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## SOCIAL RESEARCH ON MANIPULATIVE MANIFESTATIONS IN INTER- SOCIAL RELATIONSHIPS BETWEEN SCHOOLCHILDREN

**Abstract.** The author devotes attention to the problem of communicative manipulation in the educational process and tries to investigate the attitude to the problem of manipulation of information of schoolchildren. In addition, the author analyzes the feasibility of using manipulation in the educational sphere, examines different scientific points of view, and considers the attitude of school students to the implementation of manipulative influence. The aim of the research was to find out the social and psychological reasons for education teachers' attitude to manipulation; to analyze the mechanisms of protection against manipulation; to systematize the methods of prevention and prevention of manipulation in education. The growing interest to the problem of manipulative influence in social activity is due to the desire of scientists to analyze the issues related to the admissibility of manipulative influence on participants in the educational process, as well as to find ways to prevent and protect against manipulation. School practice shows that older pupils often use manipulative strategies in interpersonal communication. Destructive ways of manipulation are aimed at exerting external influence, rigidly structuring pupils' behaviors and disrupting the inner freedom of the pre-adolescent child.

From a socio-pedagogical point of view, the consolidation of manipulation as the main communicative influence as a way to build inter-relationships among children of adolescence is not a favorable option for the development of inter-relationships. In the first case, children may develop a lack of trust and confidence, a lack of social mobility, and a lack of adequate self-presentation in the educational environment. In the other case, rationalism, cynicism, covetousness, non-naturalness in relations may be initiated. In the author's opinion, under conditions of dynamical changes in today's educational environment negatively spun manifestations of manipulative communication are inadequate and maladaptive in the students' team. The students' understanding of the essence of the strategy of manipulation and the formation of a protective mechanism against such a way of interaction is an urgent problem of the holistic social and pedagogical process of the secondary (vocational) school.

**Key words:** manipulative influence; destructive manipulation; counter-manipulation; communicative manipulation.

## Introduction

Manipulative influence is considered by many scholars in different fields of interaction, but almost all of them point to the destructive, disruptive nature of manipulative influence in the sphere of education. There are different points of view on the admissibility of manipulation in inter-societal communication. Particularly insufficiently scholars have studied manipulative influence on the personality of a pupil and its social and psychological consequences, as well as the personality traits of pupils who are susceptible to manipulation.

The mission of the social pedagogue in a general education institution is to provide a supportive social, educational and spiritual environment for development, socialization, adaptation of personality, interaction of educational and school-based institutions, institutions, family and community, their overall development. The social pedagogue acts as a mediator between the pupil and the social environment, in particular: between the pupil and various structures and institutions; between the pupil and the teachers and educators; between the child and the parents; Between the pupil and other professionals involved in solving the educational and instructional problems of the pupil (psychologists, trainers, team leaders, etc.); between the pupil and different groups of peers.

Among the many problems the child encounters in these social situations is the problem of love and acceptance as an important component of interpersonal relationships, an inevitable condition for the successful socialization of the individual.

The main problems in today's mainstream schools are related to the difficulty's teachers face in inter-university communication with pupils. In some situations, teachers resort to manipulation to resolve difficult pedagogical situations.

That is why the relevance of the problem and the lack of its scientific research motivated the choice of thesis topic: "Socio-psychological features of manipulative influence in the educational environment".

***The goal of the research*** is to theoretically conceptualize and summaries the phenomenon of manipulation, to reveal the nature of manipulative influence technologies, and to develop a functional model for counteracting manipulative influences in socio-pedagogical activities.

***The purpose of the study:***

- 1) Analyze the state of research on the problem in pedagogical theory and practice, reveal the key concepts of research and the essence of manipulative influence;
- 2) To identify the nature of manipulative influence technologies in socio-pedagogical activities;
- 3) Internet resources as a new medium for manipulative influence on participants in the educational process;
- 4) Propose a functional model to counteract manipulative influences in the educational environment.

The *object of the study* is the process of manipulative influence in socio-pedagogical activities.

The *study focuses* on the specificities of manipulative influence in the educational environment.

In order to achieve the set goal and implement the objectives in the process of scientific research will be used a set of both general scientific and special *scientific methods of research*, in particular: abstract-logical - for determining the state of scientific development, consolidation of theoretical and methodological approaches to the study of the subject of research and formulation of conclusions; theoretical generalization; Comparison, analysis and synthesis - to clarify the conceptual and categorical framework and essence identification of key concepts; Historical-chronological and retrospective analysis - to study the genesis of the object of study and its changes in a sequence of hours through the prism of socio-pedagogical retrospective; classification - to divide the forms of organization and the principles of protection against manipulative influences; structural-functional and system analysis - to study the structure of the system of protection of participants in the educational process from manifestations of manipulation, interrelations between them, and to understand the powers and functions of the subjects of providing counter-manipulative assistance.

Using a set of theoretical and empirical methods that correspond to the nature of the problem: Analysis of analytical materials, scientific research, information base on the practical experience of social and psychological services in the sphere of protection against manipulative influences, Training materials on counter-manipulation issues, debriefings, interviews, participation in seminars, trainings, etc.

The scientific novelty of the results lies in the fact that for the first time:

Manipulative influences in the socio-pedagogical process are investigated, the concept of "manipulation" is described, In the context of socio-pedagogical research we will understand a kind of priory psychological influence on the person, which leads to the violation of its intentions, which do not coincide with the currently existing desires. After this influence, the individual is convinced that he or she is self-deciding and acts according to his or her desires, although this is only an illusion of self-determination. The needs are often already formed by another subject. From the point of view of the manipulation subject, it is a piecemeal process of creating illusions about reality or about oneself, which are intended to be perceived by the recipient.

The essence of the key concepts of research "tools", "forms", "techniques", "technologies", "protection", "tools of manipulative influence" "counter-manipulation", etc. is clarified.

The prevention of manipulative influences in socio-pedagogical activities will be further developed.

Practical significance of the expected scientific results will be in theoretical discussion of the model of manipulative influence, the short-term algorithm of resistance to manipulation, selection of effective forms, technologies and methods of prevention of manipulative influences; development of social and pedagogical tools to prevent manipulation and implementation of a series of trainings on counter-manipulation in the educational environment.

***Introduction to the Core Curriculum.*** The educational system at the present stage of development is experiencing an unstable state of reforming. Reforming of education in Ukraine actualizes the search for technologies of protection against manipulative influences adequate to the goal and tasks. Despite the wide range of research on the manipulative influences and protection against them in the Ukrainian education system, the current trends of education development are not sufficiently reflected in the scientific elaborations of the present time. Relevant is the study and implementation in the educational process of socio-pedagogical tools of protection against manipulation, a model of resistance to manipulative influences, which includes diagnostics, protection and preventive measures against manipulation among participants in the educational process. The challenge of controlling the people involved, reviewing one's own capabilities, finding the 'limits of acceptability' in communication with others is an important stage in the socialization of older pupils.

The mission of the social pedagogue in a general education institution is to provide a supportive social, educational and spiritual environment for development, socialization, adaptation of personality, interaction of educational and school-based institutions, institutions, family and community, their overall development. The social pedagogue acts as a mediator between the pupil and the social environment, in particular: between the pupil and various structures and institutions; between the pupil and the teachers and educators; between the child and the parents; Between the pupil and other professionals involved in solving the educational and instructional problems of the pupil (psychologists, trainers, team leaders, etc.); between the pupil and different groups of peers.

Among the many problems the child encounters in these social situations is the problem of love and acceptance as an important component of interpersonal relationships, an inevitable condition for the successful socialization of the individual.

The main problems in today's mainstream schools are related to the difficulty's teachers face in inter-university communication with pupils. In some situations, teachers resort to manipulation to resolve difficult pedagogical situations.

Thus, Kucheryavets (2016) specifies three strategies of psychological influence: imperative (or strategy of domination), manipulative and developmental (die logical). The researcher notes that manipulative interaction is sufficiently studied in its basic manifestations and in sociological, scientific and pedagogical journals is represented by such basic concepts as manipulation, types and techniques of manipulation, types of manipulators, ways of protection from manipulation, etc. On

the spatial scale, manipulation ranks between domination and partnership. This means that in a situation of intercommunication an alternative to it is, on the one hand, ordering, strangulation, overt violence, and on the other hand, supplication, proposal, agreement, understanding. Open pressure and violence do not please the partner, and partner-like, trusting relationships are not possible for everyone and are not always effective. That is why in some situations the use of a manipulative strategy as an effective, but not "frontal" influence is fully justified.

However, the research of the researchers proves that the educational sphere is most susceptible to manipulative behavior, in order with the spheres of business, business relations, advertising, and so on. Examining the socio-psychological specificity of manipulation in the pupils' environment, the author points out that the adolescent age creates favorable conditions for the appearance of a confrontational manipulative strategy, which include: unstable moral and social attitudes that allow us to view the communication partner as a means of achieving personal goals; self-centeredness that allows us to put personal interests before the interests of others; the strength of interpersonal communication with situations of "trials" that older children create for themselves, allowing the most appropriate behavioral strategies to be identified and consolidated to achieve the desired results; Experimentation with behavioral strategies, on the basis of which the formation of crisis and conflict behavior patterns takes place, contributes to the expansion of the behavioral repertoire; the possibility of informed planning allows the formation of the skills of informed choice of behavioral strategies in accordance with the goals.

The study of the issue of manipulative influences among older pupils and its scientific perspective has been going on for several decades. This is due to the indirect study of this topic in the context of other, related phenomena and processes. The author tries to identify the place of manipulation in the educational sphere.

To describe the theoretical basis of manipulation it is necessary to reveal the nature of the phenomenon, to analyse its constituent elements, to identify the specific impact of each of them on the participants in the educational process. This task is complicated by the fact that there is no unity among scholars in defining the term "manipulation". This fact is due to the interdisciplinary nature of this phenomenon and makes it difficult to find a unified methodological framework that can integrate and structure the knowledge of manipulation in a unified approach. Moreover, the analysis of scientific works and other sources has shown that the problem of manipulation remains relevant due to the lack of a general approach to the understanding of this phenomenon, especially in social pedagogy.

Manipulation as a form of forced influence on knowledge is related to the lack of free will of the individual and his ability to make his own decisions. From a socio-pedagogical point of view, the fact that there are adequate characteristics of the person who is most susceptible to manipulation deserves attention: Underdeveloped logical thinking, sensitivity, poor mental activity, heightened emotionality, lack of

adequate self-esteem, sense of self-inflicted inadequacies, social despondency, trustworthiness, etc.

When looking at the definition of the concept of "manipulation", scientists often use a method that identifies the main characteristics, which are further formed into criteria that allow to formulate a working concept. The main characteristics of manipulation, which are distinguished by different authors, are grouped by the author into sign groups and combined into several integral categories, which can be used to define the term of manipulation: 1) generic feature - psychological impact; 2) The attitude towards manipulated objects as a means of achieving one's own goals; 3) The desire to win a one-sided victory; 4) The nature of the impact (both the impact itself and its directivity); 5) using (psychological) strength, playing on weaknesses (using psychological vulnerability); 6) Spokesman ship, motivational inputs (the formation of 'piecemeal' needs and motives to change behaviors in the interests of the manipulative influencer); 7) Mastery and directiveness in the performance of manipulative actions.

Manipulation, due to its immoral and socially unacceptable nature, poses an informational and psychological threat to an individual participant in the educational process and the educational system as a whole as the main stage in the formation of a destructive personality. The study of manipulative influences and the examination of its scientific point of view has been carried out for several dozen years. This is explained by the indirect nature of the study of this topic in the context of other, related phenomena and processes.

Manipulative actions are penetrating into all spheres of life and are becoming more and more pronounced, and sometimes harmful to society as a whole. There is little empirical research to show not only the results but also the nature of the impact of manipulation on inter-child interactions. Manipulation in the socio-pedagogical process is insufficiently studied. The problematic of manipulative influence and actions on the side of humanistic disciplines, especially social pedagogy and social psychology, remains open and has not been investigated yet.

The functioning of the manipulation mechanism is determined by the form of government, its historical appearance, its civilizational type and the particularities of the person on whom the manipulative influence is exerted.

Modern research pays a great deal of attention to the problem of knowledge manipulation: it examines the specifics of the phenomenon of knowledge manipulation, analyses systems of manipulative technologies and investigates their effectiveness. The problem of protection and neutralization of such negative influences is of great importance. The precondition of informed protection from negative external influence is defined as immediate diagnostics of manipulative action. The problem of manipulation in education has been addressed by both foreign and domestic researchers. Among them are R. Goodin, L. Proto, W. Ricoeur, J. Rudinow, P. Robinson, R. Chaldin, F. Zimbardo, M. Leippe, E. Schostrom,

R. Schiller, E. Dotsenko, S. Kara-Murza, O. Sidorenko, V. Sheynov, V. Znakov, O. Gumenyuk and others. Manipulation Use in the Educational and Spiritual Process was studied by E. Rogov, O. Kozacek, N. Volkova and others. Manipulative strategy of influence in interpersonal relations among students has been reflected in numerous socio-pedagogical works of both foreign and domestic researchers (E. Dotsenko, V. Pankratov, L. Ryumshina, V. Sheynov, E. Shostrom).

Most research scientists see manipulation as an unacceptable influence that encourages children to do things that are contrary to their interests or will. However, researchers did not propose a holistic and systematized model for diagnosing and preventing manipulation in the process of interaction between participants in the educational process. There is a lack of special empirical research that would show not only the result, but also the nature of the influence of manipulation on the interaction between high school students.

The notion of manipulation in the context of socio-pedagogical research: Manipulation is a type of a suspicious psychological influence on a person, which leads to a violation of her wishes, which do not coincide with the current desires (Litvinchuk, 2005). After this influence, the individual is convinced that he or she is autonomous to make decisions and act according to his or her desires, although this is only an illusion of autonomy. The needs are often already formed by another subject. From the point of view of the manipulation subject, it is a piecemeal process of creating illusions about reality or about oneself, which are intended to be perceived by the recipient.

In the current context of constant manipulation of the individual, social pedagogy is faced with a problem: how, by voicing and affirming humanistic social and pedagogical ideas in the educational process, can the younger generation be prepared for socialization? Society, while rejecting manipulation as a negative and unnecessary strategy of influence in inter-relationships, is at the same time openly exploiting it in the eyes of the immature. If the social pedagogue asks the child to deal with the problem himself or herself, he or she will force the child to find a self-sufficient solution in his or her own communicative field.

Thus, we understand the communicative field of a pupil to be an aggregate of the main spheres of communication, first of all: the relationship with the parents, the family, which gives them a sense of affection and protection; the dialogue with the teacher as the main subject of pedagogical communication, which is the primary source of evaluation; interaction with classmates where socialization skills are developed; interaction with "others" - acquaintances, casual companions, service providers where these skills are deepened, evaluated, sharpened and improved.

Our study of the sources to the topic, as well as our observation of the pedagogical process, strongly suggests that a manipulative strategy of influence has many negative consequences both for the subject and the subject of manipulation, especially when it is transformed into a way of life, a personal scenario that

determines how students interact with other participants, overriding other strategies of interaction in the educational sphere. Manipulation also prevents important psychological trauma in communication, as it removes the openly silenced, harsh pressure and ensures variety in relationships. This explains its widespread use by young people in their own communicative space.

In our view, which is shared by the majority of research scientists, the manipulative strategy has one very important motivational advantage - it provides a very quick and efficient achievement of own goals, while avoiding moral condemnation by society. The problem of manipulation in communication cannot be solved through condemnation, restriction or denunciation as this strategy is gaining widespread acceptance in all spheres of life today on a global scale. Beginning at school age, to form the experience of adequate use of a manipulative strategy, which would not allow manipulation to become entrenched as a dominant in the communicative field of the pupil, begin to corrupt bullying, aggressiveness in interrelations, use of manipulation for a constructive purpose. The school, as an educational environment free from manipulation, was able to provide a counter-manipulative experience.

The author presents a series of socio-pedagogical studies on the attitude of high school students to the problem of knowledge manipulation. The aim of the study was to identify social and psychological reasons for students' attitudes towards manipulation; to analyze protection mechanisms against manipulation; to systematize ways of prevention and prevention of manipulation in education.

The following theoretical methods of knowledge were used to implement the research: analysis and synthesis of scientific literature on the research problem; study and theoretical consideration of school experience; synthesis, induction and deduction, analogy and modelling, abstraction and concretization, generalization and systematic approach. Empirical methods: observation of pupils' activity, individual interviews, anonymous questionnaires to pupils. A thorough analysis of current scientific literature shows that the problem of manipulation has not received sufficiently thorough theoretical consideration, and there are few attempts to solve it in practice, especially in the study of antiacademic communication. The most important aspects, for example, are the understanding by older pupils of the essence of counter-manipulation, strategies for building socially adequate relationships, the attitude of pupils to resist manipulation in communication, and the moral and ethical assessment of the very notion of "manipulation". These social and negative factors were the reasons for the relevance of the study suggested by the author.

In the view of social pedagogy, the consolidation of manipulation as the main communicative influence as a way to build inter-relationships among children of adolescence is an uncooperative option for the development of inter-relationships. In the first case, children may develop a lack of trust and confidence, a lack of social mobility and inadequate self-presentation in an educational setting. In the other case,



rationalism, cynicism, covetousness, non-naturalness in relations may be initiated. In the author's opinion, under conditions of dynamical changes in today's educational environment negatively spun manifestations of manipulative communication are inadequate and maladaptive in the students' team. The students' understanding of the essence of the strategy of manipulation and the formation of a protective mechanism against such a way of interaction is an urgent problem of the holistic social and pedagogical process of the secondary (vocational) school.

Modern scientific research has shown that the sphere of education is the most vulnerable to manipulative influences from a negative perspective of micro-societal development. Manipulative techniques are known to be widely used in business, politics, marketing and so on.

Thus, according to the scientific observations of the author (2008), more than 60% of teachers and pupils surveyed use manipulative techniques during the educational process. Students explain these reasons: "to avoid answering the questions in class", "to get a high score", "to help a classmate to get out of a difficult situation", "to make the class look bad", etc. Teachers are guided by the motives: "ensuring a working atmosphere during teaching", "stopping disruption of the discipline at school", "developing an interest in the subject".

According to the author, manipulation is a kind of psychological influence on a person, when motives, goals, the very fact of influence are used, psychological power is used, playing on the weaknesses to achieve their own results, as well as changes in the motivational structure of another person (the incentive to perform the actions projected by the manipulator). The manipulative strategy in the student sphere is realized by means of techniques of identifiable stimulation as well as socio-psychological techniques that block/reduce the system of protection, creating a new subjective space-hour model.

On the basis of his own professional socio-pedagogical activity, the author considers it appropriate to identify specific components of students' readiness to resist manipulative influence. The author used the older children's age for the study, namely the 9th grade pupils. The age of 14-15 years is characterized by the emergence of a new level of self-perception, conditionally called by psychologists a sense of adolescence: protest and negativism, through which the children want to achieve an equal position in the world. This specific situation in a child's development often leads to confrontational situations, including those related to the manipulative influence of other children. To understand the attitude of participants in the educational process of general educational institutions to manipulative influence in the educational process we used anonymous questionnaire and interviewing methods.

***Individual interviews and anonymous questionnaires.*** The respondents answered a number of questions and were also asked to give their definition of "manipulation in the educational process". The concept of "manipulation" was used by the students to give 29 own definitions. Most of the definitions (24) contain the

words "influence". "manipulation", "manipulation of people", "negative impact on the state of others". This allows us to conclude that, in the opinion of the students, manipulation is management and a type of influence among the students themselves for the purpose of controlling for their own purposes. Anonymously, pupils answered that manipulation increases conflict; young pupils are easier to manipulate than older pupils; manipulation can have a positive effect on motivation; and manipulation is acceptable in general for the pursuit of self-interest. Confidential conversations with students allowed us to understand that most of the older children consider the use of manipulation towards themselves to be a ruin in communicative relations, At the same time, the students recognized that through manipulation they were "testing the strength" of their classmates in order to achieve a desired individual goal.

We also carried out a number of empirical studies in the course of the current year to look for manipulative manifestations in interpersonal relationships between pupils. We have considered the adolescent age of 15-17 years, which, in the opinion of many teachers and researchers, is the most developed period of personality development. Our uninterrupted and intermediate observation of 67 students in grades 9-11 in a mainstream school at the beginning of 2022 led to the following conclusions. A type of manipulation of the learner-student type is common in each classroom. It is the most widespread not only in schools, between pupils, but also in any other society where children use it in inter-relationships. A large proportion of students (48 of those surveyed) believe that peers manipulate them in this way. However, more than half of the students (31 of the sample) believe that they are victims of manipulative behaviors by peers. This indicator may indicate psychological immaturity of students, their inability to resist the influence of manipulators, lack of formation of communicative skills and system of values.

The research also revealed that the behaviors of manipulative pupils is characterized by a constant change of their own position, which indicates openness and distrust. For pupils with evident manipulative manifestations the desire to get what they want is characteristic in combination with their own modesty, insecurity. As a result of observing the process of interpersonal communication of students, it can be concluded that such behaviors induce communicative values, provokes distrust, scruples, lack of desire for interaction. It should be noted that students with a manipulative communicative orientation were reluctant to cooperate and immediately tried to stop the manipulation towards themselves.

## **Conclusions**

The author of this article comes to the scientific idea that the identification of a conflict manipulative strategy in most cases depends on the norms and values, which the child will develop and acquire during the critical period of building and forming new psychological constructs, in situations of inter-relationship interaction with recipients. Based on the conducted interviews and questionnaires, the author concludes

that high school students in general education schools are sufficiently familiar with manipulation attempts and are interested in this phenomenon. Most of the respondents consider manipulation as one of the negative means of communication; a part of the pupils is openly negative about the use of manipulative influence among peers, pointing out that it is corrosive and negative.

The research perspective includes theoretical discussion of the model of manipulative influence, the so-called temporal algorithm of manipulation implementation, development of social and pedagogical tools against manipulative influence. Further research requires the development of personal indicators of children's susceptibility to manipulation and the determination of effective social and pedagogical technologies against manipulation with knowledge. The prospect for further research is also the development and implementation of training programs for the prevention of manipulative behavior in interpersonal relationships of school students, as well as providing methodological assistance to professionals who deal with this problem. The results of the study are tested through publications in national and international publications, scientific and practical conferences, scientific and methodological seminars of different levels; speeches and discussions at the department of social pedagogy and social work at the Uman State Pedagogical University named after Pavel Tychyny.

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## СОЦІАЛЬНЕ ДОСЛІДЖЕННЯ МАНІПУЛЯТИВНИХ ПРОЯВІВ У МІЖСОБИСТІСНИХ СТОСУНКАХ УЧНІВ ШКІЛ

*Марина Рябініна*, аспірантка II курсу заочної форми навчання кафедри соціальної педагогіки та соціальної роботи факультету соціальної та психологічної освіти Уманського державного педагогічного університету імені Павла Тичини спеціальності (231 Соціальна робота), Умань, Україна; [ryabinina.margarita13@gmail.com](mailto:ryabinina.margarita13@gmail.com)

*Анотація.* Автор привертає увагу до проблеми комунікативних маніпуляцій в освітньому процесі та здійснює спробу дослідити ставлення до проблеми маніпуляції свідомістю учнів шкіл. Крім цього, автор аналізує доцільність використання маніпуляцій в освітній сфері, досліджує різні наукові точки зору, з'ясовує ставлення учнів шкіл до реалізації маніпулятивного впливу. Завданням дослідження було виявити соціально-психологічні причини, що зумовлюють вдавання здобувачів освіти до маніпуляцій; проаналізувати механізми захисту від маніпулювання; систематизувати способи профілактики та попередження маніпулювання у сфері освіти. Зростаючий інтерес до проблеми маніпулятивного впливу в соціальній діяльності обумовлений прагненням учених аналізувати питання, пов'язані з допустимістю маніпулятивного впливу на учасників освітнього процесу, а також з пошуком способів профілактики та захисту від маніпуляцій. Шкільна практика показує, що старші учні часто використовують маніпулятивну стратегію в міжособистісному спілкуванні. Деструктивні способи маніпуляцій спрямовані на зовнішній вплив, жорстке структурування поведінки учнів, на нівелювання внутрішньої свободи дитини підліткового віку.

З соціально-педагогічної точки зору, закріплення маніпуляції в якості основного комунікативного впливу способу побудови міжособистісних відносин серед дітей підліткового віку несприятливий варіант розвитку міжособистісних відносин. У першому випадку у дитини можуть сформуватися безпідставна довірливість, відсутність соціальної мобільності, нездатність адекватної самопрезентації в освітньому середовищі. У другому випадку можливе започаткування раціоналізму, цинізму, корисливості, неприродності у стосунках. На думку автора, в умовах динамічних змін у сучасному освітньому середовищі негативно спрямовані прояви маніпулятивного спілкування є неадекватними та неадаптивними в учнівському колективі. Розуміння учнівством сутності стратегії маніпуляцій та формування захисного механізму від подібного способу

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**Ключові слова:** *маніпулятивний вплив; деструктивні маніпуляції; контр маніпуляції; комунікативні маніпуляції.*

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