Kamianets-Podilskyi National Ivan Ohiienko University
G.S. Kostiuk Institute of Psychology of the National Academy
of Educational Sciences of Ukraine

Collection of Research Papers

"Problems of Modern Psychology"

Issue 66

Kamianets-Podilskyi
2025

The publication is approved by the resolution of the Scientific Board of Kamianets-Podilskyi National Ivan Ohiienko University (Minutes № 14 from 27.11.2025)

P68   Collection of Research Papers **"Problems of Modern Psychology"** / [Scientific Editing by L. Onufriieva]. Kamianets-Podilskyi, 2025. Issue 66. 228 p.

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UDC 378(082):159.9

Кам'янець-Подільський національний університет
імені Івана Огієнка
Інститут психології імені Г.С. Костюка НАПН України

Збірник наукових праць

«Проблеми сучасної психології»

Випуск 66

Кам'янець-Подільський
2025

Рекомендовано до друку рішенням вченої ради
Кам'янець-Подільського національного університету імені Івана Огієнка
(протокол № 14 від 27.11.2025 р.)

П68   Збірник наукових праць **«Проблеми сучасної психології»** / [за наук. ред. Л.А. Онуфрієвої]. Кам'янець-Подільський, 2025. Вип. 66. 228 с.

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

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

УДК 378(082):159.9

http://journals.uran.ua/index.php/2227-6246
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ЗМІСТ

Psychological Justification of Types of Creative Activity of a Foreign Language Teacher

Психологічне обґрунтування видів творчої діяльності вчителя іноземних мов

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ABSTRACT

The aim of our research is to show psychological justification of types of creative activity of a foreign language teacher.

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 analysis, systematization, modeling and generalization. The experimental method was used as the method of organizing empirical research.

The results of the research. We have attributed to the reconstructive-variative type of creative activity: individual activity with those students who are studying; erudition, general culture; the ability to teach the material; and the authority of the teacher. This choice of criteria can be justified in such a way: the activity attributed to this type requires the presence of a base of information, knowledge, operating with which the teacher achieves the set of tasks. We have included the activation of learners, contact with the audience, culture of communication, the ability to optimize the learning process and education in the learning process to the heuristic level of creative activity.

Conclusions. We proved that the types of creative activity, such as reproductive and reconstructive-variative types of activity, involve a high level of the development of analytical and synthetic abilities and skills, searching for the solution beyond the limits of the model already well-known to a human. We have attributed to the creative level such criteria of pedagogical skills as: improvement of pedagogical skills; a high level of preparation for pedagogical activity; psychological and pedagogical diagnostics, independently, without the help of a school psychologist; high intellectual development of a teacher. These criteria involve developing fundamentally new solutions, consolidating independent search for knowledge and a high level of motivation for the creative activity.

Key words: creative activity, reproductive activity, reconstructive-variative types of the activity, improvement of pedagogical skills, high intellectual development.

Introduction

Deep socio-economic changes taking place in modern society put forward new requirements for the development of a teacher's personality, such as: the ability to navigate in new, often uncertain situations, the ability to independently make decisions and determine immediate and long-term goals, to be socially active, creative and successful. In this case, the creation of psychological and pedagogical conditions for the development of a teacher's creative personality, his/her creative potential is of particular importance nowadays (Гончарук, & Онуфрієва, 2018).

The Psychodynamic Approach is considered one of the earliest psychological approaches to the study of creativity in the 20th century, according to chronology (Greco, Canal, Bambini, & Moro, 2020). In the research of supporters of this approach, the ability to be creative is considered as a variable socially acceptable form of manifestation of unconscious desires (libido) of a person, which may concern power, respect or love (Gathercole, Pickering, Ambridge, & Wearing, 2004). The representatives of the Psychodynamic Approach are scientists (Drigas, & Karyotaki, 2017), who analyzed the problems of creative and human activity in detail in their research and identified three main stages through which the formation of a personality must pass in order to become a creative person. At the first stage, the dominant process is a rather cruel suppression of sexual interest (Astle, & Scerif, 2011); at the next stage, the latter is replaced by active thinking activity (Alahmadi, Shank, & Foltz, 2018); at the third one, the most balanced and structured stage, sexual interest is sublimated into a "special" attitude, which leads to the development of the person's creativity, his/her ability to perform creative activity (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). These scientists also repeatedly emphasized the connection between creativity and neuroses, indicating the

dominance of the unconscious in the concepts of creativity in the paradigm of this Psychodynamic Approach (Heidari, 2019).

Subsequently, followers of Psychodynamic Approach, in particular Engle (Engle, 2002), developed some new concepts that explain the mechanisms of the creative act. One of the most famous is the concept of *adaptive regression* and *careful processing of thoughts*, during which the explication of not yet clearly structured thoughts of the individual within the sphere of his/her consciousness occurs. The authors of this concept note that such thoughts can appear in a case of a person during the active solution of a problem or a task, but most often they are arisen in a dream, during fantasy, under the influence of drugs or simultaneously with psychoses, that is, during the activity of the unconscious.

The next stage, as scientists (Ivashkevych Er., & Komarnitska L., 2020) pointed out, is a careful interpretation of thoughts, which included a consistent regrouping and transformation of the material involved into the first stage by means of mental activity with the aim at solving a specific problem by a person, taking into account a certain context of surrounding us reality. Therefore, it is not surprising that these scientists single out a special experiential state as a source of creativity, which is a kind of amplifying some component between *the moment of awareness of reality* and *deeply hidden unconsciousness*.

In contrast to Psychodynamic Approach, the representative of Behaviorist Approach (Alahmadi, & Foltz, 2020), as well as other representative of this Approach (Conners, 2009), did not define creativity as a form of expression of unconscious desires by the person; moreover, scientists noted that in order to better understand the position of the supporters of this Approach regarding the nature of creativity, it is necessary to analyze the fundamental characteristics that form the basis of Behaviorism.

Thus, the central assertion of this theoretical and methodological direction is the idea that Psychology should study

only what sense can be directly observed; accordingly, *creativity, thinking activity and emotions* were not a subject of serious scientific interest for scientists (Dale, & Duran, 2011) and their followers. In addition, in the theory, in particular, of scientists (Falé, Costa, & Luegi, 2016) there is a considerable contradiction. On the one hand, the basis is taken as the behavior of a person, which determines the foundations of his creative activity. On the other hand, in the researches of scientists (Ivashkevych Ed., & Rudzevych, 2023) creativity is considered as *a metacognitive process*, in which at first a person becomes aware of knowledge that is in the sphere of the unconscious, and then the main is their synthesis in the context of a certain problem situation (Shiva Ram, Bhardwaj, & Phani Krishna, 2017). Over time, the successful solution of the creative task will lead to a decrease in *the creator's internal tension*, and in the future, the positive reaction of others to this creative product will create positive conditions for the development of *the creative potential of the individual*. Although as behaviorists, scientists (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020) emphasized that the basis of both processes is the individual's desire to release his/her internal energy for the sake of behavior, which should be directed towards the creative process of the activity.

Despite the fact that this approach places some emphasis on understanding the features of the creative process, most researchers fairly criticize it for a number of reasons. Firstly, behaviorism has proven to be unable to explain the mechanisms of creativity in cases where it comes to knowledge or skills that a person does not have yet (Hecht, Torgesen, Wagner, & Rashotte, 2001). The justification of the mechanisms of human use of huge amounts of information that are in the unconscious and their further processing is also considered quite controversial (Ivashkevych Er., 2024). Secondly, without highlighting creativity (as well as other cognitive processes) like the main object of psychological research, Behaviorism emphasizes the excessive dependence of a person on his/her social environment, which is not le-

gitimate in absolutely all cases, and, therefore, may cause disagreement or even denial (Pimperton, & Nation, 2010).

The aim of our research is to show psychological justification of types of creative activity of a foreign language teacher.

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 order to obtain more valid results of our research from the general sample (which includes 1250 respondents) by the method of randomization, experimental and control groups were formed, which included 194 of students:

– *experimental groups*:

E1 – 47 first-year students of Khmelnytskyi National University;

E2 – 54 second-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

– *control groups*:

C1 – 45 first-year students of the Institute of Philology, Taras Shevchenko National University of Kyiv;

C2 – 48 second-year students of Khmelnytskyi National University.

The experiment lasted from September, 2024 to April, 2025.

In order to identify the level of the development of the motivational component of students' creativity, the following techniques were used:

– *The Methodology "Motivation of the professional activity"* by K. Zamfir in the modification of A. Rean (2023). The purpose of using this technique is to identify creative motivation of students in their professional activities. The methodology is based on the concept of internal and external motivation. Respondents are offered a list of motives for professional activity and they

were instructed to assess their significance for themselves on a five-point scale. Our research uses indicators of intrinsic motivation, which are a source of creative motivation.

– *The Methodology of determining the orientation of the individual* (by V. Smekalo and M. Kucher) (2023). This technique is used to determine the creative orientation of the specialist. The text of the methodology contains 27 statements and three answers to each of them. The respondents have to choose one of the proposed answers to each statement. *The Methodology of determining the orientation of the individual* identifies the following types of orientation: self-orientation, focus on the case (on the profession), focus on solving the problem. We believe that creative orientation can be diagnosed as business orientation, because the manifestation of creative personal traits takes a place in the process of professional activity. Then, according to the key of *The Methodology of determining the orientation of the individual*, the level of creative orientation of the student was determined.

Results and their discussion

If we mean the creative potential of the individual as a psychological problem, we'd like to point out that the term "potential" (from Latin potentia – force, power) is analyzed in dictionaries in two main meanings: 1) a quantity characterizing the force field (electric, gravitational) at a given point (in physics); 2) a set of available means, capabilities in a certain field (Rezaei, & Mousanezhad Jeddi, 2020). The word "potential" means sources, opportunities, means, reserves that can be used by a person or even society to achieve a specific goal. Thus, in etymological terms, according to scientists (Mykhalchuk, & Bihunova, 2019), potential is understood as the ability to do something (physical potential – a reserve of physical forces; electrical potential – a general energy potential, etc.).

In Philosophy, potential is considered as a source, the opportunity, means, reserve that exists, appears as a real context,

something that can be put into action, used to achieve a certain goal with the aim to solve a problem (Learning Preferences and Strengths, 2023). In relation to the researches on humans in particular and society in general, the term "potential" is used in various combinations: a human potential, a population, psychophysiological potential, personality potential, etc. Different types of potentials are interconnected, however, we rightly would like to note, that the lack of clear definitions leads to different interpretations and substitution of these concepts. In Psychology, the definition of "potential" as an independent definition is absent. In particular, we'd like to note that the development of the theory of potential in Psychology will allow making a significant contribution to solving the problem of *predicting personality behavior.*

In the hierarchy of human potentials, we distinguish the following ones: a biological potential, a mental potential, and a personal one. Biological potential is defined as a common and fundamental level of the hierarchy of individual potentials. It has the ability to transform into both physical activity, external to itself, and mental activity, internal one. At the same time, mental activity performs the function of control with regard to the physical actions performed by a person. The potential that is realized within the limits of the mental activity of an individual constitutes the mental potential of an individual. The complication of the relationship between a person and the surrounding world, primarily a society, leads to the formation of personal potential (based on mental potential). The scientific literature notes that personal potential differs from mental potential, primarily in structure, as well as in size (Alyami, & Mohsen, 2019).

The magnitude of personal potential, of course, is a part of the mental potential. Unlike the genetically determined biological potential of a person, his/her mental potential can, although not radically, change depending on the conditions of the subject's life. In these changes, a personality plays a significant role, or, in other words, the features of his/her realization of

personal potential. Unlike the two previous types of human potential, personal potential is formed in a case of each individual throughout his/her life (de la Garza, & Harris, 2017).

In turn, personality can be characterized in terms of five main potentials that play the role of dynamic dominants that largely direct the process of personality development, such as: 1) a cognitive potential; 2) a moral and ethical potential; 3) a communicative potential; 4) an aesthetic potential; 5) a creative potential.

These potentials, according to our mind, correspond to the following components of the personality's structure: a person's orientation or attitude to the reality; the capabilities of a personality, which include the system of abilities that ensures the success of the subject's activities; the character or a style of the person's behavior of the individual in the social environment; the management system that influences the process of self-regulation of "Me"; mental processes and states of the personality (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014).

Also, based on the analysis of various types of individual activity, we distinguish *five potentials characteristic of a person*: 1) epistemological potential, which is determined by the volume and quality of information. We mean the individual's knowledge about the outside world, the nature and the society; 2) axiological potential, which is characterized by a system of value orientations; 3) creative potential, which is outlined by the skills, abilities and characteristics of a person to perform a particular activity; 4) communicative potential, which is determined by the individual's sociability; 5) artistic potential, which is determined by the individual's artistic needs and how they are satisfied.

The isolation of creative potential in the structure of the personality is, on the one hand, legitimate, because the latter reflects the role of creative activity in a human life as a whole, however, on the other hand, the connection of creative potential only with a certain level of knowledge and skills of the individual

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DOI (article): https://doi.org/10.32626/2227-6246.2025-66.9-30

is insufficient movement given the higher level of complexity of the phenomenon of *creative activity*.

After organizing our experimental activity, the data on the motivational component (see Table 1) indicate that students of both experimental and control groups have an insufficient level of the development of creative motivation, although the results of creative orientation of respondents were enough high (data on the creative focus on mastering both the profession and the communication).

Table 1

Assessments of students in the experimental and control groups by the degree of mastery of high-level indicators of motivational and intellectual components of creative potential (mean values)

Declarative Study				A Control Stage			
E1	E2	C1	C2	E1	E2	C1	C2
Motivational component of creative potential							
Subcomponent "Creative motivation"							
Creative orientation of the personality (in points, scale from 0 to 40)							
26.3	28.9	27.1	29.4	38.9	39.2	28.2	29.6
Creative motivation specific to this professional activity							
(in points, scale from 0 to 40)							
17.3	18.4	15.3	17.8	28.6	29.4	16.2	19.2
Subcomponent "Social Motivation"							
Need for Communication							
(in points, based on the results of factor analysis)							
0.3611	0.3827	0.3901	0.3615	0.7612	0.7002	0.4954	0.5136
Ways to resolve conflict situations (in %)							
Rivalry							
63.58	57.36	43.11	49.95	10.08	2.49	45.08	40.21
Adaptation							
10.02	12.56	7.36	9.19	8.3	4.51	16.52	15.31
Compromise							
12.54	10.03	11.09	9.37	53.83	56.04	20.02	18.16

Avoidance							
5.49	8.88	12.76	10.34	6.97	9.03	13.92	12.36
Cooperation							
8.37	11.17	25.68	21.15	20.82	27.93	4.46	13.96
Intellectual component of creative potential **(in points, based on the results of factor analysis)** **Subcomponent "Success in using known methods of cognitive activity"** Speed of information assimilation							
0.4099	0.4611	0.4527	0.4430	0.6684	0.6917	0.4973	0.5123
Economy in the use of time and means of cognitive activity							
0.3782	0.3619	0.3594	0.3890	0.6213	0.6194	0.3791	0.4008
The ability to take into account the specifics of learning foreign languages							
0.3893	0.4122	0.4458	0.4312	0.6915	0.6934	0.4628	0.4520
Subcomponent "Success in mastering new methods of cognitive activity for the subject" Psychological readiness for activity reconstruction							
0.3697	0.3819	0.4063	0.4217	0.6731	0.6548	0.4217	0.4937
The ability to find adequate heuristics, strategies and tactics							
0.4120	0.4227	0.4394	0.4568	0.6922	0.6518	0.4904	0.4568
Speed and quality of learning new information							
0.4217	0.4516	0.4831	0.4792	0.5937	0.6524	0.5103	0.4912
Subcomponent "Independence in cognitive activity" Readiness to find a way out of difficult, extreme situations							
0.3494	0.3392	0.3816	0.3534	0.5516	0.5890	0.4216	0.4390
The ability to implement individual strategies and tactics							
0.5612	0.5318	0.4883	0.4097	0.7329	0.7021	0.5126	0.4511

We've justified the choice of this task by the fact that pedagogical mastery is the highest level of education and training, which is constantly improving and is available to every teacher who works by vocation and loves children. The creativity is an integral, the most important component of pedagogical skills, because through creative activity in pedagogical process it is

possible to reach the highest heights, such as the possibility to provide innovative activity. Pedagogical mastery is a process of self-development and self-improvement, a way to achieve the level of acme. It is known that the driving force of the person's development are contradictions, cognitive dissonance and their overcomings. In the professional activity of each teacher the main contradiction that ensures the development of students is the contradiction between the abilities, giftedness of a man and the requirements of pedagogical activity, rules of conducting the pedagogical process and so on. The development is not only initiated by the requirements of the activity, but also it is regulated by both quantitatively and qualitatively. The personal development is carried out by providing a certain quality characteristics of efficiency, adaptation to the requirements and conditions of creative activity. Contradictions between goals, objectives and the means are available to achieve them, between aspirations and opportunities to meet them, between tendencies to variability and stereotyping.

All these characteristics are solved by human activity. The abilities are known to develop only in the process of students' activity. Creative abilities are developed in the activities that require a creative approach to its implementation. Since creativity is organically inherent in the pedagogical activity, the creative abilities of the teacher should be considered not so much as special talents, but as a high level and harmonious combination of all pedagogical skills. This is a level of mastery at which the abilities acquire a new quality, they are expressed in a creative, original, non-standard style of the person's activity. The latter is characterized, first of all, by independent formulation of problems, the so-called intellectual initiative, an original way of solving tasks, the desire and the ability to see something new in the ordinary things.

A total of 96 works were analyzed (54 works of students who participated in the ascertainment study; 42 works of teachers from schools in Kyiv, Khmelnytskyi and Khmelnytskyi district).

The analysis of these results provided the opportunity to make the following gradation of the criteria for pedagogical skills:

I. The 1st and 2nd year students (this group also includes future specialists of the experimental and control groups):

1. Knowledge of the subject.

2. The ability to teach the material.

3. High level of preparation for pedagogical activity.

4. Contact with the audience, culture of communication.

5. Love for one's subject.

6. Erudition, general culture and improvement of pedagogical skills.

7. Implementation of education in the learning process.

8. The ability to optimize the educational process.

9. The ability to activate those students who study.

10. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

11. The authority of the teacher.

12. High intellectual development of the teacher.

13. The ability to organize individual work with students.

14. The ability to establish discipline.

15. A contact with colleagues.

II. Students of the 4th and the 5th courses:

1. Knowledge of the subject.

2. High level of preparation for pedagogical activity.

3. The ability to teach the material.

4. Love for one's subject.

5. Erudition, general culture and contact with the audience, culture of communication.

6. The authority of the teacher.

7. The ability to optimize the educational process.

8. The ability to activate those who study.

9. Implementation of education into the learning process.

10. Improvement of pedagogical skills.

11. The ability to establish discipline.

12. The ability to organize individual activity with students.

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
«ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ»

DOI: https://doi.org/10.32626/2227-6246.2025-66

2025. ВИПУСК 66

13. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

14. High intellectual development of the teacher.

15. Contact with colleagues at work.

III. Teachers of schools in Khmelnytskyi district:

1. Knowledge of the subject.

2. Love for their subject.

3. The ability to teach the material.

4. A high level of preparation for pedagogical activity.

5. The ability to establish a discipline.

6. Teacher's authority.

7. Erudition, general culture.

8. The ability to optimize the educational process.

9. The ability to activate those students who study.

10. The improvement of pedagogical skills.

11. A contact with the audience, culture of communication.

12. The implementation of education into the learning process.

13. The ability to organize individual activity with students.

14. The ability to conduct psychological and pedagogical diagnostics independently, without the help of a school psychologist.

15. High intellectual development of the teacher.

16. A contact with colleagues at work.

The ranking results showed that the gradation of the main criteria of pedagogical skills, which significantly (to the greatest extent) affect the development of the creative potential of a specialist, does not differ significantly between students and teachers. Students and teachers consider the following material to be the most important criteria of pedagogical skill: "knowledge of the subject", "the ability to teach the material", "a high level of preparation for pedagogical activity", "love for one's subject". In the last place, one can single out such a criterion of pedagogical skill, as "a contact with colleagues at work". At the same time, the desire to work creatively among students at the first glance seems higher than among teachers. In order to addi-

tionally assess the desire of students to participate in the process of creative activity, we conducted the following study. Based on the analysis of psychological and pedagogical literature, we identified various types of teachers' activity (see Table 2).

Table 2

Characteristics of types of teachers' activities

№	A type of the activity	Activity characteristics
1	Reproductive	Reproductive, imitative nature, working according to a model
2	Reconstructive-variative	Based on the knowledge gained, search for independent ways of working to resolve contradictions
3	Heuristic	Independent search for an answer without relying on a well-known template
4	Creative	Obtaining fundamentally new knowledge, inventing ways to independently search for knowledge

Based on this classification, we attributed each proposed criterion of pedagogical skill to one of four types of activity. Thus, we attributed the following criteria to *the reproductive type of activity*: knowledge of the subject; love for one's subject; establishment of discipline; contact with colleagues at work. As a result of the fact that these criteria do not require the search for new solutions, a new way of acting, they are purely reproducible in their nature.

We have attributed to *the reconstructive-variative type of creative activity*: individual activity with those students who are studying; erudition, general culture; the ability to teach the material; the authority of the teacher. This choice of criteria can be justified in such a way: the activity attributed to this type requires the presence of a base of information, knowledge, operating with which the teacher achieves the set of tasks. We have included the following at *the heuristic level* of creative activity:

the activation of learners; contact with the audience; culture of communication; the ability to optimize the learning process and education in the learning process.

Conclusions

These types of creative activity, such as the reproductive and the reconstructive-variative types of activity, involve a high level of the development of analytical and synthetic abilities and skills, searching for a solution beyond the limits of the model already well-known to a man. We have attributed to a creative level such criteria of pedagogical skills, as: improvement of pedagogical skills; a high level of preparation for pedagogical activity; psychological and pedagogical diagnostics, independently, without the help of a school psychologist; high intellectual development of the teacher. These criteria involve developing fundamentally new solutions, consolidating independent search for knowledge, a high level of motivation for the creative activity.

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Антюхова Наталія, Коваль Ірина. Психологічне обґрунтування видів творчої діяльності вчителя іноземних мов.

Метою нашого дослідження є психологічне обґрунтування видів творчої діяльності вчителя іноземних мов.

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

Результати дослідження. В статті показано, що до реконструктивно-варіативного виду творчої діяльності ми віднесли: індивідуальну роботу з тими, хто навчається; ерудицію, загальну культуру; вміння викладати матеріал; авторитет педагога. Такий вибір критеріїв можна обґрунтувати наступним чином: діяльність, віднесена нами до цього виду, вимагає наявності бази інформації, знань, оперуючи якими, вчитель досягає поставлених задач. До евристичного рівня творчої діяльності ми віднесли: активізацію тих, хто навчається; контакт з аудиторією, культуру спілкування; вміння оптимізувати навчальний процес; виховання в процесі навчання.

Висновки. Доведено, що дані види діяльності, а саме реконструктивно-варіативний та евристичний види тощо, передбачають високий рівень розвитку аналітико-синтетичних вмінь та навичок, пошук рішення за межами вже відомого для людини зразка. До творчого рівня ми віднесли такі критерії педагогічної майстерності, як: удосконалення педагогічної майстерності; високий рівень підготовки до педагогічної діяльності; психолого-педагогічне діагностування, самостійно, без допомоги шкільного психолога; високий інтелектуальний розвиток вчителя. Ці критерії передбачають вироблення принципово нових рішень, закріплення самостійного пошуку знань, високий рівень мотивації діяльності тощо.

Ключові слова: *творча діяльність, репродуктивна діяльність, реконструктивно-варіативні види діяльності, удосконалення педагогічної майстерності, високий інтелектуальний розвиток.*

The Emergence of Emotional Intelligence: From Rational Cognition to the Emotional Mind

Виникнення емоційного інтелекту: від раціонального пізнання до емоційного розуму

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ABSTRACT

The aim of the article *is to explore the evolution of emotional intelligence as a psychological construct, analyzing how it emerged from multiple traditions – including cognitive science, affective neuroscience, and humanistic psychology – to become a central framework for understanding emotion and reason as interdependent forms of intelligence.*

Methods of the research. *This article employs a theoretical and historical research design based on an extensive review of psychological and neuroscientific literature. A qualitative content analysis of primary sources was conducted to identify conceptual patterns and trace the evolution of emotional intelligence theory. Comparative and historical-analytical methods were used to examine*

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the convergence of cognitive, affective, and humanistic paradigms. Through interpretive synthesis, the article integrates these diverse contributions into a coherent understanding of emotional intelligence as both a scientific construct and a philosophical insight into human nature.

The results of the research. This article explores the emergence of emotional intelligence as a synthesis of cognition and emotion in late twentieth-century psychology. Tracing its development from Gardner's theory of multiple intelligences to Salovey and Mayer's formal model, and its expansion by Bar-On, Steiner, and Goleman, the study highlights how emotional intelligence redefined the meaning of intellect.

The necessity of this article lies in clarifying the theoretical foundations of emotional intelligence, which are often simplified in popular discourse. By revisiting its origins across cognitive science, affective neuroscience, and humanistic psychology, this study reaffirms that emotion and reason are interdependent processes.

Conclusions. The emergence of emotional intelligence marks a major shift in modern psychology, uniting cognition and emotion into a single framework of human understanding. From Gardner to Goleman, this concept redefined intelligence as the harmony of reason and empathy rather than their opposition. Restoring emotion to its rightful place at the centre of consciousness, emotional intelligence continues to bridge the analytic and the humane, affirming that true wisdom arises from the union of mind and heart.

Key words: emotional intelligence, cognition, affect, empathy, multiple intelligences.

Introduction

By the 1980s, psychology had entered a new era of synthesis. The once rigid boundaries separating cognition, emotion, and social behaviour were beginning to dissolve, giving rise to a more integrated understanding of the human mind. The cognitive revolution of the mid-twentieth century had established the mind as an information processor – a mechanism of logic and computation. Since this model matured, it began to reveal its own limitations. Emotion, long treated as a disruptive residue of irrationality, proved impossible to exclude from the study of thought, motivation, and decision-making. Psychologists came to recognize that the human being is not a cold processor of in-

formation but a living system in which affect and reason were intertwined. Within this intellectual transformation, the concept of emotional intelligence emerged, uniting insights from cognitive science, neuroscience, and humanistic psychology into a new vision of human capability.

The necessity of this article arises from the continuing fragmentation of psychological discourse surrounding the nature and measurement of emotional intelligence. Despite the widespread acceptance of the concept in both popular and applied psychology, its theoretical foundations are often simplified or misrepresented, obscuring the richness of its intellectual origins. By revisiting the conceptual evolution of emotional intelligence, this study seeks to restore historical depth and theoretical clarity to the field.

Understanding the emergence of emotional intelligence is not merely a matter of tracing ideas, but of addressing a broader scientific and human concern: how emotion and cognition combine in shaping self-awareness, empathy, and ethical conduct (Mayer et al., 1999). In an age where technical expertise frequently overshadows emotional literacy, revisiting the roots of emotional intelligence serves both academic and social purposes – reinforcing that the cultivation of emotional understanding is essential to education, leadership, and psychological well-being.

Accordingly, this article contributes to psychological scholarship by offering a coherent synthesis of the field's key theorists and by reaffirming the philosophical insight that authentic intelligence includes the capacity to feel wisely, act empathetically, and reason humanely. Thus, **the aim of the article** is to explore the evolution of emotional intelligence as a psychological construct, analyzing how it emerged from multiple traditions – including cognitive science, affective neuroscience, and humanistic psychology – to become a central framework for understanding emotion and reason as interdependent forms of intelligence.

Methods of the research

This article employs a theoretical and historical research design based on an extensive review of psychological and neuroscientific literature. A qualitative content analysis of primary sources – including works by Gardner (1983), Salovey and Mayer (1990), Goleman (1995), Bar-On (1997), and others – was conducted to identify conceptual patterns and trace the evolution of emotional intelligence theory. Comparative and historical-analytical methods were used to examine the convergence of cognitive, affective, and humanistic paradigms. Through interpretive synthesis, the article integrates these diverse contributions into a coherent understanding of emotional intelligence as both a scientific construct and a philosophical insight into human nature.

Results and their discussion

The groundwork for emotional intelligence was laid by Howard Gardner, whose landmark work "Frames of Mind" (1983) challenged the long-standing assumption, that intelligence could be captured by a single, quantifiable metric such as IQ (Gardner, 1983). Drawing from developmental psychology, neuropsychology, and anthropology, Gardner proposed his theory of multiple intelligences, redefining intellect as a constellation of distinct yet interrelated capacities. He observed, "*The single most important contribution of the theory of multiple intelligences may be the fact that it challenges the notion of a single intelligence*" (Gardner, 1993: 8). His framework recognized linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and later naturalistic intelligences as discrete modes of human knowing.

Among these, intrapersonal intelligence – the capacity for self-knowledge, emotional insight, and reflective awareness and interpersonal intelligence – the ability to perceive and respond effectively to the emotions, motives, and needs of others – directly anticipated the emotional and social dimensions of intelligence. Gardner's insight was radical: he reframed emotional

and relational sensitivity as legitimate forms of cognition rather than as mere personality traits or emotional temperaments. In doing so, he bridged the gulf between the intellect of the mind and the wisdom of the heart, suggesting that understanding the self and others is as much an act of intelligence as solving equations or writing prose.

Gardner's pluralistic model emerged during a time when psychology was rediscovering its humanistic roots. Scholars such as Abraham Maslow and Carl Rogers had already emphasized empathy, authenticity, and self-actualization as fundamental to psychological health. For instance, Rogers anticipated the emotional intelligence paradigm in his insight that "*when I accept myself just as I am, then I can change*" (Rogers, 1995: 17), i.e. self-awareness as the foundation for growth; Maslow's vision of self-actualization that "*what a man can be, he must be*" (Maslow, 1998: 91) anticipated emotional intelligence's emphasis on emotional growth and fulfilment as integral to human potential. Thus, their ideas seeded a cultural shift: intelligence was no longer seen as the narrow mastery of symbols but as the broader art of living wisely and well. In turn, Gardner provided the theoretical scaffolding for this intuition, setting the stage for a new conception of emotional knowledge as a cognitive strength.

The term "emotional intelligence" first entered the academic lexicon through the work of Peter Salovey and John D. Mayer, who in 1990 published their seminal paper "Emotional Intelligence in Imagination, Cognition and Personality". They defined emotional intelligence as "*the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions*" (Salovey & Mayer, 1990: 189). This definition marked a decisive conceptual turn. Emotion was no longer the antithesis of reason, but a form of information – data about the self, others, and the world that could be processed intelligently.

Salovey and Mayer's four-branch model delineated emotional intelligence into four abilities: (1) perceiving emotions, (2) using

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emotions to facilitate thought, (3) understanding emotions, and (4) managing emotions. Their model fused the empirical rigor of cognitive psychology with the emerging insights of affective science. Where behaviourism had dismissed inner experience as unobservable, Salovey and Mayer restored emotion to scientific legitimacy by treating it as an adaptive cognitive process. Emotion, they argued, provides the mind with guidance for reasoning, ethical judgment, and motivation – a bridge between instinct and intellect. As the scientists later reflected, "*emotion makes thinking more intelligent, and intelligence makes thinking more emotional*" (Salovey, & Mayer, 1997: 10) capturing their conviction that affect and cognition are mutually enriching rather than opposed.

Their framework reflected a broader paradigm shift in psychology and neuroscience. The rise of affective neuroscience, led by figures such as Jaak Panksepp (Panksepp, 2004) and Joseph LeDoux, revealed that emotions are not primitive relics but sophisticated biological systems central to survival and learning: "*Emotions are the result of evolution; they are hardwired into the brain's neural architecture*" (LeDoux, 1996: 23). LeDoux's research on the amygdala and fear processing demonstrated that emotional responses are deeply embedded in neural circuitry, shaping memory, attention, and behaviour. The scientist proved that "*the emotional brain responds to an event more quickly than the thinking brain*" (LeDoux, 1996: 19), underscoring that emotion guides attention and perception before conscious thought intervenes. This science lent biological credibility to what Salovey and Mayer proposed theoretically that intelligence must encompass emotional awareness and regulation.

Although the Salovey-Mayer model established the theoretical foundation, it was Daniel Goleman who brought emotional intelligence into global consciousness. In 1995, his book "Emotional Intelligence: Why It Can Matter More Than IQ" became an international bestseller, reshaping popular and professional understandings of human ability. Goleman's synthesis translated the academic model into a language accessible to educators,

executives, and policymakers, emphasizing its implications for leadership, empathy, resilience, and moral behaviour. He famously wrote, "*In a very real sense we have two minds, one that thinks and one that feels*," (Goleman, 1995: 8) summarizing the dual nature of human intelligence that emotional intelligence seeks to harmonize.

Goleman expanded emotional intelligence into five key components: self-awareness, self-regulation, motivation, empathy, and social skills. He argued that these capacities are better predictors of life success than traditional measures of cognitive intelligence. His thesis resonated powerfully in a culture increasingly disillusioned with the reduction of human worth to test scores and credentials. Through case studies, workplace research, and insights from neuroscience, Goleman demonstrated that emotional intelligence underlies effective communication, ethical decision-making, and organizational performance.

In later works, such as "Working with Emotional Intelligence" (1998) and "Primal Leadership" (2002), Goleman extended emotional intelligence into the corporate and educational domains, proposing that emotionally intelligent leadership fosters "resonance" – the capacity to attune to and uplift the emotional states of others. He indicated that "*The rules for work are changing. We're being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and others*." (Goleman, 1998: 3) His influence spread across disciplines, inspiring the integration of emotional learning into school curricula, management training, and public administration worldwide. Though critics accused Goleman of overextending the construct, his popularization gave emotional intelligence a cultural and institutional foothold that pure academia could not have achieved alone.

While Goleman's synthesis reached a global audience, other scholars were advancing the scientific and ethical dimensions of emotional intelligence. Reuven Bar-On, an Israeli psychologist, proposed the model of Emotional-Social Intelligence (ESI),

emphasizing a broad set of interrelated emotional and interpersonal competencies essential for effective functioning. He defined emotional-social intelligence as "*an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures*" (Bar-On, 1997: 14), i.e. it determines how effectively we navigate both inner and social worlds. His "Emotional Quotient Inventory (EQ-i)" became one of the first standardized tools for measuring emotional intelligence. Unlike ability-based models, Bar-On's framework included adaptability, stress management, and general mood, situating emotional intelligence within the larger ecology of personality and well-being.

Bar-On's contribution was crucial, he demonstrated that emotional intelligence could be assessed empirically and applied in clinical, organizational, and educational settings. His work reflected an evolution from the purely cognitive approach of Salovey and Mayer toward a competency-based model – one that recognized emotional intelligence as both an ability and a set of behavioural dispositions that develop over time.

Simultaneously, Claude M. Steiner, a student of Eric Berne and a central figure in Transactional Analysis, advanced a more humanistic and ethical vision of emotional intelligence. In "Achieving Emotional Literacy" (1997), Steiner argued that the cultivation of empathy, honesty, and compassion constitutes a moral education of feeling. He coined the term "emotional literacy" to describe the capacity to recognize, understand, and express emotions responsibly. For Steiner, "*Emotional literacy means being smart with feelings – understanding, respecting, and expressing feelings in a healthy way*" (Steiner, 1997: 12). Where Bar-On focused on measurement, Steiner focused on meaning, on the ethical use of emotional knowledge to foster justice, equality, and love. He wrote that "*the most basic of all human needs is the need to understand and be understood*" (Steiner, 1997: 9). His work reminded the field that emotional intelligence is not merely a tool for success but a foundation for humane living.

Together, Bar-On and Steiner expanded the emotional intelligence discourse beyond cognition and performance into the realms of ethics, community, and character. Their influence helped anchor emotional intelligence in the deeper moral and social dimensions of human life.

The scientific legitimacy of emotional intelligence was further strengthened by advances in neuroscience that revealed the inseparability of emotion and cognition. Antonio Damasio's groundbreaking "Descartes' Error" (1994) challenged the Cartesian notion that reason and emotion operate in separate domains. Through studies of patients with damage to the ventromedial prefrontal cortex, Damasio showed that while their IQs remained intact, their decision-making abilities were severely impaired due to emotional disconnection. From this evidence, he formulated the somatic marker hypothesis – the idea that emotions provide physiological "markers" that guide rational choice. Far from clouding reason, emotion serves as its compass (Damasio, 1994).

Similarly, Joseph LeDoux's research into the neural pathways of fear demonstrated how the amygdala mediates emotional learning, influencing memory and perception (LeDoux, 1996). These discoveries reinforced the central claim of emotional intelligence theory: that emotion and intellect are biologically integrated systems, each shaping the other's function. Emotion, once dismissed as irrational impulse, emerged as the neurological substrate of wisdom.

Later research by Richard Davidson at the University of Wisconsin–Madison further deepened this understanding. His studies on affective style and the neural correlates of compassion revealed that practices cultivating emotional regulation, such as mindfulness and empathy training, can alter brain function and structure (Davidson, & Begley, 2012). Emotional intelligence, therefore, is not merely psychological; it is neuroplastic, capable of being developed and refined throughout life.

The recognition of emotional intelligence has transformed multiple fields of human endeavour. In education, the develop-

ment of Social and Emotional Learning (SEL) programmes, pioneered by scholars such as Roger Weissberg, James Comer, and Linda Lantieri, has integrated emotional intelligence into curricula worldwide (Weissberg et al., 2015; Comer, 2004; Lantieri, 2008). These programmes teach self-awareness, empathy, relationship skills, and responsible decision-making as essential complements to academic learning. Research shows that SEL enhances not only emotional well-being but also academic achievement, social cohesion, and civic engagement.

Beyond specific interventions, the broader incorporation of emotional intelligence into educational philosophy reflects a shift toward holistic pedagogy. Educators increasingly recognize that cognitive development cannot be separated from emotional growth, and that learning environments grounded in empathy and emotional literacy foster deeper motivation, resilience, and creativity (Brackett et al., 2011; Jennings & Greenberg, 2009; MacCann et al., 2020; MacCann & Fogarty, 2011; Sánchez-Álvarez et al., 2020; Zhou et al., 2024). Thus, emotional intelligence serves not merely as a pedagogical tool but as a foundational principle of human development, shaping students not only as thinkers but as compassionate, socially responsible individuals.

In the workplace, emotional intelligence has redefined the qualities of effective leadership. Studies by Richard Boyatzis, Vanessa Druskat, and others demonstrate that emotionally intelligent leaders foster trust, collaboration, and creativity (Boyatzis, 2009; Coronado-Maldonado et al, 2023; Druskat, & Wolff, 2001). Companies that prioritize emotional intelligence-based leadership development report higher employee engagement and lower turnover (Doğru, 2022; Miao et al, 2017; O'Boyle et al., 2011; Schlaerth et al., 2013). Emotional intelligence has thus become a cornerstone of organizational psychology, emphasizing the human dimension of productivity.

In mental health and counselling, emotional intelligence approaches that emphasize awareness, regulation, and empathy

(Boyatzis, 2018; Harms & Credé, 2010; Martins et al., 2010; Schlegel et al., 2014; Van Rooy & Viswesvaran, 2004). Techniques drawn from cognitive-behavioural therapy, dialectical behaviour therapy, and mindfulness all reflect the principles of emotional competence. Moreover, the growing recognition of emotional intelligence in healthcare, diplomacy, and even artificial intelligence research underscores its universality: wherever humans interact, emotional intelligence governs the quality of connection.

Despite its widespread adoption, emotional intelligence remains a subject of scientific debate. Critics such as John Locke and Gerald Matthews have argued that emotional intelligence overlaps significantly with established constructs like personality or general intelligence, raising questions about its distinctiveness (Locke, 2005; Matthews et al., 2002). Others have pointed out the proliferation of competing models – ability-based, mixed, and trait-based – which complicate measurement and theory. Stephen Fineman further cautioned that the popular enthusiasm surrounding emotional intelligence risked simplifying complex emotional and social dynamics into managerial or commercial tools, emphasizing the need for conceptual precision and contextual awareness (Fineman, 2004). Empirical research continues to validate the predictive power of emotional intelligence in domains ranging from leadership effectiveness to mental health outcomes. Meta-analytic findings, such as those by Dana L. Joseph and Daniel A. Newman, have demonstrated that emotional intelligence contributes uniquely to job performance through cascading processes of emotional perception, understanding, and regulation, thereby reinforcing its relevance within contemporary psychology (Doğru, 2022; Harms, & Credé, 2010; Joseph, & Newman, 2010; Miao et al., 2017; O'Boyle et al., 2011; Schlaerth et al., 2013; Van Rooy, & Viswesvaran, 2004).

A deeper critique, voiced by philosophers and critical theorists, concerns the potential commodification of emotional intelligence. In corporate settings, they warn, emotional intelligence

can be co-opted as a managerial instrument to regulate workers' emotions rather than empower authentic expression. These critiques serve as reminders that emotional intelligence must remain anchored in ethics and empathy – as Steiner insisted – rather than in mere efficiency.

Conclusions

The emergence of emotional intelligence represents one of the most profound intellectual developments of the late twentieth century. From Gardner's pluralistic vision of the mind to Salovey and Mayer's cognitive-affective synthesis, from Bar-On's emotional-social framework to Steiner's moral humanism, and through Goleman's global dissemination, emotional intelligence has reshaped the understanding of what it means to be intelligent. Neuroscience has since confirmed what philosophy and literature long intuited: that emotion is not the enemy of reason but its vital ally.

In its fullest sense, emotional intelligence is not merely the ability to manage feelings or navigate social complexities. It is the art of aligning intellect with empathy of bringing consciousness to the domain of feeling. It invites a renewed definition of intelligence itself: not as the conquest of emotion by reason, but as their symphony. By the close of the twentieth century, psychology had come full circle, returning to an ancient truth that thinkers from Aristotle to Spinoza had articulated that to know the good and to do it well requires not only reason but feeling, not only mind but heart.

In this synthesis, emotion is restored to its rightful place at the centre of human understanding, not as weakness, but as wisdom. As science and society continue to explore the intricate dialogue between cognition and emotion, emotional intelligence endures as a bridge between the analytic and the humane, guiding both thought and action toward greater harmony.

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Бігунов Дмитро. Виникнення емоційного інтелекту: від раціонального пізнання до емоційного розуму.

Мета статті *– дослідити еволюцію емоційного інтелекту як психологічного конструкта, проаналізувавши, як він сформувався на*

перетині кількох наукових традицій – когнітивної науки, афективної нейронауки та гуманістичної психології – і став ключовою концепцією для розуміння емоцій та розуму як взаємозалежних форм інтелекту.

Методи дослідження. У статті застосовано теоретико-історичний підхід, заснований на ґрунтовному аналізі психологічної та нейронаукової літератури. Проведено якісний контент-аналіз першоджерел для виявлення концептуальних закономірностей і простеження еволюції теорії емоційного інтелекту. Використано порівняльний та історико-аналітичний методи для дослідження конвергенції когнітивної, афективної та гуманістичної парадигм. За допомогою інтерпретативного синтезу об'єднано різноманітні підходи у цілісне розуміння емоційного інтелекту як наукового конструкта й філософського погляду на природу людини.

Результати дослідження. Розкрито становлення емоційного інтелекту як синтезу когнітивних і емоційних процесів у психології кінця ХХ століття. Простежено розвиток від теорії множинних інтелектів Говарда Гарднера до формальної моделі Саловея і Маєра, а також розширення концепції у працях Бар-Она, Стайнера та Голмана. Показано, що емоційний інтелект переосмислив саме поняття інтелекту.

Необхідність статті зумовлена потребою уточнення теоретичних засад емоційного інтелекту, які часто спрощуються у популярних інтерпретаціях. Звернення до його витоків у різних наукових традиціях підтверджує, що емоції й розум є взаємозалежними процесами.

Висновки. Доведено, що виникнення емоційного інтелекту стало важливим зрушенням у сучасній психології, що поєднало когніцію та емоцію в єдину систему людського розуміння. Показано, що від Гарднера до Голмана ця концепція визначає інтелект як гармонію розуму й емпатії, а не їх протиставлення. Зазначено, що повертаючи емоції на центральне місце у свідомості, емоційний інтелект продовжує поєднувати аналітичне та гуманістичне, утверджуючи, що справжня мудрість народжується з єдності розуму і серця.

Ключові слова: *емоційний інтелект, когніція, афект, емпатія, множинні інтелекти.*

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DOI (article): https://doi.org/10.32626/2227-6246.2025-66.31-49

Psychological Motivation of Conflict Participants as a Factor of Successful Mediation

Психологічна мотивація учасників конфлікту як фактор успішної медіації

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ABSTRACT
The article examines the role of psychological motivation of conflict participants as one of the key factors influencing the effectiveness of mediation in intragroup conflicts. It analyzes the types of motivation that drive parties to engage in the mediation process and their impact on the willingness to cooperate, compromise, and achieve mutual understanding. Particular attention is paid to internal and external motivational factors that may either facilitate or hinder successful conflict resolution. The research findings can be used to improve mediation practices and enhance their effectiveness in social and professional groups.

The aim of the study is to determine the role and influence of psychological motivation of conflict participants on the effectiveness of the mediation process in intragroup conflicts, as well as to identify the main motivational factors that contribute to or obstruct successful resolution.

Research methods. To assess the psychological motivation of conflict participants, three validated methods were used: the Thomas-Kilmann Conflict Mode Instrument (TKI) to identify conflict behavior styles, the Achievement Motivation Scale (AMS) to evaluate the drive for self-affirmation and dominance, and DUTCH method to assess emotional-volitional traits and motivation to maintain relationships.

Research results. A pilot study conducted among 1,000 students of Vinnytsia State Pedagogical University and revealed that the most common conflict behavior style is collaboration (26%), indicating a strong motivation for mutual understanding. Compromise was chosen by 22% of respondents, while competition and avoidance were equally represented (18% each), suggesting partial motivation for dominance or emotional distancing. Accommodation was preferred by 16%, mostly driven by the motivation to preserve relationships. The collaboration style correlates with high emotional stability and low anxiety, while competition is associated with a desire for self-affirmation. The obtained data outline motivational behavior models of students in conflict situations and serve as a foundation for developing mediation programs in educational institutions.

Key words: mediation, intragroup conflict, psychological motivation, motivational factors, conflict interaction, mediation effectiveness, willingness to cooperate.

Introduction

In modern society, where interpersonal and group interactions are becoming increasingly complex, conflicts have become an integral part of social life. The effective resolution of such conflicts largely depends not only on the professionalism of the mediator but also on the internal readiness of the participants for constructive dialogue. The issue of psychological motivation of conflict participants as a key factor in successful mediation is actively studied by both Ukrainian and international scholars.

Among Ukrainian researchers, it is worth highlighting L. Karamushka, who analyzes the motivational aspects of parties' involvement in mediation, and O. Kredentser, who explores

the psychological mechanisms of conflict interaction. V. Lahodzinska examines personal motivational attitudes and readiness for cooperation in conflict situations, particularly within the framework of organizational psychology. V. Ivkin investigates motivational profiles and psychological readiness for interaction under stress and conflict conditions. Their contributions deepen the understanding of motivational mechanisms that influence the effectiveness of mediation (Карамушка, Креденцер, Терещенко, Лагодзінська, Івкін, & Ковальчук, 2023).

Foreign researchers laid the foundations of conflict theory by viewing motivation as the driving force behind cooperative or competitive behavior (Krasilovska, 2017). The model of conflict behavior styles based on motivational dispositions highlights the importance of emotional intelligence as a motivational resource in interpersonal interaction (Kilmann, 2010). The integration of these scientific approaches allows for a deeper understanding of the role of motivation in the mediation process and contributes to the development of effective strategies for resolving intragroup conflicts.

The psychological motivation of conflict parties (their expectations, needs, values, and emotional attitudes) plays a key role in the mediation process. A low level of motivation or its destructive nature can undermine the mediator's efforts, whereas conscious and positive motivation promotes mutual understanding and sustainable agreements. Therefore, the study of psychological motivation as a factor of successful mediation is highly relevant in the context of developing effective strategies for resolving intragroup conflicts (Madiya, & Shazia, 2015).

The purpose of the article. *The aim* of the study is to determine the role and impact of the psychological motivation of conflict participants on the effectiveness of the mediation process in intragroup conflicts, as well as to identify the key motivational factors that facilitate or hinder successful resolution.

The tasks of the article. Conflicts are an integral part of interaction within any social or professional group. They arise

from contradictions in interests, beliefs, values, or emotional states of the participants. As noted by Y. Madiya and K. Shazia, employees and managers spend a significant portion of their working time resolving conflicts, which highlights their prevalence and impact on organizational effectiveness (Madiya, & Shazia, 2015). At the same time, as emphasized by Doherty and Guyler (Doherty, & Guyler, 2008), conflict is not always destructive – when approached constructively, it can become a source of innovation, new ideas, and social development. This article aims to explore the influence of participants' psychological motivation on the effectiveness of mediation in intragroup interactions.

In this context, mediation serves as an effective tool for conflict resolution, based on voluntariness, neutrality, and cooperation. However, the success of mediation largely depends on the internal motivation of the conflict participants.

Psychological motivation is a set of internal drives that determine an individual's readiness to engage in dialogue, seek compromise, and make decisions. When participants possess positive motivation (e.g., a desire to preserve relationships, achieve fairness, or reduce emotional tension), it facilitates the effective course of mediation. In contrast, destructive motivation (such as a desire to dominate, avoid responsibility, or maintain a conflictual status) can complicate the process and reduce its effectiveness (Красіловська, 2017).

That is why the study of psychological motivation among conflict participants is essential for understanding behavioral determinants, predicting the course of mediation, and developing strategies that enhance its effectiveness.

The psychological motivation of conflict participants determines their internal readiness to engage in the mediation process, openness to dialogue, and willingness to seek constructive solutions. Motivation shapes attitudes toward the mediator, the opposing party, and the resolution process itself. When participants possess positive motivation (such as a desire to preserve relationships, achieve fairness, or avoid escalation) the chances

of successful mediation increase significantly. Conversely, a low level of motivation, emotional withdrawal, or a desire to dominate can complicate the process and reduce its effectiveness.

Therefore, psychological motivation is not a secondary factor – it is the foundation upon which the entire mediation interaction is built. Its analysis enables the mediator to better understand the parties' needs, select appropriate communication strategies, and create conditions for productive dialogue (Table 1).

Table 1

Conceptual Approaches to Defining Mediation According to Various Authors

Author / Source	Approach / Concept	Key Features of Mediation Definition
1	2	3
Deutsch, M. (1973)	Conflict Theory Approach	Mediation is viewed as a method of conflict management involving a neutral third party to reach a mutually acceptable resolution
Bush, R., Folger, J. (1994)	Transformative Approach	Mediation is aimed not only at resolving the conflict but also at transforming relationships, fostering empathy, self-respect, and mutual understanding between the parties
Moore, C. (1996)	Procedural-Structural Approach	Mediation is defined as a structured process that involves distinct stages: preparation, negotiation, and agreement
Karasiova, N. (2019)	Psychological Approach	Mediation is a process of psychological interaction between conflict parties that promotes emotional competence and the development of nonviolent communication skills
Nalyvaiko, L. (2020)	Legal Approach	Mediation is an alternative method of resolving legal disputes, characterized by voluntariness, confidentiality, and neutrality, and regulated by the Law of Ukraine «On Mediation»

Sedashova, O., Karpova, O. (2021)	Integrative-Managerial Approach	Mediation is viewed as a conflict management technology within organizations that combines communicative, socio-psychological, and managerial mechanisms
Pyholenko, I. (2022)	Social-Communicative Approach	Mediation is defined as a form of social dialogue aimed at restoring constructive communication between parties and strengthening social trust
Mazuraki, N. (2022)	Interdisciplinary Approach	Mediation is interpreted as a complex phenomenon that integrates legal, social, psychological, and ethical aspects in the process of out-of-court conflict resolution
UNESCO (2018)	Humanistic-Educational Approach	Mediation is defined as a tool for fostering a culture of peace, tolerance, and mutual respect through educational and communicative practices
Recommendation CM/Rec(2002)10 of the Council of Europe	European-Normative Approach	Mediation is a voluntary dispute resolution process involving a neutral intermediary who facilitates the parties in reaching an agreement based on mutual understanding

Comparative analysis shows that modern mediation is interpreted in an interdisciplinary manner: ranging from a legal mechanism for dispute resolution to a psychological process of self-development and social interaction. The most contemporary approaches emphasize the humanistic and educational potential of mediation, highlighting its role in fostering emotional culture, empathy, and social trust (Mills, & Mene, 2020).

Participation in the mediation process is neither automatic nor guaranteed, it depends on a range of internal psychological factors, among which motivation plays a key role. Analyzing types of motivation helps to better understand why conflict participants agree to mediation, what expectations they hold, and how prepared they are for constructive dialogue. The following types of motivation are distinguished (Kilmann, 2010).

Instrumental Motivation – the desire to resolve a conflict in order to achieve specific benefits (e.g., preserving reputation, avoiding sanctions, saving resources).

Emotional Motivation – the wish to reduce psychological tension, relieve stress, and restore inner comfort.

Value-Based Motivation – orientation toward moral principles, justice, and respect for others.

Social Motivation – the aspiration to preserve relationships, avoid isolation, and support group cohesion.

Understanding these types of motivation enables the mediator to adapt interaction strategies, increase party engagement, and facilitate successful conflict resolution. Such analysis also allows for anticipating potential difficulties in the mediation process and addressing them in a timely manner (Morris-Rothschild, & Brassard, 2006).

In the context of modern Ukraine, conflicts in social, professional, and political spheres are not only common but also represent potential sources of change. Examples of labor disputes between educators and administrators regarding working conditions, education funding, or reforms in the wage system demonstrate that conflicts can lead either to increased tension or to constructive solutions – provided the parties are motivated toward dialogue. Similar to situations described in international practice, Ukrainian trade unions, civil society organizations, and state institutions often engage in conflictual interactions that require effective resolution mechanisms (Page Domenici, & Littlejohn, 2001).

Successful mediation under such conditions depends not only on the tools of facilitation but primarily on the psychological motivation of the conflict participants. When parties demonstrate an internal readiness to cooperate, a desire for justice, the preservation of relationships, or social well-being, it creates the foundation for constructive conflict resolution. In contrast, destructive motivation – driven by a desire to dominate, avoid responsibility, or maintain a conflictual status – complicates the

mediation process (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenk, & Stelmakh, 2022).

In the context of martial law, institutional reforms, decentralization, and growing civic engagement in Ukraine, the psychological motivation of conflict participants gains particular significance. Its analysis not only allows for forecasting the course of conflicts but also helps shape effective mediation strategies that contribute to social stability, cohesion, and the development of a democratic society (Карамушка, Креденцер, Терещенко, Лагодзінська, Івкін, & Ковальчук, 2023).

In contemporary psychology and conflict studies, conflict is viewed not merely as a destructive phenomenon but as a natural form of social interaction arising from differences in goals, values, beliefs, or access to resources. Conflict theory, initiated by K. Marx, emphasizes that the struggle for resources and influence is a driving force of social change, and therefore, conflict can possess constructive potential. However, the realization of this potential depends on how the parties perceive the situation and what internal motives guide their behavior.

Modern researchers (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko, & Stelmakh, 2022) stress that conflict often emerges not so much from objective circumstances as from the subjective perception of threats to personal interests or emotional needs. These tendencies suggest that the motivation of conflict participants (particularly their internal attitudes, expectations, and aspirations) is a key factor in determining the nature and dynamics of conflict interaction.

In this context, mediation as a form of alternative conflict resolution requires not only a neutral intermediary but also the internal readiness of the parties for dialogue, which is directly linked to their psychological motivation. If conflict participants are motivated toward cooperation, compromise, relationship preservation, or achieving a shared outcome, mediation has significantly higher chances of success. Conversely, destructive motivation, such as the desire to dominate, seek revenge, or

avoid responsibility, complicates the process and reduces its effectiveness (Friedman, Tidd, Currall, & Tsai, 2000).

Thus, the success of mediation largely depends on a deep understanding of the psychological motivation of the conflict participants, which enables not only effective process management but also the transformation of conflict into a source of growth, development, and the strengthening of social bonds.

In contemporary conflict studies, conflict is viewed not only as a threat but also as a potential source of development. As noted by Y. Madiya and K. Shazia (Madiya, & Shazia, 2015), conflicts can be either constructive (functional) or destructive (dysfunctional). Functional conflict helps identify problems, stimulates creativity, learning, and growth, whereas destructive conflict blocks communication, damages relationships, and reduces productivity. A key factor influencing whether a conflict becomes productive or harmful is the psychological motivation of its participants (Doherty, & Guyler, 2008).

Motivation toward cooperation, solution-seeking, relationship preservation, and achieving shared goals creates the foundation for constructive conflict, which can be effectively resolved through mediation. In contrast, motivation based on domination, competition, avoidance of responsibility, or sabotage leads to destructive interaction, complicating the mediation process. As emphasized by De-Reuver and Van-Woerkom (De-Reuver, & Van-Woerkom, 2010), it is the internal readiness for dialogue and openness that determines whether conflict becomes a source of innovation or a cause of group disintegration.

Thus, the success of mediation directly depends on the psychological motivation of conflict participants. Its analysis allows not only for forecasting the course of conflict interaction but also for shaping strategies that help transform conflict into a resource for development – both for individuals and for organizations or social groups.

Effective mediation as a conflict resolution tool relies not only on facilitation techniques but also on the psychological motivation

of the parties, which is reflected in their choice of behavior style in a conflict situation. As noted by Y. Madiya and K. Shazia (Madiya, & Shazia, 2015), conflict arises when the values, needs, goals, or interests of the parties come into contradiction. In such conditions, a person's motivation – whether it involves self-realization, relationship preservation, pursuit of justice, or avoidance of tension – determines the style of conflict management that will be chosen.

The model describes five primary conflict management styles: competition, avoidance, accommodation, compromise, and collaboration (Kilmann, & Thomas, 2010). These styles are based on two psychological dimensions – assertiveness (satisfying one's own interests) and cooperativeness (satisfying the interests of the other party). The choice of style depends on personal characteristics, motivational attitudes, and situational context. For example, motivation to preserve harmony may lead to accommodation, while a desire for control may result in competition. Motivation for mutual understanding and joint problem-solving encourages the use of collaboration, which is considered the most effective style in mediation. Thus, psychological motivation determines not only the behavior of conflict participants but also the prospects for resolution, as it shapes their readiness for dialogue, openness, and the search for common ground (De-Reuver, & Van-Woerkom, 2010).

Mediation, both globally and nationally, demonstrates a trend toward institutionalization and a shift from voluntary practice to a legally regulated form of alternative dispute resolution. Ukrainian legislation is being harmonized with European standards, particularly in the areas of civil, family, and educational mediation processes (Table 2).

Mediation as a form of alternative dispute resolution is actively developing in most countries around the world, gaining recognition as an important legal institution aimed at reducing conflict and alleviating the burden on judicial systems. Its regulatory framework is based on international instruments, national legislation, and ethical standards that define the principles of voluntariness, neutrality, confidentiality, and equality

of the parties (Волосник, Горіна, Муратова, Ланко, Мельман, & Хасяя, 2018).

Table 2

Regulatory and Legal Framework of Mediation in Ukraine and Abroad

Country	Title of Legal Act/ Document	Year of Adoption	Core Content and Significance
1	2	3	4
Ukraine	Law of Ukraine "On Mediation" No. 1875-IX	2021	Defines the legal foundations of mediation, principles of voluntariness, neutrality, and confidentiality; regulates the status of the mediator and the procedure for concluding a mediation agreement
	Constitution of Ukraine	1996	Guarantees the individual's right to protect their rights and freedoms by all legal means, including out-of-court forms of dispute resolution
	Civil Procedure Code of Ukraine (CPC)	2004 (updated 2017)	Defines the possibility of peaceful dispute resolution and the approval of mediation agreements by the court
	Code of Administrative Procedure of Ukraine (CAPU)	2005	Provides for the possibility of reconciliation between parties in cases under administrative jurisdiction
	Law of Ukraine "On Education"	2017	Contains provisions on creating a safe educational environment, developing non-violent communication skills, and implementing mediation practices in schools
	Law of Ukraine "On Free Legal Aid"	2011	Ensures citizens' access to alternative dispute resolution methods, including mediation
	Code of Ethics for Mediators (National Association of Mediators of Ukraine)	2022	Establishes ethical standards for mediators: independence, impartiality, confidentiality, and voluntariness of the process

European Union	Directive 2008/52/EC of the European Parliament and of the Council on Certain Aspects of Mediation in Civil and Commercial Matters	2008	Harmonizes approaches to mediation across EU Member States; establishes the principle of voluntariness and the legal enforceability of mediation agreements
Council of Europe	Recommendation CM/Rec(2002)10 of the Committee of Ministers of the Council of Europe on Mediation in Civil Matters	2002	Defines the basic principles of mediation – voluntariness, equality of the parties, and mediator neutrality; promotes its development within the legal systems of European states
	Recommendation Rec(98)1 of the Committee of Ministers on Family Mediation	1998	Emphasizes the benefits of applying mediation in family conflicts, particularly regarding child custody and property division
United Nations (UN)	UNCITRAL Model Law on International Commercial Conciliation	2002	Regulates mediation procedures in international commercial disputes and harmonizes practices among participating states
United Nations / UNCITRAL	Singapore Convention on Mediation	2018	Establishes a legal framework for the enforcement of international mediation agreements; signed by over 50 countries
UNESCO	Guidelines for Peace and Conflict Resolution Education	2018	Defines the role of mediation in fostering a culture of peace, tolerance, and social cohesion in the field of education

United Kingdom	Civil Procedure Rules (Part 31 and 36 – Alternative Dispute Resolution)	1999	Defines mediation as a recommended mechanism for dispute resolution prior to litigation and encourages parties to seek reconciliation
United States	Uniform Mediation Act (UMA)	2001	Harmonizes mediation principles across different U.S. states and establishes legal protections for confidentiality and mediator neutrality
Germany	Gesetz zur Förderung der Mediation (Law on Promoting Mediation)	2012	Regulates mediation procedures within civil proceedings and sets requirements for mediator trainin
France	Décret n°2012-66 relatif à la médiation civile et commerciale	2012	Provides for a mandatory offer of mediation before judicial proceedings and defines the status of an accredited mediator
Polanda	Kodeks postępowania cywilnego (V: Mediacja)	2005	Defines the procedure of mediation in civil cases and provides for the possibility of court approval of mediation agreements
Італія	Decreto Legislativo n. 28/2010 «Mediazione finalizzata alla conciliazione delle controversie civili e commerciali»	2010	Introduces mandatory preliminary mediation for certain categories of civil and commercial cases
Канада	Ontario Mandatory Mediation Program	1999	Establishes mandatory participation in mediation by the parties before a case proceeds to court in the province of Ontario

In Ukraine, the key normative act is the Law of Ukraine "On Mediation" (2021), which for the first time established the legal

foundations for conducting mediation at the legislative level. It defines the status of the mediator, ethical standards, and the legal force of a mediation agreement. This law brought national practice closer to European standards by providing for the integration of mediation into civil, administrative, labor, and educational contexts. The Constitution of Ukraine guarantees the right to protection and fair trial, creating a legal basis for applying mediation procedures as an alternative path to conflict resolution. At the same time, the Civil Procedure Code of Ukraine (CPC) and the Code of Administrative Procedure (CAP) allow for peaceful settlement of disputes and judicial approval of mediation agreements.

In the field of international law, Directive 2008/52/EC of the European Parliament and of the Council plays a crucial role in harmonizing approaches to mediation in civil and commercial matters across EU Member States. It establishes common standards of voluntariness, mediator neutrality, and judicial recognition of mediation agreements.

Significant Council of Europe documents include Recommendation CM/Rec (2002)10 on mediation in civil matters and Recommendation Rec(98)1 on family mediation, which define ethical principles, mediator competencies, and guarantees of a fair process. At the global level, the UNCITRAL Model Law on International Commercial Conciliation (2002) and the Singapore Convention on Mediation (2018) are of particular importance. These instruments provide legal mechanisms for the enforcement of international mediation agreements and promote the unification of mediation procedures across jurisdictions (Friedman, Tidd, Currall, & Tsai, 2000).

Special attention is given to the humanitarian dimensions of mediation. The UNESCO Guidelines (2018) recognize mediation as an effective tool for fostering a culture of peace, tolerance, and social cohesion, especially in educational settings. Similar trends are reflected in national legislation: Germany adopted the Mediation Promotion Act (2012); France enacted a decree

on civil and commercial mediation (2012); and Italy introduced Legislative Decree No. 28 (2010), which established mandatory mediation for certain civil disputes. In the United States, mediation is governed by the Uniform Mediation Act (2001), which ensures confidentiality and the protection of parties' rights.

Thus, comparative analysis indicates that Ukraine's mediation system is gradually aligning with international standards, following the European trajectory of developing a rule-of-law state focused on peaceful dispute resolution. The institutionalization of mediation contributes to the humanization of legal relations, reduction of social tensions, and the cultivation of a culture of dialogue and partnership – particularly significant in the context of societal transformation and post-conflict recovery (D'Oosterlinck, & Broekaert, 2003). Successful mediation is impossible without considering the psychological motivation of conflict participants, which manifests through their behavior, response styles, and willingness to cooperate. Conflict management styles (competition, accommodation, avoidance, compromise, and collaboration) reflect internal motivational dispositions. These are based on two key psychological dimensions: assertiveness (the pursuit of one's own interests) and cooperativeness (the willingness to consider the interests of the other party).

For example, the competition style reflects a motivation for dominance, self-assertion, and control, which often complicates mediation due to a reluctance to compromise. In contrast, the accommodation style indicates a motivation to preserve relationships and harmony, even at the expense of one's own interests. While such behavior may facilitate rapid resolution, it can also lead to internal tension if an individual consistently ignores personal needs.

Motivation toward compromise and collaboration is most conducive to successful mediation, as it implies a willingness to consider mutual interests, seek common ground, and maintain constructive dialogue. These motivational orientations form the

foundation for effective mediation, reduce emotional tension, and help transform conflict into a resource for growth.

Therefore, the psychological motivation of conflict participants is a decisive factor in successful mediation, as it shapes behavioral style, openness to dialogue, and the ability to resolve disputes constructively. Analyzing these motivations enables the mediator to choose an appropriate strategy, adapt communication, and ensure effective conflict resolution (Білик, Гаврилюк, & Городиський та ін., 2019).

In the mediation process, the decisive factor is not only the technique of facilitation but also the internal motivation of conflict participants, which is reflected in their behavioral style. As research by Morris-Rothschild and Brassard (Morris-Rothschild, & Brassard, 2006) indicates, individuals who adopt a compromising style demonstrate a willingness to relinquish part of their own interests in order to reach a shared solution. This motivation is rooted in the desire to avoid escalation, preserve relationships, and achieve a balance between personal and others' needs, creating a favorable foundation for mediation, as parties are open to negotiation and willing to seek common ground.

Conversely, the avoidance style (characterized by low assertiveness and low cooperativeness) reveals a motivation to escape conflict, avoid responsibility, or fear emotional tension. This motivation complicates mediation, as one party may ignore the issue, refrain from dialogue, and hinder the search for resolution. As shown in studies by Mills and Ch. Mene (Mills, & Mene, 2020) conflict avoidance can lead to increased stress and deterioration of interpersonal relationships.

Thus, the psychological motivation of conflict participants, whether oriented toward compromise or avoidance, directly affects the effectiveness of mediation. Its analysis enables the mediator to anticipate party behavior, adapt facilitation strategies, and create conditions for constructive resolution. Successful mediation is only possible when parties possess an internal motivation for mutual understanding, cooperation, and joint problem-

solving. Successful mediation requires not only the presence of a neutral facilitator but also the active participation of the parties in the conflict resolution process. A decisive factor in this is the psychological motivation of the participants, which determines their willingness to engage in dialogue, openness, and cooperation. According to research of scientists B. Morris-Rothschild and M. Brassard (Morris-Rothschild, & Brassard, 2006), the collaboration style is the most effective in conflict environments, as it is based on a high level of assertiveness and cooperativeness. It involves combining ideas, jointly solving problems, and striving for mutual satisfaction of interests.

The motivation to collaborate is shaped by psychological attitudes such as the desire to preserve relationships, achieve fair outcomes, avoid escalation, and find common ground. These internal drivers form the foundation for constructive mediation. Thus, conflict management is not merely a set of techniques, but a philosophy that helps individuals better understand themselves and others in the process of interaction (Красіловська, 2017).

Studies in educational settings (Doherty, & Guyler, 2008) confirm that after completing conflict management training, teachers and parents demonstrated improved communication skills, increased self-esteem, and more effective dispute resolution. This suggests that motivation for growth, learning, and self-reflection fosters behavior oriented toward collaboration, a key element of successful mediation.

It is therefore evident that the psychological motivation of conflict participants, particularly their inclination toward cooperation, understanding, and problem-solving, is a key factor in effective mediation. Analyzing this motivation allows the mediator not only to adapt facilitation strategies but also to create conditions for transforming conflict into a resource for personal and social growth.

The collaboration style in conflict management is the most effective approach to resolving disputes, as it combines a high level of assertiveness and cooperativeness. It is based on the

pursuit of mutually beneficial solutions through open dialogue, joint idea generation, and consideration of all parties' interests (Page Domenici, & Littlejohn, 2001). Such behavior is only possible when supported by appropriate psychological motivation, a genuine internal desire not only to defend one's own position but also to understand the other side, preserve relationships, and find a shared resolution.

Successful mediation requires precisely this kind of motivation: a willingness to cooperate, openness to communication, and a focus on outcomes that satisfy all participants. Conflict management is not merely a set of techniques but a philosophy that helps individuals better understand themselves and others through interaction (Красіловська, 2017). This philosophy is grounded in the development of listening, speaking, empathy, and joint problem-solving skills – that is, in deep internal motivation for constructive engagement.

Studies in educational settings (Білик, Гаврилюк, & Городиський, 2019) confirm that after receiving training in conflict management skills, teachers, parents, and students demonstrated not only improved outcomes in resolving disputes but also increased self-esteem, confidence, and capacity for constructive dialogue. This reflects a motivation for personal growth, self-reflection, and cooperation – key conditions for effective mediation.

Therefore, the psychological motivation of conflict participants, particularly their drive toward collaboration, understanding, and joint problem-solving, is a primary factor in successful mediation. It determines not only their behavioral style in conflict but also the depth of their engagement in the resolution process. This makes mediation not merely a technique, but a transformational tool of social interaction.

Research methods and techniques

To identify the psychological motivation of conflict participants, three validated methodologies were employed: the

Thomas-Kilmann Conflict Mode Instrument (TKI) to determine behavioral styles in conflict; the Achievement Motivation Scale (AMS) to assess tendencies toward self-assertion and dominance; and the Dutch Test for Conflict Handling – Expanded Version (DUTCH) (De Dreu, Evers, Beersma, Kluwer, Nauta, 2001), which evaluates emotional-volitional traits and motivation to preserve relationships.

Empirical data collection was conducted through questionnaires and standardized testing in classroom settings, with voluntary consent from participants. Additionally, psychological interviews were carried out with a subset of the sample (approximately 100 individuals) to gain deeper insights into motivational dispositions. Data analysis was performed using the SPSS statistical package, enabling comparative assessments across faculties, age groups, and anxiety levels. The expected outcomes of the study included identifying dominant motivational behavior models in conflict among university students, establishing correlations between clinical indicators and conflict response styles, and developing practical recommendations for implementing mediation practices in academic environments.

Results and discussions

A pilot study on the psychological motivation of conflict participants during clashes of interest among students of Vinnytsia State Pedagogical University (VSPU) was conducted to identify specific motivational patterns in conflict situations and clinically significant indicators influencing behavioral styles in the context of conflicting interests.

The pilot study involved a representative sample of 1,000 students aged 18 to 30, with approximately 60% female and 40% male participants, ensuring gender balance. The sample included students from various academic levels, bachelor's, master's, and doctoral programs, across five faculties: Pedagogical, Philological, Natural-Geographical, Arts, and Historical. The study considered clinically significant psychological indicators,

including levels of anxiety (both state and trait), emotional stability, tendencies toward aggression or avoidance, self-regulation capacity, stress resilience, and psychosomatic responses in conflict situations (Table 3).

Table 3

**Distribution of Conflict Behavior Styles
(Thomas-Kilmann Instrument) (n = 1000)**

Conflict Behavior Style	Number of Respondents	% of Total Sample	Dominant Motivation
1	2	3	4
Competition	180	18%	Self-assertion, control, defense of one's position
Collaboration	260	26%	Mutual understanding, search for a shared solution
Compromise	220	22%	Balance of interests, pursuit of equilibrium
Accommodation	160	16%	Preservation of relationships, avoidance of confrontation
Avoidance	180	18%	Fear of conflict, emotional distancing

Based on the results of a pilot study conducted among 1,000 students of Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University, the most prevalent conflict behavior style was found to be collaboration (26%), indicating a strong motivation for mutual understanding and joint problem-solving. Compromise was chosen by 22% of respondents, reflecting a desire to balance interests. Competition and avoidance were equally represented (18% each), suggesting partial motivation toward dominance or emotional distancing. Accommodation was selected by 16% of participants, primarily motivated by the preservation of relationships.

Clinical indicators revealed that the collaboration style correlates with high emotional stability and low levels of anxiety, while the competition style is associated with a drive for self-

assertion and control. These findings provide insight into the motivational behavior models of university students in conflict situations and serve as a foundation for developing mediation programs within educational institutions.

Conflict within any organization is not only an inevitable phenomenon but also a potential threat to achieving its goals and maintaining efficiency. If left unresolved, conflict can lead to decreased employee motivation, emotional burnout, absenteeism, resignations, and an overall decline in productivity. However, conflict can also become a source of innovation, growth, and strengthened interpersonal relationships – provided that its resolution is grounded in the conscious psychological motivation of the participants (Morris-Rothschild, & Brassard, 2006).

It is precisely psychological motivation, internal attitudes, values, emotional maturity, level of responsibility, and willingness to cooperate, that determines how an individual will respond to conflict. A person motivated by the desire to preserve relationships, foster team development, or achieve a shared outcome is more likely to engage in constructive behavior, open dialogue, and participate in mediation. Conversely, motivation rooted in avoidance of responsibility, fear of confrontation, or a drive for dominance complicates the mediation process.

The choice of conflict behavior style depends on situational factors such as the importance of the conflict, the significance of relationships, the level of authority, and the availability of time (De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001). However, these factors only become effective when an individual possesses an internal motivation to resolve the issue rather than escalate it. Therefore, mediation as a process requires not only technical skills but also a deep understanding of the psychological state and motivational dispositions of the participants.

Thus, psychological motivation is a key factor in successful mediation, as it determines the parties' willingness to engage in dialogue, their choice of conflict behavior style, level of openness, and ability to compromise. Analyzing this motivation en-

ables the mediator to effectively adapt resolution strategies, create a safe environment for negotiation, and transform conflict into a resource for growth – both for individuals and organizations as a whole.

Successful mediation is impossible without considering the psychological motivation of conflict participants, which determines their behavior, response style, and willingness to cooperate. The choice of conflict management style depends not only on external circumstances but also on internal motivational dispositions shaped by experience, age, gender, professional status, and personal values (Mills, & Mene, 2020).

For example, the competition style is typically chosen by individuals motivated by a desire for rapid dominance or assertive protection of their interests, especially under time pressure. In contrast, the collaboration style reflects a motivation for deep understanding, consideration of diverse perspectives, and pursuit of comprehensive solutions – this type of motivation is most conducive to successful mediation. The accommodation style is often preferred by those who seek to preserve relationships or allow others to learn from their own mistakes, indicating a motivation rooted in support and development.

In particular, situational factors such as the importance of the conflict, the significance of relationships, the level of authority, and the availability of time influence the choice of conflict behavior style (Doherty, & Guyler, 2008). However, it is psychological motivation that ultimately determines whether an individual is willing to engage in dialogue, compromise, or collaboration. When motivation is directed toward preserving harmony, fostering mutual understanding, and achieving a shared outcome, mediation has a high likelihood of success.

Therefore, the psychological motivation of conflict participants is a key factor in successful mediation, as it shapes their behavioral style, openness to negotiation, and ability to resolve disputes constructively. Analyzing this motivation enables the mediator to tailor facilitation strategies to the personal charac-

teristics of the parties, create a safe environment for dialogue, and transform conflict into a resource for growth.

Conclusions

Thus, Alternative Dispute Resolution (ADR) encompasses procedures in which conflicts are resolved with the involvement of a third party, without resorting to litigation. Mediation is a process in which a neutral facilitator helps the parties articulate the issue, discuss it, and reach a mutually beneficial solution. It is based on the principle that people are inclined to negotiate rather than to engage in conflict. Mediation focuses on addressing the interests of the parties, rather than merely their stated positions. Today, it is one of the most common methods of dispute resolution in developed countries, particularly in Europe, the United States, and Australia, and is increasingly being implemented in countries of Eastern Europe and Central Asia.

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Дамзін Андрій. Психологічна мотивація учасників конфлікту як фактор успішної медіації.

У статті розглядається роль психологічної мотивації учасників конфлікту як одного з ключових чинників, що впливають на ефективність медіації у внутрішньогрупових конфліктах. Проаналізовано типи мотивації, що спонукають сторони до участі в медіаційному процесі, а також їхній вплив на готовність до співпраці, компромісу та досягнення взаєморозуміння. Особливу увагу приділено внутрішнім і зовнішнім мотиваційним чинникам, які можуть як сприяти, так і перешкоджати успішному врегулюванню конфлікту. Результати дослідження можуть бути використані для вдосконалення практики медіації та підвищення її ефективності в соціальних і професійних групах.

Метою дослідження *є визначення ролі та впливу психологічної мотивації учасників конфлікту на ефективність процесу медіації у внутрішньогрупових конфліктах, а також виявлення основних мотиваційних чинників, що сприяють або перешкоджають досягненню успішного врегулювання.*

Методи дослідження. *Для визначення психологічної мотивації учасників конфлікту застосовано три валідні методики: опитувальник Томаса-Кілмана (TKI) для виявлення стилю поведінки в конфлікті, шкалу мотивації до досягнення (AMS) для оцінки прагнення до самоствердження та домінування та методику DUTCH для емоційно-вольових характеристик і мотивації до збереження стосунків.*

Результати дослідження. *Пілотажне дослідження серед 1000 здобувачів освіти Вінницького державного педагогічного університету*

імені Михайла Коцюбинського показало, що найпоширенішим стилем поведінки в конфлікті є співпраця (26%), що свідчить про мотивацію до взаєморозуміння. Компроміс обрали 22%, конкуренцію та уникнення – по 18%, а пристосування – 16%. Стиль співпраці корелює з емоційною стабільністю та низькою тривожністю, конкуренція – з прагненням до самоствердження. Отримані дані окреслюють мотиваційні моделі поведінки студентів у конфліктних ситуаціях і слугують основою для медіаційних програм у закладах освіти.

Ключові слова: *медіація, внутрішньогруповий конфлікт, психологічна мотивація, мотиваційні чинники, конфліктна взаємодія, ефективність медіації, готовність до співпраці.*

The Phenomenon of Psychological Resourcefulness of a Personality in a Paradigm of Ecological Psychology

Феномен психологічної ресурсності особистості в парадигмі екологічної психології

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ABSTRACT

The purpose of our article is to analyze the phenomenon of psychological resourcefulness of a personality in a paradigm of Ecological Psychology.

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

The results of the research. Based on the results of the ascertaining study we have obtained we offer different approaches to the concept of "psychological resourcefulness of the individual". It is considered, first of all, as a certain result of the professional activity of a practical psychologist as a holistic, harmonious, self-governing system that ensures the professional activity of a practical psychologist at the level of "operational calm", allowing the specialist not only to most optimally resist various natural and social factors of the environment, but also to actively and purposefully influence them. This definition rightly emphasizes the systemic organization of the psychological resourcefulness of the personality of future practical psychologists and the significant role of the purposeful professional activity of a practical psychologist. At the same time, it is important to indicate what determines this orientation and what result can be considered the most optimal. The last aspect in determining the psychological resourcefulness of the personality of a practical psychologist is meant if the psychological resourcefulness of the personality (that is, the psychological resourcefulness of the personality only at the level of mental functions in the whole integral relationship of its components) we regard as a process whereby the reaction of future practical psychologists in response to medium-level changes is carried out with the inclusion in the structure of the professional activity of the practical psychologist of previously acquired professional experience.

Conclusions. *We proved that the psychological resourcefulness of the personality of future practical psychologists can be defined as the process of establishing the optimal ratio of the personality and the environment in the course of carrying out the professional activities inherent to a psychologist, which allows future practical psychologists to satisfy the current needs of the professional activities of a practical psychologist and to realize the significant goals associated with them (while maintaining mental and physical health), while ensuring the compliance of a person's mental activity and behavior with the requirements for the development of the psychological resourcefulness of the personality.*

Key words: *resourcefulness of a personality, psychological resourcefulness, professional activity, the level of "operational calm", Ecological Psychology, natural and social factors of the environment.*

Introduction

The concept of "functional state of psychological resourcefulness" of the individual in a paradigm of Ecological Psychology as a scientific category was initially formed in Physiology, where it was used to characterize the activity of a human body. In modern psychological literature which have a deal with Ecological Psychology, the concept of psychological resourcefulness of the individual has appeared relatively recently. Scientists define psychological resourcefulness of the individual as a certain integral complex of characteristics of those functions and qualities of a person that are directly or indirectly determined by the performance of professional activity by the individual, that is they create the possibility of carrying out this activity in order to develop psychological resourcefulness of the individual (Arbuthnott, & Frank, 2000).

The development of psychological resourcefulness of the individual directly reflects the peculiarities of the process of adaptation of a specialist to the conditions of the professional environment (Key-DeLyria, Bodner, & Altmann, 2019). Thus, scientists consider the psychological resourcefulness of the individual as a constant process of interaction in the "person – environment" system, which occurs in a paradigm of Ecological Psychology at two levels: physiological and socio-psychological ones

(Heino, Ellison, & Gibbs, 2010). At the same time, the close connection in the "person – environment" system is system-forming and determines the psychological resourcefulness of the individual's organism (Nowak, Watt, & Walther, 2009).

In turn, starting from the philosophical definition of this category, according to which the psychological resourcefulness of the individual reflects a specific form of realization of being, which fixes the moment of stability in the change, development and movement of material objects under certain positive conditions of existence of any society. Scientists believe that psychological resourcefulness of the individual is the result of the interaction of the psychological system and the activity of self-regulation of the psychophysiological state of a person, which is the basis of the psychological resourcefulness of the individual (Mykhalchuk, & Kryshevych, 2019). At the same time, the processes of management in living systems can be explained as a certain organization of purposeful interactions, the result of which is the transition from one state to another, which, in turn, constitutes the paradigm of the psychological resourcefulness of the individual.

As we can see, there is no single definition of the psychological resourcefulness of an individual, as well as the mental state of resourcefulness, although the above definitions emphasize the relationships between the psychological resourcefulness of the individual and the process of human adaptation to environmental conditions. Since there is no single definition of the psychological resourcefulness of the individual, there is no single classification of human functional states. However, it is advisable to consider the states of the organism and the individual, which are distinguished by various researchers as the main and the most general characteristics of the psychological resourcefulness of the individual.

During the study of the psychological resourcefulness of the individual, adaptation and the existence of functional states of a person, science distinguishes several types of states determined

by the level of the activity of various mechanisms, systems and organs. First of all, this is relaxation as a state of calm, relaxation and recovery. This state occurs as a result of relieving tension, after strong experiences or physical exertion (Ishkhanyan, Boye, & Mogensen, 2019).

Relaxation can be involuntary and voluntary. For example, an involuntary state of relaxation occurs during falling asleep or under conditions of significant physical and mental fatigue. Voluntary relaxation in the paradigm of psychological resourcefulness of the individual occurs by adopting a calm posture, an imaginary state, usually corresponding to rest, and relaxing the muscles involved into various types of the person's activity (Гончарук, & Онуфрієва, 2018). Usually, voluntary relaxation is caused in the process of autogenic training, invested in relieving emotional overstrain, since the very emergence of a state of relaxation leads to the normalization of the emotional sphere of the individual and facilitates the development of psychological resourcefulness of the individual.

Relaxation as a type of psychological resourcefulness of the individual has a number of features. First of all, this state is characterized by high programmability and the ability to cause it through autosuggestion. In this state, a person has a reduced level of control and criticality. This feature of relaxation is widely used in medical psychotherapeutic sessions based on suggestion. However, relaxation is quite necessary both in the treatment of various disorders and in everyday life. The state of relaxation is necessary from the point of view of self-programming and the restoration of the body's energy spent in a state of lack or economy. When we are relaxed, the normal functioning of all body systems is restored. Relaxation is also necessary for a person to go to sleep (Lawson, & Leck, 2006).

Sleep is also a type of psychological resourcefulness of the individual. It periodically occurs in a case of a person with specific manifestations of his/her behavior in the vegetative and motor spheres. This state is characterized by significant immobility

and disconnection from the sensory influences of the world surrounding a person. Sleep is very close to the state of relaxation, but many phenomena observed in a state of psychological relaxation are more pronounced in a state of sleep (Mykhalchuk, & Ivashkevych Ed., 2018). For example, if in a state of relaxation there is a decrease in criticality, then during sleep a person experiences a suppression of mental activity, which is fully realized by a person. Sleep is a necessary state in our life, it is an important psychological factor in the formation of the person's psychological resourcefulness. Sleep, like a state of relaxation, ensures the restoration of a person's physical and mental reserves. Sleep disturbance is always accompanied by negative emotional experiences and physical disorders, leads to the destruction of a person's psychological resourcefulness (Rains, & Scott, 2007).

The next stage of psychological resourcefulness of the individual is the optimal state of the individual's psyche. In this state, each person acts most effectively, therefore this state is often called a state of comfort. However, it is always associated with some tension of the mental and physical mechanisms of regulation of the individual's psyche. In its essence, this state is quite contradictory: on the one hand, the psychological resourcefulness of the individual contributes to self-actualization, but, on the other hand, this state, with its further development, naturally turns into a state of physical or physiological fatigue (Pimperton, & Nation, 2010).

The level of functioning of a complex physiological system, which is the psychological resourcefulness of the individual, which has the properties of self-control, self-regulation and self-government. So, psychological resourcefulness is understood as a relatively stable value of a specific reaction, determined by the nature of the stimulus and the characteristics of the entire holistic system, which is the psychological resourcefulness of the individual.

Fatigue is a psychophysical state of a person, characterized by a temporary decrease in working capacity under the influence

of a fairly long physical load. This state arises as a result of the depletion of the individual's internal resources and inconsistency in the activity of the body and personality systems that provide cognitive and professional human activity. One of the main features of this state is that it has different levels of manifestation. For example, the psychological resourcefulness of a person can be at the physiological, psychological and behavioral levels. Thus, at the physiological level, fatigue manifests itself in an increase in the inertia of nervous processes. At the psychological level, under conditions of fatigue, sensitivity decreases. In addition, there is a violation of such mental processes as memory, attention, etc. (Schleicher & McConnell, 2005). There are also certain changes in the emotional and motivational spheres of the man's personality. At the behavioral level, fatigue manifests itself in a decrease as a labor productivity, a decrease in the speed and accuracy of operations having been performed, which lead to a decrease in the level of psychological resourcefulness of the person (Rezaei, & Mousanezhad Jeddi, 2020).

The nature of the manifestation of human fatigue largely depends on the type of load on the human body and the time of its impact. For example, physical stress can be informational (in cases of solving intellectual or perceptual tasks) and physical (in case of performing physical activity). Therefore, it is customary to distinguish between intellectual and physical fatigue. Depending on the intensity and localization of the loads, fatigue can be acute and chronic (Stephens, & Rains, 2011). As a rule, fatigue is a rather temporary state of psychological resourcefulness of the individual, which is accompanied by a subjective feeling of fatigue, which is expressed in a feeling of lethargy, weakness, a feeling of physiological discomfort, awareness of disturbances in the course of mental processes, loss of interest in the activity, etc. After a more or less long rest, fatigue passes and is restored (Ramirez, & Wang, 2008). However, in cases where rest was completely insufficient, when fatigue becomes a systematic phenomenon, the loads increase, and it becomes impossible to re-

duce them, so borderline and pathological states may be arisen. These states are usually not considered within the classification of characteristics of psychological resourcefulness of the individual, since they are a special class of human states.

Another type of psychological resourcefulness of the individual is *stress*, which is characterized by increased physiological and mental activity of a person. And this state is characterized by extreme instability (Cattell, 1988). Under favorable conditions, the psychological resourcefulness of the individual can be transformed into an optimal activity state of the functioning of a human psyche, and under unfavorable conditions – into a state of neuro-emotional tension, which is characterized by a decrease in both general working capacity and the efficiency of the functioning of individual systems and organs, as well as depletion of energy resources, which, in turn, leads to the leveling of the psychological resourcefulness of the individual.

The purpose of our article is to analyze the phenomenon of psychological resourcefulness of the person in a paradigm of Ecological Psychology.

Methods of the research

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

The empirical study was carried out in 2024, in November-December at the Academician Stepan Demianchuk International University of Economics and Humanities. The study involved 40 full-time and distance learning masters who will receive the specialty "Practical Psychologist" in the future. At this, ascertaining stage of the experiment, we divided the psychologists into experimental and control groups, using the randomization method to form groups, that is, by a random method. Therefore, we divided the entire number of psychologists into two groups:

Group E1 – 20 the 1st year higher education students.

Group C1 – 20 the 2nd year higher education students.

At the first stage, 58 future practical psychologists participated in our research. As a result of screening according to the scale of control of the degree of instructive behavior and the tendency to corresponding distortions of answers in tests (lie scale), the total number of the final sample was 40 people, we distributed into control and experimental groups.

At *the first stage* of the research, we conducted a questionnaire to analyze the socio-demographic indicators of respondents and testing to identify the degree of psychological resourcefulness of the personality of future practical psychologists.

At *the next second stage*, based on the results of preliminary testing, 3 subgroups of respondents were formed. These groups were differing in the degree of expression of the psychological resourcefulness of the personality of future practical psychologists, such as respondents with high, medium and low levels of the development of the psychological resourcefulness of the personality of future practical psychologists. Thus, we carried out psychodiagnostics using methods that identify styles that influence the behavior and use of environmental coping resources by future practical psychologists.

To achieve the set goal of the research and to solve the set tasks of studying coping strategies and studying the psychological resourcefulness of the personality of future practical psychologists, the following methods were used:

1. Questionnaire "My Future Profession" (Опитувальник «Моя майбутня професія», 2024).

This questionnaire contains statements that reflect the feelings and experiences of the psychological resourcefulness of the personality of a practical psychologist, which he/she experiences when performing professional duties. The assessment of responses is carried out on a seven-point scale. The questionnaire includes three subscales: emotional exhaustion, depersonalization and assessment of personal achievements. The presence of a

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low level of psychological resourcefulness of the personality of a practical psychologist is indicated by high scores on the scales of emotional exhaustion and depersonalization and high scores on the scale that assesses personal achievements.

2. Stress Coping Strategies Questionnaire (SACS) (Опитувальник стратегій подолання стресових ситуацій (SACS), 2024).

3. Questionnaire "Overcoming Difficult Life Situations" (PVZHS) (Опитувальник «Подолання важких життєвих ситуацій» (ПВЖС), 2024). The existing methodology is a Ukrainian-language version of the German questionnaire SVF – 120 by V. Janke and G. Erdmann.

Results and their discussion

Let us analyze the results of the psychological resourcefulness of the personality of future practical psychologists of the control and experimental groups, obtained by us at the stage of the ascertaining study. The indicators of the distribution of future practical psychologists are distributed by high, medium and low levels of psychological resourcefulness of the personality (Table 1).

Table 1

Indicators of distribution of future practical psychologists by high, medium and low levels of psychological resourcefulness of the individual at the stage of ascertainment research (in %)

The level of psychological resourcefulness of the individual	Group E1	Group C1
High	13.45	10.21
Medium	20.88	29.02
Low	65.67	60.77

As the results of the ascertaining study on the psychological resourcefulness of the personality of future practical psychologists of the respondents of the control and experimental groups, given in Table 1, we show the majority of future practical psychologists of each group, who have a low level of formation of

psychological resourcefulness of the personality (65.67% in E1 and 60.77% in C1). At the same time, high and average levels of psychological resourcefulness of the personality of future practical psychologists of the respondents of the control and experimental groups are represented by no more than 39% of respondents (a high level was diagnosed in 13.45% of future practical psychologists of the E1 group and in 10.21% of respondents of C1 group; the average level, respectively, in 20.88% in E1 and in 29.02% of respondents of C1 group).

In order to provide a detailed stratification of indicators corresponding to high, average and low levels of psychological resourcefulness of the personality of future practical psychologists of control and experimental groups, we used the 26-scale semantic differential method. The data we obtained are presented in Table 2.

Table 2

Factorization of data of respondents of the experimental and control groups with a high level of psychological resourcefulness of the personality of future practical psychologists using psychodiagnostic methods: the questionnaire "My Future Profession", the questionnaire of coping strategies for stressful situations (SACS), the questionnaire "Coping with Difficult Life Situations" (PVZHS) (in points, using the methods of factor analysis and semantic differential, ascertainment research)

№	Name of the factorial quantity	Factor weight of the quantity	№	Name of the factorial quantity	Factor weight of the quantity
1	Assertiveness	0.7710	14	Emotional acceptability	0.5009
2	Emotional satisfaction	0.7603	15	Emotional indifference	0.4981
3	Stability	0.7558	16	Warmth	0.4875

4	Good health	0.7410	17	Axiological scripts	0.4670
5	Subjectivity	0.6931	18	Openness	0.4519
6	Not fatigue	0.6890	19	Clarity	0.4487
7	Emotional acceptance	0.6671	20	Motivational domains	0.4319
8	Acceptance of values	0.6487	21	High level of the ability to carry out productive professional activities	0.4009
9	Axiological content of cognitive activity	0.6318	22	High level of responsibility	0.3870
10	Perception of one's professional activity as axiological	0.6209	23	Paradigmality of the emotional sphere of a future specialist	0.3765
11	Acceptance and understanding of other people	0.5871	24	Emotional scripts	0.3724
12	Defining life meanings	0.5578	25	Coping strategies	0.3677
13	Orientation in axiological terms	0.5431	26	Positivity	0.3500

Thus, factorization of the data of respondents of the experimental and control groups with a high level of psychological resourcefulness of the personality of future practical psychologists indicates that the psychological resourcefulness of the personality includes such basic characteristics, as: "Assertiveness" (0.7710), "Emotional satisfaction" (0.7603), "Resilience" (0.7558), "Good health" (0.7410), "Subjectivity" (0.6931), "Nonexhaustion" (0.6890), "Emotional acceptance" (0.6671), "Acceptance of values" (0.6487), "Axiological content of cognitive activity" (0.6318), "Perception of one's professional activity as axiological" (0.6209), "Acceptance and understanding of other

people" (0.5871), "Definition of life meanings" (0.5578), "Orientation in axiological senses" (0.5431), "Emotional acceptability" (0.5009), "Emotional care" (0.4981), "Warmth" (0.4875), "Axiological scripts" (0.4670), "Openness" (0.4519), "Clarity" (0.4487), "Motivational domains" (0.4319), "High level of ability to carry out productive professional activities" (0.4009).

Thus, practical psychologists in the process of maintaining adequate relationships in the system of the future practical psychologist, such as the environment, during which both the internal state of the specialist and the parameters of the environment may change, the psychological resourcefulness of the individual obviously plays a decisive, dominant and basic role.

So, based on the results of the ascertaining study we have obtained, we offer different approaches to the concept of ***"psychological resourcefulness of the individual"***. It is considered, first of all, as a certain result of the professional activity of a practical psychologist as a holistic, harmonious, self-governing system that ensures the professional activity of a practical psychologist at the level of "operational calm", allowing the specialist not only to most optimally resist various natural and social factors of the environment, but also to actively and purposefully influence them. This definition rightly emphasizes the systemic organization of the psychological resourcefulness of the personality of future practical psychologists and the significant role of the purposeful professional activity of a practical psychologist. At the same time, it is important to indicate what determines this orientation and what result can be considered the most optimal. The last aspect in determining the psychological resourcefulness of the personality of a practical psychologist is implied if we consider the psychological resourcefulness of the personality (such as the psychological resourcefulness of the personality only at the level of mental functions in the entire integral connection of its components) as a process as a result of which the reaction of future practical psychologists in response to environmental changes is carried out with the inclusion of previously acquired

professional experience into the structure of the professional activity of the practical psychologist.

Thus, the psychological resourcefulness of the personality of future practical psychologists occurs along with the motivationally determined differentiation of the reaction: all changes in the professional activity of future practical psychologists are considered positive by them, the goal of their professional activity is actualized and all obstacles are weakened. However, in this case, it remains unclear what makes the goal of the professional activity of future practical psychologists necessary and sufficient. In addition, such an understanding of the psychological resourcefulness of the personality of future practical psychologists in no way takes into account that the process of psychological resourcefulness of the personality involves the influence of both practical psychologists on the environment and the environment on future practical psychologists, as a result of which the level of psychological resourcefulness of the personality of future practical psychologists may change towards its high level.

The above-mentioned connection between the process of developing the psychological resourcefulness of the personality of future practical psychologists and homeostasis, as well as the fact that mental homeostasis can be assessed as a state in which the entire system of primary and acquired needs is satisfied, give grounds to believe that the definition of "psychological resourcefulness of the personality of a practical psychologist" should include the concepts of "axiological need" and "axiological motive". The maximum possible satisfaction of the future practical psychologist of his/her current needs is possible, which is a rather important criterion for the effectiveness of the process of developing the psychological resourcefulness of the personality of future practical psychologists.

However, as a result of this, optimization of the system "psychological resourcefulness of the individual – the environment" should be achieved, the satisfaction of needs indicates the development of the psychological resourcefulness of the individual

of future practical psychologists only if it is carried out taking into account the peculiarities of the living environment and, accordingly, does not lead to a new violation of the balance of this system. At the same time, the elimination of the discrepancy between the current need and the possibility of implementing the professional behavior of future practical psychologists, which ensures the satisfaction of this need, is possible as a result of changing both the environment and the motives and needs of future practical psychologists. Finally, the psychological resourcefulness of the individual of future practical psychologists cannot be considered too effective if excessive tension of the psychological resourcefulness of the individual leads to a disruption of the normal functioning of the organism, a disruption of the physical (mental) health of future practical psychologists.

The study of the psychological resourcefulness of the personality of a practical psychologist requires consideration of its functions in the general adaptation process of the professional activity of a practical psychologist. Since any psychological resourcefulness of the personality is a process of building optimal relationships between the organism and the environment, determining the development of the psychological resourcefulness of the personality of future practical psychologists involves answering the following questions: what exactly the relationships between the specialist and the environment depends mainly on the level of development of the psychological resourcefulness of the personality and studying how exactly changes in the psychological resourcefulness of the personality affect the homeostatic systems of the psychologist's organism. The search for answers to these questions forces us to consider the psychological resourcefulness of the personality as a rather complex process, which, along with the actual professional activity of a practical psychologist (maintaining mental homeostasis) includes two more aspects: optimization of the individual's constant interaction with the environment and establishing adequate relationships between the mental and psychohumoral and psychomotor

relationships of axiological qualities and characteristics that are part of the structure of the psychological resourcefulness of the personality. The importance of the latter aspect in the processes of developing the psychological resourcefulness of the individual led to its development and the introduction of the term "psychological resourcefulness of the individual".

Thus, a comprehensive study of all aspects of the psychological resourcefulness of the personality of future practical psychologists involves studying the mental sphere of the personality of future practical psychologists, their microsocial interactions, the functioning of cognitive mechanisms of the psyche and the associated vegetative-humoral characteristics of consciousness. At the same time, consideration of the mental sphere and microsocial interaction of future practical psychologists, as well as physiological characteristics, requires the use of standard research methods to obtain objective empirical data that do not depend on how the individual's state and behavior are described by themselves, by others, or classified in a certain way. Such methods should allow for quantitative assessment and statistical control of empirical results, ensure the compatibility of experimental studies of different groups of respondents, which allows these results to be used to test certain hypotheses.

Conclusions

Therefore, the psychological resourcefulness of the personality of future practical psychologists can be defined as the process of establishing the optimal ratio of the personality and the environment in the course of carrying out the professional activities inherent to a psychologist, which allows future practical psychologists to satisfy the current needs of the professional activities of a practical psychologist and to realize the significant goals associated with them (while maintaining mental and physical health), while ensuring the compliance of a person's mental activity and behavior with the requirements for the development of the psychological resourcefulness of the personality.

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Івашкевич Едуард, Співак Віталій. Феномен психологічної ресурсності особистості в парадигмі екологічної психології.

Метою *нашої статті є проаналізувати феномен психологічної ресурсності особистості в парадигмі екологічної психології.*

Методи дослідження. *Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом нашого дослідження було констатувальне дослідження.*

Результати дослідження. *Виходячи із отриманих нами результатів констатувального дослідження, ми пропонуємо різні підходи до поняття*

«психологічна ресурсність особистості». Її розглядають передусім як деякий результат професійної діяльності практичного психолога як цілісної, гармонійної, самоврядувальної системи, яка забезпечує професійну діяльність практичного психолога на рівні «оперативного спокою», дозволяючи фахівцеві не лише найбільш оптимально протистояти різним природним та соціальним факторам оточуючого середовища, а й активно та цілеспрямовано впливати на них. Це визначення справедливо підкреслює системну організацію психологічної ресурсності особистості майбутніх практичних психологів та значущої ролі цілеспрямованої професійної діяльності практичного психолога. У той же час важливо вказати на те, що зумовлює цю спрямованість і який результат можна вважати найбільшою мірою оптимальним. Останній аспект у визначенні психологічної ресурсності особистості практичного психолога мається на увазі, якщо психологічна ресурсність особистості (тобто психологічна ресурсність особистості лише на рівні психічних функцій у всьому інтегральної зв'язку її складових) ми розцінюємо як процес, у результаті якого реакція майбутніх практичних психологів у відповідь на зміни середовища здійснюється із включенням до структури професійної діяльності практичного психолога раніше набутого професійного досвіду.

Висновки. Доведено, що психологічну ресурсність особистості майбутніх практичних психологів можна визначати як процес встановлення оптимального співвідношення особистості та навколишнього середовища в ході здійснення властивої для психолога професійної діяльності, яка дозволяє майбутнім практичним психологам задовольнити актуальні потреби професійної діяльності практичного психолога та реалізувати пов'язані з ними значущі цілі (за збереження психічного та фізичного здоров'я), забезпечуючи водночас відповідність психічної діяльності людини, її поведінки вимогам розвитку психологічної ресурсності особистості.

Ключові слова: *ресурсність особистості, психологічна ресурсність, професійна діяльність, рівень «операційного спокою», екологічна психологія, природні та соціальні фактори навколишнього середовища.*

Psycholinguistic Understanding of Translator's Consciousness in the Paradigm of Shaping the Worldview of Future Translators

Психолінгвістичне розуміння свідомості перекладача в парадигмі формування образу світу майбутніх фахівців

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ABSTRACT

The purpose *of our research is to show psycholinguistic understanding of translator's consciousness in the paradigm of shaping the worldview of future translators; to present the structure of translator's consciousness.*

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.*

DOI (article): https://doi.org/10.32626/2227-6246.2025-66.98-118

The results of the research. *Translator's consciousness is considered by us as a certain mental construct of reflection of the surrounding reality, the functioning of which depends on the level of the psyche where the translation activity is carried out, and if it is biological or social, sensory or rational. These levels emphasize the attitude of a person to his/her professional activity. This characteristic of translator's consciousness helps us to consider it as the person's ability to ideal (mental) reflection of the reality. Thus, we really see that the functioning of translator's consciousness is a process of transforming the objective content of the subject into the subjective content of a person's spiritual life. After all, it is in the subjective world of consciousness that the reproduction of objective reality and the mental preparation of people for their transformation into practical activity take place. In this concept, consciousness is understood not simply as a mental reflection, but as the highest form of mental reflection of the reality by a socially developed and socially significant individual.*

Conclusions. *Translational consciousness, in our opinion, is such a functional characteristic of the human brain, the essence of which lies in the adequate, generalized, purposeful and external reflection of the external world, in the analysis of the acquired personally and professionally significant experience, as well as in the opposition of the objective world to oneself as a subject of cognitive activity and interaction. Thus, the translational consciousness of an individual consists in the person's ability to emotionally assess the surrounding reality and the ability to realize what is happening in the paradigm of his/her external and internal world.*

Key words: *translator's consciousness, the structure of translator's consciousness, the Image of the World of future translator,* **translation activity, purposeful and external reflection of the external world.**

Introduction

When considering the issue of the translator's consciousness, there is a need to understand main problems, such as: "What is the nature of the person's consciousness?" "What phenomena and relations determine the translator's consciousness?" Also, the translator's consciousness is distinguished by us according to its social nature, because it deals with functioning and realized social systems with the help of consciousness, and their content includes as necessary elements internal frames that denote the intentions of the individual, determine the person's activity.

The translator's consciousness as the element of general social system of the activity contains in its structure transformed and reformatted forms of the surrounding objective world. Thus, the person's consciousness through the transformed forms of cultural objects of our society is connected with the understanding and rethinking of some internal forms of its image of the world, which, in turn, determines the professional activity of a specialist.

If we evaluate the translator's consciousness, then we will talk about the existence of transformed consciousness. This concept was introduced by scientists (Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011) to characterize the features of the relationships between the content and the forms of the explication of consciousness in the development and functioning of complex systemic objects. The peculiarity of the interaction of the transformed forms of consciousness itself with the content of the specialist's activity is in contrast to the classical attitude to consciousness in such a way, in which the leading and determining role belongs to the content, and the translator's consciousness itself is more or less adequate in terms of the method of its explication. It is at the moment of the formation of the translator's consciousness that a peculiar inversion of the components of consciousness occurs, such as the transformation of dependent subcomponents of consciousness into independent, historically given or genetically determined forms of consciousness, which pass into derivative, secondary components or into main, independent formations.

As a result of all this, the form of explication of the translator's consciousness becomes in such a view if its content is independent, but at the same time necessarily expresses this content, which in its essence is its sovereign, independent existence. Scientists (Arbuthnott, & Frank, 2000) also speak about a psychological mechanism for separating the form from the content of the specialist's consciousness, when content frames can be opposed to the forms of their explication, which will be largely

determined by the peculiarities of the formation of the translator's consciousness, its functioning and development in rather complex systemic objects. At the same time, we will consider the separation of the form of consciousness from its content as a kind of a product of the interaction of specific elements of the subsystem, which create a certain systemic structural object as a result of the formation of a general, holistic structure that will determine the professional activity of the translator. Translation activity can be formed only in complex, systemic objects, that is, in a holistic, formed personality, which has its own special internal organization, mediated by external factors. All this context explains the processes of collision of various interactions and interdependencies in the structure of translation consciousness, and also facilitates the change of a whole complex of links in the chain of spiral-like historical development of translation consciousness in general.

The purpose of our research is to show psycholinguistic understanding of translator's consciousness in the paradigm of shaping the worldview of future translators; to present the structure of translator's consciousness.

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

The inadequacy of the explication of the form of translation consciousness in its content is revealed in the process of creating a holistic theoretical picture of the origin, functioning and having the development of the integrity of translation consciousness, in the combination of structural components of the consciousness with a language, cognitive and speech activity of the individual. At the same time, the separation of a certain separate transformed form of translation consciousness from its real con-

tent, the features of its functioning in our society and in the consciousness of each translator of the independent structure is a certain illusion of the functioning of translation consciousness. After all, both the content and the forms of explication of the transformed forms of translation consciousness will be different in each specific case of a human life, and they must be preserved as a manifestation of unique structures of translation consciousness that ensure the functioning of the individual in the professional sphere. In this case, we are talking about the transformation of a certain form of translation consciousness into its content, which is formed in the translation activity of a specialist.

Thus, the translator's consciousness has both special, "transformed" and "hidden" forms. The essence of the translator's consciousness, transformational approach to the consideration and understanding of the essence of the translator's consciousness is that this approach to a certain extent describes the objects that are included into the frame structures of the translator's consciousness as a complex, ambiguous system of elements that are closely interconnected and depend on the research-methodological component of translation activity, oriented primarily on the process of analysis, synthesis of the content being translated, its comprehension and creative transformation. In this case, it becomes quite obvious that the transformations of one (primarily, external) form of the translator's consciousness into another (internal form) occur in the translator's consciousness automatically. The introduction of these concepts into scientific circulation in no way denies the traditional differences between the external and internal content of the translator's consciousness. Thus, the translator's consciousness will largely testify to the so-called inner core or inner freedom of the individual. These forms are variable, they are in constant development and interaction with each other (Brédart, 1991).

Analyzing both of these forms, we can say that the translator's consciousness is not some indifferent formation in a form. The translator's consciousness is capable of transformations,

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manifests itself in integrations. It is a kind of mechanism for the formation of oneself as a harmonious personality (Batel, 2020). Carrying out the translation process, we use translation actions, translation mechanisms that appear in their external or transformed (internal) form, which is a part of the structure of lexical units, which, in turn, participate in the form and meaning formation as a result of which a certain sign (or word) is born. The concept of "sign" was identified by scientists with a material object that reproduces the characteristics or attitude of an individual from one to another, unfamiliar to a person by its object by nature. A sign is a way of existence of a script, and can appear in its various forms: a) a sign as a certain image (a picture, a photograph, a snapshot, a text, a word-reaction to a word-stimulus); b) a sign as a stimulus (smoke from a fire; heat as a sign of illness); c) a sign as a symbol (a coat of arms, a flag, the emblem).

Within the paradigm of modern Psycholinguistics, the concept of a sign is one of the dominant concepts. The psycholinguistic significance of this concept is explained by the concept of a word as a certain global semantic unit: of all characteristics of a sign, only this globality it is the most relevant in the paradigm of psycholinguistic analysis (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019). However, it is reasonable to assume that the reasons for the penetration of the concept of a sign itself into the structure of the translator's consciousness lie outside Psycholinguistics and there is rather a linguistic concept, explained by purely linguistic processes that cannot be explained by psycholinguistic laws alone. Therefore, the most quantity of scientists considers a sign as a connecting link between Linguistics and Psychology. A symbol is considered a psycholinguistic unit that is arisen at the intersection of the system of units of a language and the system of units of thinking, and the concept of a word is central in this system. For example, in Psycholinguistics, misunderstandings still arise as to whether each lexical unit can be considered as a sign. Thus, the substantive subject of a dispute in the scientific field is often the question of the significance of lexical units or punctuation marks,

but in our opinion, it is impossible to solve this problem within the paradigm of Psycholinguistics in general.

In Psycholinguistics, the concept of a sign has acquired considerable significance also because the sign facilitated scientists to "go beyond" the paradigm of a language as a system, and gave them the opportunity to compare the connection between frames and scripts of the language and other phenomena of human activity, to establish similar processes between them and to describe them using a single system of concepts. Some scientists (Caramazza, Laudanna, & Romani, 1988) make great assumptions about some constant of bifurcation models of such characteristics that are constantly explicated in the word and represent some meaningful script of the set of mental images of the person's consciousness, which are expressed in speech activity using a certain external form. In lexical units, phrases, texts, a certain result of people's cognitive activity is fixed. Without such a result, both the process of transmitting information and the formation of certain ideas and concepts become impossible. The meaning of a lexical unit appears as a certain generalized reflection of a specific object, which is denoted by these lexical units.

In our research, we analyzed some basic differences in the researchers' approaches to study the features of lexical units as units of speech, and these features are manifested in the fact that some lexical units openly recognize the word as a certain key element of speech, while others use the concept of "lexical unit" under the conditions of isolating and identifying the units under study: phonemes, morphemes, word combinations, sentences and texts, etc. Thus, a logical question arises: what characteristics of lexical units make it meaningful in terms of actualizing the mechanisms of language learning. The answer to this question is quite obvious. Firstly, a lexical unit is a universal sign in nature and unique in the scope of functions performed by a certain language. Therefore, each lexical unit is capable of performing a certain function, such as: nominative (or meaningful), significant, communicative, quasi-communicative and pragmatic

functions. Secondly, depending on the nature of the semantics of a lexical unit (common names, proper nouns, deictic words, conjunctions, etc.), each lexical unit can perform different functions. Thus, the functional nature of lexical units turns out to be so special that, on the one hand, its boundaries are represented in the language by cases of using a word as a morpheme (a word combination and a sentence), and, on the other hand, as only a certain communicative unit that contributes to the creation of a coherent statement.

The scientific value of the very concept of "lexical unit" lies in the fact that it combines some main features that are often found in various aspects of linguistic and speech analysis: sounds, semantics of lexical units, grammatical forms (Bates, Maechler, Bolker, & Walker, 2014). A lexical unit becomes the main element of a language for its speakers, because it is a kind of explicator of objective reality through mental (psychological) processes: although phrases are primarily involved into the reproduction or modeling of speech, it is a characteristic of a person to remember and study language through lexical units, which serve as a means of consolidating in the person's memory and transferring from one person to another the knowledge and the experience of different people. Lexical units to a large extent actualize thought some processes, which, in turn, reflect objective reality, which is the highest degree of human cognition and understanding (not only of statements, phrases, texts, but also of cognition and understanding of other people).

Scientists (Ivashkevych Ed., & Koval, 2020), as a rule, distinguish three variants of the functional load of the word in the activity of the consciousness of the individual: the characteristics of highlighting and fixing a certain sensory image in the content of a lexical unit, which largely determines the characteristics of the discursiveness of both speech and thinking; the word and the sign are understood by the most scientists as some synonymous concepts, and these scientists do not always differentiate between the language and speech, that is, the word is as-

signed a certain leading role in the implementation of so-called linguistic consciousness, the content of which is explicated in various processes of thinking; the scheme of interpenetration of "language – thinking", their transition from one paradigm to another one, which determines the presence of the generation of new lexical units in the form of external stimuli (or objects), which replaces the objects, which are presented, found or invented by a person, which genetically determines the generation of frames or scripts of linguistic consciousness of the person.

Scientists (Гончарук, & Онуфрієва, 2018) in their research have repeatedly pointed out that each lexical unit has a so-called "inner life" of the lexical unit and have tried to understand its content through the sound shell. In the meaning of the lexical unit, scientists saw the true semantic essence of lexical units, noting that the lexical unit itself, the phoneme, is only an external sign, although it contains in its content the energy of non-phonemic layers of lexical units (Aleksandrov, Memetova, & Stankevich, 2020). Some scientists (Chen, 2022) believe that each lexical unit is able to go beyond the boundaries of the individuality and is not some feature that outlines the similarity of a bridge between the lexical unit and thought. Each lexical unit, in turn, contains a certain attitude of the individual to a certain subject, and reflects the person's essential understanding and knowledge of the hidden, implicit scripts of lexical units. The form of a lexical unit can be so-called "transformed" form, when a person wants to use one lexical unit to convey the meaning of another one.

According to scientists (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019), each lexical unit always contains their own, specific meanings, which are specific, but not general. With the help of signs, the deep, individual content of the personality becomes clear, its image is explicated in it, the semantic energy of vital, self-assertive individuality is reflected. A name is not a separate name, not just a word or a term, not an externally determined sign, not some conditional symbol. Each lexical unit contains in its structure some personal content, which is based

on the psychological mechanisms of individual-personal interactions (Mykhalchuk, & Bihunova, 2019). As a result, the analysis of the semantic essence of each lexical unit leads to the fact that its content begins to reflect the essence of the knowledge and the experience acquired by a person, which are explicated at different levels of a human being, to a certain extent expressed in each lexical unit, fixed in each sign and meaning. In the process of a person acquiring personally significant experience and mastering knowledge, most of the linguistic characteristics become absolutely important, namely linguocultural and ethnopsycholinguistic lexical units, which necessarily characterize the ethnic features of people's speech, their nationality, gender characteristics, differences in upbringing and social status, which indicates a social position of a speaker, the nature of his/her occupations (including professional ones), as well as certain characteristics of external influence and the nature of the environment. Often, the partner of communication has a need to invent an imaginary mediator between the form of thoughts in the individual's consciousness and its transformed form in speech signs. That is why scientists (Mykhalchuk, & Ivashkevych Er., 2019) proposed and substantiated the idea of mediation as a mediation of human development. The main mediators were named by scientists as a sign, a symbol, a word, a myth, without which, according to scientists (Ivashkevych Er., 2023), it is impossible to fully and completely understand the process of forming the person's consciousness, the formation of his/her character and individuality.

The authors (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023) also believe that the emergence of a sign environment is possible only between socially organized individuals who constitute the so-called mini-collective. According to the scientist (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019), the individual consciousness of each individual cannot only explain anything by itself, but, on the contrary, it itself requires the

explanation from a social and ideological point of view, given that the consciousness of the individual is formed, shaped and realized through certain unified signs. A scientist (Онуфрієва, 2020) defines the concept of a sign as a clash of models of three basic components of speech activity, as a minimal carrier of certain constant units for the dominance of any character of the model of objective characteristics of the language. The scientist (Beauvillain, 1994) draws our attention to the fact that the concept of a sign should be studied in the paradigm of Semiotics, that is, the Theory of Cognition.

Thus, mental activity of the individual is carried out by operating on the content embedded in the structure of lexical units obtained by us as a result of subject-practical activity, in the form of sign operations, that is, by manipulating signs, scripts and frames in the communicative space. In this case, one should recall the theory of contemplation and mastery of the reality by fixing the transition, compensation and existence of such signs. Scientists also define each sign as a combination of the material of the construction of sign forms or certain meanings with its specific content (or a specific single meaning), given by the systematicity of the language, that is, the organization of various constructions of the meanings of lexical units (Booth, MacWhinney, & Harasaki, 2000).

Thus, a sign is a psycholinguistic unit that arises at the intersection of the system of units of the language and the system of units of the person's consciousness, which is such a concept as "a word". In the scientific paradigm, there is a definition of the concept of "word", which interprets it as the most important structural and semantic unit of the language, used to name objects, processes, their features and properties. The structural relationship of a certain word, that is, a full-fledged lexical unit, to a separate morpheme allows firstly to independently and freely transform into another lexical unit, which can be used to compose full-fledged texts and use them to transmit different types of information.

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The main type of lexical units are simple words used in everyday speech. They are characterized by structural completeness, which is expressed in the presence of certain completed semantic meanings. Of great importance there are boundary sound signals, the possibility of pauses-gaps within a lexical unit, which ensure their connection; and the penetration of a lexical unit into the structure of the entire text, expressed in the impossibility of including other lexical units in its structure; semantic idiomaticity (the arbitrariness of the connection of the sound complex of the text with certain meanings of the lexical unit); autonomous nominal function (the ability to designate objects or phenomena of surrounding us reality independently, with which the structure of speech and language is connected by means of connections of lexical units, as well as the isolation of the latter and their ability to perform certain functions).

In lexical units, the results of cognitive activity performed by people are fixed. Outside of such results, both explication and transmission of information, as well as the formation of new ideas and concepts for a person are impossible. The meaning of a lexical unit appears as a kind of generalized reflection of a certain object, which is denoted by this lexical unit. Therefore, studying the issue of the existence and functioning of translation consciousness, we focus our attention on one or another side of the study of lexical units, and the first direction should focus its research on the determining role of speech forms, with the help of which, as scientists believed, the spirit of the people is embodied in the translation consciousness as a social new formation, and the most important issues of worldview and human cognition of the surrounding reality are considered through the prism of the forms of a specific language. The second direction has the aim at revealing the crucial role of the meaning of each individual lexical unit both in the sphere of communication and in the sphere of cognition, cognitive activity, etc.

Based on these scientific frames, the researchers' texts attempted to resolve the fundamental question of the relationships

between the language and thinking, with the latter naturally reflecting the reality, which is surround us (Mykhalchuk, & Onufriieva, 2020). In the scientific dialectical-materialist understanding of the nature of thinking, which can be found in the researches of scientists (Ivashkevych, 2023), the translator's consciousness (like any other consciousness) is perceived by us as a product of some socio-historical development, as a special form of human activity. Scientists have also repeatedly emphasized the initial connection of thinking with the practical activities of people. Thus, the creation of new ideas, modeling of ideas, worldviews is directly intertwined with the entire paradigm of human activity. Ideas, thinking, and spiritual communication of people are direct indicators of the existence of their consciousness as an individual new formation.

The subject's translation consciousness can be studied both objectively, for example, by its individual components. It should be noted that translation consciousness itself is a multidimensional concept that arises as a complete necessity to take into account the measurement of the person's perception and representation of speech, which are reproduced by the reflective layer of consciousness. It is in this regard that a quite logical question may be arisen: "Why does an individual create in his/her consciousness precisely such images, and not some other ones?" We find the answer in the research of scientists during their analysis of the motives for performing translation activities and programming the activities of certain individuals or groups of people, which involve some distraction from observing the mechanisms of functioning of individual consciousness. In order to directly understand the mechanisms of functioning of consciousness processes, scientists have proposed to model a certain abstraction, which is a special well-coordinated system consisting of meaningful, logical structural connections that reflect the exchange of types of the activity between people. Thanks to this scheme, we differentiated the hierarchical structure between the members of the "object – subject" interactions, which allowed us to

consider the translator's consciousness in a broader paradigm that went beyond the boundaries of a given culture.

Thus, the translator's consciousness is understood by some scientists from a philosophical point of view, such as one of the forms of explication of a human soul. However, scientists believe that the concept of "soul" is much broader than the concept of "consciousness", which scientists define as the highest, inherent only to humans and associated with speech activity, the function of the brain, which consists in a generalized and purposeful reflection by a person of the surrounding reality, as well as in the preliminary mental construction of actions and prediction of the results that a person should achieve, as well as in the reasonable regulation and self-control of the person's behavior (Bates, Maechler, Bolker, & Walker, 2014).

Translator's consciousness is considered by us as a certain mental construct of reflection of the surrounding reality, the functioning of which depends on the level of the psyche at which the translation activity is carried out, and if it is biological or social, sensory or rational. These levels emphasize the attitude of a person to his/her professional activity. This characteristic of translator's consciousness helps us to consider it as the person's ability to ideal (mental) reflection of the reality. Thus, we really see that the functioning of translator's consciousness is a process of transforming the objective content of the subject into the subjective content of a person's spiritual life. After all, it is in the subjective world of consciousness that the reproduction of objective reality and the mental preparation of people for their transformation into practical activity take place. In this concept, consciousness is understood not simply as a mental reflection, but as the highest form of mental reflection of the reality by a socially developed and socially significant individual.

The translator's adequate understanding of the surrounding reality is also reflected in his/her translation consciousness and it is implemented in the form of various practices of carrying out practical and theoretical activities. The process of implementing

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translation activities itself involves the formulation of a plan, a goal and the idea, and the latter ones are not only knowledge of what exists in the translator's mind, but also planning of what should be the product of the implementation of translation activities. The goal of such activities is understood by a specialist as some idealized and objective need of a person to carry out translation activities, and the idea of carrying out translation activities is understood by us as a concept oriented towards the practical implementation of this activity. We also take into account the fact that thought in the person's mind is capable not only of reflecting already existing, stable images, but also of forming its own, original, unique and unlike other images.

We think, that each person expresses his/her thoughts in a variety of ways (with words, the sounds of music, colors in artists' paintings, etc.). The thought is a very complex neoplasm. It can neither be seen, nor heard, nor performed a certain action with it. The level of perception and awareness of a thought perceived by a particular person depends on the level of personal culture, on how a particular individual perceives information. We, in turn, proposed a scheme of "the field" of consciousness in the form of a circle, which can be divided into four equal parts. Moreover, the author emphasizes the convention of such a division, taking into account the really existing, functioning consciousness, and calls individual segments of consciousness spheres. The right spheres form the external-cognitive (external-objective) component of our consciousness, and the left spheres are represented by the value-emotional (humanitarian in the broadest sense of the word) component of our consciousness. In this disjointed image of the consciousness of its mental and sensory parts, we see a similar division of the real and associative fields, highlighting the mental and sensory sides of a certain image in the structure of translational consciousness. Thus, in our research we will use a model of the structure of translational consciousness, built on the basis of the division of associative fields, investigated by the method of semantic differential.

Conclusions

Translational consciousness, in our opinion, is such a functional characteristic of the human brain, the essence of which lies in the adequate, generalized, purposeful and external reflection of the external world, in the analysis of the acquired personally and professionally significant experience, as well as in the opposition of the objective world to oneself as a subject of cognitive activity and interaction. Thus, the translational consciousness of an individual consists in the person's ability to emotionally assess the surrounding reality and the ability to realize what is happening in the paradigm of his/her external and internal world.

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Івашкевич Ернест. Психолінгвістичне розуміння свідомості перекладача в парадигмі формування образу світу майбутніх фахівців.

Мета *нашого дослідження полягає в тому, щоб висвітлити психолінгвістичне розуміння перекладацької свідомості в парадигмі формування образу світу майбутніх фахівців; представити структуру перекладацької свідомості фахівця.*

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

Результати дослідження. *Перекладацька свідомість розглядається нами як деякий психічний конструкт відбиття оточуючої дійсності, функціонування якої залежить від того, на якому рівневі психіки здійснюється перекладацька діяльність – на біологічному чи соціальному, чуттєвому чи раціональному. Цими рівнями наголошується ставлення людини до своєї професійної діяльності. Така характеристика перекладацької свідомості допомагає нам розглядати її як здатність людини до ідеального (психічного) відображення дійсності. Так, ми дійсно бачимо, що функціонування перекладацької свідомості є процесом перетворення об'єктивного змісту предмету на суб'єктивний зміст душевного життя людини. Адже саме у суб'єктивному світові свідомості відбувається відтворення об'єктивної реальності та мисленнєва підготовка людей до перетворення ними практичної діяльності. У цій концепції свідомість розуміється не просто як психічне відображення, а як найвища форма психічного відображення дійсності суспільно розвиненим і соціально значущим індивідом.*

Висновки. *Перекладацька свідомість, на нашу думку, є такою функціональною характеристикою головного мозку людини, сутність якої полягає в адекватному, узагальненому, цілеспрямованому та зовнішньому відображенні зовнішнього світу, в аналізі набутого особистісно й професійно значущого досвіду, а також у протиставленні об'єктивного світу собі як суб'єкту пізнавальної діяльності і взаємодії. Отже, перекладацька свідомість окремо взятої особистості полягає в здатності людини до емоційної оцінки оточуючої дійсності та здатності усвідомлювати те, що саме відбувається в парадигмі її зовнішнього і внутрішнього світу.*

Ключові слова: *перекладацька свідомість, структура свідомості перекладача, образ світу майбутнього перекладача, перекладацька діяльність, цілеспрямоване та зовнішнє відображення зовнішнього світу.*

Youth Mental Health Literacy: Survey in the Third Year of the War

Обізнаність у сфері ментального здоров'я молоді: опитування на третьому році війни

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ABSTRACT

The purpose *of this article is to make an empirical study of youth mental health awareness.*

Methods of the research. *Respondents provided their answers by filling out an electronic form with 5 open-ended questions. Quantitative and qualitative analysis of the responses was carried out, and the LIWC text analysis software was used.*

The results of the research. *In general, when describing the concept of "mental health", the respondents more often included words demonstrating a*

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positive emotional attitude in their reactions, but among negative emotional reactions, they more often spoke about anxiety. Young people often talk about interpersonal interaction, conscious living. Also, most responses use words that describe space and focus on the present moment. Among young people, the most common ways to take care of their mental health are communication, rest, seeing a psychologist or specialist, walking, sleeping, playing sports, etc. Among the sources of information about ways to support mental health or get help in this area, the most common for the surveyed youth are: a psychologist, the Internet or artificial intelligence, and a friend.

***Conclusions.** The empirical analysis of mental health awareness made it possible to argue about the need to expand psychoeducational and preventive measures for young people. After all, the majority of respondents stated a desire to learn more about mental health and ways to support it.*

***Key words:** youth, mental health, associations, LIWC.*

Introduction

The relevance of studying young people's awareness in the field of mental health in the third year of the war is based on scientific evidence that literacy in this field determines early detection and help-seeking in cases of mental health problems. The term "mental health literacy" is conceptualized and defined in global scientific literature as *mental health literacy* (Jorm, et al., 1997a; Jorm, 2019), which is literally translated as "literacy in the field of mental health." Therefore, in our study, the terms "awareness in the field of mental health" and "mental health literacy" are used synonymously.

Understanding of "mental health literacy" has evolved from a tool for improving the recognition of mental disorders ("knowledge and beliefs about mental disorders that aid their recognition, management, or prevention") (Jorm, 1997a : 182) to a social determinant of health and an education-oriented intervention with demonstrated positive effects on health outcomes at both individual and population levels, as well as a means of addressing health inequalities (Nutbeam, 2008; Jorm, 2019). Accordingly, four distinct but interrelated components of mental health literacy have been identified:

(1) understanding how to achieve and maintain good mental health;

(2) understanding mental disorders and their treatment;

(3) reducing stigma associated with mental disorders;

(4) increasing help-seeking efficacy (knowledge of when, where, and how to obtain quality mental health care and developing competencies required for self-help) (Kutcher, 2016; Jorm, 2012).

Thus, mental health literacy provides a necessary foundation for mental health promotion, prevention, and care, integrating these important components into a holistic construct aimed at improving both mental health and mental-health-care outcomes, rather than merely promoting well-being.

In order to effectively address young people's mental health needs, mental health literacy must become a core focus of interventions in this field. Recent studies demonstrate that improving mental health knowledge and reducing stigma are two key components in promoting help-seeking and early detection of mental disorders (Gulliver, Griffiths, & Christensen, 2010). Since most young people attend school, schools have been recognized as an important setting for addressing students' mental health, with particular attention recently given to mental health literacy both in Europe and Canada (Wei, 2011; Skre, 2013).

In Europe, school-based mental health interventions have been implemented and examined. Researchers identified and analyzed over (...) school-based mental health interventions conducted in the United Kingdom, the Netherlands, Germany, Norway, and Belgium (Weare, & Nind, 2011). These interventions demonstrated small or moderate effects in improving student well-being, social and emotional learning, or safe and positive school environments; however, very few addressed all components of students' mental health and well-being. It is essential for schools not only to promote positive mental health but also to enable students to differentiate between normal psychological distress and mental health problems/disorders, reduce stigma,

and encourage help-seeking and self-help strategies when mental-health support is needed. Another challenge was that interventions were often delivered by external service providers, preventing the development of sustainable school-embedded mental health literacy. Moreover, when external providers were used, interventions did not improve teachers' mental health literacy. Therefore, scholars recommend integrating mental health knowledge and literacy development into an existing whole-school approach, which includes teacher capacity-building and cooperation with parents and the wider community.

Similar approaches have recently been piloted in Europe with positive results. For example, in Portugal, a mental health literacy project was implemented in the Lisbon region. The results showed substantial and significant improvements in mental health literacy among teachers, student-service providers and nurses. Referrals from schools to mental health service providers increased, and participants reported high satisfaction with the intervention (Kutcher, 2016).

In Australia, a mental health literacy and action program called the Youth Education and Support (YES) program was implemented in secondary schools using a cluster-controlled trial. The program had previously proven effective in U.S. schools. It was developed by Professor Joanna Riebschleger over a 12-year period based on mental health literature, recommendations from mental health professionals, and youth perspectives. Although the YES program was initially designed to meet the needs of children whose parents have mental illness (COPMI), it is applicable to the general population as well (Riebschleger et al., 2019). The program was selected for adaptation to the Australian context due to its comprehensive development process involving key stakeholders such as youth, parents, psychologists, and social workers (Marinucci et al., 2021). A survey of Australian youth aged 12–25 assessing their beliefs regarding strategies for preventing depression, psychosis, social phobia, and post-traumatic stress disorder (PTSD) (Yap et al., 2012) showed that young

people consider physical activity, regular contact with family and friends, and relaxing activities as supportive for mental health. However, a significant discrepancy was noted between young people's and professionals' views regarding the strategy of avoiding stressful situations. Young people support its use, whereas professionals argue that avoidance is linked to the persistence of anxiety disorders.

Providing mental health education to youth through school programs generally equips them with knowledge on mental health prevention and disorders, reduces potential stigma, and thereby encourages help-seeking. Consequently, this may reduce the current prevalence of mental health disorders among young people, improve their quality of life, and lower the demand for medical and psychological services providing specialized care (Coughlan et al., 2024).

In Ukraine, a pilot project has been launched to integrate "Lessons of Happiness," based on the American social-emotional learning program *Well-Being*, which has been translated and adapted by Ukrainian psychology and education experts. The project includes teacher training, ensuring sustainable improvements in mental health literacy. The pilot is implemented within the national mental health program "How are you?" The educational manual *Lessons of Happiness, Grade 1* has been approved for use in the educational process (decision of the expert commission on pedagogy and primary education methodology, May 6, 2025, protocol No. 10). Additionally, the professional development program *Lessons of Happiness* for teachers in preschool and general secondary education institutions has been approved (Order of the Ministry of Education and Science No. 699 dated 07.05.2025).

With the advancement of modern technologies, digital tools are becoming increasingly important for enhancing youth mental health literacy by providing scalable and engaging platforms for knowledge dissemination, stigma reduction, and help-seeking. An analysis of 29 studies involving over 11,000 partici-

pants showed that online interventions significantly improved mental health knowledge, reduced stigma, and increased help-seeking intentions, although maintaining these effects over time remains a challenge (Chen et al., 2024). Innovative approaches such as the IMpeTU intervention in Indonesia, co-designed with adolescents, function as a digital application for addressing depression and anxiety, incorporating interactive games and exercises to promote engagement and self-management strategies (Brooks et al., 2021).

In Canada, as one of the steps toward addressing the mental health crisis, a team of researchers developed a digital tool to improve mental health literacy among youth aged 11–18. Extensive two-way dialogue with key national partner organizations (Children's Healthcare Canada, The Sandbox Project, and the Young Canadians Roundtable on Health) enabled researchers to incorporate youth perspectives at every stage of the research process. This allowed for the development of *Youth MindTrack*, an interactive digital tool designed to enhance youth mental health literacy. The application is currently undergoing pilot testing to assess usability, acceptability, and perceived effectiveness before broader implementation (Moss et al., 2025).

In our study, we focused on examining young people's general understanding of the concept of "mental health" and ways to take care of it among youth in Volyn region. Thus, **the aim of the article** is the empirical investigation of youth mental health awareness.

Methods of the research

To achieve the research objective, 100 young people were surveyed. The survey took place on August 12, 2025, on International Youth Day at the "Future of Volyn Youth" Forum. Among the respondents, 79 ones were identified as female and 21 as male. The average age was 18.64 years.

Respondents provided answers through an electronic form including five open-ended questions:

1. Mental health is...

2. The simplest way to take care of my mental health is...

3. Would you like to learn more about how to take care of your mental health?

4. If I need to learn how to support my mental health or seek help in this field, I will turn to...

5. How can mental-health awareness and psychological support for youth in Volyn be improved? Your suggestions.

Questions 1, 2, and 5 were open-ended and thus required qualitative analysis. Question 3 offered three possible answers: yes, no, or maybe. Question 4 allowed multiple choices, offering the following options: psychologist, the Internet or artificial intelligence, friend, youth center, family, or *other* (allowing respondents to suggest their own option).

Results and their discussion

The analysis of survey responses was carried out separately for each question. Open-ended responses to "Mental health is..." were analyzed using the LIWC software. Overall, 849 words were obtained. Table 1 presents the analysis of the emotional component.

Table 1

Analysis of emotional reactions to the concept of "mental health"

Affective processes	Positive emotion	Negative emotion	Anxiety	Anger	Sadness
1.88	0.94	0.59	0.24	0.12	0.12

In general, when describing the concept of "mental health", the respondents did not often include words demonstrating emotions in their reactions, but if this happened, it indicated a positive emotional attitude, but among negative emotional reactions, anxiety was more often mentioned.

In general, when describing the concept of mental health, young people often talk about interpersonal interaction, conscious living. Also, most of the answers use words describing space and focus on the present moment.

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Table 2

Generalized results of the content analysis of reactions to the concept of "mental health" by category

Social processes	6.48
Cognitive processes	6.48
Biological processes	0.82
Present focus	1.88
Space	4.48
Work	2.59

In response to the second question "The easiest way to take care of your mental health is…" 239 words were received.

Table 3

The most common ways to take care of your mental health among young people

Answer	Number
Communicate	22
Rest	24
Psychologist	11
Walk	18
Sleep	16
Sports	13

Among young people, the most common ways to take care of their mental health are communication, rest, seeing a psychologist or specialist, walking, sleeping, playing sports, etc.

71% of young people would like to learn more about mental health. 25% of respondents have doubts about this.

Among the sources of information about ways to support mental health or get help in this area, the most common for the surveyed youth are: a psychologist, the Internet or artificial intelligence, and a friend (Table 4).
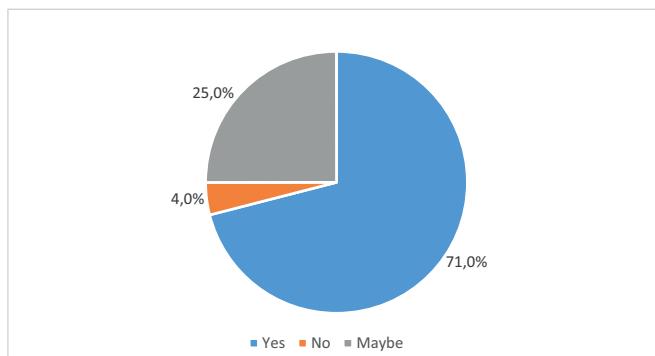
Fig. 1. Answers to the question "Would you like to learn more about how to take care of your mental health?"

Table 4

Answers to the question "If I need to learn about ways to support mental health or get help in this area, I will turn to.."

Answer	Number
Psychologist	71
Internet or artificial intelligence	60
Friend	48
Family	37
Youth center	14

Answering the fifth question, which concerns improving information and psychological assistance to young people in Volyn, respondents most often speak about the need to hold events, trainings, meetings, as well as a broad polarization campaign on social networks.

Conclusions

The empirical an alysis of awareness in the field of mental health made it possible to state the need to expand psychoeducational and preventive measures for young people. After all, most respondents stated a desire to learn more about mental health and ways to support it.

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Коструба Наталія. Обізнаність у сфері ментального здоров'я молоді: опитування на третьому році війни.

Метою *нашої статті є емпіричне дослідження обізнаності молоді про психічне здоров'я.*

Методи дослідження. Респонденти надали свої відповіді, заповнивши електронну форму з 5 відкритими питаннями. Проведено кількісний та якісний аналіз відповідей, використано програмне забезпечення для аналізу тексту LIWC.

Результати дослідження. Загалом, описуючи поняття ментального здоров'я, респонденти частіше включали в свої реакції слова, що демонструють позитивне емоційне ставлення, але серед негативних емоційних реакцій частіше говорили про тривогу. Молоді люди часто говорять про міжособистісну взаємодію, свідоме життя. Також у більшості відповідей використовуються слова, які описують простір і фокусуються на теперішньому моменті. Серед молоді найпоширенішими способами піклування про своє психічне здоров'я є спілкування, відпочинок, побачення з психологом або фахівцем, ходьба, сон, заняття спортом, а серед джерел інформації про способи підтримки психічного здоров'я або отримання допомоги в цій сфері найбільш поширеними для опитаної молоді є: психолог, інтернет або штучний інтелект, друг.

Висновки. Емпіричний аналіз обізнаності про психічне здоров'я дозволив аргументувати необхідність розширення психо-освітніх та профілактичних заходів для молоді. Адже більшість респондентів заявили про бажання дізнатися більше про психічне здоров'я та способи його підтримки.

Ключові слова: молодь, психічне здоров'я, асоціації, LIWC.

An Empirical Study of Maladaptive Relationships between a Mother and a Senior Child in a Family after Divorce

Емпіричне дослідження дезадаптивних взаємостосунків матері і дитини старшого шкільного віку в сім'ї після розлучення

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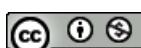
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ABSTRACT

The aim *of our research is to show the results of empirical study of maladaptive relationships between a mother and a senior child in a family after divorce.*

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. *According to the results of our experimental research, we have defined the concept of "adaptive situation" as a system of external preconditions for the subject, who motivates, facilitates and mediates the person's attitude to life, his/her vital energy, activity, under which the main conditions of the external adaptive situation for the subject means: 1. The external adaptive position in relations to the subject is perceived in spatial and temporal terms as some external location in accordance with the paradigm of space and temporal boundaries. 2. Purely in temporal terms as a warning of maladaptive, destructive and aggressive actions of the subject. 3. In functional and paradigmatic terms we have a significant independence from the space of the corresponding prerequisites or conditions of the individual at the time of manifestation of actions and different types of the activities.*

Conclusions. *We proved that the reality of what is happening in the world around them is completely denied by the child. Usually, the mother spends a lot of time, energy, emotions and feelings on establishing close relationships with the child, so it is quite difficult for a child and a mother to immediately come to terms with the divorce of their parents. At this stage, the activity of protective mechanisms in the child's psyche is actualized: rationalization ("finally everything happened", "sooner or later it would have happened anyway"), devaluation of family relationships ("actually the marriage was terrible", "my husband*

is absolute worthlessness"), denial of positive relationships ("nothing happened, so what, a divorce", "everything will be fine anyway").

Key words: *maladaptive relationships, divorce, adaptive position, destructive actions, aggressive actions, rationalization, devaluation of family relationships, denial of positive relationships.*

Introduction

The problem of maladaptive situations in the family and their impact on the development of the child's personality after the divorce of parents is one of the key ones in modern family Psychology and Psychotherapy, in family counseling, etc. (Chan, Ng, & Chan, 2003). The family is, in our opinion, the most important psychological phenomenon that accompanies a person throughout his/her life. The significance of its impact on the child's personality, the complexity, multifacetedness and problematic nature of this psychological problem determine a large number of different approaches to studying the features and conditions for the development of adaptive relationships between a mother and a child in the family after divorce (Brodsky, Oquendo, Ellis, Haas, Malone & Mann, 2001). Therefore, the topic of our article is quite relevant for the development of psychological science as a whole (Mykhalchuk, & Onufriieva, 2020).

The family is the basis for the development of the child's personality, especially while the child is not an adult yet, he/she is small, and not formed in the terms of the personality yet. The family has a significant impact on what the child will become in the future, on his/her place in a broad and narrow society (Chen, Zhou, & Dong, 2020). However, a change in the social situation of the child's development, when he/she was raised by both parents, and then the centering occurred on one of the parents, the degradation of the development of the family or even one of its members can cause a change in the entire system of intra-family relationships, and create psychological conditions that often lead to the emergence of severe family crises (Corbitt, Malone, Haas, & Mann, 1996). It should also be noted that most family

crises after the divorce of parents have their own patterns of the development, their own phenomenology. Thus, the divorce of parents occupies special attention among maladaptive situations in great number of families (Mykhalchuk, Pelekh, Kharchenko, Ivashkevych Ed., Ivashkevych Er., Prymachok, Hupavtseva, & Zukow, 2020).

Divorce of parents is always the result of a crisis in the relationships between spouses. Divorce is always a stressful situation that threatens a mental balance of one or two family members (as a rule, the mother of the child remains to live with the child, although it happens that the child remains with the father) (Choi, Chau, Tsang, Tso, Chiu, Tong, Lee Po, Ng Tak, Wai Fu, Lee Kam, Lam, Yu Wai, Lai Jak, & Sik, 2003). According to statistics, approximately two million marriages are officially dissolved in Ukraine every year, which is about 36-40 % % of marriages, that is, hundreds of thousands of children experience the dissolution of parental relations in the family. Thus, in Ukraine, divorce of parents with each passing year becomes an increasingly likely event in the life of a child (or children, if there are several of them in the family) (Tabachnikov, Mishyiev, Drevitskaya, Kharchenko, Osukhovskaya, Mykhalchuk, Salden, & Aymedov, 2021).

According to statistics from recent years, as a result of parental divorce, a large number of children are not only left without one of their parents, but in 23-29 % % one or more children are transferred to a children's home. In the best case, these children fall under guardianship or adoption, and in the worst case, they acquire assertive behavior in the near future (starting, conditionally, from 15-16 years old). Therefore, psychologists record a considerable number of asocial disorders: for example, adopted children run away from home, commit various minor or even serious crimes. It is among this group of children that psychologists most often diagnose as addicted to alcoholism, substance abuse, drug addiction, who in 65-80 % % try to commit suicide.

Many studies, of both domestic and foreign psychologists (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019) deal with the study of the psychological consequences of divorce in the existence of a family. In modern studies by foreign psychologists, special attention has been paid to the feelings that a child's experiences after the divorce of parents (anger, aggression, guilt, intolerant attitude towards it, sadness, fear), its consequences on the mental development of the child, and the experience of the divorce event as personally significant one. In Foreign Psychology, the main, dominant attention was also paid to the psychological features of the impact of divorce on the attitude of spouses towards each other and towards the child(ren), their behavior in a divorce situation, as well as the study of the deep causes of divorce in modern society (Crookes, 1989).

However, scientists and scholars have paid little or no attention to the Psychology of the impact of divorce on the psychological state of both parents and the child, on the mental and personal development of the child, on his/her behavior and social attitudes, relationships, etc. This topic is covered only in Psychotherapy, where it is analyzed as individual cases of diseases of adults, parents or (and) the child, more often in the paradigm of neurotic and psychosomatic personality disorders. Although most practicing psychologists consider the divorce of parents as the main negative event in the life of a child, the source of his/her insecurity, aggressiveness, substitution of the child's mental states and his/her painful experiences (Brédart, 1991).

The scientific literature also studied situations of parental divorce as a crisis situation in the family, which actualizes various personal qualities of the child, who becomes most sensitive to the influence of family adversity (Mykhalchuk, & Ivashkevych, 2019). In this case, the emotional sphere of the child often suffers and the core qualities of the child become distorted, such as the child's Self-image, the child's Self-attitude, Self-esteem and Self-Image, which, in turn, is dominant in the creation of the child's Self-Concept.

The aim of our research is to show the results of empirical study of maladaptive relationships between a mother and a senior child in a family after divorce.

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 used "Diagnostic Methods for Operational Assessment of Well-being, Activity and Mood (WAM)" (2023).

Results and their discussion

The family is the oldest institution of human society. The family has gone through a complex path of its development in psychological and social terms. Starting from tribal forms of dormitories and to the creation of a "large" family as a social macro-group, including several generations living in close contact, to a nuclear, small "nuclear" family, consisting only of parents and children. The following definition of the family is given in the psychological literature: the family is a kind of a center (an insignificant, small social group or a micro-group) of our society, the most important form of organization of personally significant life, based on the marital union and the family ties, that is, on multilateral relations between a husband and a wife, parents and children, brothers and sisters and other relatives who live together and run a common household.

Following this definition, we can conclude that *the family* is a complex multifaceted formation, in which there are four dominant characteristics:

1. The family is a cell (a small social group, a micro-group) of our society.

2. The family is the most important form of organization of personal life.

3. The family is a marital union.

4. The family is a multilateral relationship between spouses and relatives: parents, brothers and sisters, grandparents, who live together and run a common household.

Family life is largely determined by the conditions of the development of a particular society. These conditions determine the functions of the family and they are generalized in legal and moral social norms, and this, in turn, affects family positions and roles and it is reflected in the features of family relationships. In terms of general theory of systems developed by scientists, the family is not a simple set of members of this family, but, first of all, a certain network of relationships between all family members. To understand the state of the family, something more is needed than a simple analysis of the state of each individual family member. And therefore, it is necessary to analyze the entire family system as a single whole, which will significantly help to reveal the problem of the development of adaptive relationships between a mother and a child in the family after divorce.

According to the definition of scientists (Компліенко, 2020), a family is an open system that is largely exposed to *external influences*. We think, that a family should take into account into its structure the entire set of various influences and achieve some internal balance. A family as a small social group, scientists note, has a number of psychological features characteristics, such as:

• the presence of not one, but a number of general family goals that can be changed in the process of family development;

• partial difference in the interests and orientations of family members;

• the presence of a married couple, the relationships of which are largely determined by the nature of different interactions in the family;

• the inclusion of representatives of different generations in the family and a much longer period of close acquaintance between its members than in other social groups;

• the absence in the family of communication between members organized by their joint activities, in some a way, like in other social groups;

• multifacetedness and significance of family relationships, their interconnectedness;

• special openness, vulnerability of family members;

• superficial or interpersonal level of family relationships (it reflects the emotional attraction of family members, their psychological compatibility);

• the level of family relationships between family members regarding its functions, goals and prospects (it represents the value-orientational harmonious unity of the family);

• the level of revealing the essence of family cohesion (it shows the family's resistance to destructive influences that destroys the family).

Scientists indicate that the most important characteristics of the family is its functionality, structure and dynamics. *The functionality of the family* is its life activity, directly related to the satisfaction of certain, including dominant needs of its members. *The fulfillment of the family's functions* is of great importance both for its members and for the society as a whole. *The educational function* of the family consists of satisfying individual needs in fatherhood and motherhood; in contacts with children and their upbringing; in the fact that parents can "realize themselves" in their children. *The economic and household function* of the family consists of satisfying the material needs of family members, contributing to the preservation of their health: during the fulfillment of this function by the family, the restoration of physical forces spent in activity is ensured.

The emotional function of the family is to actualize the mechanism of satisfying its members' needs for sympathy, respect, recognition, emotional support and mental protection. This function provides absolutely complete emotional stabilization of the members of our society, actively contributes to the preservation of their mental health. *The function of spirituality*

and the ability to intercultural communication with the orientation to the spiritual values of the society and humanity is to satisfy the individual's own needs for joint leisure activities and mutual spiritual enrichment, which plays a significant role in the spiritual development of members not only of the family, but also of the entire society.

The function of primary social control over the person's behavior, actions and activities has the aim at ensuring the implementation of social norms by individual family members, especially those ones, who, due to various circumstances (age, illness, etc.), do not have a sufficiently developed ability to independently build their behavior in full accordance with generally accepted social norms. *The sexual-erotic function* consists in satisfying the sexual-erotic needs of family members. From the point of view of the Ukrainian society, it is important that the family regulates the sexual-erotic behavior of its members, ensuring the biological reproduction and renewal of the society in a whole.

Scientists (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019) always say that over time, changes occur in the functional characteristics of the family: some individual functions are lost, others appear in accordance with new social conditions. For example, in recent years, the function of primary social control over the behavior, actions and activities of the individual has changed qualitatively. The level of tolerance for violations of behavioral norms in the sphere of marital and family relations has also increased significantly (the birth of children out of wedlock, the number and extreme openness of marital infidelity, etc.). In recent years, divorce, for certain reasons, has ceased to be considered as a punishment for dishonest, secretive behavior in the family.

Scientists (Комплієнко, 2020) also claim that family dysfunctions are such features of its functioning and life activities that significantly complicate or prevent the family from performing its direct functions. According to many authors, a

fairly wide range of factors can contribute to family dysfunctions: the characteristics of its members and the characteristics of the relationships between them, certain living conditions of the family. The structure of the family includes its members, and even the totality of their relationships. The analysis of the family structure makes it possible to answer the question of how the functional aspect of the family is implemented: who exactly in the family directly exercises leadership and who is the executor of certain individual assignments, how exactly rights and obligations are distributed between family members, who is responsible for what it is in the family life and for what, with what purpose. From the point of view of the family structure we can name such families where leadership is concentrated on one of the members of this family, and families where there is a clear explication of the participation of all its members under the management of one or more persons. In the first case, we will talk about a purely authoritarian system of family relations; in the second one, about a democratic system. The structure of a family can also varies depending on how the main responsibilities are distributed among its members: if the distribution even in some a case or it is the majority of such responsibilities concentrated in the hands of one family member.

The most widespread family structure in the Ukrainian society is of the type consisting of adults and children, and in our country the most typical is a family with one or maximum with two children. Most often, such families are personally oriented towards an equal distribution of family responsibilities, and even more or less equal participation in solving all family problems is the rarest phenomenon. In sociological surveys, only 25.43-38.08%% of respondents indicate the advantage of such a structure of relationships. Violations of the structural components of the family, according to scientists, there are such permanent features that complicate or prevent the family members from performing their direct functions. For example, the uneven distribution of household responsibilities in the family

between spouses is a violation of the structure of relationships in the family, between its members, since this prevents the satisfaction of a number of needs of the person who has taken on or shifted his/her main burden to another (or other) family member.

The question of what is the norm and what is a violation in a given family is one of the most difficult issues in modern science about the family as a social set of functions and features, and characteristics. Some family psychotherapists have a certain idea of what a family should like to be, for example, what relationships between spouses can and should be and what relationships between parents and children should be. Other scientists more clearly define the requirements for the family, for example, the need to create positive prerequisites for the development of the personality traits of family members. These are such issues that has the "Experimental Family Psychotherapy" as a direction of Psychotherapy deals with.

The functions and the structure of the family can vary significantly depending on the calculation of the stages of its life activity, such as taking into account the dynamics of the family. There are various systems for distinguishing the main stages of life activity or the life cycle. The most famous it is the system of "life stages", in the structure of which the main feature of the distinction between life stages is explicated. In this case, scientists used the unique fact of the presence or absence of children in the family and their age. These are, for example, eight stages related to the development, identified by scientists (Tabachnikov, Mishyiev, Kharchenko, Osukhovskaya, Mykhalchuk, Zdoryk, Komplienko, & Salden, 2021), or seven stages (Vovk, Emishyants, Zelenko, Drobot, & Onufriieva, 2020).

Modern researchers pay a great attention to the nature of intra-family relationships. In this regard, for example, they often talk about a full-fledged, harmonious family that functions normally and adequately. This is a family that performs its functional aspects quite responsibly and differentiatedly, as a result

of which the considerable need for growth and measurement of family values in general, as well as each of its members in particular is largely satisfied. According to foreign scientists, an adequate marriage is considered to be one that is characterized by the following features: tolerant attitude of family members towards each other, respect for each other, honesty, desire to be together, similarity of interests and approval of value orientations. Scientists believe that a stable marriage is determined by a certain coincidence of interests and spiritual values of spouses and the contrast of their personal qualities and characteristics. It can also be added that family stability is also facilitated by the ability of family members to conduct harmonious, tolerant negotiations are regarding all functional aspects and aspects of family members' joint life.

In human culture is fixed what a family should be in terms of the peculiarities of the moral values of our Ukrainian society. We think, that the concept of a "normal, adequate family" is very conditional. A normal, adequate family is considered to be one that provides the necessary minimum of well-being, social protection and personal development, the formation of its members, which creates positive prerequisites for the socialization of children until they reach a state of psychological and physical maturity. From the point of view of scientists, a harmonious family is one where a father or a mother is responsible for it as a harmonious whole, but other families are not quite inferior. According to scientists, there are three types of families: a traditional family, a child-centric family and a married (democratic) family. In *a traditional family*, respect for the authority of elders is cultivated; pedagogical influence is exercised, as it is correct, from the mother or (and) the father to the child. The result of the child's socialization in such a family is the formation of the child's ability to quite easily fit into a social structure organized vertically. Children from such families quite easily assimilate traditional norms, but experience difficulties in creating their own families; they are usually uninitiative, inflexible in

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the process of communication, and always this family acts based only on the idea of their immediate duties.

In a child-centered family, the main task of parents is to ensure the happy development of the child. A completely harmonious, happy family exists only for the child, and family interaction is carried out, as a rule, "from the bottom up". As a result of such a "bottom-up" movement, the child develops a fairly high self-esteem, a sense of self-importance, but often there is a high degree of probability of conflict with the social environment outside the family. Therefore, a child from such a family quite often evaluates the world as essentially hostile, and this child even has a very high risk of social maladjustment.

A married (or completely democratic) family is considered to be the most ideal family, the goal of which is complete mutual trust, acceptance and autonomy of its members. The educational influence in the family is built as "a horizontal one", as a dialogue of equal subjects of social interaction – parents and a child (or several children). Mutual interests should always be taken into account in a family life, and the older the child is, the more his/her interests should be taken into account. The result of such harmonious family upbringing is the child's mastery of democratic values, the harmonization of his/her ideas about rights and duties, freedom and responsibility, the development of children's activity, their independence, benevolence, adaptability, self-confidence and emotional stability. At the same time, these children may develop the habit of subordinating themselves to social requirements, which are also sometimes perceived negatively by us when they are expressed and explained to the greatest extent.

The study of the operational assessment of well-being, activity and mood of children was carried out by us using the methodology "Methodology for Operational Assessment of Well-being, Activity and Mood (WAM)" (2023) and was subjected to the procedure of factor analysis and the method of semantic differential. The results obtained in the research of children of

the experimental group whose parents had recently divorced are given in Tables 1, 2. It should be noted that we used the method of 26-scale semantic differential to study the development of maladaptive mother-child relationships in a family after divorce (Михальчук, Харченко, Івашкевич Ед., & Івашкевич Ер., 2025).

Table 1

Factorization of data of children of the experimental group according to the criterion "Activity" with processing of these data by the method of semantic differential (in points, by the methods of factor analysis and semantic differential)

№	Name of the factorial quantity	Factor weight of the quantity	№	Name of the factorial quantity	Factor weight of the quantity
1	Indecisive	0.7234	14	Unpleasant	0.4986
2	Inactive	0.7002	15	Inanimate	0.4870
3	Inactive	0.6981	16	Shy	0.4782
4	Passive	0.6871	17	Difficult	0.4681
5	Tired	0.6731	18	Eager	0.4569
6	Joyless	0.6549	19	Nice	0.4391
7	Motionless	0.6312	20	Violent	0.3719
8	Unhappy	0.6209	21	Colorless	0.3544
9	Not easy	0.5871	22	Inexpensive	0.3340
10	Heavy	0.5781	23	Loud	0.3218
11	Not warm	0.5677	24	Dirty	0.3155
12	Not fast	0.5591	25	Severe	0.3008
13	Hostile	0.5349	26	Complex	0.2879

We'll present the data we obtained by factorizing the data of children in the experimental group according to the "Well-being" criterion with processing of these data using the semantic differential method (in points, using the methods of factor analysis and semantic differential) (data are given in Table 2).

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ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
«ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ»

DOI: https://doi.org/10.32626/2227-6246.2025-66

2025. ВИПУСК 66

Table 2

Factorization of data of children of the experimental group according to the criterion "Well-being" with processing of these data by the method of semantic differential (in points, by the methods of factor analysis and semantic differential)

№	Name of the factorial quantity	Factor weight of the quantity	№	Name of the factorial quantity	Factor weight of the quantity
1	Disgusting	0.6894	14	Crooked	0.4918
2	Bad	0.6732	15	Unaccepting	0.4704
3	Unpleasant	0.6650	16	Icy	0.4700
4	Poor quality	0.6410	17	Complex	0.4654
5	Unemotional	0.6134	18	Violent	0.4513
6	Languid	0.5902	19	Idle	0.4312
7	Impolite	0.5832	20	Violent	0.3895
8	Dirty	0.5790	21	The person who does not go to meet others	0.3781
9	Existential	0.5662	22	Untidy	0.3611
10	Cold	0.5514	23	Simple	0.3508
11	Dark	0.5331	24	The person who loves home	0.3201
12	Inexpressive	0.5329	25	Light	0.2891
13	Unnatural	0.5308	26	Warm	0.2768

So, according to the results of our experimental research, we have defined the concept of "adaptive situation" as a system of external preconditions for the subject, who motivates, facilitates and mediates the person's attitude to life, his/her vital energy, activity, under which the main conditions of the external adaptive situation for the subject means:

1. The external adaptive position in relations to the subject is perceived in spatial and temporal terms as some external location in accordance with the paradigm of space and temporal boundaries.

2. Purely in temporal terms as a warning of maladaptive, destructive and aggressive actions of the subject.

3. In functional and paradigmatic terms we have a significant independence from the space of the corresponding prerequisites or conditions of the individual at the time of manifestation of actions and different types of the activities.

Conclusions

So, we'd like to make *conclusions* about denial of negative relationships between a mother and a child in the family after divorce. Initially, the reality of what is happening in the world around them is completely denied by the child. Usually, the mother spends a lot of time, energy, emotions and feelings on establishing close relationships with the child, so it is quite difficult for a child and a mother to immediately come to terms with the divorce of their parents. At this stage, the activity of protective mechanisms in the child's psyche is actualized: rationalization ("finally everything happened", "sooner or later it would have happened anyway"), devaluation of family relationships ("actually the marriage was terrible", "my husband is absolute worthlessness"), denial of positive relationships ("nothing happened, so what, a divorce", "everything will be fine anyway").

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Михальчук Наталія, Куриця Денис. Емпіричне дослідження дезадаптивних взаємостосунків матері і дитини старшого шкільного віку в сім'ї після розлучення.

Метою нашого дослідження є отримати результати емпіричного вивчення дезадаптивних взаємостосунків між матір'ю та дитиною старшого шкільного віку в сім'ї після розлучення.

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

Результати дослідження. *Ми визначили, що поняття «адаптивна ситуація» означає систему зовнішніх стосовно суб'єкта передумов, що спонукають, фасилітують і опосередковують його ставлення до життя, його життєву енергію, його активність, за умов якого зовнішнє адаптивне становище стосовно суб'єкта означає: 1. Зовнішнє адаптивне становище стосовно суб'єкта сприймається у просторовому та темпоральному відношенні – як деяке зовнішнє розташування відповідно до парадигми простору і темпоральних меж. 2. Суто у часовому відношенні як попередження дезадаптивних, руйнівних та агресивних дій суб'єкта. 3. У функціональному та парадигмальному відношенні – як суттєва незалежність від простору відповідних передумов або умов особистості у момент прояву дій, діяльності та активності.*

Висновки. *Доведено заперечення негативних взаємостосунків матері і дитини в сім'ї після розлучення. Спочатку реальність того, що відбувається в оточуючому світі, повністю заперечується дитиною. Зазвичай, матір витрачає на встановлення близьких взаємостосунків з дитиною досить багато часу, енергії, емоцій та почуттів, тому дитині та матері дуже важко одразу змиритися із розлученням своїх батьків. На цій стадії актуалізується робота захисних механізмів у психіці дитини: раціоналізація («нарешті все відбулося», «рано чи пізно це все одно б трапилося»), знецінення родинних взаємостосунків («насправді шлюб був жахливим», «мій чоловік є абсолютною нікчемністю»), заперечення позитивних взаємостосунків («нічого не трапилося, ну й що, що розлучення», «все добре буде в будь-якому разі»).*

Ключові слова: *дезадаптивні взаємостосунки, розлучення, адаптивна позиція, деструктивні дії, агресивні дії, раціоналізація, девальвація сімейних взаємостосунків, заперечення позитивних взаємостосунків.*

Professional Responsibility of Applicants for the Specialty "Foreign Policy"

Професійна відповідальність здобувачів спеціальності «Зовнішня політика»

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ABSTRACT

The purpose of the article is to present the results of an empirical study of the features of professional responsibility of applicants for the specialty "Foreign Policy".

The following methods were used for the research: theoretical and methodological analysis of the current state of the problem under study; empirical methods: testing using diagnostic methods: "Multidimensional-functional diagnostics of responsibility" (Kroshka, 2018), "Questionnaire for measuring social responsibility" (Kovalchuk, 2012), "Locus of control" (Kolesnichenko et al., 2020), "Style of self-regulation of behavior" (Kolesnichenko et al., 2020); mathematical methods of data processing (descriptive statistics, correlation analysis).

Research results. The study on the cognitive component showed that an average level of cognitive meaningfulness prevails among the students of the "Foreign Policy" specialty, that indicates the situational nature of its manifestation, a neutral attitude towards professional responsibility and its partial awareness. Research on the motivational component made it possible to establish an average level of manifestation of social responsibility among the respondents, which indicates a moderate ability to consciously adhere to social rules and requirements, balancing personal interests and public expectations. An average level of internal locus of control was also recorded, which indicates a moderate tendency of students to recognize their responsibility for the events that occur in their lives, while recognizing the influence of external factors. According to the results of the study, the activity component of professional responsibility is developed at an average level, that is, the respondents are generally able to apply their knowledge, skills and principles in professional activities, but may meet difficulties in certain aspects.

Conclusion. *Based on the results of the conducted empirical research, it can be concluded that the professional responsibility of students of the specialty "Foreign policy" is developed at an average level. According to correlation analysis, the proposed assumption was confirmed.*

Key words: *responsibility, professional responsibility, locus of control, self-regulation of behavior, education seekers, foreign policy activities.*

Introduction

The relevance of the study of the professional responsibility of applicants of the specialty "Foreign policy", future diplomats, is determined by the requirements of the world and national labor market, since the successful implementation of the state's foreign policy strategy largely depends on the competence of specialists in this field. The formation of a highly qualified personnel reserve in the field of international relations is a strategic task that contributes to strengthening the country's position on the world stage, developing diplomatic relations and ensuring national interests. Increasing the efficiency of the work of future diplomats is possible due to their awareness of responsibility for decision-making, conducting negotiations and protecting the international image of the state.

The professional responsibility is of particular importance for specialists in the field of foreign policy, since their activities are related to the international negotiations, the development of diplomatic strategies, anti-crisis management and compliance with international norms and etiquette. A high level of responsibility ensures the ability of diplomats to act in conditions of geopolitical instability, to take into account the political, economic and cultural aspects of international interaction.

The problem of responsibility is the subject of research by both Ukrainian and foreign scientists. Researchers focus on structural aspects of responsibility, its criteria and indicators (Крошка, 2018; Савчин, 2008; Садова, 2019), age characteristics of development (Бех, 2018; Кутішенко та ін., 2021). Ukrainian scientists also studied the peculiarities of the development of professional responsibility in various spheres of ac-

tivity, in particular among future psychologists (Shevchenko, 2019), specialists in the rocket and space industry (Крошка, 2018), teachers (Шевченко & Іванчук, 2022), social workers (Патинок, 2021), policemen (Соколов, 2020) and civil servants (Zarichanskyi, Sokurenko, & Yevdokimova, 2023). Conceptual principles of professional responsibility (Delacroix, 2022; T. Ehrlich; Khaleel, 2022; Hamilton, 2023) and the responsibility of legal professionals (Xu, Li, & Li, 2024) are analyzed in foreign studies.

However, there is not enough empirical data in psychological research on the peculiarities of the professional responsibility of future employees of the diplomatic service. Considering the specifics of their activities can contribute to improving the training of specialists in the field of foreign policy, increasing stress resistance, communicative competence and the ability to make responsible decisions in difficult international situations.

The purpose of the article is to reveal the peculiarities of the professional responsibility of applicants for the speciality "Foreign policy". Achieving the goal consists in the implementation of the following tasks:

1. To characterize the peculiarities of the professional responsibility of specialists in the foreign policy sphere.

2. To present the structural organization of the professional responsibility of specialists in the foreign policy sphere.

3. To present the results of an empirical study of the professional responsibility of applicants for the speciality "Foreign policy".

Research methods and techniques

In the course of research there were used different methods of research. Theoretical methods consist in theoretical and methodological analysis of the current state of the researched problem; analysis, systematization and generalization of scientific psychological literature on research topics. Empirical methods include testing according to diagnostic methods: "Multidimen-

sional functional diagnosis of responsibility" (scale "Cognitive awareness" (Крошка, 2018), "Questionnaire for measuring social responsibility" (Ковальчук, 2012), «Locus control» (Kolesnichenko et al., 2020), «Style of self-regulation of behavior» (Колесніченко et al., 2020). Mathematical methods of processing experimental data were carried out on the basis of the IBM SPSS 20.0 package of statistical programs (descriptive statistics, percentage distribution of data, correlation analysis according to K. Pearson).

The basis of the study is the assumption that the professional responsibility of future specialists in the foreign policy sphere is characterized by a certain specificity, which is manifested in the content of its structural components: cognitive (awareness of personal responsibility in professional activity), motivational (social responsibility; internality of locus of control) and activity-based (realization of responsibility in professional actions and deeds).

Empirical research was held on the basis of the Educational and Scientific Institute of International Relations of Taras Shevchenko National University of Kyiv. The experimental sample consisted of 56 students of the specialty of "foreign policy" aged 25-28.

Results and their discussion

Professional responsibility is an essential psychological characteristic of a specialist, which determines the conscious and high-quality performance of official duties, as well as the willingness to be responsible for one's professional actions and deeds to oneself, colleagues, team and society. Professional responsibility is a key component of any professional activity, which is manifested in its practical aspects, in particular: personal (responsible attitude to professional activity and to oneself as a professional), functional (realization in various aspects of professional activity) and subject-oriented (personal and professional growth, readiness to perform professional du-

ties) (Крошка, 2018; Садова, 2019; Кутішенко et al., 2021; Шевченко, & Іванчук, 2022; Zarichanskyi, Sokurenko, & Yevdokimova, 2023; Hamilton, 2023).

A diplomatic worker is a highly qualified specialist who combines knowledge in various fields, such as international relations, law, economics, culture and communications, and plays an important role in representing the interests of Ukraine in the international arena. In order to effectively perform duties, a diplomat needs to have deep knowledge in foreign policy, analytical thinking, a high level of communication skills, as well as emotional stability and the ability to work in stressful conditions. Important characteristics are also organization, responsibility, flexibility, diplomatic tact, moral and civic responsibility, as well as the ability to self-control and leadership (Кіссинджер, 2020; Xu, Li, & Li, 2024).

We define the professional responsibility of a specialist in the foreign policy sphere as a professionally important quality of an employee, which includes cognitive, motivational and activity components, which are determined by the specifics of professional activity.

Let's move on to the analysis of the results of the study on structural components of the professional responsibility of future specialists in foreign policy sphere.

The cognitive component of the professional responsibility of applicants for specialty "Foreign policy" determines the level of their awareness of the importance of personal professional actions, knowledge and analytical abilities in the field of diplomacy. An indicator of the development of cognitive component is awareness of personal responsibility in professional activity. The results of the study using the method "Multidimensional and functional diagnosis of responsibility" (Крошка, 2018) are presented in Table 1.

According to the received data, the majority of surveyed future specialists in the foreign policy sphere (53.57%) have an average level of cognitive meaningfulness of professional re-

sponsibility, which indicates its situational nature. The average indicator – 22.61 points – indicates a neutral attitude to professional responsibility and its partial awareness. Such students show readiness for academic and professional activity, however, their attitude to responsibilities remains moderately positive and dependent on external conditions. They follow norms and requirements when it directly affects learning or personal outcomes, but may show less responsibility in other situations. Awareness of ethical and legal aspects is fragmented: students recognize their importance in diplomacy, but this fact has not become a sustainable internal institution yet.

Table 1

**Levels of manifestation of respondents'
cognitive meaningfulness**

Levels of manifestation of cognitive meaningfulness	Percentage distribution
Low	17.86
Average	53.57
High	25
M (points)	22.61

A high level of cognitive meaningfulness of professional responsibility was found in 28.57% of future specialists in the foreign policy sphere. They have a deep understanding of the meaning of responsibility, perceiving it as an internal attitude and it determines their behaviour and attitude towards the performing of duties. These students mean responsibility as an integral component of professional activity that requires clear and conscientious performing of tasks. They show initiative, diligence, proactivity and take into account ethical and legal aspects.

A low level of cognitive meaningfulness of professional responsibility was recorded in 17.86% of future specialists in the foreign policy sphere. This shows a lack of understanding of the essence of responsibility and its significance for professional realization. Students in this group demonstrate a formal atti-

tude towards learning and professional responsibilities, perceiving them as a compelled necessity.

Therefore, the results of the study of cognitive component development of professional responsibility indicate that average and high levels of cognitive meaningfulness prevail among students of the specialty "Foreign policy". This means that most of the subjects have a sufficient or holistic idea of professional responsibility as an important quality of a specialist in the foreign policy sphere.

The motivational component of professional responsibility of future diplomats determines their internal beliefs, values, and readiness to act responsibly within the framework of professional activity. The level of the motivational component development is manifested through social responsibility and internal locus of control, that determine the readiness for responsible decision-making and awareness of their impact on society and the state (Shevchenko, & Obyskalov, 2025).

The results of the study of social responsibility (Ковальчук, 2012) are presented in the Table 2.

Table 2

Indicators of the development of respondents' social responsibility

Methodology scales	Indicators (points)	Stanine
Civic consciousness	30.73	6
Law-abidingness	42.04	9
Reflection of consequences	29.85	6
Moral consciousness	25.92	6
Altruism	27.41	5
Overall score	155.95	7

The obtained indicator on the scale "Civic consciousness" is 30.73 points, which corresponds to the average level. This shows students' general awareness of responsibility to society and the importance of state development, although their civic position is not always active. They recognize that the activitн of a diplo-

mat affecti a country's international image and the well-being of society is linked to stability and security. Patriotism, a sense of belonging to the country, adherence to democratic values and a readiness to protect state interests are important components of the civic consciousness of future diplomats.

The indicator on the scale "Law-abidingness" is 42.04 points, that corresponds to a high level and indicates the formed legal awareness of students, respect for legal norms and recognition of the law as a necessary mechanism for regulating social relations. Students strive to obey the laws and social norms in everyday life and future professional activity, focus on the principles of justice and responsibility, understand their rights and duties.

The indicator on the scale "Reflection of consequences" is 29.85 points, which corresponds to the average level. This means that students are generally aware of the meaning of their actions and the possible consequences, although this awareness may be situational and not deep enough. They are able to predict the results of behaviour, to be responsible for duties, but the level of self-control depends on motivation and circumstances.

On the scale "Moral consciousness", an indicator of 25.92 points was obtained, it corresponds to the average level of its manifestation. This indicates that students have a certain moral maturity, but this trait is not always pronounced and stable in their behavior. They are aware of the importance of ethical norms and are capable of moral judgments, but they do not always consistently apply them in behavior, especially in a professional environment.

The indicator on the scale "Altruism" is 27.41 points, that corresponds to the average level. This indicates the readiness of students for altruistic deeds, but their ability for selfless help and self-sacrifice is limited and situational. They are ready to help others, but not always on a permanent basis or at significant personal expense.

According to the results of the study, the total indicator of social responsibility according to the methodology is 155.95

points, that indicates the average level of manifestation of social responsibility among the respondents. However, it should be noted that this indicator is at the border of average and high levels, that indicates a tendency to improve. The average level of social responsibility indicates that respondents have some awareness of the importance of the studied aspects in everyday activity, but there is potential for further development of this quality.

The consideration of the results using the "Locus control" method (Колесніченко, 2020) and received data are presented in the Table 3.

Table 3

Internality indicators locus of control of respondents

Methodology scales	Points
1) general internality	0.98
2) internality in the field of achievements	1.03
3) internality in the field of failures	-0.72
4) internality in family relations	-0.64
5) internality in the field of professional relations	0.55
6) internality in the field of interpersonal relations	0.91
7) internality in Health and Disease	1.14

The indicator on the scale "General internality" (0.98) indicates a moderate level of internality, that means a balanced perception of internal and external factors in explaining one's achievements and failures. Students partially recognize their responsibility, but also take into account the impact of external circumstances. This level of internality promotes a healthy approach to life, allowing you to balance personal responsibility and the understanding that not all situations are under control.

The indicator on the scale "Internality in the field of achievements" (1.01) shows that respondents consider their achievements to be the result of their own efforts and abilities, but not chance or external factors. This indicates high intrinsic motivation, self-confidence and readiness to overcome difficulties,

leading to more active and productive learning and career behavior.

The indicator on the scale "Internality in the field of failures" (-0.72) indicates the tendency of respondents to perceive failures as a consequence of external factors, but not their own actions. This can mean shifting responsibility to circumstances or other people, which reduces the ability to self-reflect and constructively solve problems. Individuals with low levels of internality may be less prone to self-criticism and may not always learn from their own mistakes.

A low score on the "Internality in Family Relationships" scale (-0.64) indicates the perception of family relationships as less dependent on personal efforts and more on external factors, such as the behavior of other family members or circumstances. This may be the result of a lack of experience in family life, leading to an idealized perception of this area and the tendency to expect changes from others.

The average level indicator (0.55) on the scale "Internality in the field of professional relations" indicates that students believe that their success in professional development depends on their own efforts, but they recognize the influence of external factors, such as learning opportunities and teacher support. This suggests a realistic view on the role of personal effort in professional formation, although experience with full autonomy in professional relationships may be limited.

A high indicator on the scale of "Internality in the field of interpersonal relations" (0.91) indicates that students consider their relationship to be the result of their own actions, choices and efforts, actively influencing their development through communication and social skills. They take responsibility for the quality of their relationships, have a high level of self-reflection and emotional maturity, striving to build harmonious relationships and constructively resolve conflicts.

A high score on the "Internality in Health and Disease" scale (1.14) suggests that students consider their health to be the re-

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
«ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ»

DOI: https://doi.org/10.32626/2227-6246.2025-66

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sult of their own efforts, choices and behavior. They actively take care of their health, practicing healthy habits and following the recommendations of doctors. This level of internality indicates a high level of self-awareness, responsibility for one's health and the desire to influence the health of the environment through participation in healthy initiatives.

The results of the study of the motivational component of professional responsibility showed average levels of development of social responsibility and internality of the locus of control among respondents. This shows an awareness of the importance of these aspects in daily activities and a moderate tendency to recognize one's responsibility for events in life, while recognizing the influence of external factors.

The activity-based component of professional responsibility reflects how awareness of responsibility is embodied in real professional actions and decisions. The level of development of the activity-based component is manifested in the realization of responsibility in professional actions and deeds. The results of the study of the activity-based component according to the method "Self-regulation style of behavior" (Колесніченко, 2020) are presented in the Table 4.

Table 4

Indicators of self-regulation of respondents' behavior

Methodology scales	Indicators (points)
1) Planning	7.17
2) Modelling	4.28
3) Programming	5.41
4) Evaluation of results	7.05
5) Flexibility	4.07
6) Independence	4.84
7) Overall level of self-regulation	32.82

A high indicator on the scale "Planning" (7.17 points) indicates well-developed skills in forming and achieving goals. Respondents are able to independently set goals, structure plans

and keep them in the long term. They develop realistic, hierarchically ordered plans, taking into account possible difficulties, allowing efficient allocation of resources and adaptation to changes.

The average level on the scale "Modelling" (4.28 points) indicates a moderate development of the respondents' ability to take into account important internal and external conditions to achieve goals. They can identify key factors influencing the achievement of goals, but this skill is not sustainable. The trend towards underreporting indicates difficulties in producing realistic models of future events, that may lead to instability in assessing circumstances and difficulties in choosing optimal ways.

According to the "Programming" scale, the average level (5.41 points) indicates a moderately developed ability to plan and organize actions to achieve goals. Respondents are capable of developing plans, but they may not be detailed or flexible enough. They tend to be structured, but may have difficulty adjusting actions when circumstances change. This points to the possibility of improving skills in detail, flexibility and error analysis to achieve results more effectively.

A high level on the "Evaluation of results" scale (7.05 points) indicates a well-developed ability of respondents to analyze and evaluate their achievements. They have clear criteria for evaluating results, they are aware of the reasons for discrepancies between plans and actual results, that allows adjusting actions.

The indicator on the scale "Flexibility" (4.07 points) indicates difficulties in adapting to changes and adjusting actions in new conditions. Individuals at this level may have trouble reacting quickly to change, need more time to adapt, and face planning difficulties. However, the trend towards the average level indicates the potential for the development of flexibility through adaptability training, assessment of situations and reflection on experience.

The indicator on the scale "Independence" (4.84 points) indicates an average level, pointing on a certain dependence on exter-

nal factors in the organization of activity and decision-making. Respondents in general are able to apply their knowledge, skills and principles in professional activity, but may face difficulties in certain aspects.

Based on the results of the conducted empirical research, it can be concluded that the professional responsibility of students of the specialty "Foreign policy" is developed at the average level.

In order to test the assumption, correlation analysis using the r-Pearson coefficient was applied. Correlation analysis revealed a number of significant positive relationships between different components of professional responsibility. Each of the obtained correlations are considered.

Cognitive component (cognitive meaningfulness) and parts of the *motivational component*:

Social responsibility. Civic consciousness (0.569 at $p \leq 0.01$). This indicates that the more the understanding of professional responsibility is developed, the more the individual is aware of his role in society and responsibility towards others. That is, cognitive understanding of professional responsibility contributes to the development of a deeper understanding of one's social responsibility.

Law-abidingness (0.723 at $p \leq 0.01$). Obviously, individuals with a deeper and more conscious understanding of professional responsibility tend to comply with laws and regulations. That is, cognitive understanding of responsibility helps to understand the importance of compliance with legal requirements in professional activity.

Reflection of consequences (0.577 at $p \leq 0.01$). The relationship between cognitive meaningfulness and reflection of consequences shows that the ability to analyze the consequences of one's actions in interpersonal relationships depends on the understanding of the importance of one's professional role and responsibility (Bucknell, Kangas & Crane, 2022).

Moral consciousness (0.577 at $p \leq 0.01$). A deep awareness of professional responsibility is likely due to the development of

moral consciousness, that allows you to make ethical decisions in difficult situations.

Internality in the field of achievements (0.734 at $p \leq 0.01$). Obviously, individuals with high level of cognitive comprehension of professional responsibility are likely to consider themselves capable of influencing their achievements through their efforts and initiative. They strive to realize their goals based on their inner beliefs and responsibilities.

Internality in the field of interpersonal relations (0.213 at $p \leq 0.05$). This correlation is less pronounced, but still suggests that people with a deeper awareness of their responsibility may have more internal control over their relationships with other people. They can more understand and consider the emotional and social aspects of their relationships.

Internality in the field of professional relations (0.247 at $p \leq 0.05$). It also indicates that comprehension about professional responsibility has a positive effect on the development of internal control and autonomy in professional relationships, increasing the ability to make decisions and control professional results (Fischhoff, & Broomell, 2020).

Correlation analysis also allowed to reveal the relationships between the *activity-based component* (implementation of professional responsibility in actions and deeds) and the parts of the *motivational component*:

Law-abidingness (0.594 at $p \leq 0.01$). The positive correlation between law-abiding and the activity-based component means that people with high level of law-abiding are more active in exercising their responsibility in professional actions. They are more likely to comply with laws and regulations in their professional activity that contributes to the high realization of professional responsibility.

Reflection of consequences (0.331 at $p \leq 0.01$). The correlation between the reflection of consequences and the activity-based component indicates that people who regularly analyze the consequences of their actions have a higher level of realization

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ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

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DOI: https://doi.org/10.32626/2227-6246.2025-66

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of responsibility in their professional actions. Reflection helps to evaluate the results of one's actions and make reasonable decisions to achieve goals (Shevchenko, & Obyskalov, 2025).

Altruism (0.207 at p ≤ 0.05). The relationship between altruism and the activity-based component is moderately positive, suggesting that individuals with altruistic tendencies demonstrate responsibility not only for themselves, but also for the well-being of others in their professional actions. This may include the desire to help others that is an important aspect of professional responsibility, especially in industries focused on social goals.

General internality (0.783 at p ≤ 0.01). The high correlation between the general internality and the activity-based component indicates that people with a high level of internal control (internality) have a high capacity to realization of responsibility in their professional activity. They focus more on their own strengths and decisions that contributes to a more effective performance of professional duties (Kvasková, & Almenara, 2019).

Internality in the field of achievements (0.568 at p ≤ 0.01). This correlation suggests that people with high levels of achievement internality consider themselves a major factor in their success and actively exercise professional responsibility in their actions. They tend to accept responsibility for their achievements contributing to the effective performance of tasks and the achievement of professional goals.

Internality in the field of failures (-0.531 at p ≤ 0.01). The negative correlation between internality in the field of failures and the activity-based component indicates that people who tend to attribute failures to their own shortcomings or mistakes may have difficulty exercising professional responsibility in difficult situations. This may mean that they are less likely to take responsibility for their failures or adapt their actions to achieve a positive result.

Internality in the field of professional relations (0.243 at p ≤ 0.05). The low but positive correlation between internality

in professional relations and the activity-based component suggests that people with a high level of internal control in professional relations more actively realize their responsibility in communication and interacting with colleagues. They are more capable of effective teamwork and fulfilling their professional responsibilities.

Internality in the field of health care (0.429 at $p \leq 0.01$). The positive correlation between the internality in the field of health care and activity-based component indicates that people who consider themselves responsible for their health and follow a healthy lifestyle are more likely to realize responsibility in professional actions.

Therefore, according to correlation analysis the proposed assumption was confirmed.

The results of the conducted research are consistent with the conclusions made by the number of foreign authors, in particular the research of R. Schwarzer and J. Jerusalem (Schwarzer & Jerusalem, 1995) on the relationship between high level of internality and responsible behaviour; works of A. Bandura (Bandura, 1991), who emphasized the role of cognitive awareness in the regulation of socially significant behavior; as well as the works of L. Kohlberg (Kohlberg, 1984), who confirmed the influence of the level of moral development on the readiness for ethical decision-making in the professional sphere. Furthermore, the observed relationships between the cognitive and motivational aspects of responsibility are consonant with the model of moral motivation proposed by J. Rest (Rest, 1986) that includes moral sensitivity, moral judgment, moral motivation, and moral behavior as interrelated components.

Thus, the results obtained not only demonstrate the internal consistency between the components of professional responsibility, but also confirm the universality of these relationships found in studies of the international scientific space.

Conclusions

The article presents the results of an empirical study of the peculiarities of professional responsibility of students in speciality "Foreign policy". The study of the cognitive component showed that among students of the speciality "Foreign policy", the average level of cognitive meaningfulness prevails that indicates the situational nature of its manifestation, a neutral attitude to professional responsibility and its partial awareness. The study on the motivational component made it possible to establish the average level of manifestation of social responsibility among respondents.

The average level of social responsibility of respondents indicates a moderate ability to consciously adhere to social norms and requirements, balancing personal interests and social expectations. An average level of internality of locus of control was also recorded, indicating a moderate tendency of students to recognize their responsibility for events occurring in their lives, while recognizing the influence of external factors. According to the results of the study, the activity-based component of professional responsibility is developed at the average level, that is, respondents are generally able to apply their knowledge, skills and principles in professional activity, but may face difficulties in certain aspects.

The least developed component is established to be flexibility that indicates certain difficulties in quick rebuilding one's actions in changing conditions. In the course of correlation analysis, the assumption was confirmed that the professional responsibility of future specialists in the foreign policy sphere was characterized by a certain specificity manifested in the context of its structural components: cognitive (awareness of personal responsibility in professional activity), motivational (social responsibility; internality locus of control) and activity-based components (implementation of responsibility in professional actions and deeds).

We consider the development and testing of the program to optimize the development of professional responsibility of stu-

dents of the speciality "Foreign policy" to be a promising direction for the development of scientific issues.

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Шевченко Наталія, Буряк Олег. Особливості професійної відповідальності здобувачів спеціальності «Зовнішня політика».

Мета статті: *представити результати емпіричного дослідження особливостей професійної відповідальності здобувачів спеціальності «Зовнішня політика».*

Методи. *Теоретико-методологічний аналіз сучасного стану досліджуваної проблеми; емпіричні методи: тестування за діагностичними методиками: «Багатовимірно-функціональна діагностика відповідальності» (Крошка, 2018), «Опитувальник для виміру соціальної відповідальності» (Ковальчук, 2012), «Локус контроль» (Колесніченко та*

ін., 2020), «Стиль саморегуляції поведінки» (Колесніченко та ін., 2020); математичні методи обробки даних (описова статистика, кореляційний аналіз).

***Результати дослідження.** Дослідження когнітивного компонента показало, що серед здобувачів освіти спеціальності «Зовнішня політика» переважає середній рівень когнітивної осмисленості, що свідчить про ситуативний характер її прояву, нейтральне ставлення до професійної відповідальності та її часткове усвідомлення. Дослідження мотиваційного компонента дозволили встановити середній рівень прояву соціальної відповідальності серед респондентів, що свідчить про помірну здатність свідомо дотримуватися соціальних норм і вимог, збалансовуючи особисті інтереси та суспільні очікування. Також було зафіксовано середній рівень інтернальності локус контролю, що вказує на помірну схильність здобувачів освіти до визнання своєї відповідальності за події, які відбуваються в їхньому житті, водночас визнаючи вплив зовнішніх факторів. За результатами дослідження діяльнісний компонент професійної відповідальності розвинений на середньому рівні, тобто респонденти в цілому здатні застосовувати свої знання, навички та принципи в професійній діяльності, проте можуть стикатися з труднощами у певних аспектах.*

***Висновок.** За результатами проведеного емпіричного дослідження можна зробити висновок про те, що професійна відповідальність здобувачів освіти спеціальності «Зовнішня політика» розвинена на середньому рівні. За даними кореляційного аналізу висунуте припущення було підтверджено.*

***Ключові слова:** відповідальність, професійна відповідальність, локус контролю, саморегуляція поведінки, здобувачі освіти, зовнішньо-політична діяльність.*

Exploring Clip Thinking and Metacognitive Control among Higher Education Students: Empirical Insights from Blended Learning

Прояви кліпового мислення та метакогнітивного контролю у здобувачів вищої освіти: емпіричний аналіз у змішаному форматі навчання

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Abstract

The purpose. The article aims to identify the specific features of metacognitive control and clip-like thinking among higher education students in a blended learning format, to assess the interrelation between these phenomena, and to determine their impact on the effectiveness of learning activities.

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Methods of the research. An empirical study was conducted with a sample of 132 higher education students using standardized diagnostic tools to assess reflective skills, cognitive strategies, and learning performance. Data processing and analysis were carried out through statistical methods, including factor analysis and correlation assessment, ensuring the reliability and validity of the obtained results.

Results. The findings revealed that the majority of participants demonstrate clip-like thinking, an insufficient level of attention development, poor concentration, and a limited ability to extract key information from texts. Reflective skills at the cognitive, personal, and metacognitive levels, as well as strategies of reflective activity, were found to be underdeveloped. At the same time, students tend to evaluate their own learning effectiveness at a high level.

Significant correlations were found between learning effectiveness and the level of self-regulation, motivation, operational skills, and the ability to process information efficiently. Reflective skills and strategies of deep information processing contribute to improved task performance and the development of critical thinking, emphasizing the importance of an integrated approach within blended learning environments.

Conclusions. A profile of a modern higher education student was developed: characterized by high motivation, organization, and self-regulation, along with the ability to plan and evaluate one's own learning activities. However, a tendency toward clip-like thinking was also observed, which facilitates rapid perception of information but limits attention span and the depth of analytical processing.

Key words: metacognitive control, clip thinking, reflective skills, cognitive strategies, blended learning, empirical study.

Introduction

Contemporary education is undergoing dynamic transformations under the influence of numerous factors, including the COVID-19 pandemic, the full-scale invasion, and internal and international migration. These circumstances have prompted forced changes in the organization of the educational process and created new cognitive conditions for higher education students. In this context, the phenomenon of clip thinking – superficial, fragmentary, and predominantly visual information processing – gains particular significance. Researchers (Літвінова,

2017; McLuhan, 2002; Toffler, 1980) note that clip thinking is characterized by short attention spans, simplified reasoning, predominance of emotional over analytical processing, and difficulties in integrating complex theoretical constructs into a coherent knowledge framework. In blended learning environments, where educational content is often delivered in digital fragments (video lessons, slide presentations, test assignments), these characteristics become even more pronounced (Бушуєв, Корчова, Красильник, Руденко, & Козир, 2024).

At the same time, effective blended learning requires a high level of self-regulation, which is directly linked to the development of metacognitive control – the ability of students to plan, monitor, regulate, and evaluate their own cognitive activity (Балашов, 2019). Metacognitive control includes awareness of learning goals, strategic thinking, reflection, and self-correction (Baudrillard, 1994; Flavell, 1979). Thus, a content-based conflict arises between the characteristics of clip thinking and the requirements for effective metacognitive control.

However, contemporary studies (Балашов, 2020; Плот, 2019; Bürgler, & Hennecke, 2024) indicate that this conflict is not fatal. With purposeful pedagogical intervention, clip thinking can be transformed into a learning resource: the ability to rapidly evaluate large amounts of information, which can support the development of metacognitive monitoring under conditions of directed instruction, critical thinking development, and conscious selection of information-processing strategies. The use of microcontent, interactive digital tools, and multimedia cases that require active student participation promotes the integration of clip elements into a deeper metacognitive context.

Research on students' cognitive adaptation to online formats shows that, with adequate psychological and pedagogical support (training in learning autonomy, reflective journals, self-assessment scenarios), the level of metacognitive control can not only be maintained but also enhanced (Smith, & Ralph, 2023). Therefore, innovative approaches in educational psycho-

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logy may focus less on reducing the effects of clip thinking and more on developing strategies for its regulated use in learning activities.

Specifically, the paradoxical effect described by Endres, Lovell, et al. (Endres, & Lovell, 2023) demonstrates that higher prior knowledge in students can increase intrinsic cognitive load, as most tasks require deep analysis, classification, and, crucially, rapid establishment of connections between different knowledge domains. This aligns with the characteristics of clip thinking: students with a substantial knowledge base often struggle to establish such interdisciplinary connections and, on that basis, form a coherent and structured understanding of the object of study or phenomenon, which complicates the integration of new knowledge.

Metacognitive control serves as a key mechanism for overcoming these difficulties: it allows students to recognize their cognitive load, select appropriate learning strategies, and adapt the pace and methods of study, ensuring deeper and more autonomous knowledge acquisition. This is particularly important under conditions of high intrinsic load and a cognitive tendency toward fragmentary information processing.

The split-attention principle in cognitive load theory, proposed by P. Ayres and J. Sweller (Ayres, & Sweller, 2022), emphasizes that learning efficiency decreases when students are forced to focus simultaneously on multiple sources of information that are not integrated into a single coherent flow. The combination of clip thinking and the split-attention effect increases the risk of superficial material comprehension. Therefore, effective learning requires integrating learning elements and purposefully developing metacognitive control.

The integrative approach proposed by de Bruin et al. (de Bruin, & Roelle, 2020) combines cognitive load theory and self-regulated learning theory, emphasizing the importance of simultaneously managing extraneous load on working memory and developing metacognitive strategies. This approach is espe-

cially relevant in digital environments, where clip thinking can increase cognitive load and hinder the formation of coherent understanding of material.

Additionally, studies by W. Li, F. Wang, and R. E. Mayer (Wang, & Mayer, 2024) indicate that excessive photorealism of virtual instructors increases students' visual attention but reduces learning effectiveness, which is related to clip-style thinking and overload of metacognitive processes. Using stylized or semi-animated representations helps maintain a balance between attention engagement and activation of metacognitive control.

Despite numerous theoretical insights, research on practical manifestations of clip thinking and metacognitive control among higher education students remains limited. Therefore, conducting diagnostic studies aimed at assessing the level of metacognitive control, the specifics of clip-based information processing, and the nature of their interrelation is particularly relevant. The obtained results will not only refine scientific understanding of the interaction of these cognitive phenomena but also provide practical recommendations for optimizing blended and distance learning, enhancing learning effectiveness, and fostering student learning autonomy.

Research Objective

The objective of this article is to identify the specific features of metacognitive control and clip-like thinking manifested by higher education students in a blended learning format, as well as to assess their interrelation and impact on the effectiveness of learning activities.

Methods and Research Procedure

The study was conducted at Kryvyi Rih State Pedagogical University with the participation of 132 higher education students. Given the specific nature of the phenomena under investigation, it is important to note that the number of validated and widely tested instruments in the domestic research context remains limited. This presents challenges in directly selecting

diagnostic tools that fully align with the research objectives. Consequently, the methods included in the study were chosen based on their theoretical relevance, practical applicability, and prior use in related empirical research. In this way, the diagnostic battery was designed to indirectly capture key components of metacognitive regulation as well as the cognitive characteristics associated with clip thinking.

The diagnostic battery comprised the following instruments: the "Clip Thinking Diagnostics Test" (M.B. Litvinova); a set of authorial methods by O.V. Savchenko for assessing reflective skills at the cognitive, personal, and metacognitive levels; the "Cognitive Strategies for Problem Solving" method (O.V. Savchenko, M.Yu. Makiienko); the Thorndike test; and the "Monitoring of Students' Learning Effectiveness" method (I.S. Todorova).

Data analysis was performed using contemporary statistical techniques and software tools, including the examination of primary statistical parameters, assessment of distribution normality, exploration of variable structure, confirmatory factor analysis, and correlation analysis. This approach ensured the reliability of the results and provided a solid foundation for drawing conclusions regarding the development of students' metacognitive skills in blended learning environments. All procedures adhered to ethical standards, including principles of voluntary participation, anonymity, confidentiality of the collected data, and informed consent of the participants.

Results and Discussion

Based on the results of the theoretical analysis and the selected diagnostic methods, an empirical study was conducted, which made it possible to specify the identified trends. First, the statistical indicators across all applied methods are presented to verify the normality of data distribution and identify general trends.

Table 1

Statistical indicators
for the applied diagnostic battery

Diagnostic Battery	Diagnostic Battery	M	Me	SD	Sk	Ku	SW-p
Clip Thinking	Total Score	8.04	8.00	1.67	-0.081	-0.441	<.001
Reflective Skills (Cognitive Level)	Ability to explain one's reasoning	24.9	24.0	5.59	0.110	-0.182	0.302
	Ability to recognize one's own emotions	25.9	27.0	6.23	-0.423	-0.221	0.041
	Maintaining focus on reflective reasoning	27.5	27.0	6.54	0.203	0.108	0.401
	Organizing the problem-solving process	22.1	23.0	5.47	-0.302	0.638	0.087
	Evaluating results by different criteria	26.6	27.0	5.86	-0.165	0.805	0.263
	Awareness of various aspects of the process	24.5	24.0	5.38	-0.076	0.088	0.280
	Overall level of development	110	110	13.5	0.039	-0.134	0.933
Reflective Skills (Metacognitive Level)	Organizing problem-solving process	39.5	39	8.60	-0.126	0.576	0.438
	Predicting errors and difficulties	37.5	38	8.41	-0.188	0.052	0.671
	Regulating one's emotions	28.4	28	7.21	0.058	0.230	0.905
	Planning, evaluating, and verifying actions	30.1	31	6.31	-0.274	-0.094	0.555
	Creating probabilistic models	25.0	25	5.29	-0.161	0.441	0.247
	Monitoring forms of activity	29.0	29	6.30	0.061	0.024	0.575
	Critically evaluating intellectual abilities	26.0	25	4.93	0.286	-0.291	0.145
	Overall level	160	160	22.7	0.104	0.727	0.176

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

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DOI: https://doi.org/10.32626/2227-6246.2025-66

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Reflective Skills (Personal Level)	Organizing the understanding of a problem-conflict situation	24.7	24	4.96	0.129	0.439	0.243
	Restructuring the problem-conflict situation model	25.2	25	5.24	0.242	0.158	0.106
	Determining activity goals	24.8	24	5.22	0.309	0.091	0.155
	Organizing internal dialogue	20.5	21	4.50	0.118	-0.196	0.472
	Flexibly changing position	21.1	21	5.13	-0.028	0.002	0.393
	Conducting thorough self-analysis	23.0	24	5.55	-0.273	0.482	0.104
	Determining a new meaning of one's situation	19.5	19	3.97	-0.251	0.863	0.007
	Overall level	159	156	17.6	0.042	0.414	0.322
Learning Strategies	Deep information processing	3.54	4.00	1.68	-0.218	-0.837	<.001
	Criticality in information analysis	3.32	3.00	1.51	-0.206	-0.478	<.001
	Decision-making based on internal standards	2.22	2.00	1.36	0.497	-0.050	<.001
	Rational approach to problem-solving	3.52	4.00	1.54	-0.266	-0.730	<.001
	Integrated strategies: deep processing + critical analysis	5.65	6.00	2.09	-0.308	-0.523	<.001
	Integrated strategies: non-critical evaluation based on intuition	8.04	8.00	1.67	-0.081	-0.441	<.001
	Integrated strategies: deep processing + outcome evaluation	5.47	5.50	2.21	-0.091	-0.202	0.007

	Integrated strategies: rational approach + internal standards	4.45	4.00	2.17	0.323	-0.070	0.003
	Overall level	9.08	9.00	3.04	0.202	-0.111	0.174
Thorndike Test	Total Score	20.0	20.0	4.73	-2.27	7.01	<.001
Monitoring Learning Effectiveness	Motivational Scale	1.60	1.60	1.01	-1.43	3.10	<.001
	Operational Scale	1.60	1.60	0.86	-0.78	1.23	<.001
	Informational Scale	1.80	1.80	0.91	-1.01	1.50	<.001
	Regulatory Scale	1.20	1.20	1.05	-0.60	-0.17	<.001
	Overall Effectiveness Coefficient	1.58	1.58	0.84	-1.08	2.11	<.001

The analysis of statistical indicators across all applied methods indicates that the data distribution approximates normality. The skewness (Sk) and kurtosis (Ku) values for most scales are close to zero, and the results of the Shapiro–Wilk test (SW-p) confirm the absence of statistically significant deviations from normality. This allows us to conclude that all methods are suitable for further parametric analysis, and the presented data can be considered a coherent sample for the comprehensive assessment of metacognitive control and clip thinking (see Table 1 for details).

To verify the fit of the proposed factor model, all applied methods underwent confirmatory factor analysis (CFA). Model evaluation was conducted using standard fit indices, including the χ^2 test, the Comparative Fit Index (CFI), the Tucker–Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). The results demonstrated that the factor structures of each method align with the empirical model, confirming their suitability for further comprehensive analysis of metacognitive control and learning strategies.

We now proceed to a qualitative analysis of the obtained data. According to the results of the "Clip Thinking Diagnostics" test by M.B. Litvinova, a tendency toward clip thinking was observed in 56% of students. This cognitive feature primarily manifests in visual and fragmented information perception, rapid task switching, and high emotional engagement, combined with a reduced re-

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liance on rote memorization and a preference for ready-made informational resources. Such a thinking style facilitates effective assimilation of material through diagrams, infographics, videos, and short text fragments, making students more adaptable to blended learning formats and digital platforms.

However, this group also demonstrates increased fatigue and decreased motivation under monotonous or low-interactive learning conditions. These findings highlight the necessity of considering students' cognitive characteristics when designing educational activities – particularly through multimedia and interactive tasks, alternating modes of information delivery, and active engagement in learning. The results not only reveal the prevalence of clip thinking but also provide an empirical basis for optimizing the educational process according to students' cognitive styles, fostering metacognitive control, self-regulation, and effective cognitive activity.

The following analysis focuses on results obtained using O.V. Savchenko's authorial method *"Reflective Skills (Cognitive Level)"*.
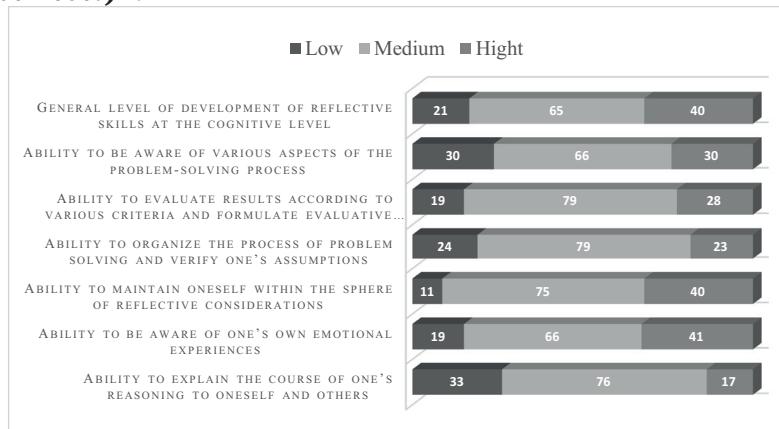

Figure 1. **Percentage distribution of respondents by levels of development across each scale according to O.V. Savchenko's method "Reflective Skills (Cognitive Level)"**

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The diagram shows that higher education students predominantly demonstrate an average level of cognitive-level reflective skills. Considering the features of each scale, which reveal different aspects of these skills, their generalized manifestations among respondents are summarized below. This approach conveys the essence of reflective skills without overloading the text with numerical details.

Students show a moderate ability to articulate their reasoning and select appropriate problem-solving strategies: they are aware of the reasons behind their actions, though in complex or unfamiliar situations, these skills may be applied inconsistently. The fragmented perception typical of clip thinking complicates the reflective fixation and verbalization of strategies, limiting the depth of self-explanation.

Respondents maintain basic emotional regulation and confidence; however, superficial information processing and impulsivity reduce the effectiveness of integrating emotional cues into cognitive control. In their reflective considerations, they assess causes of failures and approaches used, enabling partial self-regulation and anticipation of actions, although stable application of these skills in novel or complex situations requires further practice.

When planning and verifying decisions, students organize problem-solving processes, monitor task sequences, and analyze information. Superficial perception and impulsivity limit strategic thinking depth. The ability to analyze outcomes and form judgments enables them to distance themselves from emotional reactions and evaluate processes objectively, though clip thinking may affect flexibility of evaluation and decision-making quality.

In blended learning environments, this manifests as a combination of autonomy and the need for support: more advanced students consciously integrate knowledge and adjust their actions, while others benefit from additional scaffolding, opportunities to discuss their progress, and feedback. This profile in-

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

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DOI: https://doi.org/10.32626/2227-6246.2025-66

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dicates potential for further development of reflective skills and for building more stable learning autonomy.

Subsequently, the results obtained through O.V. Savchenko's method *"Reflective Skills (Metacognitive Level)"* are considered.
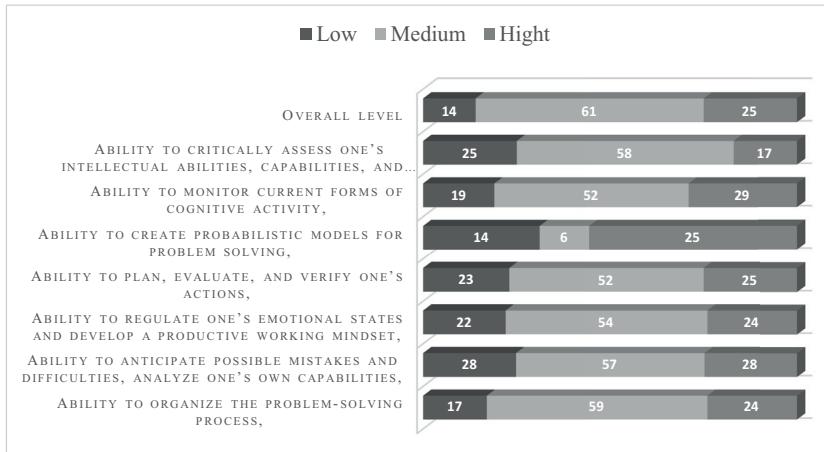

Figure 2. **Percentage distribution of respondents by levels of development across each scale according to O.V. Savchenko's method "Reflective Skills (Metacognitive Level)"**

Analysis of the diagram reveals that respondents primarily demonstrate an average level of metacognitive-level reflective skills. This indicates basic abilities to consciously organize one's activity and control problem-solving processes, although certain aspects still require enhancement.

Students are partially capable of structuring problem-solving, determining action sequences, and identifying key task aspects. They demonstrate basic skills in assessing resources and adjusting strategies, which enables systematic information use and attention management, even under the fragmented perception characteristic of clip thinking. These skills support anticipating potential difficulties: respondents partly foresee prob-

lematic situations, plan actions considering available resources, and perform limited self-analysis. Despite risks of superficial processing due to clip thinking, their metacognitive control allows timely correction of strategies while maintaining goal orientation.

An extension of these abilities is the capacity to regulate emotions and develop a productive working mindset. Respondents can sustain motivation, control emotional reactions, and adapt behavior to changing conditions, ensuring effective task performance under high-speed, fragmented information flows. Concurrently, they develop the ability to plan, assess, and verify actions, demonstrating partial capacity to evaluate alternatives, introduce corrections, and maintain a balance between cognitive flexibility and outcome control.

While clip thinking may affect the consistency and depth of self-analysis, it can also serve as a resource for rapid information gathering and adaptive behavior. In blended learning, this is reflected when students plan task completion across online and in-class activities, partially evaluate strategies, and make adjustments upon noticing difficulties or mismatches between results and expectations. They thus demonstrate the ability to transform flexibility and rapid perception into tools for learning organization, while occasionally requiring guidance or feedback for more consistent application of reflective skills.

The next part of the analysis focuses on O.V. Savchenko's method *"Reflective Skills (Personal Level)"*.

Results indicate that students demonstrate a moderate level of reflective skills, with basic abilities to organize understanding of problem-conflict situations, control external conditions, and mobilize internal resources. Respondents exhibit moderate flexibility and sufficient emotional stability, supporting effective behavioral organization, though occasional inconsistencies between internal intentions and external demands are observed.

Students can define goals, establish causal relationships, and plan activities, though they rarely predict all potential consequences. They recognize intentions and emotions, reassess past actions, and engage in internal dialogue, though this process remains partly unsystematic. Emerging strategy adjustment enhances self-analysis and allows viewing problems from alternative perspectives.
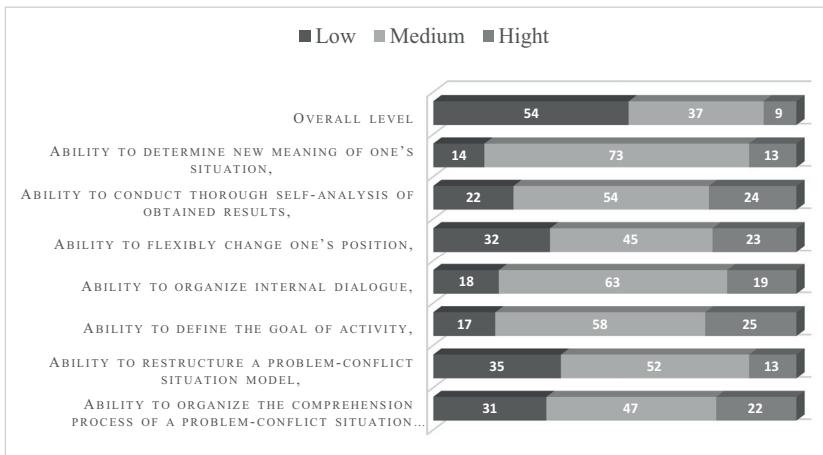

Figure 3. **Percentage distribution of respondents by levels of development across each scale according to O.V. Savchenko's method "Reflective Skills (Personal Level)"**

Overall, students can analyze situations, compare possible actions, and align goals with personal values, ensuring satisfactory self-regulation and adaptability. At the metacognitive level, these skills enable conscious planning, monitoring, and strategy adjustment. In blended learning, this manifests as time management between online and in-person study, evaluation of intermediate results, and flexible adaptation of strategies, promoting self-regulation, learning efficiency, and autonomy.

Finally, the results obtained through the method **"Cognitive Strategies for Problem Solving" (**by O.V. Savchenko and M.Yu. Makiienko**)** are presented.
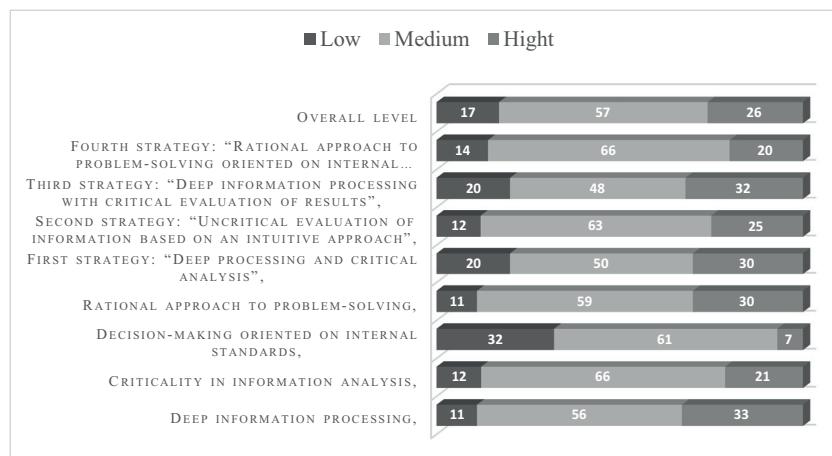
Figure 4. **Percentage distribution of respondents by levels of development across each scale according to the method "Cognitive Strategies for Problem Solving" (O.V. Savchenko, M.Yu. Makiienko).**

Findings reveal a predominance of medium-level development of reflective strategies in solving complex problems. Students analyze their activities, assess task conditions, and select appropriate solutions, relying on prior experience and partial emotional control. Clip-like thinking – fragmentary information processing and impulsive decisions – underscores the need to develop systematic analysis and planning strategies.

Critical analysis and rational approaches help counteract limitations of clip thinking, fostering structured reasoning and autonomy. Intuitive strategies, though sometimes uncritical, support flexibility and self-regulation. The integration of analytical and intuitive approaches reflects the gradual development of metacognitive control, particularly self-correction, conscious planning, and adaptive problem-solving.

In blended learning, cognitive strategies are applied through integrated planning, monitoring, and correction: students as-

sess intermediate results, refine approaches, and select effective methods to achieve learning goals, enhancing adaptability and independent thinking.

We presented the results obtained through *Thorndike's Test*, which illustrate the overall development of students' skills in reading comprehension, attention concentration, and the ability to identify key information from text. The study revealed that most participants demonstrate low levels of these skills (58%), indicating limited cognitive flexibility and analytical activity. Additionally, students exhibited superficial information processing, difficulties in maintaining attention over extended periods, and fragmentary memorization of facts without establishing meaningful connections.

These findings highlight the necessity for pedagogical support aimed at developing metacognitive control, which facilitates deeper understanding of material, identification of essential information, anticipation of learning outcomes, and autonomous regulation of the learning process. Particularly important is the formation of strategies to counteract the negative effects of clip-like thinking, transforming its potential limitations into a resource for rapid and critical information processing.

The analysis further considers the results obtained using the method *"Monitoring the Effectiveness of Students' Learning Activities"* (I.S. Todorova).

Examination of these results demonstrates the overall level of development of metacognitive control components among students. Most participants rated their own learning effectiveness at a high level (51%), reflecting satisfaction with the learning process, awareness of personal responsibility for outcomes, and the development of skills in planning, monitoring, and self-regulation.

In the context of blended learning, which combines face-to-face and online formats, these skills are particularly significant, as they require independence, cognitive flexibility, and the abi-

lity to adapt to diverse methods of information acquisition. Clip-like thinking, while potentially limiting the depth of information processing, can serve as a resource for rapid data assimilation when supported by developed metacognitive strategies that ensure systematic and coherent understanding.
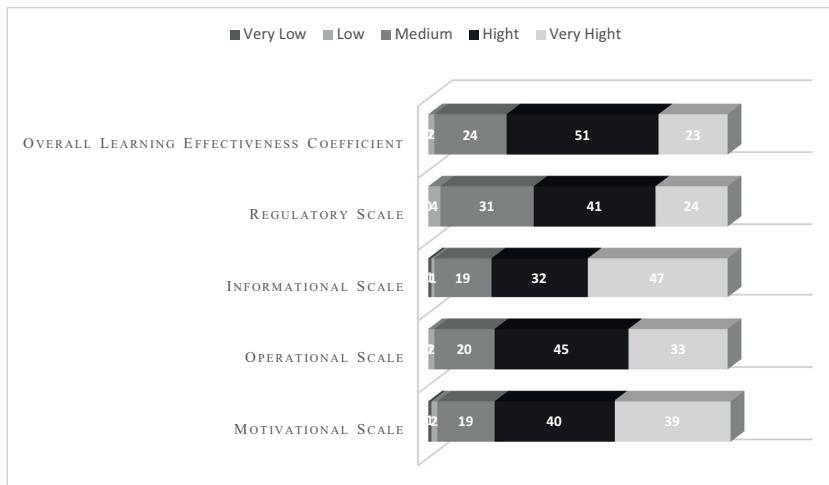

Figure 5. **Percentage distribution of respondents by levels of development across each scale according to the method "Monitoring the Effectiveness of Students' Learning Activities" (I.S. Todorova).**

The motivational subsystem was predominantly characterized by a high level (40%), indicating students' goal-oriented behavior, a desire for self-improvement, and readiness to overcome challenges. Such motivation provides a foundation for developing strategies of planning, analysis, and reflection on one's own learning process.

Similarly, the operational subsystem showed a high level of development (45%), reflecting students' ability to organize learning actions, structure task execution, and analyze errors. The development of operational skills contributes to learning

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autonomy, effective strategy selection, and adaptability within the blended learning environment.

The informational subsystem also demonstrated predominance at a high level (47%), indicating effective perception, systematization, and application of learning materials, as well as the development of interdisciplinary connections and critical thinking. This competence ensures comprehensive understanding of educational content and conscious management of the cognitive process.

The regulatory subsystem showed a high level (41%), highlighting students' capacity to maintain emotional balance, manage workload, and sustain performance under stress. Developed self-regulation and control over one's own state enable effective organization of learning activities and achievement of objectives even in challenging situations.

In summary, the results indicate that students possess high levels of self-awareness, motivation, and organization in learning activities. These findings suggest positive development of metacognitive control and the ability to transform the speed and fragmentary nature of clip-like information processing into effective analysis, critical evaluation, and conscious, in-depth learning.

The subsequent section presents a table 2 summarizing the correlations between key study scales, reflecting the strength and direction of the main relationships among metacognitive control, learning strategies, motivation, and cognitive characteristics of students.

We would like to note that the table presents the most significant and statistically meaningful correlation coefficients (r ≥ 0.35), which have leading theoretical and practical relevance for constructing a model of metacognitive control in a blended learning environment. Other identified correlations, which are not included in the table, were also analyzed and considered within the context of the study; a detailed description will be provided in the dissertation research.

Table 2

Statistically Significant Correlation Coefficients among the Research Scales

№	Indicator Pair	ρ	Significance Level	Interpretation
1	Learning Effectiveness ↔ Motivational Scale	+0.813	<.001	Very strong positive correlation; high motivation contributes to learning effectiveness.
2	Learning Effectiveness ↔ Operational Scale	+0.827	<.001	Very strong positive correlation; practical skills are critically important.
3	Learning Effectiveness ↔ Informational Scale	+0.804	<.001	Very strong positive correlation.
4	Learning Effectiveness ↔ Regulatory Scale	+0.894	<.001	Strongest positive correlation; internal self-regulation determines learning effectiveness.
5	Reflective Skills (Metacognitive Level) ↔ Reflective Skills (Personal Level)	+0.531	<.001	Moderate-to-strong positive correlation; personal-level skills are closely linked to metacognitive skills.
6	Third Strategy "Deep Information Processing with Critical Evaluation of Results" ↔ First Strategy "Deep Processing and Critical Analysis"	+0.537	<.001	Moderate-to-strong positive correlation between deep processing strategies.
7	Overall Level of Cognitive Tasks ↔ First Strategy "Deep Processing and Critical Analysis"	+0.638	<.001	Strong positive correlation; applying the strategy improves performance in cognitive tasks.
8	Overall Level of Cognitive Tasks ↔ Third Strategy "Deep Information Processing with Critical Evaluation of Results"	+0.734	<.001	Strong positive correlation; critical evaluation of results supports better task performance.

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The analysis revealed that higher education students' academic performance is strongly linked to motivational, operational, informational, and regulatory components. The strongest correlation was with the regulatory scale ($\rho = 0.894$, $p < .001$), highlighting the central role of self-regulation and the ability to organize learning activities. High correlations with motivational ($\rho = 0.813$), operational ($\rho = 0.827$), and informational ($\rho = 0.804$) scales confirm that effective learning requires motivation, practical skills, and comprehensive information processing, enabling students to plan, monitor, and adapt to complex tasks.

Metacognitive reflexive skills showed a moderate-to-strong correlation with the personal-level scale ($\rho = 0.531$), emphasizing the importance of self-awareness and reflection. Students who analyze successes and mistakes regulate learning more effectively and adjust strategies accordingly.

Significant links were also observed among strategic learning approaches: "Deep information processing with critical evaluation" correlated with "Deep processing and critical analysis" ($\rho = 0.537$), and both were positively associated with overall cognitive performance ($\rho = 0.638$ and $\rho = 0.734$). This suggests that deep processing strategies enhance task performance, critical thinking, and informed decision-making.

In blended learning, these findings highlight the need to integrate internal regulation, reflexive skills, motivation, operational abilities, and deep processing strategies. Such an approach allows students to combine online and offline formats effectively, adapt to fragmented information flows, and achieve structured, conscious, and productive learning.

Conclusions

Based on the diagnostic results, a profile of the modern higher education student can be formulated. The contemporary student is characterized by a combination of high motivation, organized learning activities, and a tendency toward clip thinking. This means they exhibit fragmented and visually orien-

ted information perception, rapidly switch between tasks, and are highly emotionally engaged in the learning process. Such a thinking style supports effective material assimilation through diagrams, videos, infographics, and short text fragments but limits depth of analysis, attention concentration, and the ability to memorize systematically.

At the same time, the student is capable of planning their own activities, defining the sequence of actions, adjusting strategies, and anticipating potential difficulties. They can evaluate the results of their actions, maintain emotional balance, and adapt to changing learning conditions, which ensures partial autonomy and effectiveness in a blended educational environment. Nevertheless, superficial information perception, impulsivity, and fragmented thinking limit the consistency and depth of applying these skills, especially in complex or novel situations.

The student demonstrates the ability for deep information processing, critical analysis, and rational planning of actions, although occasional signs of superficial processing and a tendency toward intuitive decisions may appear. They combine analytical and intuitive approaches, assess their actions, adjust strategies, and consider potential consequences, which contributes to the development of cognitive flexibility and self-regulation skills.

Additionally, a high level of motivation, organization, and learning efficiency is observed. The student actively integrates knowledge, systematizes information, and maintains emotional stability during learning. The combination of these characteristics enables effective work in a blended environment, adaptation to digital formats, and the transformation of the speed and fragmentariness of perception inherent in clip thinking into a resource for deep and conscious learning.

In light of these findings, a special program is planned to enhance metacognitive skills, increase concentration, cognitive flexibility, and the ability for deep analysis and planning of learning activities. All details and results of the program implementation will be presented in subsequent publications.

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Шевченко Тетяна. Прояви кліпового мислення та метакогнітивного контролю у здобувачів вищої освіти: емпіричний аналіз у змішаному форматі навчання.

Мета. Стаття спрямована на виявлення особливостей проявів метакогнітивного контролю та кліпового мислення у здобувачів вищої освіти у змішаному форматі навчання, оцінку їх взаємозв'язку та впливу на ефективність навчальної діяльності.

Методи. Емпіричне дослідження проведено на вибірці 132 здобувачів вищої освіти із застосуванням стандартизованих методик для оцінки рефлексивних умінь, когнітивних стратегій та ефективності навчальної діяльності. Обробка та аналіз даних здійснювалися із застосуванням статистичних методів, факторного аналізу та оцінки кореляційних зв'язків, що забезпечило достовірність результатів.

Результати дослідження. Встановлено, що більшості досліджуваних властиве кліпове мислення, недостатній рівень розвиненості уваги, концентрації та здатності виокремлювати ключову інформацію з тексту. Рефлексивні вміння здобувачів вищої освіти на когнітивному, особистісному та метакогнітивному рівнях, а також стратегії рефлексивної активності, сформовані недостатньо. Водночас здобувачі оцінюють власну навчальну ефективність на високому рівні. Виявлено суттєві кореляційні зв'язки між навчальною ефективністю та рівнем саморегуляції, мотивації, операційних навичок та здатністю ефективно обробляти інформацію. Рефлексивні вміння та стратегії глибинної обробки інформації сприяють підвищенню результативності завдань і розвитку критичного мислення, що підкреслює важливість комплексного підходу у змішаному навчанні.

Висновок. Сформовано профіль сучасного здобувача вищої освіти: відзначається висока мотивація, організованість та здатність до саморегуляції, активно планується власна діяльність і оцінюються результати дій. Водночас спостерігається схильність до кліпового мислення, що сприяє швидкому сприйняттю інформації, але обмежує концентрацію уваги та глибину аналізу.

Ключові слова: метакогнітивний контроль, кліпове мислення, рефлексивні вміння, когнітивні стратегії, змішане навчання, емпіричне дослідження.

Development of Creativity of Students of Special Faculties at Foreign Language Classes in the Paradigm of Differential and Management Psychology

Розвиток креативності студентів спеціальних факультетів на заняттях іноземної мови в парадигмі диференційної психології та психології управління

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ABSTRACT

The purpose of our research is to show the model of the development of creativity of students of special faculties at foreign language classes in the paradigm of Differential and Management Psychology.

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

The results of the research. We showed that students in groups E1, C2 had needed help at all stages of solving the problem. We understood that in these groups it was only possible to gradually weaken help and control. Moreover, while working with students of all groups we used such additional methods and techniques of activating the thinking activity of students as: 1) reproduction of certain theoretical material necessary for solving the problem; 2) mastering the ability to expound a number of mental operations: a) from analysis to synthesis (for example, solve subproblems to which the original problem is reduced); b) apply analogies (review a similar, but simpler problem in order to identify a method for solving it).

Conclusions. Summarizing the research available in the psychological literature on this problem and considering creativity as a process of solving problems, we distinguish six main groups of definitions of creativity: 1) definitions of the "gestalt" type, which emphasize the creation of a new integrity; 2) definitions oriented to obtaining a "final product", or "innovative" definitions, which emphasize the production of something new; 3) "aesthetic" or "expressive" definitions, in which self-expression of the individual is dominant. As an example of definitions of this type, the following is given: "The creative process is the ability to think in a completely unexplored (or partially explored) area, not limited by already acquired experience"; 4) "psychoanalytic" or "dynamic" definitions,

and which define creativity in terms of the interaction of "Me", "It" and "Superego"; 5) definitions in terms of "solution-oriented thinking", which emphasize the thought process itself rather than the solution; 6) other miscellaneous definitions that do not fit into any of the above categories.

Key words: *creativity, Differential Psychology, Management Psychology, solving problems, emphasize the production of something new, self-expression.*

Introduction

Scientists (Astle, & Scerif, 2011) understand the creative process as the creation (through a certain action) of a new product. The subject is oriented, on the one hand, to the uniqueness of the individual, and, on the other hand, to the social life conditioned by the surrounding space, events, people and circumstances (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). So, foreign scientists (de la Garza, & Harris, 2017) distinguish two groups of approaches to defining the essence of creativity:

– approaches oriented to the search for new sources, meanings, etc. for a person;

– approaches oriented to the process of creative activity.

The first group includes:

1. *Psychoanalytic approach*. Proponents of this approach argue that creativity is the result of intrapersonal conflicts. The creative process is essentially an externalization of the products of imagination through the interaction of both "primitive" and more "advanced" types of thinking. Within this approach, the psychoanalytic theories should be distinguished (Dale, & Duran, 2011). Scientists (Falé, Costa, & Luegi, 2016) believe that creativity consists of a phase of inspiration and a phase of refinement; the scientist suggests that creativity is characterized by a temporary rejection of logical, rational thinking. Only in the second phase does a "strict logical evaluation of ideas" is taking a place. Scientists (Гончарук, & Онуфрієва, 2018) also consider the sphere of the "preconscious" to be the main source of creative thought. At the same time, the scientists dispute those psychoanalysts who believed that neurosis is an essential element

of creativity (Alahmadi, & Foltz, 2020); other scientists (Arrington, Kulesz, Francis, Fletcher, & Barnes, 2014) empirically prove that fear, guilt, and other neurotic manifestations of personality significantly inhibit creativity.

2. *Humanistic approach*. The representatives of this approach believe that creativity arises when the individual has no intrapersonal conflicts. The creative process, in such a way, turns out to be the realization of natural creative potential, but only under the condition that a person eliminates internal barriers and external obstacles. As we have shown by studies of scientists belonging to Humanistic Psychology (Drigas, & Karyotaki, 2017), the need for self-expression turns out to be a basic human need of a person (Engle, 2002).

3. *Psychometric Approach*, the representatives assume that the natural creative potential of an individual is genetically determined and can be measured by standard tests. The creative process is an interaction of two opposing types of thinking: divergent and convergent ones. Within this approach, the most famous is the theory of J. Guilford ("The methodology of Research on Creative Thinking" by J. Guilford, modified by O.E. Tunik, 2023).

To the second group of creative approaches we include: Perceptual Approach, Associative Approach, Gestalt Approach, Step-by-step Approach, Integrated Approach, Mixed Approach.

Among so-called *"perceptual theories"* that belong to this approach, we can single out the theory of scientists (Rezaei, & Mousanezhad Jeddi, 2020), who believe that the motivation for creativity arises from the need of a person to participate in the process of communication with the outside world. Creativity is the result of "perceptual openness", which allows the person to perceive an object from different sides, in its different worldviews and perspectives. The latter allows us to talk about the creativity of the individual. In later studies that directly studied the creative processes of the individual (Ivashkevych Er., 2024), creativity remains one of the components of intellectual giftedness (Івашкевич Ер., & Комарніцька, 2020).

Representatives of *the Associative Approach* believe that human creativity is the result of their ability to find distant associations in the process of finding a solution to a problem. According to the theory, the more distant the associations that arise in a person, the higher the level of their creative abilities is (Alyami, & Mohsen, 2019).

The Gestalt Approach assumes that creative thinking is neither logical, step-by-step actions nor discrete associations, but only a certain restructuring of a holistic situation. Within this approach, the most famous is the theory of scientists (Gathercole, Pickering, Ambridge, & Wearing, 2004), the main idea of which is that productive thinking requires restructuring the problem.

Special attention should be paid to the approach that focuses on a person's perception of the gradual formation of cognitive functions (it was called *"Step-by-step Approach"*). In particular, the representative of this approach, a scientist (Conners, 2009) drew special attention to the similarity between the stages of the development of mental abilities according to Piaget and the creative achievements of the individual.

The Integrated Approach is worth of special attention, within which the scientists (Hecht, Torgesen, Wagner, & Rashotte, 2001) identified four stages in the creative act: preparation, incubation, enlightenment and verification of the decision having been made. The periods of incubation and enlightenment are subconscious, at their level various combinations of ideas occur, mostly randomly. The scientist emphasizes that even the last stage, which is verification of the decision made, is carried out at the subconscious level of the psyche, because the subconscious mind selects the most useful and valuable principles, focusing primarily on the criterion of beauty.

Within the paradigm of *the Integrated Approach*, so-called mixed theories include the theory of scientists (Ivashkevych Ed., & Rudzevych, 2023), who believe that creative achievement is the result of conscious purposeful action, and subconscious processes in no way play a decisive role. The process of discovery itself

is not reduced to the formation of a single association (Learning Preferences and Strengths, 2023) and other supporters of the associative theory of creativity (Phani Krishna, Arulmozi, Shiva Ram, & Mishra, 2020), it is much longer and gradual. The theory of scientists (Mykhalchuk, & Bihunova, 2019) also belongs to *Mixed Approaches*, which uses rather unusual concepts, such as a scene of perception or a center from which requests are sent to the external environment or to the apperceptive array.

In the psychological and philosophical directions of the development of scientific thought described by us, creativity is considered in the paradigm of the activity under certain conditions of performance of the latter or as a way of solving a certain problem. At the next historical stage of the development of psychological science, such different views on creativity change somewhat. Scientists analyze it, as a rule, in the paradigm of scientific description through the consequences of the performed activity (creativity as the exteriorization by the subject of the performed actions). Thus, scientists (Greco, Canal, Bambini, & Moro, 2020) believe that creativity is one of the ways of saving an individual from sexual energy. In this case, the process of sublimation occurs through the so-called catharsis. Generalizing the development of the phenomenology of creativity at these stages of the development of psychological thought, we'd like to note that in many concepts, despite their differences, there is a general scientific interpretation of the appearance of the so-called psychic products that have no place in the acquired experience of the individual. That is, creativity is a certain way of the emergence of something new. This method, according to a scientist (Heidari, 2019), is indicated by the concepts of trial and error, insight and catharsis, which are widely used in science to interpret the psychological essence of creativity.

The purpose of our research is to show the model of the development of creativity of students of special faculties at foreign language classes in the paradigm of Differential and Management Psychology.

Methods of the research

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

An empirical study of students' creativity was analyzed by us during 2023-2024 at the Universities of the philological faculties (the experiment was provided at Academician Stepan Demianchuk International University of Economics and Humanities in Rivne (MEGU) and at Khmelnytskyi National University). 113 students participated in our research. Given the research objectives of our research, students were divided into experimental and control groups by the method of randomization (using technology of paired design):

– experimental groups:

- E1 (29 students) – students of the 1st course of the philological faculty of Academician Stepan Demianchuk International University of Economics and Humanities in Rivne (MEGU);

- E2 (28 students) – students of the 2nd course of the philological faculty of Khmelnytskyi National University;

- control groups:

- C1 (28 students) – students of the 1st course of the philological faculty of Khmelnytskyi National University;

- C2 (28 students) – students of the 2nd course of the philological faculty of Academician Stepan Demianchuk International University of Economics and Humanities in Rivne (MEGU).

In our research we used "The methodology of Research on Creative Thinking" by J. Guilford, modified by O.E. Tunik (2023).

Results and their discussion

As the criteria for the development of creativity, we took its parameters, such as flexibility, originality, speed, metaphorical thinking, as well as individual psychological characteristics of the individual and creative reflection.

We proceeded from the theory of scientists (Pimperton, & Nation, 2010) about the relationships between creative and intellectual abilities, such as high development of creative abilities is possible under conditions of a sufficient level of intelligence and a sufficient amount of knowledge (IQ = 120), and, therefore, if intelligence has a sufficiently high level of the development (IQ = 115–120), then creativity will take the form of an independent value and its development will not be limited by certain fixed limits. In the case when intelligence is very high (IQ = 170–180) or very low, then the relationships between creativity and intelligence will be negative. Taking into account these facts, in our experimental study we assessed the level of the development of intelligence of students. We also assumed that as for students, there are usually no students with very high and low levels of intelligence, and if there are such isolated cases, they will not significantly affect the overall picture of the study. So, in order to study the intelligence of students, we used "The methodology of Research on Creative Thinking" by J. Guilford, modified by O.E. Tunik (2023).

In the process of experimental research, the activity with methods aimed at studying the personal characteristics of students, their creativity was carried out in a naturally organized test mode. When examining students, their age characteristics, were taken into account. In general, the study took on a group nature with elements of individual activity. The study of the creativity of the personality of students was carried out in such a way: teachers and psychologists, who played the role of experts, solved the tasks individually; students of both the control and experimental groups had to: a) complete the tasks in the usual test mode; b) complete the tasks in situations of creative activity at the lessons of foreign language and specially organized developmental classes by us with a significant role of the creative example of the teacher, who is able to transmit his/her own creative activity to students. In the study of creativity, we took into account the influence of the factors identified by us in the theo-

retical part of the activity, which determine the development of students' ability to perform creative activities, make creative decisions. It should also be noted that we conducted lessons of foreign language with elements of creativity at both the formative and ascertaining stages of research, because otherwise it would be impossible to investigate the dynamics of students' creativity.

In accordance with the goals and objectives of our research, the necessary mathematical apparatus was used to process the obtained data: correlation and factor analysis and comparative analysis were carried out using the SPSS 11 statistical data processing package. This research has a number of characteristics. At *the first stage of the experiment* to determine the leading factors in the development of creativity and identify the relationships between various parameters of creativity of students, the study in the experimental groups was organized in the form of creative lessons on the subject "Oral and written language practice (the English language)". At the stage of the ascertaining research, a total of 18 lessons were provided in each group. At the formative stage of the experiment (the stage of predicting the development of creative personality traits taking into account the influence of the most significant factors and conditions) in the experimental groups for three years, developmental classes were organized.

In the creative activity of students in creating metaphors, figurative comparisons and original judgments, the leading factor in the motive for choosing a particular statement is, in our opinion, the emotional involvement of the author in a real educational situation. In order to emotionally accept the idea of performing creative tasks as one that is personally meaningful for each student, the classes took on a free, non-evaluative character and continued in a comfortable, friendly atmosphere. The teacher took an active creative position and by his/her example encouraged students to demonstrate creative personality qualities.

Let us analyze the data we obtained on the indicators of verbal and nonverbal creativity of students according to "The methodology of Research on Creative Thinking" by J. Guilford, modified by O.E. Tunik (2023). Students of both the experimental and control groups received rather low results on the indicators of verbal and nonverbal creativity. Also, students' observation during their solution of the tasks proposed by us allows us to draw the following conclusions. Thus, students of groups E1, C1, C2 are characterized by low formation of educational skills, which are expressed in:

• distortion of the content of theorems, which negatively affects the solution of tasks by students;

• lack of skills and abilities: a) purposefully search for a solution to the problem; b) build a connection between data and missing values; c) identify significant dependencies and key points in solving tasks.

In general, these students are dominated by the convergent type of thinking. Students of groups E1, C1, C2, having sufficient knowledge of the program material, can apply them when solving standard problems. Complications, as a rule, are arisen in the process of transition to solving problems of a new type. But, having mastered the methods of solving these problems, students productively solve similar problems. In this case, we can predict the dynamics of the internal cognitive structures of the subject in the future, although at present these students are dominated by the convergent type of thinking.

Group E2 consists of students who are characterized by a slightly higher level of productive thinking than students in other groups, which is expressed in its operational characteristics (analysis, synthesis), etc. For example, they are characterized by:

• reducing a complex task to a somewhat simplified chain of simple subtasks;

• transferring already acquired knowledge to new conditions of this activity;

• putting forward and justifying hypotheses in the process of solving problems (the ability to create creative products).

Thus, divergent and evaluative thinking prevails in this group, although it has insufficient level of the development, and this does not allow us to speak of sufficiently (or even highly) developed creativity of students. Such differentiation of students by the level of formation of their educational skills, based on the predominance of a certain type of mental operations, types of thinking (convergent, divergent, evaluative, etc.) allows us, when organizing educational activities, to plan the application of all types of differentiated teacher influences on students during the formative experiment.

The data obtained by us using "The methodology for Study of Creative Thinking" by J. Guilford, modified by O.E. Tunik (2023), are also confirmed by the results obtained using the methodology for studying personality creativity (see results in Table 1).

Table 1

Development of creative thinking of students
(in %, ascertainment study)

A high level of creative thinking by its type	E1	E2	C1	C2
Productive-synthetic	18.36	24.79	20.13	19.75
Productive-analytical	31.09	39.16	29.37	28.11
Productive and informational	23.85	29.71	24.09	23.17
Reproductive and prescription	16.58	17.31	14.55	18.37

Thus, we see that few students in the experimental and control groups are characterized by *productive-synthetic* (high and average indicators of the development of all parameters of creative thinking) and *reproductive-receptive* (high and average speed of thinking with low flexibility, originality and elaboration) *types of creative thinking*. A third part of students in all groups have a productive-analytical type of thinking (high and average indicators of flexibility (sometimes it is speed) and elaboration of

thinking), the fourth part of students in each group is characterized by *a productive-informational type of thinking* (high and average indicators of the development of speed (sometimes we mean flexibility) and originality). Although, the results for all types of thinking of students of group E2 are somewhat higher than in a case of students in other groups.

For students of groups E1, C1, C2, the usual ways of solving the tasks we proposed are the obsessive reproduction of the same solution method; these students also tried to prevent the rest from finding the right solution, which, in turn, contaminated the process of creative activity, creative development of the personality, which was the goal of our research. Therefore, we helped students of all groups individually in the case of solving a task of the same level of complexity.

In particular, we took into account that solving a stereometric problem consists of *five stages*: 1) preparation for the solution; 2) search for an action plan; 3) drawing up a solution plan; 4) implementation of the solution; 5) discussion of the solution found (generalization of the found algorithm for performing actions).

During the ascertainment study, as a rule, students in group E2 immediately started to solve the problem on their own. They were provided with assistance only at the second (search for a plan of actions) and the fifth (discussion of the solution found, generalization of the method of actions found) stages. Students in group C1 were provided with assistance at the first stage (preparation for the solution), the second one (search for a plan of actions) and the fifth stage (discussion of the solution found, generalization of the method of actions found) stages.

Students in groups E1, C2 needed help at all stages of solving the problem. We understood that in these groups it was only possible to gradually weaken help and control. Moreover, in working with students of all groups we used such additional methods and techniques of activating the thinking activity of students as:

ISSN 2227-6246 (Print)
ISSN 2663-6956 (Online)

ЗБІРНИК НАУКОВИХ ПРАЦЬ
«ПРОБЛЕМИ СУЧАСНОЇ ПСИХОЛОГІЇ»

DOI: https://doi.org/10.32626/2227-6246.2025-66

2025. ВИПУСК 66

1. Reproduction of certain theoretical material necessary for solving the problem.

2. Mastering the ability to expound a number of mental operations: a) from analysis to synthesis (for example, solve sub-problems to which the original problem is reduced); b) apply analogies (review a similar, but simpler problem in order to identify a method for solving it) (Fig. 1).
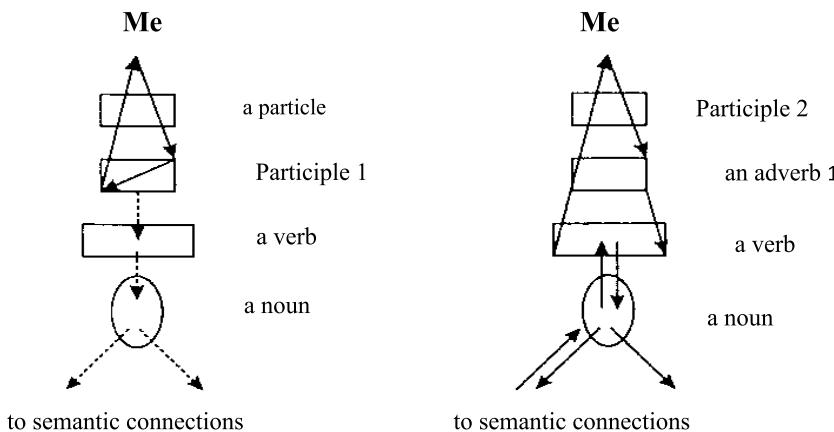
Fig. 1. **Differences in the actualization of intentions in the case of a particle and an adverb**

These conclusions will also be taken into account by us when planning and organizing the formative experiment. The results described by us in this paragraph are also confirmed by low indicators of the level of development of personal creativity. Data on personal creativity are shown in Fig. 2.

If we take into account that the concept of individuality allows us to consider a person from the point of view of his/her integrity, and the concept of "subject" emphasizes the activity, creativity of the individual, then the individuality of a person is characterized by: 1) spontaneous, random activity, which is mainly independent for the person; 2) creative, self-determining activity, which arises in the process of the subject applying certain efforts during the implementation of creative activity.

Thus, the idea of a creative personality is at the junction of the definitions of "individuality" and "subject", and it represents the basic characteristics of a person, indicators of his/her individual uniqueness, which are formed in the process of the person's creative activity itself. Awareness of oneself, one's individuality, one's capabilities, motives, goals and desires contribute to creative self-expression and self-disclosure of the individual.
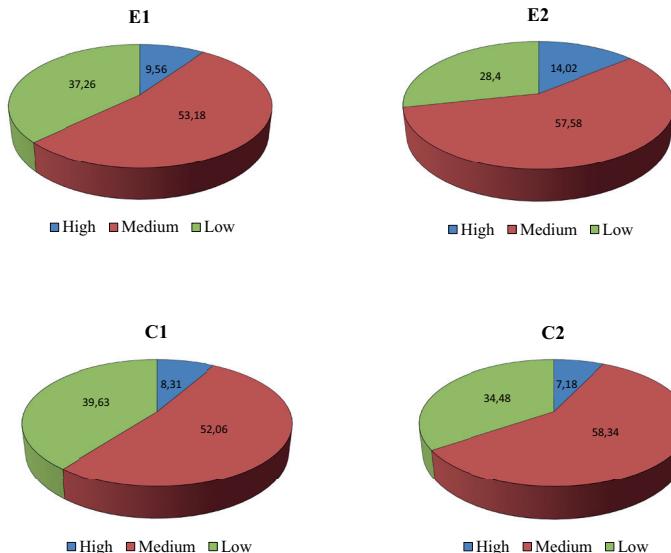

Fig. 2. **Levels of the development of personal creativity of adolescents (**in %, ascertainment study**)**

The latter is largely due to such personal qualities as flexibility, variability, courage, determination, which also have a positive effect on creativity as a personal characteristic. Unfortunately, the result is: in group E1 – 9,56%, in E2 – 14,02%, in C1 – 8,31%, in C2 – 7,18%. Therefore, personal creativity as a stable personal characteristic should also be specially developed.

These data allowed us to highlight the features that distinguish a gifted child:

– is very active and always busy with something. He/She strives to work harder than others and occupies himself/herself with a program set by someone;

– persistently pursues the goals set for himself/herself, wants to know more about the chosen object and requires additional information from adults, asks a lot of questions;

– wants to learn, knows a lot, achieves success in any situations. Classes bring pleasure; the child does not perceive classes and studies at school as violence against himself/herself;

– is able to engage in independent activity better than others (perseveres and persistently demands any information about objects, at school conditions independently works with literature, reference material);

– is able to critically consider the surrounding reality and seeks to understand the essence of phenomena, not being satisfied with superficial explanations, even if this interpretation seems quite sufficient for peers;

– asks a lot of questions and is interested in satisfactory answers to them;

– visits classes in kindergarten, and then lessons at school, is interesting for him/her when problem material is used; peers prefer to study algorithmically formulated and absolutely understandable material; compared to his/her peers;

– this child is better than others at revealing relationships between phenomena and their causes, finding common ground, manipulating logical operations, systematizing, classifying, etc.

Conclusions

In general, summarizing the research available in the psychological literature on this problem and considering creativity as a process of solving problems we distinguish main six groups of definitions of creativity: 1) definitions of the "gestalt" type, which emphasize the creation of a new integrity; 2) definitions oriented to obtaining a "final product", or "innovative" definitions, which emphasize the production of something new; 3)

"aesthetic" or "expressive" definitions, in which self-expression of the individual is dominant. As an example of definitions of this type, the following is given: "The creative process is the ability to think in a completely unexplored (or partially explored) area, not limited by already acquired experience"; 4) "psychoanalytic" or "dynamic" definitions, and which define creativity in terms of the interaction of "Me", "It" and "Superego"; 5) definitions in terms of "solution-oriented thinking", which emphasize the thought process itself rather than the solution; 6) other miscellaneous definitions that do not fit into any of the above categories.

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Яцюрик Алла, Дорофєєва Олена. Розвиток креативності студентів спеціальних факультетів на заняттях іноземної мови в парадигмі диференційної психології та психології управління.

Метою нашого дослідження є представлення моделі розвитку креативності студентів спеціальних факультетів на заняттях іноземної мови в парадигмі диференційної психології та психології управління.

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

Результати дослідження. У статті показано, що студенти груп Е1, К2 потребували допомоги на всіх етапах розв'язання задачі. Ми розуміли, що в цих групах лише поступово можна послабити допомогу і контроль. Причому, в роботі з підлітками усіх груп ми використовували такі додаткові методи та прийоми активізації мисленнєвої діяльності школярів, як: 1) репродукція потрібного для розв'язання задачі певного теоретичного матеріалу; 2) оволодіння вмінням експлікувати низку розумових операцій: а) від аналізу до синтезу (наприклад, розв'язати підзадачі, до яких зводиться вихідна задача); б) застосовувати аналогії (переглянути аналогічну, але більш просту задачу з метою виявлення методу її розв'язання).

Висновки. Спираючись на отримані нами в дослідженні емпіричні результати, розглядаючи творчість як процес розв'язання задач, ми виділяємо шість груп визначень творчості: 1) визначення за типом "гештальт", в яких наголошується на створенні нової цілісності; 2) визначення, зорієнтовані на отримання "кінцевого продукту", або "інноваційні" дефініції, в яких наголошується на продукуванні чогось нового; 3) "естетичні" або "експресивні" визначення, в яких домінантним є самовираження особистості. В якості прикладу визначень такого типу наводиться наступне: "Творчий процес – це здатність мислити в зовсім недосліджений (або частково досліджений) сфері, не маючи обмеження вже набутим досвідом"; 4) "психоаналітичні" або "динамічні" визначення, в яких творчість визначається в термінах взаємодії "Я", "Воно" і "Над-Я"; 5) визначення у термінах "мислення, зорієнтованого на розв'язання", в яких наголошується не стільки на розв'язанні, скільки

на самому розумовому процесі; *б)* інші різноманітні визначення, які не вкладаються ні в жодну з перерахованих вище категорій.

Scientific publication

Collection of Research Papers
"Problems of Modern Psychology"
Kamianets-Podilskyi National Ivan Ohiienko University,
G.S. Kostiuk Institute of Psychology of the National Academy
of Educational Sciences of Ukraine

Issue 66

English translation   Olha Moshtak

27.11.2025.
60x84/16 Format.
SchoolBook Type.
Offset paper. Lithographic printing.
Edition 300 copies.