dissatisfied with its state, when there is a great need to invent a new rule, a norm, means of performing activities under conditions of a sufficiently large amount of empirical data in order to solve some given by a teacher specific task.

Let us justify facilitation as a leading principle having been used in the educational process of secondary educational institutions. A psychological explanation of the principles of facilitation, its interpretation and the presentation of evidence in its support, apparently, require indicating the reasons for introducing this principle as mandatory one in the educational process, which, in turn, will help us to generalize the experience of schoolchildren performing practical activities at the lessons in various subjects (to make so-called "inductive generalization"). The introduction of the principle of facilitation is due, first of all, to the goals of modernization of pedagogical education, the concept of continuous education (education that is carried out throughout a person's life), the conditions of the environment of secondary educational institutions, as well as the educational practice itself, personally significant learning experience with a reorientation from students' assessment of educational courses to self-assessment, the plurality and simultaneous existence of different systems of interpretation of the surrounding world.

Table 1

**Principles of learning in the paradigm of traditional
and facilitative learning**

№	Traditional understanding of the principle of learning	Understanding the principle of learning according to the concept of a facilitative approach in the teaching process
1	<i>Scientific</i> : the basis of learning is objective scientific knowledge; at the same time, it is possible to distinguish between erroneous knowledge or incomplete knowledge	Science is not true, but only a certain version, a plurality and simultaneity of different systems of interpretation of the surrounding world (it is emphasized that there can be no false knowledge to provide a facilitative approach)
2	<i>Natural expediency</i> : learning is based on the ideas about the age characteristics of students, determining by personal development, which is appropriate in this age period	Natural expediency is not only limited to the traditional understanding, but it is complemented by socio-expediency (meaning not only biological age, but also age-related characteristics as a social and cultural phenomenon)
3	<i>Consistency and systematicity</i> : consistent linear logic of the development of learning content, movement from the partial to the general sense	Consistency and systematicity are combined with discreteness and systematicity of a higher level of facilitative skills (this level is understood in a synergistic, rather than positivist or structural, sense)
4	<i>Accessibility</i> : learning is built from known to unknown, from easy to difficult, mastering ready-made frames and logical scripts	Accessibility is largely determined by the teacher's role as a consultant, rather than the easiness of the material itself. Accessibility is based on the organization of cognitive activity that corresponds to the child's zone of proximal development
5	<i>Strength</i> : repetition is the foundation of effective learning	The strength of knowledge as a principle of learning is stimulated by flexibility and practical use of knowledge not only at the lessons, but also in life in general

6	<i>Awareness and activity:</i> a need for reaching active attitude towards the tasks formulated by the teacher	Independent formulations of tasks are significant, going beyond the limits of the algorithm for performing cognitive activity of students
7	<i>The principle of the connection between theory and practice:</i> practice as a form of application of theory, it is a form of support and reinforcement of scientific theory	The practical application of knowledge is fixed in the first place not only as a criterion of learning, but also as a learning tool or learning mechanism
8	<i>Clarity:</i> while maintaining the advantage of rational verbal teaching methods, non-verbal forms of presentation of educational material are used to actualize students' perception	In the conditions of "visualization of culture" clarity plays not a subordinate, but a self-sufficient, and sometimes even aggressive function. The dominance of verbal culture in its written form is replaced by the symbolism of images of virtual space: in the conditions of working with computer systems it is enough to analyze only a certain concept, because in order to make a balanced independent decision, one must "recognize" this or that image. From this position, it is considered advisable to build the entire educational process as a whole
9	We have to take into account <i>the age and individual characteristics of students</i>	The age and individual characteristics of students are taken into account, but educational tasks are offered to students on a first-come, first-served basis

In relation to the norm of facilitative activity, at first glance it seems that it would be quite easy to indicate the "place" of this particular activity: it can correspond to the norm, be lower (lag behind the norm) or exceed the norm. Unfortunately, in Psychology the concept of "norm" does not exist (especially when we are talking about cognitive activity), because there is no certain

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standard of educational activity in secondary education institutions. We can only assume that the models of cognitive activity (prescriptive-address, reproductive, algorithmic, prognostic, etc.) implicitly indicate its non-compliance with the modern requirements of the modernization of secondary education.

Unfortunately, the traditional Teaching Methodology of many academic disciplines still remains authoritarian, based on persuasion, explanations, coercion and demands to the influence the individual through external stimuli. The principle of facilitation involves something completely different: actively involving students into the process of cognitive activity, creating excellent prerequisites for self-organization and self-development of the individual.

Facilitation is a subject to *special principles*: it is designed for an idealized model of activity performance, in which all attributes are idealized or are close to it. Facilitative interaction, without a doubt, it is a subject to knowledge about the essence, the content, structure of learning, its laws and patterns. It is explicated in the form of norms of the person's activity, regulations for practical activity, which it is as guidelines for constructing practical activity at the lessons. The essence of facilitation lies, in our opinion, in the fact that facilitative interaction corresponds to the methods of regulating the relationships of opposing parties, the trends of the educational process, which, in turn, is reflected in the methods of resolving contradictions, in achieving harmony, which will allow both teachers and students to solve educational tasks quite successfully. At the same time, the theoretical basis for substantiating this principle are the laws and patterns of the educational process at the universities.

The attributes of the concept of “facilitative interaction” are: “the basis for participation in cognitive activity”, “a person's internal belief in the need for providing facilitative interaction”, “norms of the behavior and the activity in the process of facilitative interaction”, “results of facilitative interaction” (Fig. 1).

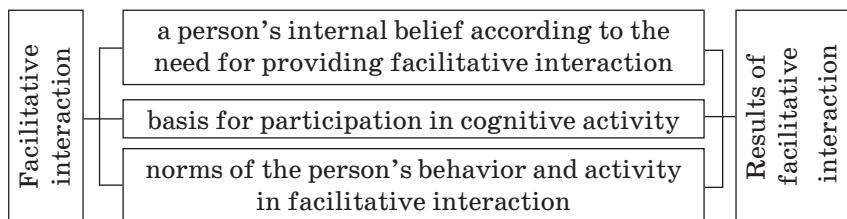


Fig. 1. Psychological attributes of facilitative interaction

The basis for participation in students' cognitive activity is a sufficient condition for cognition and performance of the activity. The basis of actions, according to psychologists, is their motives; the basis of judgments is the judgments of other people or the personally significant experience of the subjects of facilitative interaction. A person's internal beliefs include knowledge, needs, which can, at the same time, be the motives of the subject's behavioral acts. The beliefs of teachers formed in the traditional educational system may not undergo (and often do not undergo) transformations towards accepting facilitation as a personally significant phenomenon. A similar situation may occur with students who, with all their previous experience, have been accustomed to the mandatory implementation of instructions, methodological recommendations, etc. Based on this, there is a need for mutual training of subjects in the rules (principles, mechanisms) of productive facilitative interaction.

Conclusions

It is quite difficult to talk about the norms of behavior and activity in facilitative interaction. A norm is a certain guiding argument, rule, model that the subjects of facilitative interaction accept as personally significant. In the conditions of facilitative interaction in the process of cognitive activity the behavior of the subjects of learning will depend on the nature of the relationships with the group, the collective subject of which the student is a member. The success of facilitative interaction largely depends on whether the student approves or disapproves

of collective goals and motives, emotionally “charging up”, empathizing, subordinating (or do not subordinating) his/her individual behavior to group norms (rules), role-specific features of interaction, etc. Value-based and axiological aspects (needs and motives) of the individual acquire the character of an act, a personally significant act, when the norms of the behavior and the activity are discussed in advance and accepted by the students before the beginning of their participation in cognitive activity.

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Хупавцева Наталія, Гудима Олександр. Психологічні атрибути фасилітативної взаємодії в мультикультурному світі.

Мета нашого дослідження – показати психологічні атрибути фасилітативної взаємодії.

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

Результати дослідження. Показано, що фасилітація підпорядковується особливим принципам: вона розрахована на ідеалізовану модель виконання діяльності, за якої всі атрибути є ідеалізованими або наближеними до цього. Фасилітативна взаємодія, без сумнівів, підпорядковується знанням щодо сутності, змісту, структури навчання, його законам і закономірностям, експлікується у вигляді норм діяльності, регулятивів для практичної роботи, що виконує роль орієнтирів для конструювання практичної діяльності на уроках. Доведено, що атрибутами поняття «фасилітативна взаємодія» є: «підстава участі у

пізнавальній діяльності», «внутрішнє переконання людини у необхідності здійснення фасилітативної взаємодії», «норми поведінки і діяльності у фасилітативній взаємодії», «результат фасилітативної взаємодії».

Висновки. Доведено, що досить важко говорити щодо норм поведінки і діяльності у фасилітативній взаємодії. Норма є певним керівним аргументом, правилом, зразком, які суб'єкти фасилітативної взаємодії приймають як особистісно значущі. В умовах фасилітативної взаємодії у процесі пізнавальної діяльності поведінка суб'єктів навчання буде залежати від характеру взаємостосунків з групою, колективом, членом якого він є. Успіх фасилітативної взаємодії великою мірою залежить від того, чи схвалює або не схвалює учень колективні цілі й мотиви, емоційно «заряджаючись», співпереживаючи, підпорядковуючи (або не підпорядковуючи) свою індивідуальну поведінку груповим нормам (правилам), рольовим особливостям взаємодії тощо. Ціннісно-аксіологічні аспекти (потреби і мотиви) особистості набувають характеру вчинку, особистісно-значущого акту, коли норми поведінки та діяльності заздалегідь обговорені і прийняті учнями ще до початку їхньої участі у пізнавальній діяльності.

Ключові слова: фасилітація, фасилітативна взаємодія, психологічні ознаки, полікультурний світ, пізнавальна діяльність, норми діяльності особистості, регулятори практичної діяльності.

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